

Higher Education Research:

A Compilation of Journals and Abstracts 2016

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INCHER-Kassel: Higher Education Research – A Compilation of Journals and Abstracts 2016

This *Compilation of Journals and Abstracts 2016* contains 27 pertinent, mainly international academic journals from the interdisciplinary field of higher education research. The collection ranges from decidedly higher education research to sociological, organizational, labor-market-focused, theoretical and empirical contributions to higher education research. This selection is provided by the Library and Research Information Services at INCHER-Kassel, University of Kassel, recommended as information and research tool.

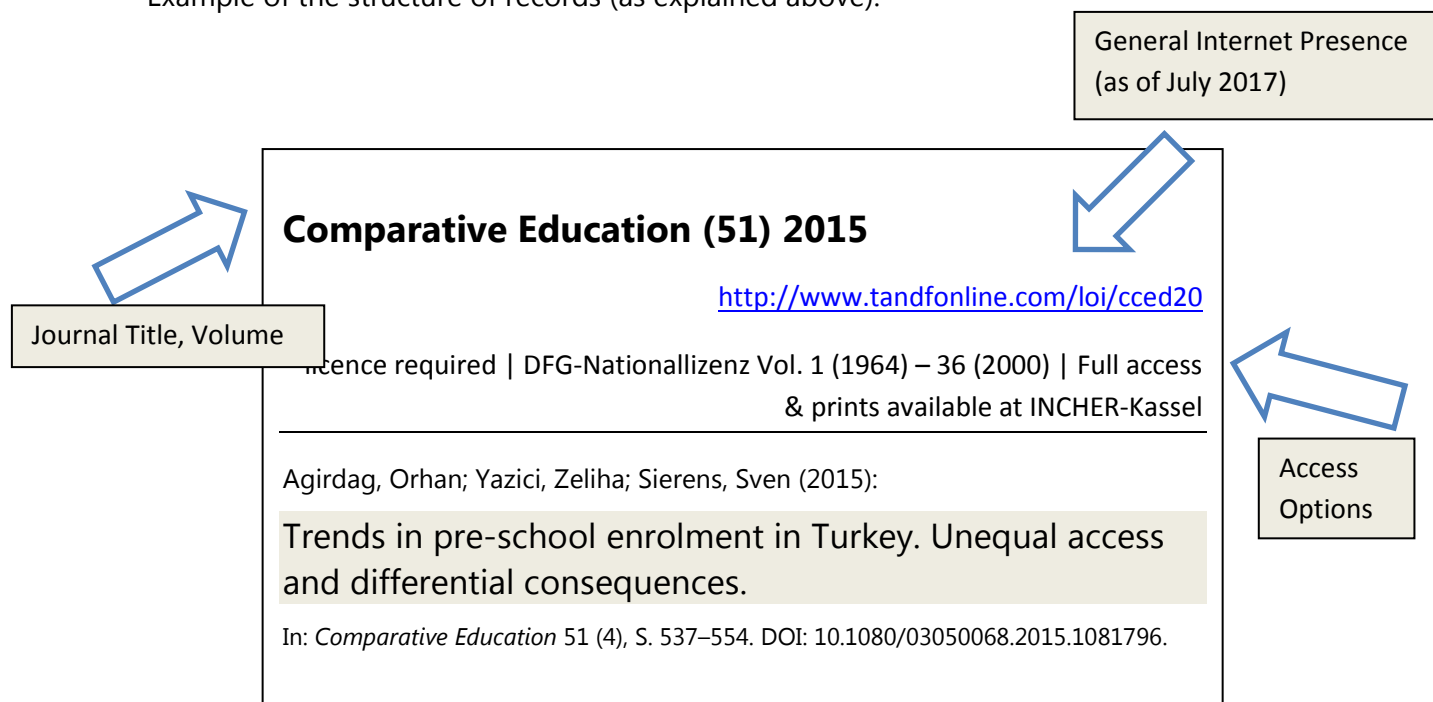
Guideline

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 July 2017).

Each journal's contents are – as far as applicable – sorted by *Editorials*, *Original Articles*, *Reviews* and *Specials* (Errata, Corrigenda, Retractions, Thought Pieces, Thesis Abstracts etc.) Within these sections, corresponding articles are sorted by author in alphabetical order, including full bibliography, Digital Object Identifier (DOI) and abstract (adopted from publisher).

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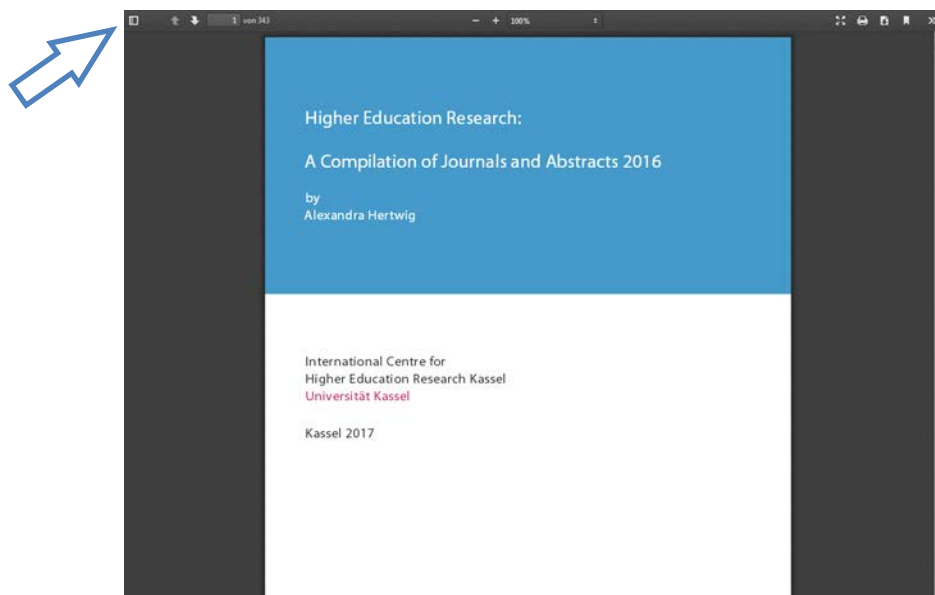
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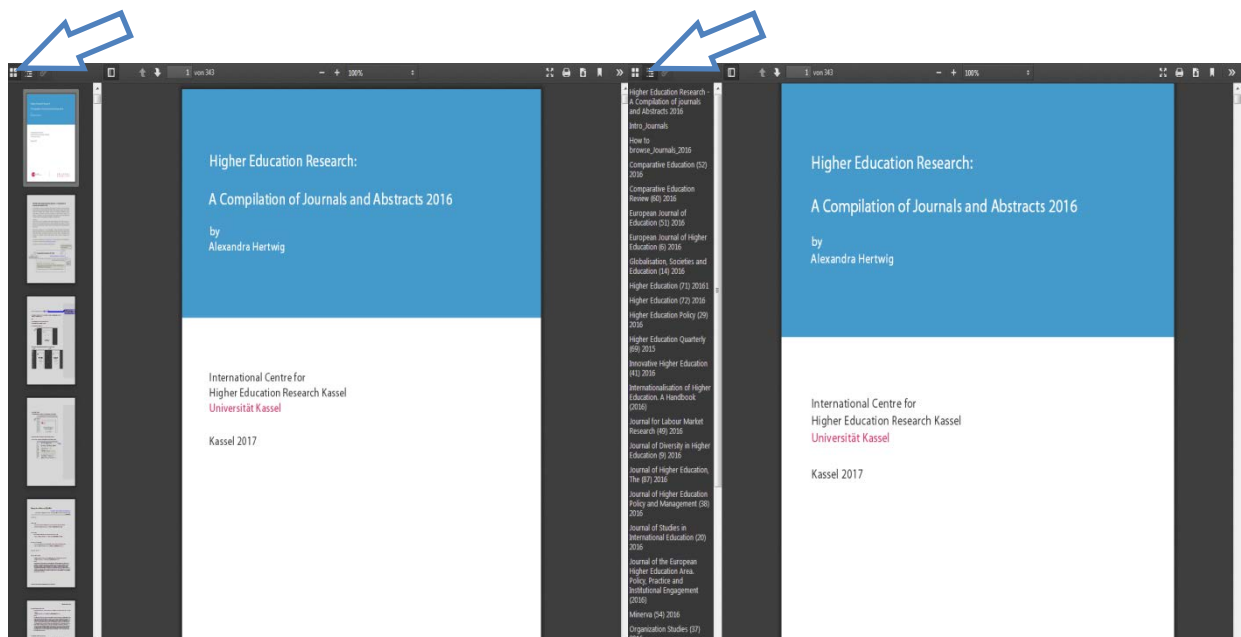
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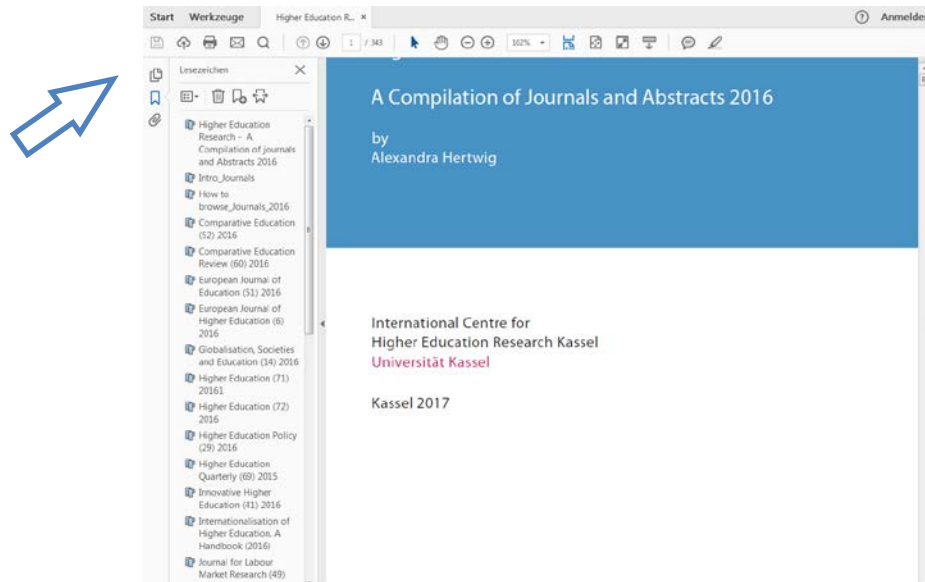


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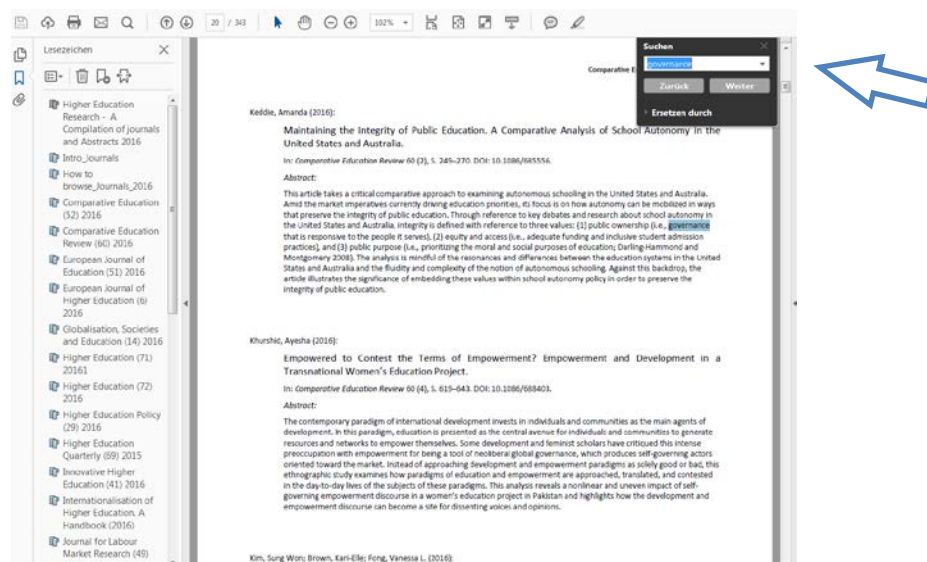
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Comparative Education (52) 2016

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INCHER-Kassel

Editorials

Kim, Terri (2016):

Internationalisation and development in East Asian higher education. An introduction.

