

Higher Education Research: A Compilation of Journals and Abstracts 2014

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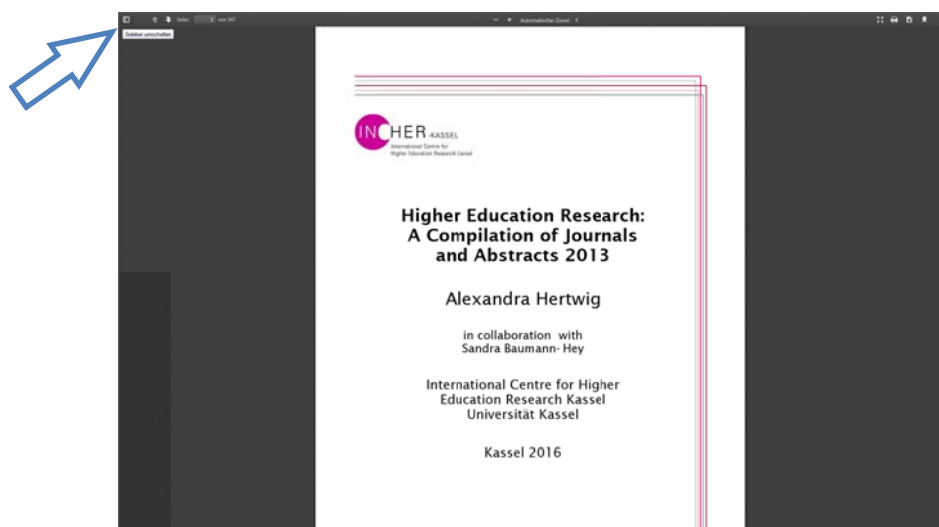
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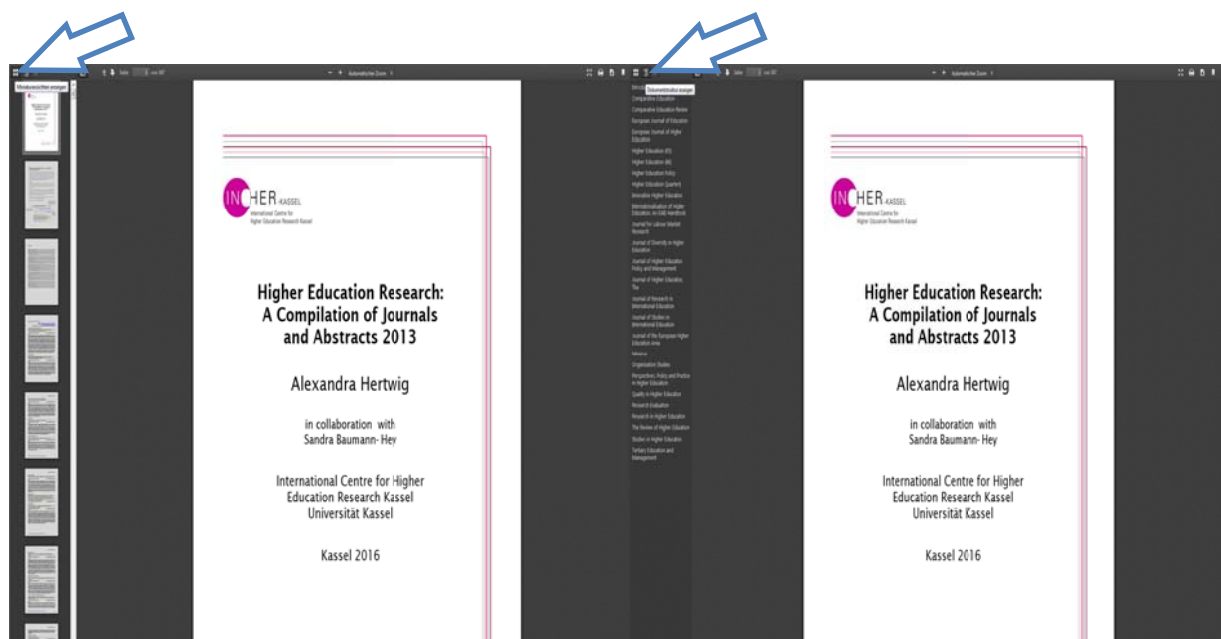
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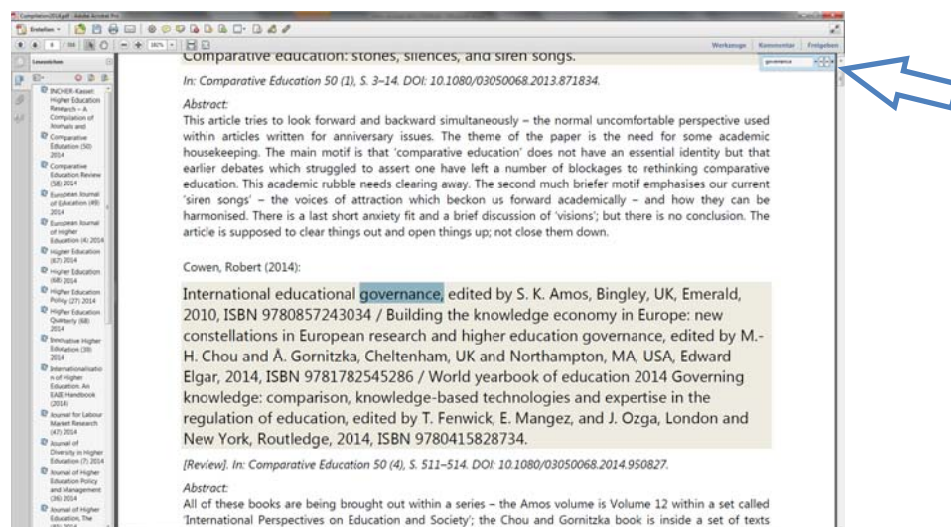
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INCHER-Kassel: Higher Education Research – A Compilation of Journals and Abstracts 2014

This compilation contains 25 pertinent, mainly international academic journals, article titles, authors and abstracts from the interdisciplinary field of higher education research published in 2014. It continues and updates the [Compilation of Journals and Abstracts 2013](#) and follows the same structure. 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, and 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 each 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)

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<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

Alhamdan, Bandar; Al-Saadi, Khalid; Baroutsis, Aspa; Du Plessis, Anna; Hamid, Obaidul M.; Honan, Eileen (2014):

Media representation of teachers across five countries.

In: Comparative Education 50 (4), S. 490–505. DOI: 10.1080/03050068.2013.853476.

Abstract:

This paper reports on an investigation into the representation of teachers in newspapers in five countries. An innovative methodology was used to develop a method of inquiry that supports a deeper understanding of media representations of teachers which can also be used by other researchers in comparative education. The paper explores relevant literature on teachers' work and media studies, and describes the decisions made about the selection of newspapers from the five countries and the analytical framework. Central to the project was the development of an analytic framework which we applied to our analysis of the media data collected from the five countries. The process revealed the construction of four categories of teacher identity: the caring practitioner; the transparent (un)professional; the moral and social role model; and the transformative intellectual. The aim was not to generalise categories but to offer them as they were found in newspapers during this time frame. The data analysis demonstrates the applicability of the innovative methodology while the project also contributes to locally translated understandings of teacher representations. The paper concludes with a reflection on the effectiveness of the methodology for comparative research.

Auld, Euan; Morris, Paul (2014):

Comparative education, the 'New Paradigm' and policy borrowing: constructing knowledge for educational reform.

In: Comparative Education 50 (2), S. 129–155. DOI: 10.1080/03050068.2013.826497.

Abstract:

Education reform in England is increasingly portrayed as a quest to create 'world class' schools through the transfer of features of 'high performing' school systems. The demand for evidence to support policy borrowing has been serviced by an influential intermediary network, which uses international data banks to compare education systems, and to identify and promote evidence of 'what works'. The approach to comparisons has been portrayed as a 'New Paradigm' by its advocates, and whilst the network has been extensively critiqued, this has largely focused on its deviation from the norms of academic comparative education. This article explores how the 'New Paradigm' operates, identifying its inherent features and the strategies used to overcome the methodological issues associated with policy borrowing. This is pursued through an analysis of the rationale; assumptions; underlying ideology; methodology; omissions and silences; dealing with critics; and language and presentation of four of its influential publications.

Bradbury, Alice (2014):

Early childhood assessment: observation, teacher 'knowledge' and the production of attainment data in early years settings.

In: Comparative Education 50 (3), S. 322–339. DOI: 10.1080/03050068.2014.921371.

Abstract:

Since 2003 children in England have been formally assessed at the age of 5 after their first year in school, and their numerical scores reported to parents and analysed at school and national levels. The use of statutory assessment for this age group is unique in the UK, where other regions use less formal methods of assessment. It is also unusual internationally. This paper examines the peculiarity of this assessment system, the Early Years Foundation Stage Profile, using data from two ethnographic case studies of classrooms of four- and five-year-old children in London. The study revealed tensions between the construction of teachers' knowledge, their ambivalence in relation to the numerical data they report, and the use of the data for school accountability purposes. Alternative methods of assessing this age group in other parts of the UK are used to consider the implications of the production of numerical assessment data in early childhood education.

Cowen, Robert (2014):

Comparative education: stones, silences, and siren songs.

In: Comparative Education 50 (1), S. 3–14. DOI: 10.1080/03050068.2013.871834.

Abstract:

This article tries to look forward and backward simultaneously – the normal uncomfortable perspective used within articles written for anniversary issues. The theme of the paper is the need for some academic housekeeping. The main motif is that 'comparative education' does not have an essential identity but that earlier debates which struggled to assert one have left a number of blockages to rethinking comparative education. This academic rubble needs clearing away. The second much briefer motif emphasises our current 'siren songs' – the voices of attraction which beckon us forward academically – and how they can be harmonised. There is a last short anxiety fit and a brief discussion of 'visions'; but there is no conclusion. The article is supposed to clear things out and open things up; not close them down.

Cowen, Robert (2014):

International educational governance, edited by S. K. Amos, Bingley, UK, Emerald, 2010, ISBN 9780857243034 / Building the knowledge economy in Europe: new constellations in European research and higher education governance, edited by M.-H. Chou and Å. Gornitzka, Cheltenham, UK and Northampton, MA, USA, Edward Elgar, 2014, ISBN 9781782545286 / World yearbook of education 2014 Governing knowledge: comparison, knowledge-based technologies and expertise in the regulation of education, edited by T. Fenwick, E. Mangez, and J. Ozga, London and New York, Routledge, 2014, ISBN 9780415828734.

[Review]. In: Comparative Education 50 (4), S. 511–514. DOI: 10.1080/03050068.2014.950827.

Abstract:

All of these books are being brought out within a series – the Amos volume is Volume 12 within a set called 'International Perspectives on Education and Society'; the Chou and Gornitzka book is inside a set of texts addressing 'New Horizons in European Politics'; and the Fenwick, Mangez, and Ozga volume is part of the trajectory of the longestablished World Yearbooks of Education. [...]

Cowen, Robert (2014):

Ways of knowing, outcomes and 'comparative education': be careful what you pray for.

In: Comparative Education 50 (3), S. 282–301. DOI: 10.1080/03050068.2014.921370.

Abstract:

Comparative education as a field of study in universities (and 'comparative education' as practised by nineteenth-century administrators of education in Canada, England, France and the USA) has always addressed the theme of 'transfer': that is, the movement of educational ideas, principles and practices, and institutions and policies from one place to another. The first very explicit statement of this way of thinking about 'comparative education' was offered in the early nineteenth century in France and was expressed in terms of the expectation that if comparative education used carefully collected data, it would become a science. Clearly – about 200 years later – a large number of systems of testing and ranking, based on the careful measurement of educational processes and product, have provided us with hard data and these data are being used within the expectation that successful transfer (of educational principles and policies and practices from one place to another) can now take place. A transferable technology exists. This article argues that this view – that 'we' now have a successful science of transfer – ignores almost all of the complex thinking in the field of 'academic comparative education' of the last 100 years; and that it is likely to take another couple of hundred years before it can approximate to being a science of successful social and educational predictions. However, what shapes the article is not this argument per se, but trying to see the ways in which the epistemology of the field of study (academic comparative education) is always embedded in the politics of both domestic educational reform and international political relations – to the point where research in the field, manifestly increasingly 'objective' is also de facto increasingly 'political'. The article is about the 'how' and 'why' of that and what has been forgotten and what has not yet been noticed.

Crossley, Michael (2014):

Global league tables, big data and the international transfer of educational research modalities.

In: Comparative Education 50 (1), S. 15–26. DOI: 10.1080/03050068.2013.871438.

Abstract:

The international transfer of educational policy and practice has long been a key theme in comparative research and scholarship. Recent years have seen renewed attention to the processes of international policy transfer, with new understandings emerging from innovative theorising and analysis. This article examines the nature and implications of such work, explores the potential for further theoretical and methodological advances, and considers why and how future comparative research might engage in: critical analyses of the use of findings derived from international comparisons of performance and achievement; socio-cultural contributions to the emerging 'big data' debate; and empirically grounded studies of the international transfer of educational research and evaluation modalities.

Crossley, Michael (2014):

The rise of data in education systems: collection, visualisation and use edited by Martin Lawn, Oxford, Symposium Books, 2013, 160 pp., US\$56.00 (paperback), ISBN 978-1-873927-32-8.

[Review]. In: Comparative Education 50 (2), S. 249–250. DOI: 10.1080/03050068.2014.884824.

Elliott, Julian G. (2014):

Lessons from abroad: whatever happened to pedagogy?

In: Comparative Education 50 (1), S. 27–44. DOI: 10.1080/03050068.2013.871835.

Abstract:

This paper considers attempts to import pedagogic practices from other educational systems. In so doing, it focuses upon policymakers' attempts to: (a) import interactive whole class teaching approaches to the UK

(and, to a lesser extent, the US); and (b) export learner-centred pedagogies, largely derived from Anglo-American theorising and practice, to industrialised and developing countries that often vary greatly in educational performance. The paper explains why such initiatives have largely proven ineffective, yet notes that while UK policymakers have largely moved away from pedagogic concerns to issues of teacher quality and expectation, learner-centred approaches continue to be proffered as a solution to the educational problems of many traditional societies. Finally, the paper concludes by emphasising student academic motivation and engagement, rather than specific pedagogic practices, as key to the differential performance of industrialised countries in international comparisons.

Erkkilä, Tero; Piironen, Ossi (2014):

Shifting fundamentals of European higher education governance: competition, ranking, autonomy and accountability.

In: Comparative Education 50 (2), S. 177–191. DOI: 10.1080/03050068.2013.807643.

Abstract:

In the present study we provide an interpretation of a general narrative of transnational governance of higher education. All the elements of the narrative – competition, ranking autonomy and accountability – are visibly present in contemporary higher education policy agenda. We examine these not as separate ideas and practices but as an interlinked whole, bringing an amount of coherence to transnational governance of higher education in Europe. All the elements, as they are currently represented in policy statements by the European higher education establishment, are premised on social atomist ontology and ideology of competition. Consequently, drawing on textual evidence we argue that the recent trend for increasing universities' institutional autonomy and accountability has been justified by reference to competitive logic, which, in turn, has been strengthened by the practice of comparative ranking. The article contributes to diagnosing potential misconceptions that frame the current higher education policy-making in Europe.

Figueiredo-Cowen, Maria C. M. de (2014):

Paulo Freire & the cold war politics of literacy, by Andrew J. Kirkendall, Chapel Hill, The University of North Carolina Press, 2010, 246 pp., US\$ 34.95 (hardback), ISBN 978-08078-3419-0.

[Review]. In: Comparative Education 50 (2), S. 250–252. DOI: 10.1080/03050068.2013.826498.

Goldstein, Harvey; Moss, Gemma (2014):

Knowledge and numbers in education.

[Editorial]. In: Comparative Education 50 (3), S. 259–265. DOI: 10.1080/14681366.2014.926138.

Abstract:

This special issue takes as its core theme the relationship between knowledge and numbers in education, with a particular emphasis on the diverse forms of knowledge that emerge from the collection and use of numerical data within education, and the knowledge communities they help create who understand, analyse and respond to the data in different ways. [...]

This special issue sets out to explore this dynamic at work by reviewing the formation, interpretation and use of statistical data in a range of different settings where judgements about the quality of literacy and education are formed. The papers have been developed from the standpoint of different disciplinary traditions which consider statistical data through the lens of their field's particular interests, methods and analytic concerns, shaped by their longer institutional and discursive histories (Manzon 2009). [...]

Haenggeli-Jenni, Béatrice (2014):

The global reception of John Dewey's thought. Multiple refractions through time and space, edited by Rosa Bruno-Jofré and Jürgen Schriewer, New York, Routledge, Taylor & Francis Group, 2012, 272 pp., US\$44.95 (paperback), ISBN 0-41-585119-X.

[Review]. In: *Comparative Education* 50 (2), S. 252–254. DOI: 10.1080/03050068.2013.873160.

Hordosy, Rita (2014):

Who knows what school leavers and graduates are doing? Comparing information systems within Europe.

In: *Comparative Education* 50 (4), S. 448–473. DOI: 10.1080/03050068.2014.887370.

Abstract:

Many current national and institutional education policies address the issue of raising participation amongst young people and enhancing employability after leaving school or university. What sort of information are these policies built on? This paper compares national information systems from the last three decades across Europe that gather information on school leavers' and graduates' pathways after compulsory education. Using documentary data collected systematically the paper describes the main focus, the research design and the sampling frame of the school leavers' and graduates' information systems (SLGIS) arriving at several different typologies. This paper gives an overall picture of what sort of research is conducted within the area of school leaving and graduation and points out the advantages and disadvantages of the different approaches. Beyond these, the paper gives an indication of how the school leavers' and graduates' data are used within the different European contexts and points towards the next steps of this meta-research: case-studies on how the school leavers' and graduates' data are applied at the national and the institutional level.

Jarvis, Peter (2014):

From adult education to lifelong learning and beyond.

In: *Comparative Education* 50 (1), S. 45–57. DOI: 10.1080/03050068.2013.871832.

Abstract:

Over the period of this journal's life the education of adults has been changed and developed in a wide variety of ways: the same phenomenon – adult learning – has been given a variety of meanings and the education of adults has assumed many titles. The aim of this paper is to unravel some of the changes that have occurred in this field during this time

Kim, Terri (2014):

Internationalisation of higher education and global mobility, edited by Bernhard Streitwieser, Oxford Studies in Comparative Education Series Editor: David Phillips, Oxford, Symposium Books, 2014, 320 pp., £28.00 (US\$56.00) (paperback). ISBN 978-1-873927-42-7.

[Review]. In: *Comparative Education* 50 (4), S. 507–509. DOI: 10.1080/03050068.2014.949087.

Kim, Terri (2014):

The intellect, mobility and epistemic positioning in doing comparisons and comparative education.

In: Comparative Education 50 (1), S. 58–72. DOI: 10.1080/03050068.2013.874237.

Abstract:

This article offers a reflexive analysis and discussion of the relationship between academic mobility and comparative knowledge creation. It argues that what constitutes 'comparative knowledge' is not solely *Wissenschaften* but more often entwined with *Weltanschauungen*, derived from lived experiences – as exemplified in the biographic narratives of some of the major intellects. It reviews the notions of the 'gaze' and the concepts of the Other and Homeworld/Alienworld as epistemic positioning in doing comparative education. In the framework of phenomenological thinking, the paper discusses the intimate relationship between comparative knowledge and positional knowledge.

Klumpp, Matthias; Boer, Harry de; Vossensteyn, Hans (2014):

Comparing national policies on institutional profiling in Germany and the Netherlands.

In: Comparative Education 50 (2), S. 156–176. DOI: 10.1080/03050068.2013.834558.

Abstract:

The concepts of differentiation and profiling are cornerstones in discussions about the organisation of contemporary higher education systems, following the trends of massification and global competition. This contribution provides a system-level description and comparison of the German and Dutch higher education systems regarding these topics, and points to possible interactions and development concepts connecting differentiation, strategic profiling of universities and excellence. Though both higher education systems started from very different positions and with differing policies towards differentiation, the global trends and national aspirations for the systems, as well as individual universities in Germany and the Netherlands, are comparable. A look into the resulting ranking positions of German and Dutch universities generally shows a more successful development for the Dutch higher education institutions in the last few years – which could possibly indicate a crucial time lag in the effects of differentiation policies in higher education as the German excellence and differentiation efforts fundamentally took hold more than 10 years after the Dutch initiatives in this field.

Lee, Bommi (2014):

The influence of school tracking systems on educational expectations: a comparative study of Austria and Italy.

In: Comparative Education 50 (2), S. 206–228. DOI: 10.1080/03050068.2013.807644.

Abstract:

School tracking is usually criticised as a mechanism for social and cultural reproduction. Evidence from the literature shows a significant effect of early tracking on social inequality. Some studies also show that early tracking has a negative effect on the probability of completing higher education. This study uses PISA 2009 data and the propensity score matching technique to compare the effect of academic and vocational tracks on students' educational expectations and whether the effect varies across different socio-economic status in Austria, a country with an early tracking system, and Italy, a country with a later tracking system. The results show that students in Italy have significantly higher educational expectations for academic tertiary degrees than students in Austria. However, the findings do not show any evidence that the effect of tracking on expectations varies by students' socio-economic status in either country. The findings suggest that a later tracking system is associated with higher probabilities of having academic educational expectations; however,

this finding should be interpreted with caution as the higher education and vocational education systems are different between the two countries, as well as the valuation of tertiary degrees in the labour market.

Levačić, Rosalind (2014):

Using quantitative data in World Bank per-student funding reform projects: data, designs and dilemmas in transition countries.

In: Comparative Education 50 (3), S. 340–356. DOI: 10.1080/03050068.2014.921373.

Abstract:

Since the late 1980s, education systems have increasingly moved to allocating funding for general education by means of a per-student formula. The trend started with developed economies and moved to transition and developing economies, where the World Bank has promoted the adoption of per-student funding (PSF). But promoting a particular reform, such as PSF, by including it in a package of sector-specific development projects funded by World Bank grants or loans, and employing local and international specialist staff do not guarantee successful implementation. This paper examines experience with implementing PSF to school level in transition countries, comparing varying degrees of success to date (2013) in Bulgaria, Moldova and Kosovo. The paper considers the dilemmas inherent in designing PSF formulae for schools, how this played out in each of the countries and the reasons for varying success in implementation.

Maddox, Bryan (2014):

Globalising assessment: an ethnography of literacy assessment, camels and fast food in the Mongolian Gobi.

In: Comparative Education 50 (4), S. 474–489. DOI: 10.1080/03050068.2013.871440.

Abstract:

What happens when standardised literacy assessments travel globally? The paper presents an ethnographic account of adult literacy assessment events in rural Mongolia. It examines the dynamics of literacy assessment in terms of the movement and re-contextualisation of test items as they travel globally and are received locally by Mongolian respondents. The analysis of literacy assessment events is informed by Goodwin's 'participation framework' on language as embodied and situated interactive phenomena and by Actor Network Theory. Actor Network Theory (ANT) is applied to examine literacy assessment events as processes of translation shaped by an 'assemblage' of human and non-human actors (including the assessment texts).

McGrath, Simon (2014):

Education in small states: policies and priorities, by Michael Crossley, Mark Bray and Steve Packer, London, Commonwealth Secretariat, 201, 85 + xix pp., £30 (paperback), ISBN 978-1-84929-036-4.

[Review]. In: Comparative Education 50 (4), S. 509–510. DOI: 10.1080/03050068.2014.941175.

Molla, Tebeje (2014):

Knowledge aid as instrument of regulation: World Bank's non-lending higher education support for Ethiopia.

In: Comparative Education 50 (2), S. 229–248. DOI: 10.1080/03050068.2013.807645.

Abstract:

In the context of low-income countries, the role of donors in public policymaking is of great importance. Donors use a combination of lending and non-lending instruments as pathways of influence to shape policy directions in aid-recipient countries. This paper reports some findings from a doctoral study on the role of the World Bank in the recent higher education (HE) policy reform process in Ethiopia. It focuses on the nature and impact of non-lending assistance by the Bank to the Ethiopian HE subsystem. Based on an interpretive policy analysis of sector reviews and advisory activities of the Bank, and selected national HE policy documents, the following findings are highlighted. First, as a 'knowledge institution', the World Bank produces, systematises and disseminates knowledge through policy advice, policy reports, analytical sector reviews, and thematic conferences and workshops. Second, knowledge aid from the Bank not only has a profound discursive effect on shaping Ethiopian HE policy reform priorities in accordance with its neoliberal educational agenda but also undermines the knowledge production capacity of the nation. The paper also argues that, for an effective education policy support, the Bank needs to shift its modality of engagement from knowledge aid to research capacity building.

Morgan, Clara; Shahjahan, Riyad A. (2014):

The legitimization of OECD's global educational governance: examining PISA and AHELO test production.

In: Comparative Education 50 (2), S. 192–205. DOI: 10.1080/03050068.2013.834559.

Abstract:

Although international student assessments and the role of international organisations (IOs) in governing education via an evidence-based educational policy discourse are of growing interest to educational researchers, few have explored the complex ways in which an IO, such as the OECD, gains considerable influence in governing education during the early stages of test production. Drawing on a comparative analysis of the production of two international tests – the Programme for International Student Assessment (PISA) and the Assessment of Higher Education Learning Outcomes (AHELO) – we show how the OECD legitimises its power, and expertise, and defines 'what counts' in education. The OECD deploys three mechanisms of educational governance: (1) building on past OECD successes; (2) assembling knowledge capacity; and (3) deploying bureaucratic resources. We argue that the early stages of test production by IOs are significant sites in which the global governance of education is legitimated and enacted.

Moss, Gemma (2014):

Putting literacy attainment data in context: examining the past in search of the present.

In: Comparative Education 50 (3), S. 357–373. DOI: 10.1080/03050068.2014.921369.

Abstract:

This article examines the construction and design of literacy attainment data in the English school system in two different historical periods: the 1860s and the 1950s. These periods represent contrasting moments in the history of education in the UK when school structures and the governance of education varied, as did the design and interpretation of literacy attainment data, their relationship to pedagogy and the curriculum, and the administrative purposes for which they were deployed. By paying attention to the relationship between the form the data took and their mobilisation in administrative, professional and public discourse, this article will challenge current assumptions about the primacy of numerical data and the certainty accorded the information they encode. Studying the role numerical data played in shaping education in the past reveals tension points between data, discourse and social contexts that highlight the peculiarities of contemporary uses of literacy attainment data and their current role in bringing policy and pedagogy into the same space.

Moss, Gemma; Goldstein, Harvey (2014):

EPILOGUE.

[Epilogue]. In: *Comparative Education* 50 (3), S. 374–377. DOI: 10.1080/14681366.2014.926137.

Abstract:

In this epilogue, we return to the question of the longer term relationship between numbers and education. We do this using two examples.

Because of its increasing importance for comparative studies of education the OECD Programme for International Student Assessment (PISA) has attracted considerable reflection on its policy impacts as well as on the attempts it makes to legitimise itself through its technical sophistication. However, the perceived technical sophistication of PISA (alongside the IEA studies such as TIMSS) is such a powerful legitimating factor for its role in policy that an exploration of the statistical basis for its claims, albeit in broad outline, is a necessary contribution to debate. [...]

Phillips, David (2014):

'Comparatography', history and policy quotation: some reflections.

In: *Comparative Education* 50 (1), S. 73–83. DOI: 10.1080/03050068.2013.871833.

Abstract:

This paper revisits the question of the importance of a historical dimension in comparative inquiry and reflects on some problems in what is termed 'comparatography', the writing of comparative education.

Rambla, Xavier (2014):

A complex web of education policy borrowing and transfer: Education for All and the Plan for the Development of Education in Brazil.

In: *Comparative Education* 50 (4), S. 417–432. DOI: 10.1080/03050068.2014.907644.

Abstract:

This article analyses how Education for All policies were transferred to Brazil and Latin America by means of ambitious educational strategic plans such as the Plan for the Development of Education and the National Education Plans – promoted by the Federal Government of Brazil, and the Latin American Educational Goals – promoted by the Organisation of Ibero American States (i.e. the international commonwealth of countries which belonged to the old Hispanic and Portuguese empires). The analysis highlights how a complex web of educational policy transfer and borrowing was fashioned by means of concatenate environmental, cognitive and relational mechanisms.

Schriewer, Jürgen (2014):

Neither orthodoxy nor randomness: differing logics of conducting comparative and international studies in education.

In: *Comparative Education* 50 (1), S. 84–101. DOI: 10.1080/03050068.2014.883745.

Abstract:

The issue of the presumed 'identity' of Comparative Education as a field of study or a discipline has been discussed for decades. Yet what remains open to question is a kind of systematic structure that provides the basic principles for a coherent exposition of the field. After conceptualising and rejecting almost a dozen possible outlines for such an exposition over recent years, my contention is that 'Comparative Education' can no longer be conceived in terms of an imaginary field's coherence – let alone consistency – but, rather, in terms of distinct branches of comparative and international studies in education and their underlying

problématiques. Such an understanding is fostered through a deepened awareness of the basic problems, and successive solutions, constitutive of the emergence and further conformations of the comparative approach in education and the social sciences. This requires analyses informed by the sociology and the history of the sciences. Thus, drawing some inspiration from the thought-provoking theses formulated by historical sociologist Friedrich H. Tenbruck, and building on some of my earlier works concerning the history and theory of comparative study, I shall try, in this essay, to untangle the structural distinctions accounting for what I propose to call the 'epistemo-logic' of comparative social enquiry proper, the 'socio-logic' of reform-orientated international studies on education, and the 'globo-logic' of investigating inherently trans-national and/or world-spanning educational phenomena and organisations.

Schweisfurth, Michele (2014):

Among the comparativists: ethnographic observations.

In: Comparative Education 50 (1), S. 102–111. DOI: 10.1080/03050068.2013.872322.

Abstract:

This article imagines the comparative education community as a tribal grouping. Using traditional anthropological categories, it explores how tribal membership is established and the rites and rituals that bind the tribe; questions of kinship among the larger family groupings within the tribe; belief systems; questions of social stratification in relation to the tribal hierarchy; and the persistence of warfare in this relatively peaceful group. While the article's approach and tone are lightly spoofing, the conclusion raises more serious questions about this tribe and its place in the contemporary world.

Schweisfurth, Michele (2014):

Data and dogma: knowledge and education governance in the global age.

In: Comparative Education 50 (2), S. 127–128. DOI: 10.1080/03050068.2014.892754.

Abstract:

The information available to inform the policy process is virtually limitless and takes a vast array of forms. Inevitably, choices must be made from this data-rich environment.

In relation to the types of international comparative studies in education to which policymakers might refer, the US National Research Council (NRC 2003) sets out a typology of three. Type 1 are large-scale policy-directed statistical studies, such as PISA-type studies of achievement or World Bank information on educational expenditure. Type 2 are desk-based studies that synthesise information and explicitly identify policy possibilities and suggestions, such as the McKinsey reports. Type 3 consists primarily of single-country or small-scale comparative studies documenting day-to-day lived educational experiences, such as found most commonly in journals like this one. The NRC points to a preference in national and global policy arenas for Type 2 studies; Type 3 information is rarely accessed let alone utilised. The articles in this issue add further nuance to these general observations in their examination of how information is production planned, gathered, understood, prioritised, used in policy and justified. They also shed light on the actual processes involved and demonstrate how dogma seems repeatedly to win over data in the construction of knowledge – especially over locally-contextualised data set in cultural, capacity and resource realities. The neo-liberal agendas of competition, efficiency and economic imperatives prevail. [...]

Schweisfurth, Michele (2014):

The 50th anniversary special issue.

[Editorial]. In: Comparative Education 50 (1), S. 1–2. DOI: 10.1080/03050068.2013.872320.

Silova, Iveta (2014):

Private tutoring across the Mediterranean: power dynamics and implications for learning and equity, edited by M. Bray, A. Mazawi, and R.G. Sultana, Rotterdam, Sense Publishers, 2013, 221 pp., £39.00 (paperback), £65.00 (hardback), ISBN 978-94-6209-237-2(e-book).

[Review]. In: *Comparative Education* 50 (4), S. 506–507. DOI: 10.1080/03050068.2014.941183.

Straubhaar, Rolf (2014):

A place for organisational critical consciousness: comparing two case studies of Freirean nonprofits.

In: *Comparative Education* 50 (4), S. 433–447. DOI: 10.1080/03050068.2014.884823.

Abstract:

One of the primary goals of Freirean theory is the achievement of a higher level of political and social consciousness amongst participants in educational programming. Freire himself only loosely defined this sense of consciousness, and interpretations of how this abstract concept might look vary widely. In some organisations, the politically radical goals of Freirean facilitators do not match the desired outcomes of participants. Other organisations may use Freirean methods to pursue their programming, but without subscribing to Freire's revolutionary educational project. This article provides case study examples of both extremes in Brazil and Mozambique, concluding with the argument that applying Freire's notion of critical consciousness organisationally can help to make sense of the diversity of interpretation among Freirean nonprofits.

Unterhalter, Elaine (2014):

Teacher education in sub-Saharan Africa: closer perspectives, edited by R. Griffin, Oxford, Symposium Books, 2012, (ISBN 9781873927366) paperback 256 pp. US \$48.00 / Teacher education and the challenge of development. A global analysis, edited by B. Moon, Abingdon and New York, Routledge, 2013, (ISBN 9780-415-6-007120) hardback 272 pp. £95.00.

[Review]. In: *Comparative Education* 50 (2), S. 255–257. DOI: 10.1080/03050068.2013.871439.

Unterhalter, Elaine (2014):

Thinking about gender in comparative education.

In: *Comparative Education* 50 (1), S. 112–126. DOI: 10.1080/03050068.2013.872321.

Abstract:

Comparative and international education has been both a particularly generative area for the exploration of themes in relation to gender and education, but has also tended to impose limits regarding how gender and education are understood. In reflecting critically on the history of my own work in this field, and some of the early scholarship of the 1970s and 1980s, this article poses questions about how and why particular theorisations of gender and education are selected and used. It also considers how and why particular integrations are made between gender frameworks, what this suggests about comparison, and what pointers this may help to provide for thinking about gender in the contemporary period. The analysis delineates the current epoch as one marked by a shift to a multi-polar world in which forms of political economy are realigning. Shifts associated with changing approaches to the public, the private and the personal entail

gender identities and relations reconfiguring and a dispersed set of meanings. One outcome is that it can become difficult to connect ideas about gender in a simple way with an integrated social justice agenda. This has become apparent in education, which is crucial to policies of social protection, enhancing social justice, but is also linked with increasing monetisation of information and of the relationships of learning and teaching. The invocation of gender in both spaces, and the identification of its differences, requires particular acuity. In trying to formulate an approach that speaks to this process and developing a normative compass in contemporary times, the article tries to reflect critically on comparison as an intellectual move and a political position.

Verger, Antoni; Edwards, D. Brent; Altinyelken, Hulya Kosar (2014):

Learning from all? The World Bank, aid agencies and the construction of hegemony in education for development.

In: Comparative Education 50 (4), S. 381–399. DOI: 10.1080/03050068.2014.918713.

Abstract:

This paper explores the nature and quality of the participation that characterises the Bank's consultations with external actors and examines the extent to which the Bank is responsive to such feedback when it comes to defining its policy preferences and strategies in the education domain. It draws on a case study of the participatory process that was organised around the definition of the last World Bank Education Strategy (WBES2020) and focuses on the participation of three European aid agencies, the Ministry of Foreign Affairs of the Netherlands, Germany's Federal Ministry for Economic Cooperation and Development and the Department for International Development of the UK. This paper acknowledges that a significant effort was made to promote the inclusiveness and transparency of the participatory process, yet it concludes that the conditions for promoting quality participation and substantive policy change were not provided. Furthermore, the way international aid agencies produce and use knowledge limits their role and influence in the context of the Bank's consultations. Hence, by not contesting the Bank's policy ideas substantially, the agencies contribute inadvertently to reproducing the Bank's predominance in the education for development field.

Vincent, David (2014):

The invention of counting: the statistical measurement of literacy in nineteenth-century England.

In: Comparative Education 50 (3), S. 266–281. DOI: 10.1080/03050068.2014.921372.

Abstract:

This article examines the invention of counting literacy on a national basis in nineteenth-century Britain. Through an analysis of Registrar Generals' reports, it describes how the early statisticians wrestled with the implications of their new-found capacity to describe a nation's communications skills in a single table and how they were unable to escape their model of a society of isolated individuals divided into the literate and illiterate. The continuing influence of this approach is traced in the recent report from the Organisation for Economic Co-operation and Development's (OECD) Programme for the International Assessment of Adult Competencies (PIACC).

Waldow, Florian; Takayama, Keita; Sung, Youl-Kwan (2014):

Rethinking the pattern of external policy referencing: media discourses over the 'Asian Tigers' PISA success in Australia, Germany and South Korea.

In: Comparative Education 50 (3), S. 302–321. DOI: 10.1080/03050068.2013.860704.

Abstract:

The article compares how the success of the 'Asian Tiger' countries in PISA, especially PISA 2009, was depicted in the media discussion in Australia, Germany and South Korea. It argues that even in the times of today's 'globalised education policy field', local factors are important in determining whether or not a country becomes a reference society for educational reform. The article aims to uncover some of these factors, identifying the globally disseminated stereotypes about Asian education, economic relations and the sense of 'crisis' induced through the relative position and change of position in PISA league tables in the countries in question.

Zhang, Donghui; Chen, Lipeng (2014):

Creating a multicultural curriculum in Han-dominant schools: The policy and practice of ethnic solidarity education in China.

In: Comparative Education 50 (4), S. 400–416. DOI: 10.1080/03050068.2014.905249.

Abstract:

In response to the recent heightened interethnic conflicts that were regarded as threatening national unity and stability, the Chinese government issued 'ethnic solidarity education' as a top-down, centrally administered mandate to be implemented 'correctly' and in a standardised way by schools throughout China. This paper examines the policy and practice of ethnic solidarity education against the broader, historical context of ethnic relations in China. Based on empirical data obtained through extensive fieldwork in selective Beijing public schools, this study concludes that ethnic solidarity education bears resemblance to multicultural education in the western educational discourse, yet retains special characteristics as an indigenous form of education in the unique Chinese context. Although various teaching and extracurricular activities involving ethnic elements are added to the school curriculum and applauded by the Chinese educators and policymakers as important signs of ethnic integration and cultural pluralism, they tend to focus on static cultural artefacts without touching upon the deeper levels of understandings on ethnicity and the majority–minority relations, and therefore cannot create a truly multicultural learning environment.

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CIES Bibliography 2013.

[Bibliography] (2014). In: *Comparative Education Review* 58 (S3), S. S1–S165.

Archung, Kim Nesta (2014):

Leadership of Place: Stories from Schools in the US, UK, and South Africa by Kathryn Riley. London: Bloomsbury, 2013. 183 pp. \$29.95 (paper). ISBN 978-1441149114.

[Review]. In: *Comparative Education Review* 58 (3), S. 543–546. DOI: 10.1086/677971.

Arnove, Robert F. (2014):

Globalization and International Education by Robin Shields. London: Bloomsbury, 2013. 139 pp. \$32.67 (paper). ISBN 978-1441135766.

[Review]. In: *Comparative Education Review* 58 (1), S. 174–176. DOI: 10.1086/674562.

Baker, David P. (2014):

Minds, Politics, and Gods in the Schooled Society. Consequences of the Education Revolution.

In: *Comparative Education Review* 58 (1), S. 6–23. DOI: 10.1086/673973.

Abstract:

The schooled society is a defining component of contemporary society, and with large-scale capitalism and widespread representative democracy is a leading social revolution. Over the past 150 years, a massive regime of education has produced a powerful culture, transformed most individuals in the world, and created far-reaching consequences for all facets of society; yet, the education revolution is intellectually underappreciated in its role in creating contemporary society. Comparative and international scholarship is uniquely positioned to tell the full story of the coming of a worldwide schooled society and the human condition. Following a summary of the dynamics of the revolution and a note on a promising theoretical perspective on education as a primary institution, its impact on social institutions is illustrated through what happens to minds, politics, and gods in the schooled society.

Benito, Ricard; Alegre, Miquel Àngel; González-Balletbò, Isaac (2014):

School Segregation and Its Effects on Educational Equality and Efficiency in 16 OECD Comprehensive School Systems.

In: *Comparative Education Review* 58 (1), S. 104–134. DOI: 10.1086/672011.

Abstract:

Using PISA data for 16 Western OECD countries having comprehensive school systems, we explore the conditions under which the socioeconomic composition of schools affects educational efficiency and equality, to a greater or lesser extent. First, a multilevel analysis is applied to examine and compare the effect of school socioeconomic composition on students' outcomes across countries and comprehensive models. Second, a simulation exercise shows the variations in the efficiency and equality levels that would result in two distinct hypothetical school scenarios in each country—a segregated scenario and a nonsegregated scenario. We find

that a hypothetical reduction in school segregation would positively affect educational equality in all of the countries considered, but the impact on levels of educational efficiency in individual countries varies with the structure of comprehensive schooling.

Berkovich, Izhak (2014):

Neoliberal Governance and the "New Professionalism" of Israeli Principals.

In: Comparative Education Review 58 (3), S. 428–456. DOI: 10.1086/676403.

Abstract:

The Israeli Ministry of Education has recently initiated a program of reform in the training of public school principals that aims to expand state licensing regulations for educational leaders. This article suggests that the principals' training and licensing (PTL) reform should be linked to the attempt by Israeli policy makers to institutionalize evaluative neoliberal governance in the Israeli education system. To support this suggestion, the article traces the historical development of PTL policies in Israel to set the new centralized reform in its neoliberal context, and links it to the rise of "new professionalism" in Israeli educational administration. The innovative framework presented here links educational governance and PTL policies together to facilitate a systematic analysis of licensing regulation policies and reforms in other national contexts.

Bray, Mark; Kobakhidze, Magda Nutsa (2014):

Measurement Issues in Research on Shadow Education. Challenges and Pitfalls Encountered in TIMSS and PISA.

In: Comparative Education Review 58 (4), S. 590–620. DOI: 10.1086/677907.

Abstract:

Expanding numbers of researchers are focusing on the scale and impact of private supplementary tutoring. Such tutoring is widely called shadow education, since much of its curriculum mimics that of regular schooling. Although shadow education has expanded significantly worldwide and is now recognized to have far-reaching significance, research faces methodological and conceptual challenges. This article focuses on analyses of shadow education data from the Third (or Trends in) International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA). An initial problem arises from definitions of shadow education and therefore from research focus. Further challenges arise from the initial phrasing and then translation of items in international questionnaires. The article notes that some studies have been grounded in problematic data, which has led to misleading pictures. Methods and approaches are maturing, but much refinement remains necessary for an adequate understanding of the nature and implications of shadow education.

Brissett, Nigel O. M. (2014):

Neither World Polity nor Local or National Societies: Regionalization in the Global South—the Caribbean Community by Tavis Deryck Jules. Frankfurt am Maine: Peter Lang, 2012. 322 pp. \$63.95. ISBN 978-3-631-60104-4.

[Review]. In: Comparative Education Review 58 (2), S. 363–365. DOI: 10.1086/676585.

Brooks, Melanie C. (2014):

Religious Education Politics, the State, and Society edited by Ansgar Jödicke. Würzburg: Ergon Verlag, 2013. 214 pp. \$46.43 (paper). ISBN 978-3-89913-954-9.

[Review]. In: Comparative Education Review 58 (1), S. 183–184. DOI: 10.1086/674239.

Byun, Soo-yong; Henck, Adrienne; Post, David (2014):

Cross-National Variations in Student Employment and Academic Performance. The Roles of National Context and International Law.

In: Comparative Education Review 58 (4), S. 621–652. DOI: 10.1086/677143.

Abstract:

Most existing research indicates that working students perform more poorly than do full-time students on standardized achievement tests. However, we know there are wide international variations in this gap. This article shows that national and international contexts help to explain the gap in the academic performance between working and nonworking middle-school students. We combined data from the 2003 Trends in International Mathematics and Science Study eighth-grade assessment with the country-specific information on socioeconomic and educational conditions, as well as the timing of each country's ratification of an international treaty regulating child labor. Our multilevel analyses show that, while student employment is generally negatively associated with academic performance, this negative association is smaller in countries that by 1995 had ratified the International Labour Organisation's Convention 138 on child labor. These findings highlight the role of national and international policy in structuring the consequences of student employment for academic performance.

Capano, Giliberto; Regini, Marino (2014):

Governance Reforms and Organizational Dilemmas in European Universities.

In: Comparative Education Review 58 (1), S. 73–103. DOI: 10.1086/672949.

Abstract:

The aim of this article is to examine how European universities, confronted with national reforms of their governance, have tried to resolve the dilemmas traditionally associated with internal reorganization, the redistribution of power, and the reformulation of teaching and research policies. The article does not focus on the central governance of universities—which is the object of most current analyses—but on their “peripheral” units and decision-making processes. There are four basic organizational dilemmas encountered when structuring the internal organization and functioning of universities. They concern the degree of differentiation and integration of the organizational units, the role and modes of action of middle management, the search for synergies and the optimal extent of aggregation, and the degree of centralization or decentralization of functions and processes. The article offers a comparative analysis of eight universities in four European countries—the United Kingdom, the Netherlands, Germany, and France—aimed at understanding how these universities have dealt with such organizational dilemmas.

Castillo, Nathan M.; Wagner, Daniel A. (2014):

Gold Standard? The Use of Randomized Controlled Trials for International Educational Policy Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty by Abhijit V. Banerjee and Esther Duflo. New York: PublicAffairs, 2011. 303 pp. \$26.99. / Making Schools Work: New Evidence on Accountability Reforms by Barbara Bruns, Deon Filmer, and Harry A. Patrinos. Human Development Perspectives. Washington, DC: World Bank, 2011. 268 pp. \$35.00. / More Than Good Intentions: How a New Economics Is Helping to Solve Global Poverty by Dean Karlan and Jacob Appel. New York: Dutton, 2011. 308 pp. \$26.95.

[Review]. In: Comparative Education Review 58 (1), S. 166–173. DOI: 10.1086/674168.

Comings, John P. (2014):

International Aid and Private Schools for the Poor: Smiles, Miracles and Markets by Pauline Dixon. Cheltenham: Edward Elgar Publishing, 2013. 208 pp. \$99.00 (cloth). ISBN 978-1-78195-344-0.

[Review]. In: *Comparative Education Review* 58 (3), S. 539–541. DOI: 10.1086/677969.

Easton, Peter B. (2014):

Documenting the Evolution of the Field. Reflections on the 2013 Comparative Education Review Bibliography.

In: *Comparative Education Review* 58 (4), S. 555–574. DOI: 10.1086/678047.

Abstract:

What can we learn about the state of comparative and international education from the most recent yearly bibliography and from examining changes in the sources, content, and breakdown of these bibliographies over time? The latest of these was published electronically in connection with the August 2014 issue of the *Comparative Education Review* (<http://www.jstor.org/stable/10.1086/677293>). It includes in excess of 2,500 references, a new high, drawn from a body of periodical literature that continues to expand. Over 1,100 journals were reviewed in conducting the bibliographic survey, and 421 were excerpted in preparing the bibliography. The number of manuscripts selected per journal varied in 2013 from a single article (in 186 cases, or 44 percent of the journals excerpted) up to a maximum of 63 articles for the most frequently cited publication.

In fact, as most readers know, the bibliographic exercise is a time-honored one with the *Comparative Education Review*. The first bibliographies—topic-specific and intermittent, including books, monographs, and bulletins, as well as journal articles—began to be issued in the late 1950s, two years after the founding of the journal itself (Raby 2007). More general collections with categories by continent appeared in 1963, but the disparate bibliographies were suspended between 1974 and 1978 (Raby 2007, 380). Then in 1979 the journal undertook quasi-annual publication of broader reference compilations for the preceding year (or, in rare cases, years). Separate essays reflecting on lessons learned from the most recent bibliography and from the nature of longer-term trends began appearing for the first time in 2004 under the pen of Rosalind Latiner Raby (2005), then bibliographic editor for CER. They continued to appear thereafter for 9 consecutive years, including a 50-year retrospective (Raby 2007) for CER's semicentennial. The most recent (Stambach and Cappy 2012) dates now from 2 years ago. A full bibliography was compiled for calendar year 2012 and published electronically in May 2013, but no interpretive essay was issued concurrently or thereafter.

Edwards, Donald Brent (2014):

Education, Democracy and Development: Does Education Contribute to Democratisation in Developing Countries? By Clive Harber and Vusi Mncube. Oxford: Symposium, 2012. 189 pp. ISBN 978-1-873927-71-7.

[Review]. In: *Comparative Education Review* 58 (4), S. 745–748. DOI: 10.1086/678267.

Friedrich, Daniel S. (2014):

Global Microlending in Education Reform: Enseñá por Argentina and the Neoliberalization of the Grassroots.

In: *Comparative Education Review* 58 (2), S. 296–321. DOI: 10.1086/675412.

Abstract:

This article examines the workings and underlying assumptions behind Enseñá por Argentina (Teach for Argentina), one specific program that takes part in the larger and expanding network of Teach for All, by thinking about the ways in which a global push for redefining teaching and teacher education encounters local characteristics and histories, thus producing something different. My focus on the Argentine program will serve two interrelated purposes. First, it helps us to better understand the production of a particular kind of neoliberal subject, the social entrepreneur who functions as the engine for change. Second, the study engages in questions about the transferability of models in socially, politically, and pedagogically diverse contexts, through what I call policy microlending, of teacher education and of particular artifacts within it to organizations that channel discourses about change coming from the grassroots.

Garbarino, James (2014):

Children's Chances: How Countries Can Move from Surviving to Thriving by Jody Heymann with Kristen McNeill. Cambridge, MA: Harvard University Press, 2013. 394 pp. \$45.00 (cloth). ISBN 978-0-674-06681-6.

[Review]. In: *Comparative Education Review* 58 (4), S. 729–730. DOI: 10.1086/677933.

Hao, Lingxin; Hu, Alfred; Lo, Jamie (2014):

Two Aspects of the Rural-Urban Divide and Educational Stratification in China. A Trajectory Analysis.

In: *Comparative Education Review* 58 (3), S. 509–536. DOI: 10.1086/676828.

Abstract:

Contextualized in China's social change of the past half-century, this article conceptualizes the two aspects of China's rural-urban divide in educational inequality—the household registration system (hukou) assigns people to a hierarchy, and the rural-urban schooling system institutionalizes unequal resource distribution and diverse school mission. To test a Chinese version of the maximally maintained inequality (MMI) hypothesis, we capitalize on the individual educational history data from the 2008 Chinese General Social Survey (CGSS) and use growth mixture modeling to estimate the differential effects of the two aspects of rural-urban divide on educational inequality in China. Findings indicate that (1) the hukou system places rural-hukou people at the very bottom of educational stratification, (2) the penalty of attending rural pretertiary school increases with educational stages, and (3) there is a cumulative disadvantage of rural hukou and rural school. Overall, our findings attest to the Chinese-version of MMI and inequality reproduction.

Hayashi, Akiko; Tobin, Joseph (2014):

The Power of Implicit Teaching Practices. Continuities and Discontinuities in Pedagogical Approaches of Deaf and Hearing Preschools in Japan.

In: *Comparative Education Review* 58 (1), S. 24–46. DOI: 10.1086/674156.

Abstract:

Meisei Gakuen, a private school for the deaf in Tokyo, is the only school for the deaf in Japan that uses Japanese Sign Language (JSL) as the primary language of instruction and social interaction. We see Meisei as a useful case for bringing out core issues in Japanese deaf and early childhood education, as well as for making larger arguments about the contribution of what we call "implicit pedagogical practices." In this article, we make Meisei the pivot point for two comparisons: (a) between the Meisei deaf preschool program and the programs of "regular" (nondeaf) preschools and (b) between Meisei's JSL approach and the "total communication" approach used by the public deaf preschools. The implicit pedagogical practice we track

across the three types of Japanese preschool settings is mimamoru, a hesitancy of teachers to intervene in children's disputes and other social interactions.

Hayhoe, Ruth (2014):

Rethinking Higher Education: Participation, Research and Differentiation by George Fallis. Montreal: McGill-Queens University Press, 2013. \$39.95. ISBN 978-1-55339-333-7.

[Review]. In: *Comparative Education Review* 58 (4), S. 748–750. DOI: 10.1086/677936.

Jules, Tavis D. (2014):

Global Education Policy and International Development: New Agendas, Issues and Policies edited by Antoni Verger, Mario Novelli, and Hülya Kosar, Altinyelken. London: Bloomsbury Academic, 2012. 296 pp. ISBN 978-1-4411-4390-7.

[Review]. In: *Comparative Education Review* 58 (2), S. 358–360. DOI: 10.1086/676583.

Keller, Lisa A.; Colvin, Kimberly F. (2014):

The Rise of Data in Education Systems: Collection, Visualization, and Use edited by Martin Lawn. Providence, RI: Symposium Books, 2013. 160 pp. \$56.00 (paper). ISBN 978-1-873927-32-8.

[Review]. In: *Comparative Education Review* 58 (3), S. 549–551. DOI: 10.1086/677973.

Koyama, Jill (2014):

Toxic Schools: High-Poverty Education in New York and Amsterdam by Bowen Paulle. Chicago: University of Chicago Press, 2013. 301 pp. \$95.00 (cloth). ISBN 978-0226066387.

[Review]. In: *Comparative Education Review* 58 (3), S. 541–543. DOI: 10.1086/677970.

Krezmien, Michael (2014):

Learning to See Invisible Children: Inclusion of Children with Disabilities in Central Asia by Martyn Rouse and Kate Lapham. New York: Open Society Foundations, 2013. 204 pp. US ISBN 10 6155225672; ISBN 13 978-615-5225-67-3.

[Review]. In: *Comparative Education Review* 58 (2), S. 365–368. DOI: 10.1086/676586.

Kwauk, Christina T. (2014):

Teaching in Primary Schools in China and India: Contexts of Learning by Nirmala Rao, Emma Pearson, and Kai-ming Cheng, with Margaret Taplin. London: Routledge, 2013. 200 pp. \$145.00 (cloth). ISBN 978-0-415-81552-9.

[Review]. In: *Comparative Education Review* 58 (4), S. 740–742. DOI: 10.1086/678266.

Langsten, Ray (2014):

Measuring Progress toward Universal Primary Education. An Examination of Indicators.

In: Comparative Education Review 58 (4), S. 653–677. DOI: 10.1086/677306.

Abstract:

The Education Millennium Development Goal of universal primary education (UPE) states that “by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.” The 2008 midterm Global Monitoring Report claims that “A country's distance from UPE appears most clearly in terms of the net enrollment ratio (NER), the share of children of official primary school age who are actually enrolled in primary schools.” This assumes that the share of those enrolled accurately reflects the share who will eventually complete a full course of primary schooling. For many countries, this assumption does not hold. I examine “on-track” sub-Saharan African countries, comparing progress toward UPE as measured by (1) the NER and (2) the primary school completion rate (PSCR). These measures can produce dramatically different indications of the amount and nature of progress achieved over time. I discuss why these differences occur. Finally, I argue that the PSCR, in the context of the proximate determinants of educational attainment framework, provides an integrated, mathematically coherent perspective on progress toward UPE and useful feedback for policy makers.

Larsen, Marianne A.; Beech, Jason (2014):

Spatial Theorizing in Comparative and International Education Research.

In: Comparative Education Review 58 (2), S. 191–214. DOI: 10.1086/675499.

Abstract:

The authors argue for a critical spatial perspective in comparative and international education. We briefly summarize how time and space have been conceptualized within our field. We then review mainstream social science literature that reflects a metanarrative, which we critique for contributing to false dichotomies between space and place and oversimplified views of the relationship between the global and the local. We present some of the key ideas associated with the “spatial turn,” including a relational understanding and productive capacity of space. In the final part of this article, we analyze the significance of new spatial theorizing for comparative and international education by reviewing examples of both comparative and educational researchers who are engaging with critical spatial theorizing. We argue that a possible way to confront binary thinking about space and place is by shifting attention to the relational conceptions of space, through analyses of networks, connections, and flows.

Lee, Ming-Hsuan (2014):

Schooling and Industrialization in China. Gender Differences in School Enrollment.

In: Comparative Education Review 58 (2), S. 241–268. DOI: 10.1086/675380.

Abstract:

The rapid decrease in gender inequality in education over the past several decades in China has drawn significant attention in the existing literature. Several factors have been proposed or examined to explain this decrease. However, few studies have examined this topic from the perspective of the changing job structure and skill requirements in the labor market resulting from industrialization. This article examines the relationship between industrialization and school enrollments of both genders in China using province-level data between 1988 and 2008 and seeks to provide richer insights into the factors associating with the decrease in educational gender inequality in China. The results show that the changing labor market conditions linked to industrialization had significant associations with enrollment of both genders and can indeed help explain the decrease in educational gender inequality in China.

Menter, Ian (2014):

The Professional Teacher Educator-Roles, Behaviour and Professional Development of Teacher Educators by Mieke Lunenberg, Jurrien Dengerink, and Fred Korthhagen. Rotterdam: Sense Publishers, 2014. 166 pp. \$99.00. ISBN 9789462095175.

[Review]. In: *Comparative Education Review* 58 (4), S. 731–733. DOI: 10.1086/677932.

Mundy, Karen; Menashy, Francine (2014):

The World Bank and Private Provision of Schooling. A Look through the Lens of Sociological Theories of Organizational Hypocrisy.

In: *Comparative Education Review* 58 (3), S. 401–427. DOI: 10.1086/676329.

Abstract:

In this article, we explore how the World Bank operationalizes its focus on poverty alleviation in one of the most controversial arenas of educational change: the expansion of privately provided schooling. We argue that the Bank's role in promoting private provision has been far more complicated than most critics have discerned. It has involved several distinctive forms of policy entrepreneurship alongside very limited investment and lending. Policy talk, policy decisions, and operational activities have diverged in ways that raise real questions about the functioning and efficacy of the Bank. Drawing on organizational sociology, this article identifies several distinct disjunctures among Bank activities related to private educational provision and characterizes these disjunctures as forms of organizational hypocrisy.

Mzhavanadze, Natia (2014):

PISA, Power, and Policy: The Emergence of Global Educational Governance edited by Heinz-Dieter Meyer and Aaron Benavot. Oxford: Symposium Books, 2013. 335 pp. \$50.40 (paper). ISBN 978-1-873927-96-0.

[Review]. In: *Comparative Education Review* 58 (1), S. 185–188. DOI: 10.1086/674572.

Nemeh, Norma T. (2014):

Gendered Paradoxes: Educating Jordanian Women in Nation, Faith and Progress by Fida Adely. Chicago: University of Chicago Press: 2012. 228 pp. \$22.81 (paper). ISBN-13: 978-0-226-00691-8.

[Review]. In: *Comparative Education Review* 58 (4), S. 733–736. DOI: 10.1086/677934.

Nordtveit, Bjorn H. (2014):

Comparative Education Review. Transition, Vision, and Polycentric Futures.

[Editorial]. In: *Comparative Education Review* 58 (1), S. 1–5. DOI: 10.1086/674155.

Oleksiyenko, Anatoly (2014):

On the Shoulders of Giants? Global Science, Resource Asymmetries, and Repositioning of Research Universities in China and Russia.

In: *Comparative Education Review* 58 (3), S. 482–508. DOI: 10.1086/676328.

Abstract:

Chinese and Russian universities are increasingly drawn into center-periphery repositioning, as they compete for symbolic, financial, and intellectual resources locally and globally. However, their strategies on national and institutional linkages differ with regards to the individual scientist's powers in knowledge production. As global hierarchies of knowledge productivity benchmark prestigious publications, and national industries seek access to innovative products in global research and development labs, globally connected talents become essential for elevating local research performance. This article examines the undercurrents of center-periphery repositioning in Russia and China by comparing their research and development funding and performance data, as well as contrasting their global standing with Brazil, India, South Africa, and G7 members. A method of comparative multilayered patterning of mixed data sets is used to reflect on center-periphery dilemmas facing the Chinese and Russian scientists.

Oppenheim, Willy; Stambach, Amy (2014):

Global Norm Making as Lens and Mirror. Comparative Education and Gender Mainstreaming in Northern Pakistan.

In: Comparative Education Review 58 (3), S. 377–400. DOI: 10.1086/676016.

Abstract:

Comparative and international studies of education that focus on policy borrowing and transfer must be expanded to account for aspects of what Terence Halliday and Bruce Carruthers call "global norm-making." Such an approach examines how global policies are refracted within divergent but interrelated sociopolitical and economic contexts, how researchers influence each other and the people and places they study, and how context matters but not in ways that devolve infinite possibility to all cases. Drawing on a review of gender-mainstreaming literature and field research in northern Pakistan, this article shows how various actors' arguments about girls' schooling are made in relation to intertwined but contrasting frameworks for understanding the necessity and value of education. Such an approach neither endorses nor condemns world culture theory but instead draws as empirically warranted on various approaches to the comparative study of education to demonstrate how global networks reflect and enable particular manifestations of indeterminacy and human ingenuity.

Powell, Justin J. W. (2014):

The German Example: English Interest in Educational Provision in Germany since 1800 by David Phillips. London and New York: Continuum, 2011. 230 pp. \$130.00. ISBN 978-1-44114-130-9.

[Review]. In: Comparative Education Review 58 (4), S. 743–744. DOI: 10.1086/677935.

Rhoads, Robert A.; Chang, Yongcai (2014):

Narratives of Change at Minzu University of China. Internationalization, Marketization, and Ethnocultural Development.

In: Comparative Education Review 58 (1), S. 47–72. DOI: 10.1086/673972.

Abstract:

This article examines Minzu University of China (MUC), the nation's leading ethnic minority university, relative to faculty perspectives regarding initiatives to strengthen MUC as a comprehensive university. Based on a case-study approach, and employing organizational culture as a theoretical lens, the authors identify three narratives of change that Minzu faculty use to describe and make sense of the contemporary institutional context: internationalization, marketization, and ethnocultural development. These narratives are discussed in

light of the university's historic mission of serving the nation's ethnic affairs. Finally, comparisons are made with regard to global trends in higher education reform as well as with other minority-serving universities, such as historically black colleges and universities (HBCUs) in the United States.

Ross, Karen (2014):

Teaching Contested Narratives: Identity, Memory and Reconciliation in Peace Education and Beyond by Zvi Bekerman and Michalinos Zembylas. Cambridge: Cambridge University Press, 2013. 272 pp. \$90.00 (cloth). ISBN 978-521-76689-0.

[Review]. In: *Comparative Education Review* 58 (1), S. 176–178. DOI: 10.1086/674169.

Roumell Erichsen, Elizabeth; Salajan, Florin D. (2014):

A Comparative Analysis of E-Learning Policy Formulation in the European Union and the United States. Discursive Convergence and Divergence.

In: *Comparative Education Review* 58 (1), S. 135–165. DOI: 10.1086/674095.

Abstract:

This study developed a framework that compares the content and purposes of “federal” level European Union (EU) and United States (US) e-learning policy to ascertain trends, patterns, and points of convergence and divergence across the years 1994–2010. It reveals that the EU and US are applying similar rhetoric for policy framing, justification, provisions, mechanisms, and incentives for e-learning. However, the actual policies vary due to the structural differences between the governing regimes. This research also suggests that more rigorous analyses of educational policy can contribute to our understanding of the intersectionality of policy development and educational regulation at local, regional, and transnational levels.

Sá, Creso M. (2014):

University Expansion in a Changing Global Economy: Triumph of the BRICs? by Martin Carnoy, Prashant Loyalka, Maria Dobryakova, Rafiq Dossani, Isak Froumin, Katherine Kuhns, Jandhyala B. G. Tilak, and Rong Wang. Stanford, CA: Stanford University Press, 2013. 384 pp. \$60.00 (cloth). ISBN 978-0-80478601-0.

[Review]. In: *Comparative Education Review* 58 (1), S. 178–180. DOI: 10.1086/674167.

Seeberg, Vilma (2014):

Girls' Schooling Empowerment in Rural China. Identifying Capabilities and Social Change in the Village.

In: *Comparative Education Review* 58 (4), S. 678–707. DOI: 10.1086/677774.

Abstract:

This study proposes an elaboration of the human development capability approach by theorizing empowerment capabilities as an essential aspect of the education of excluded village girls. Seeking to explain Chinese village girls' demand for schooling, the article identifies intangible and instrumental capabilities that have often been overlooked and their indirect influence on social changes in gender roles, in the fertility and domestic transitions, accelerated educational attainment and urbanization. The linkage between village habitus and, one, the poor quality of basic and junior high education, and, two, the high cost of senior high school presented the greatest limitation, which cemented the urban-rural gap and inequality in urban employment. Policy to expand and regulate vocational secondary schools and non-formal skills education

would counter the alarming increase in systemic rural-urban inequalities that disproportionately affect village girls and women, and would release pent up aspirations and agency of excluded village girls.

Seeberg, Vilma; Zhang, Tianhong (2014):

The Demoralization of Teachers: Crisis in a Rural School in China by Dan Wang. Lanham, MD: Lexington Books, 2013. 151 pp. \$65.00 (cloth). ISBN 978-0-7391-6942-1.

[Review]. In: *Comparative Education Review* 58 (3), S. 546–549. DOI: 10.1086/677972.

Siegel, Jill (2014):

Political Sociology of Adult Education by Carlos Alberto Torres. Rotterdam: Sense Publishers, 2013. 106 pp. \$43.00 (paper). ISBN 978-94-6209-225-9.

[Review]. In: *Comparative Education Review* 58 (1), S. 181–182. DOI: 10.1086/674563.

Smith, Alan (2014):

Education, Aid and Aid Agencies edited by Zuki Karpinska. London: Continuum, 2012. 171 pp. \$44.95 (paper). ISBN 978-1-4411-2632-0.

[Review]. In: *Comparative Education Review* 58 (3), S. 537–539. DOI: 10.1086/677968.

Straubhaar, Rolf (2014):

The Multiple Influences on Nonformal Instructional Practices in Rural Mozambique. Exploring the Limits of World Culture Theory.

In: *Comparative Education Review* 58 (2), S. 215–240. DOI: 10.1086/674418.

Abstract:

This article presents findings from 12 months of ethnographic observations of nonformal adult education classes offered by an internationally funded nonprofit, referred to in this article as Comunidades de Poder (CDP). The primary objective of this article is to examine the various contextual factors that influenced CDP teachers' instruction and to explore the applicability of world culture theory as a framework that can explain these phenomena. This article finds that CDP teachers' classroom practice was more heavily influenced by teachers' personal experiences in teacher-centered formal classrooms than by their training in Freirean pedagogy. It also finds that world culture theory has limited applicability in explaining these phenomena, as it fails to account for changes in world culture over time and the role of power in its dissemination. This article argues that a modified version of the theoretical construct of the educational project accounts for these areas in which world culture theory is insufficient.

Tikly, Leon (2014):

The World Bank and Education Learning for All: Investing in People's Knowledge and Skills to Promote Development by the World Bank. World Bank Group Education Strategy 2020. Washington, DC: World Bank, 2011. Available for download at http://siteresources.worldbank.org/EDUCATION/Resources/ESSU/Education_Strategy_4_12_2011.pdf. / The World Bank and Education: Critiques and Alternatives edited by Steven J. Klees, Joel Samoff, and Nelly P. Stromquist. Rotterdam: Sense Publishers, 2012. 268 pp. \$99.00 (cloth); \$21.00 (paper). / Education Strategy in the Developing World: Revising the World Bank's Education Policy edited by Christopher S. Collins and Alexander W. Wiseman. Bingley: Emerald Publishers, 2012. 475 pp. \$130.45.

[Review]. In: *Comparative Education Review* 58 (2), S. 344–355. DOI: 10.1086/675413.

Valverde, Gilbert A. (2014):

Educational Quality. Global Politics, Comparative Inquiry, and Opportunities to Learn.

In: *Comparative Education Review* 58 (4), S. 575–589. DOI: 10.1086/678038.

Abstract:

Man is never short of lofty aims; he merely can never decide on principles of implementation.

—Philip J. Foster, CIES presidential address, San Diego, California, 1971

Delivering the CIES presidential address is a terrible honor. In my terror I have looked at past presidents for models from which to learn and derive clues to guide me through this perilous task. As a product of the now-defunct Comparative Education Center at the University of Chicago, and now a faculty member at the University at Albany, my combination of associations leads me naturally to past president Phil Foster. Phil was very tickled to have a product of the Comparative Education Center come to the University at Albany as he himself had done. He made a special effort to welcome me. In fact, during our all too brief friendship, he provided me with a warm, gentlemanly example of the superb scholar, trenchant humorist, and committed comparativist interested in the potential of education to improve life chances—especially the life chances of the world's most vulnerable populations in its least developed nations. The legacy of his generous collegiality remains vivid even today, as I look to him for inspiration in crafting my own presidential address. In his presidential address in 1971, Phil examined the challenges posed to our field by the radical critics of formal schooling, the "deschooling" movement, perhaps led most notably by Ivan Illich (Foster 1971). Today I would like to share some thoughts on the opportunities a new global policy trend poses for our field. I will call this trend "radical advocacy of education." These radical advocates have ushered in a new era in global and domestic educational policy making under the flag of "Educational Quality." I will argue that they present intriguing challenges for comparative and international education. As Phil cast a skeptical eye on the deschooling movement, so I would like to question today's radical advocacy of education. Learning from the example of Phil's thoroughness, my skepticism will extend also to some of the critics and defenders of these global forces of advocacy. I will also attempt to point out some important shortcomings shared by both detractors and supporters. Although I look a bit to Phil for some inspiration for the goals to pursue here today, alas I must take responsibility for my principles of implementation.¹

Waldow, Florian (2014):

Conceptions of Justice in the Examination Systems of England, Germany, and Sweden. A Look at Safeguards of Fair Procedure and Possibilities of Appeal.

In: *Comparative Education Review* 58 (2), S. 322–343. DOI: 10.1086/674781.

Abstract:

In societies following a meritocratic ideal, educational certificates and examinations play a key role in allocating life chances to individuals. Procedures for allocating life chances need to be perceived as fair by those concerned if examinations and certificates are to possess legitimacy. This article traces and compares basic conceptions of procedural justice embedded in systems of examination and assessment of secondary schools in Germany, Sweden, and England. It uses Gerald Leventhal's concept of procedural justice to analyze context-dependent differences in uses of examinations for purposes of ensuring fairness and facilitating appeals.

Williams, Timothy P. (2014):

From Classrooms to Conflict in Rwanda by Elisabeth King. New York: Cambridge University Press, 2014. 212 pp. \$90.00. ISBN 9781107039339.

[Review]. In: *Comparative Education Review* 58 (4), S. 736–738. DOI: 10.1086/677937.

Worden, Elizabeth Anderson (2014):

Higher Education at a Crossroad: The Case of Estonia edited by Ellu Saar and René Möttus Frankfurt am Main: Peter Lang, 2013. 446 pp. \$82.95. ISBN 978-3631637845.

[Review]. In: *Comparative Education Review* 58 (4), S. 738–740. DOI: 10.1086/677931.

Yair, Gad; Girsh, Yaron; Alayan, Samira; Hues, Henning; Or, Elad (2014):

"We Don't Need Another Hero". Heroes and Role Models in Germany and Israel.

In: *Comparative Education Review* 58 (2), S. 269–295. DOI: 10.1086/675379.

Abstract:

This study provides insights about attitudes toward heroes and role models in German and Israel. We expected German and Israeli school textbooks and teachers to provide varying renditions for the traumatic effects of World War II and the Holocaust, and for students to express different attitudes about the role of heroes in their lives. In contrast, the study found that German and Israeli adolescents share perceptions about heroes and role models, suggesting that either there are no such models today or that heroes and role models are overblown and dangerous for democracy. In doing so they reflect a broader consensus among their teachers and the school textbooks they use.

Yamazaki, Naoya (2014):

Taiwan Education at the Crossroad: When Globalization Meets Localization by Chuing Prudence Chou and Gregory Ching. New York: Palgrave Macmillan, 2012. xxiii+291 pp. \$75.00 (cloth). ISBN 978-0-230-11089-2.

[Review]. In: *Comparative Education Review* 58 (2), S. 356–358. DOI: 10.1086/676582.

Yemini, Miri; Bar-Nissan, Hed; Shavit, Yossi (2014):

Cosmopolitanism versus Nationalism in Israeli Education.

In: *Comparative Education Review* 58 (4), S. 708–728. DOI: 10.1086/677305.

Abstract:

Education systems worldwide have served as a nation-building apparatus and national consciousness facilitators since the appearance of the modern nation-state. With the emergence of globalization in recent

decades, however, a growing presence of cosmopolitanism and internationalization can be traced in education policy and school curricula. Schools currently face contradicting pressures for internationalization on one hand and nationalism on another. The major aim of this work is to inquire when and why those pressures occur in one public school system and to analytically trace these processes over time. We analyze a test case of the transformations in the Israeli education system, focusing on history curricula, and on the rationale for such transformations during the last 20 years. We undertake a comprehensive analysis that combines qualitative and quantitative data at policy and curriculum levels to provide insight into the ways by which global and local processes influence national curriculum.

Zajda, Joseph (2014):

Personalisation of Education in Context: Policy Critique and Theories of Persona; Improvement edited by Monica E. Mincu. Boston: Sense Publishers, 2012. 214 pp. \$43.00 (paper). ISBN 978-94-6209-026-2.

[Review]. In: *Comparative Education Review* 58 (2), S. 361–363. DOI: 10.1086/676584.

Zuilkowski, Stephanie Simmons; Betancourt, Theresa S. (2014):

School Persistence in the Wake of War. Wartime Experiences, Reintegration Supports, and Dropout in Sierra Leone.

In: *Comparative Education Review* 58 (3), S. 457–481. DOI: 10.1086/675905.

Abstract:

This article examines the relationship of wartime experience and reintegration supports to students' risk of school dropout. It draws on longitudinal, mixed-methods data collected among children and youth in Sierra Leone from 2002 through 2008. The study finds that family financial support and perceived social support are positively associated with lower risk of dropout over time.

Agasisti, Tommaso (2014):

The Efficiency of Public Spending on Education: an empirical comparison of EU countries.

In: European Journal of Education 49 (4), S. 543–557. DOI: 10.1111/ejed.12069.

Abstract:

Recent policy suggestions from the European Community underlined the importance of 'efficiency' and 'equity' in the provision of education while, at the same time, the European countries are required to provide their educational services by minimizing the amount of public money devoted to them. In this article, an empirical study compares the spending efficiency on education in 20 European countries during the period 2006–2009. OECD-PISA test scores are used as output, while the 'expenditure per student' is used as input. The efficiency scores are calculated via a bootstrap Data Envelopment Analysis (DEA). In a second stage, the efficiency scores are regressed against a set of context variables which represent the different socio-economic settings (e.g. GDP per capita, unemployment rate, etc.) as well as some important 'structural' characteristics of the educational systems. Teachers' salaries and Internet use (as a proxy for technological 'literacy') play a positive role in affecting educational performance, while GDPpc is negatively related to efficiency. Lastly, Malmquist indexes are calculated to measure the change in efficiency in the period 2006–2009. The results showed that the average efficiency remained basically stable in the period.

Alegre, Miquel Àngel; Benito, Ricard (2014):

Youth Education Attainment and Participation in Europe: the role of contextual factors and the scope of education policy.

In: European Journal of Education 49 (1), S. 127–143. DOI: 10.1111/ejed.12045.

Abstract:

This article examines how certain contextual factors explain levels of education attainment and participation amongst youths in 30 European countries, whilst also exploring the scope for action of education policy when dealing with these issues. Through simple OLS regressions, we first evaluate the impact of a group of contextual indicators on the percentage of the population aged 20 to 24 having completed at least upper secondary education (education attainment) and the number of students aged 18 as a percentage of the corresponding age population (education participation). Secondly, through multivariate OLS analysis, we identify the net impact of some of these factors on the levels of education participation of 18-year-olds. The results show the significance of three factors: low-skilled occupation, the structure of public spending on education, and the importance of vocational education programmes in secondary education.

Al-karasneh, Samih M. (2014):

Reflective Journal Writing as a Tool to Teach Aspects of Social Studies.

In: European Journal of Education 49 (3), S. 395–408. DOI: 10.1111/ejed.12084.

Abstract:

This article analyses the impact of a constructivist approach to learning in Jordan, where a traditional context of passive/receptive philosophy of teaching prevails. Student teachers were introduced to journal writing. It was expected that their experiences with journal writing would afford them a better understanding of how it would affect their learning to teach social education. Thirty students were given a short course in journal writing as a reflective learning tool in their final placement. The schools operated passive/receptive approaches to learning and the students in the sample had experienced this throughout their own schooling. The impact of the course was assessed using semi-structured interviews. Some students found the experience stressful, but 75% found it fruitful and motivating.

Caena, Francesca (2014):

Teacher Competence Frameworks in Europe: policy-as-discourse and policy-as-practice.

In: European Journal of Education 49 (3), S. 311–331. DOI: 10.1111/ejed.12088.

Abstract:

This article analyses the growing focus on teacher competences in European policy discourse against the backdrop of global convergences in education reforms. It traces key ideas, policy recommendations, peer learning and documents which underscore the relevance of teacher quality for education improvement, as recently stressed in the European Commission Communication and Staff Working Documents Rethinking Education. The intertwining of teacher competence frameworks with other areas of education policy is outlined — key competences in school education, the quality of initial teacher education, and the continuous professional development of teachers — teasing out reasons for their central role. Some insights from research and peer learning then explore key implications in the defining and implementing of teacher competence frameworks in national education systems. A comparative viewpoint further analyses current policy trends about teacher competences across European national contexts, in discourse and practice. In order to do so, a framework of analysis takes into account system features as key variables affecting national policy — roles and responsibilities of stakeholders, governance and education cultures, and the status of the teaching profession. Across the variety of policy practices, the analysis endeavours to trace some emerging patterns and trends, highlighting paradigmatic national examples, with some food for thought.

Collard, Paul; Looney, Janet (2014):

Nurturing Creativity in Education.

In: European Journal of Education 49 (3), S. 348–364. DOI: 10.1111/ejed.12090.

Abstract:

Across continents, creativity is a priority for education and is central to the discourse on 21st century learning. In this article, we explore how a greater focus on 'everyday creativity' in schools changes the dynamics of teaching and learning. We look briefly at the main concepts in the literature on creativity in education. We then focus on examples from the Centre for Creative Education's creative partnerships, which bring together educators, learners and creative professionals. This is followed by a discussion on how teachers assess learners' creative dispositions, as well as the quality of creative processes and products. We conclude with recommendations for school-level strategies and policy and research to support learner and teacher creativity.

Conner, Lindsey; Sliwka, Anne (2014):

Implications of Research on Effective Learning Environments for Initial Teacher Education.

In: European Journal of Education 49 (2), S. 165–177. DOI: 10.1111/ejed.12081.

Abstract:

As a result of multi-disciplinary research on learning, a consistent and comprehensive body of knowledge on effective learning environments is currently emerging (OECD 2010). While this evidence is increasingly influencing the academic and policy discourse on the improvement and innovation of schools, its impact on the design principles of effective initial teacher education has been limited so far. In this paper, the seven transversal learning principles published in the 2010 OECD publication *The Nature of Learning: Using Research to Inspire Practice* serve as a framework for systematic reflections on how learning research on effective learning environments can inform initial teacher education and how the seven transversal learning principles can contribute to greater coherence and alignment in initial teacher education programs. We consider the implications of *The Nature of Learning* and other research on teacher education, alongside international examples of next practice, concluding that initial teacher education should model effective student learning.

Dias, Diana; Sá, Maria José (2014):

The Impact of the Transition to HE: emotions, feelings and sensations.

In: European Journal of Education 49 (2), S. 291–303. DOI: 10.1111/ejed.12058.

Abstract:

Transition to Higher Education (HE) is a significant life event and it is supposed to be a very agreeable experience to students. However, such impact is not linear, being mediated by students' psychosocial variables and by their own perceptions concerning the HE environment.

Transition to HE encompasses many tasks to cope with changes: dealing with new kinds of responsibilities and managing emotions. A wide variety of emotions take place in the HE transition, either of a positive or negative nature, such as joy of enrolment success and fears of social rejection.

This research focused on the transition to HE, approaching freshmen's personal and developmental variables. Results confirm that the impact of transition has a mostly emotional nature and that related concerns differ according to students' gender and socio-cultural background. With greater joy or greater anxiety, HE transition may be perceived as a stage of a long process towards adulthood.

Donaldson, Graham (2014):

Teacher Education and Curriculum Change in Scotland.

In: European Journal of Education 49 (2), S. 178–191. DOI: 10.1111/ejed.12077.

Abstract:

The dynamic forces shaping education in the 21st century have led countries across the world to pursue sweeping educational reforms. Despite significant investment and radical approaches including system and organisational restructuring, managerialism and marketisation, evidence of sustained impact in the classroom remains elusive. Using the example of an emerging systemic approach to educational change in Scotland, this article analyses an aligned approach to improvement, encompassing teaching, leadership, curriculum, self evaluation and related structural support. In this context, it becomes necessary to re-imagine the profession of teaching as one in which teachers are active as authors and drivers of educational change and career-long professional growth is the norm. The emerging approach to reform in Scotland reflects this interpretation of effective reform. Its curriculum reform, 'Curriculum for Excellence', focuses on the development of capacities in young people and is much less prescriptive than traditional forms of curriculum development. Scotland's now well-established approach to inspection and self-evaluation provides a further pillar in the overall reform programme. More recently, major developments have been set in train in relation to teacher education and school leadership. Following a fundamental review of teacher education, a radical and systemic programme of reform of the teaching profession is now under way. The article outlines the main features of the approach and considers the main factors which will influence its likelihood of success.

Erkkilä, Tero (2014):

Global University Rankings, Transnational Policy Discourse and Higher Education in Europe.

In: European Journal of Education 49 (1), S. 91–101. DOI: 10.1111/ejed.12063.

Abstract:

Global university rankings have portrayed European higher education institutions in varying lights, leading to intense reflection on the figures on the EU and national levels alike. The rankings have helped to construct a policy problem of 'European higher education', framing higher education as an element of competitiveness in a global economy. This has also allowed the European Commission to become a key policy actor in higher education that was not traditionally within its mandate. The global university rankings can be seen as a transnational policy discourse that has different variants at a national level, owing to the historical narratives and public values of each state. But the policy prescriptions of the rankings are taking surprisingly similar forms in different countries and have informed reform agendas throughout Europe. At a general level, the rankings are contributing to a convergence in higher education policies in Europe. This also has negative effects and unintended consequences as the rankings are driving for stratification, homogenisation and commodification of European higher education. But the actual effects of the rankings are mostly indirect and contextual. Hence, the

European countries are unequally affected by the rankings, owing to their institutional traditions, size and position in a centre-periphery axis.

Fernie, Scott; Pilcher, Nick; Smith, Karen L. (2014):

The Scottish Credit and Qualifications Framework: what's academic practice got to do with it?

In: European Journal of Education 49 (2), S. 233–248. DOI: 10.1111/ejed.12056.

Abstract:

National Qualifications Frameworks (NQF) are a globally established and expanding phenomenon. They are increasingly merging and being mapped onto meta-qualifications frameworks. One key NQF in both these roles is the Scottish Credit and Qualifications Framework (SCQF). Much research categorises the different types of NQF, details their success and failure, and there is a steadily expanding body of critical research into NQF. Despite this, little research has focused on how NQF are used in day to day academic practice in the very institutions whose qualifications they frame. This article begins to redress this by focusing on the SCQF as an exemplar. It presents a synthesis between contemporary literature, a documentary analysis of SCQF literature and the data from interviews with 15 stakeholders in different educational roles. The findings show that, despite the claims of the SCQF literature and contemporary literature regarding the success of the SCQF, its diffusion and the extent of its use amongst these stakeholders are limited. Instead, it is used more as a symbolic tick box exercise and largely ignored. We discuss the implications of this and posit questions that challenge the focus of existing research into NQF and argue for a shift in the criteria by which they are judged from educational to market based ones.

Ferreira, Camino; Vidal, Javier; Vieira, María José (2014):

Student Guidance and Attention to Diversity in the Processes of Quality Assurance in Higher Education.

In: European Journal of Education 49 (4), S. 575–589. DOI: 10.1111/ejed.12098.

Abstract:

The main objective of this article is to analyse the importance given to student guidance and diversity in the standards and criteria used in the quality accreditation and evaluation processes in Europe and the US. Agencies selected in this study are the members of ENQA (European Association for Quality Assurance in Higher Education), EQAR (European Quality Assurance Register for Higher Education) and regional and programme accrediting organisations in the US that are recognised by the Council for Higher Education Accreditation (CHEA). The data were analysed by means of qualitative and content analysis of the principles, standards and criteria published in the guidelines of the respective agencies. The results of this study reveal that guidance and attention to diversity are included in the quality evaluation guidelines for university study programmes and for higher education institutions in different ways. The main conclusion is that most guidelines include general criteria about guidance and diversity. In order to assist HEIs in the way to plan this support, guidelines should include specific criteria for the provision of academic, career and personal guidance within general student support services. Additionally, criteria should specify the actions to be taken and the resources to respond to diversity.

Fonseca, Madalena; Dias, Diana; Sá, Carla; Amaral, Alberto (2014):

Waves of (Dis)Satisfaction: Effects of the Numerus Clausus system in Portugal.

In: European Journal of Education 49 (1), S. 144–158. DOI: 10.1111/ejed.12042.

Abstract:

Access to higher education in Portugal is governed by a quota system (numerus clausus).

The purpose of this article is to answer two questions: First, how does the numerus clausus system shape the demand for medical studies? Second, how do non-enrolled medical candidates influence the global allocation system and generate waves of dissatisfaction?

The results show that students who do not succeed in entering medicine register in other programmes, such as pharmacy, veterinary medicine and dental studies, generating a first wave of dissatisfaction. Because students who are not placed in

medicine occupy a large share of the places available in those other programmes, the wave of dissatisfaction propagates, with students being pushed to other programmes, especially biology and biochemistry. This process has also been analysed from a spatial perspective. Apparently, when students are competing to obtain a study place in a programme with prestige and good professional career perspectives such as medicine moving to a more peripheral region becomes more frequent.

Geboers, Ellen; Geijssels, Femke; Admiraal, Wilfried; Dam, Geert ten (2014):

Typology of Student Citizenship.

In: European Journal of Education 49 (4), S. 514–528. DOI: 10.1111/ejed.12091.

Abstract:

Most of the empirical frameworks and theories concerned with the development of citizenship today are quite complex and only provide some guidance for what citizenship education should attend to; they do not provide insight into the actual citizenship of students. We constructed a typology of student citizenship, on the basis of data collected from students. Patterns of scores for the citizenship orientations and citizenship knowledge of students were examined, and four clearly interpretable profiles could be identified (committed citizenship, indifferent citizenship, ordinary citizenship and self-assured citizenship). A sample of 7,768 students from grades 5 to 9 (aged 11–16 years) from 38 primary and secondary education schools participated in this research. The typology was then cross-validated on a separate sample of 15,940 students from Dutch primary and secondary education schools. The types of the citizenship differed depending on the individual demographic characteristics of the students and their level of education. Implications of the typology for citizenship education and future research are discussed.

Hazelkorn, Ellen (2014):

Reflections on a Decade of Global Rankings: what we've learned and outstanding issues.

In: European Journal of Education 49 (1), S. 12–28. DOI: 10.1111/ejed.12059.

Abstract:

Ten years after the first global rankings appeared, it is clear that they have had an extraordinary impact on higher education. While there are fundamental questions about whether rankings measure either quality or what's meaningful, they have succeeded in exposing higher education to international comparison. More so, because of the important role higher education plays as a driver of economic development, rankings have exposed both an information deficit and national competitiveness. Accordingly, both nations and institutions have sought to maximise their position vis-à-vis global rankings with positive and perverse effects. Their legacy is evident in the way rankings have become an implicit — and often explicit — reference point for policymaking and higher education decision-making, and have reinforced an evaluative state's over-reliance on quantitative indicators to measure quality. They are embedded in popular discourse, and have informed the behaviour of many stakeholders, within and outside the academy. This paper reflects on three inter-related issues; i) considers the way rankings have heightened policy and investment interest in higher education, ii) discusses whether the modifications to rankings have resolved some of the questions about what they measure, and iii) looks at how rankings have influenced stakeholder behaviour. Finally, the paper reflects on what we have learned and some outstanding issues.

Herbst, Mikolaj; Rok, Jakub (2014):

Equity in an Educational Boom: lessons from the expansion and marketisation of tertiary schooling in Poland.

In: European Journal of Education 49 (3), S. 435–450. DOI: 10.1111/ejed.12068.

Abstract:

This article shows how the probability of enrolment in tertiary schools has evolved for different social groups in Poland during the period of the educational boom. It also analyses how the socio-economic status influences the choices between full-time and part-time studies (the latter being of relatively low quality), and the probability of admission to subsidised, free programmes versus programmes with tuition fees. Between 1994 and 2008, Poland improved the participation of

students with a low socio-economic status in university education. However, if we look at the change in the ratios of enrolment probabilities for different layers of the social strata, we find that the improvement refers to those with a low family educational background who live in small cities, but not to those from low income families. Further investigation shows that the policy makers should focus not only on ensuring equal access to tertiary education for all social strata, but on allowing the unprivileged groups access to education of acceptable quality.

Heublein, Ulrich (2014):

Student Drop-out from German Higher Education Institutions.

In: European Journal of Education 49 (4), S. 497–513. DOI: 10.1111/ejed.12097.

Abstract:

28% of students of any one year currently give up their studies in bachelor degree programmes at German higher education institutions. Drop-out is to be understood as the definite termination in the higher education system without obtaining an academic degree. The drop-out rate is thereby calculated with the help of statistical estimation procedures on the basis of cohort comparisons. Based on Tinto's 'student integration model', German research on higher education has experienced partially different developments of theoretical approaches to student drop-out. Today, preference goes to those models of drop-out that describe the issue as a complex process in which individual, institutional and social factors affect the socialisation in the education process and studies. According to the findings of empirical studies, the inability to cope with the performance-related demands of the higher education institution, wrong expectations and less identification with the subject, as well as problems in financing studies are considered to be the most important reasons for dropping out. Higher education institutions and higher education policy in Germany react to this situation with broad assistance measures that include the flexibilisation of the curricula, better information for students and the expansion of the support offered during the start of the studies.

Ishimine, Karin; Tayler, Collette (2014):

Assessing Quality in Early Childhood Education and Care.

In: European Journal of Education 49 (2), S. 272–290. DOI: 10.1111/ejed.12043.

Abstract:

Evaluating quality in early childhood education and care (ECEC) service internationally is increasingly important. Research to date indicates that it is 'high-quality' programmes that boost and sustain children's achievement outcomes over time. There is also growing interest in the accountability of public funds used for ECEC programmes and the types of measures that assess ECEC quality. This article reviews eleven existing instruments that were designed to assess global ECEC programmes and examines them in terms of their strengths and weaknesses as quality measurement tools and the adequacy of the measures to sufficiently reflect the context and purposes of the assessment. Through this process the authors identify directions for the development of new measures that are both theoretically and psychometrically sound.

Kaser, Linda; Halbert, Judy (2014):

Creating and Sustaining Inquiry Spaces For Teacher Learning and System Transformation.

In: European Journal of Education 49 (2), S. 206–217. DOI: 10.1111/ejed.12079.

Abstract:

Over a 15-year period, one Western Canadian province, British Columbia, has been exploring the potential of inquiry learning networks to deepen teacher professional learning and to influence the system as a whole. During this time, we have learned a great deal about shifting practice through inquiry networks. In this article, we provide a description of the key features of the inquiry framework that has evolved through this work, offer suggestions for creating and sustaining influential educator networks and provide some observations about how this approach is shifting practices at the classroom, school, university and policy levels.

Kehm, Barbara M.; Erkkilä, Tero (2014):

The Ranking Game.

[Editorial]. In: *European Journal of Education* 49 (1), S. 3–11. DOI: 10.1111/ejed.12062.

Kivinen, Osmo; Nurmi, Jouni (2014):

Labour Market Relevance of European University Education. From Enrolment to Professional Employment in 12 Countries.

In: *European Journal of Education* 49 (4), S. 558–574. DOI: 10.1111/ejed.12095.

Abstract:

In accordance with the education policy which puts human capital at its heart, higher education is expected to produce marketable competent professionals in response to the needs of an expansive knowledge-based economy. In one reading, to support competitive knowledge-based economy, higher education students should graduate as young and fast as possible. The article asks whether it is credible that the young & fast principle as an objective for university education would provide a feasible way of enhancing professional labour force to serve knowledge economies. The analysis of study careers of 17,000 European second cycle university graduates shows that transitions from school to higher education to professional employment vary considerably in the 12 countries. The key finding is that countries with rather slow progression in the initial part of the transition tend to do better in the end, and vice versa. Belgium (Flanders) is the most obvious example of young and fast-graduating students that need a relatively long period after graduation to start their professional careers. In Finland, Austria, and Norway, relatively old and experienced graduates are employed rapidly. The time before professional employment after graduation is short for students who have acquired relevant work experience and acquainted themselves with professional fields. The youngest professionals are found in France where they tend to have access to opportunities for professionally relevant training. However, professional employment cannot be fostered by simply trying to recruit student populations as young as possible, but rather by enriching the labour market relevance of their student careers.

Lindberg, Matti (2014):

Implications of the Bologna Process for Throughput in the Higher Education Sector: an empirical illustration based on a Finnish-British comparison.

In: *European Journal of Education* 49 (2), S. 259–271. DOI: 10.1111/ejed.12075.

Abstract:

This study illustrates the differences between Finnish and British graduates in the higher education-to-work transition and related market mechanisms in the year 2000. Specifically, the differences between the Finnish and British students' academic careers and ability to find employment after graduation were evaluated in relation to the Finnish HE policy that hastens the entry of new graduates into the labour market. The Finnish HE system is representative of a system that operates in an occupation-specific and relatively strictly-regulated labour market context, whereas the labour market context for the British HE system is essentially the most liberal in Europe. The results of the study suggest that it is not the length of the first degree programmes per se that determines the throughput of the HE sector, but the relative emphasis placed on the opportunity structures pertaining to HE participation and on career mobility in the labour market.

Livingston, Kay (2014):

Teacher Educators: hidden professionals?

In: *European Journal of Education* 49 (2), S. 218–232. DOI: 10.1111/ejed.12074.

Abstract:

The pace of change in today's society means that there is an ongoing need for teachers to learn, have new knowledge and use new pedagogical approaches to meet the needs of their pupils. For many teachers, this requires redefining their identity as teachers and what 'teaching' means in 21st century learning environments. These changes also require teachers to be supported in learning to 'teach' in different ways that are relevant to their own individual needs and to the contexts

in which they work throughout their career. In this article, it is argued that a more integrated and collaborative approach to teacher education is needed with better understanding of those who take up the roles of teacher educator across a teacher's career. With a particular emphasis on 'teacher educators' working in school to support teachers' career-long professional learning it is argued that currently many do not recognise themselves as teacher educators nor are they recognised by those they work with as teacher educators. Drawing on an empirical study carried out with mentors in schools in Scotland, it is suggested that these teacher educators may be 'unrecognised' and remain 'hidden professionals' because of the identities they construct for themselves, the values and priorities that they or others attach to their roles or because of the institutional structures and cultures in which they work. It is concluded that it will be difficult to recognise and value these 'hidden teacher educators' and the distinctive contribution they can make to teachers' career-long professional learning without further clarification by them and others of the roles and responsibilities they hold.

Locke, William (2014):

The Intensification of Rankings Logic in an Increasingly Marketised Higher Education Environment.

In: European Journal of Education 49 (1), S. 77–90. DOI: 10.1111/ejed.12060.

Abstract:

Rankings and online comparison sites have both facilitated and shaped the marketisation of higher education in England, the UK as a whole and elsewhere. They have facilitated marketisation by introducing greater competition between and within higher education institutions. Ultimately, they accomplish the transformation of qualities into quantities, which is both required by, and a consequence of, the commodification and privatisation of higher education. Rankings have also helped to embed the logic of the market within organisational structures and processes and within the minds and practices of organisational members. In some ways, in a highly regulated UK higher education market, rankings became a substitute for more authentic market mechanisms. However, these processes have intensified with the transfer (in England) of the majority of the cost of study to students and the emergence of more sophisticated websites presenting detailed statistics that enable prospective students to compare courses and institutions on indicators such as modes of student assessment and employment outcomes. This article seeks to understand how different types of university and college are responding to this intensification of rankings logic amidst the further marketisation of higher education in the UK. It employs the concepts of internalisation and institutionalisation to analyse how these responses evolve and vary between institutions at different places in the rankings, but eschews a completely Foucauldian interpretation which, in the author's view, cannot fully explain the responses within institutions (and over time) to 'data-driven technologies'.

Marginson, Simon (2014):

University Rankings and Social Science.

In: European Journal of Education 49 (1), S. 45–59. DOI: 10.1111/ejed.12061.

Abstract:

University rankings widely affect the behaviours of prospective students and their families, university executive leaders, academic faculty, governments and investors in higher education. Yet the social science foundations of global rankings receive little scrutiny. Rankings that simply recycle reputation without any necessary connection to real outputs are of no common value. It is necessary that rankings be soundly based in scientific terms if a virtuous relationship between performance and ranking is to be established, the worst potentials of rankings are to be constrained, and rankings are optimised as a source of comparative information. This article evaluates six ranking systems, Shanghai ARWU, Leiden University, QS, Scopus, Times Higher Education and U-Multirank, according to six social science criteria and two behavioural criteria. The social science criteria are materiality (rankings must be grounded in the observable higher education world), objectivity (opinion surveys should not be used), externality (ranked universities should not be a source of data about themselves), comprehensiveness (rankings should cover the broadest possible range of functions), particularity (ranking systems should eschew multi-indicators with weights, or proxy measures) and ordinal proportionality (vertical distinctions between universities should not be exaggerated). The behavioural criteria are the alignment of the ranking with tendencies to improved performance of all institutions and countries, and transparency, meaning accessibility to strategy making designed to maximize institutional position. The pure research rankings rate well overall but lack comprehensiveness. U-Multirank is also strong under most criteria but stymied by its 100 per cent reliance on subjective data collected via survey.

Molina, Fidel; Casado, Núria (2014):

Living Together in European Intercultural Schools: the case of the Catalan school system (Spain).

In: European Journal of Education 49 (2), S. 249–258. DOI: 10.1111/ejed.12044.

Abstract:

There are practical difficulties in making intercultural education a substantial element of inclusion in both primary and compulsory secondary education in Europe. The Spanish education system and, in particular, the Catalan education system, have developed a series of strategies in response to the new multicultural complexity encountered in both the classroom and society as a whole. In this study, several inclusive attempts of the Catalan education system will be discussed. As a consequence of their analysis, educational models that are compatible with the framework of inclusive education will be presented as an effective means of promoting greater social integration and a peaceful coexistence in the school context.

Münch, Richard; Schäfer, Len Ole (2014):

Rankings, Diversity and the Power of Renewal in Science. A Comparison between Germany, the UK and the US.

In: European Journal of Education 49 (1), S. 60–76. DOI: 10.1111/ejed.12065.

Abstract:

Rankings are part and parcel of the neoliberal agenda in science aiming at increasing the competitive allocation of funds among universities. This article focuses on the decreasing power of renewal in science as a result of this agenda particularly because of its increasingly consolidated stratification of the academic system into élite and mass institutions. A comparison based on data from the Academic Ranking of World Universities of the Shanghai Jiao Tong University between the less stratified German system, the more strongly stratified British system, and the most strongly stratified, though at its heart still diverse US-American system provides a first test of the hypotheses.

Pérez-Díaz, Víctor; Rodríguez, Juan Carlos (2014):

Teachers' Prestige in Spain: probing the public's and the teachers' contrary views.

In: European Journal of Education 49 (3), S. 365–377. DOI: 10.1111/ejed.12087.

Abstract:

We use the results of a public opinion survey we carried out in 2012 on a sample of the Spanish adult population to offer a plausible explanation of one of the main conundrums of primary and secondary school teachers' prestige, not only in Spain, i.e. that, contrary to public discourse and to teachers' perceptions, this prestige has not fallen in the last decades, but has remained middle to high. The estimates of teachers' prestige made by the public are the same (roughly, around 70 in a 0 to 100 scale) as those that were measured in the early 1990s. However, a clear majority of the public believes that teachers' prestige has fallen in the last decades, reiterating a cliché that is widespread in the Spanish public sphere, especially among teachers. We hypothesise that the perception of the falling prestige is much more a matter of a public space dominated by the media than of a public space that is more confined to everyday experiences and to the citizens' basic values. We support our hypothesis with pieces of empirical evidence related, on the one hand, to the association of that perception with media consumption variables in our survey, and, on the other, to media (negative) treatment of teachers' prestige. In our argument, we are also helped by a literature that is not usually dealt with in studies of teachers' prestige: that of media influence in the formation of public opinions regarding other people's opinions.

Pilkington, Marc (2014):

Converging Higher Education Systems in a Global Setting: the example of France and India.

In: European Journal of Education 49 (1), S. 113–126. DOI: 10.1111/ejed.12057.

Abstract:

We present a comparative survey between the French and Indian higher education systems. In spite of their respective idiosyncratic features, we show that the two countries have both evolved comprehensively toward a knowledge-based society, in order to ensure the prosperity of their citizens. Secondly, we single out a threefold convergence between the two higher education systems on academic, technological and institutional grounds.

Radinger, Thomas (2014):

School Leader Appraisal - A Tool to Strengthen School Leaders' Pedagogical Leadership and Skills for Teacher Management?

In: European Journal of Education 49 (3), S. 378–394. DOI: 10.1111/ejed.12085.

Abstract:

With increasing school autonomy, often coupled with greater accountability requirements, school leaders are increasingly responsible for new human resource management tasks. Policies to improve the teaching workforce, therefore, cannot do without policies to improve the school leadership profession. Teachers' effectiveness depends, among others, on effective school leaders who shape teachers' working environment and influence their motivations. Furthermore, as recent research indicates, school leaders are the second most important school-level factor affecting, even if mainly indirectly through their influence on teachers, student learning after classroom instruction. Considering the role school leaders play for the effective school-level management of teachers and for teaching and learning through their pedagogical leadership, it is essential that school leaders are adequately prepared and supported for their role. As part of their school reform programmes, more and more countries have been introducing a range of evaluation and assessment policies to improve school, school leadership and teaching practices. The individual appraisal of schools leaders and teachers is a key component of evaluation and assessment policies. This article explores if, and how, individual school leader appraisal can develop school leaders' pedagogical leadership, a key element of which is teacher management. It analyses the policy approaches of several European countries and the extent to which formal frameworks in these countries focus on developing pedagogical leadership. The article concludes with ideas for policy to strengthen appraisal as a tool to improve school leaders' practices and behaviours and their competencies for pedagogical leadership and teacher management.

Rauhvargers, Andrejs (2014):

Where Are the Global Rankings Leading Us? An Analysis of Recent Methodological Changes and New Developments.

In: European Journal of Education 49 (1), S. 29–44. DOI: 10.1111/ejed.12066.

Abstract:

This article is based on the analysis of the changes in global university rankings and the new 'products' based on rankings data in the period since mid-2011. It is a summary and continuation of the European University Association (EUA)-commissioned report 'Global University Rankings Their Impact, Report II' which was launched in April 2013. It covers the changes in the ranking methodologies which have been the most visible in the CWTS Leiden Ranking and Webometrics and which have replaced some indicators with newly designed ones. Changes have been made in other rankings as well, but they are less visible. A new U21 ranking was launched in 2012. It is an attempt to rank national higher education systems rather than individual universities. New rankings by conventional ranking providers have demonstrated that in reputation rankings or reputation indicators the scores drop even more sharply than in the most elitist rankings and therefore can be used for even narrower groups of universities.

Several ranking providers have started their own data collections and combine ranking data with the data from the newly established data collections and use them for several multi-indicator classifications or profiling tools. QS has been most productive and has added not only classification and profiling tools, but has also launched a ranking of student cities, and 'stars' that universities can obtain.

Generally, the rankings' impact is growing. Let us see where it will bring us.

At the same time, some rankings providers have changed language and explain the biases, flaws and misunderstandings created through misuse of rankings or using ranking indicators without proper knowledge.

Sin, Cristina; Saunders, Murray (2014):

Selective acquiescence, creative commitment and strategic conformity: situated national policy responses to Bologna.

In: European Journal of Education 49 (4), S. 529–542. DOI: 10.1111/ejed.12072.

Abstract:

The non-binding nature of the Bologna Declaration and loose policy-making and implementation through the open method of coordination (OMC) have led to varied national responses to the Bologna Process. The OMC has allowed countries room for manoeuvre to interpret Bologna policy and attach different degrees of importance to it. Looking at the interplay between agency and structure in policy implementation, this article aims to illustrate the localised character of Bologna policy implementation driven by national priorities and political agendas, a reflection of the 'policy as text' metaphor (Ball, 1994).

The analysis is driven by an agentic understanding of the policy process, highlighting 'actors' perceptions, perspectives, preferences, actions and interactions' (Trowler, 2002). Three different country reactions are examined — England, Portugal and Denmark, described as selective acquiescence, creative commitment and strategic conformity to capture the essence of the cases in question. In analysing the countries' responses, the article considers national readings of Bologna, motivations behind responses to the Process, as well as its reception and implementation at national level.

Stéger, Csilla (2014):

Review and Analysis of the EU Teacher-related Policies and Activities.

In: European Journal of Education 49 (3), S. 332–347. DOI: 10.1111/ejed.12089.

Abstract:

This article aims at raising awareness of the key role the EU already plays in matters of teacher policy. It takes stock of European teacher policy related documents and activities, such as relevant strategies, presidency priorities, Council Conclusions, Commission working documents, the activities of thematic working groups, of networks, of data gathering and research, and the available supports of the Lifelong Learning Programme and of the European Social Fund. Based on this, the article provides a clear picture of the labour market need-driven, pragmatic context of teacher policies and also the main shared European teacher policy concepts, such as teacher competence profiles, the continuum of professional development and the support of teacher educators. These fundamental concepts were shared, developed and fine tuned in the process of Member States peer learning, a crucial and highly effective method of cooperation, which is also presented in the article. The article concludes by identifying both sides of the two-way interaction process of Europeanisation taking place between Member States and the EU in teacher policy development.

Thomas, Liz; Hovdhaugen, Elisabeth (2014):

Complexities and Challenges of Researching Student Completion and Non-completion of HE Programmes in Europe: a comparative analysis between England and Norway.

In: European Journal of Education 49 (4), S. 457–470. DOI: 10.1111/ejed.12093.

Abstract:

There is a growing interest in policy research on student completion and non-continuation and bodies such as the European Commission and OECD are focusing on the subject. There is also increasing national interest in the issue in many countries and they are looking to each other for input on effective policies. However, there are significant social, economic and educational differences between national systems across Europe, making this a very challenging project. The aim of this article is to study challenges and complexities in researching student non-completion of higher education programmes in Europe. We use the case of two contrasting countries — England and Norway — to help to identify some of the differences, challenges and complexities that are relevant when creating an approach for analysis that can be used more widely to explore 'non-completion' across different countries in Europe and beyond.

Troelsen, Rie; Laursen, Per F. (2014):

Is Drop-out from University Dependent on National Culture and Policy? The Case of Denmark.

In: European Journal of Education 49 (4), S. 484–496. DOI: 10.1111/ejed.12094.

Abstract:

National cultures are known to influence educational institutions and practices in many ways. It therefore seems reasonable to assume that drop-out from university is also influenced by differences in national cultures. In this article, we compare drop-out from Danish universities with drop-out from European universities. Based on Danish national culture (characterised by individualism, low power distance, femininity, and low uncertainty avoidance) and on the high level of economic support for students, we find that drop-out from higher education in Denmark as compared to most other European countries is less influenced by socio-economic factors and by the students' degree of social integration. Hence, our review of the research on drop-out identifies some differences that might rest on national cultural varieties. It also points to difficulties in comparing results from different research studies, not only in Denmark but also across Europe. This difficulty results from varieties in research designs and definitions of drop-out.

Valenčič Zuljan, Milena; Marentič Požarnik, Barica (2014):

Induction and Early-career Support of Teachers in Europe.

In: European Journal of Education 49 (2), S. 192–205. DOI: 10.1111/ejed.12080.

Abstract:

The deep economic, social, technological and cultural changes in Europe represent a real challenge for teacher education. The teacher's role is becoming more complex and demanding, while the expectations of society are rising. Teachers are expected not only to enable optimal development of increasingly heterogeneous groups of pupils, but also to mitigate the effects of social inequality. All this requires qualitative changes in pre-service and in-service teacher education. In this regard, the transition from school/university to professional life — the induction period and early career years — requires special attention. In this phase, a fruitful synthesis of theory and practice can occur if novices are systematically introduced and supported by good mentoring in the transition from study to school life and culture, but a 'practice shock' is also possible during which many positive effects of pre-service education are lost. Our aim is to identify some principles and optimal solutions that would foster teacher's professional development in this important phase of their career.

Vanhoutte, Kristof K.P (2014):

The Future Starts in the Past. The Loss of the Spiritual Centre of the University.

In: European Journal of Education 49 (3), S. 409–420. DOI: 10.1111/ejed.12070.

Abstract:

Discussion on the crisis in/of the humanities and in/of the university institution has in the past decades become ubiquitous. The surge of literature on the subject strongly suggests that the problem is a genuine one. However, the variety of explanations that have been offered not only have brought along confusion, but the majority of these explanations also neglect the historical development of higher education. As such, they tend to underestimate the scale of the problems affecting the humanities and higher education. This article seeks to investigate an alternative explanation that takes into consideration the history of the changing 'value' of humanities within higher education. In doing so, the legacy of postmodernism is considered and the idea of a 'spiritual centre' of the university and its relation to the humanities is put forth and explored. The article concludes with some contemplations on a possible way out of the current crisis in the humanities and in higher education.

Westerheijden, Don F.; Stensaker, Bjørn; Rosa, Maria J.; Corbett, Anne (2014):

Next Generations, Catwalks, Random Walks and Arms Races: conceptualising the development of quality assurance schemes.

In: European Journal of Education 49 (3), S. 421–434. DOI: 10.1111/ejed.12071.

Abstract:

The emergence and development of quality assurance schemes in European countries over the last 15–20 years has inspired many national case studies of the systems and procedures adopted. The methods, contexts, and procedures associated with this policy change are diverse. But although individual countries have set about changing policy in different ways there appear to be some common developmental patterns within the Europe of the Bologna Process. How can these developments be conceptualised? In a first step this paper advances a typology based on the quality assurance literature. In a second step, the paper applies the typology to quality assurance developments in three countries. The third part of the paper discusses the strengths and weaknesses of the modelling approach in the light of the empirical evidence and a political science analysis of policy change. The paper concludes with a discussion on future directions for the comparative study of policy change within the European Higher Education Area on the basis of this conceptualisation of developments in quality assurance policy.

Wolter, Stefan C.; Diem, Andrea; Messer, Dolores (2014):

Drop-outs from Swiss Universities: an empirical analysis of data on all students between 1975 and 2008.

In: European Journal of Education 49 (4), S. 471–483. DOI: 10.1111/ejed.12096.