[Introduction]. In: *Comparative Education* 52 (1), S. 1–7. DOI: 10.1080/03050068.2016.1144309.

Bash, Leslie (2016):

Migrant, Roma and post-colonial youth in education across Europe.

[Editorial]. In: *Comparative Education* 52 (2), S. 270–271. DOI: 10.1080/03050068.2016.1166868.

Milligan, Lizzi O.; Tikly, Leon (2016):

English as a medium of instruction in postcolonial contexts. Moving the debate forward.

[Editorial]. In: *Comparative Education* 52 (3, SI), S. 277–280. DOI: 10.1080/03050068.2016.1185251.

Original Articles

Auld, Euan; Morris, Paul (2016):

PISA, policy and persuasion. Translating complex conditions into education ‘best practice’.

In: *Comparative Education* 52 (2), S. 202–229. DOI: 10.1080/03050068.2016.1143278.

Abstract:

Education reform is increasingly portrayed as a means to improve a nation’s global competitiveness as measured by its performance in international league tables of pupil achievement. This has created a demand for comparative research which identifies ‘what works’ in high-performing school systems. A diverse array of consultancies, think tanks, and entrepreneurs has emerged to satisfy that demand, portraying their approach as a pragmatic and objective form of evidence-based policy-making. However, the attempt to translate complex conditions into straightforward solutions (i.e. ‘what works’) leads researchers into a basic paradox. This paper identifies the strategies used to address this paradox and to advocate reforms. We demonstrate that, though they are persuasive, the strategies fundamentally fail to overcome the problems inherent in the enterprise.

Barrett, Angeline M.; Bainton, David (2016):

Re-interpreting relevant learning. An evaluative framework for secondary education in a global language.

In: *Comparative Education* 52 (3, SI), S. 392–407. DOI: 10.1080/03050068.2016.1185271.

Abstract:

The 2030 education goal privileges relevant learning outcomes' as the evaluative space for quality improvement. Whilst the goal was designed for global level monitoring, its influence cuts across different scales. Implementation of the goal involves reinterpreting relevant learning' at the local level. One way that small scale projects engage in the creative work of reinterpretation is through the design of their evaluative frameworks. We illustrate this with the example of an innovation in Tanzania that aimed to improve language and subject learning amongst lower secondary school students making the transition from using an African language, Kiswahili, to using a global language, English, as the language of instruction. The project developed a framework for evaluating learning processes and outcomes that was grounded in socio-cultural theories of learning. The framework was founded on an understanding of subject learning consistent with the purpose of sustainable development. Sustainable development is understood here as a process of social learning engaged through local responses to issues that have global reach. We conclude that implementing the 2030 education goals as part of a broader ambition towards sustainable development, demands reinterpretation of its targets in a way that makes explicit our underpinning theories of learning.

Cardozo, Mieke T. A. Lopes; Shah, Ritesh (2016):

A conceptual framework to analyse the multiscale politics of education for sustainable peacebuilding.

In: *Comparative Education* 52 (4), S. 516–537. DOI: 10.1080/03050068.2016.1220144.

Abstract:

A critical and more nuanced understanding of the multifaceted relationship between projects of peacebuilding and educational provision is starting to develop. Drawing on an epistemological and ontological anchor of critical realism, and a methodology informed by the application of cultural political economy analysis and the strategic relational approach to understanding educational discourses, processes and outcomes, we illustrate how the many faces' of education in conflict-affected situations can be better theorised and conceptually represented. In doing so, we link goals of peacebuilding to those of social justice, and reinvalidate the notion of education playing a transformative rather than a restorative role in conflict-affected contexts. Making such ideas concrete, we provide examples of how such an analytical framework can be employed to understand the multi-faceted relationship between education and projects of social transformation in conflict-affected environments across the globe.

Choi, Alvaro; Jerrim, John (2016):

The use (and misuse) of PISA in guiding policy reform. The case of Spain.

In: *Comparative Education* 52 (2), S. 230–245. DOI: 10.1080/03050068.2016.1142739.

Abstract:

In 2013 Spain introduced a series of educational reforms explicitly inspired by the Programme for International Student Assessment (PISA) 2012 results. These reforms were mainly implemented in secondary education - based upon the assumption that this is where Spain's educational problems lie. This paper questions this assumption by attempting to identify the point where Spanish children fall behind young people in other developed countries. Specifically, by drawing data from multiple international assessments, we are able to explore how cross-national differences in reading skills change as children age. Consideration is given to both the average level of achievement and the evolution of educational inequalities. Our conclusion is that policy-makers have focused their efforts on the wrong part of the education system; educational achievement is low in Spain (and educational inequalities large) long before children enter secondary school. This study therefore serves as a note of caution against simplistic interpretation of the PISA rankings.

Clegg, John; Simpson, John (2016):

Improving the effectiveness of English as a medium of instruction in sub-Saharan Africa.

In: *Comparative Education* 52 (3, SI), S. 359–374. DOI: 10.1080/03050068.2016.1185268.

Abstract:

Most academic discussion on the role of language in education in sub-Saharan Africa (SSA) supports the extended use of African languages as media of instruction (Mol), while most practice preserves a monolingual role for European languages. Many ministries of education maintain the belief that African languages are not appropriate as Mols beyond the early years. In African countries in which English is the Mol, many learners in primary school and beyond do not have sufficient ability in English to achieve grade-appropriate subject knowledge. This restricts their access to effective classroom practice and thus to the curriculum. Pedagogical and organisational expertise appropriate to education for learners working in a second language is available both in Africa and other parts of the world, but rarely widely applied in SSA. This article describes relevant educational practices which are successfully used in these different contexts and which could be extended in SSA. They include ways of easing the transition from early years education in an African language, multilingual classroom practice, the pedagogy of language-supportive subject teaching, accessible textbook design, appropriate curriculum for learners working in a second language, language-appropriate assessment and the management of multilingual education.

Deng, Zongyi; Gopinathan, S. (2016):

PISA and high-performing education systems. Explaining Singapore's education success.

In: *Comparative Education* 52 (4), S. 449–472. DOI: 10.1080/03050068.2016.1219535.

Abstract:

Singapore's remarkable performance in Programme for International Student Assessment (PISA) has placed it among the world's high-performing education systems (HPES). In the literature on HPES, its secret formula' for education success is explained in terms of teacher quality, school leadership, system characteristics and educational reform. This article offers an alternative explanation for the education success of Singapore and, in so doing, questions the basic assertions of the HPES literature and, in particular, the use of PISA results as the prime indicator of the educational performance of a school system. The explanation is informed by a historical perspective on the development of the Singapore education system and based upon a body of empirical findings on the nature of pedagogical practice in classrooms, both of which are vital for understanding the educational performance of Singapore's education system. The article concludes by addressing the implications of this analysis for educational policy borrowing.

Desai, Zubeida (2016):

Learning through the medium of English in multilingual South Africa. Enabling or disabling learners from low income contexts?

In: *Comparative Education* 52 (3, SI), S. 343–358. DOI: 10.1080/03050068.2016.1185259.

Abstract:

Increasingly, there is a growing move towards using global languages such as English as media of instruction. Does one swim against this growing tide or does one look at strategies to accommodate English in multilingual contexts such as prevail in South Africa? In this article I examine the debates in South Africa about the role of English in education. I argue that the success or otherwise of using English as a medium depends a great deal on the context learners and teachers find themselves in. This article explores the learning of English in three different contexts to illustrate ways in which to address issues of quality, equity and social justice' with regard to the medium of instruction issue in differing contexts. It suggests that there may not be one solution for all contexts.

Erling, Elizabeth J.; Adinolfi, Lina; Hultgren, Anna Kristina; Buckler, Alison; Mukorera, Mark (2016):

Medium of instruction policies in Ghanaian and Indian primary schools. An overview of key issues and recommendations.

In: *Comparative Education* 52 (3, SI), S. 294–310. DOI: 10.1080/03050068.2016.1185254.

Abstract:

This paper reports on a rigorous literature review of research into medium of instruction in Ghana and India, whose language-in-education policies represent two contrasting models of use of local languages and the development of competence in English. The paper begins by briefly overviewing the language-in-education policy in these two countries and sets out the methodological approach underpinning this review. It then turns to the initial findings, which are discussed in two parts: the first categorises the three areas of research explored in the empirical studies reviewed, namely the effectiveness of language-in-education policies, problems hindering the implementation of these policies, and attitudes to these policies. The second provides an overview of the recommendations for how, given the obstacles in implementing the current policies, to better ensure the effectiveness of language-in-education policies in Ghana and India. Together these findings show that similar issues arise that contribute to challenges of providing equitable, quality education, and similar recommendations have been put forward as a result. This paper thus provides a valuable overview of key issues in the role of language-in-education policies in improving equity and quality in education in LMICs.

Harma, Joanna (2016):

School choice in rural Nigeria? The limits of low-fee private schooling in Kwara State.

In: *Comparative Education* 52 (2), S. 246–266. DOI: 10.1080/03050068.2016.1142737.

Abstract:

The rise in low-fee private (LFP) primary schooling serving relatively poor clients is becoming well-documented. However much of this literature focuses on urban areas whose dense populations are favourable to market growth and competition. This paper goes some way to filling a gap in the literature on whether LFP schools are serving the needs of the poor in rural areas, taking the case of one Nigerian state. It contrasts the situation in rural areas with that of urban Ilorin, where private schools cater to over half of all enrolled children. The paper shows that private schooling is currently inaccessible to the poor, with only 3.3% of children in the poorest 40% of the population attending them, and only 13% of enrolled children in rural areas. The key message is that redoubled efforts are needed to improve government schools as providers of last resort to those bypassed by the market.

Jessop, Bob (2016):

Putting higher education in its place in (East Asian) political economy.

In: *Comparative Education* 52 (1, SI), S. 8–25. DOI: 10.1080/03050068.2015.1128659.

Abstract:

This article relates changes in higher education (HE) and research in East Asian societies to recent trends in political economy and, in particular, the reorientation of developmental states (DSs) in the region. The DS is oriented to catch-up competitiveness and, as the horizon of development shifts, so do its appropriate institutional forms and strategies. Catch-up competitiveness is guided by economic imaginaries, often linked to geoeconomic, geopolitical, and broader societal imaginaries, whose hegemony depends on particular discursive and disciplinary practices. The shift in the roles of HE and research is related to the reorientation of DSs from export-oriented, investment-led growth to knowledge-intensive, investment-led growth, supplemented in some cases by efforts to create international financial hubs to exploit a global trend towards financialisation. These themes are explored through comparison of selected East Asian economies/societies. The article ends with some general conclusions about the state's continuing role in HE and its internationalisation in the region.

Kedzierski, Matt (2016):

English as a medium of instruction in East Asia's higher education sector. A critical realist Cultural Political Economy analysis of underlying logics.

In: *Comparative Education* 52 (3, SI), S. 375–391. DOI: 10.1080/03050068.2016.1185269.

Abstract:

As discourses of globalisation and the knowledge-based economy become increasingly influential in both policy-making and in public debates about education, employability and national competitiveness - the choice of language in the classroom takes on a strategic importance. The paper employs a critical realist Cultural Political Economy lens to explore the use of English as a medium of instruction (EMI) at tertiary level in the East Asian context. The discussion builds on existing theoretical framings and on empirical research into the language-globalisation nexus, as well as on language-in-education policy and practice. By doing so, the paper seeks to develop a theoretical account of historically and spatially situated socio-political and socio-economic processes that have favoured the use of EMI in the region. The focus here is on the dialectical relationship between hegemonic imaginaries (semiosis) and material practices in relation to the value attached to particular linguistic resources, where value is understood in both economic and symbolic terms, and how this is often tied to neoliberalism and discourses of competitiveness.

Kim, Stephanie K. (2016):

Western faculty 'flight risk' at a Korean university and the complexities of internationalisation in Asian higher education.

In: *Comparative Education* 52 (1, SI), S. 78–90. DOI: 10.1080/03050068.2015.1125620.

Abstract:

Does the internationalisation of Asian higher education give preference to Western faculty members, especially against the backdrop of internationalisation trends that call for an importation of Western pedagogical practices, ideas, and standards? This article seeks to complicate such a claim through close examination of the Western faculty members who work at a Korean university. In particular, this study reveals the systematic disempowerment of Western faculty members, which eventually leads to Western faculty members' mass departure from South Korea. The ephemeral and transitional quality of the Western faculty members is what renders them even more helpless and commoditised for the benefit of a Korean university while the institution maintains the façade of internationalisation via the large-scale recruitment of Western faculty members by perpetually replacing those who leave with new recruits. Such a phenomenon exposes complexities within the internationalisation process that have yet to be addressed by scholars of education.

Kuchah, Kuchah (2016):

English-medium instruction in an English-French bilingual setting. Issues of quality and equity in Cameroon.

In: *Comparative Education* 52 (3, SI), S. 311–327. DOI: 10.1080/03050068.2016.1185257.

Abstract:

Despite its multilingual nature Cameroon's educational system provides for full immersion into either French-medium or English-medium education from the first year schooling. Following political tensions in the early 1990s the country decided to reaffirm its commitment to promote bilingualism in the educational system with the outcome being the implementation of various forms of bilingual education models across the country, including, in recent years, a dramatic rise in the number of children from Francophone homes enrolling in English-medium schools. This paper examines this rising interest in English-medium instruction (EMI) in a country where French is still the language of political power and administration and where there is still very little evidence that even Anglophone children sufficiently benefit from EMI. Drawing from an analysis of data collected from school children, parents, teachers and a school inspector, this article reveals existing complexities, challenges and possibilities arising from the current trend and presents a holistic picture of the realities of EMI in this immensely multilingual country.

Lo, William Yat Wai (2016):

The concept of greater China in higher education. Adoptions, dynamics and implications.

In: *Comparative Education* 52 (1, SI), S. 26–43. DOI: 10.1080/03050068.2015.1125613.

Abstract:

Interpreting modernisation and globalisation in East Asia as processes of Westernisation creates confusion and discomfort among some academics from the region. To illustrate why such discomfort occurs, this article explores the changes in the higher education systems of Hong Kong, Taiwan and mainland China in terms of their 'Chineseness' as a potentially unifying regional identity that can be counterposed to Westernisation. The recent and polyvalent theme of 'Greater China' is invoked in this article to describe and interpret the institutional frameworks, within which higher education is developing in this imaginary region, as well as to establish possible discursive linkages in the continuing transformation and strategic reorientation of higher education and its role in the recent economic, political and socio-cultural developments. In this regard, the interrelated discourses of Chineseness and Greater China have the following functions: they imply regionalism; they enable a break with their imperial and colonial past; and they provide the basis for different kinds of hybridisation between Chinese and Western intellectual, educational and cultural traditions and values.

Masko, Amy L.; Bosiwah, Lawrence (2016):

Cultural congruence and unbalanced power between home and school in rural Ghana and the impact on school children.

In: *Comparative Education* 52 (4), S. 538–555. DOI: 10.1080/03050068.2016.1220123.

Abstract:

This ethnographic inquiry examines the cultural congruence between home and school in rural Ghana, exploring the cultural norms of child-rearing practices within families and the institution of schooling. The data illustrate both the agreement between home and school in regard to discipline practices and instruction in morality, while simultaneously highlighting a power differential between home and school. The authors highlight the power dynamics between home and school, and discuss the burden children bear in managing the home-school relationship in rural Ghana.

Milligan, Lizzi O.; Clegg, John; Tikly, Leon (2016):

Exploring the potential for language supportive learning in English medium instruction. A Rwandan case study.

In: *Comparative Education* 52 (3, SI), S. 328–342. DOI: 10.1080/03050068.2016.1185258.

Abstract:

This article puts forward the argument for language supportive learning for learners in English medium instruction (EMI) classrooms based on the findings from a mixed methods study in Rwanda. The article first reviews the relevant literature and research which looks at the concept of language support, focusing on textbooks and pedagogy in sub-Saharan African EMI countries. The scant literature which exists suggests that current teaching practice and textbook design are not targeted for learners learning in a second language which frequently results in the global language acting as a major barrier to effective learning across the curriculum. The potential of language supportive textbooks and pedagogy for addressing such a barrier is then considered through an analysis of a recent intervention in Primary 4 Rwandan classrooms. Findings suggest that language supportive learning can lead to significant improvements in learner outcomes and more effective engagement with subjects across the curriculum. Conclusions consider implications for bilingual education policies in Rwanda and further afield.

Moon, Rennie J. (2016):

Internationalisation without cultural diversity? Higher education in Korea.

In: *Comparative Education* 52 (1, SI), S. 91–108. DOI: 10.1080/03050068.2015.1125679.

Abstract:

This article examines why universities in Korea champion internationalisation and aggressively recruit foreign students with diverse ethnic backgrounds, yet resist ideas of valorising diversity. Through a qualitative analysis of university curricula at three major Korean universities, ethnographic interviews with 50 foreign students and focus groups interviews with 30 Korean students, I find that despite recent internationalisation efforts, notions of ethnic nationalism remain firmly entrenched at the level of university curricula and also at the level of micro-level interactions between foreign and domestic students. I explain this as an instance of Korea's continued attempts to selectively adopt elements of globalisation for national interests, a familiar paradigm in Korea's historical legacy of social change. Such an instrumentalist approach to the internationalisation of higher education in Korea also confirms global cultural theory, especially the kinds of disjunctures that might result among various types of global flows. Thus I seek to contribute to a growing literature on diversity in higher education in Asia as well as to educational debates on global/local processes and mechanisms of cultural change.

Parkes, Jenny; Heslop, Jo; Januario, Francisco; Oando, Samwel; Sabaa, Susan (2016):

Between tradition and modernity. Girls' talk about sexual relationships and violence in Kenya, Ghana and Mozambique.

In: *Comparative Education* 52 (2), S. 157–176. DOI: 10.1080/03050068.2016.1142741.

Abstract:

This paper interrogates the influence of a tradition-modernity dichotomy on perspectives and practices on sexual violence and sexual relationships involving girls in three districts of Kenya, Ghana and Mozambique. Through deploying an analytical framework of positioning within multiple discursive sites, we argue that although the dichotomy misrepresents the complexity of contemporary communities, it is nonetheless deployed by girls, educational initiatives and researchers in their reflections on girls' sexual practices and sexual violence. The analysis examines variations between communities in patterns of and perspectives about sexual relationships, transactional sex and sexual violence. It illuminates ways in which features of 'modernisation' and 'tradition' both exacerbate and protect girls from violence. Across contexts, girls actively positioned themselves between tradition and modernity, while positioning others at the extreme poles. Education initiatives also invoked bipolar positions in their attempts to protect girls' rights to education and freedom from violence. The paper concludes by considering the implications for educational intervention and the potential for the analytical framing to generate richer, more contextualised understandings about girls' perspectives, experiences and ways of resisting sexual violence.

Pherali, Tejendra (2016):

School leadership during violent conflict. Rethinking education for peace in Nepal and beyond.

In: *Comparative Education* 52 (4), S. 473–491. DOI: 10.1080/03050068.2016.1219538.

Abstract:

This paper outlines the impact and professional tensions created by the decade-long armed conflict (1996–2006) on school leadership in Nepal. Drawing on qualitative interviews and discussions with school heads and teachers (n = 92), the study reveals that the onerous pressure of pupils' safety during crisis ultimately fell upon teachers and school leaders who faced direct violence on school grounds and communities they lived in. It was found that school heads were traumatised by consistent pressures, as manifested in the form of financial extortion, physical threats and abductions by the Maoists while the security forces frequently harassed them as Maoist sympathisers or confederates. Maintaining relational equilibrium with warring parties in order to ensure their personal and school survival was a traumatic experience. Despite the enormity of effects on education during conflict, the post-conflict educational debates largely undermine the voice of those who were at the frontlines during crisis. These findings provide useful insights into the 'experiential dimension' of civil conflict at schools in conflict zones and implications for educational programming.

Poole, Gregory S. (2016):

Administrative practices as institutional identity. Bureaucratic impediments to HE 'internationalisation' policy in Japan.

In: *Comparative Education* 52 (1, SI), S. 62–77. DOI: 10.1080/03050068.2015.1125615.

Abstract:

This paper explores how bureaucracy impedes the implementation of higher education (HE) policy at Japanese universities. Administrative systems employ Weberian legal-rational bureaucratic practices that are central to the institutional identity of a university. Rather than the means to internationalisation and reform in general, these systems themselves become the end, usually in direct opposition to not only innovation and change but, indeed, the university mission itself. After first outlining the macro-level processes and policies of the internationalisation of Japanese HE, I take an ethnographic approach to illustrate the micro-level administrative practices and assumptions at the university, framing them within the social theory of bureaucracy to allow for comparison with HE in other parts of East Asia and worldwide. As a way forward, I propose we borrow theories on social entrepreneurship to potentially resolve the challenge of embedded administrative practices and static institutional identities, a bureaucratic 'utopia of rules' [Graeber, D. 2015. *The Utopia of Rules: On Technology, Stupidity, and the Secret Joys of Bureaucracy*. New York: Melville House].

Rapleye, Jeremy; Komatsu, Hikaru (2016):

Living on borrowed time. Rethinking temporality, self, nihilism, and schooling.

In: *Comparative Education* 52 (2), S. 177–201. DOI: 10.1080/03050068.2016.1142736.