Abstract:

This study presents in-depth empirical analyses of drop-outs from all Swiss universities for the entire student population between 1975 and 2008. The results show that most identifiable factors associated with a greater or lesser probability of dropping out are identical to those found in a recent Systematic Review (Larsen et al., 2013). The main findings are that: first, since the 1970s, there has been a marked trend towards falling drop-out rates which is largely due to female students who, today, have lower drop-out rates than their male counterparts; secondly, not only are there different drop-out rates for specific subjects of study, but there are also differences in baccalaureate profiles, which indicates that the skills acquired prior to entering university have a great impact on successful study; thirdly, students who change their first subject choice are at great risk of dropping out. No firm conclusions can yet be drawn about the Bologna reform but, based on the subjects which changed to the Bachelor/Master system between 2001 and 2003, no reduction in drop-out rates can be found as a result of the reform.

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<http://www.tandfonline.com/loi/rehe>

[licence required | prints available at INCHER-Kassel]

Bacevic, Jana (2014):

(Education for) work sets you free: 'employability' and higher education in former Yugoslavia and its successor states.

In: European Journal of Higher Education 4 (3), S. 281–296. DOI: 10.1080/21568235.2014.916534.

Abstract:

Recent analyses of education policy discourses in Europe and beyond note the rise of the discourse of 'employability' as a new form of regulating the relationship between universities, markets and the state. Education and labour market relationships are also considered to be one of the main aspects of postsocialist transition. This contribution compares the construction of these links in the Socialist Federative Republic of Yugoslavia in the 1970s and in its successor states today. Drawing on sociology and anthropology of policy and studies of education as a practice of governmentality, it shows how policy discourses from two distinct political and historical contexts nevertheless exhibit continuity in terms of empowering the state via agentification of markets, employers or the working class. Interpreting this continuity in the context of changing political and economic orders, the contribution argues for a more nuanced understanding of 'socialism', 'postsocialism', or 'neoliberalism' in the analysis of education policies.

Beach, Dennis; Puaca, Goran (2014):

Changing higher education by converging policy-packages: education choices and student identities.

In: European Journal of Higher Education 4 (1), S. 67–79. DOI: 10.1080/21568235.2013.862155.

Abstract:

The past two decades of higher education research in Europe describe new managerial and neoliberal turns in governance policies that have brought shifts in the way institutions of higher education are defined and run, justify their existence and practices and recruit and educate students. The expansion of higher education is often lifted as a key feature and motivation of these changes and it is also used in arguments for the need to change further. The European Union Lisbon Agreement is often referenced when changes are discussed and motivated by change agents. It describes needs of effectiveness and new kinds of programmes and courses to deal with increased volume and widening participation. New demands are described as having been placed on teachers, students and leadership, including an expanded role for student choices of and in higher education. Based on ethnographic research key aspects of extended choice are examined in the present article.

Beňová, Kamila (2014):

Research(er) at home: auto/ethnography of (my) PhD.

In: European Journal of Higher Education 4 (1), S. 55–66. DOI: 10.1080/21568235.2013.851009.

Abstract:

This article deals with the PhD phase of tertiary higher education (in Slovakia), which is here considered as the specific phase of the academic career. It tries to answer the question: what is the PhD, in the context of research, theoretically and methodologically approached as a critical ethnography of higher education. It is focused on the linking epistemological (feminist standpoint) and methodological (autoethnography) background; while the analysis 'tells' the autoethnographic 'PhD story' of the author, the part-time PhD student and the university researcher at the same time, the storyteller and the member of a researched PhD community. The bottom-up perspective aims to the empowerment of the doctoral community, as well as the author herself. The author tries to identify her own situatedness, according to the research and the PhD studies, through recognizing roles and positions, and describe the trajectory of her own academic career. Finally, the article tries to demonstrate, how distant the policy from everyday reality can be.

Bugday Ince, Seheriban; Gounko, Tatiana (2014):

Quality assurance in Turkish higher education.

In: European Journal of Higher Education 4 (2), S. 184–196. DOI: 10.1080/21568235.2014.890523.

Abstract:

The implementation of quality assurance (QA) is one of the most challenging reform areas for Turkey due to the unique organization of its higher education system. This paper explores the development of QA systems in Turkish universities. Using a qualitative case study approach, the authors examine how Turkey accomplishes the goal of implementing QA practices at institutional, national and international levels. The data included policy documents and interviews with the Turkish Bologna Experts who shared their experience of the implementation process. The findings suggest that Turkish policy-makers and universities have made considerable progress in improving QA systems and aligning national policies with those found in other Bologna nations. We conclude that the focus of current reform should be on developing internal quality practices and encouraging participation of all stakeholders. Turkish higher education needs to find its own combination of measures that will consider historical and social characteristics of quality culture and to develop strategies befitting Turkey's conditions.

Burlaka, V.; Churakova, I.; Aavik, O.A; Goldstein, D. (2014):

Perceived barriers to mental health services: a mixed-method study with Ukrainian college students.

In: European Journal of Higher Education 4 (2), S. 167–183. DOI: 10.1080/21568235.2014.890524.

Abstract:

We examined perceived barriers to professional help among Ukrainian college students, psychologists and psychiatrists. Students from eight universities and psychologists participated in qualitative stage. A survey of barriers to mental health treatment was developed based on qualitative data and used with psychiatrists to validate understanding of help-seeking strategies gained in qualitative stage. Qualitative stage revealed two major sets of barriers. Some barriers were perceived as being caused by the structure in which services are rendered (e.g., availability of services, inconvenient location and hours), and other barriers were thought to be attitudinal (e.g., stigma, acceptance and trust). Psychiatrists supported categories that were found in the qualitative stage, still, they mostly believed that fear of hospitalization, anonymity concerns and hope to manage on one's own were three major barriers to seeking professional help. These results raise significant concerns of trust and ethics of the care providers in the post-soviet Ukraine.

Carvalho, Teresa (2014):

The academic profession in Europe: new tasks and new challenges ed. by Barbara M. Kehm and Ulrich Teichler, Dordrecht, Springer, 2013, 200 pp. / The work situation of the academic profession in Europe: findings of a survey in twelve countries, ed. by Ulrich Teichler and Ester Eva Höhle, Dordrecht, Springer, 2013, 290 pp.

[Review]. In: European Journal of Higher Education 4 (2), S. 197–201. DOI: 10.1080/21568235.2014.890525.

Corbett, Anne (2014):

The globalisation challenge for European higher education: convergence and diversity, centres and peripheries, ed. by Pavel Zgaga, Ulrich Teichler and John Brennan, Higher Education Research Policy - Volume 4, Frankfurt am Main, Peter Lang, 2013, 389 pp.

[Review]. In: European Journal of Higher Education 4 (3), S. 297–300. DOI: 10.1080/21568235.2014.903575.

DeWinter, Urbain Ben (2014):

Los Rankings Universitarios, mitos y realidades, ed. by Vicent Climent, Francesc Michavila and María Ripollés, Universitat Jaume I y Editorial Tecnos, 2013, 264 pp.

[Review]. In: *European Journal of Higher Education* 4 (1), S. 94–96. DOI: 10.1080/21568235.2013.865541.

Friberg, Torbjörn (2014):

Towards a discovery-oriented ethnography in researching the professional context of higher education.

In: *European Journal of Higher Education* 4 (1), S. 30–41. DOI: 10.1080/21568235.2013.851615.

Abstract:

Today anthropologists seem to be increasingly studying phenomena in their own societies. Many have a focus on policies in organizations and an interest in explicating cultural phenomena constituted by power and governance. Consequently, a recent interest has emerged in Michel Foucault's philosophy, especially as an inspiration for ethnographic analysis. However, this type of inquiry is problematic, because the Foucauldian perspective contributes to a pre-established idea of social reality, hence distorting essential aspects of the process of discovery. This article aims to provide an alternative to recent trends in Foucauldian-inspired analysis by showing how Eric Wolf's anthropological project can contribute to a more discovery-oriented ethnography. Wolf's concept formation of structural power, tactical power, chain of signification and cultural brokers is closely examined in relation to studying organizational phenomena. In particular, an analysis based upon Wolf's concept can be useful for an increased understanding of policy processes in the field of higher education.

Froumin, Isak; Kouzminov, Yaroslav; Semyonov, Dmitry (2014):

Institutional diversity in Russian higher education: revolutions and evolution.

In: *European Journal of Higher Education* 4 (3), S. 209–234. DOI: 10.1080/21568235.2014.916532.

Abstract:

This paper is devoted to changes in the structure of the higher education system in Russia, analysing both historical context and current institutional diversity. The review starts from the Soviet quasi-corporate system when the state combined demand-side and supply-side roles in higher education. The post-Soviet transformation brings new forces that shaped institutional diversity. Following that, the historical typology of institutions is investigated with regard to the major forces influencing these universities' development. Taking into account both the historical legacy and the crucial post-Soviet period (1990s–2000s), a typology of new types of higher education institutions is set forth. It represents an extreme case of state-authorized higher education facing market forces. The state abandons its monopoly on demand in higher education and cannot fully control the supply side. And the system itself is under pressure from the influence of different sides.

Froumin, Isak; Smolentseva, Anna (2014):

Issues of transformation in post-socialist higher education systems.

[Introduction]. In: *European Journal of Higher Education* 4 (3), S. 205–208. DOI: 10.1080/21568235.2014.916533.

Gallo, Maria L. (2014):

Creating a culture of giving in Irish higher education: an education in direct(ing) philanthropic giving in Ireland.

In: *European Journal of Higher Education* 4 (4), S. 373–387. DOI: 10.1080/21568235.2014.912948.

Abstract:

Philanthropy in Irish higher education has an interesting historical reference point, with the role Atlantic Philanthropies played in steering the agenda for philanthropy in higher education institutions. To investigate the question of

philanthropic culture in Ireland, this research draws on policy documents and academic literature related to Ireland to analyse how creating and fostering a philanthropic culture (in particular for giving) is discussed. An illustrative case study of an Irish higher educational institution is presented to explore the culture of giving. The case study findings suggest that the university's philanthropic infrastructure educate students and alumni on the role of philanthropy in developing the campus, while identifying future strategic giving opportunities. The wider literature reinforces the need to build infrastructure, to expand national policy and to extend this education on the value of philanthropy in the public discourse.

Gilder, Eric (2014):

Knowledge production in European universities: states, markets and academic entrepreneurialism, by Marek Kwiek, Frankfurt, Peter Lang, 2013, 486 pp.

[Review]. In: *European Journal of Higher Education* 4 (2), S. 201–204. DOI: 10.1080/21568235.2013.871207.

Haan, Haijing de (2014):

Can internationalisation really lead to institutional competitive advantage? A study of 16 Dutch public higher education institutions.

In: *European Journal of Higher Education* 4 (2), S. 135–152. DOI: 10.1080/21568235.2013.860359.

Abstract:

Public higher education institutions (PHEIs) have widely acknowledged a positive relationship between internationalization and their institutional competitive advantage enhancement. Although some concerns have been raised by practitioners and researchers about whether institutional competitive advantage can be enhanced given the current ways of pursuing internationalisation, surprisingly this relationship has not yet been investigated. This study aims to define this relationship with the empirical data collected through 73 interviews at 16 Dutch PHEIs. This research contributes to the current education literature in three areas. First, this study provides evidence that internationalisation has been seen by the majority of interviewees as the means by which universities gain a competitive advantage and enhance their overall performance in the local and global competition. Second, three foundations have been identified upon which this relationship is established. Third, the data analysis along the sector and job functions gives new insights into how research universities and universities of applied sciences view this relationship differently, and where the gap is between the senior management level and faculty level in enhancing their competitive advantage through internationalisation.

Hackl, Elsa (2014):

The re-institutionalization of higher education in the Western Balkans. The interplay between European ideas, domestic policies, and institutional practices, ed. by Jelena Brankovic et al., Frankfurt, Peter Lang, 2014, 278 pp.

[Review]. In: *European Journal of Higher Education* 4 (4), S. 388–390. DOI: 10.1080/21568235.2014.970827.

Ilieva-Trichkova, Petya; Boyadjieva, Pepka (2014):

Dynamics of inequalities in access to higher education: Bulgaria in a comparative perspective.

In: *European Journal of Higher Education* 4 (2), S. 97–117. DOI: 10.1080/21568235.2013.857946.

Abstract:

This paper aims at studying the dynamics of inequalities in access to higher education (HE) both in a historical and a comparative perspective. It uses Bulgaria as a case study and places it among five other countries such as Estonia, Hungary, Poland, Slovakia and Slovenia. The adopted approach differentiates between equity in HE and inequalities in access to HE, and stresses the qualitative side of inequalities. The analysis is based on data from the European Social Survey (2006–2010), complemented by data from EUROSTUDENT III (2007). It is argued that, despite the expansion of HE before and especially after 1989, Bulgaria is among the countries where inequality in access to HE caused by socio-

economic disadvantages is most salient. In general, our findings lend support to the effectively maintained inequalities hypothesis. The capability approach is applied in the analysis of these changes inasmuch as it provides a social justice framework for conceptualizing and evaluating inequalities, including taking into account their qualitative side.

Ion, Georgeta; Iucu, Romita (2014):

Professionals' perceptions about the use of research in educational practice.

In: European Journal of Higher Education 4 (4), S. 334–347. DOI: 10.1080/21568235.2014.899154.

Abstract:

The Lisbon strategy adopted in 2000 by the European Council considers knowledge to be the key element in ensuring future European Union economic growth and in promoting social cohesion. With this aim in mind, a solid base is needed so that knowledge can not only be produced and but also be used to good effect. For any undertaking based on the triangle of knowledge, research and innovation, education and training will be the first requirements. Starting from this premise, our study aims to analyse the way educational research is used in educational practice. An open survey was administrated to 60 practitioners in the field of education, teachers and educational counselling. The results of this study indicate that by building bridges between researchers and practitioners, new opportunities for improving schools' practices can be developed. Our findings indicate that more cooperation between researchers and practitioners can be achieved by promoting design-based research and by establishing professional learning communities.

Johnson, Mark S.; Tereshkovich, Pavel (2014):

The modern university as an imagined community: European dreams and Belarusian realities.

In: European Journal of Higher Education 4 (3), S. 235–248. DOI: 10.1080/21568235.2014.916536.

Abstract:

This article explores various aspects of modern Belarusian national identity through an analysis of two connected case studies, the development of the flagship national university, Belarusian State University (BSU) in Minsk and of the European Humanities University (EHU), a private institution founded in Minsk in 1992 with international funding. EHU was then forced into exile by the Belarusian regime in 2004, and has operated since that time in nearby Vilnius, Lithuania. These case studies will be used to illuminate various dimensions of Belarusian national identity, from a neo-Soviet and authoritarian populism, to a more primordial or organic conception of nationalism, to a more European and cosmopolitan ethos of liberal education. At this point, 10 years into the exile of EHU and the de facto rupture of Belarusian intellectual and cultural life that this displacement symbolizes, the intellectual orientation of post-Soviet Belarusian higher education remains contested and the prospects for reconciliation remain uncertain.

Kember, David; Hong, Celina; Yau, Vickie; Ho, Amaly (2014):

Is it the teaching or the discipline? Influences of disciplinary epistemology and pedagogy on students adapting study behaviour and epistemological beliefs.

In: European Journal of Higher Education 4 (4), S. 348–362. DOI: 10.1080/21568235.2014.930794.

Abstract:

This study examined the pace and degree of adaptation of study behaviour and personal epistemological beliefs between school and university through interviews with 110 final-year university students. The study took place in Hong Kong, where the highly competitive school system encourages remembering modelling answers for the public examinations; hence, students appear to hold naive epistemological beliefs on entry to university. Developing more sophisticated beliefs appeared to be a pre- or co- requisite to adopting study behaviour more appropriate for university study. The pace and degree of adaptation varied between disciplines and appeared to be influenced by both the nature of knowledge within a discipline and the type of pedagogy adopted. The influences are discussed in terms of a two-by-two framework, ranging from well-established to contested knowledge, and didactic teaching to active student engagement. Cases are given to illustrate each quadrant as well as progressive development. Perceptions or social constructions of disciplinary differences appear to play a part as there were cases where the pedagogy adopted was inconsistent with the nature of knowledge in a discipline.

Klemenčič, Manja (2014):

Higher education research in Europe still gaining momentum.

[Editorial]. In: *European Journal of Higher Education* 4 (4), S. 301–302. DOI: 10.1080/21568235.2014.971640.

Klemenčič, Manja (2014):

The future of higher education research in Europe and the European Journal of Higher Education.

[Editorial]. In: *European Journal of Higher Education* 4 (1), S. 1–5. DOI: 10.1080/21568235.2013.871206.

Kolster, Renze (2014):

Academic attractiveness of countries; a possible benchmark strategy applied to the Netherlands.

In: *European Journal of Higher Education* 4 (2), S. 118–134. DOI: 10.1080/21568235.2013.879835.

Abstract:

The number of international students and the number of countries hosting these students are growing. The level of internationalization has also become an indication of the prestige of higher education institutions. Therefore, it is becoming increasingly important for countries – an indeed the European higher education area as a whole – to be academically attractive to international students. To measure the attractiveness, this paper argues that in addition to looking at countries' characteristics (i.e. factual data), subjective data (i.e. perceptions of international students) should also be considered. Hence, proposed is an explorative benchmark model based on a mixed method approach and consisting of factual and perceptual data as an initial attempt to measure the academic attractiveness countries. Outcomes provide insights into the strengths and weakness as benchmarked against other countries and can result in possible implications for policy. Because of data limitations, the model was solely applied to the Netherlands.

Kwiek, Marek (2014):

Structural changes in the Polish higher education system (1990–2010): a synthetic view.

In: *European Journal of Higher Education* 4 (3), S. 266–280. DOI: 10.1080/21568235.2014.905965.

Abstract:

The paper locates the past two decades of changes in Polish universities in a comparative European context. It shows a wider transition: from an expanding, privatized and disciplinarily divided university of the 1990s to a publicly funded, increasingly contracting and stratified university of the 2000s (and beyond). The gradual political and economic integration of Poland with the European Union has been accompanied by the gradual integration of the Polish higher education system with Western European systems. The paper argues that the major emergent parameter of higher education policy is demographics and that the remonopolization of the system by the tax-based public sector and the gradual decline of the private sector are transforming the system beyond recognition. Processes of 'de-privatization' or 're-publicization' are gradually replacing recent processes of 'privatization'. Powerful systemic changes in university governance and funding modes are bound to shatter the relative stability of the academic profession. After two decades of being fundamentally different due to the communist legacy (i.e. being 'post-communist'), selected Polish universities, owing to accelerating processes of academic stratification linked to the 2009–2012 wave of reforms, have a chance to become fully blown elements of a European knowledge production landscape, with increasingly similar governance and funding regimes and the similarly research-involved academic profession.

Oleksiyenko, Anatoly (2014):

Socio-economic forces and the rise of the world-class research university in the post-Soviet higher education space: the case of Ukraine.

In: European Journal of Higher Education 4 (3), S. 249–265. DOI: 10.1080/21568235.2014.916537.

Abstract:

Mixed data analysis from 14 national research universities in Ukraine provides insights into the challenges faced by higher education reformers, as they push academic science to a higher position in the emerging knowledge economy, but are halted by deeply entrenched economic and political legacies. This paper examines competing forces that entangle the university idea in hierarchizing, rather than synergizing notions of nation-building, economic modernization and quality education access. Local reform efforts are viewed as being anchored in the outdated 'factory-model' of higher education and generate more losses than gains in regional and global competitions. The discussion focuses on the argument that failing higher education is most likely to lead to a failed state. One of the contributors to the failure is the lack of a globally conditioned set of indicators, independent of local politics. The world-class university model can become a major reform driver, but it can also be thwarted by the legacy of entitlements, corruption and poor performance.

Pabian, Petr (2014):

Ethnographies of higher education: introduction to the special issue.

[Introduction]. In: European Journal of Higher Education 4 (1), S. 6–17. DOI: 10.1080/21568235.2013.864569.

Abstract:

While acknowledging that ethnography has been a rarely adopted approach in the field of higher education research, I will try to demonstrate the contributions that ethnographies have made to higher education studies. I will introduce readers to several of the most important and interesting ethnographic studies of university settings, focusing on two aspects. On the one hand, I will highlight the novel perspectives on several key themes in higher education research that are enabled by a unique ethnographic perspective. On the other hand, I will spotlight ethnography itself by focusing on the ways the studies were conducted, especially on the methodological and epistemological dilemmas inherent in ethnographic research.

Robinson, Sarah; Blenker, Per (2014):

Tensions between rhetoric and practice in entrepreneurship education; an ethnography from Danish higher education.

In: European Journal of Higher Education 4 (1), S. 80–93. DOI: 10.1080/21568235.2013.853621.

Abstract:

Promoting entrepreneurialism, enterprise and entrepreneurial behaviour is a goal shared by many governments. European policy rhetoric strongly supports the promotion of entrepreneurial, creative and innovation skills in all disciplines and the cultivation of entrepreneurial mindsets. The transformation of society from an industrial society into a knowledge economy has made the production of knowledge an important factor. In Denmark, the government has mandated the teaching of entrepreneurship at higher education institutions. In this paper, we examine how particular constructions of entrepreneurialism, enterprise and entrepreneurship conflict with at least some practices of entrepreneurship education. We focus the ethnographic lens on a group of entrepreneurial academics whose task it is to educate students in entrepreneurship. We argue that these academics use a particular vision of the entrepreneurial university coupled with the practice of entrepreneurship education as an opportunity to introduce radically new modes of knowing and learning that connotes to classical ideas of critique, self-organization, activism and emancipation. This discussion has relevance for what we as educators do and how we set our students up – as passive receivers of 'knowledge' on the one hand, or as active participants capable of shaping their own learning, on the other.

Roxå, Torgny; Mårtensson, Katarina (2014):

Higher education commons – a framework for comparison of midlevel units in higher education organizations.

In: European Journal of Higher Education 4 (4), S. 303–316. DOI: 10.1080/21568235.2014.924861.

Abstract:

Socio-culturally formed collegial contexts in the midlevel of higher education organizations have attracted increased attention from higher education researchers. It is assumed that development, change and stability are dependent on norms, habits and traditions in these contexts. This text introduces a framework useful for identifying and investigating these collegial contexts. The framework is applied on a material describing five academically strong microcultures. The result is promising as the framework illuminates critical features of these microcultures without depriving them of originality and uniqueness. The article concludes that the framework presents a promising alternative to state-driven and bureaucratic perspectives as well as to market-inspired perspectives.

Sousa, Sofia Branco; Magalhães, António M. (2014):

A research career? The Portuguese case.

In: European Journal of Higher Education 4 (4), S. 317–333. DOI: 10.1080/21568235.2014.915198.

Abstract:

The paper focuses on the European Charter of Researchers and the Code of Conduct for the Recruitment of Researchers in the framework of the construction of the European Research Area. These documents are discussed in the light of the debate of Mode-1 and Mode-2 typology, and academic and post-academic science. In the second part, the paper analyses the Portuguese case focusing on the mission and strategy of associated laboratories (ALs) and analysing data from European Research Area careers regarding the recruitment of researchers. The argument is that, although research careers are traditionally linked to academic careers and to the university, there is a trend in European policies impacting on the construction of autonomous and sustainable research careers. So far, this trend has not been translated into national recruitment procedures and into the ethos of ALs, universities, research centres, polytechnics and industry in Portugal.

Trowler, Paul Richard (2014):

Practice-focused ethnographies of higher education: method/ological corollaries of a social practice perspective.

In: European Journal of Higher Education 4 (1), S. 18–29. DOI: 10.1080/21568235.2013.833485.

Abstract:

Social practice theory addresses both theoretical and method/ological agendas. To date priority has been given to the former, with writing on the latter tending often to be an afterthought to theoretical expositions or fieldwork accounts. This article gives sustained attention to the method/ological corollaries of a social practice perspective. It both describes method/ological approaches that have already been deployed and makes some suggestions for a fully practice-focused ethnographic research style.

Trowler, Vicki (2014):

May the subaltern speak? Researching the invisible 'other' in higher education.

In: European Journal of Higher Education 4 (1), S. 42–54. DOI: 10.1080/21568235.2013.851614.

Abstract:

This paper, written as a confessional tale, explores the dialectic between the perception of the researcher ('how the multiple positions HE researchers simultaneously occupy in the field influence the framing of the research') and the reception of the researcher ('how the playing out of the researcher's role within the specific context – as an 'insider' amongst the 'invisible other' in a HE institution – was facilitated and constrained by the multiplicity of positions') and how this bequeathed both a multiplicity of levels of access and a complex burden of responsibility towards the data and its subsequent ab/uses. The paper reflects on a study of the changing class locations of 'non-academic' 'knowledge workers'.

Studying 'the other' requires access to what Scott describes as 'hidden transcripts', which take place within subaltern space. Endogenous research allows access but brings ethical, political and social challenges. Spivak claimed that the subaltern cannot speak; these study data suggest that even where the subaltern acquires the dominant discourse and learns to speak, subalternity marks their voice with 'accent' which precludes their being heard.

Willis, Ian; Taylor, John (2014):

The importance of rationales for internationalization at a local level – university and individual.

In: European Journal of Higher Education 4 (2), S. 153–166. DOI: 10.1080/21568235.2013.858607.

Abstract:

This study examines rationales for internationalization at a research intensive university in the UK. Internationalization is often described at a macro level without reaching down to explore the individual motivations that may support or constrain internationalization at a particular institution. The article argues that it is important to understand internationalization at a local level as well as at the macro level. Any university's internationalization agenda will be both similar and different to other institutions, based on its history and immediate ambitions. There are institutional rationales and rationales across different levels of staff within the institution. Comparing rationales within an institution adds a richness to the picture of internationalization and helps to explain and predict an university's internationalization trajectory. Studies such as this at a local level can help to uncover some of the real personal motivators for action that impel academics to engage with and shape internationalization at their university.

Wood, Margaret; Su, Feng (2014):

A mission possible: towards a shared dialogic space for professional learning in UK higher education.

In: European Journal of Higher Education 4 (4), S. 363–372. DOI: 10.1080/21568235.2014.912949.

Abstract:

In this paper, we have developed the concept of dialogic space to elaborate our view of the importance of creating future academic practice together in relationship with others in a higher education context. We see scope and potential for the dialogic space as a forum for 'interthinking' to engage the voices of stakeholders in contributing to the development of more democratic understandings about academic practice and reforms in higher education. In the paper, a vignette has been used as a methodological approach to illustrate the possibility of creating such dialogic space. At the end of the paper, wider implications of using dialogic space in professional learning in academic contexts have been discussed.

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Abdullah, Doria; Abd Aziz, Mohd Ismail; Mohd Ibrahim, Abdul Latiff (2014):

A "research" into international student-related research: (Re)Visualising our stand?

In: Higher Education 67 (3), S. 235–253. DOI: 10.1007/s10734-013-9647-3.

Abstract:

This paper uses Tight (High Educ Res Dev 23(4):395–411, 2004; High Educ Res Dev 31(5):723–740, 2012; High Educ Res Dev 32(1):136–151, 2013)'s journal analysis and review framework to review a sample of 497 journal articles on researches concerning international students over the past 30 years. It was found that a majority of the articles focus on the students' in-campus, academic and social experience. Even with different conceptualisation of the terms "international student" and "international student mobility", international students undergo similar challenges throughout their sojourn duration, and much of the responsibilities in managing international students fall on universities and respective faculty members within the institutions. It might seem as if we are going in circles in terms of the issues and concerns in managing international students, but the silver lining out of this observation is the increased ethnical awareness among countries and higher education institutions in hosting and safeguarding the students throughout their international higher education experience, albeit rather slowly. The analysis brings to attention how much have we achieved in internationalisation of higher education in general and international student-related research in particular, and the potential for greater expansion and focus on managing the student population within a comprehensive "life cycle" approach.

Allais, Stephanie (2014):

A critical perspective on large class teaching: the political economy of massification and the sociology of knowledge.

In: Higher Education 67 (6), S. 721–734. DOI: 10.1007/s10734-013-9672-2.

Abstract:

Large classes have increasingly become a feature in many countries around the world. This paper present a two-pronged analysis of this phenomenon, drawing on the political economy of higher education as well as the sociology of knowledge to contribute to a principled discussion about why we have large classes, and when a large class is too large. I argue that much of the justification for expansion in higher education is not borne by an analysis of the political economy of higher education. I then explain why the expansion of higher education through increasing class sizes is self-defeating: because contact between lecturers and students is necessary for the acquisition of disciplinary knowledge, and it is difficult to achieve such contact in large classes. I conclude that the current discourse on large class teaching, which suggests that lecturers must accept ever increasing class sizes in the name of access and development, is unrealistic, both in terms of the political and economic imperatives, and also in terms of the nature of education, and the conditions for the development and acquisition of knowledge.

¹ The calender year of 2014 covers the volumes 67 and 68 of *Higher Education*. For vol. 68 please see the next section.

Arvanitakis, James (2014):

Massification and the large lecture theatre: from panic to excitement.

In: Higher Education 67 (6), S. 735–745. DOI: 10.1007/s10734-013-9676-y.

Abstract:

In this article I examine the role of the contemporary university in light of the mass increase in class sizes that has occurred on an international scale. While we may look nostalgically back to a time when lectures numbered a few hundred students and tutorials had as few as ten, massification at undergraduate level is an inescapable fact of academic life today. I argue that this development is an opportunity and a challenge for lecturers and particularly teacher-researchers, who can and have risen to this challenge to strive for better and more creative teaching practices, without compromising the quality of content or delivery. I outline some of the strategies that I have employed with my first year sociology cohort, which numbers over 1,000 students, and the satisfaction and inspiration that comes from successfully reaching out to such a large student population. In addition, I canvas the positive impacts that derive from including students in the course development process, including to the extent that their input contributes to pedagogical research.

Ashwin, Paul (2014):

Knowledge, curriculum and student understanding in higher education.

In: Higher Education 67 (2), S. 123–126. DOI: 10.1007/s10734-014-9715-3.

Abstract:

Knowledge is at the centre of students' engagement with higher education. So much so that it almost seems platitudinous to argue that it is the critical relationships that students develop with knowledge that makes a university degree a higher form of education. However, when policy makers discuss higher education and ways of defining the quality of an undergraduate degree, there is remarkably little discussion of knowledge (see Ashwin et al. 2013). Similarly there has been relatively little research into the ways in which particular forms of knowledge are positioned in higher education curricula and the ways in which students come to engage with these forms of knowledge. Research into students' experiences of studying in higher education have been dominated by studies that focus on teaching and learning, the majority of which tend to separate teaching from learning (see Ashwin 2009). This has meant that research has tended not to examine the relations between knowledge and curriculum ...

Ashwin, Paul; Abbas, Andrea; McLean, Monica (2014):

How do students' accounts of sociology change over the course of their undergraduate degrees?

In: Higher Education 67 (2), S. 219–234. DOI: 10.1007/s10734-013-9659-z.

Abstract:

In this article we examine how students' accounts of the discipline of sociology change over the course of their undergraduate degrees. Based on a phenomenographic analysis of 86 interviews with 32 sociology and criminology students over the course of their undergraduate degrees, we constituted five different ways of accounting for sociology. These ranged from describing sociology as a form of personal development focused on developing the students' opinion to describing sociology as a partial way of studying the relations between people and society. The majority of students expressed more inclusive accounts of sociology over the course of their degrees. However, some students' accounts suggested they had become disengaged with sociology. We argue that the differences in the ways that students were disengaged were not captured by our phenomenographic categories. In conclusion, we argue that our analysis illustrates the crucial role that students' relations to knowledge play in understanding the transformative nature of higher education.

Augustsson, Gunnar; Jaldemark, Jimmy (2014):

Online supervision. A theory of supervisors' strategic communicative influence on student dissertations.

In: Higher Education 67 (1), S. 19–33. DOI: 10.1007/s10734-013-9638-4.

Abstract:

Online supervision mainly focuses on written communication and electronic drafts, while offline supervision comprises physical and social clues, verbal communication, and drafts of texts. This article focuses on supervisors' written online communication about drafts of undergraduate student dissertations. Theoretically, these utterances form part of the communicative exchanges performed in the practice of supervision. This means that supervision is an emergent phenomenon that relates to its past, current, and future states. The setting was a dissertation course within a bachelor programme in behavioural science. The data consists of 423 utterances from four supervisors. The utterances were analysed and categorised, and the results show different qualities and degrees of identifications in the supervisors' communicated utterances. The study shows that the quality of supervisors' utterances embraces the difference between the application of comments, points of view, instructions, and questions. This implicates the importance of supervisors' awareness of the nature and the combination of their utterances if they want to increase the student autonomy when supervising online.

Bates, Elizabeth A.; Kaye, Linda K. (2014):

"I'd be expecting caviar in lectures": the impact of the new fee regime on undergraduate students' expectations of Higher Education.

In: Higher Education 67 (5), S. 655–673. DOI: 10.1007/s10734-013-9671-3.

Abstract:

The introduction of the new tuition fee regime in the UK has resulted in growing concerns about the impact on students' expectations of their university experiences (e.g. Jones in Perspectives 14(2):44–48, 2010). This is coupled with reports from those such as the OIA (Office of the Independent Adjudicator (2012) Annual Report. Accessed on July 22, 2013. Retrieved from, <http://oiahe.org.uk/media/88650/oia-annual-report-2012.pdf>) which detailed the rise in the number of student complaints year on year. The current study explored undergraduate psychology students' (N = 62) expectations and derived experiences of Higher Education through a series of focus groups. In particular, a focus on students' perceptions of level of support, contact time, and resources were explored. These were undertaken both before (n = 21) and after (n = 41) the introduction of the fee rise, to provide a cross-sectional comparison of the potential changes. Thematic analysis of the narratives indicated minimal support for the idea that increased tuition fees had heightened expectations in Higher Education. Additionally, although there were some discrepancies between students' expectations and experiences, particularly in relation to level of support and contact time, this did not have a detrimental impact on satisfaction of their University experiences. This was related to the fact that these experiences exceeded their original expectations. One noteworthy finding however, suggested that higher tuition fees were related to greater expectations of graduate employability. The implications of this are discussed, as well as the implications of student satisfaction (using models such as the Student Satisfaction Index Model; Zhang et al. in Int J Bus Manag 3(9):46–51, 2008), for institutional policies of recruitment and retention.

Bayne, Sian; Gallagher, Michael Sean; Lamb, James (2014):

Being 'at' university: the social topologies of distance students.

In: Higher Education 67 (5), S. 569–583. DOI: 10.1007/s10734-013-9662-4.

Abstract:

This paper considers how online, distance students enact the space of 'the university', in the context of the rise of distance education within a traditional, 'elite' institution. Aiming to provide insight into how students translate into distance the space of a university which has traditionally had its basis in conventional on-campus education, it locates itself within the 'new mobilities' paradigm (Urry in *Mobilities*. Polity Press, Cambridge, 2007), drawing on four different kinds of social space delineated by Mol and Law (Soc Stud Sci 24(4):641–741, 1994) and Law and Mol (Environ Plan D 19:609–621, 2001) in order to analyse narrative and visual data generated with distance students at the University of Edinburgh. The paper shows that the material campus continues to be symbolically and materially significant for a group of students who may never physically attend that campus. Distance students, we find, need their own version of the 'spatial certainties' of bounded, campus space. Yet, in exploring the 'new proximities' of online distance education, we also argue that to define institutional and academic authenticity solely in terms of this bounded, 'regional' space is inadequate in the face of the other topologies which also come into play throughout distance students' accounts of what it means to be 'at' university.

Berry, Caroline; Taylor, John (2014):

Internationalisation in higher education in Latin America: policies and practice in Colombia and Mexico.

In: Higher Education 67 (5), S. 585–601. DOI: 10.1007/s10734-013-9667-z.

Abstract:

There is now an extensive literature about internationalisation in higher education. However, much of the research relates to North America and Europe. This paper is concerned with internationalisation in Latin America and seeks to consider perceptions and experiences in Colombia and Mexico, and to compare practice in the public and private sectors. Based on detailed analysis of interviews with senior managers in six universities, the paper shows a growing level of activity, with some increasing levels of planning and strategy. Important differences are identified in the response of public and private universities, reflecting funding differences and freedom to determine institutional priorities.

Bleiklie, Ivar (2014):

Comparing university organizations across boundaries.

In: Higher Education 67 (4), S. 381–391. DOI: 10.1007/s10734-013-9683-z.

Abstract:

The article discusses comparative organizational studies, focusing on change in higher education institutions, and in particular (but not only) on studies that compare organizations in different national settings. It first presents and discusses different approaches to comparison based on a couple of typologies that have been developed to identify different research strategies (cf. Page in *Public Adm* 73(1):123–141, 1995; Skocpol in *Vision and method in historical sociology*. Cambridge, Cambridge University Press, 1980: 356–391). It focuses on comparative strategies, and distinguishes between different strategies based on how issues of causality and generalizability are addressed. It illustrates how strategies may be used and combined with examples from comparative research projects, in many of which the author has participated. The second part deals with the current status of comparative research in higher education, and argues that a move in the direction of more rigorous, systematic comparisons is not just a question of quantification, but of conceptualization, and in particular that there is a need for concepts that can travel in meaningful ways. The experiences of one large comparative project, TRUE, are drawn upon in order to demonstrate how some of the challenges mentioned above, may be dealt with.

Choi, Bo Keum; Rhee, Byung Shik (2014):

The influences of student engagement, institutional mission, and cooperative learning climate on the generic competency development of Korean undergraduate students.

In: Higher Education 67 (1), S. 1–18. DOI: 10.1007/s10734-013-9637-5.

Abstract:

Using multilevel models, this study examined whether the strength of the association between student engagement and development of generic student competencies (GSCs) varies across Korean colleges. Data from the Korean Educational Development Institute's 2007 national sample and from 5,445 students representing 60 four-year colleges and universities were utilized. The results indicate that a specific type of engagement is linked to a particular learning outcome, which means that not every engagement type has an equal impact thereon. The findings also suggest that in Korea, the impact on GSC of one of the student engagement types, that is, active learning, significantly varies by college mission and the peer climate of cooperative learning.

Clarence, Sherran; Albertus, Latiefa; Mwambene, Lea (2014):

Building an evolving method and materials for teaching legal writing in large classes.

In: Higher Education 67 (6), S. 839–851. DOI: 10.1007/s10734-013-9707-8.

Abstract:

In South Africa and in other parts of the world, many professions are bemoaning the poor ability of many graduates to communicate their skills and knowledge effectively once they enter the workplace. Increasingly, pressure is placed on higher education to do more in terms of equipping future professionals with the necessary critical reading, research, thinking and writing skills the workplace demands. However, in South Africa especially, the demand for access to higher education is resulting in increased admissions, and in many lecturers standing in front of larger classes filled with students from a wide range of home and educational backgrounds with 'variable' commands of English as a medium of instruction and communication (Greenbaum and Mbali in *S Afr Linguist Appl Lang Stud* 20:233–244, 2002). This makes the task of equipping these students with disciplinary knowledge and skills a challenge. In responding to this challenge, the Law Faculty at the University of the Western Cape, in collaboration with a writing specialist, initiated a project aimed at transforming the way in which legal writing was taught at first year level. The overall aim was to start training students, from first year, to adapt their thinking and writing to the kinds of knowledge and practice required by academic study as well as the legal profession. The project was successful in achieving its modest aims, but certain challenges remain. This paper reflects critically on the development and evolution of the model for teaching legal writing in large classes. It argues that teaching legal writing in large classes requires creative and sustainable approaches so that students can become active and critical writers, readers and thinkers over time in this, or any, field.

Cooley, Sam J.; Holland, Mark J. G.; Cumming, Jennifer; Novakovic, Emily G.; Burns, Victoria E. (2014):

Introducing the use of a semi-structured video diary room to investigate students' learning experiences during an outdoor adventure education groupwork skills course.

In: Higher Education 67 (1), S. 105–121. DOI: 10.1007/s10734-013-9645-5.

Abstract:

Outdoor adventure education courses are used in higher education to develop transferable skills such as groupwork and problem-solving skills. There is a need for exploratory investigation into students' perceptions

of this experience. This study aimed to develop an innovative qualitative data collection method, and to use it to explore students' perceived learning processes and developmental outcomes when taking part in an outdoor groupwork skills course. Participants (n = 40) were undergraduate engineering students who were taking part in the 3 day residential course as part of their degree course. Students' experiences were captured whilst immersed in the course, using a semi-structured video diary room. Participants entered the diary room at different time points throughout the course and responded to openended questions. Following a thematic analysis, students were found to arrive on the course with mixed feelings towards groupwork and expected learning outcomes. Activities were enjoyable yet challenging, revealing students' weaknesses and demanding a range of skills and coping methods. The outdoor environment added novelty, risk and natural consequences. Students reported developing a range of skills in groupwork, adaptability, persistence, planning, problem-solving, time-management, communication, leadership, cooperation, group reflection and team spirit, as well as benefits to physical activity, self-confidence, self-awareness, peer and staff relationships and internationalisation. These findings provide a base for future investigation into the long-term impact on student development and skill transfer. The semi-structured video diary room yielded rich data, contributing to the literature by offering a simple, yet effective, qualitative research method that can be implemented in a variety of contexts.

Cosser, Michael; Nenweli, Sekinah (2014):

"We've got you pegged": programme choice in the transition to, and passage through, higher education.

In: Higher Education 67 (3), S. 333–348. DOI: 10.1007/s10734-013-9655-3.

Abstract:

A 2010 paper published in Higher Education investigated the relationship between South African Grade 12 students' programme preferences in 2001 for study in higher education, student enrolment in higher education programmes in 2002, and student graduations in 2006, devising what the author dubbed a preference-enrolment-graduation (PEG) model. The current paper, while recognizing the value of that model, points up its design limitations, proposing an alternative methodology for comparing student preferences, enrolments, and graduations that, using centralised Higher Education Management Information System (HEMIS) student record data, tracks the 2005 cohort of Grade 12 students along their higher education trajectories for the next 5 years (2006–2010), investigating the consistency of choice between programme preference, enrolment, and graduation.

Drew, Steve; Klopper, Christopher (2014):

Evaluating faculty pedagogic practices to inform strategic academic professional development: a case of cases.

In: Higher Education 67 (3), S. 349–367. DOI: 10.1007/s10734-013-9657-1.

Abstract:

An investigation was undertaken into how a process involving peer review and observation of teaching can be used to enhance academics' teaching practices and inform professional development activities at an organization level. We describe an innovative and highly structured approach to gathering evidence of pedagogic practice from academic peer observers, students, and reflections on practice. Collating multiple perspectives on multiple instances of observed teaching a focused analysis is undertaken to provide an insight into development opportunities for a teaching culture and context. The investigation was undertaken in response to organizational needs in an increasingly competitive higher education sector where strong quality statements around teaching and learning outcomes are a matter of importance for organizational success. This paper will be of interest to academic developers and leaders in quality enhancement in higher education.

Fenwick, Tara; Edwards, Richard (2014):

Networks of knowledge, matters of learning, and criticality in higher education.

In: Higher Education 67 (1), S. 35–50. DOI: 10.1007/s10734-013-9639-3.

Abstract:

Higher education in the UK has become preoccupied with debates over the authority of knowledge and of criticality. In this article we argue that approaches to knowledge in higher education might benefit from a network sensibility that foregrounds the negotiated processes through which the material becomes entangled with the social to bring forth actions, subjectivities and ideas. We draw from a set of analytic perspectives that have arisen from actor-network theory traditionally associated with the writings of Bruno Latour. These approaches emphasise the contingent in knowledge production, even to claim that objects, knowledge or otherwise, come into being through enactment as effects within particular webs of relations. What becomes visible in such analysis is the precarious fragility of concepts and categories often assumed to be immutable, and the work required to establish their stability. We argue that this actor-network analysis helps to move away from a focus on separate entities and individuals to understand their material relationality. This analysis also foregrounds the controversies that tend to be foreclosed in what Latour calls 'matters of fact', and makes visible the different worlds in which knowing is evoked in practice. From this departure point the issue of interest is not which knowledge accounts are superior but how and when particular accounts become more visible or valued, how they circulate, and what work they perform in the process. These approaches afford a criticality that we argue open important entry points for rethinking curriculum, teaching and learning in higher education.

Foley, Alan R.; Masingila, Joanna O. (2014):

Building capacity: challenges and opportunities in large class pedagogy (LCP) in Sub-Saharan Africa.

In: Higher Education 67 (6), S. 797–808. DOI: 10.1007/s10734-013-9697-6.

Abstract:

Over the past 20 years most countries, particularly developing countries, have seen a large increase in the number of students seeking higher education. A consequence of this growth is increasing pressure on teaching staff and institutions, usually resulting in, among other effects, increased class size. Large classes of between 300 and 1,000, and even more, at the undergraduate level are not uncommon in a number of countries (Mulryan-Kyne in Teach High Educ 15(2):175–185, 2010). Large classes are often perceived as one of the major obstacles to the attainment of quality education. Despite the difficulties associated with teaching and learning in large classes, they remain a reality in many countries affecting learners across all levels of the education system and are often the only perceived option available to meet growing demand for higher education in Sub-Saharan Africa (Mohamedbhai in The effects of massification on higher education in Africa. Report from the Working Group on Higher Education of the Association for the Development of Education in Africa, 2008). We contend that the challenges of delivering large classes can be confronted, and in many ways diminished, through the use of current and emerging technologies and enhanced faculty development. In this expository paper, we present findings from project activities focused on higher education faculty development and capacity building. The findings include both formative and summative development activities, as well as data collected in faculty professional development workshops and the results of two surveys. We use these data to lay out issues, challenges (e.g., skills, resources, logistics—including poor campus infrastructure), and opportunities (e.g., mobile capacity, distance tools such as Moodle) of large class pedagogy using a design-based research framework.

Gallegos, Danielle; Ramsey, Rebecca; Ong, Kai Wen (2014):

Food insecurity: is it an issue among tertiary students?

In: Higher Education 67 (5), S. 497–510. DOI: 10.1007/s10734-013-9656-2.

Abstract:

Insufficient access to food is known to compromise tertiary studies. Students often belong to groups known to have poor food security such as those renting or relying on government payments. The present study administered a cross-sectional survey incorporating the USDA food security survey module (FSSM) to 810 students at a metropolitan university in Brisbane, Australia. One in four students indicated they were food insecure, this being double that previously reported for tertiary students and five times that previously reported for the general population. Factors associated with food insecurity included low income, reliance on government support and renting. Students from food insecure households were twice as likely to report only fair or poor general health and three times as likely to have deferred their studies due to financial difficulties. Further, at least 80 % of these students reported that their studies were compromised. Strategies to alleviate food insecurity among students could improve retention rates and educational outcomes.

Gardner, Susan K.; Jansujwicz, Jessica S.; Hutchins, Karen; Cline, Brittany; Levesque, Vanessa (2014):

Socialization to interdisciplinarity: faculty and student perspectives.

In: Higher Education 67 (3), S. 255–271. DOI: 10.1007/s10734-013-9648-2.

Abstract:

Socialization has become a common framework through which to understand the doctoral student experience; however, the framework has predominately been used as a lens through which to understand traditional, single-discipline doctoral student experiences. Interdisciplinary doctoral programs are becoming increasingly common in both the United States and elsewhere but relatively little empirical research exists about this distinct experience. Through multiple interviews with 18 doctoral students and their 35 faculty members, we discuss differences in the socialization process for these students in regard to knowledge acquisition, investment, and involvement. Implications for practice and future research are included.

Hoffman, David M.; Blasi, Brigida; Ćulum, Bojana; Dragšić, Žarko; Ewen, Amy; Horta, Hugo et al. (2014):

The methodological illumination of a blind spot: information and communication technology and international research team dynamics in a higher education research program.

In: Higher Education 67 (4), S. 473–495. DOI: 10.1007/s10734-013-9692-y.

Abstract:

This self-ethnography complements the other articles in this special issue by spotlighting a set of key challenges facing international research teams. The study is focused on the relationship between information and communication technology (ICT)-based collaboration and research team dynamics. Our diverse team, drawn from researchers in five countries and three projects, argues that an ironic casualty of the powerful, global phenomena we study, is a lack of insight into what happens to generic research team dynamics, when groups are 'stretched' in terms of geographical distance, generations, cultural beliefs, values and norms, as well as disciplinary/specialist traditions. Good intentions are not sufficient to cope with these challenges. This is because of the emerging complexity inherent in many types of international, interdisciplinary fields of study and the complexity of the career trajectories needed to make these studies a reality. Our study underlines that there are no beliefs, values, norms and practices linked to research team dynamics, that hold across the current territory, generations, disciplines, cultures, organizations and individuals leading and conducting comparative studies—and even less reflection on the implications of this fact. Compounding this lack of awareness is a less-than-perfect understanding of the way in which ICT-based collaboration bears on research

team dynamics. We assert that a holistic, critical, long-term approach to emerging insights into the global division of academic labor, serves our field better than folk psychology or the methodological parochialism that sustains convention at the expense of creativity. Careful consideration of emergent processes, relationships and linkages that explain how short-term cooperation—within projects—begins to make sense—over careers—illuminates key focal points, which, in turn qualitatively illuminates the way forward concerning conceptualization and problematization of our practice; and novel methodological routes available for those interested in attaining better outcomes, over the long term.

Hornsby, David J.; Osman, Ruksana (2014):

Massification in higher education: large classes and student learning.

In: Higher Education 67 (6), S. 711–719. DOI: 10.1007/s10734-014-9733-1.

Abstract:

In introducing the special issue on Large Class Pedagogy: Opportunities and Challenges of Massification the present editorial takes stock of the emerging literature on this subject. We seek to contribute to the massification debate by considering one result of it: large class teaching in higher education. Here we look to large classes as a problem in promoting student learning, quality education, and consequently as a challenge to socio-economic development. That said, whilst large classes do pose very specific challenges, they also hold promise and opportunities for innovation in support of student learning. Here we consider the contributions to this special issue from a cross section of disciplines and higher education environments.

Hu, Guangwei; Lei, Jun (2014):

English-medium instruction in Chinese higher education: a case study.

In: Higher Education 67 (5), S. 551–567. DOI: 10.1007/s10734-013-9661-5.

Abstract:

With the relentless internationalization and marketization of higher education in the past decades, English has been increasingly adopted as a medium of instruction at universities across the world. Recent research, however, has shown that despite its various optimistically envisioned goals, English-medium instruction (EMI) is not without problems in practice. This article reports a case study of an EMI Business Administration program for undergraduate students at a major university of finance and economy in mainland China. Informed by Spolsky's language policy framework, the study made a critical analysis of national/institutional policy statements and interviews with professors and students to uncover EMI-related language ideologies, language practices, and language management mechanisms. Findings evinced a complex interplay of these three constitutive components of language policy in the focal EMI program and revealed considerable misalignment between policy intentions and actual practices in the classroom. These findings raise concerns about the quality and consequences of EMI in Chinese higher education. The article concludes with recommendations for further research on EMI policies and practices in China.

James, David (2014):

Investigating the curriculum through assessment practice in higher education: the value of a 'learning cultures' approach.

In: Higher Education 67 (2), S. 155–169. DOI: 10.1007/s10734-013-9652-6.

Abstract:

It is widely acknowledged that the curriculum and knowledge in higher education (HE) are especially visible through (and often constructed by) assessment practices. If this is the case, it matters greatly what perspectives and theoretical tools are brought to bear on the task of understanding these practices. Having briefly set out three perspectives on assessment in HE (the technical, humanist and interactionist), this paper

introduces a 'learning cultures' perspective, drawing upon the work of Bourdieu, developed as part of a recent research project on English Further Education. The application of this perspective in HE is introduced through a vignette outlining a recent assessment episode and notes on how it may be explored. The paper argues that whilst some contemporary work on HE assessment incorporates elements of a cultural perspective, there are potential practical benefits to a more thoroughgoing adoption of a 'learning cultures' approach.

Jon, Jae-Eun; Lee, Jenny J.; Byun, Kiyong (2014):

The emergence of a regional hub: comparing international student choices and experiences in South Korea.

In: Higher Education 67 (5), S. 691–710. DOI: 10.1007/s10734-013-9674-0.

Abstract:

As the demand for international education increases, middle-income non-English speaking countries, such as South Korea, play an increasing role in hosting the world's students. This mixed-methods study compares the different motivations and experiences of international students within and outside the East Asian region. Based on findings, this paper suggests the possibility of Korea developing its position as a regional hub for education in East Asia. It also discusses related issues such as English-Medium Instruction in Korean higher education as well as strategies for international student recruitment.

Koehn, Peter H.; Uitto, Juha I. (2014):

Evaluating sustainability education: lessons from international development experience.

In: Higher Education 67 (5), S. 621–635. DOI: 10.1007/s10734-013-9669-x.

Abstract:

Since the mid 1970s, a series of international declarations that recognize the critical link between environmental sustainability and higher education have been endorsed and signed by universities around the world. While academic initiatives in sustainability are blossoming, higher education lacks a comprehensive evaluation framework that is specifically tailored to the challenges of assessing sustainability programs. The article elaborates a novel framework for assessing the diverse set of higher-education curricular, research, and community-outreach programs devoted to sustainability based on critical review of quantitative- and qualitative-evaluation methods and on lessons drawn from experience in international development. The proposed multidimensional evaluation framework links process, outputs, outcomes, impacts, and continuous programmatic improvement based on sustained, contextually relevant observations. It engages three core purposes: management evaluation, capacity- and capability-development evaluation, and sustainability evaluation. Embedded in these purposes are key evaluation criteria adapted from an assessment of UNDP contributions to national development: long-term outcomes and impacts; evidence of cross-disciplinary and cross-institutional synergy; and resource mobilization for program enhancement. Along with practical examples of evaluation approaches used by universities in Europe, Japan, and the United States and the lessons that academic sustainability evaluators can draw from these practices, competencies required of graduates from sustainability programs are identified. The specific evaluative questions and methods presented offer universities a useful, conceptually grounded framework for adaptation and application in academic-sustainability assessments.

Kosmützky, Anna; Krücken, Georg (2014):

Growth or steady state? A bibliometric focus on international comparative higher education research.

In: Higher Education 67 (4), S. 457–472. DOI: 10.1007/s10734-013-9694-9.

Abstract:

The study combines a bibliometric approach with a content analysis of abstracts of articles to explore the patterns of international comparative higher education research in leading international journals. The overall data set covers 4,095 publications from the Web of Science for the period 1992–2012 and the amount of international comparative articles in this data set is analyzed utilizing a geographical coding. Contrary to a general proliferation of international and global trends in higher education, the results of the analysis most importantly reveal a relatively steady state of international comparative higher education research over the past 20 years. Further patterns examined show that international collaborative articles have a much higher share in international comparative research compared to non-comparative research, small-scale country clusters are preferred for comparison and there is a dense network of comparative clusters between Europe and the US. Finally, rationales for these patterns are discussed, as well as potential implications.

Kosmützky, Anna; Nokkala, Terhi (2014):

Challenges and trends in comparative higher education: an editorial.

In: Higher Education 67 (4), S. 369–380. DOI: 10.1007/s10734-013-9693-x.

Abstract:

International comparative higher education research has proliferated since its institutionalization as an interdisciplinary field in the 1960s and 1970s (Jarausch 1985) and has gained special momentum in the 1990s (Teichler 1996). On the one hand, the benefits of comparative research approaches in international higher education have been repeatedly emphasized (Altbach and Kelly 1985; Teichler 1996; Rhoades 2001). These include, for example, increasing the capacity to generalize about a greater number of units under analysis, the capacity of a systematic comparison to illuminate the dynamics of a particular system better than a single-system study as well as highlighting knowledge gaps. On the other hand, methodological debates about comparing higher education internationally and how best to compare them emerged hand-in-hand with the field's growth in popularity. Although the logic of international comparative research does not differ from research undertaken just within one ...

Kuteeva, Maria; Airey, John (2014):

Disciplinary differences in the use of English in higher education: reflections on recent language policy developments.

In: Higher Education 67 (5), S. 533–549. DOI: 10.1007/s10734-013-9660-6.

Abstract:

In post-Bologna Europe, there has been a noticeable increase in English-medium instruction. In this article we take the case of Sweden as an illustrative example of the wider disciplinary issues involved in changing the teaching language in this way. By 2008 the use of English in Swedish higher education had risen to such an extent that it had to be regulated at the governmental level and through university language policies. Such policies have attempted to provide generalised pragmatic guidelines for language use across educational programmes. In this paper we argue that such general policies fail to take into consideration fundamental disciplinary differences and their potential impact on language use. We present a theoretical argument about the knowledge structures of disciplines, relating these to the disciplinary literacy goals of educational programmes. We then illustrate our argument using data from an extensive survey carried out at a major Swedish university. We conclude that the disciplinary variation in the use of English can be seen as a product of different knowledge-making practices and educational goals. This conclusion problematises "one-size-fits-all" language policies which only deal with general features of language use and do not allow for discipline-specific adjustments.

Land, Ray; Rattray, Julie; Vivian, Peter (2014):

Learning in the liminal space: a semiotic approach to threshold concepts.

In: Higher Education 67 (2), S. 199–217. DOI: 10.1007/s10734-013-9705-x.

Abstract:

The threshold concepts approach to student learning and curriculum design now informs an empirical research base comprising over 170 disciplinary and professional contexts. It draws extensively on the notion of troublesomeness in a 'liminal' space of learning. The latter is a transformative state in the process of learning in which there is a reformulation of the learner's meaning frame and an accompanying shift in the learner's ontology or subjectivity. Within the extensive literature on threshold concepts, however, the notion of liminal space has remained relatively ill-defined. This paper explores this spatial metaphor to help clarify the difficulties that some teachers observe in the classroom in regard to their students' understanding. It employs a novel and distinctive approach drawn from semiotic theory to provide some explanatory insight into learning within the liminal space and render it more open to analysis. The paper develops its argument through four distinct phases. Firstly it explores the spatial metaphor of liminality to gain further purchase on the nature of this transformative space. The second section introduces semiotic theory and indicates how this will be used through a series of graphical and visual devices to render the liminal space more open to analysis. The third section then employs semiotic analysis to nine dimensions of pedagogical content knowledge to gain further insight into what may characterise student conceptual difficulty within the liminal state. The fourth and concluding section emphasises the role of context in conceptual discrimination before advocating a transactional curriculum inquiry approach to future research in this field.

Lawrence, Janet H.; Celis, Sergio; Kim, Hee Sun; Lipson, Sarah Ketchen; Tong, Ximeng (2014):

To stay or not to stay: retention of Asian international faculty in STEM fields.

In: Higher Education 67 (5), S. 511–531. DOI: 10.1007/s10734-013-9658-0.

Abstract:

The present study identifies characteristics of individuals and work settings that influence Asian international faculty members' intentions to continue their employment in US research universities. Given the demand for researchers in science, technology, engineering and mathematics fields (STEM), the higher rate of turnover among untenured faculty, and the replacement costs associated with turnover in STEM, the sample is limited to assistant professors employed in these areas. Multinomial regression analyses are conducted to identify variables that "pull" and "push" uncertain faculty toward intentions stay and leave their current institutions. The results suggest that faculty who are more satisfied with time available for research and those who express stronger organizational commitment are more likely to say they will stay. Those dissatisfied with the fairness of work evaluations and believe tenure decisions are not merit-based, are more likely to say they will leave.

Liu, Hongzhe; Liu, Jinlan; Chi, Xianglan (2014):

Regulatory mechanism of self-determination involvement in higher education: assessing Chinese students' experiences.

In: Higher Education 67 (1), S. 51–70. DOI: 10.1007/s10734-013-9640-x.

Abstract:

Investment in higher education facilities in terms of both hardware and software has witnessed significant growth on a yearly basis since the reintroduction of the college entrance examination known as the NMT in 1977. However, a social assessment of graduates' qualities seems to indicate that the improvement in skill levels and graduates' general qualities has failed to keep pace with the growth in investment. As a bridge to relate college environment to student gains in learning, student self-determined involvement in educational activities plays an important role in analyzing the educational effects of colleges. Based on a conducted

through the survey of Chinese College Student Experience Questionnaire, with data collected from 647 valid respondents, universities can observe and evaluate the levels and quality of students' involvement in the educational process. The students' involvement of educational activities can be investigated through data analysis, employing statistical methods of a structural equation model. In observing student involvement in the educational system, it becomes apparent that the students' capacity for building on and playing a key role in the improvement of the quality of education they receive is largely controlled by their involvement activities in the learning process. In addition, both of the college environment and student motivation have a combined and significant effect on student involvement behaviors. Student involvement can be divided into three gradual but distinct levels (controlled, identified and integrated involvement) in accordance with the varying degrees of internalization. Student involvement will exponentially magnify the positive effects on student gains when colleges invest in new and additional resources, particularly when students become more deeply involved in the educational environment. In addition, when colleges make a concentrated effort to recognize the importance of student involvement, and they encourage and incentivise students to become involved, the college itself will benefit greatly from the improved university environment. This combination of mutually beneficial activity, therefore, represents a virtuous circle of promotion between college and students.

Luckett, Kathy; Hunma, Aditi (2014):

Making gazes explicit: facilitating epistemic access in the Humanities.

In: Higher Education 67 (2), S. 183–198. DOI: 10.1007/s10734-013-9651-7.

Abstract:

This paper addresses the problem of curriculum design in the Humanities and Social Sciences, and more specifically the challenge of designing foundation courses for first-generation or 'disadvantaged' learners. Located in the social realist school of the sociology of education studies that builds on the legacy of Basil Bernstein, we emphasise the importance of knowledge and understanding the principles that generate 'what counts' in particular courses and disciplines. In order to operationalise this, we used Maton's Legitimation Code Theory to uncover the knowledge/knower structures in eight first year courses in four of the most popular majors in a Faculty of Humanities. Our data sources were curriculum documents and exam papers in particular. The findings are presented and the 'codes', 'gazes' and 'lenses' for each set of courses delineated. The findings are being used to inform the design of a set of curriculum and pedagogic interventions that aim to offer powerful ways of knowing to novices in the Humanities and Social Sciences.

Madden, Meggan (2014):

Walking the line: quality assurance policy development and implementation in Vietnam.

In: Higher Education 67 (1), S. 91–104. DOI: 10.1007/s10734-013-9642-8.

Abstract:

Although Vietnam's experiences with quality assurance (QA) policy development have been influenced by its relationships with, and funding from, the World Bank and regional organizations, the state-centric values of the Socialist Republic of Vietnam still navigate the implementation process. The development of QA in Vietnamese higher education has walked a fine line between neo-liberal, free market strategies and state-centric, protectionist perspectives. Policy document analysis and key informant interviews show that the implementation of QA policies in Việt Nam is an example of how one developing country walks the line between state-centric values and neoliberal principles.

Malcolm, Mary (2014):

A critical evaluation of recent progress in understanding the role of the research-teaching link in higher education.

In: Higher Education 67 (3), S. 289–301. DOI: 10.1007/s10734-013-9650-8.

Abstract:

Research into the relationship between research and teaching in higher education has flourished over several decades, and the most recent research phase has focused particularly on how the research-teaching nexus can enhance the quality and outcomes of the learning experience for both students and academics. On the basis of bibliographic review, this article concludes that progress in answering the fundamental questions posed by researchers in the early 1990s and earlier has been limited. Diverse practice has been categorised, shared and evaluated against broad criteria, while questions about the inherent nature and value of the nexus in higher education remain as yet unanswered within the research theme and within the broader consideration of higher education policy and practice. Recent research provides an enriched evidence base on which earlier questions of principle and policy might usefully be reconsidered.

Maringe, Felix; Sing, Nevensha (2014):

Teaching large classes in an increasingly internationalising higher education environment: pedagogical, quality and equity issues.

In: Higher Education 67 (6), S. 761–782. DOI: 10.1007/s10734-013-9710-0.

Abstract:

Marketisation, increased student mobility, the massification of Higher Education (HE) and stagnating staff numbers in universities have combined to cause a ripple effect of change both in the demography and size of university classes across the world. This has implications for the quality and equity of learning and the need to examine and to transform pedagogical practices. Despite the growing attention of literature on teaching large classes, there is a scarcity of research addressing the twin issues of large classes in an increasingly internationalised context. This paper seeks to contribute towards filling this gap. The paper provides a theoretical exploration of the causes of such classes in HE, reviews the empirical evidence against large class teaching and examines the difficulties associated with teaching demographically diverse classes in HE. The paper identifies eight pedagogical strategies to address the issues of class size and diversity, which relate to increasing student participation and engagement; increasing curricula access and the language of instruction; increasing staff intercultural understanding; increasing opportunities for deep learning for all; on-going monitoring of student satisfaction; increasing opportunities to achieve; diversification of assessment; and the merit of Massive Open Online Courses (MOOCs). It calls for new research on global learning cultures; reviews of global assessment and promising pedagogical practices and processes.

Muller, Johan; Young, Michael (2014):

Disciplines, skills and the university.

In: Higher Education 67 (2), S. 127–140. DOI: 10.1007/s10734-013-9646-4.

Abstract:

Several authors have suggested that the contract between the university and society formulated in the nineteenth century is breaking down, and a new relation between knowledge and society is being installed. This paper investigates what is at stake in this shift by re-visiting the roots of disciplinary knowledge, examining Durkheim's social theory of knowledge to display the evolution of basic and professional disciplines in the nineteenth and early twentieth centuries. Two contemporary challenges to disciplinary knowledge are then examined and evaluated. The paper concludes that it is time to transcend the standoff between disciplinary knowledge and practice-based accounts of knowledge.

Paxton, Moragh; Frith, Vera (2014):

Implications of academic literacies research for knowledge making and curriculum design.

In: Higher Education 67 (2), S. 171–182. DOI: 10.1007/s10734-013-9675-z.

Abstract:

This article explores the issue of what academic literacies research can bring to the study of knowledge and curriculum in higher education from a theoretical perspective and by means of illustrations from a work in progress academic literacies research project in the natural sciences. It argues that reading and writing are central to the process of learning in any discipline and that discipline specialists need to take this into consideration when planning their curricula. It also considers what knowledge means in the context of academic literacies research and how this conception of knowledge may differ from the knowledge structures researchers' concern with knowledge as an object with its own properties. It comes to the conclusion that academic literacies research with its ethnographic-type exploration of social practice and theorisations of knowledge in the knowledge structures research can complement one another because each field of enquiry brings a lens that the other lacks.

Pietilä, Maria (2014):

The many faces of research profiling: academic leaders' conceptions of research steering.

In: Higher Education 67 (3), S. 303–316. DOI: 10.1007/s10734-013-9653-5.

Abstract:

The article examines academic leaders' conceptions of research profiling. Global science policies, including the Finnish governmental policy, promote the identification of areas of research excellence and recommend resource concentration on them. However, as active agents, leaders may have competing, even conflicting views on the pros and cons of the institutional norm of selective research excellence and research steering. Drawing on the ideas of micro-level institutionalism, this study seeks answers to the following questions: What kinds of conceptions of research profiling do the academic leaders have? How are these connected to the goals that the leaders are trying to achieve with profiling? The data comprised 15 interviews with leaders at different organisational levels in two Finnish research universities. Two general conceptions of research profiling were identified: profiling as an instrument of strategic management and profiling as symbolic management. The conceptions were connected to various rationales, such as strengthening research and communicating to the external environment. By emphasising the variability and incoherence of leaders' conceptions and the underlying rationalities, the study contributes to understanding how academic leaders make sense of the complex issues they face and how they cope with various demands.

Pio, Edwina; Tipuna, Kitea; Rasheed, Ali; Parker, Lorraine (2014):

Te Wero - the challenge: reimagining universities from an indigenous world view.

In: Higher Education 67 (5), S. 675–690. DOI: 10.1007/s10734-013-9673-1.

Abstract:

This paper provides a foundational framework to bring into conversation indigenous world views in reimagining universities. Highlighting a specific indigenous world view, the university is presented as a site for critical conversation and transformative praxis. We discuss the workplace experiences of indigenous staff in a university and infer from these how management practices related to indigenous staff could be enhanced. Building on our study of Māori academic and administrative staff in a New Zealand university, an indigenous typology and a Wero or challenge matrix is offered, which locates different positions and actions that

universities adhere to or seek to emulate. The paper argues for universities to reimagine their policies and practices by drawing from the complex richness of indigenous world views.

Prosser, Michael; Trigwell, Keith (2014):

Qualitative variation in approaches to university teaching and learning in large first-year classes.

In: Higher Education 67 (6), S. 783–795. DOI: 10.1007/s10734-013-9690-0.

Abstract:

Research on teaching from a student learning perspective has identified two qualitatively different approaches to university teaching. They are an information transmission and teacher-focused approach, and a conceptual change and student-focused approach. The fundamental difference being in the former the intention is to transfer information to students, while in the latter the intention is to change and develop student understanding. Much of our research has been conducted in first-year classes of 100 or more students. The paper begins by outlining a model of teaching and learning based upon this research. It then reviews the quantitative research showing the relationship between teachers' approaches to teaching in large classes and their students' approaches to learning. Further analyses of previously collected data are used to identify the size of the relationship between teachers' approaches and their students' approaches. The paper concludes by discussing how a more conceptual change and student-focused approach can be manifested in large classes.

Ralph, Meredith; Stubbs, Wendy (2014):

Integrating environmental sustainability into universities.

In: Higher Education 67 (1), S. 71–90. DOI: 10.1007/s10734-013-9641-9.

Abstract:

Universities play a fundamental role in addressing global environmental challenges as their education, research and community involvement can produce long-lasting environmental effects and societal change. By demonstrating best practice in their operations, research and teaching, universities have both multiple and multiplier effects on society. For universities to comprehensively address sustainability, a 'learning for sustainability' approach needs to be embedded across every aspect of institutional operations in a synergistic way. Using semi-structured interviews, this research explored the factors that influence the integration of sustainability into the operations, teaching and research activities of universities in Australia and England. The research found that individuals, committed to the goal of a more sustainable world, play a vital role in the success of integrating environmental sustainability into universities. The factors critical to enabling universities to undertake the transformational changes necessary to embed environmental sustainability into all university areas included: a strong policy environment, resourcing of strategies, and encouragement of leaders and environmental sustainability advocates. Educating and building the awareness of university staff of the importance of environmental sustainability to future generations was key to a successful strategy.

Ramirez, Francisco O.; Tiplic, Dijana (2014):

In pursuit of excellence? Discursive patterns in European higher education research.

In: Higher Education 67 (4), S. 439–455. DOI: 10.1007/s10734-013-9681-1.

Abstract:

European higher education is awash with educational reform initiatives that purport to transform universities into better-managed higher quality organizations that more directly contribute to national development. This exploratory study examines patterns of research discourse in higher education in Europe. We argue that these patterns are changing in the direction of greater isomorphism with globally favored models of the university. First, we show some global trends that reveal the rise of "world class universities" and "higher education and

development" discourse. Next, we analyze discursive shifts in European higher education research publications in the period between 1990 and 2009. Our initial analysis of these publications shows changes in the expected direction: we find a growing emphasis on management, organization, and quality and less emphasis on student access to higher education, an earlier equity concern. We propose further research to see whether higher education has become a more consolidated research field over time, perhaps suggesting an erosion of the historical legacies that often informed higher education systems and universities in Europe. Lastly, we briefly reflect on the implications of influential world models on comparative studies of higher education.

Reale, Emanuela (2014):

Challenges in higher education research: the use of quantitative tools in comparative analyses.

In: Higher Education 67 (4), S. 409–422. DOI: 10.1007/s10734-013-9680-2.

Abstract:

Despite the value of the comparative perspective for the study of higher education is widely recognised, there is little consensus about the specific methodological approaches. Quantitative tools outlined their relevance for addressing comparative analyses since they are supposed to reducing the complexity, finding out and graduating similarities and differentiations, and improving the generalization of the results. Nevertheless, the limited availability of comparative data hampers statistical comparative analyses, and data and statistics might be seen just as complementary analytical tools. This paper has a twofold aim. Firstly, it addresses key methodological problems for accurate international comparisons in higher education studies. Secondly, the article discusses the difficulties encountered in using measurements in comparative studies, and issues to be addressed in order to improve the robustness of the method and the possibility of using quantitative tools.

Royce Sadler, D. (2014):

The futility of attempting to codify academic achievement standards.

In: Higher Education 67 (3), S. 273–288. DOI: 10.1007/s10734-013-9649-1.

Abstract:

Internationally, attempts at developing explicit descriptions of academic achievement standards have been steadily intensifying. The aim has been to capture the essence of the standards in words, symbols or diagrams (collectively referred to as codifications) so that standards can be: set and maintained at appropriate levels; made broadly comparable in different specified contexts; and generally shared and understood better by assessors, academic program directors, students, employers, quality assurance agencies and the public at large. The scale of this practice ranges from rubrics for single assessment tasks to national standards statements used as academic performance benchmarks for graduates from academic programs. A critical analysis shows that the underlying assumptions of this process are fundamentally flawed. Codifications are inherently incapable of meeting the requirements because key terms lack the necessary attributes. A fundamentally different material form of representation is therefore necessary if the original intentions are to be realised.

Shin, Jung Cheol; Jung, Jisun (2014):

Academics job satisfaction and job stress across countries in the changing academic environments.

In: Higher Education 67 (5), S. 603–620. DOI: 10.1007/s10734-013-9668-y.

Abstract:

This study examined job satisfaction and job stress across 19 higher education systems. We classified the 19 countries according to their job satisfaction and job stress and applied regression analysis to test whether new

public management has impacts on either or both job satisfaction and job stress. According to this study, strong market driven countries are in the high stress group and European countries are in the high satisfaction group. The classification implies that market oriented managerial reforms are the main source of academic stress while the high social reputation of academics in their society and academic autonomy are the source of job satisfaction. Our regression analysis also shows that the new public management which is measured by the performance-based management in this study is the main source of academic job stress. In addition, this study highlighted the higher education systems that are classified as the high satisfaction and high stress group. These countries represent the conflicting nature of current academic society—on the one hand they are satisfied, but on the other they are highly stressful.

Shrivastava, Meenal; Shrivastava, Sanjiv (2014):

Political economy of higher education: comparing South Africa to trends in the world.

In: Higher Education 67 (6), S. 809–822. DOI: 10.1007/s10734-013-9709-6.

Abstract:

Education is one of the major linchpins of economic, social and political development of any nation. Recent evidence suggests that higher education can produce both public and private benefits. Thus, the role of the state in making education policy, and funding education is indeed critical, and cannot be left to be determined by market forces alone. Nevertheless, the trend of inadequate government funding for universities, loss of autonomy, infrastructural decay, falling academic standards, politicization and privatization of education, etc. appear to be a worldwide phenomenon and not just restricted to the developing world. South African higher education shows much promise with respect to knowledge production and dissemination, to contributing to social equity, economic and social development and democracy, and to the development needs of the Southern African region and the African continent. However, higher education in South Africa is under considerable stress from domestic and international trends that are redefining the nature and role of public sector post-secondary education (PSE) institutions worldwide. The paper will outline the role of PSE in the knowledge economy and the impact of the neoliberal context on the evolution of higher education in South Africa and the world. Given the significant developmental implications of investment in higher education, the authors argue that relegating this important public policy issue to the market forces is likely to promote inequality in the society, along with negative consequences for socio-political stability, economic sustainability, and knowledge generation.

Snowball, J. D. (2014):

Using interactive content and online activities to accommodate diversity in a large first year class.

In: Higher Education 67 (6), S. 823–838. DOI: 10.1007/s10734-013-9708-7.

Abstract:

As in many universities, class sizes have increased more quickly than teaching and learning resources. A related challenge is the increasing diversity of the student body in terms of socio-economic background, learning styles, English language ability and preparedness. This paper explores ways in which traditional face-to-face teaching methods (such as lectures and tutorials) can be combined with online teaching and learning activities in a “blended” learning approach to improve teaching and learning and to accommodate student diversity. Using a large first year Economics class as a case study, data were collected on student perceptions of the use of blended learning. A statistical model was used on a sample of 50 students to determine which online activities were most beneficial in improving student performance. The majority of students agreed that replacing one lecture a week with online activities and resources improved their learning, although about 20 % of the class would have preferred more lecturing and fewer online resources. Statistical finding showed that more active online resources, such as multiple choice and graphing questions, were most beneficial in

improving student performance, but that more passive lecture capture was also useful in modelling the discourse of the discipline.

Tamtik, Merli; Sá, Crespo M. (2014):

Policy learning to internationalize European science: possibilities and limitations of open coordination.

In: Higher Education 67 (3), S. 317–331. DOI: 10.1007/s10734-013-9654-4.

Abstract:

Mutual learning exercises have become increasingly employed in Europe over the last decade. This study examines the policy learning process in the area of internationalization of science and technology, which has been targeted as a priority for Europe. Through a case study of the open method of coordination expert group in this area, the analysis identifies policy learning drivers, mechanisms and outcomes operating at multiple levels, from individual to organizational. Different theoretical perspectives are employed to analyze the findings, highlighting both the social and instrumental aspects of policy learning. Using multiple conceptual approaches helps account for important contributions as well as limitations of open coordination for the internationalization of science and technology agenda in Europe.

Teichler, Ulrich (2014):

Opportunities and problems of comparative higher education research: the daily life of research.

In: Higher Education 67 (4), S. 393–408. DOI: 10.1007/s10734-013-9682-0.

Abstract:

Higher education had a predominant national and institutional focus for a long time. In Europe, supra-national political activities played a major role for increasing the interest in comparative research. Comparative perspectives are important in order to deconstruct the often national perspective of causal reasoning, for proving benchmarks, for theory-testing, for opening up the horizon for potential reforms, and for the analysis of the growing internationality of higher education. However, many practical factors make comparative research on higher education vulnerable: decentralized funding, coincidental compositions of participating countries, difficulties of reaching a conceptual and methodological consensus in multicountry research teams. Often, comparative research projects take quite a long time, before the major findings are published eventually. Moreover, often data are presented across countries without sufficient explanations of the respective context. Comparative research on higher education, thus, often does not fulfil the initial hopes, but obviously is such an important approach that efforts are indispensable to cope with the challenging conditions.

Trigwell, Keith; Prosser, Michael (2014):

Qualitative variation in constructive alignment in curriculum design.

In: Higher Education 67 (2), S. 141–154. DOI: 10.1007/s10734-013-9701-1.

Abstract:

Constructive alignment has emerged as a powerful curriculum design idea, but little is known of the extent to which the effectiveness of this idea is a function of qualitative variation. This article introduces a model of qualitative variation in constructive alignment, and uses the results from known alignment studies to test the model. The research reviewed reveals that university teachers have at least two qualitatively different experiences of the core elements of constructive alignment. The teachers who describe their approaches to teaching as involving conceptual change/development intentions with student-focused strategies were found to be likely to see the intended learning outcomes for students in more holistic terms, and assessment as an integral part of that teaching approach. When teachers had more of an intention to transfer information using

teacher-focused strategies, they saw the object of study more in terms of parts (concepts, definitions, formulae) with assessment focused on those parts. The implications of this qualitative variation in constructive alignment for curriculum design and for the quality of the outcomes of student learning is discussed.

Troiano, Helena; Elias, Marina (2014):

University access and after: explaining the social composition of degree programmes and the contrasting expectations of students.

In: Higher Education 67 (5), S. 637–654. DOI: 10.1007/s10734-013-9670-4.

Abstract:

University expansion in higher education has been hierarchically differentiated. There is some concentration of certain social profiles in some degrees of study, so social composition between degrees can vary considerably. This article describes in terms of social composition 10 degrees of four public universities in the metropolitan area of Barcelona. We analyse 857 questionnaires filled in by mid-career students. From the perspective of agent's decision on the choice of studies, we explore what were the factors that made them choose a concrete degree. We examine several variables that can indicate whether their expectations have been met or not. The results show that the factors predicted by the theory by which working-class (WC) students choose degrees—instrumental motivations and conditions that minimize the risk—are often met. In this regard, the recent structural reform related with the implementation of the European Higher Education Area that removes short-cycles degrees (3 years) could lead to a problem of access for WC students.

Välimaa, Jussi; Nokkala, Terhi (2014):

The dimensions of social dynamics in comparative studies on higher education.

In: Higher Education 67 (4), S. 423–437. DOI: 10.1007/s10734-013-9684-y.

Abstract:

This article discusses social dynamics of higher education which is one of the most crucial but neglected perspectives in comparative studies of higher education. We pay attention to the importance of time, space and contexts—both geographical and socio-cultural ones—to reveal how they influence on different social dynamics in various systems of higher education. The article focuses on the national higher education system level. Theoretically we approach higher education systems from a relational perspective paying attention to dynamics created by changing relationships between different actors in cultural, geographical and historical contexts.

Woollacott, Laurie; Booth, Shirley; Cameron, Ann (2014):

Knowing your students in large diverse classes: a phenomenographic case study.

In: Higher Education 67 (6), S. 747–760. DOI: 10.1007/s10734-013-9664-2.

Abstract:

The problem which this paper addresses is the difficulty of knowing students in large diverse classes in pedagogically useful ways. The paper discusses how the phenomenographic methodology can be employed to address this problem. It describes how phenomenographic studies and their results can enable teachers to 'know their students' at a collective level in terms of a set of qualitatively distinct idealised types rather than at a personal level of individuals with their particular characteristics, and demonstrates the pedagogical utility of this kind of knowing. The means used to describe the approach and to demonstrate its utility when teaching large classes is to present, as a case study, a phenomenographic investigation into the learning practices among students in a large, diverse cohort of entrants to an engineering programme in South Africa. General principles are drawn from the case study and are discussed as they apply to the teaching of large classes.

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Abramo, Giovanni; D'Angelo, Ciriaco Andrea; Di Costa, Flavia (2014):

Investigating returns to scope of research fields in universities.

In: Higher Education 68 (1), S. 69–85. DOI: 10.1007/s10734-013-9685-x.

Abstract:

For policy-makers and managers of research organizations, improvement in performance is a constant objective. The potential presence of returns to scope of fields of research could influence decisions in planning the fields of activity of the research organization and the spatial positioning of its researchers in function of their specializations. We investigate the possible presence of returns to scope and the relation between scope of fields in an organization and intensity of interdisciplinary collaboration. The results, from analyzing the scientific collaborations of Italian university researchers over the years 2004–2008, seem to indicate that in general the scope of the research fields has no impact on the productivity of research or the intensity of interdisciplinary collaboration.

Alam, Gazi Mahabubul; Mishra, Pradip Kumar; Shahjamal, Mirja Mohammad (2014):

Quality assurance strategies for affiliated institutions of HE: a case study of the affiliates under National University of Bangladesh.

In: Higher Education 68 (2), S. 285–301. DOI: 10.1007/s10734-013-9712-y.

Abstract:

Presently, education is considered as the main weapon for national development. However, this tenet has been challenged by several economists. Their findings give rise to a further question: whilst expansion of education increases globally, what is it exactly that continues to hinder a country's progression? There is no short answer, but one major area of concern is the quality and relevance of the education available. Research for this paper, the first of its kind in Bangladesh, has been carried out by interviews and observation in the affiliates of the National University of Bangladesh, where 80 % of the students in higher education are the underprivileged. The findings show that the legislators ignore the fact that quality of education in the affiliates is perceived as important.

Anderson, Vivienne (2014):

'World-travelling': a framework for re-thinking teaching and learning in internationalised higher education.

In: Higher Education 68 (5), S. 637–652. DOI: 10.1007/s10734-014-9736-y.

Abstract:

In an era of unprecedented student mobility, increasingly diverse student populations in many national contexts, and globally interconnected environmental and social concerns, there is an urgent need to find new ways of thinking about teaching and learning. Static assumptions about so-called 'Western' versus 'non-Western' teaching and learning approaches or 'local' versus 'international' students are inadequate for responding to the complex histories, geographies and identities that meet and mingle in our higher education (HE) institutions. In this paper, I use María Lugones' 'world-travelling' as a framework for discussing international and New Zealand women students' reflections on teaching, learning and transition in New Zealand HE. I conclude with some suggestions as to what effective pedagogy might look like in

internationalised HE if we think beyond culturalist them-and-us assumptions and recognise students' complexity.

Ari, Lilach Lev; Laron, Dina (2014):

Intercultural learning in graduate studies at an Israeli college of education: Attitudes toward multiculturalism among Jewish and Arab students.

In: Higher Education 68 (2), S. 243–262. DOI: 10.1007/s10734-013-9706-9.

Abstract:

The purpose of the present study is to investigate the factors which affect attitudes towards multiculturalism among Jewish and Arab graduate students who experience intercultural learning in an Israeli-Jewish academic college of education. In Israeli society, it is in higher education institutions where young people from different ethnic groups first encounter the 'others'. This is due to the structure of the Israeli elementary and secondary education system, which is divided into Jewish and Arab segregated sub-systems. In contrast, the country's higher education institutions are open to everyone. The research population was composed of first and second year graduate students, all of whom were practicing teachers or involved in other educational work. Participants completed questionnaires and a smaller sample was also interviewed. All of the students are practicing teachers or involved in other educational work. Everyone perceived the college's socio-cultural climate as an open and multicultural one in both years of study. However, these positive feelings characterized Jewish students to a larger extent than Arab students, while the socio-cultural aspect as well as the quality of the academic experience had a positive impact on multicultural attitudes primarily among Arab students. Thus, a multicultural climate is not enough to effect a positive change in entrenched attitudes toward multiculturalism. Multicultural education policy should also be reinforced through a formal academic curriculum, so as to set an example for ongoing social change which will further encourage graduate students—majority and minority alike—to implement their multicultural positive experiences in their own schools in the future.

Arzenšek, Ana; Košmrlj, Katarina; Širca, Nada Trunk (2014):

Slovenian young researchers' motivation for knowledge transfer.

In: Higher Education 68 (2), S. 185–206. DOI: 10.1007/s10734-013-9702-0.

Abstract:

A programme for the promotion of science and doctoral studies called the Young Researchers Training Programme has been developed in Slovenia. Since it began, the programme has been substantially funded and over 6,000 young people have participated in it. However, no evaluation of the programme's effectiveness has yet been conducted. In this study we identified young researchers' motivation for entering the programme, their assessment of the training and links to knowledge transfer into practice as the principal idea behind the programme. Two training groups, university based young researchers and company based young researchers, are compared in order to assess whether the type of training affects knowledge transfer. The analyses show that young researchers in the economy are more involved in direct knowledge transfer and their motivation to do so is mainly intrinsic. On the other hand, university based young researchers need extrinsic incentives to cooperate in projects in economic sector, for their motivation is more oriented towards academic research. Implications for Slovenia, as well as for other countries' higher education policies, are discussed

Austin, Ann E.; Chapman, David W.; Farah, Samar; Wilson, Elisabeth; Ridge, Natasha (2014):

Expatriate academic staff in the United Arab Emirates: the nature of their work experiences in higher education institutions.

In: Higher Education 68 (4), S. 541–557. DOI: 10.1007/s10734-014-9727-z.

Abstract:

As many countries expand their higher education systems, they must attract, support, and retain qualified academic staff. This paper focuses on the United Arab Emirates (UAE) as a case study of a nation drawing on large numbers of mostly expatriate faculty working in short-term academic appointments. The paper begins by considering the national context within which expatriate faculty work in the UAE. Then, using a published conceptual framework highlighting key elements of academic work, the paper examines defining aspects of the work experience of expatriate faculty in the UAE, including work expectations (teaching, research, and service); equity (compensation, incentives, and benefits); autonomy, academic freedom, and flexibility; collegiality and institutional involvement; and professional growth. The discussion considers the implications of these elements of academic work for the satisfaction, motivation, and institutional commitment of the expatriate faculty members. The sample of 29 expatriate faculty studied is drawn from the population of full-time instructors at three public and three semi-public institutions in the UAE who teach in education or media, humanities and social sciences, science or engineering, and business or economics. The discussion of findings highlights satisfactions and concerns, as well as the relationship of work experiences with organizational commitment. The nature of academic work in many countries is shifting toward temporary and short-term contract-based appointments. Thus, analysis of the experiences of expatriate academic staff working within the UAE, where the majority of faculty members are in short-term positions, raises issues relevant to those in other countries where the non-permanent academic workforce is increasing. Additionally, issues considered are of interest to those who study the academic career and the factors shaping it.

Bamber, Matthew (2014):

What motivates Chinese women to study in the UK and how do they perceive their experience?

In: Higher Education 68 (1), S. 47–68. DOI: 10.1007/s10734-013-9679-8.

Abstract:

This paper addresses two crucial questions facing the UK HE sector: what motivates female Chinese globally mobile graduates to continue their education in the UK?; and, are they satisfied with their experience? First, this mixed methods study revealed that the primary motivations were: early and mid-career gains, competitive advantages derived from completing a 1-year master's programme, favourable exchange rates, and the opportunity to travel. Alongside these, a number of challenges and concerns were also noted, including: high UK tuition fees and living costs, shifting Chinese employer perceptions of an overseas education, and punitive UK visa regulations. Second, findings indicated mid- to high levels of satisfaction with the experience. Students believed that the main strengths and benefits of a UK-based education related to the high levels of tutorial participation and interaction which facilitated increased subject-matter engagement, as well as to the development of interpretation and application skills. Nevertheless, respondents reported that there are many ways in which we need to improve, such as by: offering clearer language guidance, closing the assessment requirements expectations gap, offering more opportunities for classroom participation, cutting class sizes, reducing fees, and ironically, attracting students from geographical zones other than China to facilitate academic development and programme diversity.

Barnhardt, Bradford; Ginns, Paul (2014):

An alienation-based framework for student experience in higher education: new interpretations of past observations in student learning theory.

In: Higher Education 68 (6), S. 789–805. DOI: 10.1007/s10734-014-9744-y.

Abstract:

This article orients a recently proposed alienation-based framework for student learning theory (SLT) to the empirical basis of the approaches to learning perspective. The proposed framework makes new macro-level interpretations of an established micro-level theory, across three levels of interpretation: (1) a context-free psychological state (alienation), (2) a context-bound psychological state (student alienation), and (3) sociological processes from which these psychological states arise. Evidence for the viability of this macro–micro framework is, however, lacking, as is a clear path to seeking such evidence due to the framework’s complexity. The dichotomy of state and process implied by the framework reflects a recognised ‘dual interpretation’ of alienation, by which micro-level experiences are linked to behaviours through mediating macro-level psychological states. We use this dual interpretation together with Seeman’s (Ann Rev Sociol, 1975) six variants of alienation to construct a clear and well-ordered overall framework, and to hypothesize comprehensive explanations for the correlations observed between surface approaches to learning and five dimensions of learning experience emphasized in SLT. These five hypotheses are presented as succinct if...then statements, and assessed according to established qualitative criteria. Overall, the article prepares the way both for empirical verification of what is a complex theoretical structure, and for other future research in this vein.

Bastedo, Michael N.; Samuels, Elias; Kleinman, Molly (2014):

Do charismatic presidents influence college applications and alumni donations? Organizational identity and performance in US higher education.

In: Higher Education 68 (3), S. 397–415. DOI: 10.1007/s10734-014-9719-z.

Abstract:

The effect of charismatic leadership on organizational performance is contested. Yet despite the lack of consistent evidence of the value of charismatic leadership to organizations, presidential searches have increasingly favored charismatic candidates. This study shows how organizational identity mediates the relationship between charismatic leadership and organizational performance. Among religious colleges, but not among private colleges considered overall, there is a positive relationship between presidents’ charismatic leadership and the number of applications for enrollment and the amount of financial donations colleges receive. This suggests that among organizations with atypical identities, charismatic leadership can be interpreted as a meaningful signal of organizational performance.

Blaschke, Steffen; Frost, Jetta; Hattke, Fabian (2014):

Towards a micro foundation of leadership, governance, and management in universities.

In: Higher Education 68 (5), S. 711–732. DOI: 10.1007/s10734-014-9740-2.

Abstract:

Leadership, governance, and management are frequently conceptualized as conflictory institutional logics. The recent shift to a ‘new managerialism’ in universities, for example, clearly favors business-like leadership and management styles over collegial governance practices. This article provides a micro foundation of leadership, governance, and management in universities based on the underlying communication of strategic issues among governing bodies. Reporting on a longitudinal case study of a comprehensive reorganization of a German university, it illustrates how institutional logics translate into micro patterns of communication. The

findings suggest that leadership, governance, and management are not necessarily conflictory but reflect in four complementary micro patterns. Rather than 'managerialism' replacing 'collegialism,' organizational change unfolds in oscillating sequences of these four micro patterns. The findings furthermore indicate that the strategic issues of research and teaching at the university's core remain largely autonomous, despite their increasing managerial regulation.

Cai, Yuzhuo (2014):

John Goddard and Paul Vallance (2013): *The university and the city*, Routledge, 2013, 232 pp, ISBN: 978-0-415-58992-5.

[Review]. In: *Higher Education* 68 (2), S. 319–321. DOI: 10.1007/s10734-013-9686-9.

Can, Gulfidan; Walker, Andrew (2014):

Social science doctoral students' needs and preferences for written feedback.

In: *Higher Education* 68 (2), S. 303–318. DOI: 10.1007/s10734-014-9713-5.

Abstract:

The purpose of this study was to investigate social science doctoral students' preferences and needs with regard to written feedback on academic writing and to develop a written feedback categorization. In an exploratory mixed methods approach, qualitative data collected during interviews were used to form a questionnaire to collect quantitative data in two research-intensive universities. The results based on 276 doctoral students' responses provided a clear list of feedback types needed by doctoral students, including comments addressing their main idea, argumentation, clarity, and information coverage. Their preferences varied on issues of autonomy, criticism, and ambiguity, all critical factors in the transition to independence expected during their doctoral education. The resulting written feedback categorization encompasses three aspects: function, focus, and presentation. The findings of this study have the potential to guide supervisors, feedback providers, and doctoral students as well as inform further research, including instrument development and written feedback content analyses.

Carnoy, Martin; Froumin, Isak; Loyalka, Prashant K.; Tilak, Jandhyala B. G. (2014):

The concept of public goods, the state, and higher education finance: a view from the BRICs.

In: *Higher Education* 68 (3), S. 359–378. DOI: 10.1007/s10734-014-9717-1.

Abstract:

Because higher education serves both public and private interests, the way it is conceived and financed is contested politically, appearing in different forms in different societies. What is public and private in education is a political–social construct, subject to various political forces, primarily interpreted through the prism of the state. Mediated through the state, this construct can change over time as the economic and social context of higher education changes. In this paper, we analyze through the state's financing of higher education how it changes as a public/private good and the forces that impinge on states to influence such changes. To illustrate our arguments, we discuss trends in higher education financing in the BRIC countries—Brazil, Russia, India, and China. We show that in addition to increased privatization of higher education financing, BRIC states are increasingly differentiating the financing of elite and non-elite institutions.

Chang, Te-Sheng; Bai, Yin; Wang, Tsai-Wei (2014):

Students' classroom experience in foreign-faculty and local-faculty classes in public and private universities in Taiwan.

In: Higher Education 68 (2), S. 207–226. DOI: 10.1007/s10734-013-9703-z.

Abstract:

This study investigates university students' perceptions of classroom experience in foreign-faculty and local-faculty classes and their relations to the type of institution in which they studied. The sample included 714 undergraduate students from 14 universities in Taiwan. The instrument consisted of seven dimensions: peer supportiveness, peer pressure, teacher supportiveness, teacher approachability, study preparedness, class participation, and learning comprehensiveness. The results indicate that students in both types of universities are reluctant to participate, feel pressure, and experience difficulty comprehending course content in the foreign teacher's class. However, they feel that foreign teachers are more supportive and approachable than local teachers, especially in private universities. Compared with local-faculty classes, private university students prepare more and obtain more peer support in foreign-faculty classes. They also participate more and feel more peer support; however, they comprehend less course content than their public university counterparts in foreign-faculty classes. Detailed discussions regarding the university classroom experience of Taiwanese students in local-faculty classes and foreign-faculty classes are provided.

Chao, Roger Y. (2014):

Pathways to an East Asian Higher Education Area: a comparative analysis of East Asian and European regionalization processes.

In: Higher Education 68 (4), S. 559–575. DOI: 10.1007/s10734-014-9728-y.

Abstract:

The Author argues that historical regional developments in Europe and East Asia greatly influence the formation of an East Asian Higher Education Area. As such, this article compares European and East Asian regionalization and higher education regionalization processes to show this path dependency in East Asian regionalization of higher education on its regionalization process. Lastly, the author advances that (1) defining the East Asian region; (2) developing regional guidelines/frameworks; and (3) establishing sub-regional higher education areas, using regional guidelines/frameworks, need to be done prior to integrating into an East Asian Higher Education Area. This integration process is to be advanced by institutionalizing regional mobility, quality assurance and mutual recognition of higher education and professional qualification with the establishment of regional institutions focused on these areas.

Coates, Hamish; Mahat, Marian (2014):

Threshold quality parameters in hybrid higher education.

In: Higher Education 68 (4), S. 577–590. DOI: 10.1007/s10734-014-9729-x.

Abstract:

Quality assurance conventions are being challenged by emerging business scenarios with alluring economies. This paper analyses shaping contexts, resulting hybridised forms of higher education, and consequences for quality assurance. It devotes sustained attention to unpacking what, as a result of contemporary reconfigurations, would appear to be pressing current change/differentiation frontiers—engineering an engaged learning experience, and authenticating learning outcomes. These parameters are analysed, with consideration of development options. The paper concludes by emphasising the consequent and urgent imperatives for workforce development.

Collings, R.; Swanson, V.; Watkins, R. (2014):

The impact of peer mentoring on levels of student wellbeing, integration and retention: a controlled comparative evaluation of residential students in UK higher education.

In: Higher Education 68 (6), S. 927–942. DOI: 10.1007/s10734-014-9752-y.

Abstract:

Peer mentoring is becoming increasingly popular in UK higher education, however, there remains little good quality, theoretically driven and evaluative research. The current study aims to bridge the gap between theory, practice and evaluation by providing a controlled evaluation of a peer mentoring scheme within UK universities. 109 first year undergraduates from two matched universities completed questionnaires at two time points: during the first week of university and again 10 weeks later. Results focused on direct, mediating and moderating effects of mentoring on levels of wellbeing, integration and retention. Peer mentored individuals showed higher levels of integration to university. Four times as many non-peer mentored students had seriously considered leaving university compared to peer mentored students. Integration partially mediated the relationship between mentoring and intention to stay at university. Moderating effects analyses indicate that mentoring may buffer the effect of the transition to University. Results are discussed in relation to Tinto's theory of student retention, the benefits and practicalities of peer mentoring within UK universities and the methodological limitations within this study.

Collins, Christopher S. (2014):

Can funding for university partnerships between Africa and the US contribute to social development and poverty reduction?

In: Higher Education 68 (6), S. 943–958. DOI: 10.1007/s10734-014-9753-x.

Abstract:

This study explores US funding for university partnerships between the US and Africa. The primary objective was to study how funds are facilitated through partnerships to promote social development and poverty reduction. Findings include the innovative and resilient nature of the 11 projects included in the study as well as pitfalls in the bureaucratic system that administers the grants.

Cortés-Pascual, P. A.; Cano-Escoriaza, J.; Orejudo, S. (2014):

The work values of first year Spanish university students.

In: Higher Education 68 (5), S. 733–747. DOI: 10.1007/s10734-014-9741-1.

Abstract:

This study analyzes the work values of 2,951 first-year university students in Spain enrolled in degree programs within the five major areas of university studies. For our research, participants were asked to respond to a Scale of Work Values in which intrinsic, social, and pragmatic extrinsic values as well as extrinsic values related to geographic mobility are differentiated. Our findings show these students to have high levels of intrinsic and pragmatic extrinsic values as well as differences that vary according to their gender, major area of study and their chosen study program. By means of cluster analysis, we have also identified seven distinct types of students aligned with the work values under study. This paper explores the implications of this study for the development of work values and the education of students at the university level as well as the study's possible utility as a means of providing orientation to students that will prepare them better for their entry into the labor market.

Giada, Adelfio; Giovanni, Boscaino; Vincenza, Capursi (2014):

A new indicator for higher education student performance.

In: Higher Education 68 (5), S. 653–668. DOI: 10.1007/s10734-014-9737-x.

Abstract:

The debate on academic achievement is a heated issue that involves all the higher education contexts. This paper attempts to provide an indicator that can make the measurement of university student performance easier and that can be easily applied to different systems, making comparisons more fair. The Italian University System is used as a starting point to make several considerations on the current measures and to build up a new performance indicator. Then, a generalization for other marking systems is shown and finally a quantile regression is performed to investigate some determinants of the new performance indicator, also with respect to the current one.

Herrmann, Kim Jesper (2014):

Learning from tutorials: a qualitative study of approaches to learning and perceptions of tutorial interaction.

In: Higher Education 68 (4), S. 591–606. DOI: 10.1007/s10734-014-9731-3.

Abstract:

This study examines differences in university students' approaches to learning when attending tutorials as well as variation in students' perceptions of tutorials as an educational arena. In-depth qualitative analysis of semi-structured interviews with undergraduates showed how surface and deep approaches to learning were revealed in the students' note-taking, listening, and engaging in dialogue. It was also shown how variation in the students' approaches to learning were coherent with variation in the students' perceptions of the tutors' pedagogical role, the value of peer interaction, and the overall purpose of tutorials. The results are discussed regarding the paradox that students relying on surface approaches to learning seemingly are the ones least likely to respond to tutorials in the way they were intended.

Horn, Catherine; Santelices, María Verónica; Avendaño, Ximena Catalán (2014):

Modeling the impacts of national and institutional financial aid opportunities on persistence at an elite Chilean university.

In: Higher Education 68 (3), S. 471–488. DOI: 10.1007/s10734-014-9723-3.

Abstract:

Much of the recent Chilean educational debate and reform has centered around issues of higher education cost, debt burden, and availability of grants versus loans. This quantitative case study of Pontificia Universidad Católica de Chile sought to understand the longitudinal contributions of combinations of types of financial aid to persistence of low-income students. The results identified that the aggregate availability of both grants and loans at the university-level has a net positive contribution beyond the contributions of national-level grants and loans. In finest distinction, however, only ministry aid (in the form of need-based grants and loans) decreased the likelihood of dropping out. Such findings suggest that universities may want to consider carefully as part of a comprehensive persistence plan how they leverage institution-level contributions to student aid packages.

Horta, Hugo; Jung, Jisun (2014):

Higher education research in Asia: an archipelago, two continents or merely atomization?

In: Higher Education 68 (1), S. 117–134. DOI: 10.1007/s10734-013-9695-8.

Abstract:

This study analyzes higher education research in Asia since the 1980s, based on internationally indexed publication data, focusing on research approaches and themes. The analysis is based on scientometrics, science visualization, and social network analysis measures and methods. We find an increase in the number of higher education publications in both specialized and non-specialized higher education journals, although at a much faster rate in the latter. Based on the results of a community algorithm, research themes were grouped into two research approaches in line with theoretical expectations on the organization of higher education research: (1) teaching and learning approach and (2) policy approach. We found these approaches to have an equivalent representation in both specialized and non-specialized journals, although the system policy theme is found to be highly influential of other themes in specialized journals. However, a scholarship schism between the approaches is evident. Further, in the 1980s, the policy approach was dominant in Asia, while in the 2000s there is greater focus on the teaching and learning approach. A further analysis of eminent researchers of higher education in Asia confirmed the schism and indicated a slight cross-fertilization between higher research approaches, but also found evidence of the isolation/atomization of these scholars.

Hsieh, Tzu-Ling (2014):

Motivation matters? The relationship among different types of learning motivation, engagement behaviors and learning outcomes of undergraduate students in Taiwan.

In: Higher Education 68 (3), S. 417–433. DOI: 10.1007/s10734-014-9720-6.

Abstract:

The purpose of this study is to understand predictors of different learning outcomes among various student background characteristics, types of learning motivation and engagement behaviors. 178 junior students were surveyed at a 4-year research university in Taiwan. The scales of motivation, engagement and perceived learning outcomes were adapted from the Motivated Strategies for Learning Questionnaire and the National Survey of Student Engagement College Student Report. Multiple hierarchical regression analysis was used in data analysis. Findings confirm that different student background characteristics and learning motivation can predict different learning outcomes. However, student engagement behaviors cannot significantly predict different types of learning outcomes when student background and learning motivation variables are included. This study also finds that student's majors play an important role in explaining learning outcomes. Overall, the findings highlight the importance of learning motivation and suggest that instructors can provide students with more successful learning experiences to ensure more confidence in their learning abilities.

Hu, Yanjuan; van der Rijst, Roeland; van Veen, Klaas; Verloop, Nico (2014):

'And never the two shall meet'? Comparing Chinese and Dutch university teachers about the role of research in teaching.

In: Higher Education 68 (4), S. 607–622. DOI: 10.1007/s10734-014-9734-0.

Abstract:

During the past decades, university teachers from both the East and the West have been increasingly called to involve their students in research, therefore they have to rethink not only their research and teaching practices but re-evaluate the role of research in their ongoing teaching. Thus, a survey was conducted to explore (1) what Chinese and Dutch university teachers believe the role of research should be in their teaching, (2) how they perceive their actual incorporation of research into their current teaching practice, and (3) how their

beliefs about the role of research relate to their beliefs about teaching. Altogether, 284 university teachers from China and the Netherlands participated in the study. One striking result was that the Chinese and the Dutch university teachers were similar in several ways. They both highly valued the role of research in teaching, and were dissatisfied with the actual incorporation of research into their ongoing teaching practice. However, despite all similarities, the Chinese teachers were also found to be different from the Dutch teachers: They scored lower on how much they valued the role of research, how well they could incorporate research into their current teaching practice, and how much they agreed with teaching as conceptual change and focusing on an active role of the student. In general, the differences between the Chinese and the Dutch teachers may have their roots in the Confucian versus Western educational philosophies, respectively, and the similarities identified perhaps reflect the Western influence on Asian higher education.

Hytönen, Kaisa; Palonen, Tuire; Lehtinen, Erno; Hakkarainen, Kai (2014):

Does academic apprenticeship increase networking ties among participants? A case study of an energy efficiency training program.

In: Higher Education 68 (6), S. 959–976. DOI: 10.1007/s10734-014-9754-9.

Abstract:

In order to address the requirements of future education in different fields of academic professional activity, a model called Academic Apprenticeship Education was initiated in Finland in 2009. The aim of this article is to analyse the development of expert networks in the context of a 1-year Academic Apprenticeship Education model in the field of energy efficiency, which is a new and rapidly developing knowledge-intensive field. We examined the creation of networking ties among all course participants, the process of networking in small groups, and individual participants' networking activity. Data was collected by administering a social networking questionnaire in the beginning and at the end of the training to all course participants ($n = 87$) and analysed using social network analysis and repeated measures ANOVA. In addition, semi-structured interviews were conducted with organizers of the training to examine how the operational practices of the training supported networking. The results indicated that there was little change in the networking ties among all course participants. However, those small groups that were able to communicate appeared to create internal linkages. At the individual level, more new ties emerged for private sector actors than for public sector actors. In conclusion, we propose that a consolidated educational model should be created for the Academic Apprenticeship Education model in general. The quality of education might be better assured if the current ad hoc networks were not the only way to organise knowledge exchange among participants.

Ilieva, Roumiana; Beck, Kumari; Waterstone, Bonnie (2014):

Towards sustainable internationalisation of higher education.

In: Higher Education 68 (6), S. 875–889. DOI: 10.1007/s10734-014-9749-6.

Abstract:

This article engages with the question: what does the internationalisation of higher education in times of globalisation sustain and what should it sustain? We first consider, through literature on globalisation and Stier's (Glob Soc Educ 2(1):1–28, 2004) work, limitations of currently prevalent perspectives on internationalisation in economic terms. We then offer a brief review of how sustainability is understood in higher education and articulate our own notion of educational sustainability. We flesh it out in reference to data reflecting ideas and activities constitutive of daily practices of internationalisation in one faculty of education. We contend that our sustainability frame of reference can expand opportunities to think critically about internationalisation and, more importantly, offers opportunities to see internationalisation in its complexity, and to re-think and reorder practices that are not in alignment with educational goals and values.

Jackson, Denise (2014):

Factors influencing job attainment in recent Bachelor graduates: evidence from Australia.

In: Higher Education 68 (1), S. 135–153. DOI: 10.1007/s10734-013-9696-7.

Abstract:

Favourable graduate employment outcomes are critical for future enrolments in higher education. Enrolments fund higher education providers and ensure a continuous supply of graduates to enhance organisational effectiveness, national productivity and global competitiveness. Recent evidence suggests the global financial crisis has softened graduate labour markets. Stakeholder concerns for graduate career prospects and the adequacy of return on investment from studying at university prompt exploration of those factors which influence graduate employment outcomes. This study tests, using logistic regression, a model of job attainment in recent Bachelor graduates of Australian higher education providers using national data gathered in 2011 (n = 28,246) and 2012 (n = 28,009). Findings indicate employer selection criteria broadly align with our understanding of what constitutes graduate employability, including technical expertise, generic skill mastery and a successfully formed graduate identity. Labour market opportunities, however, are not based on merit alone with employers favouring those graduating from prestigious universities, part-time students and whose study incorporated elements of on-campus learning. There were also noted variations by discipline, age and residency status. The study enhances our understanding of which factors influence graduate employment outcomes and discusses implications for relevant stakeholders.

Lechuga, Vicente M. (2014):

A motivation perspective on faculty mentoring: the notion of “non-intrusive” mentoring practices in science and engineering.

In: Higher Education 68 (6), S. 909–926. DOI: 10.1007/s10734-014-9751-z.

Abstract:

Scholars have offered numerous approaches and best practices for mentoring faculty, many of which have provided valuable insight into the complex nature of the mentoring process. Yet, little attention has been paid to how faculty mentoring practices can influence a mentee’s intrinsic motivation. Through a series of 15 interviews with faculty members from mathematics, engineering, and life science, coupled with the use of self-determination theory, the author demonstrates how disciplinary backgrounds influence their needs for autonomy, competency, and connectedness, which effects their intrinsic motivation to engage in scholarly work. The author highlights three themes that speak to the notion of “non-intrusive” mentoring practices that can help foster and sustain motivation, and argues that future research is needed to shed more light on how disciplinary cultures influence mentoring.

Lee, Jack T. (2014):

Education hubs and talent development: policymaking and implementation challenges.

In: Higher Education 68 (6), S. 807–823. DOI: 10.1007/s10734-014-9745-x.

Abstract:

The discourse on the internationalization of higher education emphasizes revenue generation while neglecting other diverse rationales pursued by governments and institutions. For countries that are seeking to venture into a knowledge economy or accrue greater competitive advantages under globalization, many policymakers view cross-border higher education as a platform for developing human talent. In this pursuit, education hubs stand out as large-scale initiatives supported by extensive planning and investment. By comparing the developments of Malaysia, Singapore, and Hong Kong as education hubs, three distinct objectives are

apparent: to develop local talent, to attract foreign talent, and to repatriate diasporic talent. Despite the attention directed at the recruitment of international students, developing local talent remains a fundamental goal among education hubs. Talent development includes manpower planning as well as more inclusive provisions that support the diverse interests among local students. On the other hand, education hubs do not share the goals of attracting foreign and repatriating diasporic talent. Contextual factors such as distinct political economies and ethnic sensitivities mediate the recruitment of external talent. Comparing the policy rhetoric of talent development against the realities of implementation reveals sharp misalignment in some cases. More importantly, the political inertia in Singapore and Hong Kong exerts a gravitational pull that is increasingly turning sentiments against some foreign talent.

Lee, Jung-Sook (2014):

The attainability of university degrees and their labour market benefits for young Australians.

In: Higher Education 68 (3), S. 449–469. DOI: 10.1007/s10734-014-9722-4.