Abstract:

Seeking to contribute to recent attempts to rethink the deepest foundations of the field, this paper offers new ways of contemplating time, specifically its relations to self, nihilism, and schooling. We briefly review how some leading Western thinkers have contemplated time before detailing Japanese scholars who have offered divergent, original, and arguably more sophisticated, theoretical accounts. We then illustrate these ideas by sketching how Japan 'borrowed time' following the abrupt political rupture of 1868, showing how Linear Time came to be disseminated and diffused, largely through modern schooling. Last, we spotlight the nihilism that has arisen as consequence. Our primary aim is not empirical elaboration, however, but instead disclosure of a complex of relations that the field of comparative education has yet to discuss. We offer both the experience-cum-thought of Japan and this complex itself as reconstructive resources for the field which remains shallow in its parochial presumptions and unwillingness to engage ontologically.

Rosser, Andrew (2016):

Neo-liberalism and the politics of higher education policy in Indonesia.

In: *Comparative Education* 52 (2), S. 109–135. DOI: 10.1080/03050068.2015.1112566.

Abstract:

This paper examines Indonesia's experience with neo-liberal higher education reform. It argues that this agenda has encountered strong resistance from the dominant predatory political, military, and bureaucratic elements who occupy the state apparatus, their corporate clients, and popular forces, leading to continuation of the centralist and predatory system of higher education that was established under the New Order. The only areas in which neoliberal reform has progressed have been those where the neoliberal agenda has aligned well with that of popular forces and there has been little resistance from predatory elements. In presenting this argument, the paper illustrates the role of domestic configurations of power and interest in mediating global pressures for neo-liberal higher education reform. It accordingly suggests that Indonesia needs to construct a model of higher education that simultaneously fits with the reigning political settlement and produces better research and teaching outcomes than the present model.

Russell, Susan Garnett (2016):

Global gender discourses in education. Evidence from post-genocide Rwanda.

In: *Comparative Education* 52 (4), S. 492–515. DOI: 10.1080/03050068.2016.1233727.

Abstract:

This paper investigates global gender policy discourses within the education realm in post-genocide Rwanda. Drawing on interview data from students in seven secondary schools and Unterhalter's gender framework (Unterhalter, Elaine. 2007. *Gender, Schooling and Global Social Justice*. New York, NY: Routledge), I analyse the extent global discourses are integrated into national education documents and how students understand global discourses around gender equality'. I find that in national education policies and texts, discourses around gender equality are framed as a means to development, as a human right, and in relation to the past conflict rather than for the transformation of patriarchal structures. Similarly, students draw on themes from global policy discourse around development and rights but at the same time re-gender' this for a local context, propagating a public/private divide and cultural and biological stereotypes. Consequently, gendered hierarchies and biases persist in student attitudes. Findings carry important implications for the limitations of global gender policy discourses and the challenges of changing gender norms in a post-conflict context.

Tikly, Leon (2016):

Language-in-education policy in low-income, postcolonial contexts. Towards a social justice approach.

In: *Comparative Education* 52 (3, SI), S. 408–425. DOI: 10.1080/03050068.2016.1185272.

Abstract:

The article considers how language-in-education policy in low-income, postcolonial countries may be better understood from a social justice perspective and some of the implications for policy, practice and research that arise from this. The article starts with a critical overview of the two dominant approaches towards conceptualising language-in-education policy, namely the instrumental and rights-based approaches. The article then sets out a social justice approach that builds critically on a rights-based perspective. Key features of the approach include considering language-in-education as a capability that has the potential to contribute to human well-being and to social justice and understanding the pedagogical, institutional and wider social barriers to achieving linguistic social justice in education and means for overcoming these barriers. Based on this understanding the article then sets out a research agenda that can assist in realising linguistic social justice in education across the three inter-related domains of the school, the home/community and the education system.

Trudell, Barbara (2016):

Language choice and education quality in Eastern and Southern Africa. A review.

In: *Comparative Education* 52 (3, SI), S. 281–293. DOI: 10.1080/03050068.2016.1185252.

Abstract:

In 2014, UNICEF commissioned a review of language policy and education quality in the 21 countries of UNICEF's Eastern and Southern Africa Region. This paper examines findings from the review, related to the role of English and local languages in current education practice in the region. National language policies and implementation practices are examined, as is the mismatch between the two. The evident widespread use of English as the language of instruction in primary classrooms of Eastern and Southern Africa, even where the pupils do not speak English, generates two central questions: (1) Is English really the villain in this context? And (2) Why do teachers and pupils in these classrooms have to choose one language or another as medium of instruction?

Vavrus, Frances (2016):

Topographies of power. A critical historical geography of schooling in Tanzania.

In: *Comparative Education* 52 (2), S. 136–156. DOI: 10.1080/03050068.2015.1112567.

Abstract:

This article builds a case for critical historical geography in comparative education to examine how, over time, the social production of space contributes to educational disparity. It draws on Gupta and Ferguson's contrasting concepts of the 'power of topography' and the 'topography of power' and Lefebvre's tripartite theory of space to explore space-time relationships at multiple scales in Tanzania. Data come from primary and secondary historical texts about the Kilimanjaro Region as well as a longitudinal study carried out between 2000 and 2012 in two districts in the region. The analysis shows how advantage and disadvantage are differentially distributed over time and space, revealing the enduring interconnections of geography, history, and political power in postcolonial states and the importance of multi-scalar comparative research in comparative education.

Yonezawa, Akiyoshi; Horta, Hugo; Osawa, Aki (2016):

Mobility, formation and development of the academic profession in science, technology, engineering and mathematics in East and South East Asia.

In: *Comparative Education* 52 (1, SI), S. 44–61. DOI: 10.1080/03050068.2015.1125617.

Abstract:

The academic profession contributes to shaping the capacity and identity of higher education systems. In East and Southeast Asia, there is a need for further discussion on the regional identity characteristics of the academic profession to account for its multiple origins and national and international dimensions. Data from two large-scale comparative surveys and secondary sources are used to investigate the role of international mobility in the formation and development of East and Southeast Asian academics in science, technology, engineering and mathematics fields. Based on Kim and Locke's [2010. "Transnational Academic Mobility and the Academic Profession." In *Higher Education and Society: A Research Report*. London: CHERI, Open University] framework, patterns of academic mobility are examined in relation to the formation and development of higher education systems. The analysis shows mixed trends in the international flow of academics and the formation of the region's academic profession in relation to more or less independent or colonial historical backgrounds. Recent globalisation and regionalisation initiatives seem likely to transform the heterogeneous identities of the region's academic profession.

Yoon, Junghyun; Jarvinen, Tero (2016):

Are model PISA pupils happy at school? Quality of school life of adolescents in Finland and Korea.

In: *Comparative Education* 52 (4), S. 427–448. DOI: 10.1080/03050068.2016.1220128.

Abstract:

This paper explores the quality of school life (QSL) of two model pupils' in Programme for International Student Assessment (PISA) tests, Finland and Korea, and investigates students' views on the central aspects of QSL (general satisfaction, peer relations and teacher-student relations) using PISA 2012 data. It also seeks to interpret how specific institutional and sociocultural aspects are linked to QSL. The analyses show that Finnish and Korean adolescents' views on QSL are less positive compared with the OECD average; Finnish adolescents' views on QSL are more positive than those of Korean adolescents regarding general satisfaction and peer relations but are not clearly related to teacher-student relations. Since Finnish and Korean adolescents' views on QSL partly differ from those of their Nordic and East Asian counterparts, the distinct Nordic or East Asian image of QSL could not be revealed in the study. This article proposes that QSL demands more attention in the era of rankings and benchmarked educational models', with consideration to the universality and uniqueness of institutional, sociocultural and historical factors of one's own and others' schooling.

Reviews

Carney, Stephen (2016):

Revisiting insider–outsider research in comparative and international education, edited by Michael Crossley, Lore Arthur and Elisabeth McNess, Oxford, Symposium Books, 2016, 264 pp., £36.00 (paperback), ISBN 9781873927670.

[Review]. In: *Comparative Education* 52 (4), S. 557–559. DOI: 10.1080/03050068.2016.1208497.

Cowen, Robert (2016):

Elite education: international perspectives, edited by Claire Maxwell and Peter Aggleton, London and New York, Routledge, Taylor & Francis Group, 2016, 202 pp., £29.99 (paperback), ISBN 978-1-138-79961-5 / Elites, privilege and excellence: the national and global redefinition of educational advantage: world yearbook of education 2015, edited by Agnès van Zanten, Stephen J. Ball, and Brigitte Darchy-Koechlin, London and New York, Routledge, Taylor & Francis Group, 2016, 248 pp., £99 (hardback), ISBN 978-1-138-78642-4.

[Review]. In: *Comparative Education* 52 (4), S. 556–557. DOI: 10.1080/03050068.2016.1215433.

Jonsas, Katja (2016):

Academic identities in higher education: the changing European landscape, edited by Linda Evans and Jon Nixon, London, Bloomsbury Academic Publishing, 2015, 240 pp., £74.99 (hardback), ISBN 9781472579515.

[Review]. In: *Comparative Education* 52 (4), S. 562–564. DOI: 10.1080/03050068.2016.1233734.

Lingard, Bob (2016):

The global education industry: world yearbook of education 2016, edited by A. Verger, C. Lubienski and G. Steiner-Khamsi, London and New York, Routledge, 2016, 294 pp., £90.00 (hardcover), ISBN 978-1-138-85539-7.

[Review]. In: *Comparative Education* 52 (4), S. 559–561. DOI: 10.1080/03050068.2016.1233733.

Marton, Ference (2016):

Teaching in primary schools in China and India: contexts of learning by Nirmala Rao, Emma Pearson, Kai-ming Cheng and Margaret Taplin, Routledge Research in International and Comparative Education (Hardback), New York, Routledge, 2013, 210 pp., \$160.00 (hardback), ISBN: 9780415815529.

[Review]. In: *Comparative Education* 52 (2), S. 271–273. DOI: 10.1080/03050068.2016.1166865.

Orr, Dominic (2016):

International perspectives on higher education admission policy: a reader, edited by Virginia Stead, Series: Equity in higher education theory, policy, and praxis – Volume 1, New York, Peter Lang, 2015, 442 pp., £37.00 (softcover), ISBN 9781433121630.

[Review]. In: *Comparative Education* 52 (4), S. 561–562. DOI: 10.1080/03050068.2016.1215424.

Orr, Dominic (2016):

Students, markets and social justice higher education fee and student support policies in Western Europe and beyond, edited by Hubert Ertl and Claire Dupuy, Didcot, Symposium Books, 2014, 216 pp., US\$64.00 (paperback), ISBN 9781873927571.

[Review]. In: *Comparative Education* 52 (2), S. 267–268. DOI: 10.1080/03050068.2016.1166862.

Paulson, Julia (2016):

Schools for conflict or for peace in Afghanistan, Dana Burde, New York, Columbia University Press, 2014, 211 pp., \$40.00/£27.50 (hardcover), ISBN 978-0-231-16928-8 / From classrooms to conflict in Rwanda, Elisabeth King, New York, Cambridge University Press, 2014, 212 pp., \$90.00 (hardcover), ISBN 978-1-107-03933-9.

[Review]. In: *Comparative Education* 52 (2), S. 273–274. DOI: 10.1080/03050068.2016.1166867.