Abstract:

I used data from the 1995 cohort of the Longitudinal Surveys of Australian Youth to investigate the factors associated with the attainment of Australian university degrees and estimate their domestic labour market benefits. I considered vertical and horizontal stratification in education and examined monetary and non-monetary benefits. The probabilities of attaining a university degree differed significantly by individual and family background. Individual's family backgrounds significantly predicted the prestige of their universities, but not their fields of study. University graduates enjoyed higher income and occupational prestige relative to non-graduates. Among university graduates, income and occupational benefits differed significantly by fields of study but less by the prestige of universities. These findings indicate that vertical stratification in education plays an important role in the intergenerational transmission of social status in Australia. My findings suggest that policies should ensure equal access to higher education for young people from disadvantaged backgrounds. Strategies to reduce inequality in higher education are discussed

Levine, Joshua; Etchison, Sara; Oppenheimer, Daniel M. (2014):

Pluralistic ignorance among student–athlete populations: a factor in academic underperformance.

In: Higher Education 68 (4), S. 525–540. DOI: 10.1007/s10734-014-9726-0.

Abstract:

It is well documented that student–athletes underperform academically. Some researchers have suggested that this underperformance is because student–athletes lack motivation in academic endeavors. In contrast, we find that most student–athletes hold positive private attitudes towards academic achievement, but also believe that their peers do not. In order to fit in, athletes conform to the perceived (but false) social norm in their public behaviors, thus undermining their academic performance and simultaneously reinforcing the (false) social norm for the rest of their team. This pluralistic ignorance suggests that different interventions will be needed to solve the problem than are typically proposed.

Li, Dongmei; Remedios, Louisa; Clarke, David (2014):

Chinese students' groupwork practices and experiences in China.

In: Higher Education 68 (2), S. 227–241. DOI: 10.1007/s10734-013-9704-y.

Abstract:

Chinese students constitute the most rapidly growing international cohort of students enrolled in many Western tertiary settings, and it is important to understand more about their preparation for engaging with

commonly used teaching approaches such as groupwork. This study investigated their attitudes and experience of groupwork while enrolled at a large Chinese university. Semi-structured and video-stimulated recall interview data were collected from 16 third-year Finance students over a 5-week field study. Results showed that this group of Chinese students experienced more out-of-class than in-class groupwork activities. These out-of-class groupwork sessions fell into three categories: (1) student initiated, (2) student league initiated and (3) teacher initiated. Students identified both individual and collective benefits from groupwork, highlighting that Chinese students value groupwork and actively seek to engage with it in the Chinese tertiary context. This study contributes to the understanding of Chinese students' group practices in Chinese tertiary settings.

Lin, Eric S.; Chiu, Shih-Yung (2014):

Can a doctoral degree be completed faster overseas than domestically? Evidence from Taiwanese doctorates.

In: Higher Education 68 (2), S. 263–283. DOI: 10.1007/s10734-013-9711-z.

Abstract:

This paper investigates the role that studying overseas or domestically plays in Taiwanese students obtaining a doctoral degree and, in particular, whether doctorates can be completed faster overseas than domestically. This feature is quite different from the literature in the sense that previous studies focus mainly on students with different countries of origin earning their doctoral degrees in a host program/institution/country and could provide a professional reference for main source countries with a great number of students studying abroad. By taking advantage of a large data set compiled by the National Profiles of Human Resources in Science and Technology in Taiwan, we find that Taiwanese students studying in foreign schools (and who will come back to Taiwan) on average take 9.61 months (reflecting approximately a \$60,000 opportunity cost) less than those earning PhD degrees domestically after netting out other controls. Other factors such as males, starting a PhD when older, younger cohorts, holding a master's degree, school types matching, and studying in non-top tier universities, are associated with a shorter elapsed time to a doctoral degree.

Lopes, Amélia; Boyd, Pete; Andrew, Nicola; Pereira, Fátima (2014):

The research-teaching nexus in nurse and teacher education: contributions of an ecological approach to academic identities in professional fields.

In: Higher Education 68 (2), S. 167–183. DOI: 10.1007/s10734-013-9700-2.

Abstract:

In developing graduates for the knowledge society lecturers in higher education may seek to strengthen links between research and teaching. Much of the previous work on the research-teaching nexus is within traditional universities and subject disciplines. In aiming to deepen understanding of the research and teaching nexus this paper focuses on the academic identities of higher education lecturers working in newer higher education institutions and in the professional fields of nursing and of teacher education. A qualitative study, informed by professional identity construction as an ecological concept, was conducted. The findings align with previous studies concerning similarities between lecturers in nurse and teacher education, but they contrast with previous studies concerning differences between these two groups of lecturers. Similarities include the priority given by professional educators to their responsibility for preparing new clinical practitioners; the research-led model as the lecturers' main approach to the research-teaching nexus; and their difficulties in coping with current demands in academic work. Differences between the two groups of lecturers include the way that 'practitioner identity' is positioned within their current academic identities and the way that they position initial education within the wider professional field. These differences indicate different kinds of connections between teaching and research. The paper proposes an ecological approach to understanding the research-teaching nexus.

Loyalka, Prashant; Carnoy, Martin; Froumin, Isak; Dossani, Raffiq; Tilak, J. B.; Yang, Po (2014):

Factors affecting the quality of engineering education in the four largest emerging economies.

In: Higher Education 68 (6), S. 977–1004. DOI: 10.1007/s10734-014-9755-8.

Abstract:

A huge increase in engineering graduates from the BRIC countries in recent decades potentially threatens the competitiveness of developed countries in producing high value-added products and services, while also holding great promise for substantially increasing the level of global basic and applied innovation. The key question is whether the quality of these new BRIC engineers will be high enough to actualize this potential. The objective of our study is to assess the evolving capacity of BRIC higher education systems to produce qualified engineering graduates. To meet this objective, we compare developments in the quality of undergraduate engineering programs across elite and non-elite higher education tiers within and across each BRIC country. To assess and compare the quality of engineering education across the BRIC countries, we use multiple sources of primary and secondary data gathered from each BRIC country from 2008 to 2011. In combination with this, we utilize a production function approach that focuses on key input-, process- and outcome-based indicators associated with the quality of education programs. Our analysis suggests that in all four countries, a minority of engineering students receives high quality training in elite institutions while the majority of students receive low quality training in non-elite institutions. Our analysis also shows how the BRIC countries vary in their capacity to improve the quality of engineering education.

Marginson, Simon (2014):

Richard A. Hartnett: The Jixia academy and the birth of higher learning in China, 2011, 297 + iv pp, With foreword by Zhang Boshu, The Edwin Mellen Press, Lewiston. Hardback, USD \$149.95 ISBN: 978-0-7734-3912-2.

[Review]. In: Higher Education 68 (2), S. 323–324. DOI: 10.1007/s10734-013-9687-8.

Marginson, Simon (2014):

The strategic positioning of Australian research universities in the East Asian region.

In: Higher Education 68 (6). DOI: 10.1007/s10734-014-9839-5.

Abstract:

Regional tendencies in higher education are increasingly important, for example the common rise of North-East Asian universities in China, Hong Kong SAR, Taiwan and South Korea, and Singapore in South-East Asia, to a major global role, following the prior trajectory of Japan. Though the rapidly modernizing Post-Confucian countries do not constitute a formal region, they share a common political and cultural dynamism, entailing rapid improvement of quantity and quality in education and research. This poses challenges and opportunities for Australia, a British/European heritage nation located at the edge of Asia, with extensive trade into East Asia, and an Asian-influenced demography, providing that it can (1) further develop its research capacity, given that research provides the main medium of deep collaboration in higher education, and (2) lift its cultural capacity to interface with systems in the region.

Nata, Gil; Pereira, Maria João; Neves, Tiago (2014):

Unfairness in access to higher education: a 11 year comparison of grade inflation by private and public secondary schools in Portugal.

In: Higher Education 68 (6), S. 851–874. DOI: 10.1007/s10734-014-9748-7.

Abstract:

Fairness in access to HE is unarguably a subject of paramount importance. Wherever a student's secondary school scores are relevant for access to HE, grade inflation practices may jeopardize fair access. Pressures for high grading are common in the context of educational consumerism and competition between schools and students. However, they are not equally distributed across different types of schools, given that they have distinct relationships with the State and the market, and work with distinct populations. Specifically, the schools that are more subject to market pressures (namely private schools) are, in principle at least, the ones with more incentives to inflate their students' grades. This paper presents an empirical study based on a large, 11 years database on scores in upper secondary education in Portugal, probing for systematic differences in grade inflation practices by four types of schools: public schools, government-dependent private schools, independent (fee-paying) private schools, and specially funded public schools in disadvantaged areas (TEIP schools). More than 3 million valid cases were analysed. Our results clearly show that independent private schools inflate their students' scores when compared to the other types of schools. They also show that this discrepancy is higher where scores matter most in competition for HE access. This means that—usually wealthier—students from private independent schools benefit from an unfair advantage in the competition for the scarce places available in public higher education. We conclude discussing possible solutions to deal with such an important issue.

Ntim, Stephen (2014):

Embedding quality culture in higher education in Ghana: quality control and assessment in emerging private universities.

In: Higher Education 68 (6), S. 837–849. DOI: 10.1007/s10734-014-9747-8.

Abstract:

High quality provision has been one of the key aims of the current reforms in higher educational institutions across the globe since the beginning of the century and the millennium. Consequently this has led to the increasing demand for quality assurance (QA). This report identifies those institutional processes and structures that support the development of an internal quality culture in the emerging private universities in Ghana. The study bases its understanding of "quality culture" on the definition which sees it as referring to an organizational culture characterized by a cultural/psychological element on the one hand, and a structural/managerial element on the other hand. If we take our educational activity as a process, then the process (the activity) requires inputs (information, materials), resources (people, equipment, space) and control (QMS) to produce outputs (products and/or services). QA then is a culture—a way of continuously aiming to improve and do better—and the private universities in Ghana are responding to this.

O'Connor, Kate (2014):

MOOCs, institutional policy and change dynamics in higher education.

In: Higher Education 68 (5), S. 623–635. DOI: 10.1007/s10734-014-9735-z.

Abstract:

The last couple of years have witnessed a growing debate about online learning in higher education, notably in response to the global massive open online course (MOOC) phenomenon. This paper explores these developments from an institutional policy perspective, drawing on an analysis of the initial stages of different approaches to MOOCs and e-learning being taken up at three Australian universities. It points to four commonalities emerging from the institutional constructions of these initiatives including (1) the use of e-learning policy as a vehicle for curriculum redesign; (2) an emphasis on internal curriculum redesign as a core rationale for MOOCs; (3) a desire to capitalise on promotional opportunities but a reticence around wholly embracing the concept and structure of MOOCs and (4) the absence of access-driven concerns in university policy despite the prominence of such concerns in broader public debate. The approach is framed by a consideration of change dynamics in higher education and highlights the emphasis on internal university work

within the policy narrative, suggesting this could represent an attempt to reframe the debate about MOOCs away from popular arguments about systemic disruption and instead use them to progress forms of change that align to broader strategic objectives.

O'Halloran, Kim C.; Gordon, Michael E. (2014):

A synergistic approach to turning the tide of grade inflation.

In: Higher Education 68 (6), S. 1005–1023. DOI: 10.1007/s10734-014-9758-5.

Abstract:

Higher education in the United States is facing increasing demands for colleges and universities to demonstrate what students learn and that they are providing a high-quality education experience during the undergraduate years (Pascarella et al. in Chang Mag High Learn 42(1):16–22, 2010). Despite evidence of the elevation of grades in higher education dating back to the 1970s, attempts to rein in this phenomenon have been largely unsuccessful (Nikolakakos et al. in Coll Univ 87(3):2–14 2012). It is our contention that attempts to reform grading have not succeeded because their focus is too narrow. After providing background information on the extent and causes of grade inflation, we will propose a synergistic approach to dealing with the problem of grade inflation.

O'Neill, D. Kevin; Sai, Tzy Horng (2014):

Why not? Examining college students' reasons for avoiding an online course.

In: Higher Education 68 (1), S. 1–14. DOI: 10.1007/s10734-013-9663-3.

Abstract:

A large number of studies have compared learning outcomes in fully online courses to those in face-to-face courses. Fewer studies have examined why students choose to enrol in fully online courses to begin with, and no study has yet addressed the question of why some students choose not to register in online courses. This study contributes to scholarly understanding of online education by examining for the first time why students may choose to take a large lecture course face-to-face, when they know that the same course is offered by their institution online in the same semester, for the same credit and at the same tuition cost. Through a survey, 48 students in a face-to-face offering of an introductory Educational Psychology course reported why they chose to attend lectures and tutorials in person when they could have earned the same credit without doing so. A majority of respondents suggested that they believed they would learn better face-to-face, and expressed informal theories about why this would be the case. We examine these informal theories, and the possible implications they may have for future research and institutional planning with regard to online course offerings.

Oleson, Amanda; Hora, Matthew T. (2014):

Teaching the way they were taught? Revisiting the sources of teaching knowledge and the role of prior experience in shaping faculty teaching practices.

In: Higher Education 68 (1), S. 29–45. DOI: 10.1007/s10734-013-9678-9.

Abstract:

An oft-cited maxim in higher education is that “faculty teach the way they were taught” because they receive little formal training in teaching before entering the classroom. However, little is known about the origins of faculty knowledge about teaching or the role their prior experiences play in the development of their teaching practices. In this exploratory study, we interviewed and observed 53 science, technology, engineering, and mathematics faculty at three research institutions. Using qualitative analysis methods (i.e., thematic and causal network analysis), we find that faculty do not only model their teaching after previous instructors, but also draw upon a varied repertoire of knowledge and prior experiences. These include knowledge derived from

their experiences as instructors (46 respondents), their experiences as students (22 respondents), their experiences as researchers (9 respondents), and from their non-academic roles (10 respondents). In-depth analyses of two faculty members elaborate on the relationship between these varied types of prior experiences and how they interact with other factors including beliefs about teaching, instructional goals, and features of the organizational context to ultimately shape their classroom practice. The results suggest that instead of assuming that faculty lack any knowledge about teaching and learning, professional developers and policymakers should instead acknowledge and build upon their preexisting "craft" knowledge as professional teachers. Future research should focus on relationships between specific types of knowledge and teaching practice and how these varied experiences influence identity formation.

Paltridge, Toby; Mayson, Susan; Schapper, Jan (2014):

Welcome and exclusion: an analysis of The Australian newspaper's coverage of international students.

In: Higher Education 68 (1), S. 103–116. DOI: 10.1007/s10734-013-9689-6.

Abstract:

For countries such as Australia exporting education is recognised as an important contributor to the nation's economy. The embodiment of this export industry in Australia is the presence of international students in tertiary institutions across the country. Despite their considerable contribution to social, political, cultural and economic life, there have been recent examples of violence, exploitation and discrimination against international students in Australia. To understand how international students are both welcomed and excluded from Australian life, we use critical discourse analysis (CDA) to analyse news reports published in an Australian national newspaper from 2009 to 2011. Following van Dijk (*Ideology: a multidisciplinary approach*, Sage, Thousand Oaks, 1998) we view newspapers as ideological institutions that mobilise discursive power to polarise public opinion to support their ideological agenda(s). In the case of international students we use CDA to show how media discourses construct international students in ways that commodify their participation in higher education and marginalise them as the excluded 'other' in Australian society. Our conceptual and analytical approach has broader implications for national higher education policy and international student experience by exposing the social inequalities that accompany globalised international education.

Park, Elisa L.; Choi, Bo Keum (2014):

Transformation of classroom spaces: traditional versus active learning classroom in colleges.

In: Higher Education 68 (5), S. 749–771. DOI: 10.1007/s10734-014-9742-0.

Abstract:

Educational environment influences students' learning attitudes, and the classroom conveys the educational philosophy. The traditional college classroom design is based on the educational space that first appeared in medieval universities. Since then classrooms have not changed except in their size. In an attempt to develop a different perspective of educational environment, a new design of classroom, the active learning classroom (ALC), was established at SoongSil University in Korea. Two questionnaire surveys were conducted for diagnosing the educational effects of students' learning in the ALC and comparing the results with those obtained regarding the traditional classroom. The result proved the existence of a 'golden zone' and a 'shadow zone' in the traditional classroom, which discriminate students' learning experiences depending on seating positions. On the contrary, the ALC did not produce such positional discrimination. Students perceived the ALC environment as more inspirational, especially in regards to active class participation. Students with more emphasis on academic achievement showed greater tendency to share information and to create new ideas in the ALC. However, in the traditional classroom setting, only students with high GPAs were more motivated to learn while the gap in learning attitudes was offset in the ALC setting. In-depth discussions about

research findings were undertaken and four suggestions were provided in support of school administrators and relevant institutional personnel, faculty members, and researchers for future utilization of the ALC.

Pillay, Soma; Abhayawansa, Subhash (2014):

Work–family balance: perspectives from higher education.

In: Higher Education 68 (5), S. 669–690. DOI: 10.1007/s10734-014-9738-9.

Abstract:

The article examines different types of work–family pressures amongst people working within the Australian university sector. We were specifically interested in work–family experiences between domestic and migrant Australians. Among the major findings, domestic Australians experience greater levels of work–family imbalance across most of the measures used. Limitations and implications for future research are discussed.

Richardson, Sarah; Coates, Hamish (2014):

Essential foundations for establishing equivalence in cross-national higher education assessment.

In: Higher Education 68 (6), S. 825–836. DOI: 10.1007/s10734-014-9746-9.

Abstract:

The global context of contemporary higher education demands international benchmarks. Quality assurance of teaching and learning would benefit from the insights gained from cross-cultural assessments. If cross-cultural assessments are used it is imperative that equivalence is assured, requiring attention to the technical standards used. In this paper we draw on our experiences implementing the Organisation for Economic Cooperation and Development's Assessment of Higher Education Learning Outcomes (AHELO) Feasibility Study across 17 countries. We consider the key standards required in a number of core technical areas to achieve equivalence. We discuss how different elements were achieved in the AHELO Feasibility Study. These include the development of assessment materials for use across languages; selection and engagement of students; delivery of assessment materials and analysis of assessment data.

Saar, Ellu; Täht, Kadri; Roosalu, Triin (2014):

Institutional barriers for adults' participation in higher education in thirteen European countries.

In: Higher Education 68 (5), S. 691–710. DOI: 10.1007/s10734-014-9739-8.

Abstract:

This study focuses on institutional barriers that adult learners experience while participating in higher education programmes. We developed a holistic measure of diversification, accessibility, flexibility and affordability of higher education for adults. Based on pre-economic-crisis data across Europe we then explored the impact of macro-level institutional factors on the formation of the barriers by national welfare state arrangements. We found that perceived barriers are the lowest in liberal and social democratic countries but highest in post-soviet ones, with other post-socialist countries and continental ones in between. While perception of various barriers can be lessened by increasing flexibility of the educational programmes, our findings still show that the level of perceived barriers remains high also in flexible systems, hence other characteristics of higher education systems seem to be of more relevance. Higher education diversification and better affordability of higher education system seems to predict lower level of institutional barriers for adult learners, indicating that these are the crucial aspects. Our study serves as a baseline for further studies on the effects of changes that have been put in place since, especially regarding the variety of national responses.

Salas Velasco, Manuel (2014):

Do higher education institutions make a difference in competence development? A model of competence production at university.

In: Higher Education 68 (4), S. 503–523. DOI: 10.1007/s10734-014-9725-1.

Abstract:

This paper proposes a model of competence development required of graduates at work which suggests that universities make a difference when they add value to their students. They add value by ensuring that their modes of teaching and learning, and assessment positively enhance the competencies of their students which are important in the labor market. Our results have clear implications for policy in the Bologna process. One of the main challenges facing higher education institutions in Europe is to transform their current pedagogical practices—the lecture continues to be the dominant teaching method—into competence-based teaching as a response of universities to labor market needs. In this paper, econometric evidence shows that innovative methodologies used by Spanish universities play a key role in competence development. This is consistent with the view that education raises productivity; finding that refutes some theories which suggest that education may be no more than a screening device which allows employers to identify the more able potential employees from the rest. Besides the importance of formal academic institutions, firms appear to be sources of learning and skill formation as well.

Sam, Chanphirun; van der Sijde, Peter (2014):

Understanding the concept of the entrepreneurial university from the perspective of higher education models.

In: Higher Education 68 (6), S. 891–908. DOI: 10.1007/s10734-014-9750-0.

Abstract:

Over the last few decades, globalization and ever-increasing demands of the knowledge-based economy have caused higher education in most countries around the world to undergo significant transformation. Notwithstanding the dramatic changes in higher education, it is clearly noticed that the influence of the European higher education models is still present despite the fact that the American model has then become dominant on higher education in Europe or even worldwide. The changes have been seen in the evolutionary roles of universities, which share the common trend from traditional missions of teaching and research to the third mission for economic development. Despite various viewpoints about the third mission, the common one concerns the entrepreneurial role of university for socio-economic development, underlying the concept of entrepreneurial university in which the collaboration between university and external stakeholders is emphasized. This paper is aimed to present a review of the taxonomy of the three European higher education models, namely the Humboldtian, Napoleonic, and Anglo-Saxon model, which is followed by a discussion on the emergence of the Anglo-American model of higher education. The paper then presents the third mission in relation to the roles of a university in developed countries, which is followed by the elaboration on the transformation from mode 1 to mode 2 in knowledge production, and a pathway toward entrepreneurial universities.

Sin, Cristina (2014):

The policy object: a different perspective on policy enactment in higher education.

In: Higher Education 68 (3), S. 435–448. DOI: 10.1007/s10734-014-9721-5.

Abstract:

This paper proposes a new perspective for higher education policy research. It introduces the concept of policy object to designate the discrete preoccupation(s) of a policy text (e.g. a new governance regime, a quality system, or new degrees) and suggests that actor conceptualisations of the policy object intersect with

other elements in the policy process to shape enactment and outcomes. First, the policy object concept is described. It is argued that the policy object does not have an objective existence and two concepts are proposed to explain it: ontology and enacted ontology. The former refers to what actors believe the policy object is, a socially-construed context-determined conceptualisation, whereas enacted ontology refers to what the policy object becomes further to enactment under the influence of ontology. Second, the paper presents the findings of a comparative study of master degrees further to the Bologna process in different national and institutional settings to illustrate the policy object approach. This research puts forward arguments to suggest that the policy object could be an important variable to consider in policy research. This somewhat different lens, inviting fine-grained attention to a specific policy object (its ontologies and enacted ontologies), could bring additional insight into policy outcomes.

Slantcheva-Durst, Snejana (2014):

Mechanisms of lifelong learning: the spread of innovative short-cycle higher education qualifications within national systems.

In: Higher Education 68 (1), S. 87–102. DOI: 10.1007/s10734-013-9688-7.

Abstract:

This study examines the process of the dissemination of innovative short-cycle higher education qualifications within European national lifelong learning systems. Using qualitative methods of data collection and analysis, the study focuses on the cases of the Netherlands and Flanders, and traces the emergence of the new idea, its metamorphosis within and communicating through the social systems, and the main proponents behind that process.

Soh, Kay Cheng; Ho, Kwok Keung (2014):

A tale of two cities' university rankings: comparing Hong Kong and Singapore.

In: Higher Education 68 (5), S. 773–787. DOI: 10.1007/s10734-014-9743-z.

Abstract:

Hong Kong and Singapore were former British colonies, have a predominant Chinese population and value. They began to develop quickly in the late 1960s, become financial hubs of the world in the 21st century. This paper reviews the tertiary education development of the two cities, particularly on the perspective of university rankings. It first elaborates about the emergence of university rankings, and the reason why it becomes a growing exercise, and who would be the benefactors of these exercises. Then it examines the performance of universities of the two cities in the international university ranking systems, makes a general assessment about the relative merits of the higher education systems in both cities. The paper requests ranking comparisons on the detailed items rather than just the sums, and argues that universities in the two cities are on par.

Strier, Roni (2014):

Fields of paradox: university–community partnerships.

In: Higher Education 68 (2), S. 155–165. DOI: 10.1007/s10734-013-9698-5.

Abstract:

University–community partnerships (UCP's) are exciting areas of academic and social interest. This interest seems to be a response to the multiple challenges academic institutions and communities face in the context of the social, economic and institutional changes that affect both universities and communities worldwide. Along with the acknowledged benefits of such initiatives, studies have also noticed that UCP's tend to engender internal tensions and conflicts which harm the spirit of collaboration between partners. This article challenges the conception of UCP's as inherently conflictive and suggests a more complex vision. It argues that UCP's can be better understood through organizational paradox theory. This theory offers a way to

grapple with the complexity of UCP's and overcome the binary conception of conflict or collaboration. The article illustrates the interrelatedness of conflict and collaboration by presenting seven areas that characterize the paradoxical nature of UCP's.

Tan, Yao Sua; Goh, Soo Khoon (2014):

International students, academic publications and world university rankings: the impact of globalisation and responses of a Malaysian public university.

In: Higher Education 68 (4), S. 489–502. DOI: 10.1007/s10734-014-9724-2.

Abstract:

This paper examines the responses of a Malaysian public university, namely Universiti Sains Malaysia, to the impact of globalisation vis-à-vis three key issues: international students, academic publications and world university rankings. There are concerted efforts put in place by the university to recruit more international students. But a global branding is needed to offset factors that have worked against its recruitment of international students. In the area of academic publications, there has been an increased emphasis on publications in citation-indexed journals in line with the globalised context of academic publications. Concerted efforts have also been put in place to enhance the reputation of academic journals published by the university. It is in the area of world university rankings that the counter-globalisation stand of the university has been most thought provoking in that it has rejected this standard benchmark for academic excellence by proposing an alternative benchmark.

Taplin, Ross H.; Kerr, Rosemary; Brown, Alistair M. (2014):

Opportunity costs associated with the provision of student services: a case study of web-based lecture technology.

In: Higher Education 68 (1), S. 15–28. DOI: 10.1007/s10734-013-9677-x.

Abstract:

Universities aim to provide services that are not only beneficial to students but also efficient relative to possible alternative services. Using opportunity cost, this study considers staff and student perceptions of the usefulness and valuation of web-based lecture technology (WBLT). It reveals that a quarter of students did not use WBLT while many staff members thought WBLT had a negative impact on their face-to-face teaching. Further, over a third of students sampled said they would not be affected if WBLT were not made available and many staff members felt constrained by WBLT technology. Some staff members spent a lot of time preparing WBLT while others eschewed the technology altogether. Nevertheless, a relatively small number of students place enormous value on WBLT, as do some staff, even if only simple audio of lectures are provided. The academic policy implications of this study suggest that university provision of WBLT could take into account the opportunity cost of WBLT use as a valuation-basis, possibly recovering costs through extra fees. This would allow for improved decision-making by university administrators and facilitate a move towards a useful measurement basis of WBLT. A wider academic policy implication is to consider whether all universities should produce and deliver WBLT at all and to what extent it should encourage staff to develop enhanced WBLT. Provision of sophisticated WBLT or any other service for students bears an opportunity cost in terms of less preparation by staff for face-to-face lessons or other effective teaching or research.

Tight, Malcolm (2014):

Working in separate silos? What citation patterns reveal about higher education research internationally.

In: Higher Education 68 (3), S. 379–395. DOI: 10.1007/s10734-014-9718-0.

Abstract:

Higher education research is a growing, inter-disciplinary and increasingly international field of study. This article examines the citation patterns of articles published in six leading higher education journals—three published in the United States and three published elsewhere in the world—for what they reveal about the development of this field. The analysis shows that the American journals are not only dominated by American-based authors, but that they also cite predominantly articles, books, chapters and other publications published in the United States. By contrast, the three non-American journals accommodate a much broader spread internationally of both authors and citations. Possible explanations for these patterns, and whether they matter, are discussed.

Tucker, Beatrice (2014):

Student evaluation surveys: anonymous comments that offend or are unprofessional.

In: Higher Education 68 (3), S. 347–358. DOI: 10.1007/s10734-014-9716-2.

Abstract:

Student comments are routinely collected in university evaluation surveys for the purpose of improving teaching and learning. Whilst student comments provide valuable insights into their experiences, there is limited published research reporting the extent to which student comments are offensive and professional. The aim of this study was to investigate the number of student comments that were identified as being offensive or unprofessional in an online unit evaluation survey collected in a semester in 2010 from an Australian university. One person read 30,684 comments taken from 17,855 surveys and identified comments considered to be abusive or unprofessional. Comments were categorised as either abusive or unprofessional and by the intended target (that is, teacher, unit, resource). Thirteen abusive comments (0.04 % of the sample) were identified. Five abusive comments were directed at the teacher and eight were targeted at teaching and learning experiences. Forty-six comments (0.15 % of the sample) were identified as unprofessional. Of these, seven comments were directed at the teacher and 34 were about units. This suggests that the vast majority of students do not abuse the privilege of giving anonymous feedback. Strategies identified in this paper to educate students and give appropriate feedback can be adopted by universities to minimise offensive comments. Universities can educate students and teachers in appropriate and professional ways of working together, in providing professional feedback to improve the student experience in teaching and learning and to support and mentor teachers in their academic careers.

Weidman, John C. (2014):

William Locke, William K. Cummings, and Donald Fisher (eds.): Changing governance and management in higher education: the perspectives of the academy, Springer, Dordrecht, 2011, p. 390.

[Review]. In: Higher Education 68 (2), S. 325–327. DOI: 10.1007/s10734-013-9691-z.

Yang, Chingyao (2014):

Chou, Chuing Prudence, Ching, Gregory: Taiwan education at the crossroad: when globalization meets localization, Palgrave Macmillan, NY, 2012, xxiii + 291 pp, \$75.00 (cloth), ISBN: 978-0-230-11089-2.

[Review]. In: Higher Education 68 (2), S. 329–331. DOI: 10.1007/s10734-013-9699-4.

Zoller, Frank A.; Zimmerling, Eric; Boutellier, Roman (2014):

Assessing the impact of the funding environment on researchers' risk aversion: the use of citation statistics.

In: Higher Education 68 (3), S. 333–345. DOI: 10.1007/s10734-014-9714-4.

Abstract:

The funding environment has a profound impact on researchers' behavior. In particular, it influences their freedom and readiness to conduct research ventures with highly uncertain outcomes. In this conceptual paper, we propose a concise new methodology to evaluate researchers' risk aversion based on citation statistics. The derived single-number criterion PR is sensitive to the ratio of high impact versus average impact work, based on citation counts. We demonstrate the usefulness of PR on a micro and meso level in the field of chemistry. PR is a potentially valuable tool for managers in higher education, to control for the impact of their funding instruments. The conducted testing may, in addition, contribute to the literature stream dealing with the effects of peer review in the allocation of research funding. Our results support the view that peer review fosters mainstream research. However, faculties with the highest percentages of third-party funding may find ways to avoid the restrictive effects. We also find evidence that permanent positions back risky research endeavors.

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Addi-Racah, Audrey; Israelashvili, Moshe (2014):

The Long-Term Effects of a University Outreach Programme. Implications on Higher Education Enrolment.

In: High Educ Policy 27 (1), S. 111–130. DOI: 10.1057/hep.2013.18.

Abstract:

Consistent evidences outline a global increase in enrolment of young people in higher education. Nevertheless, the under-representation in higher education of students of low socio-economic status ('SES') is still evident. The current study reports the results of a follow-up that has been conducted among 198 former Israeli high-school students, living in the city of Tel Aviv, who participated in a university outreach programme and who are now in their 30s. The findings indicate that the university outreach programme significantly contributed to the enrolment of low SES students in higher education (HE) alongside promoting among them the idea of meritocracy. It was found that all former participants — including those who did not continue to higher education — attribute their success/failure to pursue higher education to their own personal abilities. By doing so, they all actually legitimize social inequality. In light of these findings, it is suggested that outreach programmes can motivate disadvantaged students to enrol in higher education but they cannot challenge the social order.

Akuffo, Hannah; Freeman, Phyllis; Johansson, Eva; Obua, Celestino; Ogwal-Okeng, Jasper; Waako, Paul (2014):

Doctoral Education and Institutional Research Capacity Strengthening. An Example at Makerere University in Uganda (2000–2013).

In: High Educ Policy 27 (2), S. 195–217. DOI: 10.1057/hep.2014.4.

Abstract:

Bilateral research cooperation between Sweden (Sida/SAREC) and Uganda has supported major advances in institutional research capacity strengthening at Makerere University (2000–2013). This case study illustrates how a department within Makerere's Faculty of Medicine (Department of Pharmacy and Therapeutics) has contributed to transforming the post-graduate educational process with formation of a productive research team comprised of faculty and students to advance a research agenda targeting strategic priorities of national significance. We explain the evolution of research as an element of national development and development assistance plus the evolution of doctoral studies and strategic research worldwide, in Africa, and at Uganda's oldest national university, Makerere, where Sweden has contributed the largest amount of external funding 2000–2012. We conclude with lessons and recommendations about Ph.D. programme start up, recruitment, supervision, international collaboration, and research infrastructure and environment for building institutional research capacity.

Azman, Norzaini; Sirat, Morshidi; Ahmad, Abdul Razak (2014):

Higher Education, Learning Regions and the Malaysian Transformation Policies.

In: High Educ Policy 27 (3), S. 301–321. DOI: 10.1057/hep.2013.26.

Abstract:

The process of globalisation has undoubtedly impacted countries, bringing about different challenges for each country, region and locality. Many countries have responded positively to the demands and challenges through a societal transformation process with an emphasis on developing tertiary education, research and innovative capacities. Drawing upon our experience with two cases of newly developed learning regions, Kuala Lumpur city-region and Iskandar Malaysia region, we examine Malaysia's effort at transforming its higher education system in the context of learning region objectives. Key government policies, namely, the Tenth Malaysia Plan, the National Higher Education Strategic Plan 2007–2020, the Economic Transformation Programme as well as documents of the learning regions' master plans were included in the document analysis. Although it remains to be seen how the learning regions will emerge, the experience in

transforming higher education based on the learning region concept is highly relevant to developing countries that are attempting to shift their traditional economy to a more knowledge-intensive economy.

Carrozza, Chiara; Minucci, Sara (2014):

Keep on Movin'? Research Mobility's Meanings for Italian Early-Stage Researchers.

In: High Educ Policy 27 (4), S. 489–508. DOI: 10.1057/hep.2014.23.

Abstract:

Research mobility is a core notion for the European Research Area (ERA), and a wide body of literature has focused on the factors facilitating and hindering researchers' mobility. The European discourse tends to promote mobility as a value, but to what extent is it perceived as such by researchers? What role does mobility play in career development, and what kinds of professional practices does it imply? The Italian case is particularly interesting for discussing scientific mobility, since unattractive career prospects and substandard working conditions are pushing more and more researchers to find job opportunities abroad. The article is based on a number of in-depth interviews conducted with early-stage researchers in the field of social sciences and humanities in the context of the research project OMERA Social Sciences, and aims at giving 'flesh and blood' to the notion of mobility, thus overcoming the stylized narrative of the mobile scholar.

Chapman, David; Austin, Ann; Farah, Samar; Wilson, Elisabeth; Ridge, Natasha (2014):

Academic Staff in the UAE. Unsettled Journey.

In: High Educ Policy 27 (1), S. 131–151. DOI: 10.1057/hep.2013.19.

Abstract:

This study investigated how instructors in United Arab Emirates higher education institutions view their professional employment, the extent of their identification and engagement with their institution, and how their views are shaped by the national and institutional contexts in which they work. Many interviewees felt their professional contributions were valued and they were respected as individuals, but, at the same time, they were regarded by their employing institution as transient and easily replaceable. Findings suggest that the extensive use of expatriate staff on short-term contracts can work against the development of institutional loyalty or commitment. Results of this study hold broader implications for universities in other countries that see increasing their reliance on expatriate instructors as a prudent course of action.

Cremonini, Leon; Westerheijden, Don F.; Benneworth, Paul; Dauncey, Hugh (2014):

In the Shadow of Celebrity? World-Class University Policies and Public Value in Higher Education.

In: High Educ Policy 27 (3), S. 341–361. DOI: 10.1057/hep.2013.33.

Abstract:

The growing popularity of the concept of world-class universities raises the question of whether investing in such universities is a worthwhile use of public resources. Does concentrating public resources on the most excellent universities improve the overall quality of a higher education system, especially if definitions of excellence and world-class are made by external ranking organizations? This paper addresses that question by developing a framework for weighing up trade-offs between institutional and system performance, focusing on the potential system-wide improvements which world-class university programmes (WCUPs) may bring. Because WCUPs are in a relatively early stage of their development, systemic effects are not yet clear. We therefore analyse the ex ante reasons that policy makers have for adopting WCUPs to see if they at least seek to create these systemic benefits.

Cremonini, Leon; Westerheijden, Don F.; Benneworth, Paul; Dauncey, Hugh (2014):

In the Shadow of Celebrity? World-Class University Policies and Public Value in Higher Education.

[Corrigendum]. In: High Educ Policy 27 (3), S. 429. DOI: 10.1057/hep.2014.16.

Cross, Michael; Backhouse, Judy (2014):

Evaluating Doctoral Programmes in Africa. Context and Practices.

In: High Educ Policy 27 (2), S. 155–174. DOI: 10.1057/hep.2014.1.

Abstract:

Models of doctoral education in Africa remained similar to those in European universities, well into the 2000s. However, there has been an increasing realisation that such programmes are ill-suited for the African realities. With recent efforts to revitalise higher education in Africa, considerable attention has been placed on the need to explore more effective models of doctoral education, better suited to the African context. Doctoral education is key to this rebuilding as it offers the potential for developing skilled staff for academic and research institutions, and is central to the development of much-needed locally relevant knowledge in Africa. In the last decade, innovative programmes have emerged that make use of partnerships to achieve more than individual institutions could, working alone. This paper examines the constraints, challenges and opportunities in African doctoral education and identifies critical elements of doctoral education that have particular nuances in the African context. We propose a framework for evaluating the suitability of the structure and practices of such programmes. We review two of the more successful collaborative Ph.D. programmes with reference to this framework.

Davidson, Jeffrey Cody (2014):

Leading Indicators. Increasing Statewide Bachelor's Degree Completion Rates at 4-Year Public Institutions.

In: High Educ Policy 27 (1), S. 85–109. DOI: 10.1057/hep.2013.17.

Abstract:

For the United States to maintain national and global economic stability, colleges must graduate more students. Four-year completion rates have declined and less than one-third of full-time, degree-seeking students graduate in 4 years. Some researchers and policymakers have suggested 'leading indicators' to track postsecondary educational achievement. This study examined the relationship between pre-college factors (e.g., socio-economic status, college readiness, race/ethnicity, etc.), leading indicators (e.g., earning 30 credits at the end of year one, continuous enrolment, summer course credit, etc.) and degree completion at Kentucky's 4-year public institutions. The results showed that the effects of some leading indicators varied based on pre-college factors. Overall, factors related to credit accumulation had the most impact on the likelihood of increasing graduation rates. Policy and practice should consider the impact of pre-college factors on the effectiveness of leading indicators to most efficiently increase degree completion rates.

Eigi, Jaana; Põiklik, Pille; Lõhkivi, Endla; Velbaum, Katrin (2014):

Supervision and Early Career Work Experiences of Estonian Humanities Researchers Under the Conditions of Project-based Funding.

In: High Educ Policy 27 (4), S. 453–468. DOI: 10.1057/hep.2014.21.

Abstract:

We analyze a series of interviews with Estonian humanities researchers to explore topics related to the beginning of academic careers and the relationships with supervisors and mentors. We show how researchers strive to have meaningful relationships and produce what they consider quality research in the conditions of a system that is very strongly oriented towards internationalization and project-based funding, where their efforts are compromised by a lack of policies helping them establish a stable position in academia. Leaving researchers to face these obstacles alone places a great burden on them and may lead to a loss of talent in academia. Identifying and addressing these issues is thus important for both the well-being of early career researchers and the future of academia.

Heitor, Manuel; Horta, Hugo (2014):

Democratizing Higher Education and Access to Science. The Portuguese Reform 2006–2010.

In: High Educ Policy 27 (2), S. 239–257. DOI: 10.1057/hep.2013.21.

Abstract:

The democratization of higher education through strategically driven science policies and higher education reforms is documented in this paper. These represent complementary policy actions oriented towards strengthening social, cultural and economic dimensions that allow higher education institutions (HEIs) to grow and to train graduates able to adapt to increasingly uncertain job markets. Drawing from the main achievements in Portugal during the period 2006–2010, our central argument focuses on the need to open higher education to all as a means to sustain a strong and specialized knowledge base. The results are related to the role of HEIs in fostering socially robust knowledge and supplying talented people and researchers to society in globalized socio-economic contexts.

Kauppinen, Ilkka; Kaidesoja, Tuukka (2014):

A Shift Towards Academic Capitalism in Finland.

In: High Educ Policy 27 (1), S. 23–41. DOI: 10.1057/hep.2013.11.

Abstract:

Academic capitalism is currently a widely studied topic amongst higher education scholars, especially in the United States. This paper demonstrates that the theory of academic capitalism also provides a fruitful perspective for analysing the restructuring of Finnish higher education since the 1990s, although with reservations. It will be argued that many reforms in Finnish universities since the 1990s, and especially in the early 2000s, have integrated Finnish universities more tightly with the new knowledge-based economy. As some recent empirical studies indicate, activities and practices related to academic capitalism remain, however, unevenly distributed among different disciplines, and workers in Finnish universities tend to experience increasingly contradictory demands.

Lillis, Deirdre; Lynch, Marion (2014):

New Challenges for Strategy Development in Irish Higher Education Institutions.

In: High Educ Policy 27 (2), S. 279–300. DOI: 10.1057/hep.2013.23.

Abstract:

Strategic planning has become an integral part of the management of higher education institutions worldwide. The experiences of all but one of the Republic of Ireland's 21 universities and institutes of technology with strategic planning are explored from 2000 to 2010. At the starting point in 2000, only two institutions had a documented strategic plan. Ten years later, all had undergone one or more iterations of strategic planning. Qualitative research methods were used including document analysis of n=42 strategic plans, n=12 institutional review reports and n=26 interviews with senior managers with responsibility for strategic planning. The paper considers whether the strategic planning models used in the past decade will be able to meet the challenges presented by unprecedented economic circumstances and the new national strategy for higher education in Ireland. Significant deficits are identified with respect to strategic planning for institutional diversity, performance-related funding and external stakeholder engagement. Fundamental questions are raised in relation to the approaches taken to strategy development.

Lo, William Yat Wai (2014):

The Ranking Phenomenon and the Experience of Academics in Taiwan.

In: High Educ Policy 27 (2), S. 259–277. DOI: 10.1057/hep.2013.22.

Abstract:

The primary aim of the paper is to examine how global university rankings have influenced the higher education sector in Taiwan from the perspective of academics. A qualitative case study method was used to examine how university ranking influenced the Taiwanese higher education at institutional and individual levels, respectively, thereby providing insights

into the challenges that a group of academics faced. As for institutional level, the paper discusses how universities used rankings as a tool of quality assurance, and the extent to which rankings intensified competition between universities in Taiwan. In regard to individual level, the paper focuses on how faculty members had to abandon their teaching duties under the climate of competitiveness and achievements brought by rankings. It concludes by arguing that the effects of global ranking have caused inequality in Taiwan's higher education.

Machado-Taylor, Maria de Lourdes; White, Kate; Gouveia, Odilia (2014):

Job Satisfaction of Academics. Does Gender Matter?

In: High Educ Policy 27 (3), S. 363–384. DOI: 10.1057/hep.2013.34.

Abstract:

Academic work in higher education has been influenced by global trends such as accountability, massification and deteriorating financial support. Within this broader context, the performance of academic staff as teachers and researchers has an impact on student learning and implications for the quality of higher education institutions (HEIs). Therefore, satisfaction of academic staff is critical to the effective functioning of HEIs. This article reports on a study of academic career satisfaction in Portugal and gender differences with respect to academic job satisfaction. It found that male respondents in HEIs were in higher positions than women, but less so in private institutions. It also analysed some aspects of the professional context in which women and men work in order to explain similarities and/or differences in job satisfaction. The main difference was that women were less satisfied with personal and professional development, especially the balance between work and family.

Nokkala, Terhi; Bladh, Agneta (2014):

Institutional Autonomy and Academic Freedom in the Nordic Context - Similarities and Differences.

In: High Educ Policy 27 (1), S. 1–21. DOI: 10.1057/hep.2013.8.

Abstract:

Owing to their common history, similarities in language and culture, long traditions in political collaboration and the shared Nordic societal model, an assumption is often made that the operational and regulatory context of universities is similar in the five Nordic countries: Denmark, Finland, Iceland, Norway and Sweden. In this article, we examine the relationship between the Nordic higher education institutions and their specific governments. The interpretation of institutional autonomy and academic freedom in the Nordic countries is discussed with support from recently collected empirical data, Nordic university legislation and the topical research literature. We describe the differences in legislation on academic freedom and the status of institutional autonomy, as assessed by a recent study by the European University Association and ask whether the autonomy frameworks of the universities in the Nordic countries are as congruous as their shared history and similar societal contexts suggest. We also ask whether the increase of institutional autonomy in the Nordic countries has contributed to a decline or rearticulation of academic freedom. We conclude that despite the differences between Nordic countries, the level of institutional autonomy is relatively high in comparison with their European counterparts, with most restrictions found in financial autonomy. Concerns about academic freedom are mainly centred on freedom of research, which has been restricted as a consequence of both increased institutional autonomy and new steering mechanisms.

Orr, Dominic; Gwoś, Christoph; Netz, Nicolai (2014):

Comment to the Article 'Setting Policy Agenda for the Social Dimension of the Bologna Process' by Yasemin Yagci (2014).

[Comment]. In: High Educ Policy 27 (3), S. 425–427. DOI: 10.1057/hep.2014.8.

Osipian, Ararat L. (2014):

Transforming University Governance in Ukraine. Collegiums, Bureaucracies, and Political Institutions.

In: High Educ Policy 27 (1), S. 65–84. DOI: 10.1057/hep.2013.14.

Abstract:

The massification of higher education in Ukraine is a fact, while financing the system is still an issue. External pressures from the central government and the market require changes in university governance. Europeanization of the educational system and adherence to the principles laid down by the Bologna Declaration add to already existing challenges faced by universities. This paper offers classification, typology, and portrayal of the higher education landscape in Ukraine, and elaborates on the complex intertwinement of state and higher education institutions. It considers universities as collegiums and bureaucracies, and suggests the university political system as a viable form of organizational structure for the task of reforming universities.

Papatsiba, Vassiliki (2014):

Policy Goals of European Integration and Competitiveness in Academic Collaborations. An Examination of Joint Master's and Erasmus Mundus Programmes.

In: High Educ Policy 27 (1), S. 43–64. DOI: 10.1057/hep.2013.13.

Abstract:

This study examines policy goals pertaining to joint Master's in Europe as presented in Bologna-related and Erasmus Mundus (EM) policy texts. The profile of joint programmes has risen in the aftermath of the Bologna Process (BP), together with the launch of the EU EM. Despite a European policy tradition of cooperation in higher education (HE), degree developments were usually left outside the scope of policy declarations and did not have an explicit 'agenda status'. If so, what makes these degree developments 'worthy' of political attention in recent years? The paper shows that joint Master's developments have been represented as appropriate action for furthering integration and convergence, as well as for improving competitiveness. It examines the ways in which joint Master's developments have been framed within and by these policy goals. It finally questions drivers of competitiveness and considers their deeper implications for the aims of and practice in HE.

Rosa, Maria João; Teixeira, Pedro (2014):

Policy Reforms, Trojan Horses, and Imaginary Friends. The Role of External Stakeholders in Internal Quality Assurance Systems.

In: High Educ Policy 27 (2), S. 219–237. DOI: 10.1057/hep.2013.20.

Abstract:

The governance of higher education has been changing across Europe, most notably in response to the reform agenda that has been pervading many higher education systems. This wave of reforms has given enhanced visibility to external stakeholders, which has been often received with contrasting views. Some regarded it as a factor that would undermine institutions' mission, while others viewed it as a rhetorical change, which would hardly have an impact on institutional life. In this paper, we analyse the introduction of external stakeholders in governance and quality assessment processes by looking at the Portuguese experience, and more specifically at their contribution to the implementation of internal quality assurance systems. We use empirical data collected from four higher education institutions under the framework of the IBAR project, subsumed in the form of barriers to and good practices for the implementation of policies and procedures for quality assurance. The results suggest that although the presence of external stakeholders has become more visible, it is yet to be fully reflected in the way institutions are governed or the way in which they manage their internal quality assurance processes and mechanisms.

Sin, Cristina; Manatos, Maria (2014):

Student Assessment in Portugal. Academic Practice and Bologna Policy.

In: High Educ Policy 27 (3), S. 323–340. DOI: 10.1057/hep.2013.27.

Abstract:

This paper investigates institutional policies and academic practices of student assessment in four Portuguese higher education institutions (HEIs) in the wake of European policy developments driven by the Bologna Process. Specifically, it examines the correspondence between European policy recommendations related to student assessment (promotion of student-centred learning by the Bologna Process and the European quality assurance standard and guidelines on student assessment) and actual assessment procedures in the investigated Portuguese HEIs. It concludes that despite student-centred methodologies having started to make inroads, it does not emerge clearly how far changes (and practices) have been driven by recent European policy. Another notable aspect is that despite apparent institutional compliance with national or European orientations meant to improve the student experience of assessment (as reflected in policy documents), academic practices and students' experiences sometimes tell a story of resistance and enduring academic beliefs and traditions.

Stackhouse, Julie; Harle, Jonathan (2014):

The Experiences and Needs of African Doctoral Students. Current Conditions and Future Support.

In: High Educ Policy 27 (2), S. 175–194. DOI: 10.1057/hep.2014.2.

Abstract:

'Next generation' issues are attracting considerable attention in higher education (HE) policy and programming. This is particularly true in Africa, where depleted academic capacity, insufficient levels of doctorate-qualified staff, and the steady retirement of many experienced lecturers and researchers place a particular urgency on identifying, training and nurturing new cohorts of research and teaching staff across the continent's HE and research institutions. Recent contributions to the debate have also raised concerns about the extent to which doctoral study has been 'casualised', interrupted by the demands of employment, and hampered by inadequate supervision and support to develop and undertake research, resulting in fragmentary research and long times to completion. This paper presents the results of a survey of African and European doctoral students alongside a desk review of current funding programmes, bringing new evidence to this debate, particularly around what it is to be a doctoral student in different regions of Africa and how this is currently supported. In doing so, it highlights issues to be considered in future programmes to strengthen doctoral study.

Stöckelová, Tereza (2014):

Power at the Interfaces. The Contested Orderings of Academic Presents and Futures in a Social Science Department.

In: High Educ Policy 27 (4), S. 435–451. DOI: 10.1057/hep.2014.20.

Abstract:

The changes in and transformations of academic institutions and practices we are currently witnessing are complex. I argue that there are no clear-cut historical transitions between different regimes of science, such as from the 'public knowledge regime' to 'academic capitalism'. Drawing upon John Law's analysis of 'modes of ordering', I investigated the multiplicity of academic realities at a leading social science department at a university in the Czech Republic. Using ethnographic data generated during my fieldwork in the department in 2006–2008, I explore how the modes of ordering operate and how they are strategically mobilised by different actors. In contrast to Law, I particularly focus on the interfaces and switches between modes, where, I observe, power is prominently enacted. I conclude by arguing that resistance to the rising managerial governance of universities cannot simply resort to citing the 'traditional' academic values of autonomy, vocation and internal quality but must also challenge those values.

Su, Xuhong; Gaughan, Monica (2014):

Inclusion of Women Academics into American Universities. Analysis of Women Status Reports.

In: High Educ Policy 27 (4), S. 529–544. DOI: 10.1057/hep.2013.40.

Abstract:

American research universities play an important role in the ongoing campaign to improve the status of women academics. During the last four decades, the practice of producing 'status of women' reports has been widely developed as part of the policy and management repertoire to understand the barriers women academics may face in their institutions. In this study, we attempt to unfold the institutional determinants of producing such reports. The findings suggest that the most important determinant is the existence of a permanent and institutionally sanctioned commission on women at the university level. This type of institutional commitment to matters of women academics proves far more important than the presence of policy entrepreneurs or programme support such as the NSF ADVANCE initiative. The primary policy implication is that universities should invest in and maintain formal institutional structures that focus on the particular needs of women academics.

Vargas, Juanita Gamez (2014):

Volunteered Volunteers. Role Expectations and Performance of the US University President and Chancellor's Partner.

In: High Educ Policy 27 (3), S. 385–401. DOI: 10.1057/hep.2013.35.

Abstract:

The paper reports on a study of partners of USA university president/chancellors, a rarely researched population in scholarly literature. Interviews with 24 male and female presidential partners of state supported colleges and universities provided insight into a privileged yet perplexing position, rarely seen by the public. The study draws on the theoretical framework of social role theory and the response of presidential partners to the university's role expectations. Findings reveal often intensely demanding roles, some clear and others more ambiguous suggest that while some of the presidential partners are able to adapt to these role expectations, others find themselves in a struggle.

Vukasovic, Martina (2014):

When and How Does Europe Matter? Higher Education Policy Change in Croatia, Serbia and Slovenia.

In: High Educ Policy 27 (3), S. 403–423. DOI: 10.1057/hep.2013.36.

Abstract:

The study underlying this article investigates the factors under which European policy initiatives with respect to higher education (HE), such as the Bologna Process, lead to policy change at the national level. In theoretical terms, it uses institutionalist approaches to the Europeanization of public policy developed in the fields of comparative politics and international relations. The empirical focus is on HE policy changes in three countries of former Yugoslavia from 1990 onwards. More specifically, the focus is on changes of policy goals, normative basis and instruments with regard to quality assurance. A process-tracing approach based on document analysis and interviews with policy actors is used to safeguard against overestimating the influence of European initiatives on national policy change. What matters for European influences on national policy changes are clarity of European initiatives and consequences of non-compliance, as well as density of veto players in the domestic policy context. While legitimacy of European initiatives, the strength of domestic institutional legacies and the participation of domestic actors in the European epistemic communities may also be conducive to European influence on national policy change, the study identifies points where better operationalization and further research in relation to these factors are necessary.

Wöhrer, Veronika (2014):

Early Career Researchers and Changing Working Conditions in Academia.

[Introduction]. In: *High Educ Policy* 27 (4), S. 431–434. DOI: 10.1057/hep.2014.24.

Wöhrer, Veronika (2014):

To Stay or to Go? Narratives of Early-Stage Sociologists about Persisting in Academia.

In: *High Educ Policy* 27 (4), S. 469–487. DOI: 10.1057/hep.2014.22.

Abstract:

Based on analyzes of life course questionnaires, semi-structured qualitative interviews and focus group interviews carried out with early-stage sociologists over a period of 8 years, this paper presents analyzes of continuity and change in the decisions made by early-stage researchers in regard to their work and careers. The longitudinal approach reveals contradictions between repeatedly declared intentions to leave academia due to the high level of insecurity and continued applications for academic jobs. Personal narratives reveal the individual reasoning behind this contradiction, and four reasons for staying are analyzed. The attitudes that changed the most within the given period had to do with work–life balance and moving abroad. The ambivalence between thinking that one will have to leave academia and still hoping for a more stable position is connected to contradictory policies of academic institutions and unclear evaluation criteria, which foster hope and cause frustration at the same time.

Yagci, Yasemin (2014):

Setting Policy Agenda for the Social Dimension of the Bologna Process.

In: *High Educ Policy* 27 (4), S. 509–528. DOI: 10.1057/hep.2013.38.

Abstract:

Since 1999, the Bologna Process has been suggesting a series of reforms relating to structural and normative aspects of higher education, one of which is the social dimension. The social dimension entered into the Bologna Process as an ambiguous action area in 2001 and has remained so in terms of its policy measures. Despite this ambiguity and lack of action, the social dimension has not dropped off the Bologna Process agenda. The contribution addresses this curious situation and claims that the social dimension is a policy item that found a way into the Bologna Process agenda, but could not grow into an implementable policy. This claim is explained with the help of Multiple Streams Framework, a theoretical framework from policy process studies.

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Akalu, Girmaw Abebe (2014):

Higher Education in Ethiopia. Expansion, Quality Assurance and Institutional Autonomy.

In: Higher Education Quarterly 68 (4), S. 394–415. DOI: 10.1111/hequ.12036.

Abstract:

This article chronicles the key challenges facing Ethiopia as it embarks on an ambitious, ideologically-driven and aggressive expansion of its higher education system in an effort to address its national goals of economic growth and poverty reduction. It is argued that the urge for higher education expansion has placed undue pressures particularly on the state of quality enhancement and autonomy of universities. As government pressures for more expansion mounted, universities struggled with dwindling per student budgetary allocations, shortage of qualified staff, inadequate supply of much needed inputs and the erosion of their autonomy. It is suggested that while higher education expansion remains an important goal for Ethiopia for many years to come, a reasonable balance should be struck between the ideological aspects of expansion and the practical realities of limited resources, heightened concerns about the quality of student learning and the autonomy of universities.

Blackwell, Richard; Higson, Helen (2014):

Employer Engagement.

[Editorial]. In: Higher Education Quarterly 68 (3), S. 241–248. DOI: 10.1111/hequ.12056.

Blackwell, Richard; Higson, Helen; Andrews, Jane (2014):

Is Bologna Working? Employer and Graduate Reflections of the Quality, Value and Relevance of Business and Management Education in four European Union Countries.

In: Higher Education Quarterly 68 (3), S. 267–287. DOI: 10.1111/hequ.12054.

Abstract:

This article focuses on the relevance of undergraduate business and management higher education from the perspectives of recent graduates and graduate employers in four European countries. Drawing upon the findings of an empirical qualitative study in which data was collated and analysed using grounded theory research techniques, the paper draws attention to graduates' and employers' perceptions of the value of higher education in equipping students with discipline-specific skills and knowledge as well as softer 'generic' skills. It also highlights the importance of formal 'work-based' learning within undergraduate curricula in providing students with the skills and experiences required by employers operating within a global workplace.

Blackwell, Richard; Higson, Helen; Behle, Heike (2014):

European Mobility of United Kingdom Educated Graduates. Who Stays, Who Goes?

In: Higher Education Quarterly 68 (3), S. 288–304. DOI: 10.1111/hequ.12051.

Abstract:

Official figures from the Home Office show an increase in mobility of the highly-skilled from the United Kingdom (UK) to other European countries. This paper analyses the social composition of intra-European mobile graduates from the UK in the context of recent political developments (Bologna-Process, European Higher Education Area). Using quantitative and

qualitative data from a longitudinal study of students and its follow-up study, the paper compares the social composition and current activity of intra-European mobile graduates with those remaining in the UK. Personal and higher education-related variables together with the current type of employment were significant for the distinction between intra-European mobile graduates and 'UK stayers'. UK-educated mobile graduates were identified as 'Eurostars', who come from high social classes or studied at high tariff higher education institutions. Mobility was identified as one way for UK-educated graduates to avoid employment in non-graduate jobs and add further value to their undergraduate degrees.

Blackwell, Richard; Higson, Helen; Helyer, Ruth; Lee, Dionne (2014):

The Role of Work Experience in the Future Employability of Higher Education Graduates.

In: Higher Education Quarterly 68 (3), S. 348–372. DOI: 10.1111/hequ.12055.

Abstract:

Many new graduates are finding it difficult to obtain graduate-level work and impossible to break into the sectors they were aiming at. In order to address this, higher education institutions are examining the methods they use to enhance student employability and deploying various measures to grow and strengthen this activity, with an increasing focus on providing work experience. One popular way of doing this is via internships (placements). This paper examines the context in which work experience has come to the fore as an approach to enhancing employability by interrogating recent research and policy related to this agenda. Employability is presented as an on-going debate that cannot be viewed as a finite entity but must move and develop with the market, society and the global situation. In addition the paper closely examines a graduate internship programme in a university in North East England. Comparing and contrasting findings from this scheme, with other examples of experiential learning through work experience, provides some evidence to suggest the value of internships and furthermore supports some formative ideas about how internships might be developed to best serve those taking part in them: interns; employers and universities.

Blackwell, Richard; Higson, Helen; Keep, Ewart (2014):

The Role of Higher Education within Broader Skills Policies, a Comparison of Emerging Scottish and English Approaches.

In: Higher Education Quarterly 68 (3), S. 249–266. DOI: 10.1111/hequ.12050.

Abstract:

This article explores the important role played by higher education in broader skills and economic development policies in England and Scotland. It places the often divergent policy experiments and structural developments in these two countries' higher education systems within an international policy context and explains why England and Scotland are often tackling common problems and challenges in different ways. Scotland's retention of a centralised funding system for higher education, its enthusiasm for a closer integration of higher education with other forms of skills creation and its emphasis on skills utilisation are all leading to greater divergence from England.

Blackwell, Richard; Higson, Helen; Kitagawa, Fumi (2014):

Collaborative Doctoral Programmes. Employer Engagement, Knowledge Mediation and Skills for Innovation.

In: Higher Education Quarterly 68 (3), S. 328–347. DOI: 10.1111/hequ.12049.

Abstract:

This paper investigates forms of collaborative doctoral programmes that enable employer engagement in innovation and skills development. Collaborative doctoral programmes exist in different national contexts for the development of the science and technology human capital. Such programmes are also seen as policy tools that enhance relationships between academia and industry. Illustrative cases of collaborative doctoral programmes in the United Kingdom highlight the co-existence and co-evolution of several models of collaborative doctoral programmes. Collaborative doctoral programmes, both centre format and non-centre format, provide an institutional space where doctoral students as social actors can build their professional identities as the nascent bridging scientists. For the university, both internal and external

management and governance of such hybrid space for knowledge production and mediation is of critical importance for the long-term impact.

Blackwell, Richard; Higson, Helen; Mason, Geoff (2014):

Part-time Higher Education. Employer Engagement Under Threat?

In: Higher Education Quarterly 68 (3), S. 305–327. DOI: 10.1111/hequ.12053.

Abstract:

Employer support for employees who are studying part-time for higher education qualifications constitutes a form of indirect employer engagement with higher education institutions that has contributed strongly to the development of work-related skills and knowledge over the years. However, this form of employer engagement with higher education institutions now seems to be in some jeopardy, with reduced employer willingness to subsidise high education course fees: partly because of slow economic growth since the 2008–09 recession and partly because of increases in tuition fees. These cutbacks in employer support for part-time study may have contributed to the sharp decline reported in the numbers studying for part-time undergraduate higher education qualifications in the United Kingdom since 2009. One important implication for policy-makers is that, without new initiatives designed to encourage employer support for part-time study, this form of education is now less likely to contribute to the adult skills upgrading required to bring United Kingdom skills up to the standards of leading industrial nations.

Gibbs, Paul; Dean, Aftab (2014):

Troubling the Notion of Satisfied Students.

In: Higher Education Quarterly 68 (4), S. 416–431. DOI: 10.1111/hequ.12039.

Abstract:

This paper investigates whether students' personal happiness is different from student satisfaction and considers if this may have consequences for university policy and management. It does this by comparing happiness and satisfaction in two cohorts of students from two United Kingdom universities. One is a distinctive research university and the other a university whose heritage has been in the polytechnic sector prior to its charter, referred to as a post-1992 university. The results, although preliminary, do appear to show that satisfied students are also happy students. However, what contributes to these states of being is different. The implication for institutional policy is discussed and a warning that to assume satisfaction (measured by satisfaction survey results) as happiness might be problematic in addressing improvement in the student experience.

Henderson, Juliet (2014):

Editorial.

[Editorial]. In: Higher Education Quarterly 68 (1), S. 1–5. DOI: 10.1111/hequ.12034.

Abstract:

A new role of higher education teaching and learning, for managerial, disciplinary and academic staff alike, is to prepare graduates for their future lives and careers as 'global citizens'. A recent offshoot of higher education internationalisation strategies, the term 'global citizenship' is gaining currency at multiple levels in universities as it is used to legitimate higher education institutions' articulation with global, transnational and internal markets and audiences. However, to date, the vision of graduates as global citizens has been made intelligible largely by a reorganisation of the syntax and content of policy documents, programme handbooks and university websites (Meerwald, 2013). Premised on frameworks of standardised and measurable learning as well as ideal corporate identity, such selective mappings of the graduate global citizen have not yet incorporated the complex coordinates of disciplinary, academic and student practices and values on the ground. This absence of 'bottom up' orientations to global citizenship has implications for the development of valid, reliable policy at an institutional level and also for curriculum development. There is still a great deal more work that needs to be done investigating the alignments and misalignments of policy, curriculum, assessment and pedagogy on campus before less brittle and one-dimensional frameworks of graduate global citizen policy and practice can emerge. These should have sufficient rigour and clarity to speak to all members of the local, national and international higher education sphere.

The papers in this issue had their origins in an international conference convened by the Centre for Curriculum Internationalisation

(CCI) that was held in Oxford, England, in May 2013. CCI was set up in 2006 and comprises a group of researchers and educators committed to research, cross-institutional dialogue and policy change within four key areas, namely: internationalising the curriculum for all; critical clarification and problematisation of the complex concepts of internationalisation and global citizenship; the embedding of responsible and ethical engagement with social and environmental issues in the graduate attribute of global citizenship; and developing a research community that shares and develops good practice. [...]

Henderson, Juliet; Caruana, Viv (2014):

Re-thinking Global Citizenship in Higher Education. From Cosmopolitanism and International Mobility to Cosmopolitanisation, Resilience and Resilient Thinking.

In: Higher Education Quarterly 68 (1), S. 85–104. DOI: 10.1111/hequ.12030.

Abstract:

Developing graduates as global citizens is a central aim of the internationalised university of the 21st century. International student mobility premised on notions of cosmopolitanism is regarded as a key component of the student learning experience. Yet there is little evidence to suggest the benefits of international mobility for intercultural understanding, which is an essential quality of the global citizen. This paper reports the findings of a Higher Education Academy-funded project exploring how students draw on their diverse backgrounds in developing resilience within multicultural learning environments. The research findings suggest that student diversity provides a rich source of lived experience that can be harnessed as a resource in developing graduates as global citizens. The paper therefore suggests that institutions re-conceptualise global citizenship as a concept embracing diversity, belonging, community and solidarity and support the development of pedagogies that embrace cultural biography and storytelling.

Henderson, Juliet; Clifford, Valerie; Montgomery, Catherine (2014):

Challenging Conceptions of Western Higher Education and Promoting Graduates as Global Citizens.

In: Higher Education Quarterly 68 (1), S. 28–45. DOI: 10.1111/hequ.12029.

Abstract:

Recently there has been a shift in the discourses of university policy from internationalisation towards the contested concept of global citizenship. This paper explores ways of challenging the current interpretation of international education policy through the concept of global citizenship drawing on the discussion forums of two cohorts of participants in an online course. The participants' responses illustrate ways they are rethinking the purpose of international higher education and the relevance of the concept of global citizenship. Whilst most participants whole-heartedly endorsed a more holistic view of higher education, several issues were raised, especially the fit of the ideal of global citizenship with a capitalist society and the Western heritage of the concept, which were perceived to be troublesome issues. Resistance to the inclusion of education for global citizenship was anticipated from institutions and disciplines, both heavily invested in the status quo. The academics' personal beliefs about higher education, and their willingness and potential to design and deliver curriculum for global citizenship were also prominent. Although universities are beginning to include the term global citizen in their policy documents the extent to which this might influence the goals and curricula of higher education is yet to be realised.

Henderson, Juliet; Haigh, Martin (2014):

From Internationalisation to Education for Global Citizenship. A Multi-Layered History.

In: Higher Education Quarterly 68 (1), S. 6–27. DOI: 10.1111/hequ.12032.

Abstract:

The evolving narrative on internationalisation in higher education is complex and multi-layered. This overview explores the evolution of thinking about internationalisation among different stakeholder groups in universities. It parses out eight

coexisting layers that progress from concerns based largely upon institutional survival and competition to those based on community, citizenship and ways of being in the world. These are: (1) recruiting international students; (2) teaching international students; (3) growing the international enterprise university through the competitive recruitment of international staff and students; (4) compliance with standards set by international accreditation agencies; (5) 'internationalisation at home', which means internationalisation of the curriculum for local learners; (6) education for global citizenship; (7) connected e-learning; and (8) education for planetary, whole-Earth, consciousness. Problems of leadership and policy development arise from the necessity to engage with the whole structure as well to communicate with each layer in ways that resonate with its own priorities. The structure aligns closely with the 'spiral dynamics' model for the management of organisational change, which is commended.

Henderson, Juliet; Spiro, Jane (2014):

Learning Interconnectedness. Internationalisation through Engagement with One Another.

In: Higher Education Quarterly 68 (1), S. 65–84. DOI: 10.1111/hequ.12031.

Abstract:

This study explores the view that student engagement with one another is critical in the internationalisation mission. Although universities make powerful claims regarding their international mission and goals, international and home students report isolation from one another. Whilst the literature is rich in its discussion of policy, institutional meanings and student voice, it offers us less insight into how internationalisation might be translated into classroom practice. The study shares examples of four small-scale projects in which students engage with one another across cultural boundaries in practical and problem-solving activities. What students value in the approach is explored through interview, focus groups, diary reflections and evaluations. The findings suggest that students who engage with one another across cultural boundaries in practical and pragmatic ways, experience significant change in their assumptions and feel more readily able to view themselves as members of an international learning community. The study arrives at the view that the evolution of communities of practice, based on principles of equality, shared goals and guided reciprocity can bring international and home students together in a process of effective mutual learning that meets some of the goals of the internationalisation.

Henderson, Juliet; Stevenson, Jacqueline (2014):

Internationalisation and Religious Inclusion in United Kingdom Higher Education.

In: Higher Education Quarterly 68 (1), S. 46–64. DOI: 10.1111/hequ.12033.

Abstract:

Although not new, the concept of internationalisation, the inclusion of intercultural perspectives and the development of cross-cultural understanding, has gained particular currency and support across the United Kingdom (UK) higher education sector over the last decade. However, within the academic literature, as well as within institutional policy and practice, there has been little disaggregation of the concept of 'culture'; rather there appears to be a tacit belief that all aspects of students' cultures should be valued and 'celebrated' on campus. Through the stories told by fifteen Sikh, Muslim, Jewish and Christian students studying at a UK post-1992 university the paper highlights the ways in which religion, a fundamental aspect of the cultural identity, values and practices of many students, is rarely recognised or valorised on campus. This lack of recognition can act to 'other', marginalise and isolate students and thus undermine the aims of internationalisation, in particular cross-cultural understanding. The paper concludes by arguing that religion should be considered within debates around internationalisation so that all students are represented within a multicultural institutional ethos and to ensure meaningful cross-cultural engagement for all students.

Nielsen, Christian; Cappelen, Katja (2014):

Exploring the Mechanisms of Knowledge Transfer in University-Industry Collaborations. A Study of Companies, Students and Researchers.

In: Higher Education Quarterly 68 (4), S. 375–393. DOI: 10.1111/hequ.12035.

Abstract:

This article discusses mechanisms, enablers and barriers for knowledge transfer in university-industry collaboration projects involving companies, students and researchers. Data is collected through 35 qualitative interviews with Danish and Norwegian representatives from the above categories. All respondents have been involved in collaborative projects, such as student-industry cooperation or collaboration projects between scientists and businesses. This research shows that to secure real value adding through knowledge transfer in university-industry collaboration projects, it is important that the involved parties view each other as equal partners. It is argued that creating a better understanding of roles and competences of the involved parties can help diminish this problem. A final conclusion is that continuous knowledge sharing throughout the project seems more highly valued by the involved parties than a final report does. Best practice for collaborative projects is suggested.

Shattock, Michael (2014):

Remembering Robbins. Context and Process.

In: Higher Education Quarterly 68 (2), S. 110–124. DOI: 10.1111/hequ.12044.

Abstract:

The Robbins Report was the most deeply researched and most highly regarded report ever written on British higher education. By common consent at the time it marked a watershed in the development of higher education in Britain and took its place as one of the most influential contributions to the growth of British society since Beveridge. However, some of its most important recommendations were not accepted and for nearly 30 years the pattern of development that it proposed was in abeyance. This article describes the context of the establishment of the Robbins Committee, considers the processes that it followed in reaching its conclusions and offers an account of why some key recommendations were rejected. The article is intended to provide an historical introduction to the articles in this special issue of the journal.

Shattock, Michael (2014):

Robbins and the Quarterly.

[Editorial]. In: Higher Education Quarterly 68 (2), S. 105–109. DOI: 10.1111/hequ.12048.

Abstract:

It is particularly appropriate that the *Higher Education Quarterly* should commission a special issue to celebrate 50 years from the publication of the Robbins Report. It was the *Quarterly*, under its original name, the *Universities Quarterly*, which launched the proposal for a royal commission on the future of higher education in an article entitled: 'A Royal Commission on the Universities?' by Lord Simon, the journal's founder, in volume 13, 1958. It was Lord Simon who moved the motion for the Committee to be established, in the House of Lords, three years later. And in 1963, the *Quarterly* was quick to respond to the publication of the Report. It carried an article by Lord Morris, the recently retired vice-chancellor of Leeds and a former editor of the journal, in its first, December 1963, issue, which must have been written within days of the Report's publication, and it convened a conference, the Fourth Gulbenkian Educational Discussion, at Ditchley Park a summary of which made the second issue of volume 18, published in March 1964, like this one, a special issue. [...]

Shattock, Michael; Ainley, Patrick (2014):

Robbins Remembered and Dismembered, Contextualising the Anniversary.

In: Higher Education Quarterly 68 (2), S. 225–240. DOI: 10.1111/hequ.12038.

Abstract:

This polemical paper was motivated by its author's concern that the United Kingdom Coalition higher education minister, Willetts, should claim at recent quinquagenary commemorations of the publication of the 1963 Robbins Report to be preserving its legacy for higher education. By contrast, this paper argues that the period of reform aimed at changing society through education marked by Robbins has been closed by the Coalition government's acceptance of the 2010 Browne Review recommendations. The paper is therefore little concerned with the contents of the report but places it in a wider context ending in the current attempted reversal towards a minority higher education with academic schooling dominant throughout the system. In a still greater reversal, the expansion of state over private provision characteristic of the 50-year period of reform of education, is also being reversed towards a state-subsidised privatisation at all levels of learning. In conclusion some alternatives are suggested.

Shattock, Michael; Callender, Claire (2014):

Student Numbers and Funding. Does Robbins Add Up?

In: Higher Education Quarterly 68 (2), S. 164–186. DOI: 10.1111/hequ.12042.

Abstract:

This article explores how the Robbins Report's recommendations for a massive expansion in higher education alongside a comprehensive system of student financial support, both financed by the public purse, came about and were translated into policy. It argues that these policies, including the Robbins principle, the desire for expanding educational opportunities plus the Reports' emphasis upon the public and social benefits of higher education, can only be understood within the context of the Welfare State and the values and ideas enshrined in its post-war development. In addition, the article examines some of the Robbins Reports' projections about the number of student places demanded and compares these with the actual number of students enrolled, highlighting the changes in the composition of the student body overtime. It concludes by exploring issues concerning student funding and highlights the shifts in thinking about the role of higher education, who benefits and so who pays; changes associated with the end of the post-war consensus about the Welfare State.

Shattock, Michael; Parry, Gareth (2014):

Robbins and Advanced Further Education.

In: Higher Education Quarterly 68 (2), S. 187–209. DOI: 10.1111/hequ.12041.

Abstract:

In appraising existing patterns and assessing future needs, the Robbins inquiry broke new ground in treating British higher education as a system. In so doing, it went beyond its terms of reference to consider the situation of part-time higher education. This brought into view the scale, scope and character of provision and participation in the further education sector of higher education. While the need to focus its thinking and recommendations on full-time courses was never in doubt, the inquiry insisted that central policy decisions take account of all sectors of higher education and that sources of evidence be comprehensive in range and reach.

Shattock, Michael; Scott, Peter (2014):

Robbins, the Binary Policy and Mass Higher Education.

In: Higher Education Quarterly 68 (2), S. 147–163. DOI: 10.1111/hequ.12040.

Abstract:

The Robbins report published half a century ago in 1963 has overshadowed all subsequent reports on the reform of higher education. A large part of its significance was that it made the case for expansion and therefore set higher education in the United Kingdom on the road to become a mass system. However the committee's recommendations for the future structure of the expanded system appeared to be quickly contradicted by the introduction of the binary policy and the creation of the polytechnics by Crosland, Secretary Of State for Education and Science in the incoming Labour government. Only in the 1990s, was the Robbins path resumed when the binary policy was abandoned. However, an alternative account is possible, which argues that the differences between Robbins and Crosland have been exaggerated. Both Robbins and Crosland believed that the future system should be dominated by large, comprehensive and multi-faculty institutions. Only now are the fundamental ideas of Robbins being challenged: first, as the idea that there should be a 'system' of higher education is being eroded by the introduction of a 'market'; and, second, as the parallel idea that any system should be essentially 'public' is being undermined by the drive towards privatisation.

Shattock, Michael; Watson, David (2014):

Robbins and His Children. The Theory and Practice of Higher Education Inquiries, 1963-2013.

In: Higher Education Quarterly 68 (2), S. 125–146. DOI: 10.1111/hequ.12045.

Abstract:

The fifty-year history of higher education inquiries following Robbins is analysed through the device of 'twelve frameworks' for the funding and organisation of the system, of which Robbins is the first and that of the coalition government (since 2010) the last. Attention is focused on the relative impact of 'inquiry'-led frameworks, especially Robbins (reporting in 1963), James (in 1972), Dearing (in 1997), and Browne (in 2010), as well as wholly 'politically' managed frameworks including Baker-Clarke (between 1987 and 1992), 'Blair' (2003–2004) and 'Willetts-Clegg' (2010–2013). Conclusions are drawn about the short and longer-term impacts of the inquiries, about the potential counter-factual (what might have happened anyway), with reference to similar exercises in other jurisdictions (the United States, Australia, New Zealand and South Africa), and about the relative lack of impact of institutional research, self-study and self-knowledge. The author also interpolates some autobiographical reflections.

Shattock, Michael; Williams, Gareth (2014):

Reflections on Research into Higher Education since Robbins.

In: Higher Education Quarterly 68 (2), S. 210–224. DOI: 10.1111/hequ.12043.

Abstract:

The Robbins report and its five appendices jump-started research into higher education in the United Kingdom. Previously the preserve of a few sociologists it rapidly became a recognised field of academic study that has had considerable influence on policy and practice. However, the question of whether it is a single academic field or a subject of research for specialists from other social science disciplines remains open.

Whitchurch, Celia; Harvey, Lee (2014):

Rhetoric and Reality.

[Editorial]. In: Higher Education Quarterly 68 (4), S. 373–374. DOI: 10.1111/hequ.12059.

Abstract:

This issue's papers, drawing on empirical material from Ethiopia, Denmark and the UK, illustrate key themes relating to the challenge of expanding university access at the same time as maintaining standards; the practicalities of knowledge transfer and student engagement with business and industry; and the correlation between student satisfaction surveys and a broader concept of student happiness as involving the ability to fulfil potentials and aspirations. Although precise policy contexts may differ, all these themes cross national boundaries. The papers illustrate very effectively how the rhetoric of governments, and by extension institutions, tend not to address the reconciliations required between public service and market agendas and how these work in practice. Thus the reductionism of official policies and strategies can have the effect of creating a shorthand for institutional aspirations that becomes common currency, including, for instance, terms such as knowledge exchange, student satisfaction, widening participation, employability and quality assurance, without critique of what these terms really mean or how they translate day-to-day. [...]

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Artello, Kristine (2014):

What They Learned. Using Multimedia to Engage Undergraduates in Research.

In: Innov High Educ 39 (2), S. 169–179. DOI: 10.1007/s10755-013-9266-z.

Abstract:

Today's employers seek high levels of creativity, communication, and critical thinking, which are considered essential skills in the workplace. Engaging undergraduate students in critical thinking is especially challenging in introductory courses. The advent of YouTube, inexpensive video cameras, and easy-to-use video editors provides opportunities to increase students' skill levels in these areas. In this article I explain the assignment of producing a public service announcement that integrates research, collaborative learning, and creativity into an introductory survey course; and I discuss the support necessary for students' success. Their products demonstrate increased levels of media literacy, creativity, and critical thinking skills.

Baird, Craig; Dooley, Patricia (2014):

Ensuring Effective Student Support in Higher Education Alleged Plagiarism Cases.

In: Innov High Educ 39 (5), S. 387–400. DOI: 10.1007/s10755-014-9285-4.

Abstract:

Plagiarism and other forms of academic misconduct are matters of great concern at all levels of study worldwide. This is especially so for students in higher education institutions, where higher degrees and publications are key focus activities. Ready access to internet based resources assist academic writing practices. However, the unintentional, or sometimes deliberate, lack of acknowledgment of intellectual property ownership by some students results in plagiarism allegations. In this article we explain how the Business School at Curtin University, Western Australia, currently handles plagiarism accusations; and we propose a model for making the University's approach more transparent, supportive, and educative for students. We recommend this model to others

Barr, Michele L. (2014):

Encouraging College Student Active Engagement in Learning. The Influence of Response Methods.

In: Innov High Educ 39 (4), S. 307–319. DOI: 10.1007/s10755-013-9276-x.

Abstract:

The purpose of this study was to examine the use of two student response methods within selected college lecture halls. Kinesiology majors from three universities were asked to respond to questions during two consecutive lectures, one using "clickers" and the other using hand-raising. Participation and comprehension rates were statistically significantly different following the use of the different response methods. Participant survey responses revealed insight into student participation, question presentation, perceived cognitive engagement, and overall learning in traditional lecture settings using the response methods.

Bowman, Nicholas A. (2014):

Conceptualizing Openness to Diversity and Challenge. Its Relation to College Experiences, Achievement, and Retention.

In: Innov High Educ 39 (4), S. 277–291. DOI: 10.1007/s10755-014-9281-8.

Abstract:

Openness to diversity and challenge (ODC) constitutes an integral outcome of the undergraduate experience. However, ODC may also serve as a form of generalized openness to experience; if so, then it should be positively related to a host of college experiences as well as student success. The study reported here explored this possibility within a longitudinal sample of 8,475 first-year students at 46 institutions. Results of hierarchical linear modeling analyses showed that ODC is positively and significantly related to several broad measures of college experiences and first-year GPA, and it is also a marginally significant predictor of first-to-second year retention.

Cole, Darnell; Zhou, Ji (2014):

Do Diversity Experiences Help College Students Become More Civically Minded? Applying Banks' Multicultural Education Framework.

In: Innov High Educ 39 (2), S. 109–121. DOI: 10.1007/s10755-013-9268-x.

Abstract:

In this longitudinal, single institution study, we utilized Banks' five dimensions of multicultural education framework to examine whether and to what extent involvement in various diversity experiences helped students become more civically minded. The findings suggested that greater involvement in service learning, multicultural courses, interracial interactions, racial awareness workshops, student-faculty interactions, and campus racial harmony significantly and positively contributed to civic mindedness. Asian students, when compared to their White counterparts, were more likely to report growth in civic mindedness after four years of college. We discuss scholarly and practical implications of the study results at the end.

Davis, Shannon N.; Jacobsen, Shannon K. (2014):

Curricular Integration as Innovation. Faculty Insights on Barriers to Institutionalizing Change.

In: Innov High Educ 39 (1), S. 17–31. DOI: 10.1007/s10755-013-9254-3.

Abstract:

In the burgeoning literature on infusing undergraduate research and creative activities into the curriculum of research-intensive institutions, few studies have examined the perspectives of the faculty mentors who provide the individualized opportunities for students. Based on focus group data from 50 faculty mentors, we document faculty perceptions of the challenges to infusing undergraduate student scholarship across the curriculum. We conclude with practical suggestions for other institutions seeking to implement innovative change initiatives in general and to broaden opportunities for undergraduate research and creative activities in particular.

Drouin, Michelle; Vartanian, Lesa Rae; Birk, Samantha (2014):

A Community of Practice Model for Introducing Mobile Tablets to University Faculty.

In: Innov High Educ 39 (3), S. 231–245. DOI: 10.1007/s10755-013-9270-3.

Abstract:

We examined the effectiveness of a community of practice (CoP) model for introducing tablets to 139 faculty members at a higher education institution. Using a CoP within a systems model, we used large- and small-group mentorship to foster collaboration among faculty members. Most faculty members agreed that the project was well organized and activities were useful. In terms of measurable outcomes, many participants had developed plans for or completed scholarly activities related to tablets. Our findings support the use of CoP models to integrate technology within higher education. Additionally, they support such integrations as proof of concept for large, whole-campus technology integrations.

Dunn, Karee (2014):

Why Wait? The Influence of Academic Self-Regulation, Intrinsic Motivation, and Statistics Anxiety on Procrastination in Online Statistics.

In: Innov High Educ 39 (1), S. 33–44. DOI: 10.1007/s10755-013-9256-1.

Abstract:

Online graduate education programs are expanding rapidly. Many of these programs require a statistics course, resulting in an increasing need for online statistics courses. The study reported here grew from experiences teaching online, graduate statistics courses. In seeking answers on how to improve this class, I discovered that research has yet to explore teaching and learning in online statistics courses. The purpose of the study was to ameliorate this gap in the literature by examining the influence of self-regulation, intrinsic motivation, and statistics anxiety on passive procrastination. The set of independent variables explained nearly thirty percent of the variance.

Dymont, Janet E.; O'Connell, Timothy S. (2014):

When the Ink Runs Dry. Implications for Theory and Practice When Educators Stop Keeping Reflective Journals.

In: Innov High Educ 39 (5), S. 417–429. DOI: 10.1007/s10755-014-9291-6.

Abstract:

In this article we report on a study that explored educators' past and current use of reflective journals and if and how these practices influence their pedagogical use of such journals with their own students. We conducted semi-structured interviews with 8 educators who had kept reflective journals in the past but were no longer doing so; however, they require their own students to keep journals. Several interesting themes emerged including the temporal relevance of using reflective journals in professional practice, the significance of alternative methods of reflection, implications of the "teaching as you've been taught" phenomenon, and the importance of lower levels of reflection in development as a professional.

Fitzgerald, Shawn M.; Mahony, Daniel; Crawford, Fashaad; Hnat, Hope Bradley (2014):

Distributive Justice in Higher Education. Perceptions of Administrators.

In: Innov High Educ 39 (5), S. 401–415. DOI: 10.1007/s10755-014-9287-2.

Abstract:

For the study we report here we used the theoretical framework of organizational justice to examine academic administrator's perceptions of resource distribution decisions. We asked deans, school directors, and department chairs in one midwestern state about their perceptions of the fairness and likelihood of use of various distribution principles in scenarios involving distributions of compensation to faculty and resources to schools/departments. Differences based on Carnegie classification and current position were examined. Overall, we found that participants perceived compensating faculty members and allocating resources to departments based on the quality of teaching and impact on students was most fair, but they believed factors such as research productivity and funding secured were more likely to be used. While there were no differences based on current position, there were differences based on Carnegie classification with the research universities indicating greater preference for and likelihood of using research principles and non-research institutions indicating greater likelihood of using equality.

Gavazzi, Stephen M.; Fox, Michael; Martin, Jeff (2014):

Understanding Campus and Community Relationships through Marriage and Family Metaphors. A Town-Gown Typology.

In: Innov High Educ 39 (5), S. 361–374. DOI: 10.1007/s10755-014-9288-1.

Abstract:

In this article we argue that the scholarship on marriages and families provides invaluable insights into town-gown relationships. Marital typologies are used to generate insights into what happens between campus and community relationships over time, and a line of family scholarship provides some additional illumination about the ways in which institutions and municipalities can strike a healthy balance between meeting their idiosyncratic needs and pursuing shared goals and objectives. We use four case examples to illustrate the application of the typological structure, and these examples are followed by a discussion of implications for leadership on both sides of the town-gown relationship.

Goodman, Barbara E.; Huckfeldt, Vaughn E. (2014):

The Rise and Fall of a Required Interdisciplinary Course. Lessons Learned.

In: Innov High Educ 39 (1), S. 75–88. DOI: 10.1007/s10755-013-9261-4.

Abstract:

In order to meet the South Dakota Board of Regents requirements for an upper level writing course with global perspective for all graduates, the administration at the University of South Dakota established an interdisciplinary course to be taken by all majors. Two faculty members from different disciplines were assigned to teach each section with support from an English Ph.D. student. The institution built an active learning classroom for 18 teams of 6 students taught simultaneously in each section. However, after only four semesters, the administration canceled the course. In this article, we offer an analysis of this situation and suggest lessons learned, both positive and negative, during the development, implementation, and redesign of this interdisciplinary course.

Hargis, Jace; Cavanaugh, Cathy; Kamali, Tayeb; Soto, Melissa (2014):

A Federal Higher Education iPad Mobile Learning Initiative. Triangulation of Data to Determine Early Effectiveness.

In: Innov High Educ 39 (1), S. 45–57. DOI: 10.1007/s10755-013-9259-y.

Abstract:

This article presents faculty perceptions of the first month of iPad deployment in a national college system and a case study describing the integration of mobile learning devices in one college, interpreted within the framework of a SWOT analysis. We include a brief history of the implementation; description of the three-tier structure of infrastructure, pedagogy, and content; faculty perceptions; and pedagogy interview findings. We collected data using 1) case study interviews, 2) a faculty dispositional survey, and 3) iPad lead faculty. Overall, the large-scale deployment of iPad mobile learning devices was associated with high faculty engagement in formal and informal professional development activities and adoption of an active student-centered pedagogy. In addition, the program stimulated innovative approaches to technical challenges; and it spurred development and evaluation of new digital content.

Hoppes, Cherron R.; Holley, Karri A. (2014):

Organizational Trust in Times of Challenge. The Impact on Faculty and Administrators.

In: Innov High Educ 39 (3), S. 201–216. DOI: 10.1007/s10755-013-9275-y.

Abstract:

Higher education institutions have faced increased social, cultural, economic, and political challenges in recent decades. In this study we used the socio-cultural construct of trust to understand how organizational responses to external challenges impact the relationship between faculty members and administrators. Using extensive interviews, observations, and document analysis from a small, private college, we considered how intentionality, a safe campus climate, expertise, participatory governance, and transparency impact stakeholders' perceptions of organizational trust.

Jones, Willis A. (2014):

Does becoming a Member of the Football Bowl Subdivision Increase Institutional Attractiveness to Potential Students.

In: Innov High Educ 39 (4), S. 293–306. DOI: 10.1007/s10755-014-9282-7.

Abstract:

In recent years, a number of colleges and universities have made the decision to pursue membership in the NCAA's Football Bowl Subdivision (FBS) with the idea that participating in higher profile intercollegiate football can help attract students to their institution. This belief, however, has not been empirically examined. Using difference-in-differences estimation, this study examined freshmen application trends at three colleges and universities (Florida Atlantic University, Florida International University, and Western Kentucky University) which moved from the Football Championship Subdivision (FCS) to the FBS in the mid-2000s relative to similar FCS institutions which did not move to the FBS. Findings showed that moving to the FBS had a positive, statistically significant correlation with freshmen applications at the two institutions located in Florida but not at Western Kentucky University.

Kogan, Marina; Laursen, Sandra L. (2014):

Assessing Long-Term Effects of Inquiry-Based Learning. A Case Study from College Mathematics.

In: Innov High Educ 39 (3), S. 183–199. DOI: 10.1007/s10755-013-9269-9.

Abstract:

As student-centered approaches to teaching and learning are more widely applied, researchers must assess the outcomes of these interventions across a range of courses and institutions. As an example of such assessment, this study examined the impact of inquiry-based learning (IBL) in college mathematics on undergraduates' subsequent grades and course selection at two institutions. Insight is gained upon disaggregating results by course type (IBL vs. non-IBL), by gender, and by prior mathematics achievement level. In particular, the impact of IBL on previously low-achieving students' grades is sizable and persistent. The authors offer some methodological advice to guide future such studies

Lambie, Glenn W.; Hayes, B. Grant; Griffith, Catherine; Limberg, Dodie; Mullen, Patrick R. (2014):

An Exploratory Investigation of the Research Self-Efficacy, Interest in Research, and Research Knowledge of Ph.D. in Education Students.

In: Innov High Educ 39 (2), S. 139–153. DOI: 10.1007/s10755-013-9264-1.

Abstract:

Faculty members in higher education are called to be effective researchers; however, there is limited research examining the research development of Ph.D. students. The cross-sectional, correlational investigation we report here examined levels of research self-efficacy, interest in research, and research knowledge of Ph.D. in education students (N = 67). Higher levels of research self-efficacy scores were predictive of higher interest in research and research knowledge. In addition, the students who engaged in research activities, including publishing manuscripts, scored higher in research self-efficacy than those not engaged in the publication process. Implications for doctoral student educators and higher education are discussed.

Linder, Kathryn E.; Cooper, Frank Rudy; McKenzie, Elizabeth M.; Raesch, Monika; Reeve, Patricia A. (2014):

Intentional Teaching, Intentional Scholarship. Applying Backward Design Principles in a Faculty Writing Group.

In: Innov High Educ 39 (3), S. 217–229. DOI: 10.1007/s10755-013-9273-0.

Abstract:

Backward design is a course creation method that encourages teachers to identify their goals for student understanding and measurable objectives for learning from the outset. In this article we explore the application of backward design to the

production of scholarly articles. Specifically, we report on a writing group program that encourages group goal setting and the acquisition of skills required to achieve these goals. We discuss the relationships between backward design principles and the development of scholarship for publication as well as offer suggestions of best practices for academic writers.

Monge, Robert; Frisicaro-Pawłowski, Erica (2014):

Redefining Information Literacy to Prepare Students for the 21st Century Workforce.

In: Innov High Educ 39 (1), S. 59–73. DOI: 10.1007/s10755-013-9260-5.

Abstract:

Information literacy instruction—a set of skills taught in order to identify and find the information needed to solve a problem—traditionally follows a formalized academic model. It assumes information skills can be applied universally and learned individually. However, this approach does not correspond to the social and specialized learning practices in the workforce.

This article presents an argument for faculty and librarians to collaborate and redefine information literacy guidelines using specific disciplinary requirements while incorporating non-formal and informal workplace learning practices. This approach would better prepare students for the social and collaborative learning required in a 21st century workforce environment.

Morris, Libby V. (2014):

Beginning and Capping Undergraduate Education.

[Editorial]. In: Innov High Educ 39 (2), S. 91–92. DOI: 10.1007/s10755-014-9295-2.

Morris, Libby V. (2014):

Honor and Honesty in the Academy – A Wonderful Example.

[Editorial]. In: Innov High Educ 39 (5), S. 347–348. DOI: 10.1007/s10755-014-9305-4.

Morris, Libby V. (2014):

The Arts and What If?

[Editorial]. In: Innov High Educ 39 (3), S. 181–182. DOI: 10.1007/s10755-013-9278-8.

Morris, Libby V. (2014):

The Mixed Generation Classroom: What Does the Research Tell Us?

[Editorial]. In: Innov High Educ 39 (4), S. 261–262. DOI: 10.1007/s10755-014-9301-8.

Morris, Libby V. (2014):

Who's listening?

[Editorial]. In: Innov High Educ 39 (1), S. 1–2. DOI: 10.1007/s10755-014-9283-6.

Nagai, Judy; Nehls, Kimberly (2014):

Non-Alumni Advisory Board Volunteers.

In: Innov High Educ 39 (1), S. 3–16. DOI: 10.1007/s10755-013-9257-0.

Abstract:

Advisory boards typically offer guidance, support, social, and financial capital to academic units within colleges and universities. They are generally comprised of prominent volunteers from the community and appropriate industries or

businesses. The results of this exploratory study found that non-alumni advisory board volunteers developed emotional connections and pride in serving the institution similar to alumni. The connections led most of the volunteers who participated in this study to have a high level of engagement with the institution that was meaningful to them and resulted in their desire to continue as volunteers, even without having earned a degree from the institution.

Osborne, Nicholas J. (2014):

Veteran Ally. Practical Strategies for Closing the Military-Civilian Gap on Campus.

In: Innov High Educ 39 (3), S. 247–260. DOI: 10.1007/s10755-013-9274-z.

Abstract:

Since the Post-9/11 GI Bill was enacted in 2009, student veteran populations have nearly doubled while services that support their transition to higher education have dramatically increased. Despite a surge in resources, however, institutions are deficient in training faculty and staff about veterans' issues, consequently leaving student veterans susceptible to inaccurate perceptions about their service and wellbeing. In an effort to provide an inclusive environment for service members, this article discusses findings from two focus groups and 14 interviews with student veterans. Recommendations for training faculty and staff and enhancing the visibility of veterans' issues through Veteran Ally training and student veteran discussion panels are discussed.

Perry, Jill Alexa (2014):

Changing Schools of Education Through Grassroots Faculty-led Change.

In: Innov High Educ 39 (2), S. 155–168. DOI: 10.1007/s10755-013-9267-y.

Abstract:

In this article I report on the application of the lens of Rogers' (1995) change agent roles and Kezar and Lester's (2011) adaptation of tempered radicals in order to understand the leadership roles assumed by three individual faculty members located at three distinct schools of education. These faculty leaders utilized the concepts and principles of the Carnegie Project on the Education Doctorate (CPED) to lead redesigns of their Ed.D. programs. Qualitative data were gathered during a larger study on institutional change. Findings contribute to understanding grassroots leadership and how it works in collaboration with top-down authorities.

Peterson, Jamie J.; DeAngelo, Samantha; Mack, Nancy; Thompson, Claudia; Cooper, Jennifer; Sesma, Arturo (2014):

Communication, Communication, Communication! Growth through Laboratory Instructing.

In: Innov High Educ 39 (4), S. 321–332. DOI: 10.1007/s10755-013-9279-7.

Abstract:

This study examined gains undergraduate students made in their communication and collaboration skills when they served as peer teachers, i.e., laboratory instructors (LIs), for a General Psychology laboratory. Self-ratings of communication and collaboration skills were completed before and after teaching the laboratory. When compared to before the teaching experience, the students rated their skills significantly higher in written expression, oral expression, and participation skills. They also rated themselves significantly higher in written comprehension and expression skills than did a comparison group of non-LIs. Results from interviews also revealed beliefs that their communication and collaboration skills had substantially increased.

Sandlin, Jean Kelso; Peña, Edlyn Vallejo (2014):

Building Authenticity in Social Media Tools to Recruit Postsecondary Students.

In: Innov High Educ 39 (4), S. 333–346. DOI: 10.1007/s10755-014-9280-9.

Abstract:

An increasing number of institutions utilize social media tools, including student-written blogs, on their admission websites in an effort to enhance authenticity in their recruitment marketing materials. This study offers a framework for understanding what contributes to prospective college students' perceptions of social media authenticity and how their perceptions shape expectations of the college experience. The results of the study are based on qualitative data comprising 16 in-depth interviews, 165 journal entries, and an eight-member focus group interview with college-bound students. Prospective college students perceived student-written blogs to be authentic when student bloggers disclosed personal details and feelings about campus life, even when the topic of the blog was contrived to focus on admission and college-related activities. Recognizing a blog as authentic occurred through the process of internalizing the experience described in the blog post and identifying with the blogger.

Tenenbaum, Laura S.; Anderson, Margery K.; Jett, Marti; Yourick, Debra L. (2014):

An Innovative Near-Peer Mentoring Model for Undergraduate and Secondary Students. STEM Focus.

In: Innov High Educ 39 (5), S. 375–385. DOI: 10.1007/s10755-014-9286-3.

Abstract:

This study examined a novel mentoring model, near-peer mentorship, that supports the development of mentee and mentor, incorporates established principles of mentoring, and offers unique opportunities to integrate research and teaching in a science, technology, engineering, and mathematics (STEM) internship. Using qualitative methods, this model was examined from the perspectives of near-peer mentors and student mentees during a science education internship at the Walter Reed Army Institute of Research. Results revealed that this mentorship model contributed to personal, educational, and professional growth for near-peer mentors and increased the interest and engagement of students studying STEM. We discuss implications, limitations, and future directions.

Thompson, Carla J. (2014):

Responsible Conduct of Research Assessment of Doctor of Education Candidates, Graduate Faculty, and Curriculum Considerations.

In: Innov High Educ 39 (5), S. 349–360. DOI: 10.1007/s10755-014-9289-0.

Abstract:

The study included an assessment of doctoral students, graduate faculty, and curriculum considerations to determine the degree of infusion of research integrity and responsible conduct of research (RCR) principles within a Doctor of Education program. Study results showed substantial increases in doctoral candidates' knowledge levels of RCR, and faculty members serving as dissertation committee chairs reported greater understanding of RCR tenets than did non-dissertation chairs. The study also revealed a strong presence of research within the Ed. D. core curriculum.

Vergara, Claudia E.; Urban-Lurain, Mark; Campa, Henry; Cheruvilil, Kendra S.; Ebert-May, Diane; Fata-Hartley, Cori; Johnston, Kevin (2014):

FAST-Future Academic Scholars in Teaching. A High-Engagement Development Program for Future STEM Faculty.

In: Innov High Educ 39 (2), S. 93–107. DOI: 10.1007/s10755-013-9265-0.

Abstract:

Doctoral granting institutions prepare future faculty members for academic positions at institutions of higher education across the nation. Growing concerns about whether these institutions are adequately preparing students to meet the demands of a changing academic environment have prompted several reform efforts. We describe a professional development model designed to prepare the future faculty to integrate the multiple components of academic careers. The program emphasizes the study and application of effective teaching practices centered on student learning and assessment and expectations for faculty careers. We describe the impact of the program on its participants.

Whittaker, Joseph A.; Montgomery, Beronda L. (2014):

Cultivating Institutional Transformation and Sustainable STEM Diversity in Higher Education through Integrative Faculty Development.

In: Innov High Educ 39 (4), S. 263–275. DOI: 10.1007/s10755-013-9277-9.

Abstract:

An urgent need to broaden diversity and support the preparation of students and faculty members along proactive pathways to research and success can be facilitated by targeted faculty development and formalization of policies built on institutional commitment, engagement, and accountability. Involvement of the faculty in building institutional diversity will recognize equity-building initiatives as valid forms of faculty scholarship and as one way to address the growing public problem of educational disparities in the STEM fields. We propose systemic, institutional transformation centered on a foundation of faculty engagement, empowerment, and reward that reflects intentionality and accountability for developing diverse institutional communities.

Zambo, Ron; Zambo, Debby; Buss, Ray R.; Perry, Jill A.; Williams, Tiffany R. (2014):

Seven Years After the Call. Students' and Graduates' Perceptions of the Re-envisioned Ed.D.

In: Innov High Educ 39 (2), S. 123–137. DOI: 10.1007/s10755-013-9262-3.

Abstract:

Given continued confusion about the Ed.D.degree, universities affiliated with the Carnegie Project on the Education Doctorate (CPED) have re-envisioned it using a set of guiding principles and design features. In this study, we investigated why students and graduates chose to pursue the Ed.D., what and how they learned, how they viewed themselves, and whether they perceived their programs to be aligned with CPED's principles. Data were collected from 296 participants at 14 CPED institutions using an online survey. Results indicated respondents agreed that their programs were aligned with CPED principles, helped them meet their professional and personal goals, and developed them as scholarly practitioners.

Internationalisation of Higher Education. An EAIE Handbook (2014)

<http://handbook-internationalisation.com/>

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Arts, Emmy (2014):

Mandatory International Mobility. The Centrale Marseille Way.

In: Internationalisation of Higher Education. An EAIE Handbook (2), S. 43–58.

Abstract:

Ecole Centrale Marseille, a French school of engineering, has made international mobility mandatory for its students. The introduction of such a strategy requires a lot of thought, and several action plans that must be defined. Namely, which departments will work on the project, what legal framework should be drawn up, which mobility windows can be proposed, what the impact on the institution is, what the impact on the curriculum is, what financial aspects there are, what points should be checked, what problems can be encountered, and what the possible solutions are. This article gives feedback on the experience of implementing mandatory international mobility in an engineering curriculum in a French Grande Ecole.

Bache, Ian; Kane, Mary; Maidment, Christopher (2014):

Student Connections. Enhancing Interaction in the Internationalised Learning Environment.

In: Internationalisation of Higher Education. An EAIE Handbook (3), S. 107–128.

Abstract:

To move forward on enhancing integration and interaction¹ between home and international students, student involvement in exploring these challenges is critical. This case study explores the benefits of working with students on research projects and presents a model for engaging students in learning and teaching development in the context of internationalisation efforts at the University of Sheffield. Based on a project developed as part of our Student Ambassadors for Learning and Teaching (SALT) scheme, it will highlight key considerations when thinking about how to involve students. It is hoped that this article will be useful to individual universities looking to develop effective student engagement models in an internationalised context, particularly where the issues being researched are intimately linked to the student experience.

Broecher, Joachim; Davis, Joyce H.; Matthews, Kim K.; Painter, Janet F.; Pasour, Katherine (2014):

How Transatlantic Workshops and Field Trips Can Make German-American University-Partnerships an Active Learning Space.

In: Internationalisation of Higher Education. An EAIE Handbook (2), S. 17–42.

Abstract:

Ten-day workshops and field trips had a key role in the partnership between a university of applied sciences in East Germany and a small private liberal arts college in North Carolina. This case study evaluates activities and programs from the involved faculty's perspective. The authors look at the underlying institutional processes, they discuss organization and content of the programs, and reflect upon the learning experiences of the participating students. Conclusions are drawn regarding further program development and internationalization strategies.

Healey, Nigel Martin; Bordogna, Claudia (2014):

From Transnational to Multinational Education. Emerging Trends in International Higher Education.

In: Internationalisation of Higher Education. An EAIE Handbook (3), S. 33–56.

Abstract:

Transnational, or cross-border, education is attracting increasing interest, as universities extend their reach across borders to open up huge new markets. Based on analysis of case studies of transnational partnerships, this paper argues that the current definition of transnational education, namely that the degree-awarding university is in a different country from the students being educated, fails to do justice to the multidimensional nature of contemporary transnational partnerships. It argues that the location of the degree-awarding body is, increasingly, of peripheral interest. Of much greater interest is the multinational nature of transnational providers' stakeholders – the owners, managers, staff, students and regulatory and accrediting bodies. It concludes that it is time to retitle the leading edge in the internationalisation of higher education as 'multinational education'.

Hlalele, Dipane; Twala, Chitja (2014):

Narratives from the Leadership for Change Study-abroad Program Participants.

In: Internationalisation of Higher Education. An EAIE Handbook (2), S. 1–16.

Abstract:

The purpose of this article, which uses the Appreciative Inquiry (AI) prescripts as a guide, is to understand and interpret the experiences of three (out of the five) University of the Free State (UFS Qwaqwa Campus) first-year students who went on a short study-abroad trip to a few universities in the United States of America. The three students, who come from historically disadvantaged backgrounds, made up the first cohort of 71 UFS students who were selected to undertake the ground breaking and unexpected trip, which they described as a once-in-a-lifetime opportunity. In accordance to the appreciative overtones of AI, we have mainly highlight the positive aspects of their experience. These range from the delightful time they had and how they marvelled at the opportunity, whilst contrasting their real-life stereotypes with the study-abroad experience. The experience, ephemeral as it may be, seems to have amassed unprecedented or unparalleled gains for both the students as well as the institution. We conclude by reflecting on the ways in which the experience both expedites and conveys personal growth and development.

Humphries, Jennifer; Knight-Grofe, Janine (2014):

Canadian Internationalization. Speaking with One Voice.

In: Internationalisation of Higher Education. An EAIE Handbook (3), S. 57–82.

Abstract:

Out of a once fragmented, competitive and unfocused international education environment has emerged an unprecedented degree of cohesion. This paper looks at Canada's education landscape, which underpins its internationalization efforts. While there continue to be competitive issues within Canada that imperil this unity, the country is working hard to maintain its coordination and cooperation which has propelled it in a short time to its position as a global education leader, with its first national International Education Strategy.

Lane, Jason E.; Farrugia, Christine A.; Kinser, Kevin (2014):

Establishing, Developing, and Closing International Branch Campuses.

In: Internationalisation of Higher Education. An EAIE Handbook (1), S. 81–102.

Abstract:

The number of international branch campuses has increased considerably in the 2000s and now number nearly 200 campuses, with many European nations being importers and exporters of such institutions. The establishment of an international branch campus can expand a college or university's global reach and help to internationalize its student body, faculty composition, curriculum, and research. However, the development of international branch campuses (IBCs)

presents an array of operational challenges emanating from their status as start-up organizations, including narrow academic offerings, small staff size, and the need to develop operating policies and build a student base in the campus's host country. Furthermore, the global reputation of the IBC's parent institution does not carry over fully into the host country environment, creating the need for IBCs to build their legitimacy in the host country.

Lestrade, Dominique; Henry, Karine (2014):

One Professional Degree, Two Educational Approaches. Implementing French Educational and Professional Methods in Vietnam.

In: Internationalisation of Higher Education. An EAIE Handbook (2), S. 85–102.

Abstract:

The French degree titled "Professional Bachelors in Management of Organisations; speciality Project Management and Human Resources Management", taught at the Institut Universitaire de Technologie, University of Toulon in France, is also offered at the University of Commerce in Hanoi, Vietnam. This article shows an example of how educational and professional tools are used and adapted to Vietnamese culture in order to accompany the students towards their professional integration (searching for a work-placement but also entering the labour market), both by using a distance-learning platform and visiting in situ firms to be more well informed about the Vietnamese firms' requirements and adapt soft skills accordingly.

Lilley, Kathleen; Barker, Michelle; Harris, Neil (2014):

Unravelling the Rhetoric of the Global Citizen.

In: Internationalisation of Higher Education. An EAIE Handbook (1), S. 1–20.

Abstract:

Universities frequently claim to educate global citizens yet there is limited policy-to-practice evidence. This study examined how 26 international industry key informants conceptualise the global citizen in higher education. The qualitative interpretive study supported the moral and transformative cosmopolitan nature of the global citizen as the 'ideal global graduate'. This contribution proposes that the holistic disposition of the global citizen is underpinned by the thinking capacities of the social imaginary, reflexivity, relationality and criticality. These capacities enable the student mindset to flourish as global citizens and offers insight to educating global citizens for uncertain futures.

Mohunlol, Usha; Banks, Cynthia; Beaudoin, Luc; Gallagher, Jessica; Bok, Caspar de (2014):

Undergraduate Research in Study Abroad.

In: Internationalisation of Higher Education. An EAIE Handbook (2), S. 59–84.

Abstract:

There is a growing interest in undergraduate research abroad programmes. How can you link these successfully with studying abroad? How is it different from regular study abroad programmes? What are the unique selling propositions? International educators, experienced in administering international undergraduate research programs abroad, will tell you in this text, how they do it and what undergraduate students gain from conducting research abroad for 1–2 semesters.

Richardson, Sarah (2014):

Mobility Without Border Crossing – Helping Students Gain Cosmopolitan Dispositions During Their Higher Education Studies.

In: Internationalisation of Higher Education. An EAIE Handbook (3), S. 83–106.

Abstract:

Higher education students need to be prepared for global lives. Mobility is once response but 99.4 per cent of higher education students do not experience it. This calls for alternatives to physical mobility which enable students to gain relevant skills and knowledge. Drawing on cosmopolitan literature this paper identifies the skills and attributes which

students need as mindfulness, compassion, openness and criticality, together comprising a cosmopolitan disposition. One way to achieve this is through connectivist pedagogies, leveraging online media and applications to bring students together across countries. Examples demonstrate that a number of key principles need to be kept in mind in their design and implementation in order to help students gain optimal outcomes.

Ripmeester, Nannette (2014):

International Businesses. Consumers of Global Talent?

In: Internationalisation of Higher Education. An EAIE Handbook (1), S. 21–34.

Abstract:

Is the corporate world a true consumer of global talent? The impact of globalization on business is obvious and therefore the need for more cultural savvy staff is apparent. Does the Higher Education sector need to follow the business world's lead or are HE institutions in the driver's seat at all times when it comes to priming graduates who are able to work across continents? This article will look more in-depth on the skills gained by a study abroad experience and how to turn the experience into an advantageous skillset for the global workplace. However, the main focus is on corporate employers across the globe and how they see the link between Higher Education and the global world of work.

Slee, Peter; Taylor, David (2014):

Ensuring a World Class International Student Experience at the University of Huddersfield, UK.

In: Internationalisation of Higher Education. An EAIE Handbook (1), S. 63–80.

Abstract:

The University of Huddersfield embarked on a new Corporate Strategy at about the same time as the government were planning significant changes to higher education in the UK. A key element of this new University Corporate Strategy was internationalisation of the institution and significant growth in the international student body. This paper details how the University of Huddersfield used independently conducted student sur-veys to ensure that it continually improved its services to ensure a first class international student experience throughout a period of sustained growth and significant changes to the UK higher education landscape. The strategies employed enabled the University of Huddersfield to top the International Student Barometer (ISB) and provide the best all-round international student experience in the UK and the world in Summer 2011.

Walenkamp, Jos; Funk, Andreas (2014):

What Binds International Talent to the Netherlands?

In: Internationalisation of Higher Education. An EAIE Handbook (1), S. 35–62.

Abstract:

The recruitment of international talent has become increasingly important. A promising approach here is to bind international students after their studies. This investigation seeks to uncover the main factors of internationals' residence decision and the particular appeal of the Netherlands in staff members, alumni and students of The Hague University of Applied Sciences. Our findings strengthen other studies, which indicate various factors such as job-opportunities and personal circumstances, but also aspects related to the regional environment or the good or bad experiences at university. Overall, the Netherlands is perceived as an appealing country of residence for international talent. Our study provides concrete recommendations, such as facilitating administrative procedures, encouraging the socialization of internationals in Dutch circles and offering Dutch language courses and career counseling at universities.

Zhong, Zhou; Ulicna, Daniela; Han, Shuangmiao (2014):

The EU and China. The Race for Talent - The Relevance and Responsiveness of Higher Education.

In: Internationalisation of Higher Education. An EAIE Handbook (3), S. 1–32.

Abstract:

This paper presents the main findings of an EU-China joint study that examines how the 'race for talent' faces the challenges of rapidly evolving skill sets needed in the EU and China. Relevance and responsiveness are considered important in higher education systems, although not the only aspects of quality of education, they are explored through comparison by investigating the differences in socio-economic and cultural realities in Europe and China. Specifically, the study explores similarities and differences in the profiles of college graduates in Europe and China against employers' real expectations and needs. The paper also analyses the strategies and measures that educational systems, institutions/organisations and employers are putting in place to enhance the alignment between education and professional life. The study employed a qualitative and exploratory research method that combined primary data collected from 162 interviews (half in Europe and half in China) and the use of existing research literature in Europe and China. All interviewees had direct experience in education and training systems in Europe and China through teaching and learning, research, or work experience involving European and Chinese graduates. The study was one of the outcomes of the 2009 high-level policy dialogue between the European Commission Directorate-General for Education and Culture (DG EAC) and the Chinese Ministry of Education. The research for this study was carried out by a joint taskforce comprising from the Tsinghua University, Beijing, China and the ICF International (previously the GHK Consulting).

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<http://link.springer.com/journal/12651>

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Agrawal, Tushar (2014):

Gender and caste-based wage discrimination in India: some recent evidence.

In: *J Labour Market Res* 47 (4), S. 329–340. DOI: 10.1007/s12651-013-0152-z.

Abstract:

This paper examines gender and social groups wage discrimination in India using a nationally representative survey. We examine the wage gaps between different sub-groups of population separately in the rural and urban sectors using the Blinder-Oaxaca decomposition method. To account for possibility of the sample selection bias, the Heckman correction model is employed. We find a large wage differential between gender groups and between different social groups. The decomposition analysis reveals that the wage differential between males and females can largely be attributed to discrimination in the labor market. Nevertheless, in case of social groups this gap is mostly driven by differences in endowments.

Dieser Artikel untersucht geschlechts- und sozialgruppierungsspezifische Lohndiskriminierung in Indien basierend auf einer nationalrepräsentativen Umfrage. Unter Anwendung der Blinder-Oaxaca-Zerlegung werden Lohnunterschiede zwischen verschiedenen Bevölkerungsgruppen untersucht, aufgeschlüsselt nach städtischen und ländlichen Gebieten. Darüber hinaus wird die Heckman-Korrektur angewandt. In diesem Artikel zeigt sich, dass große Lohnunterschiede sowohl zwischen Geschlechtern als auch zwischen verschiedenen Sozialgruppierungen auftreten. Während die Lohnunterschiede zwischen Männern und Frauen größtenteils auf Arbeitsmarktdiskriminierung zurückzuführen sind, entstehen diese Unterschiede bei den untersuchten Sozialgruppierungen durch gruppenspezifische Merkmale, die variierende Preise auf dem Arbeitsmarkt erzielen.

Bellmann, Lutz (2014):

Kontinuität und Veränderung des IAB-Betriebspanels.

In: *J Labour Market Res* 47 (1-2), S. 5–26. DOI: 10.1007/s12651-013-0139-9.

Abstract:

Der Erfolg des IAB-Betriebspanels lässt sich zum einen auf den für Panelanalysen erforderlichen hohen Rücklauf und die exzellente Datenqualität sowie die Möglichkeit der Nutzung der Betriebsdatei der Beschäftigtenstatistik der Bundesagentur für Arbeit (BA) als Ziehungsgrundlage für die Stichprobe und den damit vorgenommenen Aufbau von Linked-Employer-Employee Datensätzen zurückführen. Ebenso wichtig ist die dynamische Entwicklung des Fragebogens und die Berücksichtigung neuer Fragen im IAB-Betriebpanel. Dies sind vor allem die Themenbereiche (1) betriebliche Flexibilität, (2) Fachkräftebedarf, betriebliche Aus- und Weiterbildung, (3) Innovationen sowie technischer und organisatorischer Wandel, (4) industrielle Beziehungen sowie (5) die Auswirkungen der Finanz- und Wirtschaftskrise 2008/2009 auf den Arbeitsmarkt.

On the one side the success of the IAB Establishment Panel Survey can be traced to the high response rate and the excellent data quality necessary for panel analyses as well as the unique possibility to use the establishment register of the Employment Statistics of the Federal Employment Agency to draw the samples and to build linked-employer-employee data sets. Of equal importance is the dynamic development of the questionnaire and the inclusion of new questions. The most relevant topics are: (1) the establishments' flexibility, (2) the demand of skilled personnel, vocational and further training, (3) innovations as well as technological and organizational change, (4) industrial relations, and (5) the labour market effects of the Great Recession 2008/2009.

Bellmann, Lutz; Stephan, Gesine (2014):

Which firms use targeted wage subsidies? An empirical note for Germany.

In: *J Labour Market Res* 47 (1-2), S. 165–175. DOI: 10.1007/s12651-014-0157-2.

Abstract:

In Germany, temporary wage subsidies (Eingliederungszuschüsse) can be granted to employers if they hire workers with obstacles to placement. Based on the 2003, 2005, 2007 and 2009 waves of the IAB Establishment Panel, this paper looks into the following questions: Is there a connection between the use of targeted wage subsidies and certain structural characteristics of the establishment, such as establishment size, industry and employment structure? Is the labor turnover of establishments that make use of wage subsidies higher than that of similar establishments that do not? Do establishments that utilize targeted wage subsidies also make use of other active labor market programs (e.g. work opportunities) to a disproportionate degree? On the whole, the empirical findings confirm that establishment structures are important for the decisions of firms to make use of targeted wage subsidies.

In Deutschland können Arbeitgeber Eingliederungszuschüsse – zeitlich befristete Lohnkostenzuschüsse – erhalten, wenn sie Arbeitslose mit Vermittlungshemmnissen einstellen. Auf der Basis der IAB-Betriebspanelwellen der Jahre 2003, 2005, 2007 und 2009 untersucht der Beitrag folgende Fragen: Gibt es einen Zusammenhang zwischen der Inanspruchnahme von Eingliederungszuschüssen und betrieblichen Strukturmerkmalen wie Betriebsgröße, Branche und Beschäftigtenstruktur? Ist die Personalfuktuation in Betrieben, die Eingliederungszuschüsse in Anspruch nehmen, größer als in Betrieben, die das nicht tun? Nutzen Betriebe, die Eingliederungszuschüsse in Anspruch nehmen, überproportional häufig auch andere Instrumente der aktiven Arbeitsmarktpolitik (wie z.B. soziale Arbeitsgelegenheiten)? Insgesamt bestätigen die Befunde, dass betriebliche Strukturmerkmale für den Einsatz von Eingliederungszuschüssen eine wichtige Rolle spielen.

Boockmann, Bernhard; Osiander, Christopher; Stops, Michael (2014):

Vermittlerstrategien und Arbeitsmarkterfolg – Evidenz aus kombinierten Prozess- und Befragungsdaten.

In: *J Labour Market Res* 47 (4), S. 341–360. DOI: 10.1007/s12651-014-0162-5.

Abstract:

Trotz eines umfangreichen Regelwerks verbleiben den Agenturen für Arbeit und ihren Vermittlerinnen und Vermittlern erhebliche Gestaltungsspielräume bei der Umsetzung der Arbeitsmarktpolitik. In dieser Studie untersuchen wir anhand von kombinierten Befragungs- und Prozessdaten, welche Strategien und Ansätze am wirkungsvollsten für die Integration von Arbeitslosen im Rechtskreis der Arbeitslosenversicherung (SGB III) sind. Die dazu erforderliche Datenverknüpfung wird erstmals für Deutschland vorgenommen. Die meisten Effekte sind in der Größenordnung recht gering und nur für Teilzeiträume statistisch signifikant. Es stellt sich heraus, dass Vermittler, die die schnelle Vermittlung als wichtigstes Ziel sehen, tendenziell bessere Integrationsergebnisse erzielen als Vermittler, die andere Zielsetzungen für wichtiger halten. Die Bereitschaft zur Nutzung von Sperrzeiten wirkt sich schwach signifikant positiv auf den Abgang aus Arbeitslosigkeit aus, nicht jedoch auf die Wahrscheinlichkeit, eine Beschäftigung aufzunehmen. Häufigere Kontakte zwischen Vermittlern und Arbeitslosen haben tendenziell eine positive Wirkung auf den Abgang aus der Arbeitslosigkeit. Wird internen Weisungen bei der Vergabe von Maßnahmen innerhalb der Agenturen ein höherer Stellenwert gegenüber anderen Kriterien eingeräumt, verbessern sich die Integrationschancen der Betreuten zu Beginn der Arbeitslosigkeit.

In spite of extensive regulations, Germany's job offices and their caseworkers have substantial discretion in implementing labor market policies. Based on the analysis of combined survey and administrative data, this study compares the effectiveness of different strategies aimed at re-integrating job seekers in the unemployment insurance system (Social Code III) into regular employment. The data merger is an innovative contribution of our paper, since it is done for the first time for German data. Most of the estimated treatment effects are moderate in size and statistically significant only for parts of the unemployment duration. We find that caseworkers who emphasize rapid integration into work as their primary goal tend to achieve better results for their clients than caseworkers who consider other goals important. While the willingness to impose sanctions weakly significantly increases the probability to leave unemployment, it does not have a positive impact on the probability to find employment. Furthermore, frequent contacts between caseworker and job seeker tend to have positive effects in terms of exit from unemployment. Finally, caseworkers who consider internal regulations important when they allocate job seekers to programs of ALMP tend to achieve better integration outcomes at the beginning of clients' unemployment spells.

Diem, Andrea; Wolter, Stefan C. (2014):

Overeducation among Swiss university graduates: determinants and consequences.

In: *J Labour Market Res* 47 (4), S. 313–328. DOI: 10.1007/s12651-014-0164-3.

Abstract:

This study uses the Swiss Graduate Survey data to investigate the determinants of job-education mismatch and the associated consequences on earnings while controlling for various ability and motivation factors, as well as socio-demographic, labor market and institutional characteristics. The results indicate that the likelihood of a job-education mismatch is significantly influenced by individual performance factors, such as final grades and study duration, and that the phenomenon affects approximately 15 % of university graduates. The study also shows that more than one-quarter of the individuals with a job-education mismatch 1 year after graduation are still working in a job that does not require a university degree 4 years later. In monetary terms, job-education mismatch is associated with a yearly wage penalty of approximately 4–10 % in the short to medium term.

Diese Studie untersucht auf Basis der Schweizer Hochschulabsolventenbefragungen die Determinanten einer nicht ausbildungsadäquaten Beschäftigung und die Konsequenzen auf den Lohn, die sich daraus unter Berücksichtigung von verschiedenen Fähigkeits- und Motivationsfaktoren sowie soziodemografischen, arbeitsmarktlichen und institutionellen Merkmalen ergeben. Die Resultate zeigen, dass die Wahrscheinlichkeit einer nicht ausbildungsadäquaten Beschäftigung signifikant von individuellen Leistungsfaktoren wie der Abschlussnote oder der Studiendauer beeinflusst wird und dass das Phänomen rund 15 Prozent der Absolventinnen und Absolventen betrifft. Weiter zeigt sich, dass über ein Viertel der Personen, welche ein Jahr nach Studienabschluss nicht ausbildungsadäquat beschäftigt sind, auch vier Jahre später noch keine Tätigkeit ausüben, bei der hochschulspezifische Qualifikationen verlangt werden. Eine inadäquate Beschäftigung schlägt sich kurz- bis mittelfristig in einem jährlichen Lohnnachteil von rund 4 bis 10 Prozent nieder.

Dütsch, Matthias; Struck, Olaf (2014):

Employment trajectories in Germany: do firm characteristics and regional disparities matter?

In: *J Labour Market Res* 47 (1-2), S. 107–127. DOI: 10.1007/s12651-014-0156-3.

Abstract:

Life course research accentuates that employment trajectories are governed by individual determinants and endogenous causalities; thus, the start to the employment career enduringly affects workers' future mobility patterns. However, their actions are always embedded within a particular framework: Their employment trajectories are influenced by firm-specific opportunity structures, regional heterogeneities, and the business cycle. This article focuses on the structural factors framing worker's mobility processes.

Structural and cyclical determinants were assessed by combining a German linked employer-employee dataset with data on regional economic characteristics from the statistical "spatial planning regions". The hierarchically clustered data were explored with multilevel analysis models. These identified the key factors influencing employment stability; the determinants of upward, lateral, and downward interfirm mobility; and transitions leading to unemployment.

Our results show that employees can minimize the endogenous causality by taking advantage of particular framework conditions: A firm's investments in further training and internal infrastructure impact positively on employment trajectories, and work councils increase employment stability, especially during periods of economic growth. In contrast, employment trajectories are destabilized by disadvantageous firm demographics and intensive use of fixed-term employment. During an economic downswing, employment opportunities are better in densely populated areas, whereas unemployment risks dominate in rural areas. In the period of economic growth, all employees within a region benefit from a higher local level of human capital regardless of qualification level, whereas during an economic downturn, skill segregation prevails and only the highly qualified benefit.

Die Lebensverlaufsforchung betont die Bedeutung individueller Faktoren sowie des endogenen Kausalzusammenhangs für den Erwerbsverlauf. Demnach bestimmt insbesondere der Einstieg in die Erwerbsphase zukünftige Chancen und Risiken im Erwerbsleben. Allerdings ist zu berücksichtigen, dass Arbeitskräfte innerhalb spezifischer Rahmenbedingungen agieren. So werden deren Erwerbsverläufe durch betriebliche Gelegenheitsstrukturen geprägt. Zudem handeln Arbeitnehmer und

Arbeitgeber in unterschiedlich strukturierten Regionen. Schließlich sind auch konjunkturelle Einflüsse zu beachten. Deshalb richtet der vorliegende Artikel den Fokus auf die Untersuchung struktureller Einflussfaktoren.

Um strukturelle und konjunkturelle Determinanten abbilden zu können, wurde ein Linked Employer-Employee Datensatz des IAB und Daten zu regionalen Charakteristika auf Ebene der Raumordnungsregionen verknüpft. Die Auswertung der hierarchisch geclusterten Daten wurde anhand von Mehrebenenmodellen durchgeführt. Zunächst wurden die Einflussfaktoren auf die Beschäftigungsstabilität und danach die Determinanten von Aufstiegen, lateraler Mobilität und Abstiegen bei direkten Betriebswechseln sowie von Übergängen in Arbeitslosigkeit erforscht.

Unsere Ergebnisse zeigen, dass die zweifellos vorhandenen endogenen Kausalzusammenhänge im Erwerbsverlauf dann an Bedeutung verlieren, wenn Beschäftigte sich strukturelle Einflussfaktoren zunutze machen können: Demnach wirken betriebliche Investitionstätigkeiten in Weiterbildung sowie in die Infrastruktur positiv auf Erwerbsverläufe. Betriebsräte und Personalvertretungen erhöhen vor allem in einer guten konjunkturellen Situation die Beschäftigungsstabilität. Hingegen können eine ungünstige Organisationsdemografie sowie die intensive Nutzung von Befristungen zur Destabilisierung des Erwerbsverlaufs führen. In einer konjunkturellen Abschwungphase bieten dichter besiedelte Räume bessere Beschäftigungsoptionen, während in ländlichen Gegenden Beschäftigungs- und Arbeitsloskeitsrisiken herrschen. Von einer hohen regionalen Humankapitalausstattung profitieren im Aufschwung alle Qualifikationsgruppen, während im Abschwung eine Segregation bezüglich der Qualifikationsgruppen zu beobachten ist.

Ellguth, Peter; Kohaut, Susanne; Möller, Iris (2014):

The IAB Establishment Panel—methodological essentials and data quality.

In: *J Labour Market Res* 47 (1-2), S. 27–41. DOI: 10.1007/s12651-013-0151-0.

Abstract:

The IAB Establishment Panel was launched to obtain information on the demand side of the labor market. This data meets two requirements: providing high quality data for the scientific aims and having an information system for policy makers and practitioners. As it started in 1993 a rich data set of 20 years establishment survey is available now. This article provides information about methodological issues of sample design and data sampling and changes that have taken place in recent years. We focus on quality issues, efforts to improve the survey and on some ongoing discussions about methodological adjustments of the survey mode.

Das IAB-Betriebspanel wurde vor 20 Jahren gestartet, um einen umfassenden Datensatz für die Nachfrageseite des Arbeitsmarkts zu generieren. Damit sollten sowohl der Wissenschaft hochwertige Daten mit entsprechendem Analysepotenzial zur Verfügung gestellt, als auch ein zuverlässiges Informationssystem für politische Entscheidungsträger etabliert werden. Dieser Beitrag gibt einen Überblick über die methodischen Grundlagen des IAB-Betriebspanels angefangen von der Stichprobenziehung über die Datengewinnung bis hin zu Fragen der Hochrechnung. Besonderes Augenmerk wird dabei auf Veränderungen im methodischen Design gelegt, die in den letzten Jahren vorgenommen wurden, sowie auf Fragen der Datenqualität. Zudem werden Überlegungen hinsichtlich eines möglichen Umstiegs der Erhebungsmethode auf computergestützte Formen präsentiert.

Fendel, Tanja (2014):

Work-related Migration and Unemployment.

In: *J Labour Market Res* 47 (3), S. 233–243. DOI: 10.1007/s12651-014-0160-7.

Abstract:

This paper examines the willingness of the unemployed to migrate in order to exit unemployment. The empirical estimation is based on data from the German Socio Economic Panel (GSOEP) from the years 2001 to 2009. Following a bivariate probit approach, results are obtained estimating the joint probability of being unemployed and to move to account for the endogeneity of the unemployment variable in the migration equation. The findings indicate that the probability of moving to exit unemployment is much lower compared to the work related moving probability of employed people. Material and in particular immaterial migration costs for the unemployed group appear to exceed the benefit of moving. Consequently, labour market policy should increase moving incentives for the unemployed and expand the regional interchange of employment agencies.

Die vorliegende Studie analysiert die individuelle Umzugsbereitschaft von Arbeitslosen. Die ökonometrische Schätzung basiert auf Daten des Sozioökonomischen Panels für die Jahre 2001 bis 2009. Um die Endogenität der Arbeitslosen-Variable in der Migrationsgleichung zu berücksichtigen wird ein bivariates Probitmodell verwendet. Es schätzt die gemeinsame Wahrscheinlichkeit arbeitslos zu sein und umzuziehen um die Arbeitslosigkeit zu beenden. Die Ergebnisse belegen, dass die arbeitsbedingte Umzugswahrscheinlichkeit von Arbeitslosen sehr viel niedriger ist als die von Beschäftigten. Für die Arbeitssuchenden erscheinen materielle und vor allem immaterielle Umzugskosten deutlich höher auszufallen als der resultierende Umzugsnutzen. Die aus diesen Ergebnissen zu ziehenden Forderungen an die Arbeitsmarktpolitik wären die Umzugsanreize für Erwerbslose zu erhöhen, ihnen Vorschläge über entfernte Stellenangebote zu unterbreiten sowie den regionalen Austausch von Jobcentern auszubauen.

Gesthuizen, Maurice; Solga, Heike (2014):

Is the labor market vulnerability of less-educated men really about job competition? New insights from the United States.

In: *J Labour Market Res* 47 (3), S. 205–221. DOI: 10.1007/s12651-013-0131-4.

Abstract:

There are various reasons why less-educated men have higher risks of labor market vulnerability—risks such as being unemployed or, if employed, having only low socioeconomic status. The commonly used argument is that these higher risks result from increased job competition caused by an oversupply of higher educated workers, who displace the less-educated from their jobs. In addition to exploring this argument, we investigate the impact of less-educated men's cognitive skills, their social resources, and the (historically embedded) signaling value of not having educational credentials. We study this impact by using institutional and compositional variations across labor market entry cohorts in the United States. For our analyses, we use the data of the 1974–2008 US General Social Survey (GSS). They show that an oversupply of high-educated workers mainly increases the unemployment risks of the higher-educated themselves. In labor market entry cohorts where the negative selection on parental background of the group of less-educated is more pronounced, the less-educated run a relatively high risk of unemployment.

Es gibt verschiedene Gründe, warum schlechter ausgebildete Männer höheren Risiken der Arbeitsmarktverwundbarkeit – Arbeitslosigkeitsrisiken oder bei Beschäftigten ein niedriger sozioökonomischer Status – unterliegen. Die gebräuchliche Erklärung hierfür ist, dass der Grund für diese höheren Risiken ein gesteigerter beruflicher Wettbewerb ist, der auf ein Überangebot an besser ausgebildeten Arbeitskräften zurückzuführen ist, die die schlechter ausgebildeten Arbeitskräfte aus ihren Beschäftigungen verdrängen. Zusätzlich zur Untersuchung dieser Erklärung analysieren wir den Einfluss der kognitiven Fähigkeiten schlechter ausgebildeter Männer, ihre sozialen Ressourcen und den (historisch eingebetteten) Signalwert, über keine Bildungsnachweise zu verfügen. Wir untersuchen diese Auswirkungen mittels institutioneller und kompositioneller Variationen über Arbeitsmarkt-Eintrittskohorten hinweg in den USA. Für unsere Analysen nutzen wir die Daten des 1974–2008 US General Social Survey (GSS). Sie zeigen, dass ein Überangebot an gut ausgebildeten Arbeitskräften hauptsächlich die Arbeitslosigkeitsrisiken der besser ausgebildeten Personen selbst steigert. In Arbeitsmarkt-Eintrittskohorten, in welchen die negative Selektion basierend auf dem Hintergrund der Eltern der Gruppe der schlechter ausgebildeten deutlicher ist, haben die schlechter ausgebildeten ein relativ hohes Arbeitslosigkeitsrisiko.

Hirsch, Boris; Mueller, Steffen (2014):

Firm leadership and the gender pay gap: do active owners discriminate more than hired managers?

In: *J Labour Market Res* 47 (1-2), S. 129–142. DOI: 10.1007/s12651-013-0138-x.

Abstract:

Using a large linked employer–employee data set for Germany, we investigate differences in the unexplained gender pay gap between owner-run and manager-run firms. We hypothesise that owner-managers and hired managers differ in their discretion to engage in profit-reducing taste discrimination against women, which would translate into different pay gaps depending on leadership regime. We find that unexplained gaps are significantly higher in owner-run firms, both statistically and economically. Yet, scrutinising these results by restricting our analysis to firms that only differ in leadership regime, this substantial difference disappears. Therefore, our findings do not support that active owners are more discriminatory per se.

Auf Grundlage eines großen kombinierten Arbeitgeber-Arbeitnehmer-Datensatzes für Deutschland untersuchen wir Unterschiede im unerklärten geschlechtsspezifischen Lohndifferential zwischen eigentümer- und managementgeführten Unternehmen. Wir stellen die Hypothese auf, dass sich aktiven Eigentümern und angestellten Managern unterschiedliche Spielräume zur Auslebung ihrer gewinnsenkenden diskriminatorischen Präferenzen eröffnen und sich daher die Lohndifferentiale zwischen eigentümer- und managementgeführten Unternehmen unterscheiden sollten. Empirisch finden wir statistisch wie ökonomisch signifikant höhere Lohndifferentiale in eigentümergeführten Unternehmen. Die Beschränkung der Stichproben auf hinreichend ähnliche eigentümer- und managementgeführte Unternehmen lässt diese markanten Unterschiede in den Lohndifferentialen jedoch verschwinden. Unsere Ergebnisse deuten daher nicht darauf hin, dass aktive Eigentümer per se mehr diskriminieren.

Hübler, Olaf (2014):

Estimation of standard errors and treatment effects in empirical economics—methods and applications.

In: *J Labour Market Res* 47 (1-2), S. 43–62. DOI: 10.1007/s12651-013-0135-0.

Abstract:

This paper discusses methodological problems of standard errors and treatment effects. First, heteroskedasticity- and cluster-robust estimates are considered as well as problems with Bernoulli distributed regressors, outliers and partially identified parameters. Second, procedures to determine treatment effects are analyzed. Four principles are in the focus: difference-in-differences estimators, matching procedures, treatment effects in quantile regression analysis and regression discontinuity approaches. These methods are applied to Cobb-Douglas functions using IAB establishment panel data.

Different heteroskedasticity-consistent procedures lead to similar results of standard errors. Cluster-robust estimates show evident deviates. Dummies with a mean near 0.5 have a smaller variance of the coefficient estimates than others. Not all outliers have a strong influence on significance. New methods to handle the problem of partially identified parameters lead to more efficient estimates.

The four discussed treatment procedures are applied to the question whether company-level pacts affect the output. In contrast to unconditional difference-in-differences and to estimates without matching the company-level effect is positive but insignificant if conditional difference-in-differences, nearest-neighbor or Mahalanobis metric matching is applied. The latter result has to be specified under quantile treatment effects analysis. The higher the quantile the higher is the positive company-level pact effect and there is a tendency from insignificant to significant effects. A sharp regression discontinuity analysis shows a structural break at a probability of 0.5 that a company-level pact exists. No specific effect of the Great Recession can be detected. Fuzzy regression discontinuity estimates reveal that the company-level pact effect is significantly lower in East than in West Germany.

Dieser Beitrag diskutiert Möglichkeiten zur Schätzung von Standardfehlern und Kausaleffekten. Zunächst werden heteroskedastie- und gruppenrobuste Schätzungen für Standardfehler betrachtet sowie Auffälligkeiten und Probleme bei Dummy-Variablen als Regressoren, Ausreißern und nur partiell identifizierten Parametern erörtert. Danach geht es um Verfahren zur Bestimmung von Treatmenteffekten. Vier Prinzipien werden hierzuvorgestellt: Differenz-von-Differenzen-Schätzer, Matchingverfahren, Kausaleffekte in der Quantilsregressionsanalyse und Ansätze zur Bestimmung von Diskontinuitäten bei Regressionsschätzungen. Anwendungen erfolgen im zweiten Teil der Arbeit auf Cobb-Douglas-Produktionsfunktionen unter Verwendung von IAB-Betriebspaneldaten.

Verschiedene heteroskedastiekonsistente Verfahren führen zu recht ähnlichen Ergebnissen bei den Standardfehlern. Clusterrobuste Schätzungen zeigen dagegen deutliche Abweichungen. Dummies als Regressoren mit einem Mittelwert in der Nähe von 0.5 weisen kleinere Varianzen der Koeffizientenschätzer auf als andere. Nicht alle Ausreißer haben einen nennenswerten Einfluss auf die Signifikanz. Neuere Methoden zur Behandlung des Problems von nur partiell identifizierten Parametern führen zu effizienteren Schätzungen.

Die vier diskutierten Verfahren zur Bestimmung der Wirkungen von Maßnahmen werden auf das Problem, ob betriebliche Bündnisse einen signifikanten Einfluss auf den Produktionoutput haben, angewandt. Im Gegensatz zu nicht konditionalen Differenz-von-Differenzen-Schätzern und Schätzern ohne Matching sind die Effekte betrieblicher Bündnisse bei bedingten Differenz-von-Differenzen-Schätzern und Matching-Verfahren zwar positiv, aber insignifikant. Diese Aussage ist auf Basis der Treatment-Quantilsanalyse zu präzisieren. Je höher die Quantile sind, umso größer ist die Wirkung betrieblicher Bündnisse mit einer Tendenz von insignifikanten zu signifikanten Effekten. Die deterministische Regressionsanalyse mit

Diskontinuitäten zeigt einen Strukturbruch bei Wahrscheinlichkeit 0.5, dass ein betriebliches Bündnis existiert. Es lassen sich keine spezifischen Effekte während der Rezession 2009 ausmachen. Schätzungen im Rahmen stochastischer Diskontinuitätsansätze offenbaren, dass die Wirkungen betrieblicher Bündnisse in Ostdeutschland signifikant niedriger ausfallen als in Westdeutschland.

Hujer, Reinhard (2014):

Anmerkungen zum Beitrag von Christian Holzner und Sonja Munz (2013): „Should local public employment services be merged with local social benefit administrations?“ (Vol. 46, No. 2, S. 83–102).

In: *J Labour Market Res* 47 (3), S. 181.

DOI: 10.1007/s12651-014-0153-6.

Abstract:

The German Federal government has allowed local governments of some regions (Approved Local Providers) to be solely responsible for the care of unemployment benefit II recipients. In the remaining regions Joint Local Agencies were formed, where the local social benefit administrations work together with the local public employment services. We find that despite positive self-selection Approved Local Providers do not perform better than Joint Local Agencies. Even more interestingly, using a unique data set on organisational characteristics we are able to show that the organisational features implemented primarily by Approved Local Providers are positively correlated with the job finding probability of the unemployment benefits II recipients. Thus, local governments that self-selected into Approved Local Providers seem to have implemented a better organisational structure. However, their relatively poor performance overall compared to Joint Local Agencies suggests that they underestimated the benefits of having the local public employment service merged with the local social benefit administration.

Die Deutsche Bundesregierung hat ausgewählten Kommunen (zugelassene kommunale Träger zKT) die Möglichkeit eröffnet, sich eigenverantwortlich um die Betreuung erwerbsfähiger Hilfebedürftiger (sog. Hartz IV Empfänger) zu kümmern. In den restlichen Kommunen wurden sogenannte Arbeitsgemeinschaften (ARGen) von Arbeitsagenturen und Kommunen gegründet, in denen die kommunale Sozialverwaltung mit den Arbeitsagenturen zusammenarbeitet. Doch trotz der positiven Selbstselektion der zKT-Regionen weisen diese für die erwerbsfähigen Hilfebedürftigen keine höheren Übergangsraten auf als die ARGen. Um einen tieferen Einblick in die organisatorische Struktur der relevanten Institutionen zu gewinnen, wurde ein spezifischer Datensatz genutzt, der wichtige Merkmale aller Arbeitsagenturen enthält. Die Tatsache, dass zKT überwiegend Organisationsstrukturen verwenden, die positiv korreliert sind mit höheren Erfolgsquoten beim Übergang in die Erwerbstätigkeit von Arbeitslosengeld II-Empfängern, deutet darauf hin, dass die Verantwortlichen auf regionaler Ebene, die das zKT Modell gewählt haben, die für die Arbeitslosengeld II-Empfänger erfolgreichere Organisationsform gefunden haben. Allerdings bedeutet die relativ schlechte Performance der zKT-Regionen im Vergleich zu den ARGen-Regionen – wie auf Basis des Treatment-Effekts unter Kontrolle der Organisationsmerkmale gezeigt wurde –, dass auch die bessere Organisationsform nicht die Nachteile kompensieren kann, die sich aus der integrierten Form der kommunalen Arbeitsvermittlung und der Sozialverwaltung ergeben haben.

Jung, Sven (2014):

Employment adjustment in German firms.

In: *J Labour Market Res* 47 (1-2), S. 83–106.

DOI: 10.1007/s12651-014-0159-0.

Abstract:

Using a representative establishment data set for Germany, I show that, in line with the existing literature for several countries, firms' adjustment costs for employment are characterized by a fixed and convex functional form. Furthermore, they are asymmetric with dismissal costs exceeding hiring costs. An analysis of firms' adjustment in the period 1996–2010 also indicates that adjustment behavior has changed over time. Comparing the employment adjustment in the two observed business cycles comprising the years 1996–2003 and 2004–2010, I find that the adjustment speed was higher in the second business cycle indicating that adjustment costs have fallen in recent years.

Anhand von repräsentativen Daten des IAB-Betriebspanels wird gezeigt, dass die Kosten der betrieblichen Beschäftigungsanpassung in Deutschland eine funktionale Form mit fixer und konvexer Komponente aufweisen, wie es auch frühere Studien für andere Länder feststellen. Des Weiteren ist die Struktur der Anpassungskosten asymmetrisch,

wobei die Entlassungskosten größer als die Einstellungskosten sind. Bei der Analyse des betrieblichen Anpassungsverhaltens für den Zeitraum 1996–2010 wird zudem deutlich, dass sich das Verhalten über die Zeit geändert hat. Ein Vergleich der betrieblichen Beschäftigungsanpassung in den zwei beobachteten Konjunkturzyklen 1996–2003 und 2004–2010 zeigt eine schnellere Anpassung im zweiten Konjunkturzyklus, was auf gesunkene Anpassungskosten hinweist.

Kölling, Arnd (2014):

Wirtschaftsförderung, Produktivität und betriebliche Arbeitsnachfrage.

In: *J Labour Market Res* 47 (1-2), S. 143–164. DOI: 10.1007/s12651-013-0134-1.

Abstract:

Die vorliegende Studie möchte einen Beitrag zur Analyse der Wirkung öffentlicher Wirtschaftsförderung leisten. Mit Daten des IAB-Betriebspanels der Jahre 1996 bis 2009 wird die der Einfluss staatlicher Unterstützung auf verschiedene Indikatoren, die einen Einblick in die betriebliche Entwicklung gewähren, untersucht. Dazu werden bedingte „Differenz-von-Differenzen“-Schätzer mittels eines Propensity Score Matching hergeleitet. Es zeigt sich, dass geförderte Betrieben eine erhöhte Investitionstätigkeit und Arbeitsnachfrage aufweisen. Jedoch werden im Durchschnitt Betriebe gefördert, die bereits zuvor mehr investierten als ungeforderte. Allerdings gibt es auch Hinweise, dass die geförderten Betriebe ihre Investitionen direkt vor der Förderung verringern. Dies kann auf Mitnahmeeffekte hindeuten. Die Kosten für einen zusätzlichen Arbeitsplatz lassen sich nach 5 Jahren auf eine Förderung in Höhe von 4.900 € beziffern. Dagegen ergeben sich keine oder kaum Veränderungen bei der Entlohnung, der Produktivität und der Wertschöpfung der Betriebe.

This study aims to help analysing the impact of public economic funding. Using the data of the IAB establishment panel from 1996 to 2009, we study the effect of public funding on a number of indicators that give insight into the development of companies. For this purpose, conditional "difference-in-differences" estimators are derived using a Propensity Score Matching approach. Funded companies were found to invest more and request more labour. But on average, such companies receive funding that had already invested more previously than companies that did not receive support. On the other hand, there is evidence that the funded companies reduce their investments shortly before funding. This could point to deadweight effects. The costs for one additional job after 5 years amount to € 4,900 worth of funding. In contrast, there are no or hardly any changes in terms of wages, productivity and value added of the companies.

Matthes, Britta; Christoph, Bernhard; Janik, Florian; Ruland, Michael (2014):

Collecting information on job tasks—an instrument to measure tasks required at the workplace in a multi-topic survey.

In: *J Labour Market Res* 47 (4), S. 273–297. DOI: 10.1007/s12651-014-0155-4.

Abstract:

The analysis of job tasks has become a field of growing scientific activity in recent years. Information on such tasks has been used to analyze various research questions, especially regarding changes in the overall structure of the economy and their implications for persons and firms. Arguably the most prominent of these research questions is the analysis of the consequences of technological change for job tasks, skill demand, and wage inequality.

Despite the growing importance of this field of research, the range of actual task measures to be used in empirical analyses is rather limited. Therefore, we considered it worthwhile to develop a survey instrument to measure job tasks by asking the job holders directly. The resulting questionnaire module was administered in the fourth panel wave of the German National Educational Panel Study's (NEPS) adult stage.

In this paper, we provide an overview of our conceptual background as well as the steps taken during the development of the survey instrument. Furthermore, we present an initial exploratory analysis of the data collected to validate the instrument.

Die Analyse von am Arbeitsplatz ausgeführten Tätigkeiten (job tasks) hat in den vergangenen Jahren zunehmend an Bedeutung gewonnen. Informationen zu solchen Tätigkeiten wurden dabei im Rahmen der Untersuchung unterschiedlichster Forschungsfragen verwendet, wie z.B. der Analyse von Veränderungen in der Wirtschaftsstruktur und ihren Auswirkungen auf Personen und Unternehmen. Die wahrscheinlich wichtigste dieser Forschungsfragen ist dabei die Analyse der Konsequenzen des technologischen Wandels für Tätigkeiten am Arbeitsplatz, für die Nachfrage nach bestimmten arbeitsplatzbezogenen Fähigkeiten (skills), sowie für die Entwicklung der Lohnungleichheit.

Die zunehmende Bedeutung dieses Forschungsfelds steht dabei in deutlichem Gegensatz zum äußerst eingeschränkten Angebot von Instrumenten zur Operationalisierung solcher job-tasks in empirischen Analysen. Aus diesem Grund haben wir uns entschlossen, ein neues Befragungsinstrument zu entwickeln, in dem die Erwerbstätigen direkt nach ihren Arbeitsanforderungen gefragt werden. Das resultierende Fragebogenmodul wurde Teil des Erhebungsprogramms der vierten Panelwelle der Erwachsenenenerhebung des Nationalen Bildungspanels (NEPS).

Im Rahmen des vorliegenden Beitrags wollen wir einen Überblick über den konzeptionellen Hintergrund des Instruments und die einzelnen Schritte im Rahmen der Instrumentenentwicklung geben, sowie zur Validierung des Instruments erste explorative Analysen der Daten präsentieren.

Pfeifer, Christian; Wagner, Joachim (2014):

Is innovative firm behavior correlated with age and gender composition of the workforce? Evidence from a new type of data for German enterprises.

In: *J Labour Market Res* 47 (3), S. 223–231. DOI: 10.1007/s12651-013-0137-y.

Abstract:

This empirical research note documents the relationship between composition of a firm's workforce (with a special focus on age and gender) and its performance with respect to innovative activities (outlays and employment in research and development (R&D)) for a large representative sample of enterprises from manufacturing industries in Germany using unique newly available data. We find that firms with a higher share of older workers have significantly lower proportions of R&D outlays in total revenues and of R&D employment in total employment, whereas firms with a higher share of female employment seem to be more active in R&D.

Dieser kurze empirische Beitrag dokumentiert den Zusammenhang zwischen der Zusammensetzung der Belegschaft eines Unternehmens (mit einem speziellen Fokus auf Alter und Geschlecht der Beschäftigten) und den Innovationsaktivitäten der Firma (gemessen anhand der Aufwendungen für Forschung und Entwicklung (FuE) und der Beschäftigten in diesem Bereich) auf der Grundlage neu verfügbarer Daten für eine umfangreiche Stichprobe von Industrieunternehmen in Deutschland. Wir finden, dass Firmen mit einem höheren Anteil älterer Arbeitnehmer einen signifikant niedrigeren Anteil der FuE-Ausgaben am Umsatz und der FuE-Beschäftigten an allen Beschäftigten aufweisen, während Firmen mit einem höheren Anteil weiblicher Beschäftigter in FuE aktiver sind.

Struck, Olaf; Dütsch, Matthias; Liebig, Verena; Springer, Angelina (2014):

Arbeit zur falschen Zeit am falschen Platz? Eine Matching-Analyse zu gesundheitlichen Beanspruchungen bei Schicht- und Nachtarbeit.

In: *J Labour Market Res* 47 (3), S. 245–272. DOI: 10.1007/s12651-013-0132-3.

Abstract:

In vielen Untersuchungen werden von durch Schicht- und Nachtarbeit verursachte gesundheitliche Beeinträchtigungen berichtet. Im Regelfall lassen solche Studien soziodemographische Einflussfaktoren und Tätigkeitsmerkmale unberücksichtigt. Anhand der BIBB/BAuA-Erwerbstätigenbefragung 2006 wird im vorliegenden Aufsatz die Wirkung von zahlreichen tätigkeitsspezifischen und sozialstrukturellen Einflussfaktoren auf die physische und psychische Gesundheit sowie auf Schlafstörungen untersucht. Die Analyse erfolgt mit einem Matching-Ansatz. Dabei werden Schicht- und Nachtarbeitsgruppen mit möglichst strukturgleichen Kontrollgruppen in Bezug auf sozialstrukturelle Charakteristika und Tätigkeitsmerkmale verglichen. Dies ermöglicht es eigenständige Effekte der Lage der Arbeitszeit auf gesundheitliche Beeinträchtigungen zu extrahieren. Das Ergebnis: Bedeutsam für gesundheitliche Beanspruchungen ist vor allem, ob an körperlich, sozial oder psychisch belastenden Arbeitsplätzen gearbeitet wird. Etwas weniger wichtig ist, ob dies am Tage oder in der Nacht geschieht.

Many studies report diseases caused by shift and night work. As a rule, however, such studies do not take into account socio-demographic factors and job characteristics. Based on the BIBB/BAuA Employment Survey 2006, the present paper looks into the effects of various job-specific and socio-structural factors on physical and mental health as well as sleeping disorders. The analysis was carried out using the matching approach. Furthermore, the matching approach was used to

form to shift and night work groups as structurally identical references as possible with regard to social-structural characteristics and job features. This strategy makes it possible to extract independent effects of the timing of work on health problems. The result: The question as to whether people work at physically, socially or psychologically strenuous workplaces is essential for their health stresses. It is slightly less important whether this work is done in the daytime or at night.

DOI:

10.1007/s12651-013-0132-3

Tophoven, Silke; Du Prel, Jean-Baptist; Peter, Richard; Kretschmer, Veronika (2014):

Working in gender-dominated occupations and depressive symptoms: findings from the two age cohorts of the lidA study.

In: *J Labour Market Res.* DOI: 10.1007/s12651-014-0165-2.

Abstract:

Seit Jahrzehnten sind geschlechtsspezifische Unterschiede im Auftreten von Depressionen zum Nachteil von Frauen bekannt. In Deutschland gibt es Hinweise darauf, dass sich die Prävalenz von psychischen Störungen auch in Abhängigkeit des Berufs unterscheidet. Die vorliegende Studie untersucht, ob die Tätigkeit in einem Männerberuf für Frauen oder in einem Frauenberuf für Männer mit Depressivität zusammenhängt unabhängig von weiteren Faktoren wie Arbeitsbelastungen und Work-Family Konflikt. Ein besonderes Augenmerk wird dabei auf geschlechtsspezifische Unterschiede gelegt sowie für Frauen zudem auf Unterschiede nach dem Umfang der Erwerbstätigkeit. Für unsere Analysen verwenden wir die Daten der ersten Welle der lidA-Studie. Wir nutzen das vereinfachte Beck-Depressions-Inventar, Skalen zur Messung beruflicher Gratifikationskrisen sowie des Work-Family Konflikts. Ein Anteil eines Geschlechts von 80 Prozent pro Berufsangabe wird verwendet, um die Dominanz eines Geschlechts zu bestimmen. Die Ergebnisse multivariater Analysen zeigen, dass Frauen in männerdominierten Berufen signifikant höhere Depressivitätswerte aufweisen. Weiterhin können signifikante Interaktionen zwischen beruflicher Geschlechtersegregation und wahrgenommenen Arbeitsbelastungen für Frauen und Männer in Bezug auf Depressivität berichtet werden.

Gender-specific differences in the frequency of depression to the disadvantage of women have been known for decades. In Germany, there is evidence that the prevalence of mental disorders also differs by occupation. The present study investigates whether for women working in male-dominated occupations and for men working in female-dominated occupations is related to depressive symptoms independently from other factors like work stress and work-family conflict. Special attention is paid to gender differences. Moreover, women are distinguished according to their working time (full-time or not). We use data from the first wave of the lidA study for our analyses. We make use of the applied Beck Depression Inventory, the effort-reward imbalance scales as well as the work-family conflict scale. Occupational gender segregation is defined as a share of 80 % of men and women per occupation, respectively. For women, the results of the multivariate analyses show an independent relationship between depressive symptoms and working in male-dominated occupations. Furthermore, significant interactions between occupational gender segregation and work stress are observed in both men and women regarding depressive symptoms.

DOI:

10.1007/s12651-014-0165-2

Upward, Richard; Gerner, Hans-Dieter; Bellmann, Lutz (2014):

Beschäftigungsanpassung in deutschen Betrieben: Flexibler als gedacht?

In: *J Labour Market Res* 47 (1-2), S. 71–81. DOI: 10.1007/s12651-013-0141-2.

Abstract:

Der Zusammenhang zwischen der Beschäftigungsentwicklung auf der einen Seite und den Einstellungen und Entlassungen auf der anderen Seite ist wichtig für das Verständnis der Entwicklung der Arbeitslosigkeit in Rezessionen. Obwohl die Anzahl der Einstellungen und Entlassungen in Deutschland viel niedriger ist als in den USA, entspricht der Zusammenhang zwischen der Beschäftigungsentwicklung und den Einstellungen und Entlassungen weitestgehend dem Muster, das dort

beobachtet wird (Davis et al. 2006, 2012). Es unterscheidet sich dementsprechend stark von dem in Frankreich (Abowd et al. 1999). Insbesondere Jüngere mit kürzerer Betriebszugehörigkeitsdauer, niedrigerem Schulabschluss, niedrigeren Löhnen in geringfügigen Beschäftigungsverhältnissen werden freigesetzt, wenn sich Betriebe hinsichtlich der Beschäftigtenzahl verkleinern, wenngleich dies nicht ausschließlich gilt.

The relationship between the dynamics of employment on the one side and hirings and separations on the other side is crucial for the dynamics of unemployment and the labour market response to recessions. Although the average level of hiring and separation is much lower in Germany than in the US, as expected, we find that the relationship between employment growth and worker flows in German establishments is very similar to the behavior of US establishments described in Davis et al. (2006, 2012), and quite different to the behavior of French establishments described in Abowd et al. (1999). Especially younger employees with shorter tenure, primary-level qualification, lower wages and non-standard employment contracts are laid off during phases of negative employment growth, but not exclusively.

Wagner, Joachim (2014):

Daten des IAB-Betriebspanels und Firmenpaneldaten aus Erhebungen der Amtlichen Statistik – substitutive oder komplementäre Inputs für die Empirische Wirtschaftsforschung?

In: *J Labour Market Res* 47 (1-2), S. 63–70. DOI: 10.1007/s12651-013-0129-y.

Abstract:

Repräsentative Längsschnittdaten für Firmen (Betriebe bzw. Unternehmen), die für wissenschaftliche Auswertungen genutzt werden können, stammen in Deutschland vor allem aus zwei Quellen, dem IAB-Betriebspanel und den AFiD-Panel, wobei das Akronym AFiD für Amtliche Firmendaten für Deutschland steht, die von den Statistischen Ämtern erhoben werden. In diesem Vortrag werden sechs Aspekte für einen Vergleich dieser beiden Datenquellen herangezogen. Es zeigt sich, dass es sich hierbei um komplementäre und nicht um substitutive Inputs für die Empirische Wirtschaftsforschung handelt. Beide haben jeweils spezifische Stärken und Schwächen, die sie zur Analyse von konkreten Fragestellungen mehr oder weniger gut geeignet oder auch völlig ungeeignet machen. Daraus folgt, dass der Werkzeugkasten für die empirischen Forschung mit Längsschnittdaten für Firmen in Deutschland sowohl das IAB-Betriebspanel als auch die AFiD-Panel enthalten muss, denn nur so ist sicher gestellt, dass ein möglichst breites Spektrum von Fragestellungen mit jeweils adäquaten Daten untersucht werden kann.

Representative longitudinal data for German firms (establishments or enterprises) that can be used for scientific analyses are mainly from two sources, the IAB Establishment Panel and the AFiD-Panel based on surveys performed by the Statistical Offices. This paper compares the data from these two sources. It is argued that the two types of firm data are complements and not substitutes for empirical economic analyses. Both have specific strengths and weaknesses, and both are well suited to investigate some but not all topics, and some topics cannot be analyzed with one type of data at all. Therefore, both types of data are needed as inputs for empirical economic research.

Walwei, Ulrich (2014):

Times of change: what drives the growth of work arrangements in Germany?

In: *J Labour Market Res* 47 (3), S. 183–204. DOI: 10.1007/s12651-013-0136-z.

Abstract:

Since the beginning of the 1990s, the composition of work arrangements has significantly changed. Whereas non-standard work arrangements such as part-time or temporary employment grew over time, standard work lost in importance. However, data from the German Labour Force Survey does—at least for the recent past—not show a clear indication for a much greater speed with respect to changes in the composition of work arrangements. In addition, developments are also driven by a long-term trend. Shift-share-analyses suggest that shifts in the demographic or industry composition of employment were only of minor importance as a driving force for the trend. This means that factors related to the behaviour of the parties involved have obviously played a decisive role. In this context it is important that Germany is a country with regulations creating incentives for an increased use of nonstandard work arrangements. Of relevance in this context are high social security contributions, a considerable level of employment protection, a stronger activation of unemployed due to recent labour market reforms and a still dominant male bread winner model.

Seit Anfang der 1990er Jahre hat sich die Zusammensetzung der Erwerbsformen grundlegend verändert. Während atypische Formen der Erwerbstätigkeit, wie Teilzeitarbeit oder befristete Beschäftigung, an Bedeutung gewannen, verlor das sog. „Normalarbeitsverhältnis“ dagegen an Boden. Jedoch legen Daten des Mikrozensus nahe, dass sich das Tempo des Wandels in der jüngeren Vergangenheit nicht wesentlich beschleunigt hat. Darüber hinaus zeigt sich, dass die Entwicklungen auch von einem längerfristigen Trend getragen werden. Shift-Share-Analysen deuten allerdings daraufhin, dass die veränderte Zusammensetzung der Erwerbstätigkeit nach Sektoren und soziodemographischen Merkmalen den Wandel der Erwerbsformen nur unwesentlich getrieben haben. Das bedeutet, dass Verhaltensänderungen der Wirtschaftssubjekte eine entscheidende Rolle für die Entwicklung gespielt haben. In diesem Zusammenhang ist wichtig, dass die Regulierungen in Deutschland spezifische Anreize zu Gunsten atypischer Beschäftigung setzen. Relevant sind hier relativ hohe Sozialversicherungsbeiträge, ein ausgeprägter Kündigungsschutz, eine zuletzt verstärkte Aktivierung von Arbeitslosen und eine noch immer bestehende Vorherrschaft des sog. „Ernährermodells“.

Weigl, Matthias; Müller, Andreas; Hornung, Severin; Leidenberger, Max; Heiden, Barbara (2014):

Job resources and work engagement: the contributing role of selection, optimization, and compensation strategies at work.

In: *J Labour Market Res* 47 (4), S. 299–312. DOI: 10.1007/s12651-014-0163-4.

Abstract:

The life-span model of selection, optimization, and compensation (SOC) provides a valuable theoretical framework for understanding organizational behaviour related to coping with age-related changes. Although previous research has demonstrated that SOC strategies at work contribute positively to individual outcomes, the role of workplace characteristics has been insufficiently addressed. This study investigated direct and indirect effects of SOC strategies at work and two important job resources (i.e., learning and developmental opportunities and autonomy at work) in predicting work engagement. All variables were assessed through employee self-reports based on standardized survey measures. Data collected from 118 flight attendants showed that SOC strategies were positively associated with work engagement ($r = 0.28$, $p < 0.05$). Learning and developmental opportunities ($r = 0.35$, $p < 0.01$) and job control ($r = 0.31$, $p < 0.01$) were also related to work engagement. Additionally, we found meaningful mediation effects, such that positive associations of job resources with work engagement were significantly mediated through SOC use. These findings suggest that the application of successful aging strategies and enhanced job resources are conducive to engagement at work. Theoretical and practical implications regarding the joint effects of SOC strategies and job resources for successful aging in the workplace are discussed.

Das Handlungsmodell der Selektion, Optimierung und Kompensation (SOK) hat sich als ein wichtiger Ansatz zum Verständnis der Bewältigung von alters- und altersbedingten Veränderungen bei Beschäftigten an ihrem Arbeitsplatz herausgestellt. Bislang konnte die Forschung zeigen, dass Beschäftigte mit häufigen SOK-Strategien in der Arbeit erfolgreiches Altern am Arbeitsplatz berichten. Gleichwohl sind die verantwortlichen Arbeitsbedingungen für eine erfolgreichen SOK-Anwendung unzureichend beleuchtet. Unsere Studie untersuchte die direkten und indirekten Effekte für das Engagement in der Arbeit durch die Anwendung von SOK-Handlungsweisen am Arbeitsplatz sowie durch zwei zentrale Ressourcen der Arbeit: Lern- und Entwicklungsmöglichkeiten sowie Autonomie im Job. Diese Informationen wurden mittels eines Fragebogen erfasst, anhand standardisierter Skalen. Die Untersuchungsgruppe waren $N = 118$ Flugbegleiter verschiedener deutscher und österreichischer Airlines. Die vermehrte Anwendung von SOK Strategien ging mit höherem Arbeitsengagement einher ($r = 0.28$, $p < 0.05$). Lern- und Entwicklungsmöglichkeiten in der Arbeit ($r = 0.35$, $p < 0.01$) und Autonomie ($r = 0.31$, $p < 0.01$) waren gleichfalls mit mehr Arbeitsengagement assoziiert. Anhand von Mediationsanalysen fanden wir, dass der positive Effekt der Arbeitsressourcen für das Engagement in der Arbeit durch die Anwendung von SOK Strategien teilweise vermittelt wurde. Unsere Ergebnisse demonstrieren, dass sowohl die Anwendung von altersnützigen Handlungsstrategien als auch die erweiterte Ressourcen der Arbeit positiv für das Engagement in der Arbeit sind. Der Beitrag schließt mit Empfehlungen für eine weitere theoretische Erforschung des Themas wie auch potentielle praktische Konsequenzen aus den Ergebnissen für eine altersnützige Arbeitsgestaltung.

Journal of Diversity in Higher Education (7) 2014

<http://www.apa.org/pubs/journals/dhe/index.aspx>

[licence required | restricted access via UB Kassel]

Charleston, LaVar J.; George, Phillis L.; Jackson, Jerlando F. L.; Berhanu, Jonathan; Amechi, Mauriell H. (2014):

Navigating underrepresented STEM spaces: Experiences of Black women in U.S. computing science higher education programs who actualize success.

In: Journal of Diversity in Higher Education 7 (3), S. 166–176. DOI: 10.1037/a0036632.

Abstract:

Women in the United States have long been underrepresented in computing science disciplines across college campuses and in industry alike (Hanson, 2004; Jackson & Charleston, 2012). This disparity is exacerbated when African American women are scrutinized. Additionally, prior research (e.g., Hanson, 2004; Jackson & Charleston, 2012; Jackson, Gilbert, Charleston, & Gosha, 2009) suggests a need to better understand this underrepresented group within computing—a field in dire need of additional skilled workers. Using critical race feminism and Black feminist thought as theoretical underpinnings, this study examined the experiences of Black female computing aspirants at various levels of academic status. In doing so, this research captures the unique challenges that participants experience in their respective academic computing science environments, as well as how participants navigate this historically White, male-dominated field.

Clark, D. Anthony; Kleiman, Sela; Spanierman, Lisa B.; Isaac, Paige; Poolokasingham, Gauthamie (2014):

"Do you live in a teepee?". Aboriginal students' experiences with racial microaggressions in Canada.

In: Journal of Diversity in Higher Education 7 (2), S. 112–125. DOI: 10.1037/a0036573.

Abstract:

The purpose of the current qualitative investigation was to examine Aboriginal undergraduates' (N = 6) experiences with racial microaggressions at a leading Canadian university. The research team analyzed focus group data using a modified consensual qualitative research approach (Hill, Thompson, & Williams, 1997). The authors identified 5 distinct themes that represented Aboriginal students' experiences with racial microaggressions on campus: (a) encountering expectations of primitiveness, (b) enduring unconstrained voyeurism, (c) withstanding jealous accusations, (d) experiencing curricular elimination or misrepresentation, and (e) living with day-to-day cultural and social isolation. Some themes were similar to previous research, whereas others were novel to the current investigation. Implications for future research and campus interventions are discussed.

Delgado-Guerrero, Marla; Cherniack, Mayra A.; Gloria, Alberta M. (2014):

Family away from home: Factors influencing undergraduate women of color's decisions to join a cultural-specific sorority.

In: Journal of Diversity in Higher Education 7 (1), S. 45–57. DOI: 10.1037/a0036070.

Abstract:

This study sought to understand the reasons undergraduate women of color join a cultural-specific sorority. Through the use of an online survey, 159 narratives of women of color undergraduates attending predominately White institutions (PWIs) in the Midwest was conducted. LeCompte's (2000) 5-step analysis yielded four culturally focused meta-themes that addressed the participants' reasons for joining a cultural-specific sorority. The first meta-theme of Elements of the Sorority addressed the shared values, characteristics, and qualities that attracted the members to the cultural-specific sorority. Next, the Emphasis of Relationships meta-theme underscored the need to form meaningful and supportive family-like relationships with other undergraduate women of similar and cultural diverse backgrounds. The third meta-theme of Importance of Growth, addressed how their sorority was a mechanism of empowerment to promote the development of women and communities of color. Finally, the Personal Needs meta-theme highlighted how sorority affiliation met their

cultural and individual needs to persist academically. Importantly, the shared diverse values and family-like relationships were salient elements for the women of color to find a “home” in which they were comforted, valued, and supportively challenged. The study’s findings underscore the need for cultural-specific student groups, which emphasize interpersonal connections, validate educational and personal experiences, and support academic empowerment on university campuses. Implications for university administrators regarding opportunities for family-like connections and culturally congruent activities are discussed to assist with the positive educational experiences and ultimate persistence of undergraduate women of color on predominantly White campuses.

Fries-Britt, Sharon; George Mwangi, Chrystal A.; Peralta, Alicia M. (2014):

Learning race in a U.S. Context: An emergent framework on the perceptions of race among foreign-born students of color.

In: Journal of Diversity in Higher Education 7 (1), S. 1–13. DOI: 10.1037/a0035636.

Abstract:

Foreign-born students of color arrive in the United States with racial and cultural orientations specific to their country of origin, which are often quite distinct from issues of race and racism within the U.S. context. This qualitative study examines the college experiences of 15 foreign-born students of color to address the research question: How do foreign-born students of color perceive and respond to racialized experiences and their racial minority status in the United States? The findings of this study reveal that traditional frameworks on race and racial identity development do not fully capture the perceptions and behaviors of foreign-born students of color. Our data reveal patterns that we offer as an emergent framework on Learning Race in a U.S. Context (LRUSC). Understanding how foreign-born students make meaning of racialization in the United States can give education researchers and practitioners more holistic insight into the educational experiences of this growing student population. (PsycINFO Database Record (c) 2014 APA, all rights reserved) (journal abstract)

Gardner, Levester; Barrett, T. Gregory; Pearson, L. Carolyn (2014):

African American administrators at PWIs: Enablers of and barriers to career success.

In: Journal of Diversity in Higher Education 7 (4), S. 235–251. DOI: 10.1037/a0038317.

Abstract:

Despite literature emphasizing the importance of their presence on college campuses to minority student success, African American administrators are severely underrepresented in higher education. The purpose of this qualitative study was to explore the lived experiences of successful African American student affairs administrators at predominantly White institutions and factors that serve as enablers of and barriers to their career success. Beginning with a conceptual framework derived from the scholarly literature, 3 constructs were identified: (a) adjustment issues, (b) institutional factors, and (c) career dynamics. Following IRB approval, the authors identified a purposive sample of 14 successful African American student affairs administrators—4 women and 10 men—from predominantly White institutions. Length of experience in the field ranged from 5 to 27 years. Long semistructured interviews were conducted with the research participants. Data were coded to the conceptual framework with a phenomenological approach used to account for unanticipated and emerging issues. Findings for adjustment issues/enablers included the importance of mentoring relationships, healthy self-image and motivation, and social networks and family support. Adjustment issues/barriers included perceptions of prejudice and feelings of separateness or difference. Institutional factor/enablers are commitment to diversity (including recruitment strategies) and compensation/work conditions/resources. The institutional factor/barrier was discrimination. Career dynamics/enablers included professional preparation and undergraduate involvement in student affairs. The career dynamics/barrier was advancement opportunity. Implications for institutions wishing to increase African American administrator representation are presented.

Greyerbiehl, Lindsay; Mitchell, Donald (2014):

An intersectional social capital analysis of the influence of historically Black sororities on African American women's college experiences at a predominantly White institution.

In: Journal of Diversity in Higher Education 7 (4), S. 282–294. DOI: 10.1037/a0037605.

Abstract:

Research exploring the college experiences of African American women at predominantly White institutions (PWI) continues to be a necessity as African American women graduate at lower rates than their racial/ethnic peers. This qualitative study explored the influence historically Black sororities had on the college experiences of African American women at a PWI using an intersectional social capital framework. The study revealed that the women, as Black women, positioned themselves lower than others in terms of social status; they joined historically Black sororities because of family, role models, and mentors; and, building community, academic pressure, and high standards were fostered through involvement in historically Black sororities and shaped their educational experiences at a PWI. Recommendations for practice and future research are included.

Han, Keonghee Tao (2014):

Moving racial discussion forward: A counterstory of racialized dynamics between an Asian-woman faculty and white preservice teachers in traditional rural America.

In: Journal of Diversity in Higher Education 7 (2), S. 126–146. DOI: 10.1037/a0036055.

Abstract:

Using critical race theory (Taylor, Gillborn, & Ladson-Billings, 2009), AsianCrit (Chang, 1993), and epistemological racism (Scheurich & Young, 1997) as conceptual frameworks, I describe my experiences teaching elementary literacy methods courses and interacting with White preservice teachers, administrators, and faculty in two remote, traditionally homogeneous U.S. universities. The findings show that many White undergraduate students judged my English language use and racial characteristics, and resisted my professorial expertise. The university administration often placed me in contentious situations that perpetuated small town conservative values and White superiority over me when student complaints surfaced. Later, when better relationships were established with the students, drastically different interactional dynamics took place. Implications included endeavors: (a) to promote diversity in academia and share lessons learned for the benefit of (women) faculty of color, teacher education programs, and university communities; (b) to amend student evaluations from being one of major factors for determining diverse faculty's tenure and promotion because they are not always based on merit, but more often executed from race and gender stereotypes and xenophobia; and (c) to change and modify the current university policy and practices so that university communities and institutions join in concerted efforts to move racial discussion forward.

Harvey, William B. (2014):

Chief diversity officers and the wonderful world of academe.

In: Journal of Diversity in Higher Education 7 (2), S. 92–100. DOI: 10.1037/a0036721.

Abstract:

The chief diversity officer (CDO) position is new in the realm of higher education administration. Charged with helping their institutions become more diverse and inclusive, the people who occupy these positions face a variety of challenges as they attempt to modify change-resistant institutional cultures. Still, the emergence of the CDO position as a useful, even important, administrative appointment provides an opportunity to broaden representation in the academy among the student bodies, faculty, and administration, and perhaps even within the curriculum.

Leon, Raul A. (2014):

The Chief Diversity Officer: An examination of CDO models and strategies.

In: Journal of Diversity in Higher Education 7 (2), S. 77–91. DOI: 10.1037/a0035586.

Abstract:

The Chief Diversity Officer (CDO) position has emerged as an executive-level role that provides strategic guidance for diversity planning and implementation efforts. The growing number of CDO appointments has raised the expectations regarding the contributions of this officer. Williams and Wade-Golden (2007) identified three CDO models or archetypes of vertical authority (i.e., collaborative officer, unit-based, and portfolio divisional) that serve as templates for colleges and universities to design the CDO role. In higher education, these models range from simple one-person office configurations to more developed multiunit reporting structures. Drawing upon this structural framework, the researcher conducted a qualitative examination of three CDOs representing each of the three organizational models. Using a multisite case study methodology, the researcher interviewed three CDOs and 25 administrators working in three large public research institutions in the Midwest region of the United States. This study explored two central questions: (a) What strategies are used by each CDO to develop, manage, and maximize diversity resources? and (b) Can the CDO configuration facilitate or constrain the work of the CDO? This study's findings reveal that all CDOs included in this study were engaged with a number of tasks to fulfill their role. However, their configuration does impact how these diversity leaders carry out their work. This article highlights the collaborative nature of the CDO position and key considerations when comparing and contrasting CDO models at large institutions.

Marine, Susan B.; Nicolazzo, Z. (2014):

Names that matter: Exploring the tensions of campus LGBTQ centers and trans* inclusion.

In: Journal of Diversity in Higher Education 7 (4), S. 265–281. DOI: 10.1037/a0037990.

Abstract:

Lesbian, Gay, Bisexual, Trans*, and Queer (LGBTQ) centers are increasingly prevalent on college and university campuses (see, e.g., Marine, 2011). However, there remain theoretical and pragmatic challenges that potentially threaten their ability to promote inclusive environments for the entire LGBTQ community. In particular, fragmentation of the contemporary movement for LGBT rights (mirrored on the college campus) has resulted in the potentiality for marginalization of trans* individuals' interests in these spaces. Findings from this study elucidate the tensions that exist regarding the efforts of LGBTQ center staff to recognize and meet the values, needs, and programmatic interests of trans* students, faculty, and staff on college campuses, and insights from Critical Trans Politics (Spade, 2011) are offered as a means to improve trans* inclusion. (PsycINFO Database Record (c) 2014 APA, all rights reserved) (journal abstract)

Monzó, Lilia D.; SooHoo, Suzanne (2014):

Translating the academy: Learning the racialized languages of academia.

In: Journal of Diversity in Higher Education 7 (3), S. 147–165. DOI: 10.1037/a0037400.

Abstract:

This article presents narratives of 2 women faculty of color, 1 early career Latina and the other tenured Asian American woman, regarding their ontological and epistemological struggles in academia, as well as the hope, impetus, and strategies for change that they constructed together. Drawing on a critical pedagogy perspective, mentoring is discussed as a praxis of allyship that develops organically within relationships that recognize each person's strengths, provides instrumental knowledge about the academy, provides intellectual stimulation and reciprocal reflection, and is a collaborative endeavor that helps them to resist erasure and insert visibly diverse knowledge systems into people's academic pursuits and responsibilities.

Murray, Christopher; Lombardi, Allison; Kosty, Derek (2014):

Profiling adjustment among postsecondary students with disabilities: A person-centered approach.

In: Journal of Diversity in Higher Education 7 (1), S. 31–44. DOI: 10.1037/a0035777.

Abstract:

The current investigation examines profiles of postsecondary adjustment among college students with disabilities. Students' self-perceptions of practical gains, personal gains, educational gains, their overall satisfaction with postsecondary

school, and their college GPA were subjected to a latent profile analysis. Results indicated that students fell into 1 of 3 profiles (i.e., poorly adjusted, average adjusted, or highly adjusted) but were overrepresented in the poorly adjusted profile. Follow-up analyses conducted to explore skills and processes associated with adjustment status indicated that students in the poorly adjusted group had significantly lower self-efficacy, self-advocacy, family support, and perceptions of campus climate than did students in the average and highly adjusted groups. Adjustment profiles did not differ on several other theoretically relevant variables, including time spent studying, high school GPA, disability supports, and financial stress. The implications of these findings for secondary special education teachers, university disability support personnel, and postsecondary students with disabilities are discussed.

Pifer, Meghan J.; Baker, Vicki L. (2014):

"It could be just because I'm different": Otherness and its outcomes in doctoral education.

In: Journal of Diversity in Higher Education 7 (1), S. 14–30. DOI: 10.1037/a0035858.

Abstract:

For students who view themselves as different from the majority and those in positions of influence, doctoral education may present challenges beyond the typical pressures and stresses of the graduate student experience. In this article, we report findings from a qualitative study of otherness as described by 31 full-time doctoral students in two academic departments within one university. We explore identity-based otherness and its related outcomes for students and the academy. Findings from our analysis of interview data indicate that doctoral students experience otherness across a diverse range of characteristics related to professional, relational, and personal components of their identities. Findings also indicate that experiences of otherness may prevent students from viewing themselves as accepted and supported members of departmental, disciplinary, and professional communities. We conclude with implications for research and practice.

Poolokasingham, Gauthamie; Spanierman, Lisa B.; Kleiman, Sela; Houshmand, Sara (2014):

"Fresh off the boat?". racial microaggressions that target South Asian Canadian students.

In: Journal of Diversity in Higher Education 7 (3), S. 194–210. DOI: 10.1037/a0037285.

Abstract:

The present study sought to examine South Asian Canadian undergraduate students' (N = 7) experiences with racial microaggressions at a research-intensive Canadian university. Participants ranged in age from 19–23 years and comprised various ethnic groups (e.g., Indian, Bangladeshi, Sri Lankan, and Tamil). Data were collected during a semistructured focus group interview and were analyzed using the consensual qualitative research method (Hill, Thompson, & Williams, 1997). Eight themes emerged. Novel themes included the following: perceived as fresh off the boat, excluded from social life, notion that being Brown is a liability, assumption of ties to terrorism, and compelled to be a cultural expert. Three additional themes were consistent with prior research on Asian Americans (Sue, Bucceri, Lin, Nadal, & Torino, 2007): ascription of intelligence in stereotypical domains, invalidation of interethnic and racial differences, and treated as invisible. Implications for research and campus interventions are discussed. (PsycINFO Database Record (c) 2014 APA, all rights reserved) (journal abstract)

Stanley, Christine A. (2014):

The chief diversity officer: An examination of CDO models and strategies.

In: Journal of Diversity in Higher Education 7 (2), S. 101–108. DOI: 10.1037/a0036662.

Abstract:

Comments on an article by R. A. Leon (see record 2014-10107-001) on the role of the chief diversity officer (CDO) in higher education. C. A. Stanley, in her position as Vice President and Associate Provost for Diversity for Texas A&M University, reviews Leon's ideas and the results of his study, focusing specifically on the theoretical framework, research findings, and conclusions. She then offers her own conclusions, particularly for current and aspiring CDOs and institutional leaders, while looking toward the future of diversity and the work of CDOs in higher education.

Stevenson, Michael R. (2014):

Moving beyond the emergence of the CDO.

In: Journal of Diversity in Higher Education 7 (2), S. 109–111. DOI: 10.1037/a0037134.

Abstract:

Comments on an article by R. A. Leon (see record 2014-10107-001) on the role of the chief diversity officer (CDO) in higher education. M. R. Stevenson suggests that the article is a groundbreaking publication, representing a milestone in what he hopes will become a vigorous and rich conversation about the value a successful CDO can bring to a college or university. Stevenson raises what he believes to be important questions relevant to this research that arise out of his own experience as a leader of diversity-related initiatives and are informed by his service in various leadership roles.

Terosky, Aimee LaPointe; O'Meara, KerryAnn; Campbell, Corbin M. (2014):

Enabling possibility: Women associate professors' sense of agency in career advancement.

In: Journal of Diversity in Higher Education 7 (1), S. 58–76. DOI: 10.1037/a0035775.

Abstract:

In this multimethod, qualitative study we examined associate women professors' sense of agency in career advancement from the rank of associate to full. Defining agency as strategic perspectives or actions toward goals that matter to the professor, we explore the perceptions of what helps and/or hinders a sense of agency in career advancement. Our participants consisted of 16 women associate professors at a major research university who participated in an institutional intervention program designed to enhance sense of agency in career advancement, and a subset of 12 attendees who also participated in a follow-up focus group 6 months later. Participants commonly noted that the influences of workload alignment, interactions with on-campus colleagues, and sense of fit between personal values and institutional promotion criteria constrained their sense of agency in career advancement, while the institutional intervention, self-selected professional networks, and perceived abilities fostered their sense of agency in career advancement. We conclude with individual and institutional level recommendations for policies and practices aimed at enhancing sense of agency perspectives and actions in career development in hopes of better retaining, promoting, and supporting women faculty.

Wang, Kenneth T.; Castro, Antonio J.; Cunningham, Yu Li (2014):

Are perfectionism, individualism, and racial color-blindness associated with less cultural sensitivity? Exploring diversity awareness in White prospective teachers.

In: Journal of Diversity in Higher Education 7 (3), S. 211–225. DOI: 10.1037/a0037337.

Abstract:

Cultural ideologies of meritocracy and individualism act as strong barriers for college students in understanding the most complex systems of inequity across racial, cultural, and gendered lines. The dichotomous thinking patterns of maladaptive perfectionists may also relate to resistance of multicultural awareness. This study examined whether perfectionism, individualism, and racial color-blindness predicted cultural diversity awareness of prospective teachers. The participants were 239 White undergraduate students enrolled in a teacher education diversity course. Regression analyses results indicated that dispositional factors including perfectionistic discrepancy, vertical individualism, and racial color-blindness all predicted lower levels of cultural diversity awareness. Moreover, mediation analysis results further suggested that the association between vertical individualism and cultural diversity awareness was partially mediated through racial color-blindness. Strategies involving assessment and self-reflection, cognitive dissonance instruction, and perspective enhancement and immersion were discussed.

Worthington, Roger L.; Stanley, Christine A.; Lewis, William T. (2014):

National Association of Diversity Officers in Higher Education standards of professional practice for chief diversity officers.

In: Journal of Diversity in Higher Education 7 (4), S. 227–234. DOI: 10.1037/a0038391.

Abstract:

The National Association of Diversity Officers in Higher Education (NADOHE) have developed and approved Standards of Professional Practice for Chief Diversity Officers (CDOs). The standards established in this document are a formative advancement toward the increased professionalization of the CDO in institutions of higher education. These standards encompass a broad range of knowledge and practices that are reflected in the work of CDOs across differing professional and institutional contexts. The standards are useful as guideposts to help clarify and specify the scope and flexibility of the work of CDOs, and provide a set of guidelines to inform and assist individual administrators and institutions in aligning the work of CDOs on their campuses with the evolving characteristics of the profession. The standards take into account the relatively wide variations in professional backgrounds, expertise, organizational structures, fiscal resources, and scope of administrative authority that exist across institutional contexts. The standards of professional practice should not be applied rigidly or prescriptively to define who is "qualified" to do the work of diversity in higher education institutions or how diversity and inclusion offices should be configured. This document should be used as a tool to facilitate the advancement of significant and effective change on college and university campuses by emphasizing the role of the CDO as an organizational change agent for equity, diversity, and inclusion.

Yeung, Fanny P.; Johnston, Marc P. (2014):

Investigating the role of a racially biased incident on changes in culture and climate indicators across targeted and non-targeted groups.

In: Journal of Diversity in Higher Education 7 (4), S. 252–264. DOI: 10.1037/a0038238.

Abstract:

This study explored the influences of a racially biased incident targeting Asian students at a compositionally diverse public research institution on the U.S. West coast after an unplanned incident that occurred during data collection of the Diverse Learning Environments survey. This occurrence created a unique opportunity to explore how 2 cohorts of students (before and after incident) respond to campus culture and climate indicators. General linear models (GLM) were utilized to take into account changes in overall perceptions of campus culture and climate among multiple racial groups. Specific attention was given to comparing students from the targeted group (Asian students) and nontargeted groups pre- and post-incident to gauge the direct and indirect effects on the broader campus community. Statistically significant differences in reports of negative cross-racial interactions and conversations across differences suggest unfavorable secondary effects of racially biased incidents on Black students' perceptions of climate. Results also revealed that indicators of campus culture appeared to be less affected by a single incident, whereas climate indicators were more malleable. Results highlight implications for institutional responses and future research to support targeted and nontargeted students of racially biased incidents. (PsycINFO Database Record (c) 2014 APA, all rights reserved) (journal abstract)

Zhou, Ji (2014):

Persistence motivations of Chinese doctoral students in science, technology, engineering, and math.

In: Journal of Diversity in Higher Education 7 (3), S. 177–193. DOI: 10.1037/a0037196.

Abstract:

This study explored what motivated 6 Chinese international students to complete a PhD in science, technology, engineering, and math fields in the United States despite perceived dissatisfaction. This study was grounded in the value-expectancy achievement motivation theory and incorporated a Confucian cultural lens to understand motivation. Four motivations emerged: (a) intrinsic interest in research, (b) overly broad and optimistic view of American doctoral education, (c) high utility value of a PhD in obtaining permanent residence, and (d) high social cost of quitting. Confucian cultural beliefs in malleability, the importance of effort, interdependent self, and filial piety shaped these motivations. Scholarly and practical implications are provided.

Journal of Higher Education Policy and Management (36) 2014

<http://www.tandfonline.com/loi/cjhe20#.VSQBwOHj8pQ>

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Barnes, Cameron (2014):

The emperor's new clothes: the h-index as a guide to resource allocation in higher education.

In: Journal of HE Policy & Management 36 (5), S. 456–470. DOI: 10.1080/1360080X.2014.936087.

Abstract:

This article calls into question the use of the h-index as an aid to decision-making in the higher education sector. The h-index is increasingly employed by institutions, funding bodies and even governments as a guide to the allocation of resources. This practice is contrary to the evidence that the h-index is intrinsically meaningless, a point which this article seeks to document in detail. Greater user of the h-index as a management tool can only lead to further inefficiencies in resource allocation within the higher education sector. [ABSTRACT FROM AUTHOR]

Bathurst, Ralph; van Gelderen, Marco (2014):

Leading higher education professionals: local, connected, and artful.

In: Journal of HE Policy & Management 36 (4), S. 395–407. DOI: 10.1080/1360080X.2014.916464.

Abstract:

In this paper, we explore the work life of a scholar new to academia in her methods of leading informally. We discuss five vignettes that offer moments of learning and reflection, including reducing performance anxiety, privileging financial accountability, the rise of the virtual world, the impact of silence, and the potential for confrontation to strengthen working relationships. We offer suggestions as to how contemporary leaders may adapt to the freedom that artful action offers. [ABSTRACT FROM PUBLISHER]

Berry, Prudence Jane (2014):

Starting with ABC and finishing with XYZ: what financial reporting model best fits a faculty and why?

In: Journal of HE Policy & Management 36 (3), S. 305–314. DOI: 10.1080/01587919.2014.899048.

Abstract:

This article looks at the range of financial reporting models available for use in the Australian higher education sector, the possible application of activity-based costing (ABC) in faculties and the eventual rejection of ABC in favour of a more qualitative model designed specifically for use in one institution, in a particular Faculty. The decision not to implement ABC in the Faculty is examined, looking to the overall purpose and outcomes of Faculty activities. The broader question will be asked, what kinds of obstacles are likely to sound the death knell for ABC use in universities? [ABSTRACT FROM PUBLISHER]

Birds, Rachel (2014):

Entrepreneur-managers in higher education: (how) do they exist?

In: Journal of HE Policy & Management 36 (1), S. 62–73. DOI: 10.1080/1360080X.2013.844663.

Abstract:

Policy-makers in the United Kingdom increasingly emphasise the contribution of innovation and entrepreneurialism to the economy. Drawing on a recent ethnographic study of a university commercial enterprise, this article examines the notion of entrepreneurialism in a higher education institution as understood and practised by its employees. The concept of the entrepreneur-manager borrowed from an industrial environment is utilised to frame the higher education experience and

to challenge assumptions about entrepreneurial activities in the sector. The research tentatively supports the emergence of the entrepreneur-manager as a new role requiring a different blend of skills and responsibilities but problematises the organisational culture of the research-intensive university which fails to capitalise on the potential offered. [ABSTRACT FROM PUBLISHER]

Blyth, Kathryn (2014):

Selection methods for undergraduate admissions in Australia. Does the Australian predominate entry scheme the Australian Tertiary Admissions Rank (ATAR) have a future?

In: Journal of HE Policy & Management 36 (3), S. 268–278. DOI: 10.1080/01587919.2014.899049.

Abstract:

This article considers the Australian entry score system, the Australian Tertiary Admissions Rank (ATAR), and its usage as a selection mechanism for undergraduate places in Australian higher education institutions and asks whether its role as the main selection criterion will continue with the introduction of demand driven funding in 2012. Admission strategies for undergraduate places in Australian universities have remained unchanged for many years. The author concludes that the current entry scheme, the ATAR, will continue as a dominant selection criterion particularly for courses where demand exceeds supply, but ATAR-based selection will be insufficient to meet the participation targets set by the federal government. There is now an opportunity for universities to differentiate themselves by their admission strategies and to improve participation of equity groups through the normalisation of alternative entry mechanisms. [ABSTRACT FROM PUBLISHER]

Bolden, Richard; Petrov, Georgy (2014):

Hybrid configurations of leadership in higher education employer engagement.

In: Journal of HE Policy & Management 36 (4), S. 408–417. DOI: 10.1080/1360080X.2014.916465.

Abstract:

Recent literature has emphasised the distributed nature of leadership in higher education (HE) and the multitude of actors and factors that contribute towards organisational outcomes. Gronn suggests, however, that rather than using such evidence to provide broad, normative accounts of leadership practice, greater attention should be directed to mapping the 'hybrid configurations' through which leadership practice emerges. This article responds to this call through an analysis of employer engagement activities in UK HE. Using a qualitative case study approach, it illustrates the complex, interdependent and contested nature of leadership practice in cross-boundary environments. The article concludes by suggesting how a hybrid perspective may enhance leadership theory and practice in tertiary education. [ABSTRACT FROM PUBLISHER]

Boud, David; Brew, Angela; Dowling, Robyn; Kiley, Margaret; McKenzie, Jo; Malfroy, Janne et al. (2014):

The coordination role in research education: emerging understandings and dilemmas for leadership.

In: Journal of HE Policy & Management 36 (4), S. 440–454. DOI: 10.1080/1360080X.2014.916466.

Abstract:

Changes in expectations of research education worldwide have seen the rise of new demands beyond supervision and have highlighted the need for academic leadership in research education at a local level. Based on an interview study of those who have taken up local leadership roles in four Australian universities, this paper maps and analyses different dimensions of the emerging leadership role of research education coordination. It argues that while there is increasing clarity of what is required, there are considerable tensions in the nature of the coordination role and how coordination is to be executed. In particular, what leadership roles are appropriate and how can they be positioned effectively within universities? The paper draws on the Integrated Competing Values Framework to focus on the activities of coordination and on ideas of distributed leadership to discuss the leadership that characterises coordination. It is argued that without acknowledgement of the influences that coordinators need to exert and the positioning and support needed to achieve this, the contemporary agenda for research education will not be realised. [ABSTRACT FROM PUBLISHER]

Boyd, Leanne (2014):

Exploring the utility of workload models in academe: a pilot study.

In: Journal of HE Policy & Management 36 (3), S. 315–326. DOI: 10.1080/01587919.2014.899050.

Abstract:

The workload of academics in Australia is increasing. Among the potential ramifications of this are work-related stress and burnout. Unions have negotiated workload models in employment agreements as a means of distributing workload in a fair and transparent manner. This qualitative pilot study aimed to explore how academics perceive their current workload and the utility of workload formulas within their workplace. The findings revealed five themes: scepticism, anger, vindication, justice and balance. Workload models appear to have utility within academia as a means of balancing role expectations in an equitable and transparent manner. They are also useful for demonstrating workloads to management objectively and identifying staff at increased risk of burnout because of inappropriately high workloads. Problematic issues identified were perceptions that workload models are management tools to control and monitor the workplace, and their implementation would not result in change. [ABSTRACT FROM PUBLISHER]

Busetti, Simone; Dente, Bruno (2014):

Focus on the finger, overlook the moon: the introduction of performance management in the administration of Italian universities.

In: Journal of HE Policy & Management 36 (2), S. 225–237. DOI: 10.1080/1360080X.2014.884674.

Abstract:

This article investigates management systems in higher education organisations by analysing the 2009 Italian reform of performance management and its implementation within Italian universities. The research is based on a survey that covered about half of Italy's public universities. Survey results provide an account of the state of management systems of Italian universities, confirming the assumption of their relative backwardness and the importance of specific preconditions (efficient organisation and effective control systems) for a good system of performance evaluation. [ABSTRACT FROM AUTHOR]

Clyde-Smith, Jodi (2014):

Utilising enterprise risk management strategies to develop a governance and operations framework for a new research complex: a case study.

In: Journal of HE Policy & Management 36 (3), S. 327–337. DOI: 10.1080/01587919.2014.899051.

Abstract:

Enterprise risk management strategies were used to develop a regulatory and operational framework for a new multi-partner Research Institute that will house up to 900 staff from four different institutions in Queensland, Australia. The Institute will operate in a business environment while functioning as a research resource for the higher education sector. Enterprise risk management strategies were used to develop a regulatory and operational framework to support the Institute in achieving its vision, maximising opportunities, minimising risk and providing an environment conducive to research collaboration. [ABSTRACT FROM PUBLISHER]

Craig, David (2014):

Would you like service with that?

In: Journal of HE Policy & Management 36 (3), S. 293–304. DOI: 10.1080/01587919.2014.899052.

Abstract:

Australia's higher education policy settings have signalled a shift towards marketisation. As a consequence, Australian universities have become increasingly competitive, and as they seek to compete for students in higher education markets, they begin to resemble commercial organisations. This article examines the challenges confronting the leadership team at one of Australia's fastest growing universities, Australian Catholic University. Specifically, it seeks to address the

development of systems to better service future students in an environment where the University is not aware or accepting of the need for change. [ABSTRACT FROM PUBLISHER]

Craig, J. Dean; Raisanen, Samuel R. (2014):

Institutional determinants of American undergraduate student debt.

In: Journal of HE Policy & Management 36 (6), S. 661–673. DOI: 10.1080/1360080X.2014.957892.

Abstract:

Between 2005 and 2013, student loan debt in the US increased at a rate of 13.3 per cent per annum. This rise in collegiate student debt has become the focus of any number of new proposals and policies at both the state and national levels. While considering broad policies to stem this rising tide are admirable, they do little to help a graduating high school student interested in minimising their debt level choose between competing institutions of higher learning. In this paper, we analyse the institutional characteristics that result in students assuming higher debt levels. We use a data set compiled from the 2011 Integrated Postsecondary Education Data System and supplement from a variety of sources with additional institutional characteristics such as location and weather to investigate this question. After controlling for the cost of attending the institution, we find that requiring higher standardised test scores on entrance exams and being located in less urban areas result in lower average debt by graduates. Additionally, we identify a non-linear relationship between the income levels of students' families and the debt with which they graduate, with middle-income students and families being the most heavily burdened by debt. [ABSTRACT FROM PUBLISHER]

Davis, Heather (2014):

Towards leadingful leadership literacies for higher education management.

In: Journal of HE Policy & Management 36 (4), S. 371–382. DOI: 10.1080/1360080X.2014.916467.

Abstract:

This paper locates 'leadingful leadership literacies' as a lens for considering changing contexts for leadership and work in higher education management. It makes a contribution to higher education leadership studies by offering an empirical account of expanded notions of leadership. These extend the field beyond those unwilling to critique managerialist knowledge claims. I will argue that not only managerialist practices per se are of concern as we face discontinuous change in the sector – changes which move well beyond rationalist truth claims – but that these remain largely unchallenged and have moved into spaces that should be (re)claimed by leadership. [ABSTRACT FROM PUBLISHER]

Davis, Heather; Jones, Sandra (2014):

The work of leadership in higher education management.

[Editorial]. In: Journal of HE Policy & Management 36 (4), S. 367–370. DOI: 10.1080/1360080X.2014.916463.

Abstract:

An introduction is presented in which the editor discusses various articles within the issue on topics including leadership in higher education management, leadership relationships, and parabolic leadership approach.

Dunworth, Katie; Drury, Helen; Kralik, Cynthia; Moore, Tim (2014):

Rhetoric and realities: on the development of university-wide strategies to promote student English language growth.

In: Journal of HE Policy & Management 36 (5), S. 520–532. DOI: 10.1080/1360080X.2014.936088.

Abstract:

This article describes the results from a national project that investigated institutional approaches to the development of student English language capabilities in Australian higher education. The project aimed to identify the various approaches and strategies that higher education providers have established and to gauge whether they have been evaluated by those in the field as successful in attaining their objectives. The results of the study indicated that those institutions identified as successful had a number of elements in common, elements missing from those universities which were considered as less

effective. The article concludes by identifying the key factors that were identified by project participants as being essential in the development of successful institution-wide strategies for promoting student language growth. [ABSTRACT FROM AUTHOR]

Fleming, Michele J.; Grace, Diana M. (2014):

Increasing participation of rural and regional students in higher education.

In: Journal of HE Policy & Management 36 (5), S. 483–495. DOI: 10.1080/1360080X.2014.936089.

Abstract:

Regional and rural students in Australia face unique challenges when aspiring to higher education. These challenges reflect systematic disadvantage experienced by rural and regional populations as a whole. In an effort to redress these inequities, and aided by the Australian Government's Higher Education Participation and Partnerships Program (HEPPP), the University of Canberra's flagship Aspire UCSchools Outreach Program involves multiple in-school sessions for students in years 7–10. This article presents findings from the delivery of this program to nearly 3000 students in 2012. Increased considerations of post-school study and work options were seen across all year levels and across all options, with greatest increases evident for university aspirations, and by Year 10 students. Moreover, girls exhibited greater positive changes in post-program aspirations than did boys. The program's success is attributed to its depth and intensity and the concomitant recognition of the distinctive nature of rural and regional communities. [ABSTRACT FROM AUTHOR]

Freeman, Brigid (2014):

Benchmarking Australian and New Zealand university meta-policy in an increasingly regulated tertiary environment.

In: Journal of HE Policy & Management 36 (1), S. 74–87. DOI: 10.1080/1360080X.2013.861050.

Abstract:

The agencies responsible for tertiary education quality assurance in Australia and New Zealand have established regulatory regimes that increasingly intersect with tertiary institution policy management. An examination of university meta-policies identified good practices guiding university policy and policy management. Most Australian and half of New Zealand universities have developed meta-policy, or policy on policy, with the most comprehensive articulating policy definitions, range and application of policy instruments, categorisation, approval authorities and policy cycle stages. Sound meta-policy provides an essential framework for good policy-making, and is the key to the development of positive policy outcomes. Increasing tertiary sector regulation provides a contemporary imperative to embrace university meta-policy as one mechanism to embed good practice policy process to facilitate these improved policy outcomes. [ABSTRACT FROM PUBLISHER]

Freitas, Sara de; Mayer, Igor; Arnab, Sylvester; Marshall, Ian (2014):

Industrial and academic collaboration: hybrid models for research and innovation diffusion.

In: Journal of HE Policy & Management 36 (1), S. 2–14. DOI: 10.1080/1360080X.2013.825413.

Abstract:

This paper explores how, in the light of global economic downturn and rising student populations, new academic–industrial models for research collaboration based upon specific technological expertise and knowledge can be developed as potential mechanisms for preserving and extending central university research infrastructure. The paper explores two case studies that focus upon the new serious games sector: the UK-based Coventry University's Serious Games Institute – a hybrid model of applied research and business, and the Netherlands-based TU-Delft University's Serious Game Center – a networked model of semi-commercial funding and public–private co-operation between industry, public sector and research partners. To facilitate these kinds of academic–industrial collaborations, the paper introduces the Innovation Diffusion Model (IDM) which promotes innovation diffusion by bringing academic and industrial experts into close proximity. Overall, the benefits include: sustained intellectual property development and publication opportunities for academics, employment creation, accelerated development and real commercial benefits for industrial partners. [ABSTRACT FROM PUBLISHER]

Harvey, Marina; Kosman, Bronwyn (2014):

A model for higher education policy review: the case study of an assessment policy.

In: Journal of HE Policy & Management 36 (1), S. 88–98. DOI: 10.1080/1360080X.2013.861051.

Abstract:

The development of a standards-based assessment policy represented a significant cultural shift in assessment practice at one university. Concurrently, the implementation of a policy framework represented a significant procedural shift in policy development and review. The assessment policy was the first policy scheduled to be reviewed through the new framework, specifically in recognition of the pivotal role of assessment to the credibility of qualifications and the academic reputation of the institution. However, the policy framework did not specify a review process. While examples of generic approaches to policy review methodology and process were provided in the literature, there were limited examples directly relevant to higher education. This paper presents a customised model for policy review developed and trialled through a higher education institution using an assessment policy as the case study. [ABSTRACT FROM PUBLISHER]

Hempsall, Kay (2014):

Developing leadership in higher education: perspectives from the USA, the UK and Australia.

In: Journal of HE Policy & Management 36 (4), S. 383–394. DOI: 10.1080/1360080X.2014.916468.

Abstract:

It is broadly acknowledged that leaders in the twenty-first century are required to navigate an increasingly complex landscape and that the types of challenges individuals and organisations face in the knowledge era require the capacity to adapt and respond to continual fluctuations and change. Outcomes from previous leadership research, combined with the perspectives of colleagues and observation over the past decade, prompted concern that leadership in higher education (HE) institutions was, in the main, not demonstrating the level of readiness or capability to effectively respond to the challenges embodied in the transition to the knowledge era. In seeking to establish how well founded this concern was, this study, supported by a Peter Karmel International Travel Grant, investigated leadership development thinking, programmes and practices within the HE sector in the United States of America and the United Kingdom, and explored how this applies within the Australian context. A number of themes emerged that support the idea that the work of leadership will ideally be based on relationships rather than the 'command and control' models of the past and on distributed leadership processes and practices throughout the organisation. [ABSTRACT FROM PUBLISHER]

Jajo, Nethal K.; Harrison, Jen (2014):

World university ranking systems: an alternative approach using partial least squares path modelling.

In: Journal of HE Policy & Management 36 (5), S. 471–482. DOI: 10.1080/1360080X.2014.936090.

Abstract:

University rankings are key drivers in national and institutional strategic planning. The increase in the number of university ranking systems and the diversity of methods and indicators used by these systems necessitate the development of an index that can measure a university's performance in all these systems at once. This article presents the Achievement Index, using real data examples. [ABSTRACT FROM AUTHOR]

Jones, Sandra; Harvey, Marina; Lefoe, Geraldine (2014):

A conceptual approach for blended leadership for tertiary education institutions.

In: Journal of HE Policy & Management 36 (4), S. 418–429. DOI: 10.1080/1360080X.2014.916469.

Abstract:

Over the last 20 years, the tertiary education sector has adopted new administrative management approaches, with the aim of improving accountable and strategic focus. Over the same period, the question of how to build leadership capacity to improve learning and teaching and research outcomes has led to discussion on what constitutes academic leadership.

While both these advances are needed, what is missing is integration between the two such that academics and professional staff are engaged collaboratively to achieve learning and teaching and research outcomes that are accountable within a strategic focus. This article builds on research into the use of distributed leadership to build leadership for learning and teaching that resulted in the design of a conceptual framework for distributed leadership. Based on this conceptual framework, it proposes a conceptual blended leadership approach to engage academics and professional staff working in collaboration. [ABSTRACT FROM PUBLISHER]

Kenny, John D.J; Fluck, Andrew E. (2014):

The effectiveness of academic workload models in an institution: a staff perspective.

In: Journal of HE Policy & Management 36 (6), S. 585–602. DOI: 10.1080/1360080X.2014.957889.

Abstract:

The demands on academic staff are increasing to the point where effective mechanisms for the allocation of their work are now necessary. Despite the inherent difficulties of categorising academic work, nearly all enterprise agreements at Australian universities include a clause designed to avoid work overload. Through a questionnaire, the investigators sought feedback from academic staff about their perceptions of the operational effectiveness of the workload allocation models and their opinions concerning transparency, fairness and ability to regulate workloads. The conclusion reached is that an effective workload allocation process requires academic staff to be fully involved in its development and implementation to ensure its credibility and fairness. Effectiveness is increased with a standardised university-wide approach, applied transparently and incorporated into the budget and resource allocation processes of the university so that increasing pressure on academics to meet a range of performance expectations is linked directly to realistic workloads. [ABSTRACT FROM PUBLISHER]

Kiley, Margaret; Cumming, Jim (2014):

The impact of changing government policies and institutional practices on master's by coursework students in Australia: a viable pathway to the PhD?

In: Journal of HE Policy & Management 36 (1), S. 99–111. DOI: 10.1080/1360080X.2013.861052.

Abstract:

The objective of this paper is to identify the impact of current national policies and emerging curricular practices on master's by coursework students in Australia. It is argued that the rate of top-down policy change, together with bottom-up innovation, is resulting in a high level of complexity that is challenging providers, staff and student alike. Findings from a national study that elicited the views of key stakeholders on aspects of the master's by coursework degree including its adequacy as a preparation for doctoral study are discussed. [ABSTRACT FROM PUBLISHER]

Kolsaker, Ailsa (2014):

Relocating professionalism in an English university.

In: Journal of HE Policy & Management 36 (2), S. 129–142. DOI: 10.1080/1360080X.2013.861053.

Abstract:

Higher education is becoming increasingly market-oriented. In a bid to enhance performance, reputation and competitive positioning, universities are increasingly embracing managerialist axioms and discourses. In the process, a new class of professional administrator has been created. Increasingly specialist in nature, the professionalised administrator is 'carving out space' in university hierarchies, often in places formerly reserved for academics. This paper queries whether the emergence of this new professional class is symptomatic of a more fundamental relocation of professionalism from academics to administrators. A study of staff in a mid-sized university in South-East England reveals higher levels of autonomy and satisfaction amongst administrators than academics, but little sense of professional affiliation. In contrast, academics have a strong sense of professional identity, but a growing sense of deprofessionalisation. Relationships between the two groups remain collegiate, but the findings support the proposition that there is an ongoing relocation of professionalism in universities. [ABSTRACT FROM AUTHOR]

Lambrinidis, George (2014):

Supporting online, non-traditional students through the introduction of effective e-learning tools in a pre-university tertiary enabling programme.

In: Journal of HE Policy & Management 36 (3), S. 257–267. DOI: 10.1080/01587919.2014.899053.

Abstract:

The increasing number of external students enrolling at Charles Darwin University has led to the university investing in new technologies to provide better support for students studying online. Many students, however, come from non-traditional backgrounds and lack some of the skills and confidence to participate successfully in an e-learning environment at university. This article discusses the findings of a pilot study conducted in a pre-university tertiary enabling programme. Three e-learning tools were developed for external students to enhance their understanding of the learning materials and create a greater sense of connectedness between students, staff and the learning materials. Academic staff implemented the use of video clips and synchronous online tutorials and also refined their use of discussion groups to facilitate interactive engagement with learning materials. [ABSTRACT FROM PUBLISHER]

McMaster, Maddy (2014):

Learning to lead: a practitioner perspective.

In: Journal of HE Policy & Management 36 (4), S. 430–439. DOI: 10.1080/1360080X.2014.916470.

Abstract:

This reflective essay presents a personal account of experiences and models that have shaped the development of the author as a leader in tertiary education. It is presented from the perspective of a practitioner whose career has led her through academic and administrative roles in Australian and UK institutions into her current position as academic registrar of a large, global university. The author concludes that, in learning to lead, the ideas that have been influential and which she has integrated into her practice are those that resonate with her own understanding of leadership and which are consistent with her values. [ABSTRACT FROM PUBLISHER]

Meek, V. Lynn (2014):

Vale Professor Grant Harman (1934–2013).

[Obituary]. In: Journal of HE Policy & Management 36 (2), S. 115–116. DOI: 10.1080/1360080X.2014.884672.

Mewburn, Inger; Cuthbert, Denise; Tokareva, Ekaterina (2014):

Experiencing the progress report: an analysis of gender and administration in doctoral candidature.

In: Journal of HE Policy & Management 36 (2), S. 155–171. DOI: 10.1080/1360080X.2013.861054.

Abstract:

Most universities around the world put in place administrative processes and systems to manage student progress. These processes usually involve filling out standardised forms and instruments: managerial tools intended to increase transparency, promote efficiency and ensure fairness by applying the same standards to all. The progress report is a widely used management tool in doctoral candidature in Australia and in other countries which look to the United Kingdom for degree structure and format. This reporting mechanism requires students and supervisors to make a retrospective account of the research done in a given period. The intention of the progress report is to provide a mechanism for recording feedback and an opportunity to clarify communication between supervisors, students and the institution itself on the progress of the research. However, whether these managerial tools achieve these aims in doctoral candidature is questionable. In this paper, we report on findings from a study of progress reporting in doctoral studies in one middle-band university in Australia. We found that men and women reported qualitative differences in their encounters with the progress reporting mechanisms, which called into question the idea that these management tools are gender neutral and fair in their effects or application. [ABSTRACT FROM AUTHOR]

Miller, Brian (2014):

Free to manage? A neo-liberal defence of academic freedom in British higher education.

In: Journal of HE Policy & Management 36 (2), S. 143–154. DOI: 10.1080/1360080X.2013.861055.

Abstract:

Much of the rhetoric opposing managerialism in higher education can be ascribed to philosophical and political objections to the neo-liberal ideology which is alleged to underlie the phenomenon. This paper approaches managerialism from a different direction, addressing it within a neo-liberal framework. The paper argues that there is no intrinsic reason why support for a neo-liberal philosophy should equate with a belief in the need for managerialism in higher education. In particular, the author argues that neo-liberalism values freedom above other principles and that managerialism curtails academic freedom through control, instrumentalism and ideology and that, in all of these respects, it is counter-liberal. The paper concludes by suggesting an alternative approach to higher education which would enhance the importance of academic freedom within a neo-liberal policy framework. [ABSTRACT FROM AUTHOR]

Moodie, Gavin (2014):

Everything for sale? The marketisation of UK higher education by Roger Brown and Helen Carasso, Abingdon, Routledge, 2013, 238 pp.

[Review]. *In: Journal of HE Policy & Management* 36 (6), S. 688–691. DOI: 10.1080/1360080X.2014.957896.

Murphy, Tony; Sage, Daniel (2014):

Perceptions of the UK's Research Excellence Framework 2014: a media analysis.

In: Journal of HE Policy & Management 36 (6), S. 603–615. DOI: 10.1080/1360080X.2014.957890.

Abstract:

This paper explores perceptions of the UK's Research Excellence Framework (REF) and its implications for individuals, institutions and wider academia through an analysis of media coverage of the REF over a 2-year period. In recent years, the importance attached to the REF has become an increasing focus of concern for academics and other commentators, particularly vis-à-vis issues such as staff morale, funding, 'impact', working practices and institutional inequalities. In examining media stories related to the REF, we uncover three key findings in terms of the main ways in which the REF is presented and perceived. First, media discussions of the REF are overwhelmingly negative, although this appears to have abated over time. Second, there are significant differences in the how the REF is discussed; this variation stems from characteristics such as the disciplinary background, institutional type and professional seniority of commentators. Third, although wide range of themes is discussed in relation to the REF, several tend to dominate media portrayals: these include 'impact', 'funding' and 'marketisation'. The implications for the role and legitimacy of research assessment processes are discussed. [ABSTRACT FROM PUBLISHER]

O'Byrne, Darren; Bond, Christopher (2014):

Back to the future: the idea of a university revisited.

In: Journal of HE Policy & Management 36 (6), S. 571–584. DOI: 10.1080/1360080X.2014.957888.

Abstract:

We begin this paper by outlining the 'classical' debate on the idea of a university. We then proceed to show how this intellectual ideal has been compromised by successive processes of reform privileging paradigms of managerialism and commodification at the expense of intellectualism in shaping and defining UK higher education, with equivalent processes at work in other countries. This serves to set the context for our central premise that an intellectual discourse needs to be repositioned and reinstated in higher education. Finally, we consider the relationship between three competing paradigms – the intellectual model, the managerial model and the consumerist model – with a view to highlighting the contradictions and incompatibilities between all the three. We conclude by outlining a tentative proposal for a new, three-way conversation about the future of higher education, a process we term a 'trialogue'. [ABSTRACT FROM PUBLISHER]

O'Connor, Pat (2014):

Understanding success: a case study of gendered change in the professoriate.

In: Journal of HE Policy & Management 36 (2), S. 212–224. DOI: 10.1080/1360080X.2014.884675.

Abstract:

In this article, the focus is on understanding the success of one university in increasing the proportion of women at professorial level from zero in 1997 to 34 per cent in 2012, considerably above the averages for Irish, European Union and Australian universities. Using a concept of leadership 'as a process of influence' and drawing on both documentary and experiential evidence, it identifies four stages and key factors in that transition, including the situational context of a new university; positional and informal leadership; increased transparency and the prioritisation of disciplines with high levels of professorial posts and where the appointment of women was structurally more likely. It illustrates the extent of the change that can occur, even in intractable areas such as the university professoriate. Such change is neither inevitable nor permanent. [ABSTRACT FROM AUTHOR]

Odhiambo, George (2014):

The challenges and future of public higher education leadership in Kenya.

In: Journal of HE Policy & Management 36 (2), S. 183–195. DOI: 10.1080/1360080X.2014.884676.

Abstract:

This article discusses some of the key challenges and points of tension pertaining to leadership in higher education in Kenya. Effective leadership approaches are discussed including an exploration of why effective leadership is more important in Kenyan public higher education now than ever. Given the complex context within which public higher education leaders in Kenya now work and the challenges posed by recent changes, this article argues that the institutions need to develop new models of leadership to make sense of the highly complex political, economic and cultural landscapes of the modern world in general and Kenyan society in particular. In addition, this article suggests that 'action centred' dimensions of leadership could be applicable and that transformational leadership with its emphasis on distributed leadership styles and collegial decision-making may offer such model. [ABSTRACT FROM AUTHOR]

Pedersen, Heidi Skovgaard (2014):

New doctoral graduates in the knowledge economy: trends and key issues.

In: Journal of HE Policy & Management 36 (6), S. 632–645. DOI: 10.1080/1360080X.2014.957891.

Abstract:

This paper examines the key issues at stake for national economies in increasing the number of PhDs to meet expected needs for human capital in science, technology and innovation using illustrations mainly from the European Commission's Careers of Doctorate Holders surveys on PhD labour market outcomes; it has been shown that PhD graduates might not be absorbed into employment as easily as previously anticipated. However, there is limited evidence of how PhD graduates mobilise and what determines their early career choices. Given the lack of evidence on demand, prioritisations for increasing the number of PhD graduates may not be in line with the perceived demand. Issues such as transitional barriers and disparities between career prospects and expectations are of primary concern. The conclusion is that there is a need to increase knowledge within the area to understand mobilisation patterns, to ensure continued attractiveness of doctoral education in the longer run and provide a research strategy to assist policymakers in their decision-making. [ABSTRACT FROM PUBLISHER]

Pember, Edward R.; Owens, Alison; Yaghi, Shazhi (2014):

Customer relationship management: a case study from a metropolitan campus of a regional university.

In: Journal of HE Policy & Management 36 (2), S. 117–128. DOI: 10.1080/1360080X.2013.861056.

Abstract:

This paper investigates the users and uses of a centralised customer relationship management (CRM) system at a regional Australian university to improve the understanding of the staff experience of interacting with this customised technology. How and why the software is used by a cross section of university departments is explored through interviews and a review of student profiles. Findings emphasise the value CRM systems can provide to institutions in improving organisational responsiveness, decision-making, risk-management, inter-departmental communication and referrals and student progress. Issues and recommendations that staff identify include the need for wide integration across the institution, training improvements and institution or system-specific weaknesses and possible solutions. [ABSTRACT FROM AUTHOR]

Potestio, Paola (2014):

The impact of the reform of the Italian higher education system on the labour market for young graduates.

In: Journal of HE Policy & Management 36 (5), S. 546–556. DOI: 10.1080/1360080X.2014.936091.

Abstract:

This article assesses the effectiveness of a reform of the higher education system aimed at stimulating employability and faster access to the labour market for Italian graduates. Using the Taylor formula, the evolution of the employment rates has been followed through the movements and interaction of activity and unemployment rates. The progress in the level of educational attainments has not been accompanied by a true reversal of the weaknesses within the Italian youth labour market. Two main results emerge. First, delayed entry into the Italian labour market remains a peculiar characteristic of young graduates. Second, the comparison within the 25–29 age group reveals weaker results among first-level graduates. Policy interventions are suggested. [ABSTRACT FROM AUTHOR]

Regan, Julie-Anne; Dollard, Emma; Banks, Nicci (2014):

A comparative study of the perceptions of professional staff on their contribution to student outcomes.

In: Journal of HE Policy & Management 36 (5), S. 533–545. DOI: 10.1080/1360080X.2014.936093.

Abstract:

This study examined the perceptions of professional staff on their contribution to student outcomes. An online Delphi survey method was used to collect data from two expert panels: professional staff based in faculties and professional staff based in central university departments. The aim of this method is for the panels to reach consensus. The expert panels were asked to rank 10 propositions which support successful student outcomes. After three rounds the faculty-based panel had reached only a 'very weak' consensus, and the non-faculty-based panel only a 'weak' consensus. The highest-ranked proposition for both panels related to the ways in which institutions behave towards students: being welcoming and ensuring efficiency. Propositions relating to organisational culture were ranked relatively low indicating that professional staff may underestimate their contribution to these propositions. [ABSTRACT FROM AUTHOR]

Ricketts, Kate; Pringle, Judith K. (2014):

Going up? Perceived career progress of female general staff across New Zealand universities.

In: Journal of HE Policy & Management 36 (5), S. 496–508. DOI: 10.1080/1360080X.2014.936092.

Abstract:

This exploratory study of female general staff across New Zealand universities examined career motivation, subjective discrimination and home and occupational salience. Career development and aspirations and multiple home and community commitments were examined through a self-administered online questionnaire. Skill recognition, a good relationship with management and confidence in one's abilities contributed towards a positive career attitude. A perception of limited career opportunities at the participants' universities reduced the importance placed on work. Respondents, particularly those with postgraduate qualifications, were found to possess high levels of career motivation and occupational salience. Of research interest was whether the female general staff perceived additional barriers

compared with female academic staff or their male general staff colleagues. Participants perceived role-based subjective discrimination when they compared themselves with female academic staff. A number of implications are discussed directed towards increasing positive career experiences. [ABSTRACT FROM AUTHOR]

Rowe, John (2014):

Student use of social media: when should the university intervene?

In: Journal of HE Policy & Management 36 (3), S. 241–256. DOI: 10.1080/01587919.2014.899054.

Abstract:

The phenomenal growth in the use of social media in the past 10 years has dramatically and irreversibly changed the way individuals communicate and interact with one another. While there are undoubtedly many positives arising out of the use of social media, irresponsible or inappropriate use can have significant negative consequences. In the university setting, comments posted on widely accessible forums such as Facebook, and seen by other students or staff, can damage reputations, create personal distress and compromise academic integrity. So how should universities deal with this problem? This article describes the findings of a research project undertaken in 2011 to address this question. Given that many students would regard their Facebook pages and Facebook groups as their own private space, one of the key goals of the project was to establish appropriate limits for university interference in these matters. Another was to develop a categorisation model for dealing with inappropriate or irresponsible comments that have been detected or reported. [ABSTRACT FROM PUBLISHER]

Sharrock, Geoff (2014):

Communicating spending cuts: lessons for Australian university leaders.