Takayama, Keita (2016):

Learning from Shanghai: lessons on achieving educational success, by Charlene Tan, Education in the Asia-Pacific Region: Issues, Concerns and Prospects, Volume 21, Singapore, Springer, 2013, 245 pp., \$159 (hardback), ISBN 9789814021869.

[Review]. In: *Comparative Education* 52 (2), S. 268–270. DOI: 10.1080/03050068.2016.1166870.

Unterhalter, Elaine (2016):

Educating adolescent girls around the globe: challenges and opportunities, edited by Sandra L. Stacki and Supriya Baily, Routledge Research in International and Comparative Education, London, Routledge, 2015, 284 pp., US\$145.00 (hardback), ISBN 9781138781108.

[Review]. In: *Comparative Education* 52 (2), S. 274–276. DOI: 10.1080/03050068.2016.1166859.

Xu, Cora Lingling (2016):

Constructing modern Asian citizenship, edited by Edward Vickers and Krishna Kumar, London, Routledge, 2015, 366 pp., £95.00 (Hardcover), ISBN 9780415855785.

[Review]. In: *Comparative Education* 52 (4), S. 564–565. DOI: 10.1080/03050068.2016.1208498.

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Editorials

Mundy, Karen (2016):

“Leaning in” on Education for All.

[Presidential Address]. In: *Comparative Education Review* 60 (1), S. 1–26. DOI: 10.1086/684434.

Abstract:

Building on the reflexive tradition within the social sciences, this article takes up one of the longest-standing concerns in our field—the right to education. The article provides a critical look at the history of the Education for All movement and the global aid architecture that has evolved to support it. It also reflects on the contributions of the field of comparative education to the Education for All movement. The term “leaning in” is used throughout the article as a trope to weave together these institutional histories with the author’s own career journey, which has included both academic and practitioner roles in international educational development—including as the chief technical officer at the Global Partnership for Education, an organization created to deliver on global commitments to the right to education.

Original Articles

Alayan, Samira (2016):

The Holocaust in Palestinian Textbooks. Differences and Similarities in Israel and Palestine.

In: *Comparative Education Review* 60 (1), S. 80–104. DOI: 10.1086/684362.

Abstract:

The article explores how the Holocaust is represented in history textbooks for Palestinian pupils in the Palestinian and Arab-Israeli curricula from a pedagogical perspective. Since no mention of the Holocaust was found in Palestinian Authority textbooks, the study seeks to explain why this is so, while examining representations of the Holocaust in the Arab (Palestinian) Israeli textbooks. It pursues four principal objectives: (1) to investigate the extent to which Israeli and Palestinian history textbooks discuss the Holocaust, (2) to examine how it is portrayed, (3) to contextualize these portrayals in relation to collective memories of other events (e.g., the Nakba), and (4) to consult with Israeli and Palestinian curriculum policy makers regarding the inclusion or omission of the Holocaust from the curriculum.

Assaad, Ragui; Badawy, Eslam; Krafft, Caroline (2016):

Pedagogy, Accountability, and Perceptions of Quality by Type of Higher Education in Egypt and Jordan.

In: *Comparative Education Review* 60 (4), S. 746–775. DOI: 10.1086/688421.

Abstract:

A number of reasons have been proposed for the poor quality of higher education in the Arab world, including the poor incentive structures of public higher education institutions. The expansion of private higher education has been hailed as an important part of enhancing incentives and thus improving education quality. However, it is not clear whether the practices of private higher education institutions differ from those of public institutions. This article explores whether private provision improves the quality of higher education, as measured by pedagogy, accountability, and student

perceptions of quality. The analysis focuses on commerce and information technology programs in Egypt and Jordan. The results indicate that pedagogy, accountability, and student perceptions of quality do not vary systematically by type of higher education institution in these countries and that expanding the role of private institutions in higher education is therefore unlikely to automatically improve educational processes or quality.

Bellino, Michelle J. (2016):

So That We Do Not Fall Again. History Education and Citizenship in “Postwar” Guatemala.

In: *Comparative Education Review* 60 (1), S. 58–79. DOI: 10.1086/684361.

Abstract:

This vertical case study applies a transitional justice approach to analyzing curricular reform, as intended, enacted, and experienced in the aftermath of Guatemala’s civil war. Drawing on ethnographic data, I juxtapose the teaching and learning of historical injustice in one urban and one rural classroom, examining how particular depictions of war are positioned as civic narratives for different identity groups, while set against the backdrop of particular ways of understanding the “postwar” period. This study illustrates how young people construct the role and relevance of a history of violence and authoritarianism in relation to their civic identity in a postauthoritarian democracy. It also illuminates how the educational sector addressed legacies of war and how these legacies have been reproduced and challenged through an unequal education system.

Dejaeghere, Joan; Wiger, Nancy Pellowski; Willemsen, Laura Wangsness (2016):

Broadening Educational Outcomes. Social Relations, Skills Development, and Employability for Youth.

In: *Comparative Education Review* 60 (3), S. 457–479. DOI: 10.1086/687034.

Abstract:

This article argues that, if a global development aim is to address educational inequalities, the post-2015 agenda needs to conceptually and practically broaden the focus of learning to include social relations as important processes and outcomes for achieving educational equity. We draw on Sen’s capability approach and Bourdieu’s forms of capital to analytically examine longitudinal data from youth ages 14–20 who attend two schools in Tanzania that are implementing a skills development and entrepreneurship education program. Also drawing on interviews with NGO staff and community members, we identify that a lack of social relations in the community and discourses of youth as “at risk” constrain youths’ educational opportunities and future well-being. We found that affiliation, care, and imagined alternative futures are forms of social relations that play a critical role in their educational success and future livelihood opportunities.

Dincer, N. Nergiz; Tekin-Koru, Ayca; Askar, Petek (2016):

Investigation of Participation in Adult Education in Turkey. AES Data Analysis.

In: *Comparative Education Review* 60 (3), S. 530–548. DOI: 10.1086/687064.

Abstract:

The aim of this study is to identify the determinants of participation in adult education in Turkey. The analysis is conducted using the Adult Education Survey (AES), conducted by TurkStat. The results indicate that economic growth in the sector of employment significantly and positively affects the odds for adult education participation. The data also show that the characteristics of men and women who take courses in the most popular fields of education vary. For example, younger, more educated, and employed individuals are more likely to take part in adult education activities in Turkey. A person with no education or only a primary school education is not as active in adult education, independent of gender. The results of this study indicate that policy makers in countries like Turkey need a strategy for encouraging adult education participation among individuals with limited formal education.

Ferrer-Esteban, Gerard (2016):

Trade-Off between Effectiveness and Equity? An Analysis of Social Sorting between Classrooms and between Schools.

In: *Comparative Education Review* 60 (1), S. 151–183. DOI: 10.1086/684490.

Abstract:

This article analyzes whether school social segregation, derived from policies and practices of both between-school student allocation and within-school streaming, is related to the effectiveness of the Italian education system. Hierarchical regression models are used to set out territorially aggregated factors of social sorting influencing learning opportunities beyond the traditional north-south economic divide. The findings show that practices that foster or consent to uneven distribution of students between classrooms are likely to adversely affect the overall level of educational effectiveness, especially in those areas with the lowest levels of socioeconomic development. As regards the uneven between-school allocation, the findings show that what matters when it comes to assessing the negative effect of between-school segregation on educational outcomes is not the region of residence but whether pupils live in a metropolitan area. The results are discussed in light of the students' heterogeneity management models found in the international arena.

Johnston, Jamie; Loyalka, Prashant; Chu, James; Song, Yingquan; Yi, Hongmei; Huang, Xiaoting (2016):

The Impact of Vocational Teachers on Student Learning in Developing Countries. Does Enterprise Experience Matter?

In: *Comparative Education Review* 60 (1), S. 131–150. DOI: 10.1086/684360.

Abstract:

Although a large number of students around the world attend vocational schools, there is little evidence about what factors matter for learning in these schools. Using data on approximately 1,400 vocational students in one eastern province in China, we employ a student fixed-effects model to identify whether teacher enterprise experience, direct occupational experience, and not just program training increases students' technical skills. We find this to be the case, especially for students who began the program as high performers. In contrast, "professional certification" that is given to teachers who participate in short-term training programs has no positive impact.

Joshi, Priyadarshani (2016):

Experiencing and Responding to Private Competition. The Importance of Subjectivity and Intermediate Outcomes.

In: *Comparative Education Review* 60 (3), S. 571–600. DOI: 10.1086/687074.

Abstract:

Despite substantial growth in private schooling in developing countries, there has been little attention paid to the question of how public schools are experiencing and responding to competition in these contexts. To address this research gap, I collected primary survey data from two districts in Nepal and used descriptive and logistic regression methods to analyze the following questions: How do public schools experience private competition, and how do they respond to it? There are two central findings: (i) measuring competition subjectively may better capture public schools' proclivity to respond to private competition with policy changes than using measures that capture private sector growth alone; and (ii) public schools are adopting a variety of strategies, especially transitioning from Nepali to English medium of instruction, which may be attributable to private competition and government facilitation. The article's analytical strategy may provide a feasible road map for related analysis in other developing countries.

Keddie, Amanda (2016):

Maintaining the Integrity of Public Education. A Comparative Analysis of School Autonomy in the United States and Australia.

In: *Comparative Education Review* 60 (2), S. 249–270. DOI: 10.1086/685556.

Abstract:

This article takes a critical comparative approach to examining autonomous schooling in the United States and Australia. Amid the market imperatives currently driving education priorities, its focus is on how autonomy can be mobilized in ways that preserve the integrity of public education. Through reference to key debates and research about school autonomy in the United States and Australia, integrity is defined with reference to three values: (1) public ownership (i.e., governance that is responsive to the people it serves), (2) equity and access (i.e., adequate funding and inclusive student admission practices), and (3) public purpose (i.e., prioritizing the moral and social purposes of education; Darling-Hammond and Montgomery 2008). The analysis is mindful of the resonances and differences between the education systems in the United States and Australia and the fluidity and complexity of the notion of autonomous schooling. Against this backdrop, the article illustrates the significance of embedding these values within school autonomy policy in order to preserve the integrity of public education.

Khurshid, Ayesha (2016):

Empowered to Contest the Terms of Empowerment? Empowerment and Development in a Transnational Women's Education Project.

In: *Comparative Education Review* 60 (4), S. 619–643. DOI: 10.1086/688403.

Abstract:

The contemporary paradigm of international development invests in individuals and communities as the main agents of development. In this paradigm, education is presented as the central avenue for individuals and communities to generate resources and networks to empower themselves. Some development and feminist scholars have critiqued this intense preoccupation with empowerment for being a tool of neoliberal global governance, which produces self-governing actors oriented toward the market. Instead of approaching development and empowerment paradigms as solely good or bad, this ethnographic study examines how paradigms of education and empowerment are approached, translated, and contested in the day-to-day lives of the subjects of these paradigms. This analysis reveals a nonlinear and uneven impact of self-governing empowerment discourse in a women's education project in Pakistan and highlights how the development and empowerment discourse can become a site for dissenting voices and opinions.

Kim, Sung Won; Brown, Kari-Elle; Fong, Vanessa L. (2016):

Credentialism and Career Aspirations. How Urban Chinese Youth Chose High School and College Majors.