In: Journal of HE Policy & Management 36 (3), S. 338–354. DOI: 10.1080/01587919.2014.899055.

Abstract:

In 2011 and 2012, two Australian university vice chancellors flagged spending cuts at their institutions to overcome financial problems. In both cases, union and staff opposition led to public protests, intense media scrutiny, delays and retreats. This article compares the two cases to see what lessons may be drawn for university leaders faced with the complex, difficult and risky task of introducing spending cuts, a likely feature of Australian university management in the next few years. How can they do this in ways that cause minimal damage to programmes; are acceptable to those affected; and avoid undue damage to staff morale, student interests or institutional reputation? [ABSTRACT FROM PUBLISHER]

Sharrock, Geoff (2014):

Letter from the guest editor.

[Editorial]. In: Journal of HE Policy & Management 36 (3), S. 239–240. DOI: 10.1080/1360080X.2014.899047.

Abstract:

An introduction is presented in which the editor discusses articles on topics including the use of social media by students to criticise other students or university staff, financial reporting in Australian universities and the Australian Tertiary Admissions Rank for undergraduates.

Stokes, Terry (2014):

The Dawkins revolution 25 years on, edited by Gwilym Croucher, Simon Marginson, Andrew Norton and Julie Wells, Carlton, Melbourne University Press, 2013, 339 pp.

[Review]. In: Journal of HE Policy & Management 36 (3), S. 357–365. DOI: 10.1080/1360080X.2014.899064.

Suomi, Kati (2014):

Exploring the dimensions of brand reputation in higher education – a case study of a Finnish master's degree programme.

In: *Journal of HE Policy & Management* 36 (6), S. 646–660. DOI: 10.1080/1360080X.2014.957893.

Abstract:

This exploratory study examines the dimensions that are relevant to brand reputation, particularly in the context of master's degree programmes. The data analysis is based on Vidaver-Cohen's 'Business school quality dimensions and reputational attributes'. The qualitative data for the case study comprise a student questionnaire and semi-structured interviews with other internal and external stakeholders of the multidisciplinary programme in question. The results yield theoretical and practical implications in the area of higher education, and make it clear that brand reputation in this context is a complex and multidimensional construct. [ABSTRACT FROM PUBLISHER]

Sutherland-Smith, Wendy (2014):

Legality, quality assurance and learning: competing discourses of plagiarism management in higher education.

In: *Journal of HE Policy & Management* 36 (1), S. 29–42. DOI: 10.1080/1360080X.2013.844666.

Abstract:

In universities around the world, plagiarism management is an ongoing issue of quality assurance and risk management. Plagiarism management discourses are often framed by legal concepts of authorial rights, and plagiarism policies outline penalties for infringement. Learning and teaching discourses argue that plagiarism management is, and should remain, a learning and teaching issue and press for more student-centred approaches to plagiarism management. Institutions must navigate these competing discourses in their attempts to design workable plagiarism management policies. After outlining plagiarism management contexts from the United Kingdom, Australia and Sweden to provide a sense of international work in the area, this article proposes a learner-centred quality assurance model (adapted from the work of Harvey and Newton (2004)) for plagiarism management. The proposed model refocuses on the learner and classroom practices in quality assurance processes. It offers a framework utilising learning, teaching and internal institutional research on plagiarism management to inform overall university policy. [ABSTRACT FROM PUBLISHER]

Vieira, Carlos; Vieira, Isabel (2014):

What drives university applications? An attempt to explain aggregate demand for higher education.

In: *Journal of HE Policy & Management* 36 (6), S. 616–631. DOI: 10.1080/1360080X.2014.957894.

Abstract:

Low educational attainment is frequently pointed out as a barrier to social and economic development and most governments aim at increasing participation in higher education. However, effective strategies to increase aggregate demand require information on its most relevant determinants, which is difficult to obtain because applications to higher education are usually not organised at the country level. In this study, we utilise a large sample of data on applications available in Portugal to estimate a model of aggregate demand for higher education. Our estimates suggest that the economic context is relatively less relevant than policy orientations, and thus that sustaining or increasing higher education participation may be more dependent on political choice than on economic circumstances. The only relevant economic determinant in the model is unemployment which contradicting some previous research appears to exert a negative impact upon aggregate demand. [ABSTRACT FROM PUBLISHER]

Vilkinas, Tricia; Peters, Margaret (2014):

Academic governance provided by academic boards within the Australian higher education sector.

In: *Journal of HE Policy & Management* 36 (1), S. 15–28. DOI: 10.1080/1360080X.2013.825419.

Abstract:

Academic boards play a key role in the maintenance of quality standards and the provision of strategic leadership on academic issues. The current research investigated the role provided at present to Australian universities through their academic boards. All universities described their academic boards as their principal academic body. The majority of the academic boards said in their terms of reference that they should spend most of their time and energy on activities associated with policy (including approving and implementing policy) and quality assurance. These activities are internally focused. Most of the academic boards did not think they should spend time being externally focused. External quality audits reported that most concentrated on activities associated with policy (including approving and implementing policy) and quality assurance. These activities are internally focused. Most of the academic boards were not seen to be spending time being externally focused. [ABSTRACT FROM PUBLISHER]

Vuori, Johanna (2014):

Student engagement: buzzword of fuzzword?

In: *Journal of HE Policy & Management* 36 (5), S. 509–519. DOI: 10.1080/1360080X.2014.936094.

Abstract:

Global interest in the value of student engagement in higher education has led researchers to question whether the use of the term is clear and consistent. This article investigates the construction of the term 'student engagement' at three US universities through an analysis of qualitative data. Whereas a shared understanding of the concept was found on one campus, the perception of the term on another campus veered in multiple directions. On the third campus, the term had not become popular and was replaced with alternative concepts. Aiming at contributing to the discussion on student engagement on an institutional level, this study revealed that different patterns of bottom-up and top-down mechanisms affected the spread of the concept on the three campuses. [ABSTRACT FROM AUTHOR]

Waha, Barbara; Davis, Kate (2014):

University students' perspective on blended learning.

In: *Journal of HE Policy & Management* 36 (2), S. 172–182. DOI: 10.1080/1360080X.2014.884677.

Abstract:

This research project explored students' perspective of the appropriate mix of online and face-to-face activities in a master's programme in library and information science at an Australian university. Identifying aspects that students evaluate as supportive, challenging and efficient in their learning is important for the design of an appropriate mix in blended learning courses. Twenty-three master's students responded to a questionnaire containing 40 open-ended and closed questions. Applying both statistical and content analysis provides a deeper understanding of students' responses. Students like the flexibility and the convenience of online learning, but also the possibilities that derive from face-to-face interaction with teachers and peers for building personal learning networks. Students expect equal quality from all forms of learning delivery and were critical of the quality of online participation and lecture recordings. Blended learning is an approach that supports a range of learning styles and life styles. [ABSTRACT FROM AUTHOR]

Walker, Christopher; White, Melanie (2014):

Police, design, plan and manage: developing a framework for integrating staff roles and institutional policies into a plagiarism prevention strategy.

In: *Journal of HE Policy & Management* 36 (6), S. 674–687. DOI: 10.1080/1360080X.2014.957895.

Abstract:

When student plagiarism occurs, academic interest and institutional policy generally assume the fault rests with the student. This paper questions this assumption. We claim that plagiarism is a shared responsibility and a complex phenomenon that requires an ongoing calibration of the relative skills and experiences of students and staff in response to their respective personal and institutional pressures. This paper examines how teaching staff understand their responsibility in addressing plagiarism. Our findings suggest that a staff member's general understanding of their role in preventing plagiarism is related to their awareness of different contexts and sites across the institution (e.g., assessment task, course design, programme structure and institutional policies) and their ability to integrate them. Accordingly, this paper proposes a framework that integrates the differing roles of staff in plagiarism prevention and offers a stronger basis for the analysis and development of strategic action by schools and departments. [ABSTRACT FROM PUBLISHER]

Warshaw, Jarrett B.; Hearn, James C. (2014):

Leveraging university research to serve economic development: an analysis of policy dynamics in and across three US states.

In: Journal of HE Policy & Management 36 (2), S. 196–211. DOI: 10.1080/1360080X.2014.884678.

Abstract:

As economic competition becomes more global and knowledge-based, US states have independently pursued initiatives in research and development (R&D) and science and technology (S&T). Policy efforts often entwine government, universities, and industry, aiming to stimulate socially optimal levels of innovation and economic growth. Partnerships in this arena are well documented, but few studies foreground first-person accounts of policy dynamics. Through comparative case study of Georgia, Missouri, and Texas, we present perspectives of government, university, and industry leaders, who form and negotiate boundaries and roles for collaboration. We find that (1) S&T competition has been distinct from national initiatives and more domestic than global; (2) the three states feature similar policies but have evolved 'new economy' approaches idiosyncratically; and (3) universities in these states have driven endeavours, evincing specific industry/corporate perspectives. Themes suggest competition – not collaboration – within a national-innovation system and intriguing yet challenging opportunities for academic leaders and managers. [ABSTRACT FROM AUTHOR]

Webber, Karen L.; Yang, Lijing (2014):

The increased role of foreign-born academic staff in US higher education.

In: Journal of HE Policy & Management 36 (1), S. 43–61. DOI: 10.1080/1360080X.2013.844671.

Abstract:

An increasingly globalised world means that higher education institutions are employing a diverse set of academic staff from across the world, and a better understanding of these scholars and their work roles is important for effective teaching, learning, and institutional management. Using the most recent data available from the National Study of Postsecondary Faculty, this study examined individual characteristics and work roles for foreign- and US-born academic staff at two points in time. Findings showed that more foreign-born individuals have become academic staff at US institutions in 2004 compared to 1993, that they spend more time on research as opposed to teaching, and that they produce more scholarly written papers than their US-born peers. Findings in this study have implications for institutional policy, possible revenue sources, the teaching-learning process, and knowledge production. [ABSTRACT FROM PUBLISHER]

Wilkins, Stephen (2014):

International education hubs: student, talent, knowledge-innovation models, edited by Jane Knight, Dordrecht, Springer, 2014, 251 pp.

[Review]. *In: Journal of HE Policy & Management 36 (3), S. 355–357. DOI: 10.1080/1360080X.2014.899062.*

Wilmore, Andrew (2014):

IT strategy and decision-making: a comparison of four universities.

In: Journal of HE Policy & Management 36 (3), S. 279–292. DOI: 10.1080/01587919.2014.899056.

Abstract:

Universities are increasingly dependent on information technology (IT) to support delivery of their objectives. It is crucial, therefore, that the IT investments made lead to successful outcomes. This study analyses the governance structures and decision-making processes used to approve and prioritise IT projects. Factors influencing an institution's ability to identify and approve the projects that will maximise contributions to overall mission are examined. From this a framework for improved IT governance and decision-making in a university context is proposed. [ABSTRACT FROM PUBLISHER]

Yorke, Mantz (2014):

The impact of part-time staff on Art & Design students' ratings of their programmes.

In: Journal of HE Policy & Management 36 (5), S. 557–567. DOI: 10.1080/1360080X.2014.936095.

Abstract:

Art & Design receives ratings on a number of scales of the UK's National Student Survey (NSS) that are less strong than those for some other subject areas. Art & Design, along with performing arts, is characterised by a relatively high level of part-time (PT) staffing. PT staffing data are set against NSS ratings for post-92 universities and other institutions that specialise in studio-based programmes in Art & Design. The data from Art & Design are compared with data from selected subject areas, showing that for both Art & Design and performing arts higher levels of PT staffing are associated with lower NSS ratings. The quality of the available data and the implications of the analyses are discussed. [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]

Bassett, Roberta Malee (2014):

University Expansion in a Changing Global Economy: Triumph of the BRICs? Martin Carnoy, Brashant Loyalka, Maria Dobryakova, Rafiq Dossani, Isak Froumin, Katherine Kuhns, Jandhyala B. G. Tilak & Rong Wang. 2013, Redwood City, CA Stanford University Press, 404 pp. Hardcover ISBN: 9780804786010 (\$60.00). E-book ISBN 9780804786416 (\$60.00).

[Review]. In: *The Journal of Higher Education* 85 (6), S. 913–916. DOI: 10.1353/jhe.2014.0034.

Bornstein, Rita (2014):

Presidencies Derailed: Why University Leaders Fail and How to Prevent It. Stephen Joel Trachtenberg, Gerald B. Kauvar, & E. Grady Bogue. 2013. Baltimore: John Hopkins University Press. 184 pp. Hardcover ISBN: 978-1421410241 (\$34.95). Electronic ISBN: 978-1421410258(\$34.95).

[Review]. In: *The Journal of Higher Education* 85 (4), S. 599–602. DOI: 10.1353/jhe.2014.0021.

Borrego, Maura; Boden, Daniel; Newswander, Lynita K. (2014):

Sustained Change: Institutionalizing Interdisciplinary Graduate Education.

In: *The Journal of Higher Education* 85 (6), S. 858–885. DOI: 10.1353/jhe.2014.0033.

Abstract:

We employ Scott's three pillars of institutions (regulative, normative, and cultural-cognitive) to investigate how higher education organizations change to support interdisciplinary graduate education. Using document analysis and case study approaches, we illustrate how strategies which address both policies and cultural norms are most successful.

Bowman, Nicholas A.; Park, Julie J. (2014):

Interracial Contact on College Campuses: Comparing and Contrasting Predictors of Cross-Racial Interaction and Interracial Friendship.

In: *The Journal of Higher Education* 85 (5), S. 660–690. DOI: 10.1353/jhe.2014.0029.

Abstract:

Research on diversity in higher education has evolved to consider the nature of interracial contact and campus climate as well as the factors that may foster meaningful interactions. While some studies have explored predictors of cross-racial interaction (CRI) and interracial friendship (IRF), it remains unclear whether and how the same precollege characteristics, institutional attributes, and collegiate experiences might predict both casual encounters and close friendships across race and ethnicity. This study used a four-year, longitudinal sample of 2,932 undergraduates—with approximately equal numbers of Asian American/Pacific Islander, Black/African American, Hispanic/Latino, and White/Caucasian students—at 28 institutions to compare and contrast predictors of CRI and IRF. Subgroup analyses also explored the extent to which these relationships vary as a function of students' race/ethnicity. The results of hierarchical linear modeling analyses predicting CRI diverge considerably from those predicting IRF; in fact, several independent variables that are positively related to CRI are also negatively related to IRF. Moreover, the results differ frequently by race/ethnicity, particularly for institutional

characteristics and participation in student organizations. Implications for future research and institutional efforts to promote diverse learning environments are discussed.

Canché, Manuel S. González (2014):

Is the Community College a Less Expensive Path Toward a Bachelor's Degree?: Public 2- and 4-year Colleges' Impact on Loan Debt.

In: The Journal of Higher Education 85 (5), S. 723–759. DOI: 10.1353/jhe.2014.0026.

Abstract:

Policy makers and state representatives have claimed that, compared to the traditional path to a four-year degree, a course of study that begins in the 2-year sector provides a more affordable option. If this is true, then all else equal, 2-year students who obtained a 4-year degree would be expected to have acquired less student loan debt. To test these claims, this study examines the effect of initial enrollment in public 2- and 4-year institutions on education loan debt conditional upon bachelor's degree completion. Two quasiexperimental techniques (Propensity Score Matching and Heckman Control Function) applied to official longitudinal loan data consistently revealed that similar 2- and 4-year students who obtained a bachelor's degree had similar levels of debt and repayment. Among non-degree-completers, initial 4-year entrants had higher loan debt than 2-year students. These findings suggest that the 2-year path culminating in a 4-year degree is not less expensive in terms of loan debt. As such, initiatives that lead traditional 4-year students to the "cheaper" 2-year sector may crowd-out students who truly need to begin in these schools. In light of these results, studies analyzing the impact of the private and for-profit sectors should be conducted following the approach presented in this study.

Chen, Rong; Wiederspan, Mark (2014):

Understanding the Determinants of Debt Burden among College Graduates.

In: The Journal of Higher Education 85 (4), S. 565–598. DOI: 10.1353/jhe.2014.0020.

Abstract:

This article examines debt burden among college graduates and contributes to previous research by incorporating institutional and state characteristics. Utilizing a combination of national datasets and zero-one inflated beta regression, we find several major themes. First, family income and college experiences are strongly associated with the probability of zero debt burden as well as the level of debt burden. Second, graduates from private institutions have a higher level of debt burden than graduates from a public institution. Lastly, state funding of merit-based aid programs play a role in reducing students' debt burden, but the effect disappears when accounting for the "Georgia effect." Conclusions and suggestions are made about the roles institutions and government can play in reducing debt burden among college graduates.

Dar, Luciana; Lee, Dong-Wook (2014):

Partisanship, Political Polarization, and State Higher Education Budget Outcomes.

In: The Journal of Higher Education 85 (4), S. 469–498. DOI: 10.1353/jhe.2014.0023.

Abstract:

In this article, we explore how partisanship affects state higher education policy priorities and expenditures. We assume that party coalitions are heterogeneous and policy preferences/priorities differ via mediating factors. We find that Democratic Party strength positively affects state funding for higher education but that the effect diminishes as political polarization or unemployment increases.

Ferrare, Joseph J.; Hora, Matthew T. (2014):

Cultural Models of Teaching and Learning in Math and Science: Exploring the Intersections of Culture, Cognition, and Pedagogical Situations.

In: The Journal of Higher Education 85 (6), S. 792–825. DOI: 10.1353/jhe.2014.0030.

Abstract:

While researchers have examined how disciplinary and departmental cultures influence instructional practices in higher education, there has yet to be an examination of this relationship at the embodied level of culture. In this article we utilize cultural models theory to examine the theories of student learning and teaching practice espoused and enacted by undergraduate math and science faculty. To examine these cultural models of teaching and learning we use thematic analysis, clustering, scaling, and graphing techniques to analyze interview transcripts and classroom observation data among 41 undergraduate math and science instructors across three universities in the United States. We then focus on three individual cases of instructors to examine how their cultural models interact with other cultural models, existing forms of teaching practice, and features of instructional environments to shape their teaching practices. The article concludes by setting forth an agenda for future research and arguing that the “cultures of teaching” in these disciplines should not only be perceived as barriers but also opportunities for meaningful pedagogical innovation.

Flacks, Richard (2014):

Priests of Our Democracy: The Supreme Court, Academic Freedom, and the Anti-Communist Purge. Marjorie Heins. 2013. New York: New York University Press. 385 pp. Hardback ISBN: 978-081479051-9 (\$35.00).

[Review]. In: *The Journal of Higher Education* 85 (2), S. 277–280. DOI: 10.1353/jhe.2014.0007.

Gayles, Joy Gaston; Ampaw, Frim (2014):

The Impact of College Experiences on Degree Completion in STEM Fields at Four-Year Institutions: Does Gender Matter?

In: *The Journal of Higher Education* 85 (4), S. 439–468. DOI: 10.1353/jhe.2014.0022.

Abstract:

Degree attainment at the undergraduate level for women in science, technology, engineering, and mathematics (STEM) continues to be an issue of national concern, particularly when trying to explain disparaging gender differences in persistence. Thus, the purpose of this study was to examine factors that influence degree attainment for students in STEM majors at four-year colleges and universities. We were particularly interested in differential effects across gender and educational experiences, such as interacting with faculty and social involvement with peers, on degree attainment. Results support that the effects of the college experience on degree attainment in STEM are conditional on gender. Recommendations for policy and practice are offered.

Gildersleeve, Ryan Everly (2014):

Paying for the Party: How College Maintains Inequality. Elizabeth A. Armstrong & Laura T. Hamilton, 2013. Cambridge, MA: Harvard University Press. 344 pp. Hardcover ISBN: 978-0674049574 (\$35.00).

[Review]. In: *The Journal of Higher Education* 85 (3), S. 435–437. DOI: 10.1353/jhe.2014.0012.

Gonzales, Leslie D. (2014):

Framing Faculty Agency Inside Striving Universities: An Application of Bourdieu's Theory of Practice.

In: *The Journal of Higher Education* 85 (2), S. 193–218. DOI: 10.1353/jhe.2014.0011.

Abstract:

Drawn from a qualitative study and framed with Bourdieu's theory of practice, I present a three-pronged framework to describe how tenure-line professors assumed agency as their university strove to establish itself as a national research institution. Implications for practice and future research are offered.

Hevel, Michael S. (2014):

Setting the Stage for Animal House: Student Drinking in College Novels, 1865–1933.

In: The Journal of Higher Education 85 (3), S. 370–401. DOI: 10.1353/jhe.2014.0016.

Abstract:

Depictions of college students' alcohol use changed substantially in novels published between 1865 and 1933, years in which higher education expanded and college students became the focus of popular culture. In novels published before 1920, student drinking oscillated widely, primarily mediated by gender, socioeconomic status, and institutional type. Paradoxically coinciding with onset of national Prohibition (1920–1933), novels published after 1920 portrayed increased drinking by college students from a variety of backgrounds. The contents of these novels laid a foundation for the excessive alcohol use of college students depicted in modern forms of popular culture, epitomized by the 1978 movie *Animal House*.

Hillman, Nicholas W.; Tandberg, David A.; Gross, Jacob P. K. (2014):

Performance Funding in Higher Education: Do Financial Incentives Impact College Completions?

In: The Journal of Higher Education 85 (6), S. 826–857. DOI: 10.1353/jhe.2014.0031.

Abstract:

In 2000, the Pennsylvania State System of Higher Education introduced a performance-based funding model aimed at increasing degree productivity among the state's public colleges. This study examines how the new policy affected undergraduate degree completions. Using a difference-in-differences estimation strategy, results suggest the policy has not systematically increased degree completions within the state. With limited evidence of the policy's effect, we conclude that this was an ineffective funding model in terms of its ability to increase college completions. Although we find modest impacts when compared against colleges in neighboring states, these impacts disappear when matched against similar colleges from other states.

Hodara, Michelle; Jaggars, Shanna Smith (2014):

An Examination of the Impact of Accelerating Community College Students' Progression Through Developmental Education.

In: The Journal of Higher Education 85 (2), S. 246–276. DOI: 10.1353/jhe.2014.0006.

Abstract:

In an effort to improve developmental education students' outcomes, community colleges have been experimenting with acceleration strategies. Models of acceleration allow students to complete their developmental requirements in a shorter amount of time. However, there has been limited empirical research on the effects of accelerating students' progression through their developmental requirements. We examined the impact of a basic form of acceleration—enrollment in shorter versus longer developmental education sequences—on access to introductory college coursework, performance in that coursework, overall college credit accumulation, and degree attainment at the City University of New York community colleges. In general, we found that accelerating students through developmental education in shorter sequences results in greater access to college-level coursework and long-term success but may have consequences for student performance in college-level coursework.

Kezar, Adrianna (2014):

Higher Education Change and Social Networks: A Review of Research.

In: The Journal of Higher Education 85 (1), S. 91–125. DOI: 10.1353/jhe.2014.0003.

Abstract:

This article reviews literature on the potential for understanding higher education change processes through social network analysis (SNA). In this article, the main tenets of SNA are reviewed and, in conjunction with organizational theory, are applied to higher education change to develop a set of hypotheses that can be tested in future research.

Kim, Jeongeun; Kim, Jiyun; Jaquette, Ozan; Bastedo, Michael N. (2014):

Institutional Stratification and the Postcollege Labor Market: Comparing Job Satisfaction and Prestige across Generations.

In: The Journal of Higher Education 85 (6), S. 761–791. DOI: 10.1353/jhe.2014.0037.

Abstract:

Employing NCES databases, we investigate how college selectivity influences job satisfaction and prestige from the 1970s to the 1990s and across different racial categories. We find that the effect of college selectivity has essentially disappeared over time and that minority students are particularly disadvantaged with respect to job satisfaction.

Kimball, Bruce A. (2014):

The Rising Cost of Higher Education: Charles Eliot's "Free Money" Strategy and the Beginning of Howard Bowen's "Revenue Theory of Cost," 1869–1979.

In: The Journal of Higher Education 85 (6), S. 886–912. DOI: 10.1353/jhe.2014.0032.

Abstract:

In order to explain the rising cost of higher education, economist Howard Bowen in 1980 proposed his "famous law" of institutional finance. Bowen based his "revenue theory of cost" on a study of aggregate quantitative data extending from 1929 to 1979. Neither he nor subsequent economists asked whether or how that "law" applied prior to 1929. Nor did they examine specific cases or testimony to understand the historical operation and nuances of the theory. These three issues are addressed by examining the "free money" strategy that Harvard President Charles Eliot formulated during his administration from 1869 to 1909. Recently identified by scholars, Eliot's strategy fits closely the theory posited by Bowen a century later, notwithstanding the many differences between their historical periods. During the 1910s and 1920s many wealthy universities began to adopt Eliot's "free money" strategy, and this adoption explains how that financial ideology proliferated subsequently. Eliot's singular case thus explains the origins, demonstrates the historical operation, and illuminates the nuances of the revenue theory of cost that Bowen codified in 1980.

Laird, Thomas F. Nelson; Seifert, Tricia A.; Pascarella, Ernest T.; Mayhew, Matthew J.; Blach, Charles F. (2014):

Deeply Affecting First-Year Students' Thinking: Deep Approaches to Learning and Three Dimensions of Cognitive Development.

In: The Journal of Higher Education 85 (3), S. 402–432. DOI: 10.1353/jhe.2014.0017.

Abstract:

This study estimates the effects of a deep approaches to learning scale and its subscales on measures of students' critical thinking, need for cognition, and positive attitudes toward literacy, controlling for pre-college scores for the outcomes and other covariates. Results suggest reflection is critical to making gains across the outcomes.

Lawrence, Janet H.; Celis, Sergio; Ott, Molly (2014):

Is the Tenure Process Fair?: What Faculty Think.

In: The Journal of Higher Education 85 (2), S. 155–192. DOI: 10.1353/jhe.2014.0010.

Abstract:

A conceptual framework grounded on procedural justice theory was created to explain how judgments about the fairness of tenure decision-making evolved among faculty who had not yet undergone the review. The framework posits that faculty beliefs about fairness are influenced directly by their workplace experiences and both directly and indirectly by their socio-demographic characteristics. Structural equation modeling (SEM) was used to assess the proposed direct and indirect effects with data from 2,247 pre-tenure assistant professors at 21 research universities. The results substantiate the importance of perceived campus and department conditions in shaping faculty members' views of tenure reviews and as mediators of faculty members' socio-demographic characteristics. Equitable treatment of junior faculty at the department level and effectiveness of feedback have the strongest relationships with beliefs about the equity of tenure decision-

making. Generally speaking, an individual's sense of control during the process of constructing the tenure dossier predicts his or her judgments about the fairness of tenure reviews. Practical suggestions for campus leaders regarding the conditions that inform faculty beliefs about tenure reviews and implications for future research are discussed.

Lundy-Wagner, Valerie C.; Veenstra, Cindy P.; Orr, Marisa K.; Ramirez, Nichole M.; Ohland, Matthew W.; Long, Russell A. (2014):

Gaining Access or Losing Ground?: Socioeconomically Disadvantaged Students in Undergraduate Engineering, 1994-2003.

In: The Journal of Higher Education 85 (3), S. 339–369. DOI: 10.1353/jhe.2014.0015.

Abstract:

Expanding access to engineering for underrepresented groups has by and large focused on ethnicity/race and gender, with little understanding of socioeconomic disadvantages. In this study, we use economic, human, and cultural capital theories to frame and then describe access to undergraduate engineering degree programs and bachelor's degrees. Using individual student-level data from 10 universities from the Multiple-Institution Database for Investigating Engineering Longitudinal Development (MIDFIELD) and aggregate school-level data (i.e., free-lunch status) from the Common Core of Data between 1994 and 2003, we first describe students who enter engineering programs by peer economic status (PES) with attention to gender, ethnicity/race, and SAT Math score. Second, a subset of the data is analyzed to describe access to bachelor's degrees in engineering by PES using graduation rates. The findings show an increase in access to engineering degree programs by disadvantaged students, but that access to engineering bachelor's degrees may be constrained, and especially for underrepresented ethnic/racial groups. The data highlight variable PES differences that accrue in engineering at entry and upon graduation (6 years later) across ethnic/racial groups; these differences have implications for broadening participation. Recommendations for future research and improving engineering access at the secondary and postsecondary levels are discussed.

Mayhew, Matthew J.; Bowman, Nicholas A.; Rockenbach, Alyssa Bryant (2014):

Silencing Whom?: Linking Campus Climates for Religious, Spiritual, and Worldview Diversity to Student Worldviews.

In: The Journal of Higher Education 85 (2), S. 219–245. DOI: 10.1353/jhe.2014.0005.

Abstract:

This study examined the perceptions of campus climate among students of diverse worldviews. Results from this study suggest that climate perceptions and experiences were more negative among worldview majority students (e.g., Protestants, Catholics) than among worldview minority students (e.g., Muslims, Jews) and nonreligious students. Theoretical implications are discussed.

Melguizo, Tatiana; Kosiewicz, Holly; Prather, George; Bos, Johannes (2014):

How Are Community College Students Assessed and Placed in Developmental Math? Grounding Our Understanding in Reality.

In: The Journal of Higher Education 85 (5), S. 691–722. DOI: 10.1353/jhe.2014.0025.

Abstract:

Examining current assessment and placement policies (A&P) used to assign students to a developmental math sequence in the Los Angeles Community College District, this study finds that faculty and administrators lack the technical expertise and resources necessary to ensure that A&P policies facilitate student success.

Newman, Anne; Glass, Ronald David (2014):

Comparing Ethical and Epistemic Standards for Investigative Journalists and Equity-Oriented Collaborative Community-Based Researchers: Why Working for a University Matters.

In: The Journal of Higher Education 85 (3), S. 283–311. DOI: 10.1353/jhe.2014.0013.

Abstract:

Criticisms of IRBs are proliferating. In response, we compare the ethical and epistemic standards of two closely related forms of inquiry, investigative journalism and equity-oriented collaborative community-based research (EOCCBR). We argue that a university affiliation justifies formal ethical review of research and suggest how institutionalized research ethics might better serve EOCCBR. Our comparative analysis also sheds light on the public role of universities by underscoring what is morally relevant about being a university-affiliated researcher.

O'Meara, KerryAnn; Lounder, Andrew; Campbell, Corbin M. (2014):

To Heaven or Hell: Sensemaking about Why Faculty Leave.

In: The Journal of Higher Education 85 (5), S. 603–632. DOI: 10.1353/jhe.2014.0027.

Abstract:

This article analyzes sensemaking about faculty departure among administrators, faculty colleagues, and faculty leavers in one research university. A mixed methods database was analyzed to reveal four dominant explanations for faculty departure and two influences on sensemaking. Dominant explanations included better opportunities, the likelihood the faculty member would not get tenure, family and geographic reasons, and work environment and fit. Sensemaking was influenced by status expectations and proximity to the departure. Implications for future research on faculty careers, and for campuses interested in improving faculty retention, are drawn.

Park, Julie J.; Liu, Amy (2014):

Interest Convergence or Divergence?: A Critical Race Analysis of Asian Americans, Meritocracy, and Critical Mass in the Affirmative Action Debate.

In: The Journal of Higher Education 85 (1), S. 36–64. DOI: 10.1353/jhe.2014.0001.

Abstract:

We use the Critical Race Theory frameworks of interest convergence and divergence to critique the anti-affirmative action movement's co-option of Asian Americans. Past discussions of affirmative action and Asian Americans mainly concentrate on how Asian Americans are affected by affirmative action, whether positively or negatively. We demonstrate how Asian American collegiate experiences ought to affect public understanding of affirmative action itself by demonstrating the need for broader conceptualizations of meritocracy and critical mass.

Rhoades, Gary (2014):

The Higher Education We Choose, Collectively: Reembodying and Repoliticizing Choice.

In: The Journal of Higher Education 85 (6), S. 917–930. DOI: 10.1353/jhe.2014.0035.

Abstract:

Reviewing three key areas of literature in our field (college choice, state policy, and faculty) the article identifies gaps that we can fill by reembodying and repoliticizing "choice," by which is meant moving beyond the individualized and "neutral" market logic in addressing the actions of collective entities in relation to politically charged policy issues, which we largely overlook. In calling our field to focus more on the "the higher education we choose," the article suggests reframing the prevailing premises of key public policy debates. It also suggests rethinking and recognizing the role that in our applied field we collectively play, in research and practice, in reconstructing academe. Underlying my centering of the "collective"

throughout, is a call to recenter higher education's social value and societal benefits in the higher education we choose, collectively.

Rockenbach, Alyssa Bryant; Hudson, Tara D.; Tuchmayer, Jeremy B. (2014):

Fostering Meaning, Purpose, and Enduring Commitments to Community Service in College: A Multidimensional Conceptual Model.

In: The Journal of Higher Education 85 (3), S. 312–338. DOI: 10.1353/jhe.2014.0014.

Abstract:

Using longitudinal data collected as part of the 2004/09 Beginning Postsecondary Students Longitudinal Study, this study employed structural equation modeling to examine how multiple dimensions of college students' service participation shape life goals oriented toward meaning, purpose, and citizenship and subsequent service engagement. The findings suggest that life goals and subsequent service participation are a function of students' citizenship predispositions, the intensity and context of service involvement, and, importantly, the benefits that students derive from their service participation. Becoming a more compassionate and socially aware person as a result of service work is positively linked to committing oneself to a meaningful life marked by helping others, civic engagement, and service.

Rosser, Vicki J. (2014):

A Creature of Our Own Making: Reflections on Contemporary Academic Life. Gary A. Olson. 2013. albany, NY: SUNY Press. 207 pp. Hardcover ISBN: 978-1-4384-4578-6 (\$24.95).

[Review]. In: The Journal of Higher Education 85 (3), S. 433–435. DOI: 10.1353/jhe.2014.0018.

Saichaie, Kem; Morpew, Christopher C. (2014):

What College and University Websites Reveal About the Purposes of Higher Education.

In: The Journal of Higher Education 85 (4), S. 499–530. DOI: 10.1353/jhe.2014.0024.

Abstract:

College and university websites play an important role in the college search process. This study examines the textual and visual elements on the websites of 12 colleges and universities. Findings suggest that websites communicate a message consistent with private purposes of education and inconsistent with those linked to public purposes.

Seifert, Tricia A.; Gillig, Benjamin; Hanson, Jana M.; Pascarella, Ernest T.; Blach, Charles F. (2014):

The Conditional Nature of High Impact/Good Practices on Student Learning Outcomes.

In: The Journal of Higher Education 85 (4), S. 531–564. DOI: 10.1353/jhe.2014.0019.

Abstract:

Using a multi-institutional sample of undergraduate students, this study found that the relationships between engaging in high impact/good practices and liberal arts outcomes differ based on students' precollege and background characteristics. Findings suggest that high impact/good practices are not a panacea and require a greater degree of critical evaluation by higher education scholars.

Slaughter, Sheila; Thomas, Scott L.; Johnson, David R.; Barringer, Sondra N. (2014):

Institutional Conflict of Interest: The Role of Interlocking Directorates in the Scientific Relationships Between Universities and the Corporate Sector.

In: The Journal of Higher Education 85 (1), S. 1–35. DOI: 10.1353/jhe.2014.0000.

Abstract:

We examined the potential for institutional conflict of interest between the 26 private universities belonging to the Association of American Universities and the corporations to which they are tied through their boards of trustees. We were interested in the degree to which interlocks may have tightened over three points across an 11-year period (1994–2005). Our examination relies on a set of patenting profiles estimated from the universities and corporations in our sample. These were derived through a set of organization-event networks that were compared in terms of their structural similarity. We generated these profiles at each of the three time periods. We then measured the degree to which interlocks existed within and between the profiles with the hypothesis that systematically tighter interlocks within profiles may suggest the greater potential for institutional conflict of interest.

Su, Xuhong (2014):

Rank Advancement in Academia: What Are the Roles of Postdoctoral Training?

In: The Journal of Higher Education 85 (1), S. 65–90. DOI: 10.1353/jhe.2014.0002.

Abstract:

This article reports on a study that investigated whether postdoctoral training contributes to scientists' and engineers' attainment of tenure and full professorship in research-extensive universities. It was found that training does not assist scientists in climbing the career ladder faster nor does it help them to secure more prestigious appointments once scientists land tenure-track appointments.

Szelényi, Katalin; Bresonis, Kate (2014):

The Public Good and Academic Capitalism: Science and Engineering Doctoral Students and Faculty on the Boundary of Knowledge Regimes.

In: The Journal of Higher Education 85 (1), S. 126–153. DOI: 10.1353/jhe.2014.0004.

Abstract:

This article examines the research-related experiences of 48 doctoral students and 22 faculty in science and engineering fields at three research universities, with specific emphasis on the intersection of the public good and academic capitalism. Identifying an expansive, intersecting organizational space between the public good and academic capitalism and stressing the dual nature of the public good with serendipitous and accelerated societal impact, the findings highlight three main ways in which science and engineering faculty negotiate intersections, including complementary, cautiously complementary, and oppositional negotiations. The findings, providing the basis for a model that depicts the expansive organizational space between the public good and academic capitalism and the three manners of negotiating intersections, highlight the nuances of contemporary scientific knowledge production at universities.

Tierney, William G.; Sablan, Jenna R. (2014):

Completing College: Rethinking Institutional Action by Vincent Tinto. 2012. Chicago: University of Chicago Press. 283 pp. hardback ISBN: 978-0-226-80452-1 (\$35.00).

[Review]. In: The Journal of Higher Education 85 (2), S. 280–282. DOI: 10.1353/jhe.2014.0008.

Xu, Di; Jaggars, Shanna S. (2014):

Performance Gaps Between Online and Face-to-Face Courses: Differences Across Types of Students and Academic Subject Areas.

In: The Journal of Higher Education 85 (5), S. 633–659. DOI: 10.1353/jhe.2014.0028.

Abstract:

Using a dataset containing nearly 500,000 courses taken by over 40,000 community and technical college students in Washington State, this study examines the performance gap between online and face-to-face courses and how the size of that gap differs across student subgroups and academic subject areas. While all types of students in the study suffered decrements in performance in online courses, those with the strongest declines were males, younger students, Black students, and students with lower grade point averages. Online performance gaps were also wider in some academic subject areas than others. After controlling for individual and peer effects, the social sciences and the applied professions (e.g., business, law, and nursing) showed the strongest online performance gaps.

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Ahn, Song-ee (2014):

A good learning opportunity, but is it for me? A study of Swedish students' attitudes towards exchange studies in higher education.

In: Journal of Research in International Education 13 (2), S. 106–118. DOI: 10.1177/1475240914540117.

Abstract:

This article describes students' involvement and interest in exchange programmes in Swedish higher education. Law and Engineering bachelor's programmes were chosen to exemplify an over-represented and under-represented group respectively in terms of international mobility in this context. The study combines interview and survey data. The author argues that the different institutional practices in educational programmes impact on students' experienced involvement in exchange studies.

Al-Youssef, J. (2014):

Internationalisation of higher education and global mobility by Bernhard Streitwieser (ed.) Oxford: Symposium Books, 2014 Reviewed by: Joanna Al-Youssef, The University of Nottingham, UK.

[Review]. In: Journal of Research in International Education 13 (2), S. 168–171. DOI: 10.1177/1475240914542560.

Brooks, R. (2014):

Youth transitions, international student mobility and spatial reflexivity by David Cairns, New York: Palgrave Macmillan, 2014, ISBN 9781137388506, Reviewed by: Rachel Brooks, University of Surrey, UK.

[Review]. In: Journal of Research in International Education 13 (3), S. 248–250. DOI: 10.1177/1475240914550778.

Carr, S. (2014):

Interpersonal relationships in education: An overview of contemporary research by Theo Wubbels, Perry den Brok, Jan Van Tartwijk and Jack Levy (eds.) Rotterdam: Sense Publishers, 2012, ISBN 9789460919374.

[Review]. In: Journal of Research in International Education 13 (1), S. 76–77. DOI: 10.1177/1475240913518704.

Englezou, E.; Fragkouli, E. (2014):

Literacy in the early years and English as an additional language: The case of a British international school.

In: Journal of Research in International Education 13 (1), S. 46–62. DOI: 10.1177/1475240914528851.

Abstract:

The study upon which this article is based investigates teachers' literacy development methods used in nursery and reception classrooms of a British international school, and focuses specifically on children having English

as an additional language (EAL). Findings from teaching observations and from interviews with teachers present the techniques used in order to develop pupils' literacy skills. The study supports professionals by shedding light on various inclusive techniques for facilitating the literacy development of a class with a significant number of EAL children.

Foster, M. (2014):

Student destination choices in higher education: Exploring attitudes of Brazilian students to study in the United Kingdom.

In: Journal of Research in International Education 13 (2), S. 149–162. DOI: 10.1177/1475240914541024.

Abstract:

Cross-border education provides evidence about international student destination choice including the push and pull model of international student choice. The research upon which this article is based, into Brazilian students' decisions to study at universities in the United Kingdom, reveals some particular barriers such as cost, negative past relationships and family ties, and recommends raising awareness and a context-sensitive approach to enhance an interest in studying in the United Kingdom.

Goodall, J. (2014):

The OIQ factor: Raising your school's organizational intelligence: How schools can become cognitively, socially and emotionally smart by William Powell and Ochan Kusuma-Powell, Woodbridge: John Catt Educational Ltd, 2013, ISBN 978908095916.

[Review]. In: Journal of Research in International Education 13 (2), S. 166–168. DOI: 10.1177/1475240913518706.

Gunesch, K. (2014):

International mindedness: Global perspectives for learners and educators, by Lesley P Stagg (ed.), Rochester, UK: Urbane Publications, 2013, ISBN 9781909273030.

[Review]. In: Journal of Research in International Education 13 (3), S. 250–252. DOI: 10.1177/1475240914553389.

Haywood, T. (2014):

International education and schools: Moving beyond the first 40 years by Richard Pearce (ed.), London: Bloomsbury Publishing, 2013, ISBN: 9781472510747.

[Review]. In: Journal of Research in International Education 13 (2), S. 163–165. DOI: 10.1177/1475240914528088.

Hill, I. (2014):

Internationally minded schools as cultural artefacts: Implications for school leadership.

In: Journal of Research in International Education 13 (3), S. 175–189. DOI: 10.1177/1475240914556199.

Abstract:

This article adopts a non-rational, existential, subjective approach to school leadership, on the assumption that rational models provide useful pointers on mechanics such as time management, coaching and staff evaluation, but are less appropriate for grasping the essence of leadership which resides in managing interpersonal relationships and the individual interpretation of reality. A view of internationally minded schools as complex cultural artefacts is explored with reference to scholars of organisation theory and cultural

dimensions. Schools are a repository of societal cultures which the leadership attempts to weave into a cohesive tapestry of educational vision and commitment, and this, in turn, becomes the organisational culture. Implications for leadership awareness and behaviour stemming from this perspective are that there are no fixed ways of construing social reality, artistic and literary images are helpful for unravelling social reality, and reflection on whether social reality is individually or collectively defined. The article concludes with discussion of an appropriate style for successfully leading internationally minded schools conceived as cultural artefacts.

Hill, I. (2014):

Next steps in managing teacher migration: Papers of the sixth Commonwealth research symposium on teacher mobility, recruitment and migration Addis Ababa, Ethiopia, 8–9 June 2011, Paris: UNESCO, 2012.

[Review]. In: *Journal of Research in International Education* 13 (1), S. 78–81. DOI: 10.1177/1475240914525319.

Hughes, C. (2014):

A critical analysis of the International Baccalaureate's Middle Years Programme assessment design with particular focus on feedback.

In: *Journal of Research in International Education* 13 (3), S. 203–217. DOI: 10.1177/1475240914550783.

Abstract:

The International Baccalaureate's Middle Years Programme (IBMYP) is designed to support the development of creativity, critical thinking, international-mindedness and values. However, close inspection of the programme's assessment structure suggests that many of the competence-related and dispositional elements of the programme's construct are to be assessed using performance rather than competence models. The article discusses and problematises this tension. Furthermore, the salient formative assessment strategy of feedback, widely researched and accepted as a teaching technique with considerable gains for learning, is not sufficiently explained or developed in the IBMYP assessment guide to allow for deep understanding of its potential to move learning forward. The article argues for a more competence-related assessment design in the IBMYP with greater detail around the strategy of feedback for learning.

Hughes, C. (2014):

Theory of Knowledge aims, objectives and assessment criteria: An analysis of critical thinking descriptors.

In: *Journal of Research in International Education* 13 (1), S. 30–45. DOI: 10.1177/1475240914528084.

Abstract:

This article analyses the construct validity of the International Baccalaureate Diploma Programme's Theory of Knowledge course in the light of claims that it is a course in critical thinking. After discussion around critical thinking – what it is and why it is valuable educationally – the article analyses the extent to which the course aims, assessment objectives and assessment instruments emphasise critical thinking. The article concludes with suggestions for improvement in the writing of the Theory of Knowledge guide so that it might place more emphasis on certain strands of critical thinking that are currently not developed in its structure.

Lebreton, M. (2014):

Additional language teaching within the International Baccalaureate Primary Years Programme: A comparative study.

In: *Journal of Research in International Education* 13 (1), S. 3–18. DOI: 10.1177/1475240914521346.

Abstract:

The International Baccalaureate Primary Years Programme supports the learning of languages and cultures, but the role of the additional language within this programme is often unclear. There remains a great variability in schools regarding the frequency of lessons and the way that the additional language is taught within the Primary Years Programme. Better defining the role and place of the additional language teaching within the PYP is important in helping the International Baccalaureate, schools and teachers to create curriculum content and teaching materials in order to meet the needs of families and students within schools. This article investigates perceptions of community members with respect to the place and purpose of additional language teaching within the Primary Years Programme.

Lewis, J. (2014):

Exploring issues of continuity: The International Baccalaureate in a wider context, by Mary Hayden and Jeff Thompson (eds) Woodbridge: John Catt Educational, 2013.

[Review]. In: *Journal of Research in International Education* 13 (1), S. 82–84. DOI: 10.1177/1475240914528087.

Lillyman, S.; Bennett, C. (2014):

Providing a positive learning experience for international students studying at UK universities: A literature review.

In: *Journal of Research in International Education* 13 (1), S. 63–75. DOI: 10.1177/1475240914529859.

Abstract:

Much of the current literature relating to international students at university level tends to highlight their experiences from a deficit perspective and in some cases even problematises the experience for the student and university. Other studies tend to focus on recruitment and motivation rather than the lived experiences of the student, thereby providing little assistance to guide the student, academic and host university in their preparation for, and working with, the international student. International students choose to study in the United Kingdom for a variety of positive reasons. However, these factors have the potential to become stressors as the student makes the transition to studying in a foreign country. Rather than viewing these stressors from a negative perspective, this literature review identifies how, with planning, support and understanding, universities can provide and develop a positive experience for all concerned.

Machin, D. (2014):

Professional educator or professional manager? The contested role of the for-profit international school Principal.

In: *Journal of Research in International Education* 13 (1), S. 19–29. DOI: 10.1177/1475240914521347.

Abstract:

For-profit education is increasingly prevalent within international schooling. The language of client, customer and consumer may not yet be embedded in the classroom, but international school leaders, particularly those operating in for-profit contexts, are having to respond not only to the needs of educational stakeholders but also to the commercial demands of the 'bottom line'. This article examines the occupational tensions facing international school leaders (specifically Principals and senior managers) as they attempt to master this plural for-profit context. The role of Principals within for-profit school contexts, this article finds, is changing. Principals may define their role in educational terms but this article highlights an emerging commercial narrative, concluding that (for-profit) international school leaders are increasingly required to be personally, philosophically and ontologically at ease with simultaneous educational–commercial discourses, as well versed in the patois of commerce as they are those of education.

Mertin, P. A. (2014):

The role of the culture of Japanese students in acquisition of academic English: An ethnographic study.

In: Journal of Research in International Education 13 (3), S. 190–202. DOI: 10.1177/1475240914553388.

Abstract:

This ethnographic study examines the role of Japanese students' culture and its effects on the rate of acquisition of academic English. It is based on observation of classes in Japanese schools, both in Japan and Germany, as well as in an international school, together with interviews, questionnaires, student responses and case studies over a period of 6 years. Data collection concentrated on the school, the family and friendships, as well as the different understandings of teaching and learning in Japanese schools and international schools.

Murdock, E.; Hirt, F. S.; Ferring, D. (2014):

Salience of nationality in students' spontaneous self-concept: A comparative study of a nationally homogeneous and a heterogeneous school context.

In: Journal of Research in International Education 13 (2), S. 119–134. DOI: 10.1177/1475240914539797.

Abstract:

The study on which this article is based investigated the salience of nationality in adolescents' self-concept as a function of the diversity of the school context. According to the distinctiveness postulate, people selectively attend to and encode aspects that are most distinctive. We therefore predicted that students in the nationally heterogeneous school environment would mention nationality more frequently in their spontaneous self-concept when questioned than would those in the more homogeneous school setting. Furthermore, we expected minority members to mention nationality more frequently. These predictions were confirmed and implications will be discussed.

Roberts, L.; Mancuso, S. V. (2014):

What kind of international school leaders are in demand around the world? A test of differences by region and stability over time.

In: Journal of Research in International Education 13 (2), S. 91–105. DOI: 10.1177/1475240914532214.

Abstract:

This mixed-methods study of 84 job advertisements for international school leaders on six continents from 2006 to 2012 entailed both qualitative and quantitative research methods. Job advertisements were obtained from the most active recruiting agency for school leaders worldwide. Conventional and summative content analysis procedures were used to identify and measure five different leadership styles as follows: Managerial, Instructional, Collaborative/Distributive, Child-Centered, and Transformational Leadership. The assessment of the Transformational Leadership style required the most detailed analysis. We deemed 22 different characteristics as indicators of four Transformational Leadership categories. Results showed that school boards around the world have a stable and high level of demand for Managerial, Instructional, and Collaborative/Distributive leaders, particularly Inspirational Motivators and leaders who express Individualized Consideration. Results can be generalized to independent international schools overseas. Implications for leadership practice and theory are discussed.

Sakurai, Y.; Pyhalto, K.; Lindblom-Ylänne, S. (2014):

Are Chinese university students more likely to exhibit a Surface approach to learning than other international students in Finland?

In: Journal of Research in International Education 13 (2), S. 135–148. DOI: 10.1177/1475240914540119.

Abstract:

This article is based on a study which investigated whether Chinese international students at a university in Finland are more likely to rely on a Surface approach to learning and dismiss a Deep approach than are other international students in the same university educational context. In responding to a survey, students' scores with respect to the Deep approach and Organized Studying did not significantly differ between the groups. However, the Chinese students appeared slightly to exhibit the Surface approach to a greater extent, although this result was tentative when the students' extreme response styles were taken into account.

Shields, R. (2014):

The rise of data in education systems: Collection, visualization and use by Martin Lawn (ed.), Oxford: Symposium Books Ltd, 2013.

[Review]. In: Journal of Research in International Education 13 (3), S. 252–253. DOI: 10.1177/1475240914555447.

Skelton, M. (2014):

John Hattie and Gregory Yates, Visible learning and the science of how we learn. London: Routledge, 2014.

[Review]. In: Journal of Research in International Education 13 (1), S. 84–87. DOI: 10.1177/1475240914529238.

Slough-Kuss, Y. (2014):

Cultural diversity among heads of international schools: Potential implications for international education.

In: Journal of Research in International Education 13 (3), S. 218–234. DOI: 10.1177/1475240914553387.

Abstract:

This article considers the influence that regional associations of international schools have on individual school members. The role of heads of international schools is explored in terms of their collective regional community influence on the fundamental school level. A revision of Thompson's model of international education is proposed which addresses the fundamental, local and, specifically, regional community. It proposes implications for the global international school community with a focus on the need for cultural diversity within stakeholder groups.

Velliaris, D. M.; Willis, C. R. (2014):

International family profiles and parental school choice in Tokyo.

In: Journal of Research in International Education 13 (3), S. 235–247. DOI: 10.1177/1475240914556204.

Abstract:

The concept of being an 'international' citizen is one that describes an increasing number of people worldwide. This has implications for the educational experiences of many students, which can be reflected in the school choices made by their parents. As part of this study, 'international' parents residing in Tokyo were interviewed and the qualitative data gathered were used to compose family profiles; snapshots of the unfolding of their journeys and experiences that were multidimensional. Interviews elicited from these parents detailed information that contributed to a fuller appreciation of international parenting and transnationalism. This article presents nine international family profiles, followed by a subsequent analysis of the international parents' selection of schooling for their only or eldest child in Tokyo.

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Abelmann, N.; Kang, J. (2014):

A Fraught Exchange? U.S. Media on Chinese International Undergraduates and the American University.

In: Journal of Studies in International Education 18 (4), S. 382–397. DOI: 10.1177/1028315313479852.

Abstract:

In this article, we analyze the U.S. media discourse on Chinese international undergraduate students, the largest international student group since 2009. The discourse describes a market exchange, but reveals a struggle between: on the one hand, “a fair exchange”—between excellent Chinese students and world-class American liberal education; and, on the other hand, a “faltering exchange”—between ethically suspect and inassimilable Chinese students and a mercenary and possibly mediocre American university. We argue that this media reporting builds on long-standing seemingly contradictory images of an alluring China market and a threatening “Yellow Peril.” We suggest that this media contest indexes the challenges of campus internationalization; just as the media questions real value on both sides of the exchange, so too is the campus encounter fragile and fraught.

Blachford, D. R.; Zhang, B. (2014):

Rethinking International Migration of Human Capital and Brain Circulation: The Case of Chinese-Canadian Academics.

In: Journal of Studies in International Education 18 (3), S. 202–222. DOI: 10.1177/1028315312474315.

Abstract:

This article examines the dynamics of brain circulation through a historical review of the debates over international migration of human capital and a case study on Chinese-Canadian academics. Interviews with 22 Chinese-Canadian professors who originally came from China provide rich data regarding the possibilities and problems of the contemporary global mobility. The findings indicate that brain circulation is possible in the case of Chinese-Canadian academics but that certain conditions and factors, especially some disparity issues associated with international migration of human capital, have prevented a more effective brain circulation from taking place. This article argues that addressing these disparity issues will be an indispensable step toward fostering an effective global human capital circulation and knowledge exchange.

Cohen, A.; Yemini, M.; Sadeh, E. (2014):

Web-Based Analysis of Internationalization in Israeli Teaching Colleges.

In: Journal of Studies in International Education 18 (1), S. 23–44. DOI: 10.1177/1028315313479131.

Abstract:

The international activities of academic institutions dramatically expanded in volume, scope, and complexity during the past three decades. This expansion raised the need to monitor and assess the process at various levels and ensure the effectiveness and efficiency of internationalization. This study has two main aims: first, to present a model large-scale feasibility test for internationalization assessment through institutions' websites; and second, to assess internationalization using the proposed methodology in teachers' colleges in Israel. A website-based analysis was combined with in-depth interviews with colleges' leadership. The use of the proposed methodology is demonstrated through systematic assessment of 21 teachers' colleges in Israel. The effect of contextual variables such as colleges' size, location (national periphery vs. center), and educational stream (Jewish-Secular, Palestinian-Arab, and Jewish-Religious) on internationalization expression and intensity are presented and discussed in detail. Internationalization levels were found to positively relate to the size of each institution and its proximity to Israel's geographic center. In addition, Jewish-

Religious and Palestinian-Arab colleges were found to possess lower general levels of internationalization in comparison to the Jewish-Secular stream. This article presents discussion and policy implications of the findings.

Covert, H. H. (2014):

Stories of Personal Agency: Undergraduate Students' Perceptions of Developing Intercultural Competence During a Semester Abroad in Chile.

In: Journal of Studies in International Education 18 (2), S. 162–179. DOI: 10.1177/1028315313497590.

Abstract:

Knowledge of how students perceive their development of intercultural competence (IC), one of several study abroad learning outcomes, is important for better understanding how learning occurs in study abroad contexts. The purpose of this article is to explore undergraduate students' perceptions of developing IC during a semester abroad. Reflective journals and semistructured interviews were used to collect narratives on intercultural communication and behavior from seven U.S. undergraduate students studying abroad in Chile. Findings suggest that personal agency played an important role in participants' development of IC. IC occurred when participants made intentional and purposeful changes in their communication and behavior to fit Chilean cultural norms. Study abroad programs can support students to build their self-efficacy and agency in intercultural interactions.

Edwards, R.; Crosling, G.; Lim, N.-C (2014):

Organizational Structures for International Universities: Implications for Campus Autonomy, Academic Freedom, Collegiality, and Conflict.

In: Journal of Studies in International Education 18 (2), S. 180–194. DOI: 10.1177/1028315313493182.

Abstract:

One significant form of transnational higher education is the International Branch Campus (IBC), in effect an "outpost" of the parent institution located in another country. Its organizational structure is alignable with offshore subsidiaries of multinational corporations (MNCs). The implications of organizational structure for academic freedom in teaching and research are discussed in this article. Drawing on examples from the literature, the investigation shows that over time as the IBC establishes its reputation locally, there is pressure for an increase in the academic freedom of academic staff. Our study suggests that over time and depending on the strategic choice of the parent university, the maturity of the offshore institution can be reflected in the increased academic freedom afforded to academic staff. In the interim, the limits to academic freedom and organizational constraints to intercampus collegiality can often lead to conflict.

Fang, W.; Wang, S. (2014):

Chinese Students' Choice of Transnational Higher Education in a Globalized Higher Education Market: A Case Study of W University.

In: Journal of Studies in International Education 18 (5), S. 475–494. DOI: 10.1177/1028315314523989.

Abstract:

This research studies Chinese students' choice of transnational higher education in the context of the higher education market. Through a case study of the students in the transnational higher education programs of W University, the research finds that Chinese students' choice of transnational higher education is a complicated decision-making that is influenced by push factors related to domestic higher education and overseas higher education, pull factors related to transnational higher education and student's characteristics such as economic condition, academic aptitude, and future plans. Compared with domestic higher education and overseas higher education, transnational higher education is a second choice. It is being used by the majority of students as a tool to regain access to high-quality domestic higher education institutions and to gain access to overseas higher education. Currently, there exist information gaps between students and transnational higher education programs, which prevent students from making an informed decision when they choose a particular program.

Greenwood, J.; Alam, S.; Kabir, A. H. (2014):

Educational Change and International Trade in Teacher Development: Achieving Local Goals Within/Despite a Transnational Context.

In: Journal of Studies in International Education 18 (4), S. 345–361. DOI: 10.1177/1028315313502546.

Abstract:

The study in one country to support the development of education in another is a regular event in the field of contemporary tertiary education, and it is likely to grow as developing countries accelerate their educational development projects and as Western universities seek international student funding. This article reports the case study of a specific teacher development project and examines the degree to which local development goals were met (or not) within an overtly international study experience, and uses the context and findings of the case to develop a discussion about fair academic trade. Because the stake holders in cross-national education are not univocal, it uses a number of different critical lenses to examine the findings and explore the complexities of the learning contract and its outcomes. It then offers a working model that nominates key elements for fair academic trade, and briefly reports on further collaborations that are growing out of the case study.

Haan, H. de (2014):

Internationalization: Interpretations Among Dutch Practitioners.

In: Journal of Studies in International Education 18 (3), S. 241–260. DOI: 10.1177/1028315313496571.

Abstract:

The concept of internationalization has been seen as a buzz word and container concept. The meaning of internationalization includes everything that relates to international, meanwhile internationalization is losing its meaning. This study takes a practical approach to searching for some clarification of this concept. During the period 2009–2011, 73 key actors in the field of internationalization at 16 Dutch higher education institutions (HEIs) were interviewed. Among the 14 elements identified by this study as constituting the concept of internationalization, many may be commonly known. However, the value of this study is that it ranks their significance and provides a sound base for further comparative studies in other countries. Moreover, this study compares and contrasts the differing interpretations of what the pursuit of internationalization means in research universities and universities of applied sciences and concludes that internationalization is pursued differently in the two sectors and clarifies the cause of these differences. These sectoral differences are important but have so far been rarely acknowledged in the internationalization literature. Finally, knowledge about practitioners' perceptions of internationalization is not widely available in the education literature on internationalization. This study provides this knowledge based on the Dutch situation and argues that the current trend of theoretical development and general conceptualization in this field needs to recognize the actual practices, if our aim is to produce meaningful and feasible models/guidelines/frameworks that are recognizable by the practitioners.

Hou, J.; McDowell, L. (2014):

Learning Together? Experiences on a China-U.K. Articulation Program in Engineering.

In: Journal of Studies in International Education 18 (3), S. 223–240. DOI: 10.1177/1028315313497591.

Abstract:

This article reports some of the findings of a longitudinal ethnographic research study on the intercultural transition experiences of 50 engineering students in a China–U.K. articulation program. It focuses on the interaction between these students and the U.K.-based cohort, mainly home students. The findings indicate that lack of suitable interventions at the initial stage, the competition for insufficient resources, double-language barriers, and different questioning behaviors led the Chinese and U.K. students to self-categorize themselves into “us” and “them.” The separation has a negative impact on peer learning. This research suggests that integration in the class can be promoted through developing a low-stakes learning environment, enhancing intercultural competence and developing a common in-group identity as engineering students on the same program.

Kuroda, C. (2014):

The New Sphere of International Student Education in Chinese Higher Education: A Focus on English-Medium Degree Programs.

In: Journal of Studies in International Education 18 (5), S. 445–462. DOI: 10.1177/1028315313519824.

Abstract:

This empirical study explores the current features of English-medium instructed master's degree programs for international students (EMIMDPs-ISs) in Chinese higher education. Since the mid-2000s, a significant number of Chinese universities have proactively engaged in establishing English-medium instructed degree programs for international students. Despite this growing phenomenon, little attention has been paid to this unique knowledge model. This study first examines relevant Chinese government policies and practices, exploring the rationale for the enhancement of EMIMDPs-ISs in current Chinese higher education. It then addresses the findings offered by four leading comprehensive Chinese universities on the case studies of the eight EMIMDPs-ISs in Chinese higher education. The Chinese government and leading Chinese universities have been making an extensive effort to boost China's soft power through the enhancement of international student education objectives. Through an investigation on eight EMIMDPs-ISs, this article identifies that eight EMIMDPs-ISs are well structured to widely disseminate "China's excellence" and contribute to the enhancement of international education in China. Issues requiring further research and reflection include an examination of the current form of EMIMDPs-ISs (which was created as the "stand-alone" program for international students) as sufficient in meeting the ongoing demands of international students. Furthermore, conducting consecutive examinations of quality of education and advancing the integration of EMIMDPs-ISs into the regular higher education system would be crucial factors for the further development of EMIMDPs-ISs.

Lee, C.-F (2014):

An Investigation of Factors Determining the Study Abroad Destination Choice: A Case Study of Taiwan.

In: Journal of Studies in International Education 18 (4), S. 362–381. DOI: 10.1177/1028315313497061.

Abstract:

Previous studies on the field of education abroad have mainly focused on the factors influencing the mobility of international students from developing to developed countries and very few have been conducted to investigate the factors influencing the flow of international students to the Asia Pacific region. As a piece of country-specific research, this study, with an attempt to explore why and how international students travel to Taiwan for the purpose of study and to describe possible implications for the authorities and institutions offering higher education, is timely and worthwhile. A push-pull model is developed to identify the factors relating to the three-phase model of study abroad decision-making process, while the analytic hierarchy process method is used to examine the relative importance of these factors. The findings of this study suggest that policy makers and institutional administrators should focus on offering various kinds of scholarships for international students, designing multilingual websites for international students with different languages, promoting language training programs for international students, and designing student recruitment strategies tailored for the different study groups of international students at the government and the institution levels. This study is of particular significance because global competition between countries for international students and especially for the best among them will be more intense in the future.

Ma, A.-h S. (2014):

The Development of International Student Recruitment Policies in Taiwan: A 60-Year Trajectory.

In: Journal of Studies in International Education 18 (2), S. 120–140. DOI: 10.1177/1028315312473781.

Abstract:

In recent decades many East Asian countries have initiated ambitious policies to increase their global prominence as education hubs. This article examines the development of Taiwan's international student recruitment policies from 1950 to 2011, exemplifying the case in a non-Western, non-English speaking context. While Taiwan's case is distinctive with the dominance of noneconomic factors in shaping the state policy orientation and agendas, the strong role of the state and

the Confucian model of higher education constitute a valid example of developments in the internationalization of higher education in East Asia. The analysis further shows that the intertwining forces of localization, nationalization, and globalization influenced the policy development throughout three stages of the trajectory. These findings demonstrate the transformationalist viewpoint of globalization and support the “glonacal agency approach” proposed by Rhoades and Marginson claiming that local, national, and global domains are simultaneously significant in understanding globalization and higher education.

Marginson, S. (2014):

Student Self-Formation in International Education.

In: Journal of Studies in International Education 18 (1), S. 6–22. DOI: 10.1177/1028315313513036.

Abstract:

In research in cross-cultural psychology, international education is largely understood as an “adjustment” to host country norms and institutions, a notion that prioritizes social order and stability. The student is seen as in deficit in relation to these norms. The student’s home country identity becomes seen as a barrier to be broken down. In contrast, this article sees higher education, and within that international education, as a process of self-formation within conditions of disequilibrium in which student subjects manage their lives reflexively, fashioning their own changing identities, albeit under social circumstances largely beyond their control. International students form their self-trajectories somewhere between home country identity (which continues to evolve in the country of education), host country identity, and a larger set of cosmopolitan options. In piloting their pathways they draw on multiple identities and fashion new forms of hybrid identity. The article highlights the need for international education programs to strengthen the agency freedom of students, and its scope and resources, to facilitate this educational process of self-formation.

Nachatar Singh, J. K.; Schapper, J.; Jack, G. (2014):

The Importance of Place for International Students' Choice of University: A Case Study at a Malaysian University.

In: Journal of Studies in International Education 18 (5), S. 463–474. DOI: 10.1177/1028315314523990.

Abstract:

The scholarly bias toward Western and English-speaking settings in the study of international education overlooks the experiences of international students in emerging education hubs in Asia. To redress this imbalance, this article offers insights into the crucial role of place in the study destination choices of a group of international postgraduate students currently enrolled at a Malaysian university. Findings from semi-structured qualitative interviews conducted with 33 students indicated that place—and specifically the pull factors of the country of Malaysia—had a primary role in their choice of overseas university. More significant than the individual attributes of any one higher education institution, key social and cultural pull factors included the sense of Malaysia as a safe environment, shared cultural values with the students’ own background, the financial benefits derived from low tuition fees and low cost of living, proximity to the students’ home country as well as access to culturally important items such as halal and other dietary requirements. Understanding the significance of such national-level pull factors in study destination choice has important implications for the Malaysian government’s strategy of competing in the global market for international students.

Rienties, B.; Alcott, P.; Jindal-Snape, D. (2014):

To Let Students Self-Select or Not: That Is the Question for Teachers of Culturally Diverse Groups.

In: Journal of Studies in International Education 18 (1), S. 64–83. DOI: 10.1177/1028315313513035.

Abstract:

When students can self-select their group members, a common assumption is that students prefer to select friends from similar cultural backgrounds. However, when teachers randomize students in groups from different cultural backgrounds, students are “forced” to work together. The prime goal of this study is to understand the impact of two group selection methods on how students from diverse cultural backgrounds build learning and work relations, using an innovative quantitative method of Social Network Analysis in a pre-post test manner. In a quasi-experimental study of 2 × 69

students, in one condition the students were randomly allocated to groups by staff and in the other, students were allowed to self-select their group members. The results indicate that students in the self-selected condition primarily selected their friends from a similar cultural background. The learning networks after 14 weeks were primarily predicted by the group allocation and initial friendships. However, students in the random condition developed equally strong internal group relations but more “knowledge spillovers” outside their group, indicating that the random condition led to positive effects beyond the group.

Salt, J.; Wood, P. (2014):

Staffing UK University Campuses Overseas: Lessons from MNE Practice.

In: Journal of Studies in International Education 18 (1), S. 84–97. DOI: 10.1177/1028315313483773.

Abstract:

This article suggests that as their internal labor markets become more multinational in scope, UK universities may acquire similar staffing characteristics to commercial multinational enterprises (MNEs). Comparing evidence from four UK universities with several surveys of MNEs it concludes that, although there are broad similarities in the challenges posed by international operations, there are also several key differences: universities lack the infrastructure to manage overseas staff requirements; have different approaches to career development; view the role of secondments differently; and have a different attitude to dealing with contingency. It argues that, as the size and variety of overseas campuses expand, the staffing models applied in the early days of establishment will not work. If overseas developments are to become core functions of UK universities, mobility portfolios based simply on ad hoc secondments and business travel, international staff recruitment, and electronic communications will not sustain the quality-driven business model being adopted by UK universities. The human resource ethos of the home institutions will also have to change.

Soria, K. M.; Troisi, J. (2014):

Internationalization at Home Alternatives to Study Abroad: Implications for Students' Development of Global, International, and Intercultural Competencies.

In: Journal of Studies in International Education 18 (3), S. 261–280. DOI: 10.1177/1028315313496572.

Abstract:

Colleges and universities are increasingly internationalizing their curricular and cocurricular efforts on campuses; subsequently, it is important to compare whether internationalization at home activities may be associated with students' self-reported development of global, international, and intercultural (GII) competencies. This study examined undergraduate students' participation in study abroad and on-campus global/international activities within nine large public research universities in the United States. Framed within several intercultural development theories, the results of this study suggest that students' participation in activities related to internationalization at home—participation in on-campus global/international activities such as enrollment in global/international coursework, interactions with international students, and participation in global/international cocurricular activities—may yield greater perceived benefits than study abroad for students' development of GII competencies.

Tarrant, M. A.; Rubin, D. L.; Stoner, L. (2014):

The Added Value of Study Abroad: Fostering a Global Citizenry.

In: Journal of Studies in International Education 18 (2), S. 141–161. DOI: 10.1177/1028315313497589.

Abstract:

Few studies have employed experimental designs adequate for documenting the value added of studying abroad; that is, learning outcomes above and beyond that which may be achieved in domestic or traditional campus-based courses. Using a pre-/posttest, two-by-two factor design of course location (study abroad vs. home campus) by course subject matter (sustainability vs. nonsustainability), we found significant highest order interactions for three dependent measures of global citizenry. Results suggest that it is the combination of location (abroad) and academic focus that yields the greatest increases in specified learning outcomes for study abroad. Implications for political agendas, academic initiatives, and research directions are discussed.

Tian, M.; Lowe, J. A. (2014):

Intercultural Identity and Intercultural Experiences of American Students in China.

In: Journal of Studies in International Education 18 (3), S. 281–297. DOI: 10.1177/1028315313496582.

Abstract:

The number of international students in China is increasing rapidly, but their experiences in China remain largely unknown. This article reports an intensive longitudinal multiple case study that explores eight American students' intercultural experiences and the impacts of such experiences on individual identity during their study in a Chinese university in 2010. Data come from monthly interviews and diaries that the students kept. Findings support Kim's depiction of the processes by which intercultural identity emerges, notably the stress–adaptation–growth cycle and the concurrent processes of acculturation and deculturation. These findings reveal the journey of participants from cultural naivety to an emergent intercultural awareness and cultural critical capacity. Despite considerable ignorance and misunderstanding about China as an exotic "other" at the beginning of the program, all participants underwent some degree of cultural identity shift toward the more "open-ended . . . self–other orientation" of Kim's "intercultural identity."

Urban, E. L.; Palmer, L. B. (2014):

International Students as a Resource for Internationalization of Higher Education.

In: Journal of Studies in International Education 18 (4), S. 305–324. DOI: 10.1177/1028315313511642.

Abstract:

This study used a cross-sectional survey to examine the perceptions of undergraduate and graduate international students enrolled at a public university in the Midwest, regarding international students' perspectives on how their university engages them as cultural resources, and how such engagement might impact students' perceptions of the value they receive from U.S. higher education. The data suggest that international students are not actively engaged as cultural resources although they would like to do more to help others learn about their countries and cultures. The level of desired engagement as a cultural resource was the highest among South and Central American students, and the lowest among European students. The study identifies multiple areas of opportunities for higher education to facilitate international students' active contributions to the university's strategic goal of global engagement and internationalization while also positively impacting the manner in which international students perceive their higher education experience.

Walker, P. (2014):

International Student Policies in UK Higher Education from Colonialism to the Coalition: Developments and Consequences.

In: Journal of Studies in International Education 18 (4), S. 325–344. DOI: 10.1177/1028315312467355.

Abstract:

The internationalization of tertiary education has given rise to student mobility of industrial proportions and affects and is affected by, national economies. Currently British universities are host to the second highest number of international students in the world; the proportionality of international students in the student body in UK higher education (HE) is also the second highest globally. Over the decades the British government has declined to link policy and practice on international student issues, rather, has taken a stance which presented a view of the country's role in overseas student affairs that reflected imperialist, postcolonial, international, and global perspectives, invariably mirroring the political complexion of the day. The article highlights a number of ways in which policies designed to control international student numbers has had the effect of creating conditions in which the domestic students have in turn been privileged and disadvantaged. Using a historical perspective to interrogate former policy initiatives, it concludes by reflecting on what the impact of present policies are likely to be for future developments of the sector.

Whitsed, C.; Green, W. (2014):

What's in a Name? A Theoretical Exploration of the Proliferation of Labels for International Education Across the Higher Education Sector.

In: Journal of Studies in International Education 18 (2), S. 105–119. DOI: 10.1177/1028315313491117.

Abstract:

Across the higher education sector international education has been described as experiencing a “crisis of identity.” The recent proliferation of new terms advanced to label “internationalization,” it has been suggested, represents little more than “tautology.” Here, we address questions posed by de Wit regarding this phenomenon: “Why is it new labels are emerging?” “What do they mean?” “How are they used?” And, “will they advance the debate on the future of internationalisation?” We argue the phenomenon of renaming highlights a deep unease among scholars and points to the need for further theoretical consideration of the subject/agent nexus in the context of internationalization. First, with Strauss (1997), we argue the renaming phenomenon reveals more about those attributing the labels than that which they name. Second, drawing on positioning theory we argue renaming “internationalization” can be equated to reflexive positioning in the context of uneven distributions of power across contested storylines. As such, current efforts to rename “internationalization” are not necessarily tautological; rather, they could be integral to systematic changes in understandings, activities, dispositions, and rationales across the higher education sector.

Wilkins, S.; Urbanovi, J. (2014):

English as the Lingua Franca in Transnational Higher Education: Motives and Prospects of Institutions That Teach in Languages Other Than English.

In: Journal of Studies in International Education 18 (5), S. 405–425. DOI: 10.1177/1028315313517267.

Abstract:

Although there seems to be a wide held assumption that transnational higher education programs have to be taught in English to be legitimate “international” programs, there are a few examples globally of international branch campuses that teach in languages other than English. Using seven institutional case studies from around the world, the research seeks to identify the motives of universities for establishing campuses abroad that deliver degree programs in languages other than English. The problems and issues experienced by these institutions are examined and their future prospects are considered. The main motives of the seven featured institutions for establishing campuses abroad were found to be altruistic rather than financial, but teaching in languages other than English presents advantages and disadvantages to institutions. In 2012, none of the seven institutions had more than 800 students although two institutions had been in existence for more than 16 years, indicating success at some level.

Wu, Q. (2014):

Motivations and Decision-Making Processes of Mainland Chinese Students for Undertaking Master's Programs Abroad.

In: Journal of Studies in International Education 18 (5), S. 426–444. DOI: 10.1177/1028315313519823.

Abstract:

Mobility of mainland Chinese students across national borders has become common worldwide; however, the underlying reasons that motivate these students to pursue postgraduation abroad and why these factors are influential are not sufficiently studied. By analyzing the results of a case study performed at three British universities, we examine the motivations of mainland Chinese students for choosing courses and study locations in the United Kingdom. Based on data we collected via questionnaires and interviews, we compare demographic differences to explore the diversity among this cohort. Our findings show that motivations for overseas education are related to conditions in China and abroad. In addition, older students and those in MA programs are more strongly influenced by a need to experience different cultures; younger students and those in MSc programs are more strongly driven by academics-related factors. Our findings have important implications for universities to develop more effective selection policies particularly for target mainland Chinese students.

Yakaboski, T.; Sheridan, R. S.; Dade, K. (2014):

U.S. Engineering Degrees for Improving South Indian Graduate Students' Marriage and Dowry Options.

In: Journal of Studies in International Education 18 (1), S. 45–63. DOI: 10.1177/1028315313497060.

Abstract:

The article examines improved marriage opportunities as an unexplored motivator for pursuing international education via U.S. graduate engineering degrees and stresses the need to centralize gender in analyzing academic mobility and international education. This interdisciplinary qualitative study explores how South Indian men and women's experiences with international graduate education migration held gendered consequences for marriage and dowry. The participants show that the pursuit of a U.S. graduate engineering degree impacts a family's social and financial status by improving student's marriage options, including love marriages, arranged ones, and dowry. The research has implications for the recruitment and retention of Indian men and women engineers as graduate school migration overlaps with the socially preferred marriage timeline and it encourages policy makers and administrators to consider nontraditional motivators.

Journal of the European Higher Education Area. Policy, practice and institutional engagement (2014)

<http://www.ehea-journal.eu/>

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Aho, Marita (2014):

Employer Feedback Within University Education – a Tool for Quality Development for Universities – or Even Funding Criterion?

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (3), S. 65–84.

Abstract:

This article describes the objectives, steps and results of the TYÖPALA project in developing employer feedback in higher education. The project examines how employer feedback could be used as a tool for the quality development of university education and offers input to ongoing debates on the funding model for universities. It uses various feedback tools. The article concludes with recommendations for future work, perhaps to be carried out in a European cooperation? There is apparent willingness at least among Finnish universities to enhance the dialogue with employers. The desire of universities to develop the dialogue, as well as their commitment and input in the pilot project, were considerable. Cooperation and dialogue can systematically serve the development of skills and competence in universities and help identify and anticipate skills needed in the future.

Anapiosyan, Arevik (2014):

Can the Establishment of an MA Programme in Armenia Have a Greater Impact on Education Quality Than the Entire Quality Assurance System?

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (3), S. 23–46.

Abstract:

In 2010 the Centre for European Studies of the Yerevan State University signed a grant contract with the EU for the establishment of an MA programme in Human Rights and Democratization in Armenia, Belarus, Moldova and Ukraine. This has been the first attempt in Armenia to establish a joint study programme, which led the Centre to numerous legal and administrative challenges on the way to setting up a joint programme. As a result of the partnership with the University of Essex, this MA programme introduced a number of quality education elements into the teaching and learning activities, academic integrity, and professional development. The procedures of course mapping, double marking, external examining and mobility elements were first introduced into the Armenian higher education system with the establishment of this MA programme. However, there were and still remain number of administrative difficulties connected with the university systems in the partner countries which hinder the full implementation of the planned quality assurance policies.

Bollaert, Lucien (2014):

Quality Assurance (Qa) in Europe (2005–2015).

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (3), S. 85–110.

Abstract:

This article highlights the developments in external quality assurance requirements between the launch of the European Standards and Guidelines in Quality Assurance (ESG in 2005 and the forthcoming Ministerial Bologna Conference in Yerevan (Armenia) in 2015. In mid-way, i.e. at the Vienna Bologna meeting in 2010, the EHEA has been officially said to be accomplished by the ministers, at least as far as structures and legislations are concerned. Yet it has become clear that there are still a lot of challenges, both in politics and within the Higher Education Institutions (HEIs), and this also concerns quality assurance matters (QA). These challenges seem to be accelerated by the economic crisis, because governments want more proofs to account for the money from the taxpayer. Thus the trust in higher education (HE) seems to have tarnished and be replaced by a transparent accountability based on detailed criteria and proofs of quality in each case. On the other hand the HEIs, sometimes joint by the Quality Assurance Agencies (QAAs), are getting tired of the administrative

and financial costs of QA. These contextual changes have influenced the latest evolutions of QA in Europe, which can be identified along four axes, which are the unit level of QA, the learning outcomes, quality culture, and which and how standards are used in internal and external QA. These four axes are related to the maturity of QA within the HEI and to the quality policy of the (inter)national system.

Boyd, Bill (2014):

Adapting Research Ethics Principles and Practices to Enhance Professional Coursework Education in Universities.

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (2), S. 1–20.

Abstract:

One way to expand students' learning is to introduce exotic content into the syllabus. This paper describes an example of Australian research ethics principles and processes being adapted and adopted to inform teaching, learning and the curriculum in a European Masters level teacher-training course. Spanish students were introduced to this Australian research processes as a focus on ethical professional practice. Students discussed: legal obligations; duty of care; ethical issues in teaching; ethical evaluation of teaching; professional use of ethical principles; and ethical tensions in decision-making. The success of this case study suggests there is good potential for this approach elsewhere in higher education.

Classen, Claus Dieter (2014):

Examination Regulations and the Rule of Law – a German Perspective.

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (2), S. 21–38.

Abstract:

Throughout Europe, all activities of public authorities are subject to the rule of law. Despite different traditions of the legal and the educational systems in European countries, this principle bears tangible consequences as regards the legal framework of studies and examinations in higher education institutions. In particular, the rule of law requires regulations which safeguard transparent and fair assessment processes and an effective system of remedies to test their implementation. The following article explains the theoretical legal background of these principles and their practical implications. In doing so, the article will not only outline the obligatory elements of examination regulations but will also indicate how some problematic and arguable issues could be solved. The article is written on the backdrop of the German legal system, but it may be assumed that a major part of the issues raised will be similar *de facto* in other systems and may need to be addressed *de jure* in a comparable way. The article is not intended to address educational aspects of the subject matter *per se*, notwithstanding the fact that these will be considered in so far as these influence legal aspects of examination content and process.

Curaj, Adrian; Deca, Ligia; Mihai Haj, Cezar; Vlasceanu, Lazar (2014):

Evidence-Basing the Future of the EHEA.

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (3), S. 111–134.

Abstract:

The EHEA has been launched in 2010 with the wider goal of ensuring more comparable, compatible and coherent systems of higher education in Europe. This initiative, deemed by many observers as one of the most successful regional cooperation process in the field of higher education policies, relies on soft-coordination mechanisms grounded on the principle of evidence-based policy making (Deca, 2013). The present article aims at illustrating the way in which European level policy decisions have so far been grounded on evidence, while making the case for potential additional tools that could contribute to achieving the EHEA goals: data analytics, semantic analysis and 'big data' approaches.

Dettleff, Henning (2014):

Don't Learn What You Already Know! Widening Access and Recognising Prior Learning as Part of Institutional Policies in European Higher Education.

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (1), S. 73–94.

Abstract:

While European and national policies aim at opening higher education for a growing share of the population, institutions are confronted with the challenge to redefine access and progression rules and to establish suitable procedures. Many non-traditional students already have a long record of formal, non-formal and informal learning and can demonstrate a range of relevant knowledge, skills and competences when starting a study programme. The article examines how the demand for widened access and the recognition of prior learning are rooted in societal developments and political strategies. It also describes methods and tools that help institutions to validate learning outcomes achieved outside higher education.

Dias, Diana; Cardoso, Sónia; Rosa, Maria J.; Amaral, Alberto (2014):

The EUA Institutional Evaluation Programme and the Development of an Internal Quality Culture.

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (1), S. 1–16.

Abstract:

Quality has been a permanent concern of the European Universities Association (EUA) since its foundation. In 1993 the Institutional Evaluation Programme (IEP) was launched as a quality audit aiming to support institutions in the development of their strategic management and of robust internal quality cultures. Based on an analysis of thirty EUA/IEP external evaluation reports, this paper intends to examine this programme's contribution to the development of internal quality culture among European higher education institutions. It also tests the possibility of illustrating "good principles" for a quality culture through the analysis and systematisation of the "good practices" identified in the external review reports produced for the thirty European universities. Findings suggest that institutions are indeed developing good practices, aligned with the quality culture 'good principles' suggested by EUA.

Diogo, Sara Margarida A. (2014):

Implementing the Bologna Process in Portugal and in Finland. National and Institutional Realities in Perspective.

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (1), S. 35–54.

Abstract:

Based on a comparative study on recent reforms in Finnish and Portuguese higher education (HE) systems, this article examines the modalities of the political organisation of the Bologna process within these countries. After recognising the role of national backgrounds within the setting of the broad changes that have affected higher education institutions (HEIs) during the last decade, this article analyses the contexts, the processes and the instruments of policy implementation in both settings. It aims to understand how each country's historical and cultural specificities determined national and institutional responses. At the same time, the study sheds some light on the operationalisation of the binary organisation of both HE systems after implementing the Bologna declaration. The course of action in both countries is interpreted according to actors' perceptions of the significance attributed to the Bologna reform.

Ekman Jørgensen, Thomas (2014):

Global Trends in Doctoral Education and the European Perspective.

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (1), S. 17–34.

Abstract:

This article gives an overview of some of the main global trends in doctoral education. Based on a project looking at Europe, East Asia, Southern Africa and Latin America, the article identifies three common trends 1) a common discourse of knowledge and society, 2) growth in the number of doctoral candidates, 3) growing interest in strategic collaborations. The article identifies some of the main drivers for these trends and gives a number of examples. It also presents a scenario where competition for talent will increase globally, requiring more and better access for research training worldwide.

Ferencz, Irina (2014):

Mobility Windows – the What, Why, How and to Which End?

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (3), S. 1–22.

Abstract:

This article presents a selection of the main findings of the “Mapping mobility windows in European higher education (MOWIN)” project and of the ensuing publication “Mobility windows. From concept to practice”. Dedicated to the concept of mobility windows, the project and the publication aimed to bring much needed clarity in the European-level discourse around this topic. The paper presents the definition of mobility, the 4-types typology, and looks into the practical implementation of mobility windows. Last but not least it presents 5 main recommendations, put forward for the attention of institutional, national and European decision-makers.

García-Aracil, Adela; Neira, Isabel; Lozano, José F. (2014):

The Challenges of Higher Education: Improving Graduates’ Employability and Social Cohesion.

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (4), S. 15–32.

Abstract:

This article describes how higher education (HE) can contribute to the economic and social empowerment of young graduates, which will drive innovation and socio-economic development, and social and cultural change in Europe. We propose that the concept of competence should be enriching with the integration of the professional, social, cultural and political aspects. We suggest that improving HE graduates’ competencies and capabilities will affect their self-perception and status, and increase their employability, income and wealth, life success, resources, mental and physical energy, and social relations and encourage engaged citizenship, all of which will shape individual living conditions.

Heyneman, Stephen P.; Skinner, Benjamin T. (2014):

The Bologna Process in the Countries of the Former Soviet Union. An Outsider’s Perspective.

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (1), S. 55–72.

Abstract:

Since the dissolution of the Soviet Union, the higher education systems in the fifteen independent states that once comprised it have gone through many changes. While a number of these republics have acceded to the Bologna protocols and joined the European Higher Education Area, a few have not. This article, written by two American researchers, offers an outsider’s perspective on the history and current state of tertiary education in the post-Soviet republics as well as the challenges that remain as they seek to more closely align their higher education systems with those of Western Europe.

Hrubos, Ildikó (2014):

Horizontal Diversity of Higher Education Institutions.

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (2), S. 75–94.

Abstract:

In the European Higher Education Area the diversification of higher education is considered to be an emphasized value, a guarantee of creativity. The various institutional rankings are the displays of vertical diversity, but in parallel with these, there is an increasing attention directed at horizontal diversity, the entirety of the institutions' activities. The European Mapping Project (U-map) undertook this challenge. The paper presents the research program, which is an attempt to adapt the U-map model to Hungary. According to the results, the U-map method which was intended for application on an international level, is very useful in the identification of the main groups of institutions in a specific national higher education system as well, and may provide a basis for the creation of institutional strategies and the development of the institutions' network.

Leiber, Theodor (2014):

Evaluation of the Success or Failure of Quality Assurance in Higher Education Institutions. Methodology and Design.

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (2), S. 39–74.

Abstract:

It is argued that systematic impact evaluation of quality assurance measures is a cornerstone of strategic quality assurance in higher education, and hence should be a core element of all quality efforts in the European Higher Education Area. Against that background, the present article proposes a comprehensive methodology of impact evaluation of quality assurance interventions in higher education institutions, which should contribute to overcoming the fragmentary nature of our knowledge about the successes and failures of quality assurance. For that purpose, an outline of the methodology, design and potential benefits of an impact evaluation is given, which – in contradistinction to impact studies in higher education so far – is carried out simultaneously with the ongoing quality assurance procedure, and thus systematically avoids being dependent solely on ex-post information. The suggested methodology, which has not been applied yet, would integrate all stakeholders and is not restricted to any particular quality assurance intervention. It is grossly explicated for the exemplary case of institutional accreditation with a focus on learning and teaching.

Mathies, Charles; Ferland, Chris (2014):

The Fundamentals of Tracking Students.

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (2), S. 95–115.

Abstract:

Recent policy reforms have increased the use of performance indicators and output measures in European higher education. The retention and completion of students, used as both a performance indicator and output measure, has evolved into key component of recent policy reforms and is often cited as a primary reason to track student degree progression. In this text we outline the resources and data needed while providing a 3 step process as a guide to effectively track students. We conclude by discussing the increasing importance of tracking students in European higher education including its impact on funding, measuring institutional performance, and rankings.

Müller, Ulrich; Rischke, Melanie (2014):

As Dead as a Dodo? Student Fees in Germany.

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (4), S. 33–68.

Abstract:

The development is crystal clear: in 2007, students from seven of the 16 German federal states ("Länder") were required to pay tuition fees. Since then, one federal state after another has abolished these general enrolment fees. Thus, 2014 goes down as the year in which student fees in Germany were ultimately done away with. The introduction of tuition fees in Germany was one of the most momentous (and controversial) reforms in recent decades. Why did student fees fail in Germany? Are they as dead as a dodo or can new life be breathed into them? As the abolition of tuition fees appears to be secured for the time being or might even be irrevocable, the authors working at the CHE (Centre of Higher Education, Germany) take opportunity to test whether the CHE's long-time position regarding student fees withstands the current state of research. First of all, this article describes the opportunities and risks surrounding tuition fees. It then goes on to

evaluate how the introduction of student fees in Germany was experienced. By outlining both the positive and negative effects, it analyses whether or not study fees in Germany proved their worth. In conclusion, different scenarios for the future are presented and assessed.

Šabić, Norbert (2014):

Diversification of Higher Education on the European Policy Agenda. Why it is There and What Does it Mean?

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (1), S. 95–112.

Abstract:

In recent years the lack of diversity across the European Higher Education Area has started to be framed by European policy makers as a policy problem that needs to be addressed by national governments with the support of the European Commission. This development is particularly surprising, considering that the European higher education is already very diverse. By analysing the discourse that surrounds the policy idea, this paper will seek to untangle the reasoning behind such a policy, and point out some important future trajectories in the development of the European higher education. The study reveals that diversification indicates a structural reshuffling (both horizontally and vertically) of higher education systems across Europe by relying on market like policy instruments. The formula includes the combination of easing governmental regulations, targeted public funding, and increasing transparency of institutional performance.

Scott, Peter (2014):

A Tale of Two Bolognas: Academic Freedom in Modern Entrepreneurial Universities.

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (3), S. 47–64.

Abstract:

In the last two decades of the 20th century Bologna hosted two important events in the history of European higher education. The first was the drafting and signing of the Magna Charta Universitatum in 1988 and the second was the signing of the Bologna agreement by, initially, 27 European Ministers eleven years later. These two events are typically not seen as having much, if anything, in common - except that both had their origins in the same city, Bologna. However, the relationship between them, whether tensions and contradictions or complementarities and synergies, may reveal much about the dilemmas facing European higher education in the 21st century.

Sirpa Moitus, Riitta Pyykkö (2014):

The Role of Evaluation in Promoting the Bologna Implementation.

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (4).

Abstract:

The Finnish Higher Education Evaluation Council (FINHEEC) carried out an extensive evaluation of the implementation of the Bologna process in Finland in 2010 and made related recommendations. This article examines how the 2010 recommendations including the two-cycle degree structure, curriculum work, and student mobility have moved forward through to 2014. The article also highlights how national goals, such as the shortening of study times, were linked to the implementation of the Bologna process in Finland. The article will argue that national evaluation projects may have an important role in promoting the Bologna process, even though some of the impact of the evaluation can be indirect.

Skaburskienė, Nora (2014):

Lessons Learned: Improving an External Quality Assurance System.

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (4), S. 69–84.

Abstract:

This article aims to present the changes in institutional review that were introduced after run-ning external quality assurance procedures for a number of years, the feedback from different stakeholders was taken into particular consideration. It analyses the scope for improvement within the context of the higher education system and quality

assurance system in Lithuania, while highlighting key features of institutional review. It presents the changes that were introduced after receiving comments from participants of quality assurance. This analysis is intended for those working in quality assurance agencies and aims at improving their processes. Though common standards and guidelines for quality assurance in the European higher education area serve as a shared reference point for quality assurance, it is important to take each national context into consideration. The lessons learned by the Lithuanian Agency for Quality Assurance (SKVC) could help others who are engaged in external quality assurance to find new tools or enhance existing ones.

Teixeira, Pedro (2014):

Market Integration in European Higher Education: Reflecting about Drivers and Barriers.

In: Journal of the European Higher Education Area. Policy, practice and institutional engagement (4), S. 1–14.

Abstract:

In recent decades there has been a trend towards greater integration in European higher education. This has been driven by several policy initiatives, but also by an increasing influence of marketization forces. The latter have been moulding European higher education, affecting its identity and changing the political expectations regarding its societal roles. In this text we reflect about these developments by focusing in the emergence of a more integrated higher education area increasingly. In particular, we reflect about several major drivers and barriers towards greater integration in the European higher education area, underlining that this is a complex process whose direction should not be taken for granted.

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Amanatidou, Effie; Cunningham, Paul; Gök, Abdullah; Garefi, Ioanna (2014):

Using Evaluation Research as a Means for Policy Analysis in a 'New' Mission-Oriented Policy Context.

In: Minerva 52 (4), S. 419–438. DOI: 10.1007/s11024-014-9258-x.

Abstract:

Grand challenges stress the importance of multi-disciplinary research, a multi-actor approach in examining the current state of affairs and exploring possible solutions, multi-level governance and policy coordination across geographical boundaries and policy areas, and a policy environment for enabling change both in science and technology and in society. The special nature of grand challenges poses certain needs in evaluation practice: (a) the need for learning at the operational, policy and, especially, system level; and (b) the importance of a wider set of impacts and behavioural change. The examination of the usefulness of evaluations as learning tools thus becomes relevant as does the way current evaluation practices address broader impacts and issues such as behavioural additionality. The suitability of existing evaluation contexts in meeting the specific issues posed by the 'grand challenges' orientation is also worth examining. The paper argues that learning at the policy and system levels is largely unaddressed while concepts such as behavioural additionality are still underexploited.

Baldini, Nicola; Fini, Riccardo; Grimaldi, Rosa; Sobrero, Maurizio (2014):

Organisational Change and the Institutionalisation of University Patenting Activity in Italy.

In: Minerva 52 (1), S. 27–53. DOI: 10.1007/s11024-013-9243-9.

Abstract:

As universities are increasingly called by their national governments for a more entrepreneurial management of public research results, they started to develop internal structures and policies to take a proactive role in the commercialisation of university research. For the first time, this paper presents a detailed chronicle of how country-level reforms on Intellectual Property Rights (IPRs) were translated into organisation-level mechanisms to regulate university-patenting activity. The analysis is based on the complete list of patent policies issued between 1993 and 2009 by the population of Italian universities. Our evidence suggests that universities first dealt with legislative changes on IPRs by enacting isomorphic behaviours, then by creating a community of practices, and finally by leveraging on such community to influence government reforms on IP-related matters. We discuss our results in the light of institutional theory and public policy.

Baneke, David M. (2014):

Space for Ambitions: The Dutch Space Program in Changing European and Transatlantic Contexts.

In: Minerva 52 (1), S. 119–140. DOI: 10.1007/s11024-014-9244-3.

Abstract:

Why would a small country like the Netherlands become active in space? The field was monopolized by large countries with large military establishments, especially in the early years of spaceflight. Nevertheless, the Netherlands established a space program in the late 1960s. In this paper I will analyze the backgrounds of Dutch space policy in international post-war politics, national industrial policy, and science. After the Second World War, European space activities were shaped by the interplay between transatlantic and European cooperation and competition, limited by American Cold War diplomacy. At the national level, the Dutch space program was shaped firstly by two powerful companies, Philips electronics and Fokker Aircraft. As I will demonstrate, these two firms sought to gain crucial management skills as well as technological

ones. Meanwhile, the nation's astronomers were able to capitalize on an advantageous confluence of political, economic and scientific ambitions to forward their own agenda. They succeeded in obtaining two of the most expensive scientific instruments ever built in the Netherlands: the Astronomical Netherlands Satellite (ANS, launched 1974) and the Infrared Astronomical Satellite (IRAS, 1983). Both were joint Dutch-American missions, but the nature of the cooperation on each was very different, reflecting the changing relationship between America and Western Europe from the 1950s until the 1980s.

Benoît Godin; Godin, Benoît (2014):

"Innovation Studies": Staking the Claim for a New Disciplinary "Tribe". Ian Fagerberg, Ben R. Martin and Esben Sloth Andersen (eds.), *Innovation studies: Evolution and Future Challenges*. Oxford University Press, Oxford, 2014.

[Review]. In: *Minerva* 52 (4), S. 489–495. DOI: 10.1007/s11024-014-9262-1.

Bloch, Carter; Graversen, Ebbe Krogh; Pedersen, Heidi Skovgaard (2014):

Competitive Research Grants and Their Impact on Career Performance.

In: *Minerva* 52 (1), S. 77–96. DOI: 10.1007/s11024-014-9247-0.

Abstract:

The role of competitive funds as a source of funding for academic research has increased in many countries. For the individual researcher, the receipt of a grant can influence both scientific production and career paths. This paper focuses on the importance of the receipt of a research grant for researchers' academic career paths utilizing a mixed methods approach that combines econometric analysis with in-depth qualitative interviews. The analysis has novel elements both in terms of its subject (impact of funding grants on individuals' academic career paths) and approach. The results of this study indicate that while research grants have a positive impact on the research performed under the grant itself, there are very important secondary effects on research performance through positive effects on academic career advancement. The probability of obtaining a full professorship for grant recipients is almost double that for rejected applicants, 16 percent compared to 9 percent. The probability for career advancement in general is about 9 percentage points higher for grant recipients. Qualitative interviews support these quantitative results by providing insights into how grants impact research careers, through heightened status, recognition, networking and other factors.

Cao, Cong (2014):

The Universal Values of Science and China's Nobel Prize Pursuit.

In: *Minerva* 52 (2), S. 141–160. DOI: 10.1007/s11024-014-9249-y.

Abstract:

China does not seem to believe the existence of universally acknowledged values in science and fails to promote the observation of such values that also should be applied to every member of the scientific community and at all times. Or, there is a separation between the practice of science in China and the values represented by modern science. In this context, science, including the pursuit of the Nobel Prize, is more a pragmatic means to achieve the end of the political leadership – the national pride in this case – than an institution laden with values that govern its practices. However, it is the recognition and respect of the latter that could lead to achievement of the former, rather than the other way around.

Delicado, Ana; Rego, Raquel; Conceição, Cristina Palma; Pereira, Inês; Junqueira, Luís (2014):

What Roles for Scientific Associations in Contemporary Science?

In: *Minerva* 52 (4), S. 439–465. DOI: 10.1007/s11024-014-9260-3.

Abstract:

This article aims to discuss the contemporary activities and roles that scientific associations play in science and society. It is based on a comprehensive study of scientific associations in Portugal, relying on a multi-method, quantitative and qualitative approach. After a brief review of the (scarce) literature on associations in the social studies of science, we

provide an outline of the expanding field of scientific associations in Portugal. We then proceed to present and discuss the five main roles of associations identified through the research: communication among peers, promotion of research, science dissemination, representation of professional interests and policy advice. We conclude that the external roles of associations (establishing connections between science and society) have become more important than the internal ones. Whereas the internationalisation of science has moved the communication, collaboration and competition between researchers into the transnational sphere, the links that associations forge between science and other social spheres are still deeply rooted in national settings and much dependant on specific configurations and practices by government, business and other social actors.

Kleinman, Daniel Lee; Osley-Thomas, Robert (2014):

Uneven Commercialization: Contradiction and Conflict in the Identity and Practices of American Universities.

In: Minerva 52 (1), S. 1–26. DOI: 10.1007/s11024-014-9248-z.

Abstract:

In this paper, drawing on magazines read by US academic leaders, we explore the spread of commercial language into the world of higher education. We ask whether commercial codes are taken for granted, considered routine, and common sense in academic settings. We develop a multidimensional approach, considering two practices, strategic planning and patenting, and two identities, consumer and product, which come from the world of commerce. We ask: to what extent does the university community consider commercial developments legitimate or illegitimate? In what ways has the legitimacy of commercial developments changed over time, and to what degree are different commercial developments embraced or rejected? Our analysis suggests that the commercialization of US higher education is a complicated, uneven, contradictory, contested, and multifaceted process, rather than a single monolithic outcome state. We find that the extent to which commercial practices and identities are viewed as legitimate varies across time, by institutional type, and by an actor's social position. We also find that different commercial developments received different amounts of opposition. We use our analysis to contribute to recent thinking in the "new institutionalism" in organizational analysis and to ground our thoughts about political efforts to preserve certain qualities of higher education.

Logar, Nathaniel; Anadon, Laura Diaz; Narayanamurti, Venkatesh (2014):

Semiconductor Research Corporation: A Case Study in Cooperative Innovation Partnerships.

In: Minerva 52 (2), S. 237–261. DOI: 10.1007/s11024-014-9253-2.

Abstract:

In the study of innovation institutions, it is important to consider how different institutional models can affect a research organization in conducting or funding successful work. As an industry collaborative, Semiconductor Research Corporation (SRC) provides an example of a privately funded institution that leverages the inputs of several member companies, along with federal funding, to accomplish innovation in its mission area. SRC has several component programs, all attempting to find innovative solutions to semiconductor problems, but on different time scales, and in different technology areas. But how does SRC use its resources to ensure these goals? Through data gathered from semi-structured qualitative interviews and SRC documentation, this paper addresses that question. SRC has found a way to leverage industry money to motivate and develop a robust field of university research for over 30 years. SRC uses several mechanisms for maintaining an application focused, member-centered decision process, institutional flexibility, and strong ties between industry contributors and university researchers. SRC has continued to keep its members satisfied by training thousands of graduate students for employment in their member companies, by focusing on precompetitive research that addresses industry requirements, and doing so in a manner that operates leanly, with low overhead to its funders. Given these successes, we identify aspects of SRC operations, such as a focus on its member company needs, frequent interactions between funders and researchers, flexible funding mechanisms, and focus on workforce development, that may be diffusible to innovation institutions, including federal research efforts.

Mars, Matthew M.; Bresonis, Kate; Szelényi, Katalin (2014):

Science and Engineering Doctoral Student Socialization, Logics, and the National Economic Agenda: Alignment or Disconnect?

In: Minerva 52 (3), S. 351–379. DOI: 10.1007/s11024-014-9256-z.

Abstract:

This study explores the institutional logics and socialization experiences of STEM doctoral students in the context of the current American economic narrative that is specific to science and technology. Data from qualitative interviews with 36 students at three research universities first reveals a disconnect between a well-established national science and technology policy narrative that is market-oriented and the training, experiences, and perspectives of science and engineering doctoral students. Findings also indicate science and engineering doctoral students mostly understand entrepreneurship and innovation in the contexts of funding research activities and creating social impact, which parallel rather than oppose dominant academic values and norms. Based on the findings, we contend that it is both possible and prudent for universities and graduate programs to pursue strategies that align science and engineering doctoral education with the current national economic agenda and support the personal, professional values and perspectives of students without coming in conflict with the scientific core of the academy.

Müller, Ruth (2014):

Postdoctoral Life Scientists and Supervision Work in the Contemporary University: A Case Study of Changes in the Cultural Norms of Science.

In: Minerva 52 (3), S. 329–349. DOI: 10.1007/s11024-014-9257-y.

Abstract:

This paper explores the ways in which postdoctoral life scientists engage in supervision work in academic institutions in Austria. Reward systems and career conditions in academic institutions in most European and other OECD countries have changed significantly during the last two decades. While an increasing focus is put on evaluating research performances, little reward is attached to excellent performances in mentoring and advising students. Postdoctoral scientists mostly inhabit fragile institutional positions and experience harsh competition, as the number of available senior positions is small compared to that of young scientists striving for an academic career. To prevail in this competition, publications and mobility are key. Educational work is rarely rewarded. Nevertheless, postdocs play a key role in educating PhD students, as overburdened senior scientists often pass on practical supervision duties to their postdoctoral fellows. This paper shows how under these conditions, postdocs reframe the students they supervise as potential resources for co-authored publications. What might look like a mutually beneficial solution at a first glance, in practice implies the subordination of the values of education to the logic of production, which marginalizes spaces primarily devoted to education. The author argues that conflicts like this are indicative of broader changes in the cultural norms of science and academic citizenship, rendering community-oriented tasks such as education work less attractive to academic scientists. Since education and supervision work are central cornerstones of any functioning higher education and research system, this could have negative repercussions for the long-term development of academic institutions.

Neff, Mark William (2014):

Research Prioritization and the Potential Pitfall of Path Dependencies in Coral Reef Science.

In: Minerva 52 (2), S. 213–235. DOI: 10.1007/s11024-014-9250-5.

Abstract:

Studies of how scientists select research problems suggest the process involves weighing a number of factors, including funding availability, likelihood of success versus failure, and perceived publishability of likely results, among others. In some fields, a strong personal interest in conducting science to bring about particular social and environmental outcomes plays an important role. Conservation biologists are frequently motivated by a desire that their research will contribute to improved conservation outcomes, which introduces a pair of challenging questions for managers of science and scholars of policies governing science: 1) How do scientists integrate that goal into their processes of research priority evaluation, and 2) How can managers and funders of science utilize that knowledge in designing and administering funding

programs? I use Q method to uncover four distinct schools of thought amongst researchers and knowledge-users about the merits of possible research priorities for coral reefs; one of the axes along which these schools of thought differ is in their interpretation of how science can and should interact with policy. The results reveal that perceived severity of reef stressors plays a role for some participants. Disciplinary training does not appear to be a major influence on research priority evaluation, but individual participants indicated professional expediency does prevent some researchers from pursuing or advocating that others pursue topics outside of that disciplinary specialty. Influences on and processes in research prioritization uncovered in this study have the potential to lead to counter-productive disciplinary path dependencies. From these results and building on outside literature, I conclude that better coordination and communication about research priorities across disciplines and with broader stakeholders – including knowledge users – could improve the research enterprise's ability to contribute to meaningful societal and conservation goals. These findings are relevant to researchers and research administrators across disciplines that seek to conduct or fund science that is useful in addressing specific goals.

Schauz, Désirée (2014):

What is Basic Research? Insights from Historical Semantics.

In: Minerva 52 (3), S. 273–328. DOI: 10.1007/s11024-014-9255-0.

Abstract:

For some years now, the concept of basic research has been under attack. Yet although the significance of the concept is in doubt, basic research continues to be used as an analytical category in science studies. But what exactly is basic research? What is the difference between basic and applied research? This article seeks to answer these questions by applying historical semantics. I argue that the concept of basic research did not arise out of the tradition of pure science. On the contrary, this new concept emerged in the late 19th and early 20th centuries, a time when scientists were being confronted with rising expectations regarding the societal utility of science. Scientists used the concept in order to try to bridge the gap between the promise of utility and the uncertainty of scientific endeavour. Only after 1945, when United States science policy shaped the notion of basic research, did the concept revert to the older ideals of pure science. This revival of the purity discourse was caused by the specific historical situation in the US at that time: the need to reform federal research policy after the Second World War, the new dimension of ethical dilemmas in science and technology during the atomic era, and the tense political climate during the Cold War.

Serrano-Velarde, Kathia (2014):

Rising Above Institutional Constraints? The Quest of German Accreditation Agencies for Autonomy and Professional Legitimacy.

In: Minerva 52 (1), S. 97–118. DOI: 10.1007/s11024-014-9245-2.

Abstract:

European quality assurance has a complicated history that must be viewed as taking place on two levels: first, in a national effort to deregulate the public sector and to make universities accountable for their teaching performance; and second, a supranational endeavor to accomplish European integration in the field of higher education. Similarly, the web of institutional constraints and opportunity structures in which accreditation agencies are embedded spans two policy levels, the national and the European. In this paper, we examine how German accreditation agencies achieve some level of autonomy in a highly entrenched institutional environment. The paper is based on a qualitative study comprising archival data and over 70 semi-structured interviews. Drawing on the insights of neo-institutional theory, we argue that quality assurance agencies seek political leverage at the European level in order to strengthen their standing in the higher education systems of their own countries.

Shin, Jung Cheol; Jung, Jisun; Postiglione, Gerard A.; Azman, Norzaini (2014):

Research Productivity of Returnees from Study Abroad in Korea, Hong Kong, and Malaysia.

In: Minerva 52 (4), S. 467–487. DOI: 10.1007/s11024-014-9259-9.

Abstract:

This study analyzes whether academics with advanced degrees from foreign universities are more research productive than their domestic counterparts in the three selected East Asian higher education systems – Korea, Hong Kong, and Malaysia. The three systems have relatively large proportions of foreign degree holders among their professoriates. The data for this study is drawn from the Changing Academic Profession survey. In our negative binominal regression analysis, we found that foreign degree holders are not more research productive than their colleagues with domestic degrees, and even slightly less productive than domestic degree holders in soft disciplines (arts, humanities, and social sciences) in Korea unless they have further foreign post-doc experience after their PhD. Furthermore, foreign degree holders are less productive in hard disciplines (natural sciences, engineering, and bio-medical sciences) in Malaysia. Finally, we discuss the findings and attribute them to contextual differences between the three localities.

Thoenig, Jean-Claude; Paradeise, Catherine (2014):

Organizational Governance and the Production of Academic Quality: Lessons from Two Top U.S. Research Universities.

In: Minerva 52 (4), S. 381–417. DOI: 10.1007/s11024-014-9261-2.

Abstract:

Does organizational governance contribute to academic quality? Two top research universities are observed in-depth: Berkeley and the MIT. Three key factors are listed that help generate consistent and lasting high performance. Priority is allocated to self-evaluation and to the development of talent. Values and norms such as community membership, commitment to the affectio societatis, mutual respect and trust strongly regulate the behaviors of the faculty. Complex inner organizational processes are at work making integration and differentiation compatible. Each of these factors contributes to produce top academic quality in a synergetic way.

Tsvetkova, Natalia (2014):

Making a New and Pliable Professor: American and Soviet Transformations in German Universities, 1945–1990.

In: Minerva 52 (2), S. 161–185. DOI: 10.1007/s11024-014-9252-3.

Abstract:

This article discusses the history of American and Soviet transformations in German universities during the period of the Cold War, 1945–1990. Both American and Soviet policies were resisted by the university community, particularly by the conservative German professoriate, in both parts of the divided Germany. The article shows how and why both American and Soviet policies of the reforms of German universities were eventually failed.

van Rooij, Arjan (2014):

University Knowledge Production and Innovation: Getting a Grip.

In: Minerva 52 (2), S. 263–272. DOI: 10.1007/s11024-014-9254-1.

Abstract:

Today universities are increasingly seen as motors of innovation: they not only need to provide trained manpower and publications to society, but also new products, new processes and new services that create firms, jobs, and economic growth. This function of universities is controversial, and a huge and still expanding literature has tried to understand it. The approach of this paper is integrative; it uses the existing literature to answer a number of straightforward questions about the creation of innovations with university knowledge production: how does this happen, to what extent, and if it is desirable. In this way this article grounds the issue. Creating innovation with university knowledge production is relevant, justified and important but this has not been, is not and will not become the core function of universities. The existing literature, in other words, overestimates the importance of university knowledge production – in general, and for innovation in particular.

Volkman, Ute; Schimank, Uwe; Rost, Markus (2014):

Two Worlds of Academic Publishing: Chemistry and German Sociology in Comparison.

In: Minerva 52 (2), S. 187–212. DOI: 10.1007/s11024-014-9251-4.

Abstract:

The communication infrastructure of modern science is provided by profit-oriented business firms: the publishing houses which print and distribute academic books and journals. Surprisingly, beyond some rather superficial impressions, in science studies little is known about how academic publishers work—in particular, how markets for books and journals look like, how publication decisions are taken, and how the interplay with the scientific community is arranged. We address these questions with a focus on the relation between economic considerations of publishers, on the one hand, and the requirements of scientific communication, on the other. Our contrasting case studies are a very large worldwide operating publisher with regard to chemistry publications and a national publishing house of German sociology. At first, we show how the rather different business approaches of the two types of academic publishing houses look like. Both approaches could reach stability for some time which means not only that publishers earned money according to their profit aspirations but also that the communication requirements of science were sufficiently met. Afterwards, we point out the instabilities that have begun to arise in both fields and may sooner or later erode the former fit of profit-making and scientific communication.

Ylijoki, Oili-Helena (2014):

University Under Structural Reform: A Micro-Level Perspective.

In: Minerva 52 (1), S. 55–75. DOI: 10.1007/s11024-014-9246-1.

Abstract:

National governments in several countries have promoted and carried out different forms of mergers, consolidations and alliances within their higher education systems in order to increase efficiency, effectiveness and governmental control to ensure that the universities more directly serve the national and regional economic and social objectives. This article sets out to explore structural reforms between and within universities from a micro-level perspective by investigating how academics make sense of and respond to the structural reforms, and how these reforms shape academic cultures, work practices and identities. Drawing upon in-depth interviews with 31 Finnish academics working under structural rearrangements, five core meanings of structural reforms are discerned: structural development as part of a flood of changes, expanding bureaucracy, profiling, searching for partners and branding. The paper concludes that structural reforms along with other managerial transformations foster experiences of competition and polarization at the departmental and individual level of academia, involving redefining what it means to be a successful academic.

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Alvesson, M.; Sandberg, J. (2014):

Habitat and Habitus: Boxed-in versus Box-Breaking Research.

In: Organization Studies 35 (7), S. 967–987. DOI: 10.1177/0170840614530916.

Abstract:

This paper argues that scholarly work is increasingly situated in narrowly circumscribed areas of study, which are encouraging specialization, incremental adding-to-the-literature contributions and a blinkered mindset. Researchers invest considerable time and energy in these specialized areas in order to maximize their productivity and career prospects. We refer to this way of doing research and structuring careers as boxed-in research. While such research is normally portrayed as a template for good scholarship, it gives rise to significant problems in management and organization studies, as it tends to generate a shortage of novel and influential ideas. We propose box-breaking research as a strategy for how researchers and institutions can move away from the prevalence of boxed-in research and, thus, be able to generate more imaginative and influential research results. We suggest three versions: box changing, box jumping and, more ambitiously, box transcendence.

Ansari, S.; Reinecke, J.; Spaan, A. (2014):

How are Practices Made to Vary? Managing Practice Adaptation in a Multinational Corporation.

In: Organization Studies 35 (9), S. 1313–1341. DOI: 10.1177/0170840614539310.

Abstract:

Research has shown that management practices are adapted and 'made to fit' the specific context into which they are adopted. Less attention has been paid to how organizations anticipate and purposefully influence the adaptation process. How do organizations manage the tension between allowing local adaptation of a management practice and retaining control over the practice? By studying the adaptation of a specialized quality management practice – ACE (Achieving Competitive Excellence) – in a multinational corporation in the aerospace industry, we examine how the organization manages the adaptation process at the corporate and subsidiary levels. We identified three strategies through which an organization balances the tension between standardization and variation – preserving the 'core' practice while allowing local adaptation at the subsidiary level: creating and certifying progressive achievement levels; setting discretionary and mandatory adaptation parameters; and differentially adapting to context-specific and systemic misfits. While previous studies have shown how and why practices vary as they diffuse, we show how practices may diffuse because they are engineered to vary for allowing a better fit with diverse contextual specificities.

Bansal, P.; Gao, J.; Qureshi, I. (2014):

The Extensiveness of Corporate Social and Environmental Commitment across Firms over Time.

In: Organization Studies 35 (7), S. 949–966. DOI: 10.1177/0170840613515564.

Abstract:

Corporate social commitment (CSC) and corporate environmental commitment (CEC) are often combined under the general rubric of corporate social responsibility. Although the two sets of activities are similar, they are also very different. Both CSC and CEC respond to issues raised by stakeholders, but CEC tends to be more "technical". This characteristic demands that CEC fit with the organization, which exposes greater economic opportunities than CSC. As a result, we argue that the extent to which these practices are implemented differs across firms over time. We analyze the extensiveness of implementation of CSC and CEC across 266 firms from 1991 to 2003, using latent growth curve modeling and one-way ANOVA. We find that firms moved towards at least a moderate level of CSC over time, but tended to bifurcate in the

extent to which they implemented CEC practices, towards either the high or low end of the scale, over time. In this paper, we contribute to the institutional analysis of practice diffusion by examining how the characteristics of different kinds of practices shape the extensiveness of firm adoption patterns. As well, this research also speaks to corporate social responsibility researchers, pointing to the need to sometimes discriminate between social and environmental practices.

Barros, M. (2014):

Tools of Legitimacy: The Case of the Petrobras Corporate Blog.

In: Organization Studies 35 (8), S. 1211–1230. DOI: 10.1177/0170840614530914.

Abstract:

In this paper we explore how organizations are using new social technologies as tools in the discursive struggle over legitimacy. Using critical discourse analysis, we investigate one such struggle between the corporate blog published by Petrobras, Brazil's state-owned oil company, and traditional local newspapers. In this particular battle, Petrobras used several discursive strategies to challenge the media's legitimacy and build its own credibility. Furthermore, we suggest that Petrobras, to underline and to support these strategies, employed a meta-discursive strategy based on a discourse of e-democracy that gave it legitimacy as a discourse producer. In addition, this article contributes to the literature on organizational discourse by uncovering the new social media's characteristic of hyper-intertextuality that was central in transforming the dynamics of power and resistance and the nature of discursive strategies. Our work analyses how organizations can actively and effectively engage these new tools, which embody socially recognized discourses, to create their own discursive arena and legitimate their counter-narratives.

Bertels, S.; Hoffman, A. J.; DeJordy, R. (2014):

The Varied Work of Challenger Movements: Identifying Challenger Roles in the US Environmental Movement.

In: Organization Studies 35 (8), S. 1171–1210. DOI: 10.1177/0170840613517601.

Abstract:

Organizations within challenger movements often exhibit differences in what they do, with whom they interact, and how they understand or present themselves. This article attempts to understand what underlies such heterogeneity in challenger movements. Adopting a mixed method approach, we explore the heterogeneous nature of the work undertaken by institutional challengers in the US environmental movement. Drawing on the tools of social network analysis, we develop a method to identify a set of distinct social positions. Next, drawing upon qualitative data on identity and work from websites and interviews with senior managers in environmental non-governmental organizations, we identify configurations of social position, identity, and work that result in a distinct set of challenger roles. Our analysis reveals how identity and social position can both enable and constrain individual organizations within a challenger movement in terms of their ability to undertake different types of institutional work. We also identify a form of work thus far not explicitly identified in prior studies of institutional work—indirect work, which we theorize may be an important potential moderator to the effectiveness of direct forms of institutional work.

Bertrand, O.; Lumineau, F.; Fedorova, E. (2014):

The Supportive Factors of Firms' Collusive Behavior: Empirical Evidence from Cartels in the European Union.

In: Organization Studies 35 (6), S. 881–908. DOI: 10.1177/0170840613515471.

Abstract:

While cartels can be highly detrimental to society and create important economic and social costs for different stakeholders, the literature on organization studies has focused very little on cartels to date. In particular, we still do not know much about firms' reasons for taking part in cartels. In this study, we build on the rational choice perspective in organizational misconduct to investigate the conditions supporting firms' collusive behavior. We organize our theoretical arguments around the factors related to motivation and opportunity. Using a sample of cartels in the European Union, our empirical analysis gives evidence for our main arguments: the propensity to participate to a cartel is supported not only by

the characteristics of the firm, but also by internal factors interacting with the attributes of the environment in which the firm is embedded. Implications for firms and policy makers are discussed.

Bjerregaard, T.; Jonasson, C. (2014):

Managing Unstable Institutional Contradictions: The Work of Becoming.

In: Organization Studies 35 (10), S. 1507–1536. DOI: 10.1177/0170840614530913.

Abstract:

An institution is often considered to be a stable, taken-for-granted 'being'. The consequence is that agency is primarily associated with the rather exceptional creation or disruption of a relatively stable structure. In this article, we suggest an alternative ontology for understanding an institution as something unstable and always 'becoming'. This opens a range of new and distinct opportunities for theorizing and researching institutional work involved in the everyday practice of managing institutional complexity. It allows us, in this study, to contribute with a new form of agency in terms of the continuous, active work of managing novel contradictions. Further, it induces us to take a more fine-grained look at the accompanying dynamics of work, in addition to work itself, whereby we provide a novel way of accounting for whether work effort is amplifying or subsiding, and whether it is likely to result in greater or lesser volatility within – on the surface – an otherwise seemingly stable institution. The argumentation is supported by an ethnographic field study of the work of managing novel contradictions within a single South Korean credit card company in the aftermath of the Asian economic crisis in 1997.

Brewer, P.; Venaik, S. (2014):

The Ecological Fallacy in National Culture Research.

In: Organization Studies 35 (7), S. 1063–1086. DOI: 10.1177/0170840613517602.

Abstract:

This article challenges the understanding and use of the Hofstede and GLOBE national culture models in much extant culture-related theory development. Both the Hofstede and GLOBE culture dimensions are derived from individual-level survey data aggregated to, and analysed at, the national level. But their culture scales that are correlated at the national (ecological) level are not correlated in the same manner at the individual or organizational level. To presume they are is a form of 'ecological fallacy' that, despite warnings, has often been overlooked by culture researchers. We analyse five research articles in top journals in organizational behaviour, general management, international business, marketing and accounting and show how the articles commit an ecological fallacy by projecting national-level culture characteristics onto individuals or organizations. The implications of this ecological fallacy include the development of invalid culture-related theory and the persistence of erroneous practitioner stereotyping. We provide the first comprehensive explanation of the origins, effects and implications of the ecological fallacy in national culture research and practice. A way forward for culture-related research is also suggested.

Calabro, A. (2014):

Bruce Kogut (Ed.) *The Small Worlds of Corporate Governance*. Cambridge, MA; London: MIT Press, 2012. 388 pp. ISBN 978 0 262 01727 5.

[Review]. In: Organization Studies 35 (5), S. 791–793. DOI: 10.1177/0170840613515582.

Cappellaro, G. (2014):

Staffan Furusten: *Institutional Theory and Organizational Change* Cheltenham: Edward Elgar, 2013. 212 pp. ISBN: 978 1 78254 708 2.

[Review]. In: Organization Studies 35 (12), S. 1893–1896. DOI: 10.1177/0170840614534386.

Child, J. (2014):

Thomas Diefenbach: *Hierarchy and Organisation: Toward a General Theory of Hierarchical Social Systems* New York and London: Routledge, 2013.

[Review]. In: *Organization Studies* 35 (11), S. 1725–1728. DOI: 10.1177/0170840614532068.

Child, J.; Ihrig, M.; Merali, Y. (2014):

Organization as Information - a Space Odyssey.

In: *Organization Studies* 35 (6), S. 801–824. DOI: 10.1177/0170840613515472.

Abstract:

This Vita Contemplativa has been written in recognition of Max Boisot, who died in 2011. It reflects on his work and its contributions to organization studies and beyond. Boisot created a knowledge-based lens for studying complex organizational phenomena. He argued that the ways in which agents process information have fundamental implications for our understanding of groups and organizations within the emerging knowledge society. He articulated this argument with a set of elegant conceptual frameworks that have been widely used by scholars and practitioners to address the dynamics of information, knowledge and learning and the organization of social and scientific activity. We provide an overview of Boisot's conceptual frameworks before reviewing the impact of his work in the organizational field, which included contemporary developments in China, the role of information in organizations, and more recently organizational complexity and the management of Big Science at CERN. Boisot's analysis opens up a number of avenues for further development, which are also discussed.

Corvellec, H. (2014):

Monika Kostera: *Organizations and Archetypes*. Cheltenham: Edward Elgar, 2012. 304 pages; ISBN 978 0 85793 798 8 (hardback); £80.00.

[Review]. In: *Organization Studies* 35 (1), S. 147–150. DOI: 10.1177/0170840613495761.

Costas, J.; Grey, C. (2014):

Bringing Secrecy into the Open: Towards a Theorization of the Social Processes of Organizational Secrecy.

In: *Organization Studies* 35 (10), S. 1423–1447. DOI: 10.1177/0170840613515470.

Abstract:

This paper brings into focus the concept of organizational secrecy, defined as the ongoing formal and informal social processes of intentional concealment of information from actors by actors in organizations. It is argued that existing literature on the topic is fragmented and predominantly focused on informational rather than social aspects of secrecy. The paper distinguishes between formal and informal secrecy and theorizes the social processes of these in terms of identity and control. It is proposed that organizational secrecy be added to the analytical repertoire of organization studies.

Costas, J.; Grey, C. (2014):

The Temporality of Power and the Power of Temporality: Imaginary Future Selves in Professional Service Firms.

In: *Organization Studies* 35 (6), S. 909–937. DOI: 10.1177/0170840613502768.

Abstract:

This paper extends existing understandings of power, resistance and subjectivity in professional service organizations by developing an analysis of how these relate to temporality. Drawing in particular on Hoy's reading of the Foucauldian

account of temporality, we conceive of disciplinary power regimes and resistance as inherently future-oriented, or, to use Ybema's term, postalgic. In moving beyond the extant research focus on self-disciplined and/or counter-resistant professional selves, we draw attention to the imaginary future self as an employee response to disciplinary power. In contrast to the future orientation of disciplinary power, this response envisages the future as a discontinuous break with the present which we examine as a form of resistant postalgia. Building on in-depth qualitative data gathered at two professional service firms, we explain how imaginary future selves can shed new light on the interplay of power, resistance and subjectivity.

Curtis, R. (2014):

Foucault beyond Fairclough: From Transcendental to Immanent Critique in Organization Studies.

In: Organization Studies 35 (12), S. 1753–1772. DOI: 10.1177/0170840614546150.

Abstract:

This article presents the case that while Foucault's ideas have been the subject of much debate, the distinctive transformative potentials of his immanent thought have tended to have been overlooked in the field to date. In making this case, critical realism provides an important counter-example, as a transcendental orientation to critical practice with significant influence in contemporary organization studies. In drawing out the difference between these contrasting orientations to critique, Norman Fairclough's critical discourse analytic (CDA) framework is evaluated here as an approach to organization studies that took early inspiration from Foucault's work, while having looked towards critical realist ideas in recent years. Fairclough's writings on discourse and university 'marketization' provide a useful empirical focus to explore the distinctive styles of problem-posing that follow from these different critical orientations; contrasting the distanced normativity of critical realist-informed transcendentalism with the situated, transformative potentials of Foucault's immanent thought. Through these investigations, the article offers a reappraisal of existing lines of debate on Foucault and critical realism in

Cutcher, L. (2014):

Bringing Back the Bank: Local Renewal and Agency through Community Banking.

In: Organization Studies 35 (1), S. 103–119. DOI: 10.1177/0170840613495337.

Abstract:

This paper presents findings from an in-depth case study of a bank that has drawn on an anti-globalization discourse and the idea of the "local in opposition to the global" to create a niche for itself in the highly consolidated Australian retail banking market. The paper explores why, despite the contradiction inherent in its discourse, the bank has been able to garner the funds and volunteer effort of locals to establish and extend its branch network. In exploring what motivated the volunteers involved in the establishment of the local bank the paper shows how seemingly impersonal abstract processes of globalization are embedded in local places and worked out through localized practices of agency. These agentic practices were experienced as being connected, authentic, and in control. Yet as always the paradox of agency came into play and throughout the case study we see how these practices of agency are both enabled and constrained by "being local". By highlighting processes of globalization at the local level these findings move us beyond overarching and overly "neat narratives of globalization" (Maurer, 2003). So that rather than invitations and invocations to "act locally" being seen as "anti-globalization" they should be understood as embedded processes of globalization.

D'Adderio, L.; Pollock, N. (2014):

Performing Modularity: Competing Rules, Performative Struggles and the Effect of Organizational Theories on the Organization.

In: Organization Studies 35 (12), S. 1813–1843. DOI: 10.1177/0170840614538962.

Abstract:

We address the effect of organizational theories on the organization by focusing on how modularity, a widespread and influential organizational theory, performs a modular organization. While scholars have offered opposing arguments for the influence of this theory—i.e. that it either succeeds or fails to "produce" modular organizations—we show just how and

how far modularity is enacted and shapes the organization, and how it may be shaped in turn. Drawing on recent advances in performativity theory we thus contribute to modularity by showing how the modular organization emerges over time as the outcome of performative struggles among competing and complementary theories and how these struggles contribute to modifying the theory and “designing” organizations. We also add to performativity by theorizing the competition between multiple theories, the emergence of unexpected consequences or “errors”, and their implications for organizational practices and boundaries.

Damanpour, F. (2014):

Footnotes to Research on Management Innovation.

In: Organization Studies 35 (9), S. 1265–1285. DOI: 10.1177/0170840614539312.

Abstract:

Management innovations, also called organizational, administrative, and managerial innovations, are nontechnological innovations that have been conceptualized in contrast to technology-based product and process innovations and pertain to new organizational structures, administrative systems, and management practices. This paper provides a perspective on the state of research on this innovation type. It asks why research on management innovation lags that of technological innovation and compiles five footnotes, each addressing an important aspect of studying innovation in organizations, and, together, they explain conceptual ambiguity and methodological challenges that have hindered research on management innovation. The footnotes also highlight the opportunities that research on management innovation could provide for a better understanding of the influence of innovation on organizational conduct and outcome.

Dokko, G.; Kane, A. A.; Tortoriello, M. (2014):

One of Us or One of My Friends: How Social Identity and Tie Strength Shape the Creative Generativity of Boundary-Spanning Ties.

In: Organization Studies 35 (5), S. 703–726. DOI: 10.1177/0170840613508397.

Abstract:

Social ties to colleagues on other work teams can spur creative ideas and workplace innovation by exposing an individual to diverse knowledge. However, for external knowledge to be recombined into innovation, the knowledge must first be recognized as potentially valuable. Going beyond traditional structural explanations, we predict that the use of diverse knowledge to generate creative ideas and solutions will depend in part on employees’ psychological attachment to the organizational groups to which they belong, i.e., their social identity, and the strength of their social ties. We test our hypotheses in an R&D division of a global high-technology firm, finding that social identity influences the creative generativity of boundary-spanning ties. Specifically, stronger team identity renders interactions with colleagues on other work teams less generative of creative ideas, while identification with an overarching, superordinate group (e.g., a division) enhances creative generativity. We also hypothesize and find that tie strength attenuates the negative effect of team identity.

Dolmans, S. A. M.; van Burg, E.; Reymen, I. M. M. J.; Romme, A. G. L. (2014):

Dynamics of Resource Slack and Constraints: Resource Positions in Action.

In: Organization Studies 35 (4), S. 511–549. DOI: 10.1177/0170840613517598.

Abstract:

Previous studies of the effects of resource slack and constraints on creativity and performance offer contradictory findings. To resolve this debate, some authors operationalize resource slack and constraints in ways that actually may have concealed their underlying complexity and dynamics. This study seeks to demonstrate how perceived resource positions influence entrepreneurial decision making and creativity by drawing on in-depth case studies of three high-tech start-ups. The authors show that resource positions are perceived, relative, transient and multidimensional; that is, they reflect the entrepreneur’s perception of available resources relative to demand. Moreover, perceived resource positions are not static but change over time, and entrepreneurs can experience different types of resource constraints and slack simultaneously. The influence of perceived resource positions on decision making in turn depends on individual, temporal and resource position dynamics. These findings link perceptions of resources to the emergence of organizational ingenuity, by explaining how perceived resource positions influence decision making.

Dunne, S. (2014):

Paul du Gay, Glenn Morgan (Eds): *New Spirits of Capitalism? Crises, Justifications, and Dynamics* Oxford: Oxford University Press, 2013. 342pp. ISBN: 978-0-1995-9534-1. £55.00.

[Review]. In: *Organization Studies* 35 (2), S. 303–305. DOI: 10.1177/0170840613507416.

Ezzamel, M.; Willmott, H. (2014):

Registering 'the Ethical' in Organization Theory Formation: Towards the Disclosure of an 'Invisible Force'.

In: *Organization Studies* 35 (7), S. 1013–1039. DOI: 10.1177/0170840614525324.

Abstract:

Theory building is conditioned by three registers – the ontological (reality), the epistemological (knowledge) and the ethical (values). The significance of the first two is widely acknowledged. But the third register tends to be overlooked, especially where a positive/normative dichotomy is assumed. Post-positivist thinking problematizes this dichotomy but leaves the ethical register unthematized. The paper addresses this neglect and illustrates the role of the ethical register in processes of theory formation. Attentiveness to the ethical register is seen to invite radical reflection on a dominant, anthropocentric value-orientation, and thereby problematize the institutionalized estrangement of researchers from the 'objects' of their analysis and the abstraction of organizations from their embeddedness in the biosphere.

Fine, G. A.; Hallett, T. (2014):

Group Cultures and the Everyday Life of Organizations: Interaction Orders and Meso-Analysis.

In: *Organization Studies* 35 (12), S. 1773–1792. DOI: 10.1177/0170840614546153.

Abstract:

Drawing on sociological conceptions of interaction, small groups, and group cultures, we argue that organizational studies benefits from a meso-analysis of everyday life. Small group cultures are a means through which colleagues and co-workers share embedded and powerful self-referential meanings that shape ongoing organizational activity. Through this perspective we argue for a group-level approach to organizations that emphasizes the local production of knowledge and structure. Drawing upon ethnographic research on field offices of the US National Weather Service, we emphasize the importance of shared awareness and memory, performance, and differentiation, building on a vibrant group culture in which workers collaborate and challenge each other. In conclusion we examine connections and differences among the group culture approach, and related approaches that emphasize inhabited institutions, institutional logics, institutional work, and organizational culture.

Fineman, S. (2014):

Age Matters.

In: *Organization Studies* 35 (11), S. 1719–1723. DOI: 10.1177/0170840614553771.

Abstract:

In recent years ageing has become particularly newsworthy – because people are living much longer in advanced economies. This is good news in many ways, a testimony to improvements in nutrition, wealth and medical care. But an ageing population also places stresses on organizations and services of all sorts, especially workplaces, leisure facilities and social services. Even prisons have not been immune, the proportion of inmates over 60 growing the fastest over the past decade. Surveying the US scene, Human Rights Watch reports that many inmates 'cannot readily climb stairs, haul themselves to the top bunk, or walk long distances to meals or the pill line; ... need wheelchairs, walkers, canes, portable oxygen, and hearing aids'.¹ An ageing population has tested the limits of later-life medical provision, care homes and

family support. In 1930 an American male could, on average, expect to live to 60, now it is 76; and centenarians, once a rarity, are not uncommon.

Flower, L. (2014):

Clare L. Stacey *The Caring Self: The Work Experiences of Home Care Aides* Ithaca, NJ: Cornell University Press, 2011. xii + 199 pp. ISBN 987-0-801-47699-0 (paperback), \$19.95.

[Review]. In: *Organization Studies* 35 (6), S. 939–941. DOI: 10.1177/0170840614526678.

Fougere, M. (2014):

Stephen Wilks: *The Political Power of the Business Corporation* Cheltenham: Edward Elgar Publishing, 2013. 336 pp.

[Review]. In: *Organization Studies* 35 (8), S. 1234–1238. DOI: 10.1177/0170840614532065.

Gagnon, S.; Collinson, D. (2014):

Rethinking Global Leadership Development Programmes: The Interrelated Significance of Power, Context and Identity.

In: *Organization Studies* 35 (5), S. 645–670. DOI: 10.1177/0170840613509917.

Abstract:

Organization studies scholars have examined leadership development processes on only a handful of occasions. This paper argues that an organizational lens, rather than individualized and decontextualized research, can significantly advance this under-theorized field. A critical organizational framing, in particular, assists not only in problematizing the 'leader' identities produced within contemporary leadership development programmes (LDPs), but also in surfacing the ways in which power, context and identity can be inextricably linked within specific practices. The article contributes to critical leadership and organization studies in three main ways. First, it theorizes through a critical identity lens the regulatory practices that constitute an idealized leader self in two separate global LDPs, and which create tensions and paradoxes rarely examined in studies of LDPs and organizations more generally. Second, it examines participants' considerable resistance to the prevailing models of global leader prescribed in the two programmes. Third, our dual case analysis highlights the role of discursive context, enabling us to compare two particular strategies of leadership development through identity regulation: 'investiture' and 'divestiture'. The paper concludes by discussing the implications of this analysis for rethinking theory and practice, and suggests future research directions for critical organization studies of leadership and LDPs.

Gkeredakis, E. (2014):

The Constitutive Role of Conventions in Accomplishing Coordination: Insights from a Complex Contract Award Project.

In: *Organization Studies* 35 (10), S. 1473–1505. DOI: 10.1177/0170840614539309.

Abstract:

This article advances understanding of how coordination is accomplished in organizations. It builds on and extends recent research, which suggests that coordination is an emergent process of situated interaction aiming to realize a collective performance. In particular, the paper focuses on deliberate efforts to coordinate and contribute to objectives of large-scale integration in practice (e.g., orchestrated, year-long delivery of a megaproject). Such efforts give rise to a novel form of interdependencies, which organizational actors experience as "external" to local activities and group interactions. Drawing on recent developments in social theory, the paper proposes a framework to study coordinative action in situations where organizational actors are faced with a multitude of task-specific and "external" interdependencies. Further, through an in-depth study of a contract award project, it sheds light on the ways ongoing project coordination was adjusted to address

interdependencies arising from the deliberate pursuit of two objectives: the concerted delivery of a construction megaproject and the large-scale procurement policy coordination targeted at safeguarding market competition across the European Union. Findings highlight that the situated management of external interdependencies entailed a distinctive type of agency, mediated by formalized industry-wide and policy conventions, and concerned with developing relevant evidence of coordinated contributions. The article explains how and why actors may adjust coordination efforts by alternating between coordination modes. Implications are drawn for studying coordination dynamics in other organizational settings

Godart, F. (2014):

Damon J. Phillips *Shaping Jazz: Cities, Labels, and the Global Emergence of an Art Form* Princeton, NJ: Princeton University Press, 2013. 232 pp. ISBN 978-0-691-15088-8. \$35.00/£24.95.

[Review]. In: *Organization Studies* 35 (10), S. 1541–1544. DOI: 10.1177/0170840614526680.

Graham, C. (2014):

The Calculation of Age.

In: *Organization Studies* 35 (11), S. 1627–1653. DOI: 10.1177/0170840614550730.

Abstract:

This article explores the role of calculative technologies, such as taxation, accounting and actuarial practices, in constructing 'age' in contemporary society. It argues that retirement income programs built on these technologies attempt to construct specific relations not just between the individual and other generations, but between the individual and herself at other stages of life. Retracing the series of Canadian attempts to secure income for the elderly over the course of the 20th century, the paper shows how calculative technologies have been used to connect responsibility for the elderly to the political rationalities of the day. This genealogy allows us to recognize how the present Canadian retirement income system, with its public and private programs addressing different subsets of the population, is contingent on neoliberal rationalities of governance. These demand the alignment of the individual with the goals of the capital markets, and seek to achieve this through a distributed agency that encourages the investment of individual savings in retirement income products. The paper argues that this distributed agency is perpetually incomplete, and that uncertainty is necessary in order that the individual be constantly remade as an investor.

Grey, C. (2014):

Nancy Harding: *On Being at Work: The Social Construction of the Employee* New York: Routledge, 2013. 204 pp. ISBN: 978-0-415-57971-1. £80.00 (hardback).

[Review]. In: *Organization Studies* 35 (6), S. 942–943. DOI: 10.1177/0170840614526679.

Henn, R. L. (2014):

Francois-Xavier de Vaujany, Nathalie Mitev (Eds.): *Materiality and Space: Organizations, Artefacts and Practices* Houndsmills: Palgrave Macmillan, 2013. 392 pp. ISBN: 978-1-137-30408-7. £70.00.

[Review]. In: *Organization Studies* 35 (9), S. 1393–1396. DOI: 10.1177/0170840614532066.

Herepath, A. (2014):

In the Loop: A Realist Approach to Structure and Agency in the Practice of Strategy.

In: *Organization Studies* 35 (6), S. 857–879. DOI: 10.1177/0170840613509918.

Abstract:

This paper introduces and illustrates a critical realist approach to the practice of strategy, combining Archer's stratified ontology for structure, culture and agency with her work on reflexivity, to provide strategy-as-practice with an innovative theoretical lens. By maintaining the ontic differentiation between structure and agency this approach renders the conditions of action analytically separable from the action itself, thereby facilitating the examination of their interplay, one upon the other, at variance through time, in strategy formation and strategizing. It therefore offers the field a fruitful methodological means of exploring the increasingly complex empirical implications of some practice theoretical claims.

Hernandez, M.; Long, C. P.; Sitkin, S. B. (2014):

Cultivating Follower Trust: Are All Leader Behaviors Equally Influential?

In: Organization Studies 35 (12), S. 1867–1892. DOI: 10.1177/0170840614546152.

Abstract:

We draw on the relevant extant literatures to examine the pathways to building trust through leader behaviors with three distinct emphases: the leader (personal leadership), the leader-follower relationship (relational leadership), and the situation (contextual leadership). We test this model using experimental data collected from experienced managers (Study 1) and field data collected from the peers and direct reports of business executives (Study 2). The results from these two studies both build on and challenge current views in the trust and leadership literatures about how leaders influence trust. Consistent with past literature, our findings indicate that various leadership behaviors appear to directly promote follower trust when analyzed independently. However, when these behaviors are analyzed jointly, relational leadership behaviors were found to mediate the effects of personal and contextual leadership behaviors on follower trust. The implications for theory and practice are discussed.

Herrero, M. (2014):

Brian Moeran and Bo T. Christensen (Eds.): Exploring Creativity: Evaluative Practices in Innovation, Design, and the Arts, Cambridge: Cambridge University Press, 2013.

[Review]. In: Organization Studies 35 (9), S. 1396–1398. DOI: 10.1177/0170840614532067.

Hotho, J. J. (2014):

From Typology to Taxonomy: A Configurational Analysis of National Business Systems and their Explanatory Power.

In: Organization Studies 35 (5), S. 671–702. DOI: 10.1177/0170840613502767.

Abstract:

The business systems approach holds considerable promise for improving our understanding of the relations between societal institutions and technological and economic outcomes. Nonetheless, there have been surprisingly few attempts to validate its proposed typology of business system types. In this paper, I take up this issue and conduct a large-scale empirical assessment of the national business systems typology. I use data on 30 OECD countries from 2000 and 2011 to assess the validity of the typology, and explore its value for comparative institutional analysis through a fuzzy-set analysis of innovation specialization patterns. The findings illustrate that while the national business systems typology needs to be extended, it remains relevant for describing variety in national institutional frameworks. In addition, the detail it adds may provide the nuance needed for exploring more complex relations between institutions and technological and economic outcomes.

Hyde, P.; Burns, D.; Hassard, J.; Killett, A. (2014):

Colonizing the Aged Body and the Organization of Later Life.

In: Organization Studies 35 (11), S. 1699–1717. DOI: 10.1177/0170840614550735.

Abstract:

Based on fieldwork in residential homes, arrangements for the care of older people are examined with reference, primarily, to Deetz's theory of 'corporate colonization'. Extending this theory, it is argued that grouping such people in care homes can result in a form of social segregation, one that reflects the management of the aged body in relation to normative constructions of dependence. Focusing on the experiences of residents, the everyday effects of narratives of decline on disciplining the lives of older people are assessed, with this analysis taking recourse to the work of Foucault (1979). The result is the identification of three related concepts at work in the colonizing process of the aged body: (i) appropriation of the body – the physical and social practices involved in placing older people in care homes; (ii) separation from previous identities – how a range of new subjectivities are produced in the process of becoming a 'resident'; and (iii) contesting colonized identities – the ways in which residents can attempt to challenge normative concepts of managed physical and mental decline. Overall the disciplining of the body is theorized not only as an adjunct to the notion of corporate colonization but also, more generally, as a prominent and powerful organizing principle of later life.

Jung, J. (2014):

Political Contestation at the Top: Politics of Outsider Succession at U.S. Corporations.

In: Organization Studies 35 (5), S. 727–764. DOI: 10.1177/0170840613508398.

Abstract:

One important trend in recent leadership transitions in major U.S. corporations has been the prevalence of outsider succession, where an executive from outside the firm is appointed CEO. Building on and extending the insights from political theories of organizations, this paper explores how the historical shift from managerial to investor capitalism has reshaped firm-level power dynamics over executive succession, contributing to the rise of outsider succession. Three developments were particularly crucial—the growth of institutional ownership, the strengthening of internal monitoring by the board, and the rise of shareholder activism. Using data on the complete histories of CEO succession at 686 large U.S. corporations between 1981 and 2005, this article shows how these new developments have pluralized firm-level power struggles over executive succession and thus have further politicized the process. The importance of firm-level power dynamics in the process suggests that a shift in the dominant institutional logic does not directly translate into a new corporate practice, but that such translation depends on the outcome of firm-level power dynamics.

Kamoche, K.; Beise-Zee, R.; Mamman, A. (2014):

Knowledge Appropriation and Identity: Toward a Multi-Discourse Analysis.

In: Organization Studies 35 (9), S. 1373–1392. DOI: 10.1177/0170840614531720.

Abstract:

Knowledge appropriation has been underpinned by an assumption of the organization's 'entitlement' to appropriate knowledge and the outcomes of its utilization. Given the complexity of knowledge and the potentially conflicting views held about it, this assumption is revealed to be theoretically imprecise in the way it marginalizes alternative voices through the pursuit of competitive advantage and 'value capture'. We attribute this approach to the functionalist analytical lens which sees knowledge as an asset appropriable almost exclusively by the organization in the form of financial/economic 'rents'. In order to advance understanding of the multi-faceted nature of the organization-individual appropriation regime, we make the case for an expansion of the discursive space for talking about the phenomenon, and posit the concept of 'property in knowledge' which we tie to the way individuals construct their identities.

Kamoche, K.; Kannan, S.; Siebers, L. Q. (2014):

Knowledge-Sharing, Control, Compliance and Symbolic Violence.

In: Organization Studies 35 (7), S. 989–1012. DOI: 10.1177/0170840614525325.

Abstract:

Recent developments in control hold that professionals are best managed through normative and concertive as opposed to bureaucratic and coercive mechanisms. This post-structuralist approach appeals to the notion of congruent values and norms and acknowledges the role of individuals' subjectivity in sustaining professional autonomy. Yet, there remains a risk of over-simplifying the manifestations of such control initiatives. By means of an in-depth case study, this article considers

the challenge of implementing a knowledge-sharing portal for a community of R&D scientists through management control initiatives that relied on a blend of presumed 'peer pressure' and the rhetoric of 'facilitation'. Arguing that traditional approaches such as normative/concertive control and soft bureaucracy only partially explain this phenomenon, we draw from Pierre Bourdieu's concept of 'symbolic violence' to interpret a managerial initiative to appropriate knowledge and affirm the structure of social relations through the complicity of R&D scientists. We also examine how the scientists channelled resistance by reconstituting compliance in line with their sense of identity as creators of knowledge.

Kannan-Narasimhan, R. (2014):

Organizational Ingenuity in Nascent Innovations: Gaining Resources and Legitimacy through Unconventional Actions.

In: Organization Studies 35 (4), S. 483–509. DOI: 10.1177/0170840613517596.

Abstract:

How do innovators in large organizations acquire resources for their early-stage, untested, unproven innovations? Multiple established projects compete for scarce resources in large organizations. Innovators pursuing early-stage, untested innovations face considerable constraints in accessing scarce resources. Literature enumerates various sanctioned and unsanctioned methods by which innovators acquire resources, such as borrowing, begging, scavenging, amplifying, bootlegging, and finagling – defined as obtaining resources through deceitful or underhanded methods. However, few theories explain how innovators act unconventionally, elude constraints to acquire resources, and yet gain acceptance for their innovations. To address this question, this study uses field data from nine organizations based primarily in Silicon Valley. Successful innovators employ organizational ingenuity or creative solutions to gain resources in the face of constraints.

Khaire, M. (2014):

Fashioning an Industry: Socio-cognitive Processes in the Construction of Worth of a New Industry.

In: Organization Studies 35 (1), S. 41–74. DOI: 10.1177/0170840613502766.

Abstract:

This study of the high-end fashion industry in India examines the process of construction of the worth of a new industry. Analyses of data from multiple sources revealed that framing by early entrepreneurs and the socio-cognitive processes that resulted from the transactions of field-constituents with the new industry constructed the worth of the industry. These socio-cognitive processes—curation and certification, commentary and critique, co-presentation, comparison and commensuration—enabled broader audiences to make sense of the industry and comprehend its worth. The findings form the basis of a general model of the social construction of worth through a process of distributed sanctification, contributing to the growing literature on social construction of value.

Kim, P. H.; Li, M. (2014):

Seeking Assurances When Taking Action: Legal Systems, Social Trust, and Starting Businesses in Emerging Economies.

In: Organization Studies 35 (3), S. 359–391. DOI: 10.1177/0170840613499566.

Abstract:

This study examines how institutional conditions provide assurances founders seek when creating businesses. Classical theories predict legal institutions promote supportive conditions that foster business creation. We develop an alternative theory for why this relationship is not as straightforward in emerging economies. In these regions, people may be discouraged from taking entrepreneurial action because of the difficulties in accessing legal protections efficiently. We also introduce theory regarding the moderating role of generalized social trust because of its normative influences on business creation. We argue that generalized trust in strangers exerts positive moderating effects on the direct relationship between legal protections and entrepreneurship. The findings from our multilevel analysis of 30 emerging economies are consistent with our theory. Our work advances a new framework for how entrepreneurs cope with uncertain business conditions in emerging economies where informal, normative social structures offer more privately oriented safeguards than do formal,

publicly oriented institutions. Our study also reconnects macro-institutional theories with individual-level accounts of entrepreneurship.

Knights, D.; Clarke, C. A. (2014):

It's a Bittersweet Symphony, this Life: Fragile Academic Selves and Insecure Identities at Work.

In: Organization Studies 35 (3), S. 335–357. DOI: 10.1177/0170840613508396.

Abstract:

This article demonstrates the importance of studying insecurity in relation to identities at work. Drawing upon empirical research with business school academics in the context of the proliferation of managerialist controls of audit, accountability, monitoring and performativity, we illustrate how insecurities in the form of fragile and insecure academic selves are variously manifested. Emerging from our data were three forms of insecurity—imposters, aspirants and those preoccupied with existential concerns, and we analyse these in the context of psychoanalytic, sociological and philosophical frameworks. In so doing, we make a three-fold contribution to the organization studies literature: first, we develop an understanding of identities whereby they are treated as a topic and not merely a resource for studying something else; second, we demonstrate how insecurity and identity are more nuanced and less monolithic concepts than has sometimes been deployed in the literature; and third, we theorize the concepts of identity and insecurity as conditions and consequences of one another rather than monocausally related. Through this analysis of insecure identities, insightful understandings into the contemporary bittersweet experiences of working in academia, and specifically in business schools are developed that could prove fruitful for future research within and beyond this occupational group.

Kocak, O.; Hannan, M. T.; Hsu, G. (2014):

Emergence of Market Orders: Audience Interaction and Vanguard Influence.

In: Organization Studies 35 (5), S. 765–790. DOI: 10.1177/0170840613511751.

Abstract:

Research in the sociology of markets finds that shared meanings facilitate valuation and exchange by providing frameworks for perceiving and evaluating products and producers. Whereas studies of local sensemaking explain how meanings emerge in market interaction, and macro sociological accounts explain how meanings embodied in conventions, structures, and institutions are used in markets, understanding of the links between these two levels of analysis remains underdeveloped. In this paper, we propose a theory of how engagement and influence at the micro level gives rise to conventional labels and categories. Our theory proposes three processes through which audiences in markets come to share meanings: (i) through interaction among the audience; (ii) through influence of vanguard audience members on lay audiences; and (iii) through vanguard influence on authorities. We investigate some of the propositions on label use and category differentiation in 23 product categories on eBay.

Kodeih, F.; Greenwood, R. (2014):

Responding to Institutional Complexity: The Role of Identity.

In: Organization Studies 35 (1), S. 7–39. DOI: 10.1177/0170840613495333.

Abstract:

How organizations cope with multiple and sometimes conflicting institutional demands is an increasingly familiar yet little understood question. This paper examines how four French business schools responded to demands that they internationalize their management education whilst retaining their traditional identities. We trace the role played by field-level actors in pushing and articulating competing logics and the importance of institutional and organizational identity in how organizations respond. By highlighting the role of identity aspirations we show that what matters is not how an organization sees itself—i.e., what it is—but how it wants to see itself—i.e., what it wishes to become. Finally, we unpack and explain why status differences across organizations affect the nature of the opportunities that are perceived and the scale and format of the responses that are implemented.

Lampel, J.; Honig, B.; Drori, I. (2014):

Organizational Ingenuity: Concept, Processes and Strategies.

In: Organization Studies 35 (4), S. 465–482. DOI: 10.1177/0170840614525321.

Abstract:

In this introduction to the special issue we explore the main features of 'organizational ingenuity', defined as 'the ability to create innovative solutions within structural constraints using limited resources and imaginative problem solving'. We begin by looking at the changing views of the importance of ingenuity for economic and social development. We next analyse the nature of ingenious solutions. This is followed by a discussion of structural, resource and temporal constraints that face problem solvers. We next turn our attention to creative problem solving under constraints. We contrast 'induced' and 'autonomous' problem solving. The first arises when external stakeholders or top managers impose tasks that define problems for the individuals and groups that must solve them; the second arises when these individuals and groups recognize and define the problems for themselves. We argue that in both induced and autonomous problem solving, individuals and groups that wish to act creatively confront two types of constraint. The first are 'product constraints' that define the features and functionalities that are necessary for a successful solution. The second are 'process constraints' that stand in the way of creative problem solving in a given organizational context. We argue that both types of constraints can lead to organizational ingenuity, but that dealing with process constraints is crucial for organizational ingenuity, and hence for sustaining organizational ingenuity more generally. We provide an overview summary of the articles in the special issue, and conclude with suggestions for future research.

Land, C.; Loren, S.; Metelmann, J. (2014):

Rogue Logics: Organization in the Grey Zone.

In: Organization Studies 35 (2), S. 233–253. DOI: 10.1177/0170840613511927.

Abstract:

he 'dark side' of organizations has been represented in the literature as dysfunctional or abnormal, while more critical scholars regard it a condition of the 'normal' way in which organizations operate within a capitalist system. Drawing on the work of Franz Kafka, this paper develops a critique of both approaches. It is argued that we can learn much from Kafka because his representations challenge a top-down view of power and, therefore, suggest that there is light in the darkness. These insights are applied to a case study of a United Kingdom bank, to explore how managers, who are often neglected in critical accounts, are constituted through power relations, and how in the process of enrolling and controlling others, they discipline themselves. In taking this approach, the paper makes four main contributions. First, it elucidates how the 'dark side' has become an integral feature of everyday life in a contemporary organization and, second, it indicates limitations to the power that managers are able to exercise.

Leung, A.; Zietsma, C.; Peredo, A. M. (2014):

Emergent Identity Work and Institutional Change: The 'Quiet' Revolution of Japanese Middle-Class Housewives.

In: Organization Studies 35 (3), S. 423–450. DOI: 10.1177/0170840613498529.

Abstract:

How do relatively low-power, role-constrained actors break through their constraints in a highly institutionalized environment? Examining the experience of Japanese middle-class housewives involved in a social enterprise, we developed a model of emergent identity work which outlines how actors who enacted their role values in new domains triggered a process of learning and sensemaking which led to spiralling cycles of role boundary expansion. In this process, facilitated by an enabling collective, actors not only changed their own self-concept (internal identity work) but also, through external identity work, changed others' conceptions of their institutionally prescribed roles.

Lewis, P. (2014):

Postfeminism, Femininities and Organization Studies: Exploring a New Agenda.

In: Organization Studies 35 (12), S. 1845–1866. DOI: 10.1177/0170840614539315.

Abstract:

The purpose of this article is to mobilize postfeminism as a critical concept for exploring women's contemporary organizational experience. Specifically, it is argued that rather than interpreting women's position in organizations solely in terms of exclusion connected to a dominant masculine norm, critically deploying the concept of postfeminism facilitates a critique of how women and a reconfigured femininity are now being included in the contemporary workplace. As the focus of the paper is the connection between postfeminism as a cultural phenomenon and the emergence of feminine organizational subjectivities, the construction of feminine subjectivities in the entrepreneurial arena (referred to as entrepreneurial femininities) is presented through a reading of the gender and entrepreneurship literature. Four entrepreneurial femininities are depicted—individualized, maternal, relational, excessive—with one key characteristic being the way in which they are all constituted through the doing of both masculinity and femininity via the integration and embodiment of conventional feminine and masculine aspirations and behaviours.

Linstead, S.; Marechal, G.; Griffin, R. W. (2014):

Theorizing and Researching the Dark Side of Organization.

In: Organization Studies 35 (2), S. 165–188. DOI: 10.1177/0170840613515402.

Abstract:

The paper offers an introduction to research that concerns itself with the 'dark side' of organization and attempts to bring theoretical resources from a range of disciplines to bear upon the problem. This stream of research has emerged most visibly since the 1990s, although its concerns can be found in much earlier research. Frustrations with the tendencies of mainstream work to overlook, ignore or suppress difficult ethical, political and ideological issues, which may well mean life or death to some people, has in recent years led to a research that self-identifies its concerns as being with the dark side. We structure our review around key contributions on the dark side of organizational behaviour, mainly in psychology but also including the concept of organizational misbehaviour; the sociology of the dark side, with particular reference to mistakes, misconduct and disaster; and a wider range of critical approaches to the dark side including Marxist, post-Marxist and postcolonial perspectives. We also undertake a review of methodologies for investigating dark side phenomena, and finally introduce the five papers that comprise this special issue.

Logue, D. M. (2014):

W. Richard Scott, Raymond E. Levitt and Ryan J. Orr (Eds.) *Global Projects: Institutional and Political Challenges*, Cambridge: Cambridge University Press, 2011. ISBN: 978-0-5211-8190-7. \$42.00 (paperback).

[Review]. In: Organization Studies 35 (7), S. 1090–1094. DOI: 10.1177/0170840613507520.

Lombardo, S.; Kvalshaugen, R. (2014):

Constraint-Shattering Practices and Creative Action in Organizations.

In: Organization Studies 35 (4), S. 587–611. DOI: 10.1177/0170840613517597.

Abstract:

This study contributes insights on how actors cope with constraints in ill-structured problem-solving situations, and what implications this coping has for creative action. To date, most research on constraint handling has treated constraints, regardless of their nature, origin, or role, as external factors that enable or hinder creativity. In contrast, we consider constraints to be inextricably intertwined with all creative action. We focus our study on one specific practice for constraint handling: namely, shattering. Empirical data were collected for 12 projects in two engineering consulting firms, and four shattering practices were identified: protesting, proposing, betraying, and sabotaging. We discuss their enactment in various parts of the problem space and their implications for the management of creative action in organizations.

Maclean, M.; Harvey, C.; Kling, G. (2014):

Pathways to Power: Class, Hyper-Agency and the French Corporate Elite.

In: Organization Studies 35 (6), S. 825–855. DOI: 10.1177/0170840613509919.

Abstract:

This paper explores pathways to power from the perspective of the French corporate elite. It compares those who enter the 'field of power' with those who fail to reach this final tier. Adopting an innovative econometric approach, we develop and test three hypotheses. These underline the pivotal role of external networks and the strategic advantage of hyper-agency in maintaining power; and indicate that social origin remains a powerful driver in determining success. Birthright and meritocracy emerge as two competing institutional logics which influence life chances. Higher-status agents benefit from mutual recognition which enhances their likelihood of co-option to the extra-corporate networks that facilitate hyper-agency. The objectification of class-based differences conceals their arbitrary nature while institutionalizing the principles informing stratification. We re-connect class analysis with organizational theory, arguing that social origin exerts an enduring influence on selection dynamics which inform processes of hierarchical reproduction in the corporate elite and society at large.

McCabe, D. (2014):

Light in the Darkness? Managers in the Back Office of a Kafkaesque Bank.

In: Organization Studies 35 (2), S. 255–278. DOI: 10.1177/0170840613511928.

Abstract:

The 'dark side' of organizations has been represented in the literature as dysfunctional or abnormal, while more critical scholars regard it a condition of the 'normal' way in which organizations operate within a capitalist system. Drawing on the work of Franz Kafka, this paper develops a critique of both approaches. It is argued that we can learn much from Kafka because his representations challenge a top-down view of power and, therefore, suggest that there is light in the darkness. These insights are applied to a case study of a United Kingdom bank, to explore how managers, who are often neglected in critical accounts, are constituted through power relations, and how in the process of enrolling and controlling others, they discipline themselves. In taking this approach, the paper makes four main contributions. First, it elucidates how the 'dark side' has become an integral feature of everyday life in a contemporary organization and, second, it indicates limitations to the power that managers are able to exercise. Third, it explores how managers are fabricated as particular types of subject as they endeavour to discipline others, and finally it argues that whole layers of management can be understood as victims of the 'dark side'.

Meuer, J. (2014):

Archetypes of Inter-firm Relations in the Implementation of Management Innovation: A Set-theoretic Study in China's Biopharmaceutical Industry.

In: Organization Studies 35 (1), S. 121–145. DOI: 10.1177/0170840613495339.

Abstract:

Innovation research increasingly focuses on understanding why and how firms implement new management practices, processes or structures. Emerging in the shadow of research on technological innovation, growing evidence points towards the inter-firm relation as an important locus of innovation. Yet although organizational theory suggests discrete alternative inter-firm coordination mechanisms, the literature on management innovation has thus far treated the inter-firm relation as one broad mode of organizing. This study takes a configurational perspective to identify archetypes of inter-firm relations leading to the implementation of management innovation. Using fuzzy set Qualitative Comparative Analysis (fsQCA) to analyse 56 firm partnerships in China's biopharmaceutical industry, the empirical evidence identifies four such discrete inter-firm archetypes: organic coalitions, bureaucratic foundations, coalitions of intense interdependency and reciprocal foundations. The results suggest that the type of interdependency, rather than the coordination mechanisms governing inter-firm relations, leads to the implementation of management innovation.

Michaud, V. (2014):

Mediating the Paradoxes of Organizational Governance through Numbers.

In: Organization Studies 35 (1), S. 75–101. DOI: 10.1177/0170840613495335.

Abstract:

Despite abundant prescriptions regarding what boards should do, we know little about what they actually do, especially in the face of the paradoxical goals of both ensuring control (as expressed in agency theory) and fostering collaboration (as expressed in stewardship theory) simultaneously. Drawing from the study of a co-operative over a 10-year period (including ethnographic data collection spanning 3 years), this paper shows the role of numbers in mediating paradoxes of governance. We show that numbers from very different spheres support different models of governance, prompt their change, but also their coexistence. Paradoxical control–collaboration dynamics are embraced, fed by two number-supported micro-practices: personalizing/professionalizing issues and creating new calculable spaces. These practices enable board members to both “act at a distance” and control, while they are also “kept at a distance” from the general manager, who ensures the board’s collaboration.

Misangyi, V. F. (2014):

Donald Palmer Normal Organizational Wrongdoing: A Critical Analysis of Theories of Misconduct in and by Organizations Oxford: Oxford University Press, 2012. 313 pp. 9780-1995-7359-2 (hbk) 9780-1996-7742-9 (pbk).

[Review]. In: *Organization Studies* 35 (10), S. 1537–1541. DOI: 10.1177/0170840614532069.

Mol, M. J.; Birkinshaw, J. (2014):

The Role of External Involvement in the Creation of Management Innovations.

In: *Organization Studies* 35 (9), S. 1287–1312. DOI: 10.1177/0170840614539313.

Abstract:

There has recently been renewed scholarly interest in management innovating, the creation of new organizational practices, structures, processes and techniques. We suggest that external involvement in the process of management innovating can transpire in three different ways: direct input from external change agents; prior external experience of internal change agents; and the use of external knowledge sources by internal change agents. We ask whether the type of innovation created (radical or not; systemic or not) depends on the use of these three forms of involvement and whether the forms are substitutes or complements. We empirically investigate this through an archival study of 23 major historical innovations, using in-depth data from a large number of sources in the academic literature. We use three complementary methods of analysis: unstructured qualitative observations, correlational analysis and crisp-set qualitative comparative analysis. We find that the presence of external change agents is associated with systemic and incremental innovations; that the absence of external experience is associated with systemic and radical innovations; and that the presence of external sources of knowledge has no clear effect. Furthermore the three forms of involvement act to a large degree as substitutes. We contribute new theoretical arguments for the facilitators of management innovation, demonstrate the usefulness of an open innovation lens to the study of management innovation, show that management innovating is a relatively complex form of strategic process and highlight how the creation of management innovations is similar to and different from the genesis of other types of innovation.

Muhr, S. L.; Rehn, A. (2014):

Branding Atrocity: Narrating Dark Sides and Managing Organizational Image.

In: *Organization Studies* 35 (2), S. 209–231. DOI: 10.1177/0170840613511925.

Abstract:

Research on the dark side of organizations has usually focused on atrocities committed by organizations or specific persons within them. Less attention has been paid to how organizations can utilize atrocities they had no part in creating. In this article, the manner in which atrocities can be utilized, managed and narrated in corporate image-work is discussed through two empirical illustrations: The Body Shop’s campaign against trafficking, and a campaign by a social movement organization to curb violence towards women in Congo. The article argues that analyzing differences in how organizations choose and position external atrocities in their branding can benefit our understanding of both organizational image-work and the dark side of organization.

Munro, I. (2014):

Organizational Ethics and Foucault's 'Art of Living': Lessons from Social Movement Organizations.

In: Organization Studies 35 (8), S. 1127–1148. DOI: 10.1177/0170840614530915.

Abstract:

This article develops Foucault's later work on ethics and his concept of ethical askesis in the transformation of the self as a new approach to understanding organizational ethics. Scholars within the field of management and organization studies have already proposed the development of a Foucauldian approach to ethics, but the precise nature of such an 'art of living' has yet to be clarified. To address this gap in the literature this article builds on Foucault's theoretical and practical interest in the work of historical and contemporary social movement organizations. The article investigates the role that social movement organizations play as crucibles for the creation of new forms of organizational subjectivity and novel ethical practices. In this way the article develops a synthesis between the Foucauldian scholarship and social movement organization theory. The contribution of the article shows how social movement organizations act as sites for the creation of novel organizational subjectivities and ethical practices, and reconceptualizes organizational ethics in Foucauldian terms as a form of ethical askesis to transform the self.

Murdoch, Z.; Geys, B. (2014):

Institutional Dynamics in International Organizations: Lessons from the Recruitment Procedures of the European External Action Service.

In: Organization Studies 35 (12), S. 1793–1811. DOI: 10.1177/0170840614544558.

Abstract:

This article examines how organizational designs develop by proposing a novel theoretical framework that views organizational change as resulting from a dialectic process between interpretive agents. The key claim is that existing formal procedures (such as recruitment processes, our empirical focal point) are subject to involved actors' interpretive efforts. This results in a bargaining situation based on the interpretations of the principal actors, which may induce a feedback loop whereby the original procedures are amended. The empirical relevance of the theoretical argument is illustrated via a case study of the hiring procedures in the European External Action Service.

Narduzzo, A. (2014):

Jörg Sydow, Gerog Schreyögg (Eds.) Self-Reinforcing Processes in and among Organizations Houndmills: Palgrave Macmillan, 2013. 266 pp. ISBN: 978-0-230-39282-3.

[Review]. In: Organization Studies 35 (8), S. 1231–1234. DOI: 10.1177/0170840614532064.

Nyland, C.; Bruce, K.; Burns, P. (2014):

Taylorism, the International Labour Organization, and the Genesis and Diffusion of Codetermination.

In: Organization Studies 35 (8), S. 1149–1169. DOI: 10.1177/0170840614525388.

Abstract:

The conventional negative understanding of the scientific management movement has been challenged in recent decades by heterodox scholars who hold that the movement supported the democratization of the management process and in so doing worked closely with unions and with progressives within and around Roosevelt's New Deal administration. This paper seeks to strengthen this challenge to orthodoxy by documenting how the leadership of the Taylor Society, a body established by Frederick Taylor's inner circle as a vehicle to develop and promote their mentor's ideas, strove to internationalize the diffusion of participatory management in tandem with the International Labour Organization, a body whose core purpose was and is to promote codetermination both in workplaces and in wider society.

Orr, K. (2014):

Local Government Chief Executives' Everyday Hauntings: Towards a Theory of Organizational Ghosts.

In: Organization Studies 35 (7), S. 1041–1061. DOI: 10.1177/0170840614526182.

Abstract:

This paper develops a theory of organizational ghosts, a concept that describes the haunted and burdensome aspects of organizational life and in particular of leadership action. The concept of organizational ghosts is not offered as yet another metaphor, a lens through which to analyse particular organizations. Rather, I offer my discussion of ghosts as a theoretical concept that explains how inheritances of the past haunt the relations and struggles of the present. I tell a ghostly tale of the everyday leadership and learning practices of UK local government chief executives, and provide an exploration of organizational ghosts as a contribution to the growing interest in the action in the shadows, atmospheres, margins and boundaries of organizations. Drawing upon an ethnographic study of UK local councils, and embracing the multiplicity and heterogeneity of organizational ghosts, the paper considers the theoretical, political and ethical stakes involved in taking ghosts seriously. Its contribution is to show how ghosts are insinuated in organizations and to highlight leaders as figures who are both willing agents and uneasy hosts of hauntings, and to point to the mediating role of leaders in handling confrontations between the past, the present and the future.

Parmar, B. (2014):

From Intrapsychic Moral Awareness to the Role of Social Disruptions, Labeling, and Actions in the Emergence of Moral Issues.

In: Organization Studies 35 (8), S. 1101–1126. DOI: 10.1177/0170840613517595.

Abstract:

The purpose of this paper is to elaborate and extend a sensemaking view of how ethics issues emerge in and around organizations. Current research in ethical decision making relies predominantly on a definition of ethics that distinguishes moral decision-making processes from amoral or non-moral decision-making processes through the intrapsychic use of explicit moral concepts. I recognize the strengths and weaknesses of the current approach and propose a model which builds on previous empirical work to explain how morality emerges in organizations through social interaction. This sensemaking model illustrates the role of disruptions, labeling, and action in the emergence of moral issues, and recasts the emergence of ethical issues, not as the individual recognition of objective moral content, but as more or less reliable interrelating. The model developed in this paper contributes to theory about ethical decision making by: (1) moving beyond the categorization of construals as moral or amoral to examining the similarities and differences across construals and the effects of this overlap for joint action; (2) reinstating the role of action and its interpretation in the story of how moral issues emerge; (3) redescribing ethics as more or less reliable interrelating, which broadens the toolkit for improving organizational conduct; and finally, (4) highlighting how every decision frame has the potential to create a moral issue in interaction.

Peeters, C.; Massini, S.; Lewin, A. Y. (2014):

Sources of Variation in the Efficiency of Adopting Management Innovation: The Role of Absorptive Capacity Routines, Managerial Attention and Organizational Legitimacy.

In: Organization Studies 35 (9), S. 1343–1371. DOI: 10.1177/0170840614539311.

Abstract:

Drawing on two in-depth case studies, this paper develops a conceptual model of how absorptive capacity routines and their underlying processes of evolution influence the efficiency of management innovation adaptation processes. The model highlights three important relations. First, although different configurations of absorptive capacity routines can lead to the successful implementation of the same management innovation – namely the reconfiguration of firms' value chains through sourcing of business services from offshore countries – the sequence of developing routines, their adequacy, and the interdependencies fit between routines partly explain how rapidly and seamlessly a firm is able to implement a management innovation. Second, we identify managerial attention and organizational legitimacy as two critical and

interrelated sources of variation of the efficiency in the process of adopting and adapting management innovations. Finally, attention direction by a top-level internal change agent is more effective than local problemistic search to foster managerial attention and organizational legitimacy to both the management innovation to be adopted, and the need to develop and put into practice an appropriate set of absorptive capacity routines.

Phillips, M.; Pullen, A.; Rhodes, C. (2014):

Writing Organization as Gendered Practice: Interrupting the Libidinal Economy.

In: Organization Studies 35 (3), S. 313–333. DOI: 10.1177/0170840613483656.

Abstract:

While gender very much holds a place in organization studies, this is primarily in relation to being an object of study. Still largely silent and inexplicit is the gendered nature of what organization studies researchers themselves do when they research and write. Our overarching project in this essay is to render the gendered character of organization studies writing open for discussion, to disturb the taken-for-granted gender neutrality of the ways that organization studies is written, as well as to outline how it might be otherwise. The specific contribution we are led to is the setting out of the possibilities for, following Hélène Cixous, a bisexual writing of organization studies. We suggest that organization studies has been dominated by a participation in what Cixous calls a 'masculine libidinal economy'. This is a system of exchange where science, mastery and rigour are not so much an effort in inquiry, but more a form of (rough) trade through which to appease the fear of castration; the fear of not-knowing. In looking for alternatives we review recent developments in narrative methodology in organization studies and extend this through the idea of the feminine libidinal economy and towards a consideration of Cixous's practice of bisexual writing – a writing that challenges masculine orthodoxy by confusing it rather than attempting to replace it with another (feminine) orthodoxy.

Pritchard, K.; Whiting, R. (2014):

Baby Boomers and the Lost Generation: On the Discursive Construction of Generations at Work.

In: Organization Studies 35 (11), S. 1605–1626. DOI: 10.1177/0170840614550732.

Abstract:

Generations, and generational categories, offer a means of organizing our understandings of age and age-related issues. Particularly within practitioner-orientated debates, differences between generations are highlighted as creating tensions which organizations must address. In contrast, we offer a critical interrogation of generations and unpack the implications of particular constructions. Specifically we examine the discursive construction of generational issues in United Kingdom online news about age at work, focusing on baby boomers and the lost generation. We highlight the discursive work involved in constructing each generation as entitled to work and how responsibility for employment issues is variously positioned. These interrelated concerns develop into a debate about consequences, as different versions of the future are constructed. In contrast to essentialized understandings, our study shows how generations and generational categories are constructed and organize understandings of age at work. We further highlight how the constructions of generational differences and tensions become enrolled to legitimate age-related differences with regard to work. Such insights are essential to further our understandings of age-related issues in contemporary organizing.

Quinn, R. W. (2014):

Karen Golden-Biddle, Jane E. Dutton (Eds.) Using a Positive Lens to Explore Social Change and Organizations: Building a Theoretical and Research Foundation London: Routledge, 2012. 544pp. ISBN: 978-0415878869 (pbk).

[Review]. In: Organization Studies 35 (4), S. 635–638. DOI: 10.1177/0170840613502751.

Riach, K.; Rumens, N.; Tyler, M. (2014):

Un/doing Chrononormativity: Negotiating Ageing, Gender and Sexuality in Organizational Life.

In: Organization Studies 35 (11), S. 1677–1698. DOI: 10.1177/0170840614550731.

Abstract:

This paper is based on a series of 'anti-narrative' interviews designed to explore the ways in which lived experiences of age, gender and sexuality are negotiated and narrated within organizations in later life. It draws on Judith Butler's performative ontology of gender, particularly her account of the ways in which the desire for recognition is shaped by heteronormativity, considering its implications for how we study ageing and organizations. In doing so, the paper develops a critique of the impact of heteronormative life course expectations on the negotiation of viable subjectivity within organizational settings. Focusing on the ways in which 'chrononormativity' shapes the lived experiences of ageing within organizations, at the same time as constituting an organizing process in itself, the paper draws on Butler's concept of 'un/doing' in its analysis of the simultaneously affirming and negating organizational experiences of older self-identifying LGBT people. The paper concludes by emphasizing the theoretical potential of a performative ontology of ageing, gender and sexuality for organization studies, as well as the methodological insights to be derived from an 'anti-narrative' approach to organizational research, arguing for the need to develop a more inclusive politics of ageing within both organizational practice and research.

Rosso, B. D. (2014):

Creativity and Constraints: Exploring the Role of Constraints in the Creative Processes of Research and Development Teams.

In: Organization Studies 35 (4), S. 551–585. DOI: 10.1177/0170840613517600.

Abstract:

Research on creativity in organizations has revealed a variety of important paradoxes that seem fundamental to the nature of creativity itself. One such paradox is the tension between freedom and constraint in the creative process. Where some theorists have described the ideal creative process as unstructured, open-ended, and free of external limitations, others have found that creative individuals and teams can benefit from constraints. The purpose of this study is to make sense of this tension in the literature by investigating the ways in which constraints both inhibit and enhance work team creativity. Based on inductive field research with four research and development teams in a multinational corporation known for innovation, this study addresses the research questions: (a) What are the key constraints experienced by R&D teams and what impact do these have on team creativity?, and (b) Under what conditions do constraints inhibit or enhance R&D team creativity? This research uncovered a variety of salient constraints that can be organized into two broad categories: process constraints and product constraints. While process and product constraints were found to have differential impacts on team creativity, this study also revealed that under different circumstances, these constraints affected team creativity differently. Specifically, enduring team dynamics patterns, characterized as enabling dynamics and disabling dynamics, played a vital role in how teams interpreted and responded to constraints, and therefore whether constraints inhibited or enhanced team creativity. Teams experiencing the right kinds of constraints in the right environments, and which saw opportunity in constraints, benefitted creatively from them. The results of this research challenge the assumption that constraints kill creativity, demonstrating instead that for teams able to accept and embrace them, there is freedom in constraint.

Seidl, D.; Whittington, R. (2014):

Enlarging the Strategy-as-Practice Research Agenda: Towards Taller and Flatter Ontologies.

In: Organization Studies 35 (10), S. 1407–1421. DOI: 10.1177/0170840614541886.

Abstract:

Taking perspectives from papers published previously in *Organization Studies*, we argue for progress in strategy-as-practice research through more effective linking of 'local' strategizing activity with 'larger' social phenomena. We introduce a range of theoretical approaches capable of incorporating larger-scale phenomena and countering what we term 'micro-

isolationism', the tendency to explain local activities in their own terms. Organizing the theories according to how far they lean towards either tall or flat ontologies, we outline their respective strengths and weaknesses. Against this background, we develop three broad guidelines that can help protect against empirical micro-isolationism and thereby extend the scope of strategy-as-practice research.

Sorensen, B. M. (2014):

Changing the Memory of Suffering: An Organizational Aesthetics of the Dark Side.

In: Organization Studies 35 (2), S. 279–302. DOI: 10.1177/0170840613511930.

Abstract:

This paper addresses processes of subjection and abjection as expressed in organizational and collective memory. It complements recent developments in organizational memory studies by demonstrating how the dark side of organization has been subjected to what Susan Sontag calls a 'collective instruction' process that normalizes how this dark side is understood, or marginalized. The paper argues that history today is often represented as kitsch and offers a method of aesthetic 'juxtaposition' of visual artefacts that together with a detailed reading enables researchers to critically challenge this organization of memory and reintegrate abjected material. The method is exemplified by juxtaposing the iconic World War II photo of a little Jewish boy leaving his home with his hands in the air during the Nazi clearances of the Warsaw Ghetto and Paul Klee's iconic painting of an angel in terror, *Angelus Novus*, painted in 1920 just after World War I. The analysis demonstrates how history tends to be organized by a majoritarian system – in this case what has been termed 'the Holocaust industry' – through collective instruction in how to interpret events, and outlines alternative ways for exposing and resisting this process, resulting in the creation of counter-narratives. This analytical strategy confirms that organizational aesthetics resides at the heart of what is political.

Spedale, S.; Coupland, C.; Tempest, S. (2014):

Gendered Ageism and Organizational Routines at Work: The Case of Day-Parting in Television Broadcasting.

In: Organization Studies 35 (11), S. 1585–1604. DOI: 10.1177/0170840614550733.

Abstract:

This article contributes to the study of gendered ageism in the workplace by investigating how the routine of day-parting in broadcasting participates in the social construction of an ideology of 'youthfulness' that contributes to inequality. Critical discourse analysis is applied to the final judgment of an Employment Tribunal court case where the British public service broadcaster, the BBC, faced accusations of discrimination on the basis of both age and gender. Three interrelated findings are highlighted. First, the ideology of youthfulness was constituted through discursive strategies of nomination and predication that relied on an inherently ageist and sexist lexical register of 'brand refreshment and rejuvenation'. Second, the ideology of youthfulness was reproduced through a pervasive discursive strategy of combined de-agentialization, abstraction and generalization that maintained power inequality in the workplace by obscuring the agency of the more powerful organizational actors while further marginalizing the weaker ones. Third, despite evidence that the intersection of age and gender produced qualitatively different experiences for individual organizational actors, in the legitimate and authoritative version of the truth constructed in the Tribunal's final judgment, ageism discursively prevailed over sexism as a form of oppression at work. These findings support the view that the intersection of age and gender in the workplace should be explored by taking into account different levels of analysis – individual, organizational and societal – and with sensitivity to the context. They also suggest that the notion of gendered ageism is still poorly articulated and that the lack of an appropriate vocabulary encourages the discursive dominance of ageism over sexism, making the intersection of the two more difficult to study and to address.

Thomas, R.; Hardy, C.; Cutcher, L.; Ainsworth, S. (2014):

What's Age Got to Do With It? On the Critical Analysis of Age and Organizations.

In: Organization Studies 35 (11), S. 1569–1584. DOI: 10.1177/0170840614554363.

Abstract:

Age, as an embodied identity and as an organizing principle, has received scant attention in organization studies. There is a lack of critical appreciation of how age plays out in organizational settings, the material and discursive dynamics of age

practices, how age discourses impact on the body, and how age and ageing intersect with other identity categories. This is curious since age works as a master signifier in contemporary society and is something that affects us all. In this introductory essay, we show how the papers in this special issue redress this lacuna by enhancing and challenging what we know about age and organizations. We also set out an agenda for stimulating research conversations to bring an age-sensitive lens to organizational analysis. We structure our analysis around two focal points: age as an embodied identity, and the symbolic meanings of age within organizing practices. In doing so, we aim to provide a catalyst not only for research on age in organizations but also about the aged nature of organizing.

Tomlinson, F.; Colgan, F. (2014):

Negotiating the Self Between Past and Present: Narratives of Older Women Moving Towards Self-Employment.

In: Organization Studies 35 (11), S. 1655–1675. DOI: 10.1177/0170840614550734.

Abstract:

Older people are encouraged into self-employment as a means to extend their working lives; however, both age and gender are thought to constrain the capacity of individuals to take on an enterprising identity. This paper explores the narrative identity work of women over 50 contemplating a move into self-employment. It reveals how they negotiated a provisional self-employed identity in relation to an aged identity, an enterprising identity and an identity as organizational outsider. It discusses the implications of contrasting forms of engagement with these identities for the subsequent enactment of participants' business plans. The paper briefly considers the implications of its findings for the following areas: enacting and realizing provisional identities; the relationship of self-employment to enterprise; and a process-based conceptualization of age.

Vince, R.; Mazen, A. (2014):

Violent Innocence: A Contradiction at the Heart of Leadership.

In: Organization Studies 35 (2), S. 189–207. DOI: 10.1177/0170840613511924.

Abstract:

The aim of this article is to inform a shift from the idea that we need to have "better leaders" towards a better appreciation of emotions and power relations that make leadership possible and impossible in practice. The article makes two interconnected contributions to knowledge. First, "violent innocence" is introduced as a construct that is helpful in understanding inter-personal and organizational processes of projection and denial connected to leadership. Second, the construct is used to comprehend a "structure of innocence" in organizations arising from symbolic violence and connected to destructive relations of power that are accepted as normal. Three illustrations of violent innocence are discussed and linked with contradictions that are integral to leadership in practice.

Volberda, H. W.; van Den Bosch, F. A. J.; Mihalache, O. R. (2014):

Advancing Management Innovation: Synthesizing Processes, Levels of Analysis, and Change Agents.

In: Organization Studies 35 (9), S. 1245–1264. DOI: 10.1177/0170840614546155.

Abstract:

Despite the mounting evidence that innovation in management can fuel competitive advantage, we still know relatively little about how firms introduce new ways of managing. The goal of this introductory essay—and the Themed Section it introduces—is to advance this knowledge. To this end, we first synthesize the main developments in the field of management innovation and show that the field has branched into four main theoretical perspectives (rational, institutional, international business, and theory development perspectives). We then address the fragmentation issue that emerges from our review by proposing a co-evolutionary framework of management innovation that takes into account the dynamic and multilevel nature of the concept; we thus integrate the generation, diffusion, adoption, and adaptation phases of the management innovation process at the organizational, inter-organizational and macro level. Our integrative framework also addresses the role of human agency (managerial intentionality of internal and external change agents) and makes a distinction between three types of management innovations (new to the world, new to the organization and

adapted to its context, and new to the organization without adaptation). Furthermore, we discuss the contributions of the studies included in the Themed Section and identify several avenues for future research that we consider priorities for driving the further development of the field.

Walker, K.; Schlosser, F.; Deephouse, D. L. (2014):

Organizational Ingenuity and the Paradox of Embedded Agency: The Case of the Embryonic Ontario Solar Energy Industry.

In: Organization Studies 35 (4), S. 613–634. DOI: 10.1177/0170840613517599.

Abstract:

We examine organizational ingenuity within the paradox of embedded agency where organizational stakeholders are constrained in their behaviors by institutions, yet also influence and change these institutions. In this study organizational ingenuity represents the agency component and institutional constraints the embedded component. We build theory about ingenuity from a four-year case study of the embryonic Ontario solar industry. There were two major institutional constraints, limited grid access and political uncertainty. These led to four ingenuity strategies that emerged at different times and levels of analysis that challenged, complied with, or escaped the constraints. We combine these findings to develop a process model of the emergence of ingenuity in this embryonic industry. Lastly, we find that extending legitimacy to an ingenuity strategy is necessary for its success.

Weeks, J. (2014):

Anne-Laure Fayard, Anca Metiu The Power of Writing in Organizations: From Letters to Online Interactions New York and Hove: Routledge, 2013. 256pp. ISBN: 978-0-4158-8256-9. £34.99.

[Review]. In: Organization Studies 35 (3), S. 451–454. DOI: 10.1177/0170840613507417.

Werner, M. D.; Cornelissen, J. P. (2014):

Framing the Change: Switching and Blending Frames and their Role in Instigating Institutional Change.

In: Organization Studies 35 (10), S. 1449–1472. DOI: 10.1177/0170840614539314.

Abstract:

Taken-for-granted cognitive schemas form a core aspect of institutions. Whilst much is known about their effects, past research has not yet detailed and formalized how individual actors are able to initiate changes to such institutionalized schemas, reframe their circumstances and how, in turn, such a provisional reframing may itself evolve into a taken-for-granted schema. In this article, we argue that changes to existing institutions come about when actors engage in discursive processes of frame shifting or frame blending by which they articulate alternative or combined schematizations and succeed in building up common ground around the novel cognitive template. We elaborate a set of propositional arguments for when and how actors are more likely to initiate and realize institutional change by either discursively marking the contrast with prior cognitive schemas or by scaling these up into a broader understanding.

Xing, Y.; Liu, Y. (2014):

John Child, Kenneth K.T. Tse, Suzana B. Rodrigues The Dynamics of Corporate Co-Evolution Cheltenham, UK: Edward Elgar, 2013. 279pp. ISBN 978 1 84980 7432.

[Review]. In: Organization Studies 35 (7), S. 1087–1090. DOI: 10.1177/0170840613515617.

Yousfi, H. (2014):

Rethinking Hybridity in Postcolonial Contexts: What Changes and What Persists? The Tunisian case of Poulina's managers.

In: Organization Studies 35 (3), S. 393–421. DOI: 10.1177/0170840613499751.

Abstract:

Drawing on postcolonial studies of management, this article highlights the importance of adopting a contextualized approach to hybridization processes that, first, takes into account the importance of the historical and cultural contexts from which hybridity emerges and, second, helps to identify the elements that change as well as those that persist when western management practices are imported into developing countries. Using a discursive analysis, this article shows the ambivalent nature of the accounts given by managers (trained in western traditions) of the Tunisian company Poulina as they explain how they modernized their company through the implementation of a US management model. The managers' ambivalence takes on two distinct forms. First, while they seem to have internalized the rhetoric of modernization in insisting on how they used the US management model to overcome the 'dysfunctional' family-based organizational system, they simultaneously express resistance by detaching themselves from the French colonial organizational model. Second, when they describe the implementation of the US management practices and how workers resisted them, it seems that they have implicitly negotiated and reinterpreted these practices via a local cultural framework of meaning. Based on these findings, I argue that hybridity is best understood as an interweaving of two elements – the transformation of practices and cultural continuity – in which identity construction, local power dynamics and cultural frameworks of meaning jointly shape the hybridization process of management practices.

Zbaracki, M. J. (2014):

Alessandro Lomi, J. Richard Harrison (Eds.) Research in the Sociology of Organizations, vol. 36: The Garbage Can Model of Organizational Choice: Looking Forward at Forty Bingley, UK: Emerald Books, 2012. 458 pp.

[Review]. In: Organization Studies 35 (3), S. 454–459. DOI: 10.1177/0170840613518138.

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<http://www.tandfonline.com/loi/tpsp20#.VSPvMOHj8pQ>

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Alsford, Sally; Rose, Christine (2014):

Practice and policy to enhance student induction and transition: a case study of institution-wide change.

In: Perspectives: Policy and Practice in Higher Education 18 (2), S. 51–61. DOI: 10.1080/13603108.2014.918568.

Abstract:

This case study gives an analytical account of institutional development in induction provision. Driven by student experience concerns, a London post-1992 University set up an 'enhanced induction project' to provide a more integrated, personalised approach through more coordinated processes. In a large, diverse context, university-wide working is problematic; issues about control and autonomy are illustrated by this action research. Significant change has been achieved in a developmental process shaped by and revealing the interplay of differing organisational cultures. Critical reflection on change management, from practice and strategy to policy and embedding, draws on a range of work on organisational cultures.

Birds, Rachel (2014):

Middle managers in UK higher education conceptualising experiences in support of reflective practice.

In: Perspectives: Policy and Practice in Higher Education 18 (3), S. 90–98. DOI: 10.1080/13603108.2014.931894.

Abstract:

This paper examines the role of reflexivity in supporting middle managers in understanding and facilitating large-scale change management projects in their organisations. Utilising an example from a UK university, it is argued that the development of a conceptual model to fit local circumstances enables deeper understanding and better informed decision-making. The cultural and practical difficulties of applying industry-derived management models to higher education institutions are noted. A more nuanced approach is advocated instead, recognising the need for university managers to conceptualise their own circumstances by taking account of local organisational norms and culture to better understand and therefore manage challenging change projects. In conclusion, practical theorising can (re-)structure a complex situation and support the middle manager through the emotional and political challenges of organisational change.

Dunbar, David (2014):

Communication – putting the manners (back) into management.

In: Perspectives: Policy and Practice in Higher Education 18 (3), S. 84–89. DOI: 10.1080/13603108.2014.938138.

Abstract:

The organisation and administration of research and teaching in universities depends upon daily consultation, cooperation and negotiation, shared management and input of specialist and organisational skills and expertise. Universities conduct staff surveys which reveal significant worries about certain person–management aspects of everyday university business activity and indicate areas where we can significantly improve management–staff interaction and communication. These data are supported by basic and well-rehearsed management thinking and expert advice from both the higher education and general management fields and by personal experience. Aspects of leadership responsibility and behaviour and the interaction between manager and managed are described in terms of management 'manners', focussing on the requirements for clear and open communication, fairness, transparency, management 'modesty' and emotional competence. The positive effect good manners have on staff are outlined and further areas for development/review suggested.

Duncan, David (2014):

Valuing professional, managerial and administrative staff in HE.

In: Perspectives: Policy and Practice in Higher Education 18 (2), S. 38–42. DOI: 10.1080/13603108.2014.882427.

Abstract:

The article explores the role of the Registrar (Chief Operating Officer) in a university, and the ways in which we value the contributions of professional, managerial and administrative (PMA) staff. It assesses the conditions in which PMA staff work and describes the professional development opportunities they enjoy. The article goes on to analyse some of the challenges which PMA staff face, and ends by detailing fifteen recommendations for action. It concludes that valuing PMA staff is a complex, multi-dimensional and dynamic issue, but one which universities can ill afford to neglect.

ElObeidy, Ahmed A. (2014):

Governing public universities in Arab countries.

In: Perspectives: Policy and Practice in Higher Education 18 (4), S. 131–137. DOI: 10.1080/13603108.2014.965237.

Abstract:

Traditionally in Arab public universities, presidents are appointed by government authorities. Recently, in uprising Arab countries universities' presidents have been elected by universities' faculty members. Neither traditional nor self-governance pattern succeeded to modernise Arab universities. Reforming patterns of governance is critical for improved productivity and accountability in Arab universities. Applying the modern pattern of university governance depends on the country's political system and extent of democracy. Arab countries need to establish an improved process of searching for leadership candidates. Improving patterns of universities' governance in Arab countries can lead to improving higher education and research and enhancing competitiveness among faculty members.

Gander, Michelle (2014):

Managing your personal brand.

In: Perspectives: Policy and Practice in Higher Education 18 (3), S. 99–102. DOI: 10.1080/13603108.2014.913538.

Abstract:

Everyone has a personal brand. To ensure success at work you need to manage your personal brand which is made up of your tangible and intangible attributes. This paper reviews the literature around personal branding, looks at some of the attributes and discusses ways you can reflect and begin to build your personal brand in a higher education context. The paper finishes with some five ways to make sure your personal brand fails!

Gander, Michelle (2014):

The intersection of gender and age: an exploration.

In: Perspectives: Policy and Practice in Higher Education 18 (1), S. 9–13. DOI: 10.1080/13603108.2013.841301.

Abstract:

The understanding of gender inequality for women entering work has not been subject to significant research or theorizing. This small study indicated that young women entering the workplace are subject to direct discrimination and by using an intersectionality approach this paper proposes that the intersection of gender and young age results in women being identified as the out-group, stereotyped and subjected to micropolitics. This paper also argues that the continued unequal power relations in organizations ensures that equality and diversity policies do not change the individual non-conscious processes that take place that allow the continuation of the glass ceiling.

Hogan, John (2014):

Administrators in UK higher education: who, where, what and how much?

In: Perspectives: Policy and Practice in Higher Education 18 (3), S. 76–83. DOI: 10.1080/13603108.2014.930073.

Abstract:

Just who are 'administrators' in UK higher education? The definition of administrators is explored and it is argued that it has changed to become looser. Administrative roles are now much more diverse. Technological changes have created new roles and opportunities with progression opportunities for some staff. The statistical evidence from the Higher Education Statistics Agency is considered. This shows that a large percentage of support staff work in academic cost centres and changes in the numbers and type of staff working in different areas are considered.

Hogan, John (2014):

Celia Whitchurch: *Reconstructing Identities in Higher Education: The Rise of 'Third Space' Professionals*, SRHE, Routledge, Abingdon, 2012, 184 pp., ISBN 978-0-415-61483-2.

[Review].

In: Perspectives: Policy and Practice in Higher Education 18 (1), S. 32–33. DOI: 10.1080/13603108.2013.830157.

Hussain, Sadiq (2014):

Globalisation and Higher Education in the Arab Gulf States, by Gari Donn and Yahya Al Manthari, Symposium Books, Didcor, Oxford, 2010, 176 pp. US\$48.00 (paperback), ISBN 978-1-873927-31-1.

[Review].

In: Perspectives: Policy and Practice in Higher Education 18 (1), S. 33–34. DOI: 10.1080/13603108.2013.863237.

Law, David (2014):

'You say, we say ... '.

[Editorial].

In: Perspectives: Policy and Practice in Higher Education 18 (1), S. 1–2. DOI: 10.1080/13603108.2014.909088.

Law, David (2014):

Continuity and change: debating the future of UK HE. debating the future of UK HE.

[Editors note: my view]

In: Perspectives: Policy and Practice in Higher Education 18 (3), S. 103–107. DOI: 10.1080/13603108.2014.940411.

Law, David (2014):

Global perspectives.

[Editorial].

In: Perspectives: Policy and Practice in Higher Education 18 (4), S. 109–111. DOI: 10.1080/13603108.2014.990541.

Law, David (2014):

The good, the bad and the ugly ...

[Editorial].

In: Perspectives: Policy and Practice in Higher Education 18 (2), S. 35–37. DOI: 10.1080/13603108.2014.933610.

Law, David (2014):

Through the looking glass.

[Editorial].

In: Perspectives: Policy and Practice in Higher Education 18 (3), S. 73–75. DOI: 10.1080/13603108.2014.965933.

Lewis, Kenton (2014):

Constructions of professional identity in a dynamic higher education sector.

In: Perspectives: Policy and Practice in Higher Education 18 (2), S. 43–50. DOI: 10.1080/13603108.2014.914107.

Abstract:

The expansion and specialisation of 'non-academic' higher education roles, in response to increased regulation, monitoring and measurement of the sector, can be attributed to a rise in neoliberal managerialism and globalisation. Such changes have challenged the professional status of the academy, potentially 'de-professionalising' academic staff. This paper explores the extent to which a concurrent professionalisation of administrative and managerial staff has occurred, and examines the case for higher education administration as a profession. Building on a conceptual framework linking the literatures of 'professionalism' and 'identity', and referencing qualitative analysis undertaken as part of a doctoral thesis, the findings reveal that higher education administrators/managers possess the necessary tools to construct an identity as a professional, but that they lack the collective self-confidence to claim university administration as a profession. The paper recommends that through the facilitated acquisition of 'academic empathy', increased sectoral and societal visibility, promotion of higher education administration as a career path, and the development of a strong and consistent public voice, it is possible to instil the collective self-confidence necessary to proudly assert that university administration is a profession.

McDonald, Ian (2014):

Supporting international students in UK higher education institutions.

In: Perspectives: Policy and Practice in Higher Education 18 (2), S. 62–65. DOI: 10.1080/13603108.2014.909900.

Abstract:

International students make up an increasingly large proportion of the UK's student population. Whether studying at undergraduate, postgraduate taught or postgraduate research level, they require support just like home students. However, international students can often bring additional issues and complications for the staff who are supporting them. This paper examines the additional complications involved in supporting international students, with a specific focus on cultural issues, and will make recommendations as to how practice can be improved. Key recommendations include the introduction of greater support for staff who teach and support international students and the expansion of orientation programmes for international students to include topics such as current educational culture in the UK.

Palfreyman, David (2014):

European universities and the challenge of the market: a comparative analysis; Education and economic performance; The college cost disease: higher cost and quality, by M. Regini. Edward Elgar 2011, 225 pp. £70 (hbk), ISBN 978-1-84980-403-5.

[Review].

In: Perspectives: Policy and Practice in Higher Education 18 (1), S. 29–32. DOI: 10.1080/13603108.2013.794170.

Purcell, Wendy (2014):

Disruption and distinctiveness in higher education.

[Perspective].

In: Perspectives: Policy and Practice in Higher Education 18 (1), S. 3–8. DOI: 10.1080/13603108.2014.882426.

Raban, Colin; Cairns, David (2014):

How did it come to this?

In: Perspectives: Policy and Practice in Higher Education 18 (4), S. 112–118. DOI: 10.1080/13603108.2014.987331.

Abstract:

The English Funding Council has announced its intention to invite tenders for the contract currently held by the Quality Assurance Agency for Higher Education (QAA), and the Australian government is promoting a Bill to curb the activities of the equivalent body, the Tertiary Education Quality and Standards Agency. This article compares the two agencies, and it draws upon debates and developments in Australia to interpret recent changes in QAA's relationship with universities focusing, in particular, on the significance of the UK Quality Code for Higher Education and the new single review method – Higher Education Review. The authors suggest that QAA's current crisis may have been precipitated by its failure to attend to the concerns of its members (Universities UK and the other representative bodies). The article concludes by proposing three basic principles which should govern the design of any new method for the review of UK higher education institutions.

Schofield, Mark (2014):

Handcuffing institutional research and quality assurance to the student experience: 50 Shades of grey?

In: Perspectives: Policy and Practice in Higher Education 18 (4), S. 119–123. DOI: 10.1080/13603108.2014.990540.

Abstract:

Institutional Research (IR), as a concept, has been gaining traction in the UK and across the world, as evidenced by the growing number of European, African, Australasian and North American associations, communities, conferences and publications. This paper stresses the need for high-quality (Institutional) research behaviours, aligned with and embedded in quality assurance (QA) and enhancement approaches as part of the 'systematic' functions required by the QA Agency. Terenzini's 'three tiers of organisational intelligence' are offered as a benchmark for framing IR as a highly credible, efficacious, pursuit. It is argued that when IR has the expected features of academic research, it is more likely to be supported and have positive impact on practices and policy development.

Shah, Mahsood; Hartman, Kylee; Hastings, Graham (2014):

Partners or opponents: the engagement of students in a compliance driven quality assessment.

In: Perspectives: Policy and Practice in Higher Education 18 (1), S. 20–28. DOI: 10.1080/13603108.2013.835288.

Abstract:

The Australian government recently established a national regulator with responsibilities of registration and accreditation of all kinds of higher education providers including universities. The Tertiary Education Quality and Standards Agency (TEQSA) subsumes the functions of the previous Australian Universities Quality Agency (AUQA) with legislative powers to place sanctions on institutions for non-compliance. One of the key changes in relation to quality assurance and external reviews is a shift of focus from an improvement-led audit to a compliance driven assessment using externally set standards and risk based reviews. The new quality and regulatory framework introduced by the government is extensively based on the review of documentation and institutional performance on various metrics to identify compliance or non-compliance against standards and analysis of risk using risk indicators. Unfortunately, unlike the previous AUQA audit, TEQSA's quality assessment does not engage students in the review process as a way to identify areas of good practice and areas needing improvement. This paper argues the need for the national regulator to engage students in the review process rather than assessing the quality of student experience solely based on paper trail and documentation review. Failure to engage students in the assessment of quality raises questions on the role of students in external review, and whether the national regulator is established to serve the purpose of the government only in advancing quality and or transforming student learning and enhancing their experience.

Sia, E.K (2014):

Transnational higher education in Uzbekistan.

In: Perspectives: Policy and Practice in Higher Education 18 (4), S. 138–144. DOI: 10.1080/13603108.2014.979263.

Abstract:

This paper provides an overview of transnational higher education (THE) in Uzbekistan. It includes a brief account of THE current and future market trends. The data, gathered from a literature search, show that the demand for THE (off-campus) is growing even faster than the demand for international (on-campus) programmes. This paper then provides an account of higher education reform in Uzbekistan together with a review of the development of international branch campuses in that country. The purpose of this paper is to provide a case study that is relevant to alternative approaches/initiatives in higher education provision in Uzbekistan and Central Asia.

Talbot, Steve; Reeves, Alan; Johnston, James (2014):

Observations on the re-emergence of a binary system in UK universities for economics degree programmes.

In: Perspectives: Policy and Practice in Higher Education 18 (1), S. 14–19. DOI: 10.1080/13603108.2013.861879.

Abstract:

An audit of economics provision shows that over the past decade economics has disappeared from large parts of the UK's higher education landscape, especially the post-1992 universities. In the north of Britain the binary system has effectively re-emerged leaving many potential students unable to study key subjects such as economics. Post-1992 institutions appear to have responded to forces in the higher education market by retreating from key subjects. The experience of economics shows how universities exercising their autonomy deal with complex issues such as the link between research and subject provision and the stratification of applicants along social class lines.

Wepner, Shelley B.; Henk, William A.; Clark Johnson, Virginia; Lovell, Sharon (2014):

The importance of academic deans' interpersonal/negotiating skills as leaders.

In: Perspectives: Policy and Practice in Higher Education 18 (4), S. 124–130. DOI: 10.1080/13603108.2014.963727.

Abstract:

Four academic deans investigated when and how they used interpersonal/negotiating skills to function effectively in their positions. For two full weeks, the deans coded their on-the-job interactions during scheduled meetings, informal meetings, spontaneous encounters/meetings, telephone calls, and select email. Analyses revealed that the interpersonal/negotiating skills used, from most to least prevalent, were: working closely with others, being responsive to key persons, negotiating key players' roles, and keeping key persons in the organisation informed. Across these engagements, the deans interacted with 35 different categories of stakeholders inside and outside their institutions for 32 different purposes. Given the nature and range of interactions, the deans concluded that practicing and prospective deans should likely have access to professional development opportunities explicitly focused on working closely with others. Future research would need to confirm, however, whether interpersonal/negotiating skills are essential for deans' job survival and, if so, whether such skills can authentically be developed.

Yemini, Miri (2014):

Internationalisation discourse: What remains to be said?

In: Perspectives: Policy and Practice in Higher Education 18 (2), S. 66–71. DOI: 10.1080/13603108.2014.888019.

Abstract:

Globalisation has affected many aspects of daily life, including education. In the last decade, 'internationalisation' has become one of most popular terms in the education arena. A wide discourse exists, including the definition of internationalisation, its purpose, strategies, policies and practices, its assessment methods, and the motivation of different stakeholders to engage in it.

Internationalisation is not a constant phenomenon, but rather a process undergoing continuous change, influenced by external and internal social, economic, political and academic factors. Much has been written about its current and future dimensions and directions. This paper aims to add more insights to the existing literature by presenting emerging directions in the field of internationalisation in education on global, national, organisational and individual levels. Specifically, I discuss the convergence and unification of two processes heretofore addressed independently – internationalisation in schools and in higher education. I also present the connection of national and organisational processes into individual internationalised (cosmopolitan) competencies and discuss the secondary value of internationalisation in reconciliation and peace processes.

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<http://www.tandfonline.com/loi/cqhe20#.VSPsuuHj8pQ>

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Al-Thani, Shaikha Jabor; Abdelmoneim, Ali; Daoud, Khaled; Cherif, Adel; Moukarzel, Dalal (2014):

A perspective on student learning outcome assessment at Qatar University.

In: Quality in Higher Education 20 (3), S. 255–271. DOI: 10.1080/13538322.2014.964079.

Abstract:

This paper provides a unique perspective on the student learning outcome assessment process as adopted and implemented at Qatar University from 2006 to 2012. The progress of the student learning outcome assessment and continuous improvement efforts at the university and the initiatives taken to establish a culture of assessment and evidence-based continuous improvement within the university community are addressed. In addition, discussion is provided regarding the obstacles faced, possible ways to overcome these challenges and lessons learned from this experience. Finally, a list of factors that led to the successful implementation of the Student Learning Outcome Assessment System at Qatar University is provided that may serve to inform others engaged in institutionalising an outcomes-based assessment process.

Bennett, Roger; Kane, Suzanne (2014):

Students' interpretations of the meanings of questionnaire items in the National Student Survey.

In: Quality in Higher Education 20 (2), S. 129–164. DOI: 10.1080/13538322.2014.924786.

Abstract:

In many countries the outputs from university student satisfaction surveys are used for a variety of educational management purposes. Within the United Kingdom, the main instrument employed by state authorities to measure student satisfaction is the National Student Survey (NSS). The issue investigated by the current research related to whether students with different personal characteristics might ascribe disparate meanings to the wordings of particular items designed to measure certain dimensions of the NSS (for example, what is meant by 'prompt' feedback or by 'fair' marking). A sample of 319 business studies students in a UK university completed questionnaires concerning their learning orientations, levels of engagement with their courses, study skills and family backgrounds and their interpretations of the meanings of key dimensions of the NSS. A conjoint analysis methodology was applied to identify variations in interpretations. The results suggest that students with different kinds of learning orientation and different levels of engagement may hold disparate views on the meanings of key NSS dimensions. This brings into question the utility of employing overall average values of students' assessments of these matters for educational management and decision-making purposes. Within the present sample, disparities between the all-sample outcomes and the results for individuals who exhibited low levels of engagement with their programmes were especially pronounced.

Bergseth, Brita; Petocz, Peter; Abrandt Dahlgren, Madeleine (2014):

Ranking quality in higher education: guiding or misleading?

In: Quality in Higher Education 20 (3), S. 330–347. DOI: 10.1080/13538322.2014.976419.

Abstract:

The study examines two different models of measuring, assessing and ranking quality in higher education. Do different systems of quality assessment lead to equivalent conclusions about the quality of education? This comparative study is based on the rankings of 24 Swedish higher education institutions. Two ranking actors have independently assessed the quality of these institutions during the same year. The analysis focuses on the concepts of quality on which the rankings are based, the choice of quality indicators, as well as methods, data sources and assessors. Although both actors base their rankings on the same overarching definition of quality, their conclusions do not correspond. The statistical method applied in this review, Bland-Altman analysis, indicates no significant agreement between the qualitative and quantitative measurements of quality in higher education. On the contrary, in several cases there are remarkable differences.

Blanco Ramírez, Gerardo (2014):

A world of brands: higher education and the emergence of multinational quality franchises.

In: Quality in Higher Education 20 (2), S. 216–232. DOI: 10.1080/13538322.2014.924787.

Abstract:

This article explores the concepts of brand and franchise in the development of international quality assurance. The impact of corporate language and culture on higher education is evident and has been extensively analysed. Recent attention given to branding of universities reflects the ever-growing influence of corporate language and ideas. This article presents a conceptual exploration, grounded in a case study that documented the accreditation process of a Mexican university by a United States (US) regional agency. Discourses of exclusivity and legitimacy were widespread in the case; US accreditation was construed as a symbol of international quality given that US higher education hosts world-renowned universities with reputations that, like brands, can be franchised internationally. It is argued here that such new developments warrant further study and critique.

Brockerhoff, Lisa; Stensaker, Bjørn; Huisman, Jeroen (2014):

Prescriptions and perceptions of teaching excellence: a study of the national 'Wettbewerb Exzellente Lehre' initiative in Germany.

In: Quality in Higher Education 20 (3), S. 235–254. DOI: 10.1080/13538322.2014.978134.

Abstract:

This article discusses how teaching excellence is prescribed by policy-makers and perceived by higher education institutions in the national competition for teaching excellence (Wettbewerb Exzellente Lehre) in Germany. Teaching excellence has become an important topic around the world. Its importance can be seen in the increase in policy initiatives promoting teaching excellence, which are nowadays blossoming everywhere. However, the concept of teaching excellence is unclear and lacks critical discussion. The results of this study show that teaching excellence in Germany is characterised by a focus on the central leadership and its responsibility to create the conditions, through structural and cultural changes within higher education institutions to improve teaching quality. The implications of this approach for teaching and learning are discussed.

Caspersen, Joakim; Frølich, Nicoline; Karlsen, Hilde; Aamodt, Per Olaf (2014):

Learning outcomes across disciplines and professions: measurement and interpretation.

In: Quality in Higher Education 20 (2), S. 195–215. DOI: 10.1080/13538322.2014.904587.

Abstract:

Learning outcomes of higher education are a quality tool in a changing higher education landscape but cannot be seen as neutral measures across professions and disciplines. Survey results from graduates and recent graduates indicate that prevailing measures of learning outcomes yield the same result within and across disciplinary and professional divides. The main interpretation is that learning outcomes must be seen as a valid construct but that the results are highly dependent on the profession and discipline in a way that cannot be reduced to differences in learning outcomes only; measurements of learning outcomes must also be interpreted as mirroring different knowledge structures and knowledge bases in different professions and disciplines. Thus, attempts to make neutral comparisons of learning outcomes between different professions and disciplines are vulnerable to measuring only the differences in knowledge structures.

Cheng, Ming (2014):

Quality as transformation: educational metamorphosis.

In: Quality in Higher Education 20 (3), S. 272–289. DOI: 10.1080/13538322.2014.978135.

Abstract:

The notion of 'quality as transformation' has been widely used in the higher education sector. However, both quality and transformation are elusive terms. There is little research exploring how quality could be equated to transformation in the learning process. This paper will provide an insight into the relationship between quality and transformation at doctoral level. Using data from interviews with 32 PhD supervisors and students in two English universities and the outcomes of a collage-making workshop, this paper will reveal how student transformation was perceived as relating to quality learning. Transformation was described as involving five forms of development: intellectual, critical, personal, emotional and physical. Quality was perceived as goodness and interviewees used the term 'value' to express their expectation of something valuable and meaningful.

El-Khawas, Elaine (2014):

Inside quality reform: early results on using outcomes for improvement.

In: Quality in Higher Education 20 (2), S. 183–194. DOI: 10.1080/13538322.2014.926083.

Abstract:

This article offers evidence on ways in which assessment of student learning outcomes made a difference for some academic institutions in the United States. It offers perspectives on the internal changes that took place, especially within academic programmes. Even after the capacity for assessment was developed, challenges remained in evaluating evidence and deciding what changes will lead to improved outcomes for students. In response to assessment results, many programmes improved course content, pedagogy and the sequencing of courses. Advising was also strengthened to give greater clarity on requirements and deadlines that students found confusing. Some academic institutions introduced new reviews of student progress at significant mid-points in their studies.

French, Erica; Summers, Jane; Kinash, Shelley; Lawson, Romy; Taylor, Tracy; Herbert, James et al. (2014):

The practice of quality in assuring learning in higher education.

In: Quality in Higher Education 20 (1), S. 24–43. DOI: 10.1080/13538322.2014.889432.

Abstract:

There remains a lack of published empirical data on the substantive outcomes of higher learning and the establishment of quality processes for determining them. Studies that do exist are nationally focused with available rankings of institutions reflecting neither the quality of teaching and learning nor the diversity of institutions. This article describes two studies in which associate deans from Australian higher education institutions and focus groups of management and academics identify current issues and practices in the design, development and implementation of processes for assuring the quality of learning and teaching. Results indicate that developing graduate attributes and mapping assessments to measure outcomes across an entire programme necessitates knowledge creation strategies and systems as well as inclusive decision processes. Common elements supporting consistently superior outcomes include inclusivity of a range of teaching and support academics; embedded graduate attributes; consistent and appropriate assessment; digital collection mechanisms; and systematic analysis of outcomes used in programme review.

Gairín, Joaquín; Triado, Xavier M.; Feixas, Mònica; Figuera, Pilar; Aparicio-Chueca, Pilar; Torrado, Mercedes (2014):

Student dropout rates in Catalan universities: profile and motives for disengagement.

In: Quality in Higher Education 20 (2), S. 165–182. DOI: 10.1080/13538322.2014.925230.

Abstract:

Data from over 21,600 students who left Catalan higher education institutions during the academic years 2000–2001 and 2001–2002 have been analysed in order to describe the academic and personal profiles of university dropouts. Additionally, a telephone survey and face-to-face interviews with a pilot group of leavers were conducted to gather additional qualitative information about the reasons for their decision. The influences on non-completion can be reduced to three main factors, among which dissatisfaction with the quality of the students' experience, family and work responsibilities as well as economic difficulties, are prominent. Analysis conducted showed no significant differences between Catalan higher education institutions, with dropout percentages ranging from 28% to 33%. These rates should be

understood within a context of broad access to higher education. Within the European Higher Education Area scenario, the findings have triggered institutional endeavours to improve the quality of the students' and teachers' experience.

Kleijnen, Jan; Dolmans, Diana; Willems, Jos; van Hout, Hans (2014):

Effective quality management requires a systematic approach and a flexible organisational culture: a qualitative study among academic staff.

In: Quality in Higher Education 20 (1), S. 103–126. DOI: 10.1080/13538322.2014.889514.

Abstract:

This qualitative research examines the similarities and differences between three teaching departments within Universities of Applied Sciences (UAS) in the Netherlands that provide effective and three that provide less effective quality management. What are staff members' conceptions and perceptions of quality, quality management and organisational values and how do they connect? Per department three semi-structured interviews were conducted. Within all departments the conceptions of quality and the preferred organisational values are quite similar: quality is seen as continuous improvement of education and human relations values are preferred. The differences concern practice. In contrast with less effective departments, effective departments have a structured quality management that is closely connected with day-to-day work and results in improvements. In addition, these effective departments realise the organisational values they prefer, whereas less effective ones fail to do so. The recommendation is to work on a culture that involves cooperation, open communications, flexibility and external orientation and the close involvement of quality management in the regular work of staff.

Kohoutek, Jan (2014):

Analysing instrument mixes in quality assurance: the Czech and Slovak Accreditation Commissions in the era of mass higher education.

In: Quality in Higher Education 20 (1), S. 83–102. DOI: 10.1080/13538322.2014.890773.

Abstract:

Utilising insights from policy instrument theory, the article analyses the design, functioning and effects of the tools used by the Czech Accreditation Commission (CAC) and the Slovak Accreditation Commission (SAC) in the 2000s. Aside from programme accreditation, the other tools analysed are: institutional approval, institutional evaluations, evaluations of accredited activities and complex accreditations. Czech and Slovak programme accreditation is empirically evidenced to be very burdensome and have limited effectiveness. The commissions' evaluative activities reveal some inconsistency of recommendations and missing follow-ups. Overall, the analysis suggests that the spillover effects of on-site evaluations on accreditation verdicts are likely to limit long-term improvement intra-institutionally, causing inconsistency of the instrument mix applied by the CAC and the SAC. Due to these design discrepancies, the change-over from programme accreditation to quality audit, resulting in an approval-audit mix, is argued for as a viable development trajectory of Czech and Slovak systemic quality assurance.

Lodge, Jason M.; Bonsanquet, Agnes (2014):

Evaluating quality learning in higher education: re-examining the evidence.

In: Quality in Higher Education 20 (1), S. 3–23. DOI: 10.1080/13538322.2013.849787.

Abstract:

The ways in which the value-added benefits of higher education are conceptualised and measured have come under increased scrutiny as universities become more accountable to their funding bodies in a difficult economic climate. Existing approaches for understanding quality learning often rely on measuring the subjective student experience or on instruments that have questionable reliability and validity. In order to overcome these issues, the gap between rigour and relevance in higher educational research must be addressed. It is therefore suggested that the learning sciences play a greater role in understanding quality learning in universities. By directly examining the assumptions underpinning the conceptions of quality learning through an expansion of the evidence base available, more valid and reliable methods can be developed. These methods will then allow more sophisticated indicators for assessing what students gain from their time in higher education.

Melin, Marika; Astvik, Wanja; Bernhard-Oettel, Claudia (2014):

New work demands in higher education. A study of the relationship between excessive workload, coping strategies and subsequent health among academic staff.

In: Quality in Higher Education 20 (3), S. 290–308. DOI: 10.1080/13538322.2014.979547.

Abstract:

This study investigates the relationship between the work conditions in higher education work settings, the academic staff's strategies for handling excessive workload and impact on well-being and work-life balance. The results show that there is a risk that staff in academic work places will start using compensatory coping strategies to deal with excessive demands and that this might seriously impair their health. The compensatory strategy cluster emerged as a 'risk group' among the three identified strategy clusters, having a lower work-life balance and suffering from stress-related symptoms more often than the other two strategy clusters. The results also show that high educational level, management position and wide discretion as regards regulation of work in time and space (when and where to work) are factors that might contribute to a lower work-life balance. In practice, the results can contribute to create more sustainable work environments by detecting risk behaviours and risk factors.

Meriläinen, Matti (2014):

Factors affecting study-related burnout among Finnish university students: teaching-learning environment, achievement motivation and the meaning of life.

In: Quality in Higher Education 20 (3), S. 309–329. DOI: 10.1080/13538322.2014.978136.

Abstract:

This study of a large sample (n = 3035) examined relationships between study-related burnout and components of the teaching-learning environment, achievement motivation and the perceived meaning of life. The overall model, tested with structural equation modelling, revealed that the factor of the teaching-learning environment correlated with both student conceptions of perceived proper workload and achievement motivation. No direct relationship between university students' conceptions of the teaching-learning environment and burnout was found. In addition, the relation between workload and burnout was minor. Achievement motivation mediates student perceptions of the teaching-learning environment (as well as the perceived workload and the meaning of life). This finding stresses the meaning of teachers' daily pedagogical decisions. Those are essential for students' positive perceptions that in turn support efficacy beliefs and increase motivation and, indirectly, well-being. This implication should be taken into account in further research concerning study-related burnout and in university teachers' pedagogical training.

Pitman, Tim (2014):

Reinterpreting higher education quality in response to policies of mass education: the Australian experience.

In: Quality in Higher Education 20 (3), S. 348–363. DOI: 10.1080/13538322.2014.957944.

Abstract:

This article explores the relationship between mass education, higher education quality and policy development in Australia in the period 2008–2014, during which access to higher education was significantly increased. Over this time, which included a change of national government, the discursive relationship between mass higher education and higher education quality shifted from conceptualising quality as a function of economic productivity, through educational transformation and academic standards, to market competition and efficiency. Throughout, the student was more often positioned as a servant towards higher education quality, rather than its benefactor.

Turri, Matteo (2014):

The new Italian agency for the evaluation of the university system (ANVUR): a need for governance or legitimacy?

In: Quality in Higher Education 20 (1), S. 64–82. DOI: 10.1080/13538322.2014.889429.

Abstract:

After nearly 20 years of evaluation in Italian higher education, a new national agency for the evaluation of the university system (ANVUR) came into being in 2011. This article traces the history of evaluation in Italian universities, discussing the tasks assigned to the national evaluation bodies and their functions within the university system. In order to analyse the evolution of national evaluation systems the article discusses the contribution made by evaluation to the governance system mechanisms and the legitimacy requirements to which the universities are subject. The adoption of quantitative parameters and standards in the evaluation process is one of the elements that contributes most to interpreting the significance and consequences of the evaluation.

Vukasovic, Martina (2014):

Institutionalisation of internal quality assurance: focusing on institutional work and the significance of disciplinary differences.

In: Quality in Higher Education 20 (1), S. 44–63. DOI: 10.1080/13538322.2014.889430.

Abstract:

The study suggests that institutionalisation of a comprehensive and systematic approach to internal quality assurance of higher education institutions inspired by the Bologna Process has regulative, normative and cultural-cognitive dimensions. It includes development of structures and procedures for quality assurance, as well as boosting of the socio-political and cognitive legitimacy of the new approaches to quality assurance and the extent to which new approaches are taken-for-granted. Institutionalisation is primarily pushed forward by administrative and junior academic staff. They use the Bologna Process and the European Standards and Guidelines for furthering institutionalisation of internal quality assurance but also rely on the already institutionalised activities related to quality for demonstrating that the new approaches to internal quality assurance are not entirely alien. The study shows that disciplinary differences matter. In the hard-applied fields the regulative elements seem to be not very important, while in the soft-applied fields the regulative aspects are a necessary condition for further institutionalisation. Furthermore, in cultural-cognitive terms, the hard-applied faculty focuses on quantification and technical aspects of internal quality assurance, while the soft-applied field stresses procedural elements and is more prone to adopt a qualitative approach.