In: *Comparative Education Review* 60 (2), S. 271–292. DOI: 10.1086/685554.

Abstract:

This article explores how graduates of a junior high school in Dalian City, Liaoning Province, China, chose their high school and college major subject of study and the extent to which their majors fit with their work trajectories. We found that most interviewees considered the likelihood of a major and degree leading to better job opportunities more important than how the major fit with their personal interests. However, the unpredictability of the market economy in China made it difficult to anticipate which majors would lead to more lucrative jobs, and many eventually found work that did not match their majors.

Klees, Steven J. (2016):

Human Capital and Rates of Return. Brilliant Ideas or Ideological Dead Ends?

In: *Comparative Education Review* 60 (4), S. 644–672. DOI: 10.1086/688063.

Abstract:

Human capital theory and rate of return methodology have long been a dominant framework in comparative and international education and other fields. While there have been criticisms since its inception, it has been ubiquitous and widely accepted as an important mechanism for educational planning, evaluation, and policy making. In this article, I raise fundamental questions about the internal logic of this framework. In particular, I examine the problems with its two strands of empirical work, dealing with the impact of education on income and economic growth, as well as with its conceptual base. In conclusion, I briefly examine some alternatives to using a human capital framework for educational planning, evaluation, and policy making.

Larochelle, Catherine; Alwang, Jeffrey; Taruvinga, Nelson (2016):

Schooling Achievement among Rural Zimbabwean Children during a Period of Economic Turmoil.

In: *Comparative Education Review* 60 (2), S. 311–338. DOI: 10.1086/685582.

Abstract:

Zimbabwe suffered severe economic crisis in the decade before 2009, and anecdotal evidence indicates that public education suffered due to uncertainty about salary payments and inflation. As the country recovers, it is important to understand how this crisis affected schooling participation before and during the crisis. This study focuses on the relationship between schooling achievement, measured by enrollment and enrollment in the age-appropriate grade, and household economic conditions in rural Zimbabwe for 2001 and 2007. A wealth index is used to reflect household economic conditions. Results indicate that children in the bottom 20 percent of the economic status distribution were less likely than others to be enrolled or attend the age-appropriate grade in both periods, but the impact of the crisis on indicators of school attendance are surprisingly modest. Findings indicate that the economy may be poised to rebound as macro-economic conditions stabilize since schooling attainment did not slip substantially.

Lauglo, Jon (2016):

Does Political Socialization at Home Boost Adolescents' Expectation of Higher Education? An Analysis of Eighth-Grade Students in 35 Countries.

In: *Comparative Education Review* 60 (3), S. 429–456. DOI: 10.1086/687033.

Abstract:

This study uses comparative data to examine the impact of political socialization in the home on adolescents' expectations of university participation. The first part of the study is an international partial replication of design and findings of an earlier Norwegian study published in 2011. It examines, in socioculturally diverse countries, the association between political socialization at home and adolescents' expectation of higher education, before and after control for educational achievement, gender, and family socioeconomic status (SES). The study uses publicly available data collected in 2009 by IEA (International Association for the Evaluation of Educational Achievement) from large nationally representative samples of eighth-grade students in 35 countries. The second part of the study examines differences among countries with regard to the strength of net association with strong home-based political socialization, using country-level indicators to explore macro conditions associated with the relationship's relative strength.

Lewis, Steven; Sellar, Sam; Lingard, Bob (2016):

PISA for Schools. Topological Rationality and New Spaces of the OECD's Global Educational Governance.

In: *Comparative Education Review* 60 (1), S. 27–57. DOI: 10.1086/684458.

Abstract:

This article examines the OECD's new PISA-based Test for Schools ("PISA for Schools") program. PISA for Schools is part of the expanding education work of the OECD, building upon main PISA to enable school-to-schooling system comparisons. We examine the development of PISA for Schools, the nature of the instrument, and some initial effects of its introduction. Our theoretical framework focuses on new spatialities associated with globalization and the emergence of topological rationalities and heterarchical modes of governance. We analyze 33 interviews with personnel at the OECD and relevant edu-businesses, not-for-profit organizations, and philanthropic foundations. Pertinent documents and web-based media are also analyzed. We suggest that PISA for Schools provides an exemplary demonstration of heterarchical governance, in which vertical policy mechanisms open up horizontal spaces for new policy actors. It also creates commensurate spaces of comparison and governance, enabling the OECD to "reach into" school-level spaces and directly influence local educational practices.

Liu, Fengshu (2016):

The Rise of the "Priceless" Child in China.

In: *Comparative Education Review* 60 (1), S. 105–130. DOI: 10.1086/684457.

Abstract:

This article explores how the meaning of the child and parent-child relationships have changed in urban China undergoing rapid modernization. It draws on life history interviews with Beijing post-1990s (jiulinghou) youth in their last secondary school year, their parents, and their grandparents. Chinese urban children have become extremely "precious" to parents. There is much continuity between the two older generations' parentchild relationships. However, with the birth of the only-child generation and other socioeconomic changes in post-Mao China, the rise of the Chinese "priceless child" occurred. This generational change supports previous theorizing about modernization of parentchild relationships based on Western countries. But both the rise, and the preciousness, of the priceless child in China have been intensified by the dramatic post-Mao social transformation, including the only-child policy. Understanding what it means to be the Chinese "priceless child" adds local contextual nuance to analysis of the complexities entailed by global modernization of childhood and family relationships.

Luschei, Thomas F.; Fagioli, Loris P. (2016):

A Vanishing Rural School Advantage? Changing Urban/Rural Student Achievement Differences in Latin America and the Caribbean.

In: *Comparative Education Review* 60 (4), S. 703–745. DOI: 10.1086/688394.

Abstract:

In 1997, a cross-national assessment of educational achievement in Latin America and the Caribbean found that rural schools in Colombia outperformed urban schools in tests of reading and mathematics, except in very large cities. Given a long history of urban/rural inequality in the region, Colombia's rural school advantage attracted substantial attention. Yet by 2006, a follow-up to the 1997 assessment found that Colombia's rural school advantage had vanished. This study's objective is to determine whether, after adjusting for relevant background factors, Colombia's rural school advantage persisted in 2006. We find that rural schools in Colombia retained their advantage in a limited way: all else equal, rural schools in Colombia outperformed marginally urban schools in mathematics, when comparing each type of school to urban schools. Analysis of the 2006 data finds that rural schools in several countries outperformed urban schools in tests of math and reading, after adjusting for student background.

Miller, Karyn E. (2016):

Putting the Challenge of Achieving International Education Goals into Context. An Examination of the Institutional Determinants of Educational Attainment.

In: *Comparative Education Review* 60 (4), S. 673–702. DOI: 10.1086/688581.

Abstract:

This study provides a multidisciplinary approach to understanding the challenge of achieving international educational goals by examining the political, economic, and cultural forces working to expand education globally. I analyze the effect of domestic and global institutions, specifically democracy, global economic integration, and receipt of foreign aid on the expansion of educational attainment for 128 countries from 1960 to 2010. I use random coefficient growth models to find that past levels of education attainment, country wealth, and a growing rural population have significant within-country effects on education attainment expansion. Democratic institutions, integration in the world economy, and country wealth have positive between-country effects on attainment, while population growth and larger rural populations have negative effects. Foreign aid does not have any significant effect on education attainment in developing countries. By synthesizing theoretical frameworks across disciplines, this study provides a rich and nuanced examination of the forces that drive states' expansion of education.

Montt, Guillermo (2016):

Are Socioeconomically Integrated Schools Equally Effective for Advantaged and Disadvantaged Students?

In: *Comparative Education Review* 60 (4), S. 808–832. DOI: 10.1086/688420.

Abstract:

Socioeconomic integration in schools has been shown to bring positive academic and nonacademic outcomes to disadvantaged students attending them. The academic benefits of integration on advantaged students are, by contrast, less evident. Effective integrated schools are those that promote disadvantaged students' outcomes yet advantaged students do not experience a loss in their outcomes. This article draws on data from more than 70 countries to find organizational and national contexts where integrated schools promote the achievement of disadvantaged students while also promoting the achievement of advantaged students. Using propensity score matching techniques and PISA 2009 data, results show that effective integrated schools are elusive, although they can be found in the context of large schools, large class sizes, and some degree of within-school tracking. Effective integrated schools exist in a handful of countries.

Nakagawa, Mana; Wotipka, Christine Min (2016):

The Worldwide Incorporation of Women and Women's Rights Discourse in Social Science Textbooks, 1970–2008.

In: *Comparative Education Review* 60 (3), S. 501–529. DOI: 10.1086/687113.

Abstract:

The invisibility of women in educational curricula and the effect this has on perpetuating women's marginal status in society has been well documented. This article examines (1) whether and how mentions of women and women's rights have expanded and changed in textbooks cross-nationally and over time and (2) to what extent these outcomes are driven by (a) national factors of individual countries, such as economic, political, and social development, or (b) global or transnational dynamics. We employ a quantitative analysis of the representations of women in textbooks by examining over 500 secondary school social science textbooks from 74 countries published between 1970 and 2008. Descriptive analyses reveal a steady increase in mentions of women and women's rights in textbooks around the world. Results from multilevel models indicate the explanatory power of nation-states' linkages to global norms of human and women's rights in addition to national characteristics.

Piper, Benjamin; Zuilkowski, Stephanie S.; Ong'ele, Salome (2016):

Implementing Mother Tongue Instruction in the Real World. Results from a Medium-Scale Randomized Controlled Trial in Kenya.

In: *Comparative Education Review* 60 (4), S. 776–807. DOI: 10.1086/688493.

Abstract:

Research in sub-Saharan Africa investigating the effect of mother tongue (MT) literacy instruction at medium scale is limited. A randomized controlled trial of MT literacy instruction was implemented in 2013 and 2014 as part of the Primary Math and Reading (PRIMR) Initiative in Kenya. We compare the effect of two treatment groups: the base PRIMR program teaching literacy in English and Kiswahili and the PRIMR-MT program, which taught literacy in English, Kiswahili, and mother tongue in two different language environments. Implementation of the MT program faced challenges because many educators were not speakers of the languages, some communities resisted mother tongue instruction, and some areas were more language heterogeneous. Effect sizes on MT literacy averaged between 0.3 and 0.6 standard deviations. The base PRIMR program also increased MT learning outcomes in some measures but had smaller effects than the PRIMR-MT program in oral reading fluency and comprehension.

Schendel, Rebecca (2016):

Adapting, Not Adopting. Barriers Affecting Teaching for Critical Thinking at Two Rwandan Universities.

In: *Comparative Education Review* 60 (3), S. 549–570. DOI: 10.1086/687035.

Abstract:

A recent study of student learning at three of Rwanda's most prestigious public universities has suggested that Rwandan students are not improving in their critical thinking ability during their time at university. This article reports on a series of faculty-level case studies, which were conducted at two of the participating institutions in order to investigate some of the reasons behind these results. Although educational practices likely to foster critical thinking skills are required elements of the undergraduate curriculum at both institutions, the case study analysis suggests that these practices are being fundamentally altered during implementation, because of a limited understanding of the rationale for pedagogical change and low levels of faculty motivation to implement more labor-intensive teaching methods. The findings suggest that teaching and learning policies are only likely to be effective if accompanied by pedagogical training and support for ongoing faculty development.