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Abramo, G.; D'Angelo, C. A.; Di Costa, F. (2014):

A new bibliometric approach to assess the scientific specialization of regions.

In: Research Evaluation 23 (2), S. 183–194. DOI: 10.1093/reseval/rvu005.

Abstract:

The objective of the current work is to identify the territorial scientific specializations present in Italy, at the levels of regions and provinces (NUTS2 and NUTS3). To do this, we take a bibliometric approach based on the scientific production of the entire public research system in the hard sciences sphere, for the 5 years 2006–10. In particular, we apply a new index of scientific specialization (Scientific Specialization Index, SSI) that takes account of both the quantity and quality of scientific production achieved by the research institutions of a given territory.

Anderson, D. L.; Tressler, J. (2014):

The New Zealand performance-based research fund and its impact on publication activity in economics.

In: Research Evaluation 23 (1), S. 1–11. DOI: 10.1093/reseval/rvt017.

Abstract:

New Zealand's academic research assessment scheme, the Performance-Based Research Fund (PBRF), was launched in 2002 with the stated objective of increasing average research quality in the nation's universities. Evaluation rounds were conducted in 2003, 2006 and 2012. In this article, we use 22 different journal weighting schemes to generate output estimates of refereed journal article and page production for three 6-year periods (1994–9; 2000–5 and 2006–11). These periods reflect a pre-PBRF environment, a mixed assessment period, and a pure PBRF research environment, respectively. Our findings indicate that, on average, research productivity, defined in either article or page terms, has increased since the introduction of the PBRF. However, this outcome is due to a major increase in the quantity of articles and pages produced per capita that has more than off-set a decline in the quality of published outputs since the introduction of the PBRF. In other words, our findings suggest that the PBRF has failed to achieve its stated goal of increasing average research quality, but it has resulted in substantial gains in productivity achieved via large increases in the quantity of refereed journal articles.

Bishop, P. R.; Huck, S. W.; Ownley, B. H.; Richards, J. K.; Skolits, G. J. (2014):

Impacts of an interdisciplinary research center on participant publication and collaboration patterns: A case study of the National Institute for Mathematical and Biological Synthesis.

In: Research Evaluation 23 (4), S. 327–340. DOI: 10.1093/reseval/rvu019.

Abstract:

Interdisciplinary research centers are typically viewed as a vehicle for creating opportunities in science where the intricacy of the research problem calls for persistent collaboration across multiple disciplines. This case study analyzed the effects of an interdisciplinary research center on the publication and collaboration behaviors of faculty affiliated with the center. The study also sought to determine through faculty interviews what factors contributed to these effects for participants whose publication and collaboration behaviors were most changed after affiliation. Results of the study indicate that affiliation with the center has a significant positive effect on participant collaboration activities, and a moderate positive effect on publication activities (i.e. publishing in new fields). Factors contributing to success cited by interviewees included organized leadership, a positive atmosphere, breaking into sub-groups, and the ability to collaborate with researchers with whom they would not have interacted outside of the center. This case study may be useful in providing a framework for early evaluation of the effects of interdisciplinary research centers on affiliated participants.

Bornmann, L. (2014):

How are excellent (highly cited) papers defined in bibliometrics? A quantitative analysis of the literature.

In: Research Evaluation 23 (2), S. 166–173. DOI: 10.1093/reseval/rvu002.

Abstract:

As the subject of research excellence has received increasing attention (in science policy) over the past few decades, increasing numbers of bibliometric studies have been published dealing with excellent papers. However, many different methods have been used in these studies to identify excellent papers. The present quantitative analysis of the literature has been carried out to acquire an overview of these methods and an indication of an 'average' or 'most frequent' bibliometric practice. The search in the Web of Science yielded 321 papers dealing with 'highly cited', 'most cited', 'top cited', and 'most frequently cited'. Of the 321 papers, 16 could not be used in this study. In around 80% of the papers analyzed in this study, a quantitative definition has been provided to identify excellent papers. With definitions that relate to an absolute number, either a certain number of top cited papers (58%) or papers with a minimum number of citations are selected (17%). Approximately 23% worked with percentile rank classes. Over these papers, there is an arithmetic average of the top 7.6% (arithmetic average) or of the top 3% (median). The top 1% is used most frequently in the papers, followed by the top 10%. With the thresholds presented in this study, in future, it will be possible to identify excellent papers based on an 'average' or 'most frequent' practice among bibliometricians.

Casani, F.; Filippo, D. de; Garcia-Zorita, C.; Sanz-Casado, E. (2014):

Public versus private universities: Assessment of research performance; case study of the Spanish university system.

In: Research Evaluation 23 (1), S. 48–61. DOI: 10.1093/reseval/rvt028.

Abstract:

Higher education has undergone far-reaching changes in most countries in recent years. University systems are in the midst of profound transformation and institutions are under growing competitive pressure to improve their performance. This tendency to introduce market mechanisms in education and extend more professional management systems to universities has translated into the appearance on the scene, unprecedented in some countries, of private universities, many as for-profit organizations. This article aims to assess the impact of private universities' activity on academic research. To this end, it conducts a case study of the Spanish university system, comprising 78 universities, 49 public and 29 private. Most of the latter were founded in the 1990s or later in response to a policy geared to enhancing performance in higher education by heightening competition. The conclusion drawn is that private universities, particularly the for-profit kind, conduct research less intensively than public institutions. Their contribution to this, the public good dimension of the university mission, is consequently still scant, for their focus is on teaching.

Chan, H. F.; Gleeson, L.; Torgler, B. (2014):

Awards before and after the Nobel Prize: A Matthew effect and/or a ticket to one's own funeral?

In: Research Evaluation 23 (3), S. 210–220. DOI: 10.1093/reseval/rvu011.

Abstract:

The primary aim of this descriptive exploration of scientists' life cycle award patterns is to evaluate whether awards breed further awards and identify researcher experiences after reception of the Nobel Prize. To achieve this goal, we collected data on the number of awards received each year for 50 years before and after Nobel Prize reception by all 1901–2000 Nobel laureates in physics, chemistry, and medicine or physiology. Our results indicate an increasing rate of awards before Nobel reception, reaching the summit precisely in the year of the Nobel Prize. After this pinnacle year, awards drop sharply. This result is confirmed by separate analyses of three different disciplines and by a random-effects negative binomial regression model. Such an effect, however, does not emerge for more recent Nobel laureates (1971–2000). In addition, Nobelists in medicine or physiology generate more awards shortly before and after prize reception, whereas laureates in chemistry attract more awards as time progresses.

Chavarro, D.; Tang, P.; Rafols, I. (2014):

Interdisciplinarity and research on local issues: evidence from a developing country.

In: Research Evaluation 23 (3), S. 195–209. DOI: 10.1093/reseval/rvu012.

Abstract:

This paper explores the relationship between interdisciplinarity and research pertaining to local issues. Using Colombian publications from 1991 until 2011 in the Web of Science, we investigate the relationship between the degree of interdisciplinarity and the local orientation of the articles. We find that a higher degree of interdisciplinarity in a publication is associated with a greater emphasis on Colombian issues. In particular, our results suggest that research that combines cognitively disparate disciplines, what we refer to as distal interdisciplinarity, tends to be associated with more local focus of research. We discuss the implications of these results in the context of policies aiming to foster the local socio-economic impact of research in developing countries.

Falavigna, G.; Manello, A. (2014):

External funding, efficiency and productivity growth in public research: the case of the Italian National Research Council.

In: Research Evaluation 23 (1), S. 33–47. DOI: 10.1093/reseval/rvt026.

Abstract:

This article presents an application of the Directional Output Distance Function (DODF) model to measure the internal performances of the Italian National Research Council (CNR). Research institutes are seen as Decision Making Units (DMUs), which produce two different kinds of scientific outputs using inputs. We consider some outputs more important from a scientific point of view than others, which we refer to as bad. Financial constraints, recently imposed by the government, do not allow the institutes to freely dispose of their output portfolio, and bad outputs have to be produced in order to obtain external funds. Using the DODF framework it is possible to estimate the effect of fund cuts in terms of potential scientific products lost. By applying the Malmquist–Luenberger indexes we produce evidence on the trend of Total Factor Productivity (TFP) after the 2003 internal restructuring process. A comparison of results within the standard efficiency framework is provided and the big differences that emerge allow us to draw alternative conclusions on the recent evidence.

Forster, S. P.; Seeger, S. (2014):

Tax revenue accruing from the commercialization of research findings as an indicator for economic benefits of government financed research.

In: Research Evaluation 23 (3), S. 233–248. DOI: 10.1093/reseval/rvu013.

Abstract:

In this article, we propose the use of tax payments accruing from the commercialization of research findings as a measure of research benefits complementing the existing range of evaluation tools. We place this novel approach to assess the economic returns to publicly funded research in the context of previous studies and highlight its advantages. The application of our method over a long period is demonstrated with the example of saccharin, which was discovered in the context of a curiosity-driven fundamental research project. In our study, we focused on Monsanto's commercial saccharin production finding notable returns.

Fu, H.-Z; Ho, Y.-S (2014):

Top cited articles in adsorption research using Y-index.

In: Research Evaluation 23 (1), S. 12–20. DOI: 10.1093/reseval/rvt018.

Abstract:

A bibliometric index called Y-index (j, h) is developed, taking the prominent first author and corresponding author positions into account for evaluation and comparison of scientific productivity. Y-index contained two parameters: publication performance j, which is related to publication quantity, and publication character h, which describes the

proportion of corresponding author publications (RP) to first author publications (FP). The top cited articles with at least 100 citations from 1900 to 2012 were selected to examine the Y-index for the evaluation. Y-index and three indicators, number of total publications, FP and RP, were compared. The main contributors of authors, institutions and countries and their contribution characters were revealed by Y-index. Results showed that the topmost authors were more likely to being designated as the corresponding authors, and their contribution characters varied widely. Most institutions and countries had a balance of FP and RP. Y-index that accredits the important collaborators with weighted and comprehensive credit might be a better choice for the evaluation.

Gazni, A.; Thelwall, M. (2014):

The long-term influence of collaboration on citation patterns.

In: Research Evaluation 23 (3), S. 261–271. DOI: 10.1093/reseval/rvu014.

Abstract:

This study assesses the long-term impact of collaboration in terms of the extent to which collaborators cite each other's works and cite the same publications as each other. The results are based on coauthorship of academic articles during 1990–2010. Although the number of citations to, and common references with, collaborators both increase as the number of collaborators increases over time, these differ between collaborators. For example, many authors do not cite their collaborators and many collaborators do not cite any of the same references as each other. In contrast, many authors cite their collaborators extensively and many collaborators have many of the same references as each other. The extent of citing collaborators and citing the same references as cited by collaborators varies with the impact of the collaborators. These widely different properties may reflect some collaborators working in completely different research areas, others working in the same broad research area, and still others working within a narrow research area. Alternatively, some collaborators may learn from or monitor each other while others do not.

Gonzalez-Alcaide, G. (2014):

Scientometric portrait of biochemist Santiago Grisolia: publication productivity, collaboration patterns, and citation analysis.

In: Research Evaluation 23 (2), S. 150–165. DOI: 10.1093/reseval/rvu003.

Abstract:

Santiago Grisolia has made numerous scientific discoveries and contributions of great relevance to the advancement of biochemistry and molecular biology, particularly in the field of enzymology in the metabolism of nitrogen related to the urea cycle and the impoverishment of pyrimidines. This article analyses, by means of bibliometrics indicators and social network analysis, his professional career, comparing the results obtained with the patterns of scientific activity of other distinguished researchers. The main findings of the study carried out are as follows: the evolution of his scientific productivity shows an initial period in which the growth is slow or moderate, followed by a fast exponential growth phase with a high level of productivity sustained over a long period (from 33 to 72 years old); a wide spectrum of collaborators increased progressively over time; and notable citation levels with a sustained number of citations received, despite a reduction in his scientific productivity over recent years. Some phenomena common to the professional trajectory of other relevant scientific figures have been observed, such as the early start to scientific publication; intervention in different areas of knowledge; frequent publication in multidisciplinary journals as well as in journals specialized in his area of knowledge; the presence, in a majority of cases, in the first or last position in the order of authorships; as well as the high levels of collaboration and citation of a great many of his papers. These patterns may be followed by young scientists or newcomers to achieve scientific excellence.

Hallonsten, O.; Hugander, O. (2014):

Supporting 'future research leaders' in Sweden: Institutional isomorphism and inadvertent funding agglomeration.

In: Research Evaluation 23 (3), S. 249–260. DOI: 10.1093/reseval/rvu009.

Abstract:

The most recent fashion in the policy-level promotion of excellence in academic research seems to be the launching of funding programs directed to young and promising (postdoc level) researchers with the purpose of assisting them in establishing their own research profile at this allegedly crucial and fragile career stage. In the Swedish public research funding system, which is rather diversified and also quite recently has been recast, a number of such programs have been launched in recent years by public and private actors alike, all with the stated ambition of providing funding to those typically in lack of the same. In this article, we discuss the rather striking uniformity of these programs on the basis of the concept of institutional isomorphism from neoinstitutional theory, which is a powerful conceptual tool with capacity to explain why organizations in the same field grow alike in their practices despite preconditions that would suggest otherwise. Analyzing qualitatively the stated purposes of the programs and the discursive shift that accompanies them in policy, and analyzing quantitatively the 130 recipients of funding from the programs, we show that there are agglomeration effects that are unintended but also expectable, given the nature of the funding landscape in Sweden and the institutional isomorphism among the organizations in the field.

Hessels, L. K.; Wardenaar, T.; Boon, W. P. C.; Ploeg, M. (2014):

The role of knowledge users in public-private research programs: An evaluation challenge.

In: Research Evaluation 23 (2), S. 103–116. DOI: 10.1093/reseval/rvu007.

Abstract:

Many contemporary science systems are witnessing the rise of public-private research programs that aim to build capacity for research and innovation in strategic areas. These programs create a significant policy challenge: how to select—based on ex ante evaluations—a consortium that will carry out public-private research activities that will contribute to the overall policy goal of capacity-building in the science and innovation system? And how to make sure that knowledge users are involved in the research program in a meaningful way? The aim of this article is to explore the possibilities for ex ante evaluation of public-private research programs in a systematic comparison of 37 Dutch programs funded by the 'Investment Grants for Knowledge Infrastructure' (Besluit Subsidies Investeren Kennisinfrastructuur) in 2004. Our research question is as follows: to what extent can involvement and commitment of knowledge users in the stage of drawing up the program proposal serve as a predictor of their later involvement and financial contribution? Using available archival data on the programs, we show that on average there is a close association between user involvement in the proposals of public-private research consortia and their eventual involvement during the implementation, but that there are substantial differences between plans and implementation in individual cases. Our analysis suggests that selecting consortia for funding based on their program proposals is possible and legitimate, but that strict rules are necessary to safeguard the financial contributions of knowledge users.

Hung, C.-L.; Shiu, P.-J (2014):

Evaluating project performance by removing external effects: Implications to the efficiency of research and development resource allocation.

In: Research Evaluation 23 (4), S. 366–380. DOI: 10.1093/reseval/rvu022.

Abstract:

Research and development (R&D) project performance is traditionally evaluated using cost-benefit analysis. However, external effects beyond managerial control often create advantageous or disadvantageous biases during evaluation. In this study, we used a three-stage data envelopment analysis method to evaluate R&D efficiency and Tobit regressions, removing the external effects of technology type, accumulative experience, international linkage, and group diversity. This study examined these external factors by using 39 academic projects constituting the Taiwan National Telecommunication Program. Technology type and accumulative experience enabled R&D projects to be advantageously implemented in the human resource department, whereas group diversity was disadvantageous and created superfluous repetition in human resources. International linkage was disadvantageous because of slack subsidies. After external effects were removed, most projects shifted from a state in which returns decreased to a state in which returns increased. Finally, we discussed the implications of these findings for project management and governmental subsidy policies that are implemented to evaluate performance and allocate resources.

Jong, S. de; Barker, K.; Cox, D.; Sveinsdottir, T.; van den Besselaar, P. (2014):

Understanding societal impact through productive interactions: ICT research as a case.

In: Research Evaluation 23 (2), S. 89–102. DOI: 10.1093/reseval/rvu001.

Abstract:

Universities are increasingly expected to fulfill a third mission in addition to those of research and education. Universities must demonstrate engagement with society through the application and exploitation of knowledge. As societal impact of research is uncertain, long term and always dependent on other factors, we argue here that evaluation should focus on the conditions under which societal impact is generated rather than on the impact itself. Here we focus on a specific set of those conditions: the interactions between academic researchers and societal actors. Instead of speculating about potential impacts of research, we argue that current productive interactions of researchers with societal stakeholders improve the probability that future societal impact will occur. This article supports this idea by examining in detail several, mainly retrospective examples. As productive interactions are field specific, we restrict ourselves to 'professional adhocracy fields', especially to information and communication technologies (ICT) research. We address the patterns of productive interactions that result in societal impact within this field and we discuss whether differences are observed in contrast to other fields, such as social sciences and humanities (fragmented adhocracies). We end by discussing the implications that these patterns have for societal impact assessment. Shifting the focus to interactions allows assessment of short-term knowledge transfer and other collaborative efforts with stakeholders that contribute to long-term societal impact.

Lemay, M. A.; Sa, C. (2014):

The use of academic research in public health policy and practice.

In: Research Evaluation 23 (1), S. 79–88. DOI: 10.1093/reseval/rvt029.

Abstract:

This study sought to gain a better understanding of the ways in which users access academic research, by observing decision-making at the micro level in a public health unit (PHU) in Ontario, Canada. The overarching question guiding the study is as follows: how do PHU staff members access, engage with, and make use of academic research in order to advance their mandate? Ethnographic methods were used to collect data from direct observations and informant input, augmented by document review. A two-dimensional (2D) continuum of research use was adopted as an organizing heuristic. Research use was shown to be highly dynamic, spanning (spatially) across and transitioning (temporally) through both dimensions of the 2D organizing heuristic. While this research focuses on the context of use, it acknowledges interactions with the other contexts. This study suggests that users may have more 'agency' in the ways in which they engage with and use research. The full range of possibilities discussed is critical for accurately documenting the impacts of academic research. Findings should be relevant to other sectors where research use capacity is being developed.

Li, Y.; Ruiz-Castillo, J. (2014):

The impact of extreme observations in citation distributions.

In: Research Evaluation 23 (2), S. 174–182. DOI: 10.1093/reseval/rvu006.

Abstract:

This article studies the role of extremely highly cited articles in two instances: the measurement of citation inequality and mean citation rates. Using a data set, acquired from Thomson Scientific, consisting of 4.4 million articles published in 1998–2003 in 22 broad fields with a 5-year citation window, the main results are the following. First, both within each of 22 broad fields and in the all-sciences case, citation inequality is strongly affected by the presence of a handful of extreme observations, particularly when it is measured by citation inequality indices that are very sensitive to citation differences in the upper tail of citation distributions. Second, the impact of extreme observations on citation averages is generally much smaller. The concluding section includes some practical lessons for students of citation inequality and/or users of high-impact indicators.

Mauleon, E.; Daraio, C.; Bordons, M. (2014):

Exploring gender differences in patenting in Spain.

In: Research Evaluation 23 (1), S. 62–78. DOI: 10.1093/reseval/rvt030.

Abstract:

The under-representation of women in science and technology is a matter of current great concern. Obtaining patent-based indicators by gender is crucial to analyse the situation of women in innovation, identify potential cases of gender inequalities, and support policy measures to promote gender balance. In this article we analyse men and women involvement in Spanish patents applied to the European Patent Office during 1990–2004. At least one female inventor is present in 18% of the patents; female contribution amounts to 9% of the total and 14% of inventors are women. Female involvement is above average in the academic public sector and in specific thematic areas, while the share of women in industry is very low. Female inventors show a stronger trend to collaborate than their male counterparts, as measured through their lower percentage of single-inventor patents and their higher co-inventorship index. Over the 15-year period under analysis, women's involvement in patenting activity shows an upward trend, especially at universities and in cross-gender teams and the specialization profile of women tends to expand. Main difficulties in the development of patent-based indicators by gender are pointed out and the relevance of indicators to monitor the situation of women in innovation activity is highlighted.

Passani, A.; Monacciani, F.; van der Graaf, S.; Spagnoli, F.; Bellini, F.; Debicki, M.; Dini, P. (2014):

SEQUOIA: A methodology for the socio-economic impact assessment of Software-as-a-Service and Internet of Services research projects.

In: Research Evaluation 23 (2), S. 133–149. DOI: 10.1093/reseval/rvu004.

Abstract:

A methodology for the self-assessment of the socio-economic impact of Software-as-a-Service and Internet of Services research projects is presented in the context of EU-funded research. The SEQUOIA methodology was developed by assessing 30 existing projects in close collaboration with them. This process was documented to provide a basis for future research projects to apply the methodology on their own. The model and the empirical findings are discussed in detail, focussing on five projects that qualified as 'best practices'. The main findings are that an 'impact assessment culture' needs to be cultivated, encouraged, and strengthened by the European Commission and all the stakeholders. The five projects that scored highest generated a fairly good financial return over the total projects' output lifetime and showed a genuine attention for non-monetizable impacts such as knowledge creation and sharing, improvement in working routines, and social capital. Relative to the other projects, the five best practices demonstrated knowledge of the needs of their stakeholders and of their expectations, and engaged with them from the very beginning of their technology development activities. To integrate the assessment methodology within each project, its partners need to feel that they 'own' it, and that it has been optimized for its specific institutional, organizational, and epistemological requirements. We therefore recommend the inclusion in project consortia of socio-economic experts who are able to translate the ICT research language into measurable (potential) socio-economic impacts. SEQUOIA's assumption that in the development of an effective socio-economic impact assessment methodology it is important to integrate the social and economic dimensions of potential impact was verified and validated through an ex post rationalization informed by economic anthropology, the usefulness of our quantitative model, and empirical evidence obtained through in-depth qualitative–quantitative data gathering techniques.

Penfield, T.; Baker, M. J.; Scoble, R.; Wykes, M. C. (2014):

Assessment, evaluations, and definitions of research impact: A review.

In: Research Evaluation 23 (1), S. 21–32. DOI: 10.1093/reseval/rvt021.

Abstract:

This article aims to explore what is understood by the term 'research impact' and to provide a comprehensive assimilation of available literature and information, drawing on global experiences to understand the potential for methods and frameworks of impact assessment being implemented for UK impact assessment. We take a more focused look at the impact component of the UK Research Excellence Framework taking place in 2014 and some of the challenges to

evaluating impact and the role that systems might play in the future for capturing the links between research and impact and the requirements we have for these systems.

Primeri, E.; Reale, E.; Lepori, B.; Laredo, P.; Nedeva, M.; Thomas, D. (2014):

Measuring the opening of national R&D programs: what indicators for what purposes?

In: Research Evaluation 23 (4), S. 312–326. DOI: 10.1093/reseval/rvu018.

Abstract:

The opening of national research programs has gained importance as a means for increasing international collaboration and for improving the quality and efficiency of scientific research at the national, European, and international levels. The concept of opening refers to the fact that actors who do not belong to a national research space can participate in research funding programs. This complex and multidimensional phenomenon can be operationalized through different measures: the participation of foreign partners in domestic research activities with or without funding, the portability of grants when moving abroad, and agreements for international collaboration (with or without complementary funding). This underlines the importance of having descriptors and indicators, which could provide evidence of different patterns of opening and contrasting perspectives on policy motivations and goals behind opening decisions. The article presents the descriptors and indicators used for exploring opening patterns and logics, which characterize the main project funding instruments in three countries (Switzerland, France, and Italy) on the basis of data collected within the JOEP1 project. Preliminary evidence emerging from the three countries surveyed are presented and discussed.

Schmoch, U. (2014):

Knowledge transfer from German universities into the service sector as reflected by service marks.

In: Research Evaluation 23 (4), S. 341–351. DOI: 10.1093/reseval/rvu020.

Abstract:

Science policy increasingly requires that universities engage in transfer activities with a focus on technology transfer. With the considerable weight of the service sector in the economy the service transfer will get more attention. An appropriate indicator for analysing service innovations are service marks. This type of investigation reveals a growing activity of German universities in services with a focus on education, in particular further education. The mark analysis shows a relevant international competition in the market of higher education. In other fields like financial and business consultancy or medical services, the German universities as institutions exhibit a certain activity as well, but first of all university professors privately. As mark applications are linked to considerable formal requirements, additional surveys should be conducted to grasp the informal activities in service transfer as well. In any case, the amount of service transfer is quite considerable, so that the discourse on third mission of Higher Education Institutions will get a new perspective.

Schneider, J. W.; van Leeuwen, T. N. (2014):

Analysing robustness and uncertainty levels of bibliometric performance statistics supporting science policy. A case study evaluating Danish postdoctoral funding.

In: Research Evaluation 23 (4), S. 285–297. DOI: 10.1093/reseval/rvu016.

Abstract:

We present main results from the bibliometric part of a recent evaluation of two different postdoctoral (postdoc)-funding instruments used in Denmark. We scrutinize the results for robustness, stability, and importance, and eventually come out questioning the official conclusions inferred from these results. Acknowledging the deficiencies of non-randomized designs and modelling of such data, we apply matching procedures to establish comparable groups and reduce systematic bias. In the absence of probability sampling, we refrain from using statistical inference. We demonstrate the usefulness of robustness analyses and effect size estimation in non-random, but carefully designed, descriptive studies. We examine whether there is a difference in long-term citation performance between groups of researchers funded by the two instruments and between the postdocs and a control group of researchers that has not received postdoc funding, but are otherwise comparable with the postdoc groups. The results show that all three groups perform well above the database

average impact. We conclude that there is no difference in citation performance between the two postdoc groups. There is, however, a difference between the postdoc groups and the control group, but we argue that this difference is 'trivial'. Our conclusion is different from the official conclusion given in the evaluation rapport, where the Research Council emphasizes the success of their funding programmes and neglects to mention the good performance of the basically tenure-tracked control group.

Schroder, S.; Welter, F.; Leisten, I.; Richert, A.; Jeschke, S. (2014):

Research performance and evaluation--Empirical results from collaborative research centers and clusters of excellence in Germany.

In: Research Evaluation 23 (3), S. 221–232. DOI: 10.1093/reseval/rvu010.

Abstract:

Collaborative research centers (CRC) and clusters of excellence (CoE) constitute public-funded programs aspiring to advance research in interdisciplinary forms of collaboration throughout Germany. Because of emerging funding volumes and increasing expectations in results, concepts for performance measurement and management gain importance. Results of an empirical study among all actively funded CRC and CoE make it obvious that key performance indicators—such as the quota of publications or the number of international visiting researchers—are central. Nevertheless, holistic methods and concepts of performance measurement seem still not to be widespread among respective speakers and chief executive officers.

Upton, S.; Vallance, P.; Goddard, J. (2014):

From outcomes to process: evidence for a new approach to research impact assessment.

In: Research Evaluation 23 (4), S. 352–365. DOI: 10.1093/reseval/rvu021.

Abstract:

This article reports evidence from two studies conducted in nine British universities into individual academic and institutional perspectives on research impact. We analyse our findings in the context of global developments in performance measurement. Mechanisms for assessing the quality of research and associated knowledge exchange serve a dual purpose: used retrospectively, they enable public funding agencies to hold universities to account for the monies they have received and, looking forward, they allow those same agencies to incentivize desired activities or outcomes. Whilst existing mechanisms offer seemingly attractive, albeit contested, ways of pursuing the former, we particularly question their effectiveness in achieving the latter goal. We observe among our respondents a wide variety of intended impacts and mechanisms for pursuing them, and argue that this renders any monitoring and reward system based on achieved outcomes prone to complexity and lack of comprehensiveness. By contrast, a high level of consistency in motivations—across institutions and disciplines—points to a focus on the process of knowledge exchange as a far more effective driver. We identify a key role for university managers in fostering academic engagement in knowledge exchange. Ultimately, however, we conclude that effective incentivization is likely to depend on the replacement of impact-based evaluations with a new, process-based approach.

van Arensbergen, P.; van der Weijden, I.; van den Besselaar, P. (2014):

Different views on scholarly talent: What are the talents we are looking for in science?

In: Research Evaluation 23 (4), S. 273–284. DOI: 10.1093/reseval/rvu015.

Abstract:

In this article, we study the evaluation of talented early career researchers, as done in grant allocation processes. To better understand funding decisions, we studied the grant allocation process in more detail, and compared the notion of talent in grant allocation with more general notions of talent existing in the academic work environment. The comparison is based on interviews with 29 scholars who have experience with identifying talent both in their daily academic work and in the process of grant allocation. Overall, there is large agreement on the notion of talent. However, the characteristics ascribed to top talent vary depending on the evaluation context. In grant allocation, a narrower talent definition prevails compared

with more general evaluation. Furthermore, difficulties arise in the process of panel decision-making, when selection criteria need to be concrete and explicit to enable comparison. Having to choose between many applicants of similar quality makes the selection process liable to subjectivity, arbitrariness, and randomness. Despite these uncertainties, grants are ascribed a very high symbolic value. Small quality differences are enlarged into considerable differences in recognition, consequently affecting career opportunities, as they provide academics with both financial and symbolic resources.

van Arensbergen, P.; van der Weijden, I.; van den Besselaar, P. (2014):

The selection of talent as a group process. A literature review on the social dynamics of decision making in grant panels.

In: Research Evaluation 23 (4), S. 298–311. DOI: 10.1093/reseval/rvu017.

Abstract:

Talent selection within science is increasingly performed by panels, e.g. by reviewing grant or fellowship applications. Many studies from fields of sociology of science and science policy studies have been conducted to identify biases and predict outcomes of these processes, mainly focusing on characteristics of applicants, applications, and reviewers. However, as panel reviewing entails social interaction, group dynamics influence these processes. By adding insights from social psychology to current knowledge on panel reviews, we are better able to identify factors affecting talent selection and funding decisions in grant panels. By opening up this so-called black box, we aim to contribute to a better understanding of the dynamics of panel decision making. This knowledge is also relevant for various stakeholders involved in grant allocation, for applicants, reviewers, and policymakers, as it can be used to improve transparency, fairness, and legitimation of talent selection processes.

van den Besselaar, P.; Leydesdorff, L. (2014):

Past performance, peer review, and project selection. Research Evaluation 18 (2009) Peter Van den Besselaar, Loet Leydesdorff.

[Correction]. In: Research Evaluation 23 (4), S. 381. DOI: 10.1093/reseval/rvu025.

Wiek, A.; Talwar, S.; O'Shea, M.; Robinson, J. (2014):

Toward a methodological scheme for capturing societal effects of participatory sustainability research.

In: Research Evaluation 23 (2), S. 117–132. DOI: 10.1093/reseval/rvt031.

Abstract:

Sustainability research that strives to develop solution options to complex problems and involves non-academic partners has received increasing public attention. Given this trend, funding organizations, universities, and collaborating partners from business and government seek evidence for the effectiveness of such research. The article introduces a framework and methodological scheme for capturing the societal effects of participatory sustainability research. The framework was developed through literature review and a workshop with institutional agents. It accounts for both direct and tangible as well as indirect and less tangible effects. Effects include quality products, knowledge gains, increased decision-making capacity, enhanced networks, and transformational changes. Participatory research features linked to these effects include representativeness of participants, adequate level of interaction, and transparent incorporation of stakeholder inputs. The framework is translated into a methodological scheme, which we discuss based on exploratory testing. The testing revealed a number of challenges, including adequately incentivizing participation and dealing with memory distortion. We propose coping strategies such as collaborative participant recruitment, memory consolidation activities, and real-time study design. The article provides a constructive, yet cautionary aid to researchers, professionals, and funding organizations seeking to capture the societal effects of participatory sustainability research.

Research in Higher Education (55) 2014

<http://link.springer.com/journal/11162>

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Bielby, Rob; Posselt, Julie Renee; Jaquette, Ozan; Bastedo, Michael N. (2014):

Why are Women Underrepresented in Elite Colleges and Universities? A Non-Linear Decomposition Analysis.

In: Research in Higher Education 55 (8), S. 735–760. DOI: 10.1007/s11162-014-9334-y.

Abstract:

The emerging female advantage in education has received considerable attention in the popular media and recent research. We examine a persistent exception to this trend: women's underrepresentation in America's most competitive colleges and universities. Using nationally generalizable data spanning four decades, we evaluate evidence for three possible explanations. First, we analyze whether men's academic profiles more closely match the admissions preferences of elite institutions. Next, we consider organizational preferences for male applicants. Finally, we test whether women self-select out of elite institutions through their application choices. Using Blinder–Oaxaca non-linear decomposition techniques and multinomial logistic regression, we find that men's advantage in standardized test scores best explains the enrollment gap. Our analyses thus suggest that the gender enrollment gap in elite colleges and universities is a matter of access, not student choice. We discuss the implications of these results for educational equity and college admissions.

Borden, Victor M. H.; Shaker, Genevieve G.; Kienker, Brittany L. (2014):

The Impact of Alumni Status on Institutional Giving by Faculty and Staff.

In: Research in Higher Education 55 (2), S. 196–217. DOI: 10.1007/s11162-013-9318-3.

Abstract:

This study explores the association between propensity toward giving and personal and positional characteristics of faculty and staff across 3 years within a large, public, multi-campus higher education institution. Informed by the literatures on organizational identity and commitment, faculty and staff giving, and the higher education workforce, the study employs a hurdle analysis to estimate the predictors of likelihood of donating (the hurdle) and the amount given among those who donate. Following up on earlier research by the authors that demonstrated that academic employees and employees who are institutional alumni are more likely to give, the present study explores the interaction between these roles and offers a more powerful model for predicting the amount given. The results of this study have implications for understanding how organizational commitment and identification may be relevant in addressing giving, for institutional fundraising, and for building institutional loyalties.

Bowman, Nicholas A.; Denson, Nida (2014):

A Missing Piece of the Departure Puzzle. Student-Institution Fit and Intent to Persist.

In: Research in Higher Education 55 (2), S. 123–142. DOI: 10.1007/s11162-013-9320-9.

Abstract:

According to prevailing theory and anecdotal evidence, the congruence between institutional attributes and students' needs, interests, and preferences plays a key role in promoting college satisfaction and retention. However, this assertion has received little direct empirical attention, and the few available studies appear to have some key limitations. This study examined the factor structure and predictive validity of a newly developed student–institution fit instrument, which was designed to avoid the problems in previous research. Confirmatory factor analyses identified several interrelated dimensions of fit, and these dimensions can be combined into a single overall fit index. Moreover, a six-factor structure of student–institution fit is similar at two institutions that differ in terms of size, control, type, region, and religious affiliation. Structural equation modeling analyses show that student–institution fit is associated with greater college satisfaction and lower social isolation; fit also has a positive, indirect effect on intent to persist. Implications for practice and future research are discussed.

Campbell, Corbin M.; Cabrera, Alberto F. (2014):

Making the Mark: Are Grades and Deep Learning Related?

In: Research in Higher Education 55 (5), S. 494–507. DOI: 10.1007/s11162-013-9323-6.

Abstract:

Assessing gains in learning has received increased attention as one dimension of institutional accountability both in the USA (Arum and Roksa, *Academically adrift: Limited learning on college campuses*, 2011) and abroad (OECD, http://www.oecd.org/document/22/0,3746,en_2649_39263238_40624662_1_1_1_1,00.html, 2013, <http://www.oecd.org/edu/skills-beyond-school/AHELOFSReportVolume2.pdf>, 2012). Current approaches to assessing college learning are dominated by objective tests as well as student self-reported questionnaires, such as the National Survey of Student Engagement (NSSE). This study examined how the three NSSE deep approaches to learning scales contribute to the narrative on academic rigor at a large, public research institution. Using Confirmatory Factor Analyses and Structural Equation Modeling, results showed that the three deep approaches to learning constructs were internally valid, but deep learning was not related to GPA. Findings raised questions regarding good measurement of student learning and student reward for rigorous performance.

Campbell, Corbin M.; O'Meara, KerryAnn (2014):

Faculty Agency: Departmental Contexts that Matter in Faculty Careers.

In: Research in Higher Education 55 (1), S. 49–74. DOI: 10.1007/s11162-013-9303-x.

Abstract:

In a modern context of constrained resources and high demands, faculty exert agency to strategically navigate their careers (Baez 2000a; Neumann et al. 2006). Guided by the O'Meara et al. (2011) framework on agency in faculty professional lives, this study used Structural Equation Modeling to investigate which departmental factors (perceptions of tenure and promotion process, work-life climate, transparency, person-department fit, professional development resources, and collegiality) influenced faculty agentic perspective and agentic action. Results showed that faculty perceptions of certain departmental contexts do matter in faculty career agency, such as work-life climate, person-department fit, and professional development resources. These contexts have a particular influence on faculty agentic perspective. Results also showed a large effect of agentic perspective on agentic action. The study has important implications for administrators regarding departmental role in faculty agency and contributes to the growing body of literature on faculty sense of agency in academe.

Cheng, Shaoming (2014):

Executive Compensation in Public Higher Education: Does Performance Matter?

In: Research in Higher Education 55 (6), S. 581–600. DOI: 10.1007/s11162-014-9328-9.

Abstract:

Executive evaluation and compensation are central to organizational accountability and governance. Driven by increasing public demand on justifications and accountability for substantial salary increases for public university presidents, this paper is intended to shed light on the linkage between performance and executive compensation in public universities by examining the determinants of university presidents' pay from 2004/2005 to 2008/2009 academic years. The central question is whether presidential compensation is related to a wide array of newly developed university performance measures or is independent of performance, i.e., university presidents are paid like bureaucrats in line with the widely supported conclusion in Jensen and Murphy (1990b) suggesting corporate CEOs are really paid like bureaucrats. Methodologically, Arellano–Bond dynamic panel model is applied to control for serial autocorrelation in the compensation data, i.e., university presidents' pay in the current period is dependent to a great extent on that in the prior period. With extensive individual, institutional, and performance characteristics examined, it is concluded that performance related variables play a very limited role in determining public university presidents' executive remuneration, when temporal autocorrelation is properly controlled, and presidential pay is strongly and persistently associated over time. The statistically insignificant pay-performance relationship together with the temporally persistent increases of presidential compensation may provide initial evidence supporting that public university presidents are paid like bureaucrats.

Chiteng Kot, Felly (2014):

The Impact of Centralized Advising on First-Year Academic Performance and Second-Year Enrollment Behavior.

In: Research in Higher Education 55 (6), S. 527–563. DOI: 10.1007/s11162-013-9325-4.

Abstract:

To enhance student success, many colleges and universities have expanded academic support services and programmatic interventions. One popular measure that has been recognized as critical to student success is academic advising. Many institutions have expanded advising by creating centralized units staffed with professional advisors who serve specific student groups. In this study, I used propensity score matching to estimate the impact of using centralized academic advising at a large metropolitan public research university on undergraduate students' first-year GPA and second-year enrollment behavior. Using a cohort of 2,745 first-time full-time freshmen who matriculated in fall 2010, I matched students who used centralized advising with those who used no advising, over the course of two semesters. I then fit an OLS regression model to examine the impact of centralized advising on first-year GPA and a Zero Inflated Negative Binomial model to examine its impact on students' enrollment behavior in the second year. I used these parametric results to simulate average treatment effects. Results indicated that students who used centralized academic instead of no advising experienced an increase in their first-term GPA, second-term GPA, and first-year cumulative GPA. Also, students who used centralized advising during the second term experienced a decrease in their probability of first-year attrition.

Cochran, Justin D.; Campbell, Stacy M.; Baker, Hope M.; Leeds, Elke M. (2014):

The Role of Student Characteristics in Predicting Retention in Online Courses.

In: Research in Higher Education 55 (1), S. 27–48. DOI: 10.1007/s11162-013-9305-8.

Abstract:

Given the continued issue of student retention for online classes, past research has suggested several "retention strategies" focused on engaging students as a way to reduce their withdrawal rate from these classes. However, a recent study testing the effects of these strategies on retention in online undergraduate business courses (Leeds et al., *Int J Manage Educ* 7(1/2), 2013) did not show empirical support for the effectiveness of such strategies. Taking an alternative approach that focuses on individual characteristics of students, this study takes a broader view and examines previous research literature on traditional face-to-face classes to determine how individual characteristics of students may be associated with the likelihood of withdrawal from online classes. Using a sample of undergraduate students ($n = 2,314$) from a large state university, results from this study identified prior performance in college classes (cumulative GPA) and class standing (senior vs. non-senior) as significant student characteristics related to student retention in online classes for all students. Other factors significantly related to retention rates for students with certain characteristics or within certain majors include previous withdrawal from online courses, gender, and receipt of academic loans.

D'Amico, Mark M.; Dika, Sandra L.; Elling, Theodore W.; Algozzine, Bob; Ginn, Donna J. (2014):

Early Integration and Other Outcomes for Community College Transfer Students.

In: Research in Higher Education 55 (4), S. 370–399. DOI: 10.1007/s11162-013-9316-5.

Abstract:

The purpose of this study was to explore academic and social integration and other outcomes for community college transfer students. The study used Tinto's (Leaving college: Rethinking the causes and cures of student attrition, 1993) Longitudinal Model of Institutional Departure and Deil-Amen's (*J Higher Educ*, 82:54–91, 2011) concept of "socio-academic integrative moments" to inform the selection and organization of potential predictors. We developed regression models for relationships between demographic and background variables of interest and perceived academic and social integration following the first six weeks at the receiving university. We also included these perceived integration scores in regression models for six outcomes (first and second semester grade point average, first and second semester earned hours ratios, and second and third semester persistence). Academic and previous college background explained the greatest amount of variance in predicting early integration and academic outcomes.

Delaney, Jennifer A.; Doyle, William R. (2014):

State Spending on Higher Education Capital Outlays.

In: Research in Higher Education 55 (5), S. 433–466. DOI: 10.1007/s11162-013-9319-2.

Abstract:

This paper explores the role that state spending on higher education capital outlays plays in state budgets by considering the functional form of the relationship between state spending on higher education capital outlays and four types of state expenditures. Three possible functional forms are tested: a linear model, a quadratic model, and the balance wheel model. The balance wheel model posits that in good economic times, higher education is funded at a higher rate than other state budget categories. In bad economic times, higher education is often one of the first state budget categories to be cut and is cut more deeply than other state budget categories due, in part, to its ability to tap into alternative revenue streams. We find that capital outlays do not conform to the balance wheel model. Instead they appear to have a quadratic relationship with other state budget categories. We discuss the policy implications of these findings for both higher education leaders and state policymakers.

Denson, Nida; Ing, Marsha (2014):

Latent Class Analysis in Higher Education: An Illustrative Example of Pluralistic Orientation.

In: Research in Higher Education 55 (5), S. 508–526. DOI: 10.1007/s11162-013-9324-5.

Abstract:

Although used frequently in related fields such as K-12 education research, educational psychology, sociology, and social survey research, latent class analysis (LCA) has been infrequently used in higher education. This article provides higher education researchers with a pedagogical application of LCA to classify entering freshmen based on their pluralistic orientation. This study utilized data on entering freshmen at a racially diverse institution on the West coast. LCA was used to estimate latent profile probabilities, classify freshmen into latent classes, and relate latent class probabilities to covariates. The findings indicated that a four-class model was the best fitting model: high pluralistic orientation; high-disposition, low-skill; low-disposition, high-skill; and low pluralistic orientation. Similar to previous research, the findings indicated that the probability of being classified into one group versus the other was dependent upon a student's race/ethnicity and intended major. This approach can aid college administrators in their program planning and targeted interventions around issues of diversity.

Domina, Thurston (2014):

Does Merit Aid Program Design Matter? A Cross-Cohort Analysis.

In: Research in Higher Education 55 (1), S. 1–26. DOI: 10.1007/s11162-013-9302-y.

Abstract:

Twenty-one US states currently offer some form of merit-based postsecondary financial aid, although the generosity and eligibility requirements of merit aid programs varies from state to state. This article uses nationally representative data from high school students in the early 1990s and the early 2000s to evaluate the relationship between the design of merit aid programs and their effects on student achievement and college trajectories. The findings suggest that programs that guarantee full tuition to recipients have greater effects on students' high school course-taking and college choice than less generous programs. Further, I find provisional evidence to suggest that programs with relatively simple merit-based eligibility requirements are more effective than programs with more complex means-tested eligibility requirements.

Engberg, Mark E.; Gilbert, Aliza J. (2014):

The Counseling Opportunity Structure: Examining Correlates of Four-Year College-Going Rates.

In: Research in Higher Education 55 (3), S. 219–244. DOI: 10.1007/s11162-013-9309-4.

Abstract:

This study examines the relationships between the normative and resource dimensions of a high school counseling department and four-year college-going rates. Utilizing data from the High School Longitudinal Study of 2009 (HSLs: 09), we employ multiple regression and latent class analysis to identify salient factors related to the college-going culture of a high school and to classify schools according to their underlying counseling opportunity structure, respectively. Results demonstrate that both norms (i.e., average caseload and hours spent on college counseling) and resources (i.e., college fairs, college course offerings, and financial aid) are important predictors of a school's four-year college-going rates. These results, in turn, produced a three-level typology of schools based on a divergent, emergent, and convergent classification system. The study concludes with a discussion of findings and implications for researchers and policymakers interested in improving and better understanding the counseling opportunity structure.

Flynn, Daniel (2014):

Baccalaureate Attainment of College Students at 4-Year Institutions as a Function of Student Engagement Behaviors: Social and Academic Student Engagement Behaviors Matter.

In: Research in Higher Education 55 (5), S. 467–493. DOI: 10.1007/s11162-013-9321-8.

Abstract:

Vincent Tinto originally asserted, "... it is the individual's integration into the academic and social systems of the college that most directly related to his continuance in that college" (Tinto, Review of Educational Research 45(10): 89–125, 1975), yet the rates of college degree attainment are still stagnant. Institution-level research on student engagement indicates that both types of engagement contribute to increased student persistence and degree attainment. Research has prompted going beyond institutional-level data and calls for using of nationally representative, longitudinal data to addressing engagement. Using the 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) and logistic regression, this study finds that both academic and social student engagement behaviors significantly impact degree attainment in postsecondary education net of individual and institutional factors. Interaction analysis of the two different types of engagement finds that the impact is not additive but instead is differential and dependent upon the student's engagement typology as proposed by Coates (Assessment and Evaluation in Higher Education 32(2): 121–141, 2007).

Fowles, Jacob (2014):

Funding and Focus: Resource Dependence in Public Higher Education.

In: Research in Higher Education 55 (3), S. 272–287. DOI: 10.1007/s11162-013-9311-x.

Abstract:

Utilizing resource dependence theory, this study investigates the relationship between institutional reliance on net tuition dollars as a source of revenue and institutional expenditures for education and related activities at public, four-year institutions of higher education in the United States. Drawing on an 11-year panel of university-level data and utilizing an instrumental variables approach which acknowledges the potential endogeneity of institutional revenue structure, I find that institutional expenditures are quite responsive to changes in revenue patterns. This is a finding that is discussed within the context of the longstanding trend of decreased state support for public higher education, as well as the increasing popularity of market-oriented approaches to the management of public higher education systems observed in the United States and abroad.

Fuentes, Marcia V.; Ruiz Alvarado, Adriana; Berdan, Jennifer; DeAngelo, Linda (2014):

Mentorship Matters: Does Early Faculty Contact Lead to Quality Faculty Interaction?

In: Research in Higher Education 55 (3), S. 288–307. DOI: 10.1007/s11162-013-9307-6.

Abstract:

This study seeks to understand the factors that contribute to a type of student–faculty interaction known to have particular benefits for students, faculty mentorship. Using three-time-point data from the Cooperative Institutional Research Program at the University of California, Los Angeles, this study employed structural equation modeling to investigate the relationship between contact and communication with faculty in the first year of college and faculty mentorship in the

senior year. Results suggest that early interaction with faculty serves as a socialization process in college that leads students to have more meaningful interactions with faculty later in college, in the form of mentorship. The study extends the field's understanding of faculty mentorship and offers important implications for institutional practices.

Gaertner, Matthew N.; Kim, Jeongeun; DesJardins, Stephen L.; McClarty, Katie Larsen (2014):

Preparing Students for College and Careers: The Causal Role of Algebra II.

In: Research in Higher Education 55 (2), S. 143–165. DOI: 10.1007/s11162-013-9322-7.

Abstract:

In educational research and policy circles, college and career readiness is generating great interest. States are adopting various policy initiatives, such as rigorous curricular requirements, to increase students' preparedness for life after high school. Implicit in many of these initiatives is the idea that college readiness and career readiness are essentially the same thing. This assumption has persisted, largely untested. Our paper explores this assumption in greater depth. Using two national datasets and an instrumental variables approach to mitigate selection bias, we evaluated the effects of completing Algebra II in high school on subsequent college and career outcomes (i.e., persistence and graduation as well as wages and career advancement). Results suggest Algebra II matters more for college outcomes than career outcomes and more for students completing Algebra II in the early 1990s than in the mid-2000s. Study limitations are discussed along with directions for future research, such as evaluating the opportunity cost associated with taking Algebra II for students seeking careers upon high school completion.

García-Estevez, Javier; Duch-Brown, Néstor (2014):

Student Graduation in Spain: To What Extent Does University Expenditure Matter?

In: Research in Higher Education 55 (3), S. 308–328. DOI: 10.1007/s11162-013-9312-9.

Abstract:

Graduation rates (GRs) remain one of the most frequently applied measures of institutional performance. This paper analyzes the relationship between university characteristics and GRs in Spain, using a dataset for the entire public university system over the period 1998–2008. Since we observe the same university over several years, we address the problem of institutional unobserved heterogeneity for the first time. The main findings that can be drawn from our results are that university features, such as expenditure, student–teacher ratio and financial-aid to students are important in accounting for GRs. Surprisingly, student ability has no significant impact explaining graduation, a result that can be justified given the features of the Spanish university system.

Gnolek, Shari L.; Falciano, Vincenzo T.; Kuncl, Ralph W. (2014):

Modeling Change and Variation in U.S. News & World Report College Rankings: What would it really take to be in the Top 20?

In: Research in Higher Education 55 (8), S. 761–779. DOI: 10.1007/s11162-014-9336-9.

Abstract:

University administrators may invest significant time and resources with the goal of improving their U.S. News & World Report ranking, but the real impact of these investments is not well known since, as other universities make similar changes, rankings become a moving target. This research removes the mystique of the U.S. News ranking process by producing a ranking model that faithfully recreates U.S. News outcomes and quantifies the inherent “noise” in the rankings for all nationally ranked universities. The model developed can be a valuable tool to institutional researchers and university leaders by providing detailed insight into the U.S. News ranking process. It allows the impact of changes to U.S. News subfactors to be studied when variation between universities and within subfactors is present. Numerous simulations were run using this model to understand the effect of each subfactor individually and to determine the amount of change that would be required for a university to improve its rank or move into the top 20. Results show that for a university ranked in the mid-30 s it would take a significant amount of additional resources, directed in a very focused way, to become a top-ranked national university, and that rank changes of up to ± 4 points should be considered “noise”. These results can serve as a basis for frank discussions within a university about the likelihood of significant changes in rank and provide valuable insight when formulating strategic goals.

Hillman, Nicholas W.; Tandberg, David A.; Gross, Jacob P. K. (2014):

Market-Based Higher Education: Does Colorado's Voucher Model Improve Higher Education Access and Efficiency?

In: Research in Higher Education 55 (6), S. 601–625. DOI: 10.1007/s11162-013-9326-3.

Abstract:

In 2004, Colorado introduced the nation's first voucher model for financing public higher education. With state appropriations now allocated to students, rather than institutions, state officials expect this model to create cost efficiencies while also expanding college access. Using difference-in-difference regression analysis, we find limited evidence that these outcomes occurred within the 4-year sector; however, the policy increased cost efficiencies among community college and reduced college access for some underrepresented groups. The paper discusses the challenges of applying market-based reforms to public higher education.

Jez, Su Jin (2014):

The Differential Impact of Wealth Versus Income in the College-Going Process.

In: Research in Higher Education 55 (7), S. 710–734. DOI: 10.1007/s11162-014-9332-0.

Abstract:

College is increasingly essential for economic and social mobility. Current research and public policy devotes significant attention to race, income, and socioeconomic factors in college access. Yet, wealth's role, as differentiated from income, is largely unexplored. This paper examines the differences between wealth and income in the college-going process, specifically applying to college, attending college, and what type of college attended (2-year, 4-year, and more or less selective). To examine these relationships, the National Longitudinal Study of Youth (1997) is linked to the Integrated Postsecondary Education Data System to create a nationally representative dataset. Binary and multinomial logistic regressions reveal that wealth is consistently more significant in the college choice process than income. Wealth's significance as a predictor for college application and attending a 2-year college versus no college disappears when controls for human capital, habitus, social capital, and cultural capital are added. However, wealth's significance persists for less selective and more selective 4-year college attendance, even after including these controls. K-12 and postsecondary institutions and policymakers, looking to level the playing field and make college more accessible, must address wealth's impact on the college-going process.

Johnson, Dawn R.; Wasserman, Timothy H.; Yildirim, Nilay; Yonai, Barbara A. (2014):

Examining the Effects of Stress and Campus Climate on the Persistence of Students of Color and White Students: An Application of Bean and Eaton's Psychological Model of Retention.

In: Research in Higher Education 55 (1), S. 75–100. DOI: 10.1007/s11162-013-9304-9.

Abstract:

The current study examined the effects of stress and campus climate perceptions on the persistence decisions of students of color and White students using Bean and Eaton's (2000) Psychological Model of College Student Retention. A sample of first-year students (N = 1,491) at a predominantly White research university were surveyed during their second semester and their enrollment status was subsequently tracked after 2 years. Path analysis was conducted on the sample of students of color (n = 548) and White students (n = 943). Results indicated models that explained 27 % of the variance for students of color and 44 % of the variance for White students in persistence after 2 years of college. Among the initial 37 variables included in the models, 17 had significant direct and indirect effects on students' of color persistence including observing racism on campus, having comfortable academic interactions, stress related to the academic environment, and feelings about the campus environment. For White students, 13 variables had significant direct and indirect effects on persistence, including having opportunities for diverse peer interactions and comfortable academic interactions, stress related to the social environment on campus, and feelings about the campus environment. The discussion highlights the usefulness of the Bean and Eaton model for examining retention for students of color and White students.

Johnson, Iryna Y. (2014):

Female Faculty Role Models and Student Outcomes: A Caveat about Aggregation.

In: Research in Higher Education 55 (7), S. 686–709. DOI: 10.1007/s11162-014-9331-1.

Abstract:

The idea that female faculty might serve as role models for female students has led to studies of the effect of female faculty on female student performance. Due to varying levels of aggregation of the measure of student exposure to female faculty—percentage of female faculty at an institution or department, percentage of classes taught by females, or the effect of female instructors on female students in a class—existing research provides mixed and incompatible results. By applying both non-aggregated and aggregated measures of exposure to female role models to the same data, this analysis demonstrates how aggregation affects the association between exposure to female role models and student achievement. This study shows that female instructors have a significant positive effect on female student grade performance and do not have a statistically significant effect on male student performance.

Jones-White, Daniel R.; Radcliffe, Peter M.; Lorenz, Linda M.; Soria, Krista M. (2014):

Priced Out?

In: Research in Higher Education 55 (4), S. 329–350. DOI: 10.1007/s11162-013-9313-8.

Abstract:

While the literature on postsecondary student success identifies important academic and social factors associated with student outcomes, one question that persists concerns the influence of financial aid. We use the National Student Clearinghouse's StudentTracker service to develop a more complete model of student success that accommodates opportunities for students to choose to either graduate from the university of first-entry, graduate from a transfer university, or depart from college without a degree. The multinomial regression model reveals differential effects of financial aid. Results suggest that loan aid appears to encourage students to search out alternative institutions or drop out of college entirely, and merit aid appears to increase the likelihood of students persisting and graduating from the university of first-entry.

Kessler, Stacey R.; Spector, Paul E.; Gavin, Mark B. (2014):

A Critical Look at Ourselves: Do Male and Female Professors Respond the Same to Environment Characteristics?

In: Research in Higher Education 55 (4), S. 351–369. DOI: 10.1007/s11162-013-9314-7.

Abstract:

We examined the relationship between gender and both job satisfaction and research productivity using data from 1,135 psychology faculty working in 229 academic departments. We found that gender differences in job satisfaction and research productivity were related to elements of the department (i.e., teaching orientation and structure). Overall, women reported lower levels of productivity than their male counterparts. Women also reported higher levels of job satisfaction in more teaching-oriented departments whereas men reported higher levels job satisfaction in more research-oriented departments. We suggest that these findings might be the result of gender differences in preferences with women preferring more socially-oriented positions and men prefer more "things/data"-oriented positions.

Kim, Young K.; Sax, Linda J. (2014):

The Effects of Student–Faculty Interaction on Academic Self-Concept: Does Academic Major Matter?

In: Research in Higher Education 55 (8), S. 780–809. DOI: 10.1007/s11162-014-9335-x.

Abstract:

Using cross-classified multilevel modeling, this study attempted to improve our understanding of the group-level conditional effects of student–faculty interaction by examining the function of academic majors in explaining the effects of student–faculty interaction on students' academic self-concept. The study utilized data on 11,202 undergraduate students

who completed both the 2003 Freshman Survey and the 2007 College Senior Survey at 95 baccalaureate institutions nationwide. The results show that the strength of the relationship between having been a guest in a professor's home and students' academic self-concept varies by academic major. Findings also suggest that some aspects of departmental climate, such as a racially more diverse student body and greater faculty accessibility, can possibly magnify the beneficial effects of student-faculty interaction. The study discusses the theoretical and practical implications of the findings.

Lacy, T. Austin; Tandberg, David A. (2014):

Rethinking Policy Diffusion: The Interstate Spread of "Finance Innovations".

In: Research in Higher Education 55 (7), S. 627–649. DOI: 10.1007/s11162-014-9330-2.

Abstract:

Recently a number of studies have focused on states' adoptions of postsecondary-specific policies. Cutting across much of this research is the presence and influence of interstate diffusion of policy adoptions, a phenomenon for which support is scant. This paper seeks to address this through broadening the categorization of policies beyond the discrete form traditionally used to one that encompasses a larger conception of "finance policy." Our sample uses 131 finance innovations for 47 states over a 29 year period, finding that upon broadening our definition, we can detect the process of diffusion. However, the findings are striking, showing that while states do learn from one another, the process is dynamic and shifts across time.

Litzler, Elizabeth; Samuelson, Cate C.; Lorah, Julie A. (2014):

Breaking it Down: Engineering Student STEM Confidence at the Intersection of Race/Ethnicity and Gender.

In: Research in Higher Education 55 (8), S. 810–832. DOI: 10.1007/s11162-014-9333-z.

Abstract:

It is generally accepted that engineering requires a strong aptitude for mathematics and science; therefore, students' judgments regarding their competence in these areas as well as engineering likely influence their confidence in engineering. Little is known about how self-confidence in science, mathematics, and engineering courses (STEM confidence) varies at the intersection of race/ethnicity and gender. To fill this gap, this study examined the STEM confidence of multiple groups in undergraduate engineering programs. Results indicated that although some underrepresented groups may have lower STEM confidence overall, this finding no longer applies to all groups after controlling for personal, environmental, and behavioral factors. Specifically, African-American and Hispanic men report higher average STEM confidence than White men after controlling for these associated measures. In addition, White women continue to report lower average STEM confidence than White men after controlling for these measures, while other groups do not differ from White men. Further, many elements of student perception, including student views of professors, comparisons to peers, perceptions of the field as rewarding, and desirability of chosen major are positively associated with student STEM confidence. The changing patterns of significance for race/ethnicity and gender groups between the two models indicate that personal, environmental, and behavioral factors have different relationships with STEM confidence levels for different groups. This study contributes an understanding that gender differences in STEM confidence are not indifferent to racial and ethnic context. Social-cognitive theory provides a valuable framework for studying student academic confidence and would improve future self-confidence research.

Mendoza, Pilar; Villarreal, Pedro; Gunderson, Alee (2014):

Within-Year Retention Among Ph.D. Students: The Effect of Debt, Assistantships, and Fellowships.

In: Research in Higher Education 55 (7), S. 650–685. DOI: 10.1007/s11162-014-9327-x.

Abstract:

This study employs the 2007–2008 National Postsecondary Student Aid Study and the National Research Center's survey data, "A Data-Based Assessment of Research-Doctorate Programs in the United States," to investigate the (1) the effects of debt in relation to tuition and fees paid and (2) the effects of teaching assistantships, research assistantships, and fellowships on within year retention among Ph.D. students. We created an innovative conceptual model for this study by

merging a socioeconomic model for graduate students and a graduate student socialization model. We used propensity score weights for estimating average treatment effects and average treatment effect on the treated as well as a series of control and balancing variables. This study provides timely insights into which of these financial strategies are likely to improve the already low doctoral retention rates nationwide. To the best of our knowledge, this is the first study that includes proxies of socialization variables in examining the role of various funding mechanisms in doctoral retention using a national representative dataset.

Niehaus, Elizabeth; Campbell, Corbin M.; Inkelas, Karen Kurotsuchi (2014):

HLM Behind the Curtain: Unveiling Decisions Behind the Use and Interpretation of HLM in Higher Education Research.

In: Research in Higher Education 55 (1), S. 101–122. DOI: 10.1007/s11162-013-9306-7.

Abstract:

Hierarchical linear modeling (HLM) has become increasingly popular in the higher education literature, but there is significant variability in the current approaches to the conducting and reporting of HLM. The field currently lacks a general consensus around important issues such as the number of levels of analysis that are important to include and how much variance should be accounted for at each level in order for the HLM analysis to have practical significance (Dedrick et al., *Rev Educ Res* 79:69–102, 2009). The purpose of this research is to explore the use of a 3-level HLM model, appropriate contextualizing of results of HLM, and the interpretation of HLM results that resonates with practice. We used an example of a 3-level model from the National Study of Living Learning Programs to highlight the practical issues that arise in the interpretation of HLM within a higher education context.

Olitsky, Neal H. (2014):

How Do Academic Achievement and Gender Affect the Earnings of STEM Majors? A Propensity Score Matching Approach.

In: Research in Higher Education 55 (3), S. 245–271. DOI: 10.1007/s11162-013-9310-y.

Abstract:

The United States government recently enacted a number of policies designed to increase the number of American born students graduating with degrees in science, technology, engineering and mathematics (STEM), especially among women and racial and ethnic minorities. This study examines how the earnings benefits of choosing a STEM major vary both by gender and across the distribution of academic achievement. I account for the selection into college major using propensity score matching. Measures of individual educational preferences based on Holland's theory of career and educational choice provide a unique way to control for college major selection. Findings indicate that the earnings benefit to STEM major choice ranges from 5 to 28 % depending both on academic achievement and on gender and that high-achieving students benefit more from STEM major choice. Further, high achieving men benefit more from STEM majors than high-achieving women. Earnings differences in major choice may play an important role in explaining the underrepresentation of women in STEM major fields, especially among high achieving students.

Opdecam, Evelien; Everaert, Patricia; van Keer, Hilde; Buysschaert, Fanny (2014):

Preferences for Team Learning and Lecture-Based Learning Among First-Year Undergraduate Accounting Students.

In: Research in Higher Education 55 (4). 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.

Vaughan, Angela L.; Lalonde, Trent L.; Jenkins-Guarnieri, Michael A. (2014):

Assessing Student Achievement in Large-Scale Educational Programs Using Hierarchical Propensity Scores.

In: Research in Higher Education 55 (6), S. 564–580. DOI: 10.1007/s11162-014-9329-8.

Abstract:

Many researchers assessing the efficacy of educational programs face challenges due to issues with non-randomization and the likelihood of dependence between nested subjects. The purpose of the study was to demonstrate a rigorous research methodology using a hierarchical propensity score matching method that can be utilized in contexts where randomization is not feasible and dependence between subjects is a concern. Although propensity score matching is not new in helping to create quasi-experimental models, many studies limit propensity score matching to student-level variables. To address this limitation in educational research, this study extends propensity score matching to the next level so that hierarchical modeling techniques can be used to help minimize error due to the likelihood of dependence between nested students. A large-scale educational program that targets first-semester freshmen was used to illustrate the utility and value of the methodology. This type of program is typical in higher education where student self-selection creates difficulty in assessing its true effects on student achievement; however, by using a rigorous methodology, administrators can have higher confidence when making programmatic and budgetary decisions.

Wang, Xueli; Wickersham, Kelly (2014):

Postsecondary Co-enrollment and Baccalaureate Completion: A Look at Both Beginning 4-Year College Students and Baccalaureate Aspirants Beginning at Community Colleges.

In: Research in Higher Education 55 (2), S. 166–195. DOI: 10.1007/s11162-013-9317-4.

Abstract:

Research examining diversifying college enrollment patterns has gradually gained attention in recent years. Yet, few studies have focused on postsecondary co-enrollment and its different forms such as co-enrolling at institutions of the same level (lateral co-enrollment) and attending a 4- and 2-year institution simultaneously (vertical co-enrollment), and their distinctive relationship with baccalaureate completion and college persistence. Drawing upon data from the Beginning Postsecondary Students Longitudinal Study (BPS:04/09) and the Postsecondary Education Transcript Study (PETS:09), this study investigated the relationship between co-enrollment and baccalaureate completion and college persistence among beginning 4-year institution students and baccalaureate-aspiring beginning community college students who first accessed postsecondary education in 2003–2004. Results indicated that vertical co-enrollment appeared to have a positive relationship with baccalaureate attainment and persistence among students beginning at 4-year institutions as well as baccalaureate-aspiring community college beginners, while lateral co-enrollment did not demonstrate a significant association with attainment and persistence across both student groups. Policy implications and suggestions for future research are also discussed.

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<http://search.proquest.com/publication/1821463>

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Belasco, Andrew S.; Trivette, Michael J.; Webber, Karen L. (2014):

Advanced Degrees of Debt: Analyzing the Patterns and Determinants of Graduate Student Borrowing.

In: The Review of Higher Education 37 (4), S. 469–497. DOI: 10.1353/rhe.2014.0030.

Abstract:

Despite record student debt and the growing importance of graduate education, little is known about what drives graduate student borrowing. In response to that research gap, this study draws on several national data sources to analyze the patterns and predictors of education-related debt among graduate students specifically. Adjusted Wald tests show that borrowing among graduate students has increased in recent years, particularly at the master's and doctoral level, while multilevel tobit analysis suggests that several demographic, disciplinerelated, and institution-level variables exert significant influence on cumulative graduate debt.

Blanchard, Joy (2014):

Michael A. Olivas, *Suing Alma Mater: Higher Education and the Courts*, Baltimore MD: The John Hopkins University Press, 2013, 221 pp. Paperback: \$32.95. ISBN-13: 978-1421409238.

[Review]. In: The Review of Higher Education 37 (3), S. 403–405. DOI: 10.1353/rhe.2014.0021.

Bonaparte, Rachel (2014):

Rashné Rustom Jehangir. *Higher Education and First-Generation Students: Cultivating Community, Voice, and Place for the New Majority*, New York: Palgrave Macmillan, 2010, 224 pp. Hardcover: \$40.14. ISBN-10: 1137293233.

[Review]. In: The Review of Higher Education 38 (1), S. 171–174. DOI: 10.1353/rhe.2014.0037.

Buhrman, William (2014):

The Quest for Meaning and Wholeness: Spiritual and Religious Connections in the Lives of College Faculty by Jennifer A. Lindholm (review) William Buhrman, From: The Review of Higher Education Volume 38, Number 1, Fall 2014 pp. 174-176 | 10.1353/rhe.2014.0039 The Quest for Meaning and Wholeness: Spiritual and Religious Connections in the Lives of College Faculty by Jennifer A. Lindholm, William Buhrman, From: The Review of Higher Education, Volume 38, Number 1, Fall 2014 pp. 174-176 | 10.1353/rhe.2014.0039.

[Review]. In: The Review of Higher Education 38 (1), S. 174–176. DOI: 10.1353/rhe.2014.0039.

Buhrman, William D. (2014):

Engaging the Culture, Changing the World: The Christian University in a Post-Christian World by Philip W. Eaton, Downer's Grove, IL: IVP Academic, 2011, 203 pp., ISBN 978-0-8308-3929-2.

[Review]. In: *The Review of Higher Education* 37 (2), S. 271–273. DOI: 10.1353/rhe.2014.0007.

Byndom, Samuel J. (2014):

The Reorder of Things: The University and Its Pedagogies of Minority Difference by Roderick A. Ferguson, Minneapolis: University of Minnesota Press, 2012, X, 286 pp., ISBN 978-0-8166-7278-3.

[Review]. In: *The Review of Higher Education* 37 (2), S. 269–271. DOI: 10.1353/rhe.2014.0005.

Byrd, W. Carson (2014):

Craig Steven Wilder: *Ebony & Ivy: Race, Slavery, and the Troubled History of America's Universities*. New York: Bloomsbury Press, 2013. 432 pp. Hardcover. \$30.00; ISBN 978-1596916814.

[Review]. In: *The Review of Higher Education* 37 (4), S. 559–562. DOI: 10.1353/rhe.2014.0034.

Cantwell, Brendan (2014):

Robert A. Rhoads and Katalin Szelényi: *Global Citizenship and the University: Advancing Social Life and Relations*. Stanford, CA: Stanford University Press, 2011, 327 pp. Paperback: \$24.95, ISBN: 9780804775427.

[Review]. In: *The Review of Higher Education* 37 (3), S. 405–408. DOI: 10.1353/rhe.2014.0023.

Combie, Christopher C. (2014):

Eric Childers: *College Identity Sagas: Investigating Organizational Identity, Preservation, and Diminishment at Lutheran Colleges and Universities*. Eugene, OR: Pickwick Publications, 2012, 272 pp. Paperback: \$27. ISBN: 1610973089.

[Review]. In: *The Review of Higher Education* 37 (3), S. 408–410. DOI: 10.1353/rhe.2014.0025.

Cox, Bradley E.; McIntosh, Kadian; Reason, Robert D.; Terenzini, Patrick T. (2014):

Working with Missing Data in Higher Education Research: A Primer and Real-World Example.

In: *The Review of Higher Education* 37 (3), S. 377–402. DOI: 10.1353/rhe.2014.0026.

Abstract:

Nearly all quantitative analyses in higher education draw from incomplete datasets--a common problem with no universal solution. In the first part of this paper, we explain why missing data matter and outline the advantages and disadvantages of six common methods for handling missing data. Next, we analyze real-world data from 5,905 students across 33 institutions to document how one's approach to handling missing data can substantially affect statistical conclusions, researcher interpretations, and subsequent implications for policy and practice. We conclude with straightforward suggestions for higher education researchers looking to select an appropriate method for handling missing data.

Crisp, Gloria; Nuñez, Anne-Marie (2014):

Understanding the Racial Transfer Gap: Modeling Underrepresented Minority and Nonminority Students' Pathways from Two-to Four-Year Institutions.

In: The Review of Higher Education 37 (3), S. 291–320. DOI: 10.1353/rhe.2014.0017.

Abstract:

This study models student- and institutional-level factors that influence vertical transfer among a national sample of White and underrepresented minority (URM) community college students. Results indicate that the predictors of transfer are different in many ways for White and URM students. Most notably, findings suggest that enrolling in vocational programs may hinder students' odds of vertical transfer for URM (but not White) students. Implications for research, theory, and practice are discussed.

Cuellar, Marcela (2014):

The Impact of Hispanic-Serving Institutions (HSIs), Emerging HSIs, and Non-HSIs on Latina/o Academic Self-Concept.

In: The Review of Higher Education 37 (4), S. 499–530. DOI: 10.1353/rhe.2014.0032.

Abstract:

Knowledge is presently limited on experiences and outcomes at four-year Hispanic-Serving Institutions (HSIs) and emerging HSIs. Multiple regression analyses, performed on data from the Cooperative Institutional Research Program, illuminate how background characteristics and student experiences at four-year HSIs, emerging HSIs, and non-HSIs influence Latina/o academic self-concept. The sample included 2,123 Latina/os at 249 colleges and universities, including 18 HSIs and 14 emerging HSIs. Differences emerged between academic self-concept at matriculation and four years later. Distinctions between predictors of academic self-concept at these institutional types indicate that these contexts matter when assessing Latina/o outcomes.

Dean, Diane R. (2014):

Daniel Wheeler. *Servant Leadership for Higher Education: Principles and Practices*. San Francisco: Jossey-Bass, 2012, xviii + 190 pp. Cloth: \$40.00. ISBN-13: 978-1-118-00890-4.

[Review]. In: The Review of Higher Education 37 (2), S. 274–277. DOI: 10.1353/rhe.2014.0010.

Dowd, Alicia C. (2014):

John M. Braxton, William R. Doyle, Harold V. Hartley III, Amy S. Hirschy, Willis A. Jones and Michael K. McLendon: *Rethinking College Student Retention*. San Francisco: Jossey-Bass, 2014. 293 pp. Hardcover: \$45.00. ISBN: 978047090770-2.

[Review]. In: The Review of Higher Education 38 (1), S. 177–179. DOI: 10.1353/rhe.2014.0040.

Farris, David (2014):

Stanley Rothman, April Kelly-Woessner, and Matthew Woessner. *The Still Divided Academy: How Competing Visions of Power, Politics, and Diversity Complicate the Mission of Higher Education*. Lanham, MD: Rowman & Littlefield, 2011, 296 pp. Hardcover: \$44.95. ISBN 978-1-4422-0806-3.

[Review]. In: The Review of Higher Education 37 (3), S. 411–414. DOI: 10.1353/rhe.2014.0014.

Flood, Chená T. (2014):

Kristin G. Esterberg and John Wooding. *Divided Conversations: Identities, Leadership, and Change in Public Higher Education*. Nashville, TN: Vanderbilt University Press, 2012. 179 pp. Softcover: \$27.95; ISBN 978-0-8265-1899-6.

[Review]. In: *The Review of Higher Education* 37 (4), S. 562–565. DOI: 10.1353/rhe.2014.0035.

Flores, Stella M.; Drake, Timothy A. (2014):

Does English Language Learner (ELL) Identification Predict College Remediation Designation?: A Comparison by Race and Ethnicity, and ELL Waiver Status.

In: *The Review of Higher Education* 38 (1), S. 1–36. DOI: 10.1353/rhe.2014.0041.

Abstract:

Using individual-level longitudinal state administrative data, this analysis examines whether English language learner (ELL) status increases the likelihood of being designated as needing college remediation. We track a cohort of ELL and non-ELL students from first grade to college entry and investigate whether there are differences in students' remediation designation related to time spent in an ELL program, race/ethnicity, and ELL waiver status. Results suggest distinct differences across racial and ethnic groups within the ELL category. Consistent among all student groups is the negative impact of a concentration of underrepresented students in a high school on remediation designation.

Gardner, Susan K.; Veliz, Daniela (2014):

Evincing the Ratchet: A Thematic Analysis of the Promotion and Tenure Guidelines at a Striving University.

In: *The Review of Higher Education* 38 (1), S. 105–132. DOI: 10.1353/rhe.2014.0045.

Abstract:

Institutional striving can be seen in colleges or universities that seek to gain prestige in the academic hierarchy. This goal includes the desire for faculty to produce more research in order to gain more prestige or increase the institution's reputation. This study examined the promotion and tenure criteria of 30 academic units at one striving university from 1980 to 2012, finding that the pressures to increase were apparent and were simultaneously guided internally by faculty and externally by the administration. Increased demands for excellence in all areas were also manifested in the criteria examined.

Gehrke, Sean (2014):

Frank Bryce McCluskey and Melanie Lynn Winter. *The Idea of the Digital University: Ancient Traditions, Disruptive Technologies and the Battle for the Soul of Higher Education*. Washington, DC: Westphalia Pree, 2012. 262 pp. Papper: \$14.95. ISBN: 978-1935907983.

[Review]. In: *The Review of Higher Education* 37 (4), S. 565–567. DOI: 10.1353/rhe.2014.0027.

Gustafson, Pamela L. (2014):

Sabra Brock. *At the Intersection of Education, Marketing, and Transformation*. New York: Touro College Press, 2013, 159 pp. Hardcover: \$45.00. ISBN-13: 978-1-61811-312-2.

[Review]. In: *The Review of Higher Education* 38 (1), S. 180–182. DOI: 10.1353/rhe.2014.0042.

Hearn, James C.; Rosinger, Kelly Ochs (2014):

Socioeconomic Diversity in Selective Private Colleges: An Organizational Analysis.

In: The Review of Higher Education 38 (1), S. 71–104. DOI: 10.1353/rhe.2014.0043.

Abstract:

Relatively few students in selective colleges come from disadvantaged backgrounds, so the rewards of attending such schools go mainly to those already advantaged from birth. There is substantial variation in those colleges' socioeconomic composition, however. Some selective private institutions proportionately enroll five times as many lower-SES students as others. What drives this variation? Longitudinal analyses presented here suggest that, all other factors being equal, private institutions that are historically embedded in elite status maintain less socioeconomic diversity. Conversely, generous financial-aid efforts and test-optional admissions policies appear to contribute to institutions achieving greater SES diversity. The findings suggest several research and policy implications.

Hillman, Nicholas W. (2014):

College on Credit: A Multilevel Analysis of Student Loan Default.

In: The Review of Higher Education 37 (2), S. 169–195. DOI: 10.1353/rhe.2014.0011.

Abstract:

This study updates and expands the literature on student loan default. By applying multilevel regression to the Beginning Postsecondary Students survey, four key findings emerge. First, attending proprietary institutions is strongly associated with default, even after accounting for students' socioeconomic and academic backgrounds. Second, cumulative loan debt has a non-linear relationship to defaulting. Third, minoritized and students from low-income families default at disproportionately high rates; and fourth, unemployment and degree completion are strongly associated with greater default rates. These findings counter the argument that default is a "preexisting condition," and the discussion is framed around implications for federal financial aid policy.

Hora, Matthew T. (2014):

Exploring Faculty Beliefs about Student Learning and Their Role in Instructional Decision-Making.

In: The Review of Higher Education 38 (1), S. 37–70. DOI: 10.1353/rhe.2014.0047.

Abstract:

This study utilizes theory from situated cognition to investigate faculty beliefs about student learning and their influence on teaching decisions. Results of interviews with and observations of 56 science and math faculty found that the two most common beliefs are: (a) students learn best through repeated practice, and (b) students have different learning styles. The remaining 13 beliefs exhibited an underlying dimensionality regarding whether teachers or students are responsible for constructing knowledge and understanding. These findings provide insights into factors that can be used to design locally attuned interventions in contrast to a "top-down" model of change.

Horn, Cathy (2014):

Laura W. Perna (Ed.) Preparing Today's Students for Tomorrow's Jobs in Metropolitan America. Philadelphia: University of Pennsylvania Press, 2012. 334 pp. Hardback; \$65.00; ISBN 978-0-8122-4453-3.

[Review]. *In: The Review of Higher Education 37 (3), S. 414–415. DOI: 10.1353/rhe.2014.0016.*

Hu, Zhen (2014):

Darla K. Deardorff, Hans de Wit, John D. Heyl, and Tony Adams (Eds.). The SAGE Handbook of International Higher Education. Thousand Oaks, CA: Sage, 2012. 552 pp. Cloth: \$150.00; ISBN: 978-1-4129-9921-2.

[Review]. In: *The Review of Higher Education* 37 (2), S. 277–280. DOI: 10.1353/rhe.2014.0012.

Huizar, Courtney S. (2014):

Michael Hunter Schwartz, Gerald F. Hess, and Sophie M. Sparrow, What the Best Law Teachers Do. Cambridge, MA: Harvard University Press, 2013. 355 pp. Hardcover: \$29.95. ISBN 978-0-674-04914-7.

[Review]. In: *The Review of Higher Education* 38 (1), S. 182–185. DOI: 10.1353/rhe.2014.0044.

Kim, Eunyoung (2014):

When Social Class Meets Ethnicity: College-Going Experiences of Chinese and Korean Immigrant Students.

In: *The Review of Higher Education* 37 (3), S. 321–348. DOI: 10.1353/rhe.2014.0015.

Abstract:

Successful educational outcomes among Asian American college students often obscure the challenges and nuanced educational experiences of Asian immigrant ethnic groups. Therefore, the aim of this study was to better understand the college-going experiences of Chinese and Korean immigrant students by examining the relationship between these students' college decisions and their parents' expectations and involvement. Results indicate that parental expectations and involvement are deeply related to college enrollment decisions and extend influence well into the academic careers of these students after entry into college. The study reveals both differences and commonalities in parental involvement across ethnicity and social class.

Levin, John S.; Hernandez, Virginia Montero (2014):

Divided Identity: Part-Time Faculty in Public Colleges and Universities.

In: *The Review of Higher Education* 37 (4), S. 531–557. DOI: 10.1353/rhe.2014.0033.

Abstract:

This article addresses the identity claims of part-time faculty at three types of higher education institutions. Using culture theory and professional identity theory, the article documents that part-time faculty members across institutions have a divided sense of identity. On the one hand, they perceive themselves as professionals based on their position in the classroom and their commitment to teaching. On the other hand, part-timers reflected the ambiguity of their professional status in the social and cultural context of their departments and institutions. The dynamics of either positive or negative self-perceptions as professionals were based on their personal stories, career stage, and career goals.

Ma, Yingyi; Savas, Gokhan (2014):

Which Is More Consequential: Fields of Study or Institutional Selectivity?

In: *The Review of Higher Education* 37 (2), S. 221–247. DOI: 10.1353/rhe.2014.0001.

Abstract:

The persisting gender pay gap favoring men among college graduates is a puzzle given women's remarkable success in postsecondary education. This article examines income disparities among recent college graduates by intersecting gender and social class and evaluating the relative importance of fields of study and institutional selectivity. Data from National Education Longitudinal Studies: 88–2000 and its postsecondary transcript data show that women reap less earnings

advantage from selective institutions but similar advantages from lucrative fields compared to men. Our within-gender analysis shows that lucrative fields of study can offset the earnings disadvantages associated with less privileged social class and attending nonselective institutions for women, but not for men.

Main, Joyce B. (2014):

Gender Homophily, Ph.D. Completion, and Time to Degree in the Humanities and Humanistic Social Sciences.

In: The Review of Higher Education 37 (3), S. 349–375. DOI: 10.1353/rhe.2014.0019.

Abstract:

Doctoral programs in the humanities and humanistic social sciences contend with relatively lower graduation rates and longer duration to degree. While reforming graduate education can include changes to financial aid awards and program requirements, enhancements in the area of advising can also improve student educational experiences and outcomes within existing institutional structures. The frequency of advisor-advisee communications during the dissertation process, as well as the advisor's attitude toward dissertation completion, influences program duration. Moreover, gender homophily, or same-gender mentorship, is associated with higher graduation probabilities for women doctoral students.

Miller, Ryan A. (2014):

Arthur Levine, Diane R. Dean, *Generation on a Tightrope: A Portrait of Today's College Student*, San Francisco: Jossey-bass, 2012, xxiv, 227 pp. Hardcover: \$40.00, ISBN 978-0-470-37629-4.

[Review]. In: The Review of Higher Education 37 (2), S. 280–282. DOI: 10.1353/rhe.2014.0000.

Nailos, Jennifer Nicole; Borden, Victor M. H. (2014):

Andrew P. Kelly and Mark Schneider. *Getting to Graduation: The Completion Agenda in Higher Education*. Baltimore, MD: The Johns Hopkins University Press, 2012. 335 pp. Hardcover: \$45.00. ISBN 978-1-4214-0622-0.

[Review]. In: The Review of Higher Education 37 (3), S. 415–419. DOI: 10.1353/rhe.2014.0018.

Neumann, Anna (2014):

Staking a Claim on Learning: What We Should Know about Learning in Higher Education and Why.

In: The Review of Higher Education 37 (2), S. 249–267. DOI: 10.1353/rhe.2014.0003.

Abstract:

Researchers can deepen investigations of college teaching and learning by attention on how students construe a lesson's subject matter and on how teachers make sense of and respond to their students' subject-matter thinking in the moment. While it is possible to examine teaching and learning minus subject-matter depth, doing so obscures the dynamics that define education. My illustrative example captures teaching and learning about the idea of Cartesian doubt in an introductory philosophy class. I analyze students' struggles with this new (and to most, startling) idea in light of their prior knowledge. I also examine the instructor's efforts to grasp and respond to students' evolving conceptions of Cartesian doubt.

Oliva, Maricela (2014):

Postsecondary Education for American Indian and Alaska Natives: Higher Education for Nation Building and Self-Determination by Bryan McKinley Jones Brayboy, Amy J. Fann, Angelina E. Castagno, and Jessica A. Solyom. ASHWE Higher Education Report 37(5). New York: John Wiley & Sons, 2012, 152 pp., ISBN 978-1-118-33883-4 / Beyond the Asterisk: Understanding Native Students in Higher Education edited by Heather J. Shotton, Shelly C. Lowe and Stephanie J. Waterman, Sterling, VA: Stylus, 2013, 204 pp., ISBN 978-1-57922-624-4.

[Review]. In: *The Review of Higher Education* 37 (3), S. 419–422. DOI: 10.1353/rhe.2014.0020.

Paton, Valerie Osland (2014):

David Thornton Moore. Engaged Learning in the Academy: Challenges and Possibilities. New York: Palgrave macmillan, 2013, 228 pp. Hardcover: \$70.80. ISBN: 978-1-137-02518-0.

[Review]. In: *The Review of Higher Education* 37 (3), S. 424–427. DOI: 10.1353/rhe.2014.0024.

Paton, Valerie Osland (2014):

Lorraine McIlrath, Ann Lyons, and Ronaldo Munck (Eds.). Higher Education and Civic Engagement: Comparative Perspectives. New York: Palgrave Macmillan, 2012. 268 pp. Hardcover: \$81.00. ISBN 978-0-230-34037-4.

[Review]. In: *The Review of Higher Education* 37 (3), S. 422–424. DOI: 10.1353/rhe.2014.0022.

Phillips, Glenn Allen (2014):

Allen Ezell and John Bear. Degree Mills: The Billion-Dollar Industry That Has Sold Over a Million Fake Diplomas. New York: Prometheus books, 2012, 466 pp. Paper: \$21.00. ISBN--13: 978-1616-1450-71.

[Review]. In: *The Review of Higher Education* 37 (2), S. 282–284. DOI: 10.1353/rhe.2014.0002.

Ream, Todd C. (2014):

Elizabeth A. Armstrong and Laura T. Hamilton. Paying for the Party: How College Maintains Inequality. Cambridge, MA: Harvard University Press, 2013. xv + 326 pp. Cloth: \$35.00. ISBN-13:978-0-6740-4957-4.

[Review]. In: *The Review of Higher Education* 37 (2), S. 284–286. DOI: 10.1353/rhe.2014.0004.

Ream, Todd C. (2014):

Matthew Levin. Cold War University: Madison and the New Left in the Sixties. Madison: University of Wisconsin Press, 2013, vii + 224 pp. Paper: \$26-95. ISBN-13:978-0-299-29284-3.

[Review]. In: *The Review of Higher Education* 38 (1), S. 185–188. DOI: 10.1353/rhe.2014.0046.

Richardson, Nadia M. (2014):

Gabriella Gutierrez y Muhs, Yolanda Flores Nieman, Carmen G. Gonzales, and Angela P. Harris (Eds.). *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*. Boulder, CO: Utah State university Press, 2012. 570 pp. Paper: \$36.95. ISBN 978-0-87421-922-7.

[Review]. In: *The Review of Higher Education* 37 (2), S. 286–288. DOI: 10.1353/rhe.2014.0006.

Saha, Neete (2014):

Jeffrey P. Bakken, Cynthia D. Simpson. *A Survival Guide for New Faculty Members: Outlining the Keys to Success for Promotion and Tenure*. Springfield, II: Charles C. Thomas Publishers, 2011, 258 pp. Paper: \$55.95; ISBN: 978-0-3980-8629-9.

[Review]. In: *The Review of Higher Education* 37 (2), S. 288–290. DOI: 10.1353/rhe.2014.0009.

Saunders, Daniel B. (2014):

Exploring a Customer Orientation: Free-Market Logic and College Students.

In: *The Review of Higher Education* 37 (2), S. 197–219. DOI: 10.1353/rhe.2014.0013.

Abstract:

This article provides a synthesis of literature on the conceptualization of students as customers and connects the rise of this understanding of students to the expansion of free-market logic into higher education. It details the ways in which the customer orientation appears to be incongruent with the educational lives of college students, and explores the impacts of a customer orientation on students' educational behaviors and decisions. The conclusion calls for reliable research on the extent to which students actually express a customer orientation and for efforts to resist this orientation and its inherently negative implications.

Stull, Ginger C. (2014):

Elizabeth Popp Berman. *Creating the Market University: How Academic Science Became an Economic Engine*. Princeton, NJ: Princeton University Press, 2012, 280 pp. Cloth: \$35.00. ISBN: 9780691147086.

[Review]. In: *The Review of Higher Education* 38 (1), S. 188–191. DOI: 10.1353/rhe.2014.0036.

Tierney, William G.; Rodriquez, Bryan A. (2014):

John V. Lombardi. *How Universities Work*. Baltimore, MD: Johns Hopkins University press, 2013. 220 pp. Paperback; \$24.95; ISBN 978-1-4214-1122-4.

[Review]. In: *The Review of Higher Education* 37 (4), S. 567–569. DOI: 10.1353/rhe.2014.0029.

Weerts, David J. (2014):

State Funding and the Engaged University: Understanding Community Engagement and State Appropriations for Higher Education.

In: *The Review of Higher Education* 38 (1), S. 133–169. DOI: 10.1353/rhe.2014.0038.

Abstract:

Some higher education leaders have suggested that colleges and universities could generate state support if they were more productively engaged in addressing societal needs. This multi-case study examines how community engagement is expressed and understood at institutions that vary in their expected levels of state appropriations. The findings suggest that institutions with higher than expected levels of state appropriations over a 20-year period were located in urban, politically powerful districts with prevalent community engagement opportunities, had less intensive research missions, manifested campus cultures supporting engagement, and relationships with community and industry partners that were reciprocal and mutually beneficial.

Weerts, David J.; Cabrera, Alberto F.; Mejías, Paulina Pérez (2014):

Uncovering Categories of Civically Engaged College Students: A Latent Class Analysis.

In: The Review of Higher Education 37 (2), S. 141–168. DOI: 10.1353/rhe.2014.0008.

Abstract:

Various commissions and reports have called on colleges and universities to better prepare students for participation in a democratic society. A limit of such reports is that they often fail to consider how students might be categorized relative to their shared patterns of civic behaviors. Relying on alumni survey data from American College Testing (ACT), we employ latent class analysis (LCA) and identify four classes of college students that vary in their preferences for certain types of civic and noncivic activity. Implications for future research and the development of civic learning programs are discussed.

Ziskin, Mary; Fischer, Mary Ann; Torres, Vasti; Pellicciotti, Beth; Player-Sanders, Jacquelyn (2014):

Working Students' Perceptions of Paying for College: Understanding the Connections between Financial Aid and Work.

In: The Review of Higher Education 37 (4), S. 429–467. DOI: 10.1353/rhe.2014.0028.

Abstract:

Based on 22 focus groups conducted at institutions located in a Midwestern metropolitan region, this study explores working, commuting and adult-learner college students' implicit theories about financial aid policy and seeks to understand how students make sense of their own experiences in paying for college. The institutions participating in the study included two region-serving public universities and two campuses of a multi-campus community college. In analyzing the data, we draw in part on a social reproduction perspective and employ critical qualitative methods to highlight both individual and structural roles within the higher education system.

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Abramo, Giovanni; D'Angelo, Ciriaco Andrea (2014):

The spin-off of elite universities in non-competitive, undifferentiated higher education systems: an empirical simulation in Italy.

In: Studies in Higher Education 39 (7), S. 1270–1289. DOI: 10.1080/03075079.2013.801426.

Abstract:

Higher education systems featuring intense competition have developed world-class universities, capable of attracting top professors and students and considerable public–private funding. This does not occur in non-competitive systems, where highly talented faculty and students are dispersed across all institutions. In such systems, the authors propose the budding of spin-off universities, staffed by the migration of top scientists from the entire public research system. This article illustrates the proposal through an example: the spin-off of a new university in Rome, Italy staffed with the best professors from the three current public city universities. Such a faculty would offer top national research productivity, a magnet to attract the other critical ingredients of a world-class university: talented students, abundant resources and visionary governance.

Agasisti, Tommaso; Bonomi, Francesca (2014):

Benchmarking universities' efficiency indicators in the presence of internal heterogeneity.

In: Studies in Higher Education 39 (7), S. 1237–1255. DOI: 10.1080/03075079.2013.801423.

Abstract:

When benchmarking its performance, a university is usually considered as a single strategic unit. According to the evidence, however, lower levels within an organisation (such as faculties, departments and schools) play a significant role in institutional governance, affecting the overall performance. In this article, an empirical analysis was carried out to obtain the teaching efficiency scores of the different schools belonging to 12 universities within one Italian region. In this perspective, the efficiency of a university can be viewed as the 'distribution' of the scores for each of its sub-units. The results show how the 'ranking' of efficient universities varies when they are analysed according to the different sub-units that compose them; moreover, the average efficiency scores seem to be greatly affected by the subject mix. The implication for management is that it is better to implement benchmarking exercises for the different schools within a university and not at the institutional level only.

Altbach, Philip G. (2014):

The emergence of a field: research and training in higher education.

In: Studies in Higher Education 39 (8), S. 1306–1320. DOI: 10.1080/03075079.2014.949541.

Abstract:

Higher education as a field of study emerged as universities became complex institutions requiring data and interpretation for effective management and governance. The field expanded in the mid-20th century, and now includes many research and other journals, books, and other reports and publications. Academic departments and centers have been established to produce research and analysis, as well as to train professionals for university management. Government agencies also produce data on higher education, and many universities have established departments for institutional research to help them in management and planning. The field of higher education studies has grown along with the massification of postsecondary education worldwide.

Anninos, Loukas N. (2014):

Research performance evaluation. Some critical thoughts on standard bibliometric indicators.

In: Studies in Higher Education 39 (9), S. 1542–1561. DOI: 10.1080/03075079.2013.801429.

Abstract:

The bibliometric methodology is an established technique for research evaluation as it offers an objective determination and comparison of research performance. This paper aims to critically assess some standard bibliometric indicators commonly used (based on publication and citation counts) to evaluate academic units, and examine whether there are factors not taken into account that influence evaluation results. Findings suggest that the dissimilarity of academic units (for example regarding their scientific orientation and size in terms of staff number), if not taken into consideration may lead to incorrect evaluation results. This issue becomes even more important when comparing larger academic units, such as universities or colleges. Among the suggested further research is the replication of this study in an expanded time frame and an international context.

Antonowicz, Dominik; Pinheiro, Rómulo; Smużewska, Marcelina (2014):

The changing role of students' representation in Poland. An historical appraisal.

In: Studies in Higher Education 39 (3), S. 470–484. DOI: 10.1080/03075079.2014.896182.

Abstract:

Student representation in Poland has a relatively short but turbulent history. This article offers an historical appraisal of the development of student representation at the national level in the context of rapid and deep structural changes in Polish higher education. Based on a desktop analysis of official documentation, legislation, ideological declarations and background (first-hand) information provided by student leaders, the article reconstructs the establishment of the first independent self-governing student organisation in the country. In so doing, the paper pays particular attention to the emergence, institutionalisation as well as legitimacy challenges facing student bodies either as formalised organisations or more bottom-up (loosely coupled) structures resembling social movements. In addition, the paper sheds light on the Student Parliament's role in the policymaking process, most notably as regards the recent neoliberal reforms. The article's final section speculates about the future of student representation in Poland and suggests avenues for future research.

Bachan, Ray (2014):

Students' expectations of debt in UK higher education.

In: Studies in Higher Education 39 (5), S. 848–873. DOI: 10.1080/03075079.2012.754859.

Abstract:

The funding of students in UK higher education (HE) has undergone radical reform over the past two decades. Using a unique dataset, this paper investigates student expectations of debt. We find that a student's gender, ethnicity, and year of study play an important role in determining their expected debt. Students in receipt of financial support from their parents and those with part-time jobs anticipate a lower level of debt. We also find that the higher a student discounts future income, the greater their expected debt, and the more risk averse a student the lower the expected debt. Our findings also suggest that a student's expected earnings post-graduation has a positive impact on current debt. If the level of student debt – which is expected to rise in the future – compromises access to HE, then the close targeting of student financial aid is warranted and an equitable repayment framework needs development.

Barnacle, Robyn; Dall'Alba, Gloria (2014):

Beyond skills: Embodying writerly practices through the doctorate.

In: Studies in Higher Education 39 (7), S. 1139–1149. DOI: 10.1080/03075079.2013.777405.

Abstract:

This article explores the features and potential of an embodied, rather than merely skills-based, approach to doctoral writing. The authors' conceptual framework is derived from the phenomenological literature, particularly Heidegger's

critique of modern life as permeated by a quest for mastery and control. They address two key questions with respect to this: Firstly, what role might the quest for mastery as achieving command or control play in impeding writing and undermining an embodied writerly practice? Secondly, to what extent might narrow skills-based approaches to writing unwittingly promote the quest for mastery and therefore encourage, rather than diminish, the anxieties that doctoral research writers may feel?

Beddoes, Kacey; Pawley, Alice L. (2014):

'Different people have different priorities': work–family balance, gender, and the discourse of choice.

In: Studies in Higher Education 39 (9), S. 1573–1585. DOI: 10.1080/03075079.2013.801432.

Abstract:

This paper contributes new perspectives on the underrepresentation of female faculty in science, technology, engineering and mathematics (STEM) disciplines by identifying how faculty themselves conceptualize or make sense of the problem. We conducted in-depth interviews with 19 STEM faculty members. The interviews were employed to identify discourses faculty engage in their explanations for underrepresentation. Work–family balance emerged as the leading theme, with participants identifying many challenges thereto. As participants discussed work–family balance, they engaged a discourse of choice to frame the challenges faced by female faculty members in particular. We relate the discourse of choice to the persistence of gender inequalities in STEM departments.

Bégin-Caouette, Olivier; Jones, Glen A. (2014):

Student organizations in Canada and Quebec's 'Maple Spring'.

In: Studies in Higher Education 39 (3), S. 412–425. DOI: 10.1080/03075079.2014.896178.

Abstract:

This article has two major objectives: to describe the structure of the student movement in Canada and the formal role of students in higher education governance, and to describe and analyze the 'Maple Spring,' the dramatic mobilization of students in opposition to proposed tuition fee increases in Quebec that eventually led to a provincial election and the fall of the government. Based on an analysis of documents, news reports, and a small number of interviews with student leaders, the article will analyze what became the largest student protest movement in Canadian history.

Bellei, Cristián; Cabalin, Cristian; Orellana, Víctor (2014):

The 2011 Chilean student movement against neoliberal educational policies.

In: Studies in Higher Education 39 (3), S. 426–440. DOI: 10.1080/03075079.2014.896179.

Abstract:

This paper analyses the 2011 Chilean student movement, the most relevant social mobilisation in Chile since the restoration of democracy in 1990. Based on available material and secondary sources, it describes the main features of this student movement, analyses the key components of the students' discourse and its relationship with the Chilean market-oriented educational system, and identifies its impact on the field of higher education. The paper argues that this student movement was a process of expressing accumulated grievances against some neoliberal features of Chilean education. Since this movement is also linked to the emergence of a new generation of higher education students, it identifies relevant characteristics of current students' organisations and protests. Finally, the paper discusses hypotheses for interpreting the recent student movements. This case is informative not only for those concerned with student participation, but also with the potential downsides of market-oriented educational policies.

Bendix Petersen, Eva (2014):

Re-signifying subjectivity? A narrative exploration of 'non-traditional' doctoral students' lived experience of subject formation through two Australian cases.

In: Studies in Higher Education 39 (5), S. 823–834. DOI: 10.1080/03075079.2012.745337.

Abstract:

Doctoral supervision continues to be an interesting pedagogical site. As the university changes, so do the expectations and circumstances for doctoral education, including supervision. Although it is unhelpful to overstate the homogeneity of the doctoral student body of the past, there is no doubt that global and local changes to higher education have diversified the doctoral student body in Australia. This article explores the doctoral student experience from the point of view of two 'non-traditional' students studying in Australian universities. Drawing on post-structuralist theorising around subject and subjectivity formation, the exploration focuses on these two students' lived experience of doctoral study with a focus on how subjectivity or selfhood is being (re)constituted and negotiated in pedagogical encounters with supervisors. It is argued that the self-narratives that doctoral students perform are of utmost importance to the doctoring process and that much would be gained pedagogically from listening carefully to these stories.

Bernasconi, Andres (2014):

Policy path dependence of a research agenda: The case of Chile in the aftermath of the student revolt of 2011.

In: Studies in Higher Education 39 (8), S. 1405–1416. DOI: 10.1080/03075079.2014.950448.

Abstract:

The rapidly shifting higher education policy agenda in the aftermath of the students' movement of 2011 in Chile and its mismatch with Chile's research capacities in the field of higher education studies are analyzed to illustrate how research is path dependent on policy. I argue that a stable policy environment, where change is only marginal or incremental, begets research problems and questions squarely situated within the boundaries of the established rules of the game. Conversely, whenever policy swerves considerably off its expected path, knowledge may not be available to illuminate policy-making. The motif of disassociation between the policy field in the making with the availability of knowledge to support it is probed via the analysis of two policy proposals currently in Chile's new government agenda: introducing tuition-free higher education and assuming greater state oversight of teacher education programs.

Bie, Dun-rong; Yi, Meng-chun (2014):

The context of higher education development and policy response in China.

In: Studies in Higher Education 39 (8), S. 1499–1510. DOI: 10.1080/03075079.2014.949545.

Abstract:

Higher education has been continuously growing, changing and developing since the Third Plenary Session of the 11th Central Committee of the Chinese Communist Party in China. With development of more than 30 years, Chinese higher education has achieved many breakthroughs. Meanwhile, it has been facing some new situations – demographic changes, economic development and massification itself – which all have direct influences. Some policy choices have been made responsively, including reforming the college entrance examination system, improving the quality of higher education, developing modern university system, promoting marketization and internationalization, and enhancing the quality guarantee system, which are currently the priorities of Chinese Government. There are also a number of conflicts involved in the policies of higher education development as well as in the policy-making process, such as conflicts between scale and quality, values of utilitarian and non-utilitarian, centralization and decentralization, and localization and internationalization, that have already brought about and will definitely continue to have important effects to the future development of Chinese higher education broadly.

Blair, Alasdair; Wyburn-Powell, Alun; Goodwin, Mark; Shields, Sam (2014):

Can dialogue help to improve feedback on examinations?

In: Studies in Higher Education 39 (6), S. 1039–1054. DOI: 10.1080/03075079.2013.777404.

Abstract:

Student dissatisfaction with feedback is widely acknowledged in Higher Education. This has resulted in investigations that have offered suggestions for improving student satisfaction levels. This article examines one area of student concern by focusing on the feedback that students receive on examinations. The article reports the findings of student surveys and focus groups with regard to attitudes towards and experience of examinations. In addition, the article reviews the findings

of an exemplar exercise that is highlighted as a particular way of enhancing feedback practices on examinations. The research findings are the product of a three-year study into student experience of feedback that paid particular attention to the case of dialogue as a means of improving the student experience. Analysis of the findings emphasise the need to tackle the feedback deficit on examinations and in turn lead to a number of recommendations for creating a model of dialogic exam feedback.

Boland, Josephine A. (2014):

Orientations to civic engagement: Insights into the sustainability of a challenging pedagogy.

In: Studies in Higher Education 39 (1), S. 180–195. DOI: 10.1080/03075079.2011.648177.

Abstract:

Civic engagement in higher education encompasses a diversity of goals, strategies and activities. These include particular approaches to teaching and learning – community-based or service learning – which share an explicit civic focus and combine the features of experiential learning with opportunities for engagement. A range of ‘orientations’ towards civic engagement can be discerned amongst those associated with these initiatives, reflecting different values and priorities. These orientations inform a diversity of academic strategies and practices and have consequences for sustainability. This article draws on findings from a multi-site case study within Irish higher education, and reports how aspects of this nascent but growing phenomenon highlight some of the tensions, paradoxes and sources of ambivalence which are characteristic of contemporary higher education. The findings highlight the challenge of reconciling competing goals and values within higher education for those seeking to infuse the curriculum with a sense of the civic.

Bolden, Richard; Gosling, Jonathan; O'Brien, Anne (2014):

Citizens of the academic community? A societal perspective on leadership in UK higher education.

In: Studies in Higher Education 39 (5), S. 754–770. DOI: 10.1080/03075079.2012.754855.

Abstract:

This paper presents a societal perspective on academic leadership by exploring the preoccupations of academics as citizens rather than as employees, managers or individuals. It uses a listening post methodology to ask ‘what is it like to be a citizen of an academic institution in contemporary Britain?’ Three listening posts, comprising 26 participants from 15 higher education institutions, were conducted and analysed. A number of common themes were identified, including a sense of ambiguity and ambivalence about one's relationship with the employing institution and a concern about the fragmentation of academic identities. Whilst this paper contributes towards debates about the marketisation of higher education and the implications for leadership and management practice, its main contribution is to challenge dominant individual and organisational perspectives on leadership by exposing an alternative discourse, based on citizenship, which may offer new opportunities for engagement in the civic life of universities.

Bretag, Tracey; Mahmud, Saadia; Wallace, Margaret; Walker, Ruth; McGowan, Ursula; East, Julianne et al. (2014):

'Teach us how to do it properly!' An Australian academic integrity student survey.

In: Studies in Higher Education 39 (7), S. 1150–1169. DOI: 10.1080/03075079.2013.777406.

Abstract:

The results of a large online student survey (n = 15,304), on academic integrity at six Australian universities, indicate that a majority of respondents reported a good awareness of academic integrity and knowledge of academic integrity policy at their university and were satisfied with the information and support they receive. Response varied across cohorts, with international students expressing a lower awareness of academic integrity and academic integrity policy, and lower confidence in how to avoid academic integrity breaches. Postgraduate research student respondents were the least satisfied with the information they had received about how to avoid an academic integrity breach. The results from this survey provide an opportunity to explore the student perspective and inform the higher education sector in relation to communicating with and educating students about academic integrity. The students have indicated that Australian

universities need to move beyond the mere provision of information to ensure a holistic approach that engages students about academic integrity.

Brooman, Simon; Darwent, Sue (2014):

Measuring the beginning: A quantitative study of the transition to higher education.

In: Studies in Higher Education 39 (9), S. 1523–1541. DOI: 10.1080/03075079.2013.801428.

Abstract:

This quantitative study measures change in certain factors known to influence success of first-year students during the transition to higher education: self-efficacy, autonomous learning and social integration. A social integration scale was developed with three subscales: 'sense of belonging', 'relationship with staff' and 'old friends'. Students responded to this and existing scales measuring self-efficacy and autonomous learning, before and after participating in transition activities including a group-work poster project. The authors discuss positive outcomes regarding a sense of belonging and how the authors' expectations in other areas such as self-efficacy were not met. The importance of early contact with academic staff and small-group work is confirmed. Tinto's assertions on pre-existing relationships are challenged. The authors suggest that further investigation might prevent a 'scattergun' approach to transition based upon superficial understanding of outcomes. They discuss potential models for transition design and support a 'longer' process with several opportunities for student engagement in success factor development.

Bulman, Chris; Lathlean, Judith; Gobbi, Mary (2014):

The process of teaching and learning about reflection: Research insights from professional nurse education.

In: Studies in Higher Education 39 (7), S. 1219–1236. DOI: 10.1080/03075079.2013.777413.

Abstract:

The study aimed to investigate the process of reflection in professional nurse education and the part it played in a teaching and learning context. The research focused on the social construction of reflection within a post-registration, palliative care programme, accessed by nurses, in the United Kingdom (UK). Through an interpretive ethnographic approach, the organisational, contextual and cultural issues impacting upon teaching and learning interactions, and the use of reflection therein were explored with student and nurse educator participants. Data were collected from observations of teaching and learning, interviews, and extracts from programme documentation and reflective learning contracts (RLCs).

Findings contribute new empirical knowledge regarding the process of teaching and learning about reflection, including educator and clinical supervisor facilitation, the emotional work involved in reflection and methods of 'mapping' and 'modelling' to support reflection. The influence of both higher education and practice partner organisations on the use of reflection is also evident and indicates that professional reflective education requires institutional support from both education and practice. Specific findings in this paper are pertinent and transferable to other disciplines, where reflective education is used to develop being critical in order to learn through experience. This research offers valuable insights into the realities of reflective education and has currency for educators committed to developing skills for reflection and learning through experience for students, through the generation of a reflective culture.

Burnes, Bernard; Wend, Petra; By, Rune Todnem (2014):

The changing face of English universities: Reinventing collegiality for the twenty-first century.

In: Studies in Higher Education 39 (6), S. 905–926. DOI: 10.1080/03075079.2012.754858.

Abstract:

In this paper we examine the creation and expansion of the English university system. We show how the enormous increase in student numbers, which began with the Robbins Report (1963), led to successive governments cutting universities' funding and compelling them to act more like business enterprises than educational institutions. In turn, vice-chancellors have become more similar to powerful chief executives, collegial forms of control have been significantly reduced and academic staff increasingly work in an environment in which they are told what to teach, how to teach, what

research to conduct and where to publish. However, we show that this can be dysfunctional not only for staff, but also for senior managers. In place of this dysfunctional centralism, we argue for a win-win form of collegiality, which is compatible with rapid decision-making at the university centre and effective execution of change at the local/departmental level.

Butt, L.; More, E.; Avery, G.C (2014):

The myth of the 'green student': Student involvement in Australian university sustainability programmes.

In: Studies in Higher Education 39 (5), S. 786–804. DOI: 10.1080/03075079.2012.754861.

Abstract:

The paper questions the prevalence of 'green students' and their impact on decision-making in sustainability programmes in Australian universities. While the universities studied provide numerous opportunities for student involvement in sustainability programmes, comparatively few students actually become involved, making student impact on decision-making in these programmes low. University employees are the primary drivers of university sustainability programmes, with the 'green student' not highly visible in these universities. The paper concludes by suggesting that all four universities in the sample could enhance their sustainability programmes by adopting a more evidence-based understanding of student attitudes towards sustainability.

Canal-Domínguez, J.F; Wall, Alan (2014):

Factors determining the career success of doctorate holders: Evidence from the Spanish case.

In: Studies in Higher Education 39 (10), S. 1750–1773. DOI: 10.1080/03075079.2013.806464.

Abstract:

This paper analyses the determining factors of PhDs' career success. Earnings have been used as an objective measure, and a subjective measure of success was constructed based on the individuals' assessments of broader aspects of their job position. When analysing the data by field of knowledge and gender, it was found that males and PhD holders in the field of sciences achieve greater career success in terms of earnings. However, the theory of the glass ceiling does not appear to apply. On the basis of a subjective measure of career success, on the other hand, it is women and PhD holders in humanities and social sciences that are more successful. Regardless of the measure of success used, the most important determining factor in career success is job satisfaction, thus reinforcing the theory that PhD holders are a group of workers with a more complex conception of career success.

Caza, Arran; Rosch, David M. (2014):

An exploratory examination of students' pre-existing beliefs about leadership.

In: Studies in Higher Education 39 (9), S. 1586–1598. DOI: 10.1080/03075079.2013.801434.