Smith, Michael; Tsai, Shu-Ling; Mateju, Petr; Huang, Min-Hsiung (2016):

Educational Expansion and Inequality in Taiwan and the Czech Republic.

In: *Comparative Education Review* 60 (2), S. 339–374. DOI: 10.1086/685695.

Abstract:

This article presents a comparative analysis of educational inequality by family background and gender in Taiwan and the Czech Republic, which have both experienced substantial educational expansion in the last half-century under different educational systems. We highlight the specific institutional histories of both countries and examine the role of dead-end tracks in mediating educational inequality by family background. Pooling the most recent data available, we use probit analyses of inequality in secondary and tertiary educational attainment across 5-year birth cohorts from 1956 to 1985. In terms of secondary educational attainment, we find that the gap in inequalities by family background between the countries is large, with a decline in inequality in Taiwan but persistent inequality in the Czech case. We attribute these findings to differences in educational expansion and characteristics of the secondary school system. However, in tertiary educational attainment, we find similarities in educational inequality between the two countries.

Tenret, Elise (2016):

Exclusive Universities. Use and Misuse of Affirmative Action in Sudanese Higher Education.

In: *Comparative Education Review* 60 (2), S. 375–402. DOI: 10.1086/685687.

Abstract:

Although characterized by repeated ethnic conflicts, Sudan has implemented affirmative action at universities since the 1970s for students coming from war zones and remote areas. The implementation of compensatory measures has been promoted somehow imposed by the several peace treaties and by the massive expansion of higher education during the

1990s. The former have led to the creation of special admission, mainly for students coming from conflict zones; the latter has led to the creation of state admissions, which favor local recruitment for the newly created universities. However, those measures have proved inefficient for several reasons: first, the lack of consistency of the policy; second, the lack of political will; third, the lack of monitoring. The wider context—the liberalization of higher education and the independence of South Sudan—has also contributed to diminishing the scope of the policy.

Tfaily, Rania (2016):

Gender, Sibship Composition, and Education in Egypt.

In: *Comparative Education Review* 60 (3), S. 480–500. DOI: 10.1086/687204.

Abstract:

This article examines the relationship between gender, sibship, and education over time in Egypt, focusing on how the number, sex, and birth order configuration of siblings affected boys' and girls' education during 1991–2008, a period characterized by significant social and economic changes in Egypt. This study disaggregates schooling into conditional grade progression ratios and uses sibship measures that are age/grade specific. The analyses show that family composition shapes the educational opportunities of boys and girls differently. The number of siblings has a negative and significant effect on various grade transitions, and its effect is consistently stronger for girls. Both boys and girls are disadvantaged when they have more brothers; however, the number of brothers—particularly younger brothers—matters more in the case of girls. The significant effect of sibship extends into higher school grades, and its impact is often stronger for more recent cohorts.

Verger, Antoni; Bonal, Xavier; Zancajo, Adrian (2016):

What Are the Role and Impact of Public-Private Partnerships in Education? A Realist Evaluation of the Chilean Education Quasi-Market.

In: *Comparative Education Review* 60 (2), S. 223–248. DOI: 10.1086/685557.

Abstract:

The superiority of market mechanisms in educational provision is a premise that has received renewed emphasis under the regime of public-private partnerships (PPPs). The central idea of PPPs—enthusiastically embraced by a range of international organizations, development agencies and scholars—is grounded in the assumption that competition between public and private schools is an effective means of promoting education quality and efficiency. PPP policy frameworks are expected to establish genuine market dynamics in which suppliers innovate and boost the quality of their education services as a way to attract families, who are portrayed as benefit maximizers and well-informed consumers. The application of these market ideas to education, however, has suffered from a series of modifications and failures under real world conditions. This study is based on the case of Chile—the most market-oriented education system in the world—and examines how few of the taken-for-granted benefits of market-oriented provision either have been or can be fulfilled, due to the nature of the supply structure and to the effects of agents' expectations and behaviors.

Wahl, Rachel (2016):

Learning World Culture or Changing It? Human Rights Education and the Police in India.

In: *Comparative Education Review* 60 (2), S. 293–310. DOI: 10.1086/685581.

Abstract:

This article examines how local law enforcers in India respond to NGO efforts to disseminate world culture through human rights education. Law enforcement officers do not merely decouple from human rights discourse by superficially endorsing it. They also go further than infusing rights with local meaning. Officers use the language and logic of human rights to explicitly contest the validity of core rights protections. This reveals how local state agents can resist world culture by using its script to argue against its principles.

Reviews

Alstete, Jeffrey W. (2016):

The Politics of Performance Funding for Higher Education: Origins, Discontinuations, and Transformations by Kevin J. Dougherty and Rebecca S. Natow. Baltimore: Johns Hopkins University Press, 2015. 260 pp. \$49.95 (cloth). ISBN 978-1-4214-1690-5.

[Review]. In: *Comparative Education Review* 60 (3), S. 612–615. DOI: 10.1086/687040.

Bartlett, Lesley (2016):

Education, Poverty, and Gender: Schooling Muslim Girls in India by Latika Gupta. New York: Routledge, 2015. 165 pp. \$160.00 (cloth). ISBN 978-1-138-90084-4.

[Review]. In: *Comparative Education Review* 60 (4), S. 844–845. DOI: 10.1086/688332.

Buckner, Elizabeth (2016):

Education and the Reverse Gender Divide in the Gulf States: Embracing the Global, Ignoring the Local by Natasha Ridge. International Perspectives in Educational Reform Series. New York: Teachers College Press, 2014. 224 pp. \$39.95 (paper). ISBN 978-0-8077-5561-3. / Institutionalizing Health and Education for All: Global Goals, Innovations, and Scaling Up by Colette Chabbott. International Perspectives in Educational Reform Series. New York: Teachers College Press, 2014. 264 pp. \$39.95 (paper). ISBN 978-0-8077-5608-3.

[Review]. In: *Comparative Education Review* 60 (1), S. 199–203. DOI: 10.1086/684933.

Friedman, Michelle (2016):

Miners Shot Down written by Anita Khanna and Rehad Desai and directed by Rehad Desai. Documentary, distributed by Icarus Films, 2014. 85 minutes.

[Media Review]. In: *Comparative Education Review* 60 (2), S. 415–417. DOI: 10.1086/686031.

Gardinier, Meg P. (2016):

Education and Empowered Citizenship in Mali by Jaimie Bleck. Baltimore: Johns Hopkins University Press, 2015. 207 pp. \$39.95 (paper). ISBN 978-1-4214-1781-3.

[Review]. In: *Comparative Education Review* 60 (1), S. 194–196. DOI: 10.1086/684963.

Gupta, Achala (2016):

Curriculum Studies in India: Intellectual Histories, Present Circumstances edited by William F. Pinar. New York: Palgrave Macmillan, 2015. xiv+273 pp. \$100.00 (cloth). ISBN 978-1-137-47717-0.

[Review]. In: *Comparative Education Review* 60 (3), S. 607–609. DOI: 10.1086/687038.

Holmes, Jennifer Miranda (2016):

How Drama Activates Learning: Contemporary Research and Practice edited by Michael Anderson and Julie Dunn. London: Bloomsbury, 2013. 313 pp. \$39.95. ISBN 978-1-4411-3634-3.

[Review]. In: *Comparative Education Review* 60 (2), S. 403–405. DOI: 10.1086/685828.

Kubow, Patricia K. (2016):

Figuration Work: Student Participation, Democracy and University Reform in a Global Knowledge Economy by Gritt B. Nielsen. New York: Berghahn Books, 2015. 276 pp. \$100.00 (cloth). ISBN 978-1-78238-771-8.

[Review]. In: *Comparative Education Review* 60 (2), S. 407–410. DOI: 10.1086/685931.

Manion, Caroline (2016):

The Whole World Is Texting: Youth Protest in the Information Age edited by I. Epstein. Rotterdam: Sense Publishers, 2015.

[Review]. In: *Comparative Education Review* 60 (1), S. 188–192. DOI: 10.1086/684964.

Mansur, Naheed Natasha; Kryst, Erica L.; Levitan, Joseph; Zhang, Mengmeng; Jing, Shan; Lee, Seungyeon (2016):

Child Labor and Education: New Perspectives and Approaches. World Report on Child Labour 2015: Paving the Way to Decent Work for Young People by International Labour Office. Geneva: ILO, 2015. 80 pp. ISBN 978-92-2-129689-8. / Evolution of the Relationship between Child Labour and Education since 2000: Evidence from 19 Developing Countries by L. Guarcello, S. Lyon, and C. Valdivia. 2015. 28 pp. / “Let Us March!” by Kailash Satyarthi. Nobel lecture, 2014. 12 pp. Available at http://www.nobelprize.org/nobel_prizes/peace/laureates/2014/satyarthi-lecture_en.pdf. Sweat and Toil. Mobile app, version 1.0, 2015. Bureau for International Affairs, US Department of Labor.

[Essay Review]. In: *Comparative Education Review* 60 (1), S. 204–211. DOI: 10.1086/684937.

Marland, Joshua (2016):

High-Stakes Schooling: What Can We Learn from Japan’s Experience with Testing, Accountability and Education Reform? by Christopher Bjork. Chicago: University of Chicago Press, 2016. 218 pp. ISBN-13 978-0-226-30941-5.

[Review]. In: *Comparative Education Review* 60 (3), S. 609–612. DOI: 10.1086/687039.

Monkman, Karen (2016):

Educating Adolescent Girls around the Globe: Challenges and Opportunities edited by Sandra L. Stacki and Supriya Baily. New York: Routledge, 2015. xxii+284 pp. \$160 (cloth); \$54.95 (e-book via Amazon). ISBN 978-1-138-78110-8.

[Review]. In: *Comparative Education Review* 60 (1), S. 186–188. DOI: 10.1086/684936.

Norman-Tichawangana, Verity (2016):

(Re)Constructing Memory: School Textbooks and the Imagination of the Nation edited by James H. Williams. Rotterdam: Sense Publishers, 2014. 343 pp. \$99.00 (cloth); \$54.00 (paper). ISBN 978-94-6209-654-7.

[Review]. In: *Comparative Education Review* 60 (2), S. 405–407. DOI: 10.1086/686018.

Osipian, Ararat L. (2016):

Academic Inbreeding and Mobility in Higher Education: Global Perspectives edited by Maria Yudkevich, Philip Altbach, and Laura Rumbley. New York: Palgrave Macmillan, 2015. 280 pp. \$100.00 (cloth). ISBN: 9781137461247.

[Review]. In: *Comparative Education Review* 60 (1), S. 197–198. DOI: 10.1086/684935.

Pan, Suyan (2016):

China through the Lens of Comparative Education: The Selected Works of Ruth Hayhoe by Ruth Hayhoe. World Library of Educationalist Series. London: Routledge, 2014. 250 pp. \$145.00 (cloth). ISBN-10: 1138780766; SBN-13: 978-1138780767.

[Review]. In: *Comparative Education Review* 60 (2), S. 410–412. DOI: 10.1086/686095.

Post, David (2016):

Affirmative Action Matters: Creating Opportunities for Students around the World edited by Laura Dudley Jenkins and Michele S. Moses. Routledge International Studies in Higher Education Series. New York and London: Routledge/Taylor & Francis, 2014. 244 pp. \$160 (cloth). ISBN-13: 978-0415508070.