Abstract:

Preparing future leaders is a long-standing priority in higher education, but doubts have been raised about whether this goal is being achieved. Pedagogical research suggests that leadership development can be improved by taking account of students' pre-existing beliefs about leadership; however, little is currently known about those beliefs. To learn more, we conducted exploratory factor analyses of responses from the Multi-Institutional Study of Leadership. In a random sample of 1465 undergraduate students with no prior leadership education, we found that their beliefs about leadership had a four-factor structure: students felt that leaders needed to serve their community, be open-minded, honour their values, and be comfortable with change. As evidence of these factors' importance, we found that students' factor scores predicted several leadership outcomes, including leadership self-efficacy, social change behaviour, and perspective-taking. These findings suggest the value of better understanding students' pre-existing beliefs about leadership.

Chesters, Jenny; Watson, Louise (2014):

Returns to education for those returning to education: Evidence from Australia.

In: Studies in Higher Education 39 (9), S. 1634–1648. DOI: 10.1080/03075079.2013.801422.

Abstract:

There is widespread support for expanding access to universities for under-represented groups, such as students from lower socio-economic backgrounds and older students, because of the higher rates of return to university degrees. This study examines whether this assumption holds true for mature-aged graduates who have received their degrees in an era of mass participation. Using data from Australia, where around a quarter of university students are now over 25 years of age, the returns to higher education of mature-aged and younger graduates between 2001 and 2009 were compared. It was found that mature-aged graduates are more likely to reside in less-advantaged areas and to be the first person in their family to attend university but are less likely to be employed in the year before graduation, compared to younger graduates. However, in the year after graduation, employment status and earnings do not differ significantly for graduates regardless of their age at graduation.

Chirikov, Igor; Gruzdev, Ivan (2014):

Back in the USSR: Path dependence effects in student representation in Russia.

In: Studies in Higher Education 39 (3), S. 455–469. DOI: 10.1080/03075079.2014.896181.

Abstract:

This paper analyses the current state of student representation in Russia as deeply rooted in the institutional structure of the Soviet higher education system. The study traces the origins of existing institutional arrangements for student representation at the level of university governance and analyses how representation practices have been transformed in post-Soviet Russia. It combines a historical review with a qualitative analysis of the current state of the professional student union (profsoyuz studentov), which is one of the most widespread organisational forms of student representation in Russia. The data were collected through a series of 30 in-depth interviews with student activists and university administrators from four state universities in Tomsk, in addition to an analysis of documents regulating student representation.

Christopher, Joseph (2014):

Australian public universities: Are they practising a corporate approach to governance?

In: Studies in Higher Education 39 (4), S. 560–573. DOI: 10.1080/03075079.2012.709499.

Abstract:

This article draws on the multi-theoretical approach to governance and a qualitative research method to examine the extent to which the corporate approach is practised in Australian public universities. The findings reveal that in meeting the needs of multiple stakeholders, universities are faced with a number of structural, legalistic, and behavioural issues that are in tension with the corporate culture. The findings emerging from the interview data are: (a) the current constraints on the structural and operational framework of Australian public universities do not support corporate managerialism; and (b) the current governance framework of Australian public universities supports a pseudo-management culture. The findings help to explain the consequent type of governance control processes to be developed and implemented within the sector, and challenge the current myth that these universities are practising a corporate approach. The findings provide avenues for further research to confirm the findings.

Cloete, Nico (2014):

The South African higher education system: performance and policy.

In: Studies in Higher Education 39 (8), S. 1355–1368. DOI: 10.1080/03075079.2014.949533.

Abstract:

Transformation in higher education in South Africa over the last 20 years has been strongly shaped by post-apartheid pressures. Recent research shows that South Africa's current higher education system can be described as medium knowledge-producing and differentiated, with low participation and high attrition. In the decade following 1994, both policy frameworks and capacity building of the sector received considerable attention. Massification and differentiation are concepts that have been under discussion for some time in South Africa, but have yet to be translated into practical mechanisms for delivery of results. The Centre for Higher Education Transformation initially focused its efforts on stimulating debate on cutting-edge issues in South Africa. More recently, it has shifted its focus to strengthening regional and national development of African universities to enable their more meaningful participation in the global knowledge economy and society.

Crede, Erin; Borrego, Maura (2014):

Understanding retention in US graduate programs by student nationality.

In: Studies in Higher Education 39 (9), S. 1599–1616. DOI: 10.1080/03075079.2013.801425.

Abstract:

The purpose of this study is to better understand the differences in selected retention constructs by student nationality in US graduate programs. Surveys administered at four universities across the United States during fall 2010 resulted in responses from 685 PhD students from six international regions. Using univariate ANOVA, responses were analyzed to characterize demographic differences in participant responses to constructs related to intention to complete the degree. Five constructs were found to be both statistically and practically significant relative to students' degree completion; these were: expectations, individual preferences, perception of value, project ownership, and climate. Post hoc pairwise comparisons highlight differences in specific nationality groups. Results are explored in light of existing retention literature, and implications for graduate programs or other fields with similar levels of international diversity are offered.

Didou-Aupetit, Sylvie (2014):

Researchers and decision-makers in higher education in Mexico: Underpinnings and agendas.

In: Studies in Higher Education 39 (8), S. 1511–1521. DOI: 10.1080/03075079.2014.949536.

Abstract:

Establishing the links between research and policy involves taking into account not only who the educational researchers are but also the context in which they act. In this paper, public higher education policies are analyzed, since they represent a principal object of study for researchers and a relevant sphere for their interactions with decision-makers. The group's constituent characteristics and the mechanisms they use to interact with decision-makers as advisers or public opinion makers are also analyzed. Identifying the topics that specialists have dealt with in the last few years, the contents of a shared agenda that will allow for a more profound strategic reflection and a reorientation of public policies are reflected upon.

Dorman, Jeffrey P. (2014):

Classroom psychosocial environment and course experiences in pre-service teacher education courses at an Australian university.

In: Studies in Higher Education 39 (1), S. 34–47. DOI: 10.1080/03075079.2012.674936.

Abstract:

Research linking university students' perceptions of their classroom environment and course experiences was conducted in one Australian university. A sample of 495 students responded to the College and University Classroom Environment Inventory (CUCEI) and the Course Experience Questionnaire (CEQ). Multilevel regression analyses revealed that several CUCEI scales were significant predictors of CEQ scales. Overall, task orientation was the most potent predictor of all five CEQ scales: clear goals and standards, generic skills, good teaching, appropriate workload and appropriate assessment. Improvements in the classroom environment were linked to more positive course experiences which are being taken as

indicators of institutional performance. It is recommended that more attention be paid to classroom environment in colleges and universities.

Dunne, Máiréad; King, Russell; Ahrens, Jill (2014):

Applying to higher education: Comparisons of independent and state schools.

In: Studies in Higher Education 39 (9), S. 1649–1667. DOI: 10.1080/03075079.2013.801433.

Abstract:

This paper reports on research into the ways that schools engage in university application processes. Questionnaire and interview data were collected from 1400 Year 13 students from 18 independent and state schools in England and 15 in-depth interviews were carried out with school teacher higher education (HE) advisors. The analysis compares independent and state schools with respect to: the types of higher education institutions (HEIs) that students applied for; the way the HE application process was managed in their schools; and how teacher advisors explained and managed the processes and outcomes for their students. Informed by Bourdieu's relational sociology, our discussion focuses on how schools in the two sectors mobilise different forms of capital in the competitive processes of university application. We also use the notion of doxa to explore how these micro-institutional processes and teacher advice relate to observed differences between state and independent sector students' HE destinations.

East, Linda; Stokes, Rebecca; Walker, Melanie (2014):

Universities, the public good and professional education in the UK.

In: Studies in Higher Education 39 (9), S. 1617–1633. DOI: 10.1080/03075079.2013.801421.

Abstract:

In times of economic uncertainty, questions of the purpose and value of higher education come to the fore. Such questions have particular relevance when directed towards the preparation of professionally qualified graduates who might be expected to contribute to the public good. However, definitions of the public good are contested and the role of higher education is unclear. This interview-based study contributes to the debate by taking a professional capabilities index (PCI) generated in South Africa and interrogating it in the UK context. The PCI is oriented towards poverty reduction and is grounded in the human development and capabilities approach, an agenda to which UK respondents were broadly sympathetic although with differences in emphasis. This article argues that, if we are to move beyond a narrow economic understanding of the public good and a purely instrumental understanding of graduate 'attributes', the human development and capabilities approach has much to offer.

Elliott, Carole Jane; Reynolds, Michael (2014):

Participative pedagogies, group work and the international classroom: An account of students' and tutors' experiences.

In: Studies in Higher Education 39 (2), S. 307–320. DOI: 10.1080/03075079.2012.709492.

Abstract:

The focus of the paper is to consider the ways in which the cultural complexity inherent in multinational student groups is thrown into relief when participative methods are used. Participative approaches are a means of encouraging students to learn from each other's ideas and experience and, from a critical perspective, as supporting democratic values. The authors draw on their reflections of working with multinational student groups and on former students' projects in which they examined their own and fellow students' learning experiences. Theoretical frameworks which illustrate contrasting perspectives are considered for their potential contribution to our understanding of the sociopolitical processes involved in the participative, multinational classroom, and to supporting students and tutors in working with such complexities.

Endedijk, Maaïke D.; Vermunt, Jan D.; Meijer, Paulien C.; Brekelmans, Mieke (2014):

Students' development in self-regulated learning in postgraduate professional education: A longitudinal study.

In: Studies in Higher Education 39 (7), S. 1116–1138. DOI: 10.1080/03075079.2013.777402.

Abstract:

One of the tasks of postgraduate education is to develop students' conceptions and skills necessary for lifelong learning in their profession. Therefore, this study aimed at identifying students' development in self-regulated learning throughout a postgraduate teacher education programme. A longitudinal design with three measurement occasions was adopted. Student teachers' learning orientations were measured with a questionnaire and their regulation activities by means of multiple structured question logs. Longitudinal multilevel analyses showed that student teachers became more passive in their regulation throughout the programme. Furthermore, only one third of the student teachers changed in the direction of independent meaning-oriented learning. This study found little evidence that student teachers became more self-regulating throughout the postgraduate professional programme. This shows that opportunities for directing one's own learning might be a necessary but not a sufficient condition to increase students' conceptions and skills to become self-regulated lifelong learners.

Erichsen, Elizabeth Anne; Bolliger, Doris U.; Halupa, Colleen (2014):

Student satisfaction with graduate supervision in doctoral programs primarily delivered in distance education settings.

In: Studies in Higher Education 39 (2), S. 321–338. DOI: 10.1080/03075079.2012.709496.

Abstract:

There are no universal, precise, or explicit criteria for completing a doctoral degree successfully. Researchers and practitioners have pointed out how difficult and time consuming the supervision of graduate student research can be. When students in doctoral programs complete their degrees via distance delivery, supervision of graduate students becomes even more difficult for both students and supervisors. The goal of the research was to investigate doctoral students' perceptions of supervision and to understand doctoral student satisfaction with graduate supervision where programs were delivered utilizing a variety of distance systems. Statistically significant differences in student responses were found based on gender. While students whose programs were primarily delivered online were moderately satisfied, students who were in the blended programs were more satisfied. Other differences were detected between online and blended doctoral supervision environments. Certainly, these media for supervision warrant further investigation as distance and blended doctoral programs increase.

Fillery-Travis, Annette Jayne (2014):

The framework of a generic DProf programme – a reflection on its design, the relational dimension for candidates and advisers and the potential for knowledge co-creation.

In: Studies in Higher Education 39 (4), S. 608–620. DOI: 10.1080/03075079.2012.729031.

Abstract:

This paper critically engages with the pedagogical design of a generic professional doctorate programme as a framework for creation of actionable knowledge within the practice of both adviser and candidate. Within this exploration the relational dimensions of the adviser–candidate interaction are identified and their potential impact partially explored.

The professional doctorate at University X has developed over the last 20 years with over 100 candidates either graduated or currently studying. It is an individually negotiated programme where the primary resource for the candidate is the one-to-one support of the academic adviser and the consultant. Within this paper the essential features of the work-based learning programme are described. These are designed to enable individual change and to provide high-level professional development for advanced practitioners. The passionate and creative stance of the advanced practitioners that engage with the programme is then considered, as is the manner in which their practice is knowledge producing and validating in its own right, enabling it to be described as epistemic. The engagement of these practitioners with research and enquiry is

considered and specifically the relational aspects of both the focus of the research and the interaction with the supervisory team.

Finally, the professional doctorate is considered in light of whether it is a vehicle for co-creation of actionable knowledge as defined by Antonacopoulou. The result is not straightforward and requires a consideration of both the power distribution within, and leadership of, the research activity. Specifically, the challenges that the advisory team are confronted with identifies that it is as much a process of individual change for them as for their candidates.

Forsman, Jonas; Linder, Cedric; Moll, Rachel; Fraser, Duncan; Andersson, Staffan (2014):

A new approach to modelling student retention through an application of complexity thinking.

In: Studies in Higher Education 39 (1), S. 68–86. DOI: 10.1080/03075079.2011.643298.

Abstract:

Complexity thinking is relatively new to education research and has rarely been used to examine complex issues in physics and engineering education. Issues in higher education such as student retention have been approached from a multiplicity of perspectives and are recognized as complex. The complex system of student retention modelling in higher education was examined to provide an illustrative account of the application of complexity thinking in educational research. Exemplar data was collected from undergraduate physics and related engineering students studying at a Swedish university. The analysis shows how complexity thinking may open up new ways of viewing and analysing complex educational issues in higher education in terms of nested, interdependent and interconnected systems. Whilst not intended to present new findings, the article does illustrate a possible representation of the system of items related to student retention and how to identify such influential items.

Frambach, Janneke M.; Driessen, Erik W.; Beh, Philip; van der Vleuten, Cees P.M (2014):

Quiet or questioning? Students' discussion behaviors in student-centered education across cultures.

In: Studies in Higher Education 39 (6), S. 1001–1021. DOI: 10.1080/03075079.2012.754865.

Abstract:

A tool used in student-centered education is discussion among students in small learning groups. The Western origin of student-centered education, coupled with cross-cultural differences in communication styles, may detract from its cross-cultural applicability. This study investigates how in student-centered education, students' cultural backgrounds are expressed in discussions and shape students' discussion behaviors and skills. A comparative case study using problem-based learning as a student-centered model was conducted in three medical schools located in East Asia, Western Europe and the Middle East. Four cultural factors were found to potentially cause students, especially those in the non-Western schools, to refrain from speaking up, asking questions, and challenging others in discussions. Six contextual factors mediated the influence of the cultural factors. The findings were incorporated in a conceptual model. The conclusion seems justified that student-centered education is feasible in different cultural contexts, but across these contexts, processes and outcomes are likely to differ.

Gale, Trevor; Parker, Stephen (2014):

Navigating change: A typology of student transition in higher education.

In: Studies in Higher Education 39 (5), S. 734–753. DOI: 10.1080/03075079.2012.721351.

Abstract:

Student transition into higher education has increased in importance in recent times, with the growing trend in Organisation for Economic Cooperation and Development nations towards universal higher education provision and the concomitant widening of participation to include previously under-represented groups. However, 'transition' as a concept is largely employed uncritically in the field. In making these transition assumptions explicit, this article argues that there are three distinct accounts in the research literature, which inevitably lead to different approaches to transition policy, research and practice in higher education. While the third – transition as 'becoming' – offers the most theoretically sophisticated and student-sympathetic account, it is the least prevalent and least well understood. The article further argues that future

research in the field needs to foreground students' lived realities and to broaden its theoretical and empirical base if students' capabilities to navigate change are to be fully understood and resourced.

Garland, Paul (2014):

What can the work of Habermas offer educational researcher development programmes?

In: Studies in Higher Education 39 (1), S. 87–101. DOI: 10.1080/03075079.2011.644785.

Abstract:

Although certain aspects of the work of Habermas have had much influence on emancipatory and action research, this article draws on a wider range of his thinking in order to explore how his ideas can inform the content and process of educational researcher development programmes. Habermas's theory of communicative action, his discourse ethics and his work on deliberative democracy suggest a process for examining perspectives, methodologies and the 'truths' offered by research on terms congruent with their epistemologies. The implications of the proposed framework are that a plurality of ontological and epistemological positions should be presented in educational researcher development programmes and, for this to happen, representative voices need to be heard. The search for and construction of knowledge as a cumulative and revisable process of communicative action is proposed as a model for discourse on such programmes.

Gilmore, Joanna; Maher, Michelle A.; Feldon, David F.; Timmerman, Briana (2014):

Exploration of factors related to the development of science, technology, engineering, and mathematics graduate teaching assistants' teaching orientations.

In: Studies in Higher Education 39 (10), S. 1910–1928. DOI: 10.1080/03075079.2013.806459.

Abstract:

Research indicates that modifying teachers' beliefs about learning and teaching (i.e. teaching orientation) may be a prerequisite to changing their teaching practices. This mixed methods study quantitized data from interviews with 65 graduate teaching assistants (GTAs) from science, technology, engineering, and mathematics (STEM) fields to assess the relationship of participants' teaching experiences and available teaching support systems with changes in their teaching orientation over time. These individuals represent an important but understudied link in the STEM pipeline, because they serve as primary instructors in large, introductory science laboratory classes for undergraduates at large research universities. Mentor involvement in teaching and departmental/university training and support for teaching were significantly related to change in teaching orientation toward more student-centered beliefs. Consideration of why other factors failed to evidence a relationship with teaching orientations and recommendations for how study findings can influence policy and practice are offered.

Goedegebuure, Leo; Schoen, Marian (2014):

Key challenges for tertiary education policy and research – an Australian perspective.

In: Studies in Higher Education 39 (8), S. 1381–1392. DOI: 10.1080/03075079.2014.949542.

Abstract:

Australia has had a mixed history in the way in which policy research has related to higher education policy. Recognising a history of policy-related research and to some extent research-informed policy-making, Australia has followed the trend of other New Public Management-driven systems of de-emphasising policy-oriented independent research. In the face of massive change that has been confronting the higher education sector and will continue to do so, it is argued that evaluative and forward-looking research into the key areas of system coordination and institutional management is needed. A research agenda focusing on institutional change is proposed.

Gonzales, Leslie D.; Martinez, E.; Ordu, C. (2014):

Exploring faculty experiences in a striving university through the lens of academic capitalism.

In: Studies in Higher Education 39 (7), S. 1097–1115. DOI: 10.1080/03075079.2013.777401.

Abstract:

In this paper, we draw from academic capitalism to explore the work lives and experiences of faculty who work in a striving university. Our analysis suggests that faculty members feel pressures induced by academic capitalism, including a lack of space, no time and the sense of constant surveillance. Our work adds to the theoretical as well as empirical discussions concerning striving, academic capitalism and the impacts of both on the academic profession.

Gough, Martin (2014):

The problem of identity for academic practice in terms of definition.

In: Studies in Higher Education 39 (4), S. 590–607. DOI: 10.1080/03075079.2012.711219.

Abstract:

The experience of academic practice is significantly fragmentary. This is a problem for, amongst others, early career academics trying to step up into what they might expect to be a unitary and coherent role and for academic developers. There have been recent historical developments which have highlighted this. However, I propose that the ground for the fragmentary experience goes deeper, down to academic practice as a concept. Any claim that in principle the fragmentary experience is merely contingent is false. Contributions to the problem of definition borrowed from philosophy of art offer enlightenment, Dickie's theory enabling us to better understand academic practice as a concept in its own right. This also supplies the ground for autonomy for practitioners as freedom competently to direct their own work.

Gullifer, J.M; Tyson, G.A (2014):

Who has read the policy on plagiarism? Unpacking students' understanding of plagiarism.

In: Studies in Higher Education 39 (7), S. 1202–1218. DOI: 10.1080/03075079.2013.777412.

Abstract:

Research has established that the term plagiarism is open to different interpretations, resulting in confusion among students and staff alike. University policy on academic integrity/misconduct defines the behaviours that all stakeholders must abide by, and the parameters for reporting, investigating and penalising infringements. These definitions are the benchmark for assessing how well students understand plagiarism. An invitation to complete a survey examining students' understanding of the institutional policy on academic integrity was sent to all domestic students enrolled at an Australian university. A total of 3405 students completed the survey. The data were examined by year of study, faculty, and whether the students were studying on campus or by distance education. Findings indicate that only half of the participants had read the policy on plagiarism and that confusion regarding what behaviour constitutes plagiarism was evident. The implications of these findings are that a systematic educative approach to academic integrity is warranted.

Hatier, Cécile (2014):

The morality of university decision-makers.

In: Studies in Higher Education 39 (6), S. 1085–1096. DOI: 10.1080/03075079.2013.777408.

Abstract:

Ethical failures in UK higher education have recently made the news but are not a recent development. University decision-makers can, in order to adopt an ethical way of reasoning, resort to several ethical traditions. This article focuses, through the use of concrete examples, on three which have had a significant impact in recent higher education policy: utilitarianism, in the form of stakeholder theory; principled theory, used in ethical codes of conduct; and virtue ethics, as interpreted by role model theory. It is argued that, although these traditions help clarify the immoral content of a decision, they also have their limits and shortcomings, and give a naive illusion of certainty. The moral reasoning of university

decision-makers would instead benefit more from engaging with a theory less known in public management circles. It is the 'dirty hands' theory used in political theory, which helps stress the centrality of choice and judgement in decision-making.

Hazelkorn, Ellen (2014):

Rebooting Irish higher education: policy challenges for challenging times.

In: Studies in Higher Education 39 (8), S. 1343–1354. DOI: 10.1080/03075079.2014.949540.

Abstract:

The 2008 global financial crisis cast a long shadow over Ireland's higher education and research system. The IMF said Ireland experienced an 'unprecedented economic correction', while Ireland's National Economic and Social Development Office said Ireland was beset by five different crises: a banking crisis, a fiscal crisis, an economic crisis, a social crisis and a reputational crisis. Despite a return to growth, these circumstances provide the best explanation for the policy choices being undertaken as key actors struggle to sustain the publicly funded mass system, and reassert the country's position as a globally competitive knowledge society attractive to mobile capital and skilled labour. Whatever the outcome, it is unlikely that public funding for higher education will return to levels previously enjoyed. This paper examines the background and policy challenges confronting the government and higher education, and discusses the role of higher education researchers in helping shape options.

Hill, Christopher; Cheong, Kee-Cheok; Leong, Yin-Ching; Fernandez-Chung, Rozilini (2014):

TNE – Trans-national education or tensions between national and external? A case study of Malaysia.

In: Studies in Higher Education 39 (6), S. 952–966. DOI: 10.1080/03075079.2012.754862.

Abstract:

Transnational education, primarily at the tertiary level, has been growing rapidly, bringing with it high hopes and expectations of benefits to institutions in the countries of origin and destination. However, these potential benefits come with a set of challenges that must be overcome. These challenges include the need to reconcile the often-conflicting objectives of the stakeholders involved, bridge learning traditions/styles and cultural divides, and harmonise cross-national standards. These challenges are on display in transnational higher education involving UK and Malaysian institutions, which have not only had a long history but also host a large number of students. In the Malaysian case, education policies that are designed to serve affirmative action complicate this collaboration.

Holbrook, Allyson; Bourke, Sid; Fairbairn, Hedy; Lovat, Terence (2014):

The focus and substance of formative comment provided by PhD examiners.

In: Studies in Higher Education 39 (6), S. 983–1000. DOI: 10.1080/03075079.2012.750289.

Abstract:

In practice and process PhD examination is distinctive, reflecting the high expectations of students whose learning has been directed to their becoming researchers. This article builds on previous research on the examination of Australian theses that revealed that examiners in Science (n = 542) and Education (n = 241) provide a substantial proportion of formative comment in their reports, much of which is constructed in a way that anticipates reflective engagement by the student. Detailed examination of the formative text identified nine categories of comment directed at three collective groupings of weaknesses or flaws related to less favourable recommendation. The flaws are related to 'fundamentals', 'project' and 'argument'. There were discipline differences, including significantly more comment in Science, indicating that the candidate should attend further to the data and analysis in their project and the fundamentals of presentation. In Education there was more emphasis on improving argument.

Hou, Angela Yung-chi (2014):

Quality in cross-border higher education and challenges for the internationalization of national quality assurance agencies in the Asia-Pacific region: The Taiwanese experience.

In: Studies in Higher Education 39 (1), S. 135–152. DOI: 10.1080/03075079.2011.646258.

Abstract:

Cross-border higher education has created a need to build capacity – particularly in the internationalization dimension – for national quality assurance agencies to evaluate cross-border education provided by foreign educational providers, or jointly by local and foreign institutions. This is quickly becoming a key issue in the Asia-Pacific region. National accrediting agencies in Asia, which implement accrediting tasks domestically, are attempting to internationalize themselves through internal and external approaches. The main purpose of this article is to analyze the impact of this cross-border accreditation on national quality assurance agencies in the Asia-Pacific region. The approaches that national quality assurance agencies adopt to enhance their internationalization are discussed, as are the efforts the regional networks make to help Asian quality assurance agencies build capacity. Taiwan's case and the challenges it is faced with are also addressed.

Huang, Futao (2014):

Challenges for higher education and research: A perspective from Japan.

In: Studies in Higher Education 39 (8), S. 1428–1438. DOI: 10.1080/03075079.2014.949535.

Abstract:

The aim of this paper is to identify key challenges facing Japan's higher education since the early 1990s and their impacts on major research themes. In this paper key challenges include those resulting from the decline in the 18-year population, the cultivation of high-quality university graduates, the incorporation of national universities, the diversification of higher education systems, and globalization and internationalization of higher education. The paper concludes by arguing that challenges facing Japan's higher education and research are unquestionable and considerable. Because several challenges are different from that of any other countries, Japan has to find out solutions to tackle them by its own efforts. Furthermore, in response to these challenges, there has been an evident transformation in a vast majority of higher education research institutes and centers from a purely academic-based research to more practical and operational research. Besides, at a policy level, numerous research themes and agenda have been developed and implemented by the Japanese government.

Hyland-Russell, Tara (2014):

'I will write to you with my eyes': Reflective text and image journals in the undergraduate classroom.

In: Studies in Higher Education 39 (6), S. 1055–1069. DOI: 10.1080/03075079.2013.777403.

Abstract:

This article reports on a case study into students' perspectives on the use of cahiers, reflective text and image journals. Narrative interviews and document analysis reveal that cahiers can be used effectively to engage students in course content and learning processes. Recent work in transformative learning highlights the need for a holistic approach to learning that prompts deep reflective engagement of the whole person. Results from this study support text and image journals as an effective transformative pedagogical strategy. Student perspectives on keeping cahiers revealed five key themes: (1) cahiers invited students to engage holistically with course material; (2) cahiers facilitated divergent and creative thinking; (3) cahiers aided deep learning through ownership of the process and content; (4) essential to student engagement with the cahiers was instructor-student dialogue and situating the cahier as a safe, reflective place; and (5) central to the way cahiers function is their inclusion of images.

Iannelli, Cristina; Huang, Jun (2014):

Trends in participation and attainment of Chinese students in UK higher education.

In: Studies in Higher Education 39 (5), S. 805–822. DOI: 10.1080/03075079.2012.754863.

Abstract:

The UK higher education system receives the second largest number of Chinese overseas students in the world. The Higher Education Statistics Agency (HESA) data used in this study show that the total number of Chinese graduates (at both undergraduate and postgraduate levels) increased from around 6000 at the beginning of the twenty-first century to more than 20,000 in 2009. This paper addresses the issues of whether and how patterns of participation and attainment of Chinese graduates have changed over the last decade. The findings show that (1) increasing proportions of Chinese students graduate from the Russell Group universities; (2) alongside subjects such as science, engineering and business, a growing popularity of social science among Chinese students is emerging; (3) compared to home students and other international students, Chinese first-degree graduates persistently achieve lower attainment levels. The conclusions highlight possible explanations for these patterns and directions for future research.

Jacob, Merle; Hellström, Tomas (2014):

Opportunity from crisis: A common agenda for higher education and science, technology and innovation policy research.

In: Studies in Higher Education 39 (8), S. 1321–1331. DOI: 10.1080/03075079.2014.949531.

Abstract:

This paper makes a plea for the construction of a common agenda for higher education and science, technology and innovation (STI) policy research. The public higher education and research sector in all countries is currently in the grip of several challenges arising from increased accountability, internationalization and in some cases dwindling resources. Even as the sector is struggling to come to grips with these new developments, policy-makers the world over are being exhorted that their best route to sustainable economic development is investment in higher education and research. Scholars in STI policy and higher education research currently address these issues separately. This paper argues that a joint research effort from both these communities would push the research frontier further for each respective field and improve the evidence base for policy.

Jones, Glen A. (2014):

Building and strengthening policy research capacity: Key issues in Canadian higher education.

In: Studies in Higher Education 39 (8), S. 1332–1342. DOI: 10.1080/03075079.2014.949543.

Abstract:

Given the importance of higher education in social and economic development, governments need to build a strong higher education data and policy research infrastructure to support informed decision-making, provide policy advice, and offer a critical assessment of key trends and issues. The author discusses the decline of higher education policy research capacity in Canada and reviews the importance of strong national data systems in addressing issues of access and student mobility, and in understanding the implications of the increasing fragmentation of academic work. An international comparative study of national arrangements could illuminate useful strategies and approaches for strengthening this important policy research infrastructure.

Jones, Ian; Alcock, Lara (2014):

Peer assessment without assessment criteria.

In: Studies in Higher Education 39 (10), S. 1774–1787. DOI: 10.1080/03075079.2013.821974.

Abstract:

Peer assessment typically requires students to judge peers' work against assessment criteria. We tested an alternative approach in which students judged pairs of scripts against one another in the absence of assessment criteria. First year

mathematics undergraduates (N = 194) sat a written test on conceptual understanding of multivariable calculus, then assessed their peers' responses using pairwise comparative judgement. Inter-rater reliability was investigated by randomly assigning the students to two groups and correlating the two groups' assessments. Validity was investigated by correlating the peers' assessments with (i) expert assessments, (ii) novice assessments, and (iii) marks from other module tests. We found high validity and inter-rater reliability, suggesting that the students performed well as peer assessors. We interpret the results in the light of survey and interview feedback, and discuss directions for further research into the benefits and drawbacks of peer assessment without assessment criteria.

Kallio, Kirsi-Mari; Kallio, Tomi J. (2014):

Management-by-results and performance measurement in universities – implications for work motivation.

In: Studies in Higher Education 39 (4), S. 574–589. DOI: 10.1080/03075079.2012.709497.

Abstract:

The article focuses on the effects of management-by-results from the perspective of the work motivation of university employees. The study is based on extensive survey data among employees at Finnish universities. According to the results, performance measurement is based on quantitative rather than qualitative measures, and the current management-by-results system has a negative effect on work motivation among experts. The motivation to engage in creative, knowledge-intensive work, such as the work carried out at universities, is typically intrinsic. In the light of the empirical findings of the study it seems that management-by-results is in conflict with intrinsic motivation and the very essence of the expert work undertaken in universities.

Kandlbinder, Peter (2014):

Signature concepts of women researchers in higher education teaching and learning.

In: Studies in Higher Education 39 (9), S. 1562–1572. DOI: 10.1080/03075079.2013.801430.

Abstract:

The history of research into higher education teaching and learning has been one led by male researchers. Individual women researchers have always been active in the field but their contributions have not received the same level of recognition as their male counterparts. A review of the research literature in journals focused on teaching and learning in higher education identified seven male researchers who the journals' authors are more like to cite in their articles than any others. A second-level analysis of the citations within this literature revealed that a group of women researchers were also associated with developing distinctive concepts that have come to be associated with research across the different journals. This study reveals the signature concepts of women researchers as a useful way of examining how reputations within the field of higher education teaching and learning have developed.

Kauko, Jaakko (2014):

Complexity in higher education politics: bifurcations, choices and irreversibility.

In: Studies in Higher Education 39 (9), S. 1683–1699. DOI: 10.1080/03075079.2013.801435.

Abstract:

Taking complexity as an epistemic starting point, this article enhances understanding of dynamics in higher education. It also reviews the relevant literature on path dependency, complexity research, and studies of political change and contingency. These ideas are further developed with reference to the political situation and political possibilities as concepts. It is claimed that the key issues in understanding irreversibility on a system level are institutional change and politicisation. It is deduced from two case studies in the Finnish context that founding new institutions created bifurcations in both. Then again, the politicisation for disbanding existing institutions has proved rather futile. The key findings are that the choices in higher education politics increase the complexity of the system, and that many of the choices made are irreversible for reasons to do with contingency.

Kauppinen, Ilkka (2014):

A moral economy of patents: Case of Finnish research universities' patent policies.

In: Studies in Higher Education 39 (10), S. 1732–1749. DOI: 10.1080/03075079.2013.806457.

Abstract:

The primary objective of this paper is to demonstrate the usefulness of the concept of moral economy for higher education studies through a study of Finnish research universities' patent policies. Patent policies not only stimulate the commercialization of research, they also set norms for behavior and aim to clarify how to distribute rights and responsibilities during the commercialization of research results. My main research finding is that even though institutionalized university patenting is a very recent phenomenon in Finland, policies regulating it have significant similarities to the US case. The main conclusion of this paper is that the question of university patent policies should not be disconnected from broader questions regarding contemporary globalizing knowledge capitalism. Overall, this paper contributes to higher education studies by showing the relevance of the concept of moral economy in studying contemporary university changes and transformations by demonstrating the moral economic nature of patent policies.

Kearney, Mary-Louise; Lincoln, Daniel (2014):

Researchers and policy-makers: A stakeholder alliance.

[Foreword]. In: Studies in Higher Education 39 (8), S. 1291–1292. DOI: 10.1080/03075079.2014.960300.

Kearney, Mary-Louise; Lincoln, Daniel (2014):

Student power in global perspective.

[Foreword]. In: Studies in Higher Education 39 (3), S. 395. DOI: 10.1080/03075079.2014.896176.

Klemenčič, Manja (2014):

Student power in a global perspective and contemporary trends in student organising.

In: Studies in Higher Education 39 (3), S. 396–411. DOI: 10.1080/03075079.2014.896177.

Abstract:

Students, if organised into representative student governments or movements, can be a highly influential agency shaping higher education policy. This article introduces the Special Issue on student power in a global perspective, which addresses the question of how students are organised in different world regions and what role they play in higher education policymaking within universities or at the national level. The article discusses conceptual considerations in the study of student governments and movements and reviews the contemporary trends in student organising globally.

Knudsen, Sanne (2014):

Students are doing it for themselves – 'the problem-oriented problem' in academic writing in the humanities.

In: Studies in Higher Education 39 (10), S. 1838–1859. DOI: 10.1080/03075079.2013.806455.

Abstract:

Though the notion of the 'problem' is central to self-directed and research-like problem-oriented learning approaches in universities, few studies have focused on how students themselves conceptualize it. The purpose of this study is to investigate how university students communicatively frame 'the problem-oriented problem' in their own problem-oriented writing, and how such frames develop over time. The corpus of analysis consists of a total of 30 student reports each presenting a self-generated problem-oriented project within the humanities, performed and written collaboratively. Thirteen of the reports were produced after one semester and 17 after four semesters of academic studies. The results show that while one half of the students can be said to articulate heuristic problems, the other half only manage to present

subjects without problems. It is suggested that in order to challenge and develop students' conceptualizations of a problem-oriented 'problem' in the study of the humanities, the genres of their writing might benefit from being redesigned. A more experimental and situated writing-, genre- and literacy approach may be useful to promote, visualize and qualify students' work and provide scaffolding in order to enable students to recognize, understand and challenge academic framings of problems, academic practices and knowledge.

Koning, Björn B. de; Loyens, Sofie M.M; Rikers, Remy M.J.P; Smeets, Guus; van der Molen, Henk T. (2014):

Impact of binding study advice on study behavior and pre-university education qualification factors in a problem-based psychology bachelor program.

In: Studies in Higher Education 39 (5), S. 835–847. DOI: 10.1080/03075079.2012.754857.

Abstract:

In the Netherlands, university programs increasingly use the binding study advice (BSA) to select students after the first year. Students with insufficient progress after the first year and who therefore do not conform to pre-defined BSA norms have to quit their program. This study investigated whether the introduction of the BSA is associated with differences in first-year study behaviors and students' pre-university education qualifications when entering university, which has to date been unexplored. Cohorts to which the BSA did (BSA group) or did not apply (pre-BSA group) in a problem-based psychology bachelor program were compared. Results showed that students' observed learning activities were rated higher by tutors after the BSA introduction than before. The BSA group did not spend more time on self-study and obtained lower course test scores than the pre-BSA group. At enrolment, differences were found in students' level of prior education but not with respect to their pre-university grades.

Krause, Kerri-Lee D. (2014):

Challenging perspectives on learning and teaching in the disciplines: The academic voice.

In: Studies in Higher Education 39 (1), S. 2–19. DOI: 10.1080/03075079.2012.690730.

Abstract:

This article reports on a study of academic staff perspectives on disciplinary communities and skill development in disciplinary contexts. Fifty-five academic staff were interviewed across eight disciplines in four Australian universities. Responses of historians and mathematicians are the focus of this article. A socio-constructivist framework informed analysis of academics' views about disciplinary cultures and skill development in disciplinary settings. Findings highlight discipline-based patterns in staff views about the value of generic skills in the curriculum. However, there was no apparent disciplinary effect in academics' views about belonging to a teaching community. Rather, sociocultural forces, particularly at the department level, appear to play the strongest role in this regard. The article argues for the influence of sociocultural factors on academics' perceptions of disciplinary tribes and territories in a changing policy environment. It has implications for institutional leaders and academic practitioners, highlighting challenges for supporting academic staff in disciplinary teaching communities.

Krücken, Georg (2014):

Higher education reforms and unintended consequences: A research agenda.

In: Studies in Higher Education 39 (8), S. 1439–1450. DOI: 10.1080/03075079.2014.949539.

Abstract:

Higher education in Europe has undergone remarkable transformations over the last two decades. Germany is a very interesting case in point here. While the country was labeled as a laggard in the process, over the last decade the pace of higher education reforms in Germany has grown considerably. This paper will focus on the by now visible effects of these remarkable transformations, which have led to numerous consequences that go beyond the explicit intentions of policy-makers. Unintended consequences resulting from rapid institutional change will be discussed with regard to research, third-mission activities, and structural reforms concerning governance and organization. It can be assumed that, due to a variety of such unintended consequences, also in other European countries the next decade will be shaped by efforts aiming at reforming the reforms, re-regulating the significant changes brought about during the last two decades. The

paper closes with a brief discussion of the necessary linkages to three related interdisciplinary research areas, from which both higher education research and policy-making will benefit, and a summary of the main points of the paper.

Kyvik, Svein; Olsen, Terje Bruen (2014):

Increasing completion rates in Norwegian doctoral training: Multiple causes for efficiency improvements.

In: Studies in Higher Education 39 (9), S. 1668–1682. DOI: 10.1080/03075079.2013.801427.

Abstract:

This article examines changes in completion rates and time-to-degree in Norwegian doctoral training over the last 30 years. A steadily increasing share of doctoral candidates holding a fellowship have been awarded their doctoral degree within five years; from 30% of those admitted in 1980 to 60% of those admitted 25 years later. Furthermore, the proportion of fellowship holders awarded a doctoral degree within 10 years increased from less than 50% to close to 80%. There are, however, large differences between fields. On the one hand, this is a success story, and the reasons for increasing efficiency in doctoral training will be analysed. On the other hand, the average time-to-degree is still regarded as being too long, and the non-completion rate still too high. The multiple causes for efficiency improvements are examined with reference to the international body of literature on doctoral training.

Labib, Ashraf; Read, Martin; Gladstone-Millar, Charlotte; Tonge, Richard; Smith, David (2014):

Formulation of higher education institutional strategy using operational research approaches.

In: Studies in Higher Education 39 (5), S. 885–904. DOI: 10.1080/03075079.2012.754868.

Abstract:

In this paper a framework is proposed for the formulation of a higher education institutional (HEI) strategy. This work provides a practical example, through a case study, to demonstrate how the proposed framework can be applied to the issue of formulation of HEI strategy. The proposed hybrid model is based on two operational research methodologies. These techniques help to formulate a strategic decision-making model which represents different factors and alternatives, assess their priorities, and provide a decision-making mechanism. In addition, our proposed approach incorporates derived global priorities of strategic options in order to optimise different types of resources. The proposed model is dynamic in that it adapts to changing economic and environmental conditions and hence has the capability to provide 'what-if' analysis. The framework is applied in the context of strategic decision-making for a business school and involves key stakeholders who have responsibilities for strategic functions within the HEI and the school.

Lebeau, Yann; Bennion, Alice (2014):

Forms of embeddedness and discourses of engagement: A case study of universities in their local environment.

In: Studies in Higher Education 39 (2), S. 278–293. DOI: 10.1080/03075079.2012.709491.

Abstract:

The paper explores two universities' strategies of impact and engagement and their perceptions by local economic and policy stakeholders in a post-industrial city of Scotland. The concept of structural embeddedness is used to unpack the logics and repertoires of action of local universities and to relate discourses and actions to the nature and intensity of the relationship between universities and the local context. In contrast with the dominant knowledge and innovation research paradigm presenting universities as key drivers of regional economic development and competitiveness, the paper suggests multiple and at times contradictory levels of impact of universities depending on their capacity to embed themselves in regional development strategies and socio-economic regeneration programmes. The conclusion suggests that the nature and returns of universities' local engagement approaches are determined by their position on the higher education market as much as by their embeddedness in the local economy, culture and polity.

Leibowitz, Brenda; Ndebele, Clever; Winberg, Christine (2014):

'It's an amazing learning curve to be part of the project': Exploring academic identity in collaborative research.

In: Studies in Higher Education 39 (7), S. 1256–1269. DOI: 10.1080/03075079.2013.801424.

Abstract:

This article reports on an investigation into the role of academic identity within collaborative research in higher education in South Africa. The study was informed by the literature on academic identities, collaborative research and communities of practice. It was located within a multi-site study, with involvement of researcher collaborators from eight South African higher education institutions. Eighteen academic development practitioners recorded their perceptions of their participation in one higher education research project. An analysis of the research team members' experiences of participating in the first phase of the research project lent credence to the factors influencing participants' academic identities. The study found that collaborative research provided potential for knowledge generation and personal and professional growth, but noted that in order to enable participation, attention needs to be paid to the interrelationship between researchers' academic individual and collective identities and their sense of expertise in the field of educational research.

Lepori, Benedetto; Huisman, Jeroen; Seeber, Marco (2014):

Convergence and differentiation processes in Swiss higher education: an empirical analysis.

In: Studies in Higher Education 39 (2), S. 197–218. DOI: 10.1080/03075079.2011.647765.

Abstract:

The aim of this article is to contribute to the scholarly debate on differentiation processes in higher education, particularly in binary systems. The article builds on recent developments in institutional theory and organizational ecology regarding the nature of organizational forms, as well as on the mechanisms through which these forms impact on characteristics of individual higher education institutions, and highlight the role of isomorphic pressures and competitive differentiation. The approach emphasizes the relevance of segregation and blending processes between types of institution. An application to the relationship between the two main types in Swiss higher education confirms that these forces largely determine the dynamics of the populations, and that a distinction emerges between core features – which make the distinction between populations – and features for which individual strategies and local conditions are more relevant.

Letseka, Moeketsi; Pitsoe, Victor (2014):

The challenges and prospects of access to higher education at UNISA.

In: Studies in Higher Education 39 (10), S. 1942–1954. DOI: 10.1080/03075079.2013.823933.

Abstract:

This article debates access and success at the University of South Africa (UNISA). UNISA is an open distance learning (ODL) institution that provides higher education opportunities to working adults who would otherwise not have the opportunity to acquire a higher education qualification at full-time contact institutions. The article sketches the challenges and prospects of ODL. It teases out the challenges of ODL articulation, learner support, recognition of prior learning, and poor throughput rate. Substantively though, the article argues a case for well managed ODL programs to provide access to quality higher education to previously marginalised individuals and to enable developing countries such as South Africa to make a meaningful contribution to the global economy through knowledgeable citizenry and workforce.

Li, Fengliang; Zhou, Mengying; Fan, Baolong (2014):

Can distance education increase educational equality? Evidence from the expansion of Chinese higher education.

In: Studies in Higher Education 39 (10), S. 1811–1822. DOI: 10.1080/03075079.2013.806462.

Abstract:

Since China decided to expand its higher education, we have seen an increasing number of discussions of the relationship between educational expansion and equality. However, few studies have examined whether the expansion of distance higher education will improve educational equality among different regions. In this study, we analyzed the changes in the enrolment of Chinese distance higher education in different areas. We found that in underdeveloped areas, inequality in distance higher education is still increasing. However, according to the Chinese government, distance higher education should be an important device to improve equality, especially in outlying poverty-stricken areas. Since educational finance has greatly increased in recent years in China, the education administrative systems should provide more financial support for distance education learners so that distance education can play the role of improving equality in underdeveloped regions.

Li, Jinrui; Luca, Rosemary de (2014):

Review of assessment feedback.

In: Studies in Higher Education 39 (2), S. 378–393. DOI: 10.1080/03075079.2012.709494.

Abstract:

This article reviews 37 empirical studies, selected from 363 articles and 20 journals, on assessment feedback published between 2000 and 2011. The reviewed articles, many of which came out of studies in the UK and Australia, reflect the most current issues and developments in the area of assessing disciplinary writing. The article aims to outline current studies on assessment feedback. These studies have explored undergraduate students' wide-ranging perspectives on the effectiveness and utility of assessment feedback, the divergent styles of assessment feedback of lecturers and tutors in various disciplines, teachers' divergent interpretations of assessment criteria and confusion about the dual roles of assessment feedback, and the divergences between teachers' beliefs and practices. The review includes analysis and comparison of the research methods and findings of the studies. It identifies a research space for assessment feedback and outlines implications for further studies.

Litwin, Jeffrey (2014):

Who's getting the biggest research bang for the buck.

In: Studies in Higher Education 39 (5), S. 771–785. DOI: 10.1080/03075079.2012.754860.

Abstract:

Research performance is a critical component of the understanding of university prestige, yet measuring it is complex. This paper proposes using 'real dollars of research expenditures per article published' as a measure of research productivity because it is more accurate than other quantitative measures of research productivity, including 'articles published per capita,' for certain applications, especially financial and economic analyses. In tracking this measure, a decline in the research productivity of US colleges and universities was observed during the period 1996 to 2002.

Luescher-Mamashela, Thierry M.; Mugume, Taabo (2014):

Student representation and multiparty politics in African higher education.

In: Studies in Higher Education 39 (3), S. 500–515. DOI: 10.1080/03075079.2014.896183.

Abstract:

The transition from one-party rule and other forms of authoritarianism to multiparty democracy in the 1990s has had a profound impact on the organisation and role of student politics in Africa. Against the background of student involvement in African politics in the twentieth century, leading up to student participation in Africa's 'second liberation' in the early 1990s, the paper analyses the organisation of student governments, student representation in institutional and national governance, student unionism and the emergence of political parties in student politics in the 2000s. Proceeding from Munene's argument regarding a shift in oppositional politics in Africa away from students to multiparty politics, this paper finds that party politics is also increasingly implicated in African student politics with varied results. The paper concludes by proposing a tentative framework for understanding the impact of high levels of resource exchange between student leaders and political parties on student representation.

Macfarlane, Bruce; Chan, Roy Y. (2014):

The last judgement: exploring intellectual leadership in higher education through academic obituaries.

In: Studies in Higher Education 39 (2), S. 294–306. DOI: 10.1080/03075079.2012.684679.

Abstract:

The literature on leadership in higher education is focused mainly on senior academic leaders with managerial roles. It largely excludes informal and distributed forms of intellectual leadership offered by full professors among others. This article explores the concept of intellectual leadership using academic obituaries. A total of 63 obituaries were collected from Times Higher Education published between 2008 and 2010. These identify the importance of personal characteristics and academic achievements in the formation of reputation. Four elements of intellectual leadership are suggested, linked to academic obituaries: a passion for transformation, possessing a balance of personal virtues, a commitment to service, and overcoming adversity. Despite the limitations of obituaries, it is argued that they provide a valuable and under-utilised 'last judgement' on intellectual leadership.

Macfarlane, Bruce; Zhang, Jingjing; Pun, Annie (2014):

Academic integrity: A review of the literature.

In: Studies in Higher Education 39 (2), S. 339–358. DOI: 10.1080/03075079.2012.709495.

Abstract:

This article provides a literature review on academic integrity, which encompasses the values, behaviour and conduct of academics in all aspects of their practice. This is a growing area of academic research as a result of the expansion of higher education on a global basis and concerns about standards of professional conduct. The article maps the main strands of research on academic integrity by reference to teaching, research and service using 115 articles derived from both western and Chinese literature. The review indicates that much of the literature is framed in terms of misconduct or academic corruption with research ethics the dominant focus. Researchers investigating academic integrity draw predominantly on multivariate analysis using surveys/questionnaires, documentary analysis and, more occasionally, interviews. While there has been rapid growth in the literature, a stronger focus is needed on identifying 'ethical' as well as 'unethical' practice despite the methodological challenges in overcoming social desirability reporting.

Macharia, Jimmy K.N; Pelser, Theunis G. (2014):

Key factors that influence the diffusion and infusion of information and communication technologies in Kenyan higher education.

In: Studies in Higher Education 39 (4), S. 695–709. DOI: 10.1080/03075079.2012.729033.

Abstract:

Previous studies have shown that in the higher education sector, information and communication technology (ICT) provides the impetus for change from the traditional concepts of teaching and learning, as well as prime motivation behind the change in scholarly and professional activities. This underscores the importance of ICT in higher education in achieving the goal of providing flexible teaching and learning environments. Consequently, the aim of this study was to answer the empirical question as to what environmental, technological, organizational and individual factors are most likely to influence choice behaviour to use ICT in student learning in Kenyan higher education. Path analysis statistical techniques in structural equation modelling were used. The findings show that environmental, technological, organizational and individual factors play a significant role in ICT diffusion and infusion. It was further observed that the effects of some factors including availability of ICT, access to ICT, and the characteristics of the institution's chief executive officer play a pivotal role in ICT diffusion in a developing country context. This study produced useful insights into the factors that influence technology acceptance decisions by students, and provided new ideas for the management of ICT diffusion and infusion.

Mårtensson, Katarina; Roxå, Torgny; Stensaker, Bjørn (2014):

From quality assurance to quality practices: An investigation of strong microcultures in teaching and learning.

In: Studies in Higher Education 39 (4), S. 534–545. DOI: 10.1080/03075079.2012.709493.

Abstract:

One of the main beliefs in quality assurance is that this activity – indirectly – will stimulate change in the work practices associated with teaching and learning in higher education. However, few studies have provided empirical evidence of the existence of such a link. Instead, quality assurance has created an unfortunate divide between formal rules and routines, and the daily practices in academia associated with teaching and learning. This article reports a study of ‘quality work’ – concrete practices in academic microcultures with a reputation for being strong in their teaching and learning as well as in their research function. We argue that the relationship between quality assurance and enacted quality practice needs to be understood in the light of how formal organizational structures, as well as cultural characteristics and academic aims, are balanced within working groups in universities.

Masui, Chris; Broeckmans, Jan; Doumen, Sarah; Groenen, Anne; Molenberghs, Geert (2014):

Do diligent students perform better? Complex relations between student and course characteristics, study time, and academic performance in higher education.

In: Studies in Higher Education 39 (4), S. 621–643. DOI: 10.1080/03075079.2012.721350.

Abstract:

Research has reported equivocal results regarding the relationship between study time investment and academic performance in higher education. In the setting of the active, assignment-based teaching approach at Hasselt University (Belgium), the present study aimed (a) to further clarify the role of study time in academic performance, while taking into account student characteristics (e.g. gender, prior domain knowledge), and (b) to examine the relation between a number of student and course characteristics and study time. Data included course-specific study time recordings across the entire term, grades for 14 courses, expert ratings of six course characteristics, and other data from the records of 168 freshmen in business economics. For most courses, study time predicted grades, even beyond student characteristics. However, there were differential results depending on the course considered, stressing the importance of examining relations at course level instead of globally across courses. As to study time, course characteristics were strong predictors.

Middlehurst, Robin (2014):

Higher education research agendas for the coming decade: A UK perspective on the policy–research nexus.

In: Studies in Higher Education 39 (8), S. 1475–1487. DOI: 10.1080/03075079.2014.949538.

Abstract:

From the perspective of the UK, this paper addresses two main themes. It presents a higher education (HE) research agenda for the next decade linked to key policy challenges and reflects on the dynamics of the research–policy landscape. The paper begins by identifying four dimensions of the UK that will continue to be important as a focus for research and policy and goes on to identify seven policy challenges, posing these as questions for research at micro- and meta-levels of analysis. The paper illustrates relationships between HE research and policy development and discusses the range of actors now engaged in the policy–research landscape where a wide range of ‘evidence’ is drawn upon by policy-makers. The challenge facing researchers is to ensure that longer term and deeper issues are not neglected in the rush for funding and short-term policy impact. While successful researchers engage in policy networks, they also need to maintain a critical distance from policy; and policy-makers themselves must recognise that independent enquiry provides the best service for the development of both HE and wider society.

Musselin, Christine (2014):

Research issues and institutional prospects for higher education studies.

In: Studies in Higher Education 39 (8), S. 1369–1380. DOI: 10.1080/03075079.2014.950449.

Abstract:

This paper explores two new perspectives for the research on higher education. Building on the case of Europe with a special focus on France, it first addresses the trend toward more competition and more differentiation that can be observed in countries that traditionally were more egalitarian and the strong implication of European states in reshaping their higher education and research systems. It also questions the social role of higher education while knowledge economies are engaged in a competitive race. Finally, it looks at the capacity of higher education studies to address such issues and critically questions how should this domain further develop.

Noda, Ayaka; Kim, Mikyong Minsun (2014):

Learning experiences and gains from continuing professional education and their applicability to work for Japanese government officials.

In: Studies in Higher Education 39 (6), S. 927–943. DOI: 10.1080/03075079.2012.754864.

Abstract:

This study aims to understand the perceived learning experiences and gains for Japanese government officials from US and Japanese graduate and professional schools, and how applicable their continuing professional education (CPE) is to professional performance. Interview participants were drawn from long-term overseas and domestic fellowship programs within the government's National Personnel Authority. Human capital theory and Ottoson's situated evaluation framework were applied for the analysis of 30 purposefully selected interviews. The officials from the overseas program reported more diverse and positive outcomes in cognitive, social, and affective domains as well as networking opportunities from their experiences than those from the domestic program. The interviews, however, revealed a loose linkage between CPE participants' outcomes and their subsequent work.

Parsell, Mitch; Ambler, Trudy; Jacenyik-Trawogor, Christa (2014):

Ethics in higher education research.

In: Studies in Higher Education 39 (1), S. 166–179. DOI: 10.1080/03075079.2011.647766.

Abstract:

Many educational researchers have experienced challenges in obtaining ethics approval. This article explores some of the reasons why this is the case, looking specifically at the participatory action research methodology. The authors' experience of seeking ethics approval for a project intended to introduce peer review as an enhancement process is described. Initially, ethics clearance was denied. Details are provided of the iterative process that ultimately resulted in ethics approval, with particular reference to the differing views regarding the concepts of 'coercion' and 'confidentiality'.

Pedrosa-de-Jesus, Helena; Watts, Mike (2014):

Managing affect in learners' questions in undergraduate science.

In: Studies in Higher Education 39 (1), S. 102–116. DOI: 10.1080/03075079.2011.646983.

Abstract:

This article aims to position students' classroom questioning within the literature surrounding affect and its impact on learning. The article consists of two main sections. First, the act of questioning is discussed in order to highlight how affect shapes the process of questioning, and a four-part genesis to question-asking that we call CARE is described: the construction, asking, reception and evaluation of a learner's question. This work is contextualised through studies in science education and through our work with university students in undergraduate chemistry, although conducted in the firm belief that it has more general application. The second section focuses on teaching strategies to encourage and manage learners' questions, based here upon the conviction that university students in this case learn through questioning, and that an inquiry-based environment promotes better learning than a simple 'transmission' setting. Seven

teaching strategies developed from the authors' work are described, where university teachers 'scaffold' learning through supporting learners' questions, and working with these to structure and organise the content and the shape of their teaching. The article concludes with a summary of the main issues, highlighting the impact of the affective dimension of learning through questioning, and a discussion of the implications for future research.

Pertegal-Felices, María L.; Castejón-Costa, Juan L.; Jimeno-Morenilla, Antonio (2014):

Differences between the personal, social and emotional profiles of teaching and computer engineering professionals and students.

In: Studies in Higher Education 39 (7), S. 1185–1201. DOI: 10.1080/03075079.2013.777410.

Abstract:

The evidence suggests that emotional intelligence and personality traits are important qualities that workers need in order to successfully exercise a profession. This article assumes that the main purpose of universities is to promote employment by providing an education that facilitates the acquisition of abilities, skills, competencies and values. In this study, the emotional intelligence and personality profiles of two groups of Spanish students studying degrees in two different academic disciplines – computer engineering and teacher training – were analysed and compared. In addition, the skills forming part of the emotional intelligence and personality traits required by professionals (computer engineers and teachers) in their work were studied, and the profiles obtained for the students were compared with those identified by the professionals in each field. Results revealed significant differences between the profiles of the two groups of students, with the teacher training students scoring higher on interpersonal skills; differences were also found between professionals and students for most competencies, with professionals in both fields demanding more competencies than those evidenced by graduates. The implications of these results for the incorporation of generic social, emotional and personal competencies into the university curriculum are discussed.

Quimbo, Maria Ana T.; Sulabo, Evangeline C. (2014):

Research productivity and its policy implications in higher education institutions.

In: Studies in Higher Education 39 (10), S. 1955–1971. DOI: 10.1080/03075079.2013.818639.

Abstract:

Responding to the Commission on Higher Education's development plan of enhancing research culture among higher education institutions, this study was conducted to analyze the research productivity of selected higher education institutions. It covered five state universities in the Philippines where a total of 377 randomly selected faculty members served as research participants. Path analysis shows that educational attainment, research benefits and incentive system are important predictors of both research self-efficacy and research productivity. Self-efficacy has also been found to be a significant determinant of productivity. Findings of this study suggest a number of policy implications for institutions of higher learning including the need to have a strong faculty development program, enhanced research collaboration, improved research productivity, and good incentive system in order to promote and enhance the research culture in higher education institutions.

Robinson, Susan R. (2014):

Self-plagiarism and unfortunate publication: an essay on academic values.

In: Studies in Higher Education 39 (2), S. 265–277. DOI: 10.1080/03075079.2012.655721.

Abstract:

Recent years have seen a steady stream of journal editorials condemning self-plagiarism and other questionable publishing practices. Whilst in the biomedical sciences, redundant publication is condemned for its potential to exaggerate the efficacy of clinical trials, the potential negative consequences of textual recycling are less obvious in the humanities and social sciences. The perceived evils of self-plagiarism vary widely across the academic disciplines, undermining the claim that self-plagiarism constitutes an academic integrity issue in all cases. The article argues that questions surrounding self-plagiarism should be replaced with pronouncements around the notions of 'fortunate' and 'unfortunate' academic publication. Some examples of such judgements are given.

Rochford, Francine (2014):

Bringing them into the tent – student association and the neutered academy.

In: Studies in Higher Education 39 (3), S. 485–499. DOI: 10.1080/03075079.2014.896184.

Abstract:

Following the trend of many comparable countries, Australian universities are now part of a massified system which is a significant contributor to the national economy. The commercial university is solicitous as to its product and its position in the market, but must also navigate the regulatory environment. Uncontrollable aspects of the university, including staff and student organisations, can threaten the marketable image of the university corporation and its relationship with government. This paper considers the creation and regulation of student organisations in Australia. In Australia's federal system some state legislation accorded student organisations a legitimate place in university governance; most universities accepted the role of student organisations as beneficial to both students and the university itself. Since the 1980s, however, the financial leverage of the federal government purchased increasing intervention in universities, and this extended to the rearticulation of the role of the student organisations in 2006. The reorientation of the university sector has been facilitated by a reconfiguration of important relationships in the sector – between universities and students on the one hand, and universities and student organisations on the other. The contractualisation of relationships in the sector enables the modelling of the university on the commercial enterprise, creating other techniques of control, within a wider regulatory system steered by funding arrangements. The resulting depoliticisation of student organisations is part of a wider process of disengagement of universities from public critique and its embrace of commercial forms of governance generally.

Ross, Jen (2014):

Performing the reflective self: Audience awareness in high-stakes reflection.

In: Studies in Higher Education 39 (2), S. 219–232. DOI: 10.1080/03075079.2011.651450.

Abstract:

Drawing on qualitative data from 31 interviews with teachers and students in higher education in the UK, this article demonstrates the extent to which students, when compelled to write reflectively for assessment purposes, perform their reflective writing for at least one of three audiences: their assessment criteria, their teachers, and a general 'Other'. It shows that students are strategic and audience-aware in their reflective writing, whether or not teachers acknowledge audience as a legitimate concern, and argues that we need to welcome the concept of performance into reflective practices, and to allow reflection to take account of the addressivity of writing.

Rumbley, Laura E.; Stanfield, David A.; Gayardon, Ariane de (2014):

From inventory to insight: Making sense of the global landscape of higher education research, training, and publication.

In: Studies in Higher Education 39 (8), S. 1293–1305. DOI: 10.1080/03075079.2014.949546.

Abstract:

Through a yearlong study, the Boston College Center for International Higher Education developed a (third edition) global inventory of higher education research centers/institutes, academic programs, and journals/publications. As higher education expands globally, these resources are essential for training effective leaders and producing research that guides decision-making and policy. Since the 2006 edition of this inventory, numbers of centers, programs, and journals have increased dramatically, and globally. However, these units and initiatives continue to be more prevalent in developed countries, a worrisome trend when considering the importance of higher education for development everywhere. Detailed analysis and insight is offered on centers' and programs' focus areas, geographic dispersion, degrees offered, years of establishment, and other relevant information.

Scager, Karin; Akkerman, Sanne F.; Pilot, Albert; Wubbels, Theo (2014):

Challenging high-ability students.

In: Studies in Higher Education 39 (4), S. 659–679. DOI: 10.1080/03075079.2012.743117.

Abstract:

The existing literature on indicators of an optimal learning environment for high-ability students frequently discusses the concept of challenge. It is, however, not clear what, precisely, constitutes appropriate challenge for these students. In this study, the authors examined an undergraduate honours course, Advanced Cell Biology, which has succeeded extremely well in challenging students. Methods included interviews with teachers and students, analysis of course materials, and observation of class meetings. As part of their course, the students developed a research programme according to national scientific standards, which they did successfully, according to an external jury of experts in the field. The challenge faced by the students comprised the complexity of the task, the high expectations placed upon them, and the lack of teacher direction. The results indicate that students' perceived learning peaked in a period of over-challenge and, although students felt worried and frustrated in this period, their efforts increased.

Sharifi, Hossein; Liu, Weisheng; Ismail, Hossam S. (2014):

Higher education system and the 'open' knowledge transfer: A view from perception of senior managers at university knowledge transfer offices.

In: Studies in Higher Education 39 (10), S. 1860–1884. DOI: 10.1080/03075079.2013.818645.

Abstract:

Higher education institutions (HEIs) have become increasingly entrepreneurial. Such a shift is highly dependent on the managers of university knowledge transfer offices whose perceptions can be critical in this transformation. This study examines such senior managers' perceptions concerning the 'open' paradigm in relation with the management aspects of university knowledge transfer (UKT). Using the Q method based survey of senior UK practitioners the study discovered patterns of perspectives in the knowledge transfer management. Four shared perspectives of management towards 'open' (versus 'closed') UKT were found including: (A) interconnectivity oriented management; (B) performance led management; (C) internal focused management; and (D) reconciliation oriented management. Despite each perspective's distinct stance, the perspectives share a central concern that interconnectivity and flexibility are the key characteristics of the future university knowledge transfer office management, and that business model based approach to the management of UKT is critical to a successful transformation to entrepreneurial university.

Shin, Jung Cheol; Kim, Hoon-Ho; Choi, Hong-Sam (2014):

The evolution of student activism and its influence on tuition fees in South Korean universities.

In: Studies in Higher Education 39 (3), S. 441–454. DOI: 10.1080/03075079.2014.896180.

Abstract:

This article briefly overviews the student movement working for political democratisation during the authoritarian governments in South Korea. The article focuses on how student activism has changed as a reflection of political developments from the dictatorship through to the civilian democratic governments. Further, it analyses how tuition-fee levels differ according to the organisational power of student unions within universities. The organisational power is represented by the student union's political orientation where strong political orientation implies that the student union holds stronger negotiation power in tuition-fee setting. The empirical analysis leads to in-depth discussions on student movements and tuition fees in Korea.

Simpson, Andrea; Fitzgerald, Tanya (2014):

Organisational and occupational boundaries in Australian universities: The hierarchical positioning of female professional staff.

In: Studies in Higher Education 39 (10), S. 1929–1941. DOI: 10.1080/03075079.2013.806466.

Abstract:

The effects of gender on organisational structures for professional university staff have been largely overlooked in the literature. Using data from one Australian university, we examine the location of professional female staff in the organisational hierarchy. Our analysis indicated that significant gendered segregation existed within and across role level, function, and position title. Women comprised the majority of university professional staff yet the minority of senior

administrative positions. Those women who were in senior executive positions were clustered in support areas at the fringe of the decision-making powers of the university. At mid-level management, where numbers of males and females were equivalent, evidence indicated that women assumed a level of greater responsibility yet at lower salary levels. These factors all contribute to professional women's invisibility within the new climate of higher education. This invisibility works to limit current and future career possibilities, as this article highlights.

Sin, Cristina (2014):

Lost in translation: The meaning of learning outcomes across national and institutional policy contexts.

In: Studies in Higher Education 39 (10), S. 1823–1837. DOI: 10.1080/03075079.2013.806463.

Abstract:

Student-centred learning has gradually come to the foreground of the Bologna Process. In parallel, learning outcomes have been advocated as key degree descriptors, illustrative of student-centred approaches. This paper examines learning outcomes in their diverse understandings and enactment in three European countries – England, Portugal and Denmark – further to Bologna policy developments. Resorting to a conceptualisation of the intersection between global and local policy fields and to policy theories highlighting the interpretative nature of policy processes, the implementation of learning outcomes is analysed from the perspective of different policy fields (European, national and institutional). Variation in understandings and usage has been observed especially between the institutional fields in the three national contexts, as well as between academic practice and student experience. A discrepancy has also emerged between the policy discourse which highlights students' centrality in a learning-outcomes-based approach and the limited relevance of learning outcomes to students.

Sinclair, Jennifer; Barnacle, Robyn; Cuthbert, Denise (2014):

How the doctorate contributes to the formation of active researchers: What the research tells us.

In: Studies in Higher Education 39 (10), S. 1972–1986. DOI: 10.1080/03075079.2013.806460.

Abstract:

While much research focuses on factors contributing to doctoral completion, few studies explore the role of the doctorate in forming active researchers with the skills, know-how and appetite to pursue research post-completion. This article investigates 15 existing studies for evidence of what factors in the doctoral experience may contribute to the formation of an active researcher with a capacity for later research productivity. The analysis reveals a productive advisor may be key to forming an active researcher and, although inconclusive, productivity post-completion. Further detailed research is required, however, into how the advisor influences candidates' productivity. The article also points to other potentially influential factors requiring further investigation, such as: developing collaborative capacities, conceptualising the purpose of the doctorate as formi

Sinkkonen, Hanna-Maija; Puhakka, Helena; Meriläinen, Matti (2014):

Bullying at a university: Students' experiences of bullying.

In: Studies in Higher Education 39 (1), S. 153–165. DOI: 10.1080/03075079.2011.649726.

Abstract:

This study focuses on bullying at a Finnish university. In May 2010 an e-questionnaire was sent to each university student (N = 10,551), and 27% of these students (N = 2,805) responded. According to the results, 5% of the university students had experienced either indirect public bullying or direct verbal bullying on campus. In most cases, the bully was another student, although almost as often a member of the teaching personnel was reported to be the bully. Bullied students had resolved the unpleasant situations by using either active or passive responses. One example of an active response was to interrupt studies or avoid situations in which bullying occurred. Passively, students responded by submitting to the bullies, which resulted in psychic symptoms such as weakening of capacity, motivation and self-confidence, low spirits and even depression.

Sirat, Morshidi; Azman, Norzaini (2014):

Malaysia's National Higher Education Research Institute (IPPTN): Narrowing the research-policy gap in a dynamic higher education system.

In: Studies in Higher Education 39 (8), S. 1451–1462. DOI: 10.1080/03075079.2014.949532.

Abstract:

Policy decision-making in Malaysia has long used an approach based on intuition, ideology, or conventional wisdom. But as Malaysian society matures within an increasingly complex policy environment, a move toward an evidence-based approach to public policy-making is called for. This paper discusses the experience of the National Higher Education Research Institute (IPPTN) in its attempts at linking research to higher education policy formulation. The main aim is to understand the perspectives of the IPPTN researchers regarding the use and impact of higher education research on policy-making, and the challenges they experienced. The findings provide insights into the future of evidence-based higher education policy-making in Malaysia and the IPPTN's capacity and capability for evidence-based policy research.

Smith, Calvin; Worsfold, Kate (2014):

WIL curriculum design and student learning: A structural model of their effects on student satisfaction.

In: Studies in Higher Education 39 (6), S. 1070–1084. DOI: 10.1080/03075079.2013.777407.

Abstract:

With the increasing adoption of work-integrated learning (WIL) as a feature of curricula, the idea of student satisfaction takes on a new dimension – students' experiences on placement are not routinely under the control of university academic staff, yet universities will ultimately be held responsible for the quality of students' placement experiences. In this study the satisfaction measures derived from multiple samples of students who have experienced placements are analysed. The analysis shows that satisfaction is bi-dimensional, as hypothesized, and that its sub-dimensions are each associated with different aspects of curriculum design and generic learning outcomes derived from the WIL placement. The findings have implications for the conduct and design of placements and for quality assurance measurement across the post-secondary and higher education sectors.

Smith, Karen (2014):

Exploring flying faculty teaching experiences: Motivations, challenges and opportunities.

In: Studies in Higher Education 39 (1), S. 117–134. DOI: 10.1080/03075079.2011.646259.

Abstract:

'Flying faculty' models of teaching represent an important aspect of the internationalisation agenda. As short-term sojourners, these overseas visits provide academics with disorientating dilemmas that can stimulate transformational learning. This study explored the impact of flying faculty teachers' experiences on their work, lives and identities and used the Biographical, Narrative, Interpretive Method (BNIM) for both data collection and analysis. The findings provide rich, colourful pen portraits of the motivations for, experiences of, and benefits from teaching overseas. Cross-case analysis highlighted the physical impact of overseas visits; the search for equivalence; relationships with local staff and students; and concerns about internationalisation as a means of income generation as important to the interviewees.

Soh, Kaycheng (2014):

Nominal versus attained weights in Universitas 21 Ranking.

In: Studies in Higher Education 39 (6), S. 944–951. DOI: 10.1080/03075079.2012.754866.

Abstract:

Universitas 21 Ranking of National Higher Education Systems (U21 Ranking) is one of the three new ranking systems appearing in 2012. In contrast with the other systems, U21 Ranking uses countries as the unit of analysis. It has several

features which lend it with greater trustworthiness, but it also shared some methodological issues with the other systems. One of these is the discrepancies between nominal and attained weights. This problem is solved by standardization of indicators scores before they are weighted and summed. Multiple regression shows that the discrepancy disappears after score transformation. Implications for future ranking of universities are briefly discussed.

Stelma, Juup; Fay, Richard (2014):

Intentionality and developing researcher competence on a UK master's course: An ecological perspective on research education.

In: Studies in Higher Education 39 (4), S. 517–533. DOI: 10.1080/03075079.2012.709489.

Abstract:

This paper presents an ecological perspective on the developing researcher competence of participants in the research education component of a professionally oriented master's course. There is a particular focus on the intentionality (as in 'purpose') of the participants' research education activity. The data used to develop the ecological perspective, and which at the same time is interpreted from this ecological perspective, consists of interactive, reflective and more product-like written outputs generated by two master's course participants. The analysis reveals how the participants' developing intentionality was shaped by a hybrid of professional and research-related influences, and how this developing intentionality affected the quality of the participants' research education experience. The analysis, with its particular focus on intentionality, constitutes a further development of the ecological perspective on developing researcher competence proposed by the first author, and is intended also as a contribution to the emerging literature on 'research education'.

Stes, Ann; van Petegem, Peter (2014):

Profiling approaches to teaching in higher education: A cluster-analytic study.

In: Studies in Higher Education 39 (4), S. 644–658. DOI: 10.1080/03075079.2012.729032.

Abstract:

Teaching approaches in higher education have already been the subject of a considerable body of research. An important contribution was Prosser and Trigwell's development of the Approaches to Teaching Inventory (ATI). The present study aims to map out the approaches to teaching profiles of teachers in higher education on the basis of their scores on the ATI. The assignment of teachers to different profiles reflects a particular combination of scores on the ATI, which yields more information relative to teachers' scores on the separate scales. Our results also provide further insight into the validity of the ATI as an instrument for ascertaining teachers' approaches to teaching. Cluster analysis of the ATI data from 377 teachers revealed four profiles. Interview data with 30 teachers enabled us to obtain more detailed pictures of the profiles. Differences between the profiles in terms of gender, discipline and type of higher education institute were analysed.

Stott, Tim; Zaitseva, Elena; Cui, Vanessa (2014):

Stepping back to move forward? Exploring Outdoor Education students' fresher and graduate identities and their impact on employment destinations.

In: Studies in Higher Education 39 (5), S. 711–733. DOI: 10.1080/03075079.2012.743116.

Abstract:

This four-year mixed method longitudinal study utilises data collected from four cohorts of Outdoor Education (OE) students to compare 'fresher' and 'graduate' identities and to explore the impact of identity on graduate employment. Findings demonstrate that compared to other programmes, and the university as a whole, OE students had a very distinctive 'fresher' profile characterised by active pre-university engagement with the outdoor community of practice, clear vision of their future careers, and how university could contribute to their personal and professional development. Most OE students appear to maintain this strategic approach throughout the three years of their degree, which results, on one hand, in a relatively high employment rate, but on the other hand, in a limited engagement with other developmental opportunities that could enhance their employability if they had chosen a different career route.

Strengers, Yolande Amy-Adeline (2014):

Interdisciplinarity and industry collaboration in doctoral candidature: Tensions within and between discourses.

In: Studies in Higher Education 39 (4), S. 546–559. DOI: 10.1080/03075079.2012.709498.

Abstract:

Existing tensions within and between the discourses permeating doctoral candidature are being exacerbated by those of interdisciplinarity and industry collaboration. Drawing on the author's experience as a doctoral candidate within a cooperative research centre, this article interrogates the conflicting and challenging pressures placed on candidates and their supervisors in interdisciplinary and industry collaborative environments in the humanities, arts and social sciences. The article questions the common assumption that 'more (disciplines) is better' to address complex social, economic and environmental problems. It highlights the ways in which interdisciplinary and industry-led projects can inadvertently silo the doctoral candidate and the problem to be 'solved' within dominant ontological, epistemological and political frameworks. The article calls on supervisors and candidates to adopt the role of negotiators and translators in complex research relationships. It concludes that in some cases, discipline-specific, independent research may provide the novel and innovative answers required to address 'real-world' problems.

Stubb, Jenni; Pyhältö, Kirsi; Lonka, Kirsti (2014):

Conceptions of research: The doctoral student experience in three domains.

In: Studies in Higher Education 39 (2), S. 251–264. DOI: 10.1080/03075079.2011.651449.

Abstract:

This study investigates how doctoral students perceive research work in the context of their own PhD projects. Thirty-two students from a Finnish university were interviewed, representing three disciplines: medicine, natural sciences and behavioural sciences. Their conceptions of research varied in terms of describing research as a job to do, obtaining qualifications and gaining accomplishments, a personal journey, and making a difference. The conceptions in each category differed in terms of how product-oriented vs. process-oriented and person-centred vs. community-centred they were. The four categories were not exclusive: the students often reported overlapping conceptions. The emphasis of conceptions was different in each discipline, and also varied according to the phase of studies.

Takala, Marjatta; Keskinen, Soili (2014):

Performance dialogs implemented in a Finnish university.

In: Studies in Higher Education 39 (7), S. 1170–1184. DOI: 10.1080/03075079.2013.777409.

Abstract:

This article analyses performance dialogs (PDs) in the university context in Finland. These are held annually between employers and employees. The study was carried out to assess the efficacy of this technique. Research methods included an electronic questionnaire over two different years delivered to the whole staff of the Department of Teacher Education. Both qualitative and quantitative methods were used for analysing the data. This research demonstrated that the dialogs were most beneficial to the youngest and less experienced employers as well as administrators. Participants indicated the importance of a trustful atmosphere and the interviewer having the appropriate knowledge of their field. The most common themes discussed in a PD were related to current and immediate work as well the importance of a healthy work climate. The most effective PDs are those which the employee finds meaningful and which have empowering effects.

Teeuwssen, Phil; Ratković, Snežana; Tilley, Susan A. (2014):

Becoming academics: experiencing legitimate peripheral participation in part-time doctoral studies.

In: Studies in Higher Education 39 (4), S. 680–694. DOI: 10.1080/03075079.2012.729030.

Abstract:

An important element of doctoral studies is identification with the academic community. Such identification is often complicated by part-time student status. In this paper, two part-time doctoral students and their supervisor employ Lave and Wenger's concept of legitimate peripheral participation to explore, through a critical socio-cultural lens, their experiences of shifting towards fuller participation in, and identification with, the academic community. The research was conducted during a directed study course, a context students and supervisor used as an opportunity to examine their engagement in legitimate research activities as students completed their coursework requirements and prepared for academic careers. Although the research is context specific, the discussion will be useful to individuals who are working towards similar goals in university contexts.

Tierney, William G. (2014):

Higher education research, policy, and the challenges of reform.

In: Studies in Higher Education 39 (8), S. 1417–1427. DOI: 10.1080/03075079.2014.949534.

Abstract:

Postsecondary institutions always have been in a state of change. The author discusses four key areas of higher education – systems of tertiary education, privatization, academic work, and technology – that demand careful analysis that have always been of concern but now are entering a new phase of change. The author offers an interpretation of the current state of American higher education in general, and in California in particular.

Trowler, Paul (2014):

Depicting and researching disciplines. Strong and moderate essentialist approaches.

In: Studies in Higher Education 39 (10), S. 1720–1731. DOI: 10.1080/03075079.2013.801431.

Abstract:

This paper considers how the idea of 'discipline' can best be conceptualised, both in general and particular terms. Much previous research has employed a strong essentialist approach, a model of disciplines which exaggerates the homogeneity of specific disciplinary features and accords disciplines generative powers which they rarely possess. That approach is disabling because it closes down the appreciation of the heterogeneity within disciplines, as well as occluding the reasons for that heterogeneity. However, for researchers this oversimplified model offers the attractions of simple research questions and research designs. The consequence of using such a model is, though, that its distortions threaten the robustness of higher education research. The paper argues for a more sophisticated conceptualisation of disciplines, one which deploys a moderate form of essentialism. It applies Wittgenstein's notion of family resemblances to the task of depicting disciplines and explores the implications for research of this more nuanced model.

Trowler, Paul (2014):

Depicting and researching disciplines: Strong and moderate essentialist approaches.

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Truuvert, Toomas (2014):

Enhancing tutorial learning experiences: A programme to develop sessional-tutor teaching skills by raising awareness about learning.

In: Studies in Higher Education 39 (1), S. 20–33. DOI: 10.1080/03075079.2012.690731.

Abstract:

This article outlines the trial of a programme to enhance tutorial learning experiences by raising sessional-tutor awareness about learning, and reflects on its results. The author developed the programme for an introductory undergraduate unit in finance with historically very large enrolments, diverse student populations, and high failure rates. Its tutor population was diverse, with a high rate of turnover, but consistently held excellent discipline knowledge. A large majority of tutors were sessional (adjunct or casual), and spanned a wide range of communicative competencies and teaching experience. Following programme introduction, there were noticeable improvements in learning experiences reported in end-of-semester student surveys. The results support the view that even small rises in sessional-tutors' awareness about learning can lead to enhanced learning experiences. The programme applies readily across subject disciplines, especially in first-year and introductory units. It is suitable for both sessional-tutors and early-career academics, and even for experienced tutors who commence teaching on a unit.

Uppal, Nishant; Mishra, Sushanta Kumar (2014):

Moderation effects of personality and organizational support on the relationship between prior job experience and academic performance of management students.

In: Studies in Higher Education 39 (6), S. 1022–1038. DOI: 10.1080/03075079.2013.777411.

Abstract:

The study investigates the relationship between prior job experience and current academic performance among management students in India. It further explores the impact of individual and situational factors on the above relationship. Based on a longitudinal study spanning over nine months in the academic year 2010–11 among a sample of 324 management students, the study found a positive relationship between prior job experience and current academic performance. Among individual factors, conscientiousness, openness to experience, and agreeableness, and among situational factors, perceived organizational support, were expected to moderate the relationship. Apart from openness to experience and agreeableness, other variables were found to strengthen the relationship between prior job experience and current academic performance. The study argues that in addition to prior job experience, individual and situational factors are important for the current academic performance in management education. Implications of the study for theory and practice are discussed.

van der Haert, Margaux; Arias Ortiz, Elena; Emplit, Philippe; Halloin, Véronique; Dehon, Catherine (2014):

Are dropout and degree completion in doctoral study significantly dependent on type of financial support and field of research?

In: Studies in Higher Education 39 (10), S. 1885–1909. DOI: 10.1080/03075079.2013.806458.

Abstract:

In this article, the determinants of 'time to dropout' from doctoral studies and 'time to PhD completion' are studied using a discrete-time competing risks survival analysis for a sample of 3092 doctoral candidates from the Université libre de Bruxelles. Not surprisingly, results show that students supported with research fellowships have much higher PhD completion hazards than teaching assistants or unfinanced students. Concerning dropout, students with no financing showed the highest withdrawal rate, while students with selective research fellowships showed the lowest one. Dropout is also influenced by the ability of the student, which is correlated to their success in the fellowship allocation procedure. However, the type of financial support influences time to dropout from doctoral studies even when controlling for the ability of the student. Finally, our findings suggest that there are no significant differences in dropout a

Wang, Qi; Liu, Nian Cai (2014):

Higher education research institutes in Chinese universities.

In: Studies in Higher Education 39 (8), S. 1488–1498. DOI: 10.1080/03075079.2014.949544.

Abstract:

Initially emerged in 1978, higher education research institutes (HERIs) in Mainland China have experienced rapid expansion and have become a major force in higher education reform in the last three decades. The development of these research institutes is closely related to the substantive growth of the higher education system itself as well as research development. This article outlines the trajectory of HERIs' growth in Mainland China, from its history through to its current development. This article also provides an overview of these institutes' roles and functions, as well as exploring future developmental trends and challenges facing them.

Waring, Peter (2014):

Singapore's global schoolhouse strategy: Retreat or recalibration?

In: Studies in Higher Education 39 (5), S. 874–884. DOI: 10.1080/03075079.2012.754867.

Abstract:

In 2002 a high-level economic review committee recommended that Singapore position itself as a 'global schoolhouse'. An ambitious target was set to attract 150,000 international students to Singapore by 2015 and to lift the education sector's contribution to GDP from 1.9% to 5% in the same timeframe. The global schoolhouse was viewed as producing a number of policy complementarities including addressing population, labour market and economic priorities. This article reviews the last 10 years of Singapore's global schoolhouse strategy from its inception until the present time. It examines the policy successes and setbacks, and present statistical evidence of its performance. In particular, the article examines the development of both the public and private higher education sectors in Singapore, the growth of the tuition grant scheme in the public universities and the introduction of the Private Education Act of 2009 in the private sector. It is argued that the 2011 general election in Singapore has proved to be an historic watershed and exposed considerable tensions between local needs and global ambitions in higher education.

Watermeyer, Richard (2014):

Issues in the articulation of 'impact': The responses of UK academics to 'impact' as a new measure of research assessment.

In: Studies in Higher Education 39 (2), S. 359–377. DOI: 10.1080/03075079.2012.709490.

Abstract:

This paper reflects on the emergence of an impact agenda and its incorporation as a feature of the academic contract in UK universities. It focuses on the depositions of senior academic managers across a range of social science research centres, as they critically reflect upon their organizational strategy for capturing and communicating the socio-economic impact of their research. Their testimonies articulate manifold issues in impact capture yet focus mainly on a disjuncture between an impact discourse mobilised by research funders/regulators and the daily practice of academics. Respondents nevertheless identify the potential of 'impact capture' as an obligation that enriches the perceptual horizons of research and the critical reflexivity of academics as knowledge workers.

Wijnia, Lisette; Loyens, Sofie M.M; Derous, Eva; Koendjie, Nitaasha S.; Schmidt, Henk G. (2014):

Predicting educational success and attrition in problem-based learning: Do first impressions count?

In: Studies in Higher Education 39 (6), S. 967–982. DOI: 10.1080/03075079.2012.754856.

Abstract:

This study examines whether tutors (N = 15) in a problem-based learning curriculum were able to predict students' success in their first year and their entire bachelor programme. Tutors were asked to rate each student in their tutorial group in terms of the chance that this student would successfully finish their first year and the entire bachelor programme. The

results indicated that tutors can predict students' first-year success and attrition in the bachelor programme, even on top of prior grades. Moreover, tutors seem to be better at predicting completion of the first year and bachelor programme versus failure or non-completion. The results suggest that tutors can assess whether students will be successful at an early stage of the programme. Tutor judgments of students' future success have the potential to be used as an additional source of information to identify students at risk of leaving college without a degree.

Woodall, Tony; Hiller, Alex; Resnick, Sheilagh (2014):

Making sense of higher education: Students as consumers and the value of the university experience.

In: Studies in Higher Education 39 (1), S. 48–67. DOI: 10.1080/03075079.2011.648373.

Abstract:

In the global university sector competitive funding models are progressively becoming the norm, and institutions/courses are frequently now subject to the same kind of consumerist pressures typical of a highly marketised environment. In the United Kingdom, for example, students are increasingly demonstrating customer-like behaviour and are now demanding even more 'value' from institutions. Value, though, is a slippery concept, and has proven problematic both in terms of its conceptualisation and measurement. This article explores the relationship between student value and higher education, and, via study in one United Kingdom business school, suggests how this might be better understood and operationalised. Adopting a combined qualitative/quantitative approach, this article also looks to identify which of the key value drivers has most practical meaning and, coincidentally, identifies a value-related difference between home and international students.

Wray, Jane; Aspland, Jo; Barrett, David (2014):

Choosing to stay: Looking at retention from a different perspective.

In: Studies in Higher Education 39 (9), S. 1700–1714. DOI: 10.1080/03075079.2013.806461.

Abstract:

The retention of students presents a challenge to approved education institutions (AEIs) globally. Nursing student attrition is of particular concern owing to the high non-completion rates and financial costs. A survey approach was used in an AEI in the north of England to explore the views of five cohorts of pre-registration student nurses on factors influencing continuation. In total 594 questionnaires were distributed, of which 195 (32.8%) were completed; 52.3% of respondents had considered leaving. 'Pull' factors contributing to their decision to stay included support structures (academic/family/peer) and a determination to become a nurse. 'Push' factors, which had led students to consider leaving, included financial difficulties, personal pressures, poor placement experience and academic difficulties. The study identified key areas for AEIs to focus their efforts in optimising student retention: enhancing mechanisms supporting students around financial, personal, clinical and academic pressures, and developing curricula that celebrate the uniqueness and value of nursing.

Yorke, Mantz; Orr, Susan; Blair, Bernadette (2014):

Hit by a perfect storm? Art & Design in the National Student Survey

In: Studies in Higher Education 39 (10), S. 1788–1810. DOI: 10.1080/03075079.2013.806465.

Abstract:

There has long been the suspicion amongst staff in Art & Design that the ratings given to their subject disciplines in the UK's National Student Survey are adversely affected by a combination of circumstances – a 'perfect storm'. The 'perfect storm' proposition is tested by comparing ratings for Art & Design with those for a selection of other subjects chosen because they share some features that might lead to lower ratings on the survey. Data from a small-scale qualitative study are used to throw light on what might lie behind the sector-wide statistics. The comparisons suggest that there is some validity in the 'perfect storm' proposition. More broadly, the article points to the need for sophistication in interpreting findings from the survey, irrespective of the subject area.

Yudkevich, Maria (2014):

The Russian University: Recovery and rehabilitation.

In: Studies in Higher Education 39 (8), S. 1463–1474. DOI: 10.1080/03075079.2014.949537.

Abstract:

This paper discusses the features of the Soviet higher education system that have been crucial to the formation of the current system and then focus on the main changes that it has endured in the past 20 years. We pay special attention to the current challenges in the sphere of higher education and the counter-measures taken by the government and the academic community.

Zgaga, Pavel (2014):

The role of higher education centres in research and policy: A case from a European periphery.

In: Studies in Higher Education 39 (8), S. 1393–1404. DOI: 10.1080/03075079.2014.949547.

Abstract:

This article focuses on higher education research and policies in small and/or peripheral countries that usually occupy a marginal position in contemporary international debates. The region discussed here is South-eastern Europe and especially the Western Balkans. First, an outline of emerging research centres and the developments in higher education research over the past two decades is given. The original survey carried out in 2012 is discussed and the problems that have occurred in the policy transfer from 'centres' to the 'periphery' (i.e. this region) and the policy transformation in local contexts are analysed. In the final section, specific problems in the development of higher education in the region arising from the dichotomy between the ambition for the nation-building and pressures of the global market are discussed.

Zimbardi, Kirsten; Myatt, Paula (2014):

Embedding undergraduate research experiences within the curriculum: A cross-disciplinary study of the key characteristics guiding implementation.

In: Studies in Higher Education 39 (2), S. 233–250. DOI: 10.1080/03075079.2011.651448.

Abstract:

Undergraduate research experiences provide students with opportunities to engage in high-impact experiential learning. Although prevalent in the sciences, there are now extensive banks of case studies demonstrating the use of undergraduate research as an educationally enriching activity across many disciplines. This study investigated the diversity of undergraduate research opportunities available across a wide range of disciplines at a large, research-intensive, Australian university. Through extensive interviews, 68 undergraduate research programmes across 26 discipline-based schools were characterised. A typology of undergraduate research models is proposed, revealing key characteristics underlying the ways in which research experiences are embedded in undergraduate curricula across a diverse range of disciplinary contexts. This provides guidance to academics, administrators and policymakers seeking to improve student access to undergraduate research experiences.

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Apkarian, Jacob; Mulligan, Kerry; Rotondi, Matthew B.; Brint, Steven (2014):

Who governs? Academic decision-making in US four-year colleges and universities, 2000–2012.

In: Tertiary Education and Management 20 (2), S. 151–164. DOI: 10.1080/13583883.2014.898082.

Abstract:

This study compares the explanatory power of two models of academic governance: dual and managerial control. The research is based on characterizations by chief academic officers of the primary decision-makers involved in 13 types of recurrent academic decisions. We examine change between responses to surveys fielded to US four-year colleges and universities in 2000 and 2012. We find limited support for the dual control and the managerial control models in both years. As an alternative to the two dominant conceptual models, we develop an empirically grounded classification based on multidimensional scaling and cluster analysis. In each year we find high faculty participation and management-dominant clusters. The other identified clusters do not map well onto either of the two dominant conceptual models. Given these results, we argue that configurational analysis should be used as a supplement to future studies monitoring the incidence of dual and managerial control in academic governance.

Bélanger, Charles H.; Bali, Suchita; Longden, Bernard (2014):

How Canadian universities use social media to brand themselves.

In: Tertiary Education and Management 20 (1), S. 14–29. DOI: 10.1080/13583883.2013.852237.

Abstract:

This paper explores social media marketing strategies applied by Canadian universities as a tool for institutional branding, recruitment and engagement of home and international students. The target sample involves the total population of Canadian university-status institutions (N = 106). Qualitative data were collected from two major social networking websites, Facebook and Twitter, over the span of six months to provide a comprehensive picture. Additionally, student enrolment data were compiled with the purpose of associating social media implementation with fluctuations of student enrolment. Results reveal that the Twitter platform is generally much more popular to carry conversations, but that Facebook remains the preferred website for university-initiated postings; most of these university-led postings, whether on Twitter or Facebook, relate to campus/student news and events. Findings point to institutions as only one of many message generators, while students and a host of third parties have become the dominant ones.

Blanco Ramírez, Gerardo (2014):

Trading quality across borders: Colonial discourse and international quality assurance policies in higher education.

In: Tertiary Education and Management 20 (2), S. 121–134. DOI: 10.1080/13583883.2014.896025.

Abstract:

Accountability and quality assurance have become central discourses in higher education policy throughout the world. However, accountability and quality assurance involve power and control. Practices and ideas about quality developed in the Global North are spreading rapidly across the Global South, leading to increased uniformity in the approaches to quality assurance. Given the significant asymmetries that divide the Global North and Global South, this article maps interdiscursive relations among key texts that influence policy development on international quality in higher education, and explores the applicability of colonial discourse as a perspective for understanding this increasing international convergence.

Bruckmann, Sofia; Carvalho, Teresa (2014):

The reform process of Portuguese higher education institutions: From collegial to managerial governance.

In: Tertiary Education and Management 20 (3), S. 193–206. DOI: 10.1080/13583883.2014.911950.

Abstract:

Portuguese public higher education institutions have been undergoing a major reform process since 2007. The most noticeable changes were introduced by Law 62/2007, which gave higher education institutions the option to choose between two different institutional models (foundational and public institute), and allowed the implementation of new government and management structures. We know, from the institutionalism theoretical perspective, that in a process of change institutions tend to be more similar than diverse. This study aims to analyse how Portuguese higher education institutions reacted to external pressures and reorganised their internal government and management structures. The main question it tries to answer is to what extent were institutions able to introduce more diversity in their organisational models? In order to find clues to answer this question, the study compares higher education institutions' internal structures by developing a qualitative study based on content analysis of internal legal documents from six universities (three that remain public institutes and three that have a foundational model).

Chiteng Kot, Felly (2014):

Stakeholder participation in international higher education partnerships: Results of a survey of two sub-Saharan African universities.

In: Tertiary Education and Management 20 (3), S. 252–272. DOI: 10.1080/13583883.2014.936484.

Abstract:

In the last few years, foreign institutions have increasingly sought to establish partnerships with African universities. Likewise, African universities have increasingly sought to establish linkages with foreign institutions. Different factors suggest that these partnerships will continue to be a major focus in the future. This study draws from a survey of a random sample of 468 university administrators, academic staff and postgraduate students at two major public universities in Tanzania and the Democratic Republic of Congo. It estimates the level of participation in international partnership activities and examines factors related to this participation. The study found that 4 in 10 stakeholders at the two institutions had participated in partnership activities, and that participation was a function of awareness of partnership opportunities, the use of technology and stakeholder status.

Datthey, Kwame; Westerheijden, Don F.; Hofman, Wiecher H. Adriaan (2014):

Impact of accreditation on public and private universities: A comparative study.

In: Tertiary Education and Management 20 (4), S. 307–319. DOI: 10.1080/13583883.2014.959037.

Abstract:

Based on two cycles of assessments for accreditation, this study assesses the differential impacts of accreditation on public and private universities in Ghana. Analysis of the evaluator reports indicates no statistically significant difference – improvement or deterioration – between the two cycles of evaluations for both types of institutions. A test comparing the two-cycle aggregated assessment scores between the two categories of universities, however, indicated a significant difference, with the public universities achieving better scores (improvements). Drawing on the evaluators' reports and the opinions expressed by academics from both categories of institutions, the conclusion was that isomorphic pressures, largely faced by the private universities, accounted for their implementation of suggestions for improvement by the evaluators.

Deering, Darren; Sá, Creso M. (2014):

Financial management of Canadian universities: Adaptive strategies to fiscal constraints.

In: Tertiary Education and Management 20 (3), S. 207–224. DOI: 10.1080/13583883.2014.919604.

Abstract:

Decreasing government funding and regulated tuition policies have created a financially constrained environment for Canada's universities. The conventional response to such conditions is to cut programme offerings and services in an attempt to lower costs throughout the institution. However, we argue that three Canadian universities have reacted with a different response. Instead of cutting costs, the University of Toronto, Queen's University and the University of Lethbridge have chosen to implement decentralized budgeting and management structures in an attempt to increase efficiency and seek out new revenues. Using interview data and document analysis, this paper discusses the responses of these institutions and what they tell us about the strategies universities employ to cope with financial challenges that are likely to persist.

Gray, Claire; Swain, Julie; Rodway-Dyer, Sue (2014):

Student voice and engagement: Connecting through partnership.

In: Tertiary Education and Management 20 (1), S. 57–71. DOI: 10.1080/13583883.2013.878852.

Abstract:

This paper draws on research conducted across an English higher education partnership to investigate the ways in which student voice was engaged in further education colleges offering university awards through partnership arrangements. Such collaborations are characterised by the marginal presence of higher education students in an environment that is dominated by further education structures, culture and practice. This provides challenges for both colleges and universities in developing higher education student identity and appropriate mechanisms of student engagement that comply with expectations within the higher education sector but also recognise the contextual situation of students within the college environment. It is argued that student partnership collaboration can be a positive driver in an increasingly marketised global environment, where student voice and feedback mechanisms are at the forefront of quality assessments and institutional reputation. An ideal types framework is suggested as a heuristic device for the evaluation of college strategies of engagement.

Haan, Helen Haijing de (2014):

Where is the gap between internationalisation strategic planning and its implementation? A study of 16 Dutch universities' internationalisation plans.

In: Tertiary Education and Management 20 (2), S. 135–150. DOI: 10.1080/13583883.2014.896407.

Abstract:

A dominant concern with internationalisation through the past decades has been the process of strategic transformation of universities. While strategic management has been perceived as a necessary and useful approach in the construction of internationalisation, many criticisms have been levelled against the application of strategic management in internationalisation. One of these criticisms is the 'implementation gap' between internationalisation strategic plans and their actual outcomes. Based on interview data collected from 73 key actors involved in internationalisation at 16 Dutch public universities, this research identifies 12 elements that comprise the concept strategic management and illustrates how educational practitioners in different sectors (research universities and universities of applied sciences) and job function levels (central and faculty) prioritise these elements. The key contribution of this research is the clarification of the areas where the 'implementation gap' exists and the causes of this gap. The findings of this research are particularly important in the midst of uncontested popularisation of strategic management, because they can help universities to reduce this gap and improve the effectiveness of their strategic management practices.

Horta, Hugo; Martins, Rui (2014):

The start-up, evolution and impact of a research group in a university developing its knowledge base.

In: Tertiary Education and Management 20 (4), S. 280–293. DOI: 10.1080/13583883.2014.948907.

Abstract:

This article focuses on the understudied role of research groups contributing to develop the knowledge base of developing universities in regions lagging behind in human, financial and scientific resources. We analyse the evolution of

a research group that, in less than 10 years, achieved worldwide recognition in the field of microelectronics, with an impact on both engineering research and teaching activities at the University of Macau. Our analysis concludes that voluntarism and loose organizational structures from the start stimulate the development of solid scientific agendas and institutional identity, and that counter-intuitive policies, including academic inbreeding, may also be needed and unavoidable in this effort. The use of these counter-intuitive policies and their effects, however, can be mitigated by transforming education to highlight high levels of internationalization and quality standards with measurable outcomes. This requires the committed involvement of research group leaders in both research and education. Lastly, another key component of university development may lie in hiring and giving freedom to young promising scholars with the will and drive to lead and act.

Jung, Jisun (2014):

Research productivity by career stage among Korean academics.

In: Tertiary Education and Management 20 (2), S. 85–105. DOI: 10.1080/13583883.2014.889206.

Abstract:

This study explores Korean academics' changes in research productivity by career stage. Career stage in this study is defined as a specific cohort based on one's length of job experience, with those in the same stage sharing similar interests, values, needs, and tasks; it is categorized into fledglings, maturing academics, established academics, and patriarchs. Academics' research productivity in each career stage is analysed, and these characteristics are compared across academic disciplines. In addition, the factors influencing research productivity in different career stages are examined. The results indicate that research productivity among academics changes according to their career stage, and its pattern differs across academic disciplines. Thus, there is a need to provide proper reward systems or career development programs in consideration of such differences.

Karlsson, Sara; Fogelberg, Karin; Kettis, Åsa; Lindgren, Stefan; Sandoff, Mette; Geschwind, Lars (2014):

Not just another evaluation: A comparative study of four educational quality projects at Swedish universities.

In: Tertiary Education and Management 20 (3), S. 239–251. DOI: 10.1080/13583883.2014.932832.

Abstract:

In this study, four recent self-initiated educational quality projects at Swedish universities are compared and analyzed. The article focuses on how the universities have handled the tension between external demands and internal norms. The aim is to contribute to an improved understanding of quality management in contemporary universities. On the one hand, the projects are found to be built on similar rationales associated with accountability, reputation building and strategic management. This is interpreted as a response to the shared external policy context. They are also found to mirror similar ambitions regarding raising the status of education. On the other hand, the projects are found to differ considerably in their actual design, methodology, implementation, stakeholders and outcomes. This is interpreted as an active adaptation to the unique internal academic norms and cultures that exist in each university.

Kovács, Ferenc; Mezősi, Gábor; Sipos, György; Mucsi, László (2014):

Evaluation of the educational catchment area and decision-making support at the University of Szeged, Hungary.

In: Tertiary Education and Management 20 (2), S. 106–120. DOI: 10.1080/13583883.2014.890246.

Abstract:

The restructuring of Hungarian higher education according to European expectations has resulted in fundamental changes. Due to the intensifying market and the decreasing number of applicants, institutions are interested in ensuring the necessary number of students. The objective of the study is to identify those schools where the greatest interest in the courses offered by the University of Szeged can be expected. The selection was based on spatial and temporal analysis of submitted applications using geographical information system methods. The results can contribute to attracting the necessary number of students and to developing a sound basis for future educational planning.

Lindell, Juha (2014):

Fostering organizational change through deliberations: The deliberative jury in a university setting.

In: Tertiary Education and Management 20 (1), S. 30–43. DOI: 10.1080/13583883.2013.858179.

Abstract:

Universities in Europe face a variety of reform initiatives, and university reform can be seen as a wicked problem that should be resolved through collaborative efforts. In Finland, there has been considerable resistance to proposed reforms, with university personnel complaining that they have not been heard. Students, on the other hand, seem reluctant to participate in the debate. The situation does not lend itself to the collaborative resolution of wicked problems. Organizational changes are liable to failure, if wicked problems are not addressed effectively. This article presents a deliberative jury method in a university setting as a participative way to solve wicked problems and to pave the way for change. The method is tested through two cases in a Finnish university. These cases suggest that students and staff working together can devise and explore more comprehensive solutions to wicked problems, overcome the participation dilemma and generate change in their organization.

Mainardes, Emerson; Alves, Helena; Raposo, Mario (2014):

Using expectations and satisfaction to measure the frontiers of efficiency in public universities.

In: Tertiary Education and Management 20 (4), S. 339–353. DOI: 10.1080/13583883.2014.978358.

Abstract:

Students' satisfaction with their university and course is of fundamental importance to retain students and promote their positive word-of-mouth. The objective of this research is to analyse the level of efficiency of Portuguese public universities, according to the expectations and satisfaction of their students. To accomplish the objective, this article uses data envelopment analysis methodology. As our unit of analysis, we selected the faculties making up the universities researched. The analytical input came from the expectations of 1669 students regarding their study programme and their universities. The outputs stem from their satisfaction with their study programmes and their universities. We conclude that university practices do not currently guarantee efficiency. We also observe that efficiency in the relationship between expectations and general satisfaction with the study programme does not represent efficiency in the relationship between expectations and general satisfaction with the university, and vice versa.

Ngo, Jenny; Boer, Harry de; Enders, Jurgen (2014):

The way deans run their faculties in Indonesian universities.

In: Tertiary Education and Management 20 (1), S. 1–13. DOI: 10.1080/13583883.2013.848924.

Abstract:

Using the theory of reasoned action in combination with the Competing Values Framework of organizational leadership, our study examines how deans at Indonesian universities lead and manage their faculties. Based on a large-scale survey with responses from more than 200 Indonesian deans, the study empirically identifies a number of deanship styles: the Master, the Competitive Consultant, the Focused Team Captain, the Consensual Goal-Setter and the Informed Trust-BUILDER style. Further, the study investigates determinants of deans' leadership styles, pointing at the important role of their attitudes towards leadership, while their perceived behavioural control only explains some of the styles. The study also suggests that faculty culture is important to take into consideration if we want to gain further understanding of the deanship, since culture turned out to effect the deans' attitudes and hence their leadership style.

Ripoll-Soler, Carlos; de-Miguel-Molina, María (2014):

Are mergers a win-win strategic model? A content analysis of inter-institutional collaboration between higher education institutions.

In: Tertiary Education and Management 20 (1), S. 44–56. DOI: 10.1080/13583883.2013.860187.

Abstract:

The main goal of this paper, based on a content analysis of the literature about models of inter-institutional collaboration between higher education institutions, is to establish the characteristics that set them apart, contextualize each of these models in terms of the features of the setting in which they are implemented, and ascertain their advantages, drawbacks and potential benefits for the institutions that use them. This has involved employing appropriate keywords to identify the most relevant studies that have examined models of inter-institutional collaboration. The paper concludes that detailed study is required when choosing a particular model of inter-institutional collaboration, especially mergers, as the desired economies of scale do not always materialize, research and teaching results may not improve and it is unclear what the optimal size for achieving efficiency is.

Rønsholdt, Bent; Brohus, Henrik (2014):

Towards more efficient student course evaluations for use at management level.

In: Tertiary Education and Management 20 (1), S. 72–83. DOI: 10.1080/13583883.2014.881912.

Abstract:

In order to obtain an accreditation, the university management must implement a quality assurance system and be able to document that quality policy and procedures are followed and acted upon as appropriate. One element in this system is monitoring students' satisfaction. In this paper, we describe a method of acquiring the necessary information to enable school managers to efficiently summarize a substantial amount of information to detect issues of concern. The collection of information is performed in a systematic and consistent manner. It allows rapid feedback to students and staff, and is an integrated component of the quality assurance system. As successive evaluations are completed, school performance can be monitored, facilitating the development of strategies for continuous quality improvement. Finally, the context in which the evaluation is implemented as well as benefits and drawbacks are discussed.

Sarrico, Cláudia S.; Rosa, Maria J. (2014):

Student satisfaction with Portuguese higher education institutions: The view of different types of students.

In: Tertiary Education and Management 20 (2), S. 165–178. DOI: 10.1080/13583883.2014.900108.

Abstract:

The purpose of this paper is to discuss student satisfaction with Portuguese higher education institutions, and to analyse how this varies for different types of students. A survey instrument was used to collect data on students' perceptions and expectations regarding different aspects of service provision. Based on the gap model of satisfaction, satisfaction indices were calculated for all items considered and were checked for their statistical significance. Although, generically speaking, students' perceptions and expectations are high, the satisfaction indices are all negative and statistically different from zero. Furthermore, significant differences of satisfaction regarding some aspects of service provision were found between different groups of students. This study may contribute to institutions improving the quality of services they provide. Furthermore, this study will contribute to improving the quality of higher education institutions through correcting mistakes and designing better processes, provided that the information collected through student satisfaction surveys has been treated adequately.

Sia, Eng Kee (2014):

Management and academic practices to prevent higher education corruption – a case review of an international branch campus in Uzbekistan.

In: Tertiary Education and Management 20 (4), S. 354–362. DOI: 10.1080/13583883.2014.978359.

Abstract:

This paper discusses some of the academic integrity violation and education corruption issues that transnational faculty members and administrators may face in teaching and administering higher education provision in a foreign country. It attempts to provide and share some academic and management practices that are already implemented in an international branch campus in Uzbekistan. It is hoped that this sharing of practices will benefit and prepare both

transnational faculty members and administrators with academic integrity to handle and manage students more efficiently and effectively, in order to minimize academic malpractices.

Sweetman, Rachel; Hovdhaugen, Elisabeth; Karlsen, Hilde (2014):

Learning outcomes across disciplinary divides and contrasting national higher education traditions.

In: Tertiary Education and Management 20 (3), S. 179–192. DOI: 10.1080/13583883.2014.902096.

Abstract:

In many quarters, attempts are underway to identify learning outcomes in higher education which are context-neutral or 'generic'; such measures could provide new ways to assess and compare outputs from higher education. This paper considers potential challenges in using such broad learning outcomes across contrasting disciplinary and national settings. An empirical contribution is provided by an analysis of data from the international REFLEX survey for Norwegian and English bachelor's degree graduates. This sheds some light on the relationships between graduates' broad learning outcomes (general competencies), their national contexts and their disciplinary area. It finds variations in competencies across subjects and countries, suggesting that general competencies of the type often suggested as generic learning outcomes may be unstable and problematic to compare across contrasting settings. It highlights the need for comparative research into variations in learning outcomes and graduate competencies considering disciplinary and national factors.

Thornton, Tim (2014):

Professional recognition: Promoting recognition through the Higher Education Academy in a UK higher education institution.

In: Tertiary Education and Management 20 (3), S. 225–238. DOI: 10.1080/13583883.2014.931453.

Abstract:

This study is on how one higher education institution included the United Kingdom Professional Standards Framework, developed by the Higher Education Academy, as a strategic benchmark for teaching and learning. The article outlines the strategies used to engage all academic (and academic-related) staff in achieving relevant professional recognition under the framework and highlights the need for such a project to be driven by visible and consistent commitment from senior management. A survey of participants highlights the benefits to be gained by entrants to the profession from participation in an accredited course, and by more established professionals from the individual entry route. While a significant proportion of participants expressed scepticism about the benefits of work towards recognition, findings indicate a significant degree of peer development underpinning activities which enhanced individual and group confidence, supported developing practice on an ongoing basis and were believed to be relevant to students and other stakeholders.

Tight, Malcolm (2014):

Collegiality and managerialism: A false dichotomy? Evidence from the higher education literature.

In: Tertiary Education and Management 20 (4), S. 294–306. DOI: 10.1080/13583883.2014.956788.

Abstract:

Collegiality and managerialism are often portrayed as opposed ideas or practices, with the latter, in particular, either held up as a necessary response to the massification of higher education or portrayed as a betrayal of long-held academic ideals (as supposedly reflected in collegiality). This article explores how collegiality and managerialism have been conceptualized, presented and researched in the higher education literature. It concludes that the two concepts are not as dichotomous as some have argued, and that both have a role in our thinking about the future of higher education.

Tight, Malcolm (2014):

Twenty years of TEAM.

[Editorial]. In: Tertiary Education and Management 20 (4), S. 275–279. DOI: 10.1080/13583883.2014.972679.

Vilkinas, Tricia (2014):

Leadership provided by non-academic middle-level managers in the Australian higher education sector: the enablers.

In: Tertiary Education and Management 20 (4), S. 320–338. DOI: 10.1080/13583883.2014.966141.

Abstract:

This study seeks to identify the leadership behaviours displayed by non-academic middle-level managers in the Australian higher education sector. The study also identifies the importance of these leadership behaviours and the leadership effectiveness of these managers. The integrated competing values framework was used to measure leadership behaviours and effectiveness. A total of 75 middle-level managers participated in a 360-degree feedback programme that sought responses from 816 of their work colleagues (line manager, peers and staff). Repeated measures analysis of variance was used to analyse the data. The results of the analysis found that the managers were reasonably effective, were reflective and learnt new behaviours, displayed all leadership behaviours at a reasonable level and considered all the leadership behaviours to be important. In the main, the managers held similar perceptions to their work colleagues. Future research is needed to identify gender and cultural differences.