[Review]. In: *Comparative Education Review* 60 (1), S. 184–186. DOI: 10.1086/684858.

Silvester, Katherine (2016):

Del Otro Lado: Literacy and Migration across the U.S.-Mexico Border by Susan V. Meyers. Carbondale: Southern Illinois University Press, 2014. 208 pp. \$40.00 (paper). ISBN 978-0-8093-3342-4.

[Review]. In: *Comparative Education Review* 60 (1), S. 192–196. DOI: 10.1086/684968.

Smith, Andrea (2016):

Sweetwater: Black Women and Narratives of Resilience by Robyn M. Boylorn. New York: Peter Lang, 2013. 129 pp. \$36.95 (paper). ISBN-13 9781433117756.

[Review]. In: *Comparative Education Review* 60 (4), S. 850–852. DOI: 10.1086/688484.

Subramanian, Mathangi (2016):

Collaborative Imagination: Earning Activism through Literacy Education by Paul Feigenbaum. Carbondale: Southern Illinois University Press, 2015. 248 pp. \$40.00 (paper). ISBN-13 978-0809333783.

[Review]. In: *Comparative Education Review* 60 (3), S. 603–605. DOI: 10.1086/687037.

Wagner, Daniel A.; Buek, Katharine W.; Adler, Alejandro; Castillo, Nathan M.; Zahra, Fatima Tuz; Lee, Jinsol et al. (2016):

Mind, Society, and Behavior by World Bank. World Development Report. Washington, DC: World Bank, 2015. 215 pp.

[Review]. In: *Comparative Education Review* 60 (3), S. 601–603. DOI: 10.1086/687036.

Whitman, Gretchen M. (2016):

Transforming Teacher Education for Social Justice by Eva Zygmunt and Patricia Clark, with Jon Clausen, Wilfridah Mucherah, and Susan Tancock. New York: Teachers College Press, 2016. 130 pp. \$40.95 (paper). ISBN 978-0-8077-5708-6.

[Review]. In: *Comparative Education Review* 60 (4), S. 845–847. DOI: 10.1086/688330.

Wilson, Elisabeth (2016):

Transforming Higher Education in Afghanistan: Success amidst Ongoing Struggles by Fred Hayward. Ann Arbor, MI: Society for College and University Planning, 2015. 176 pp. \$10.00 (e-book). ISBN 978-1-937724-51-1.

[Review]. In: *Comparative Education Review* 60 (3), S. 605–607. DOI: 10.1086/687041.

Yarwood, Janette (2016):

Every Country Gets the Movement It Needs: Protests and Social Change in Africa. The Square directed by Jehane Noujaim and produced by Noujaim Films, 2013. 95 minutes; in Arabic and English, with English subtitles. Boy Saloum La Révolte des Y'en a Marre directed by Audrey Gallet and produced by Christopher Nick and Victor Ede, 2013. 74 minutes; in French and Wolof, with English or French subtitles. Angola: Birth of a Movement directed by David Lale and Ana de Sousa, 2012. 24 minutes; in Portuguese, with English subtitles.

[Media Essay Review]. In: *Comparative Education Review* 60 (1), S. 212–218. DOI: 10.1086/685686.

Yin, Xiaoqin (2016):

English Language Education Policy in Asia edited by Robert Kirkpatrick. London: Springer International Publishing Switzerland, 2016. 388 pp. \$139.00 (eBook). ISBN 978-3-319-22464-0.

[Review]. In: *Comparative Education Review* 60 (4), S. 847–850. DOI: 10.1086/688334.

Zhang, Donghui (2016):

Portraits of 21st Century Chinese Universities: In the Move to Mass Higher Education by Ruth Hayhoe, Jun Li, Jing Lin, and Qiang Zha. Comparative Education Research Centre, University of Hong Kong: Springer, 2011. 483 pp. HK\$300/US\$45.00. ISBN 978-988-17852-3-7.

[Review]. In: *Comparative Education Review* 60 (2), S. 413–414. DOI: 10.1086/685704.

Specials

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(2016). In: *Comparative Education Review* 60 (4), S1-S349. DOI: 10.1086/689956

Easton, Peter B. (2016):

Comparative Education Review Bibliography 2015. Galloping Growth and Concluding Reflections.

[Bibliographic Section]. In: *Comparative Education Review* 60 (4), S. 833–843. DOI: 10.1086/688766.

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Editorials

Desjardins, Richard; Looney, Janet; Keyes, Christina (2016):

2016 Letter from the Joint Editors.

[Editorial]. In: *European Journal of Education* 51 (1, SI), S. 1–2. DOI: 10.1111/ejed.12166.

Pavlin, Samo; Kesting, Tobias; Baaken, Thomas (2016):

An Integrative View on Higher Education and University-Business Cooperation in the Light of Academic Entrepreneurship.

[Editorial]. In: *European Journal of Education* 51 (1, SI), S. 3–9. DOI: 10.1111/ejed.12168.

Desjardins, Richard; Lans, Thomas; Ederer, Peer (2016):

Adult Learning, Adult Skills and Innovation.

[Editorial]. In: *European Journal of Education* 51 (2, SI), S. 141–145. DOI: 10.1111/ejed.12175.

Gordon, Claire; Bartlett, Will (2016):

Vocational schooling and social exclusion in the Western Balkans.

[Editorial]. In: *European Journal of Education* 51 (3), S. 295–304. DOI: 10.1111/ejed.12184.

Hooge, Edith (2016):

Governance Dynamics in Complex Decentralised Education Systems.

[Editorial]. In: *European Journal of Education* 51 (4), S. 425–430. DOI: 10.1111/ejed.12192.

Original Articles

Albert, Cecilia; Davia, Maria A.; Legazpe, Nuria (2016):

Determinants of Research Productivity in Spanish Academia.

In: *European Journal of Education* 51 (4), S. 535–549. DOI: 10.1111/ejed.12142.

Abstract:

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

Arribas, J. Manuel Galvin (2016):

Governance Dynamics and the Application of the Multilevel Governance Approach in Vocational Education and Training (VET) in the European Neighbourhood Countries. The case of the ENPI South region.

In: *European Journal of Education* 51 (4), S. 495–512. DOI: 10.1111/ejed.12190.

Abstract:

This article analyses moves towards good multilevel governance approaches in Vocational Education and Training (VET) as an effective way to improve VET policy making in transition and developing countries, focusing on the Southern Neighbourhood of the EU (ENPI South). The centralised approaches in public administration and to VET governance still prevail in this region. The new modes of governance applied by the EU in the policy area of education and training are based on the Open Method of Coordination (OMC). They are a source of inspiration to improve VET governance, taking into account the complexity of VET policies and systems. According to current European and international experiences, the most effective, relevant and attractive VET models and systems are demand-driven. They rely on the effective and accountable participation of both state (national/local public actors) and non-state VET stakeholders (e.g. employers, sectoral actors, unions) in decision-making and policy implementation processes. This could also pave the way towards self-governed and performance-based VET provider institutions which would give quicker responses to rapidly changing labour market skills, competences and qualification needs. Thus, this means putting in practice more and better inclusion and effective cooperation and coordination of regional and local voices of VET actors and developing stronger social partnerships to engage employers, unions and civil society in shaping and investing in skills development. Furthermore, the role of methodological tools for VET governance is not only to provide an analytical ground to capture data and structure further policy advice. These tools can also be used as ice-breakers to improve collaboration, inclusiveness, multi-participation and trust-building among policy makers as they work together on very sensitive issues such as reviewing country VET governance models, modes and institutional arrangements, and/or planning policy thinking and/or learning for implementing coordination mechanisms for VET policy making. The European Training Foundation (ETF) has implemented a methodology to map, analyse and self-assess good multilevel governance in VET, inspired by how EU governance soft tools in education and training are being used. This methodology has been applied to the Governance for Employability in the Mediterranean (GEMM) project in the ENPI South region, which is a regional project implemented by the ETF and financed by the European Commission's Directorate General for Neighbourhood and Enlargements Negotiations (NEAR).

Baggen, Yvette; Lans, Thomas; Biemans, Harm J. A.; Kampen, Jarl; Mulder, Martin (2016):

Fostering Entrepreneurial Learning On-the-Job. Evidence from innovative small and medium-sized companies in Europe.

In: *European Journal of Education* 51 (2, SI), S. 193–209. DOI: 10.1111/ejed.12171.

Abstract:

As economies become more innovation-driven, the need for entrepreneurial behaviour amongst employees working for existing companies increases in order to enhance the organisations' capacity to develop new ideas, products and services. Hence, entrepreneurial learning and the development of entrepreneurial competencies of employees on-the-job become

more important. One of the most crucial competencies in this regard is the ability to identify potential business opportunities, referred to as opportunity identification competence (OIC). In this empirical study, antecedents of OIC were investigated in a small and medium-sized business context. Based on the 3-P (i.e. presage, process, product) model, specific learner, work environment, and process factors influencing OIC as an outcome variable were studied. More than 200 employees from 12 companies completed a questionnaire. Results of a backward regression analysis underline the importance of investing in programmes that focus on entrepreneurial learning at the shop floor level, trusting employees that they are capable of actively participating in the early stages of innovation and the crucial role of owner-managers to support entrepreneurial employee activities.

Bartlett, Will; Pagliarello, Marina Cino (2016):

Agenda-setting for VET policy in the Western Balkans. Employability versus social inclusion.

In: *European Journal of Education* 51 (3), S. 305–319. DOI: 10.1111/ejed.12182.

Abstract:

For the last decade, the Western Balkan countries have sought to modernise their vocational education and training (VET) systems, adapting them to the needs of their emerging market economies. Within the framework of the EU accession process, the policy agenda for VET policies has been strongly influenced by a range of international and domestic policy entrepreneurs. This complex policy process has given rise to tension between policies that seek to frame the problem as one of employability and skill mismatch on the one hand and those that frame the problem as a challenge of social inclusion on the other. By examining the VET policy process in the Western Balkans, we show that national policies have been more strongly oriented towards the promotion of employability and the adaptation of VET systems to labour market needs, rather than to policies designed to overcome social exclusion and discrimination. Among the factors driving this economic view of VET, we underscore the roles of various domestic and international policy entrepreneurs, including ministries in charge of education, employment and social policy, social partners, the European Commission, and bilateral and multilateral donors. We conclude that increased cooperation is needed between international and domestic policy entrepreneurs who favour inclusive education systems in order to place social inclusion higher up on the VET policy agenda.

Baschung, Lukas (2016):

Identifying, Characterising and Assessing New Practices in Doctoral Education.

In: *European Journal of Education* 51 (4), S. 522–534. DOI: 10.1111/ejed.12191.

Abstract:

Traditionally, European doctoral education has principally taken place within the binary relationship of professors and their doctoral students according to the apprenticeship model. However, in the last one to two decades, this model has been questioned. Governments and higher education institutions (HEIs) reform doctoral education by establishing and running structured doctoral programmes or Doctoral Schools. Inspired by American Graduate Schools, various forms of Doctoral Schools have been increasingly emerging in many European HEIs. This article identifies, characterises and critically assesses the principal changes in doctoral education practices introduced through Doctoral Schools on the basis of eight case studies carried out in Swiss and Norwegian HEIs. The empirical analysis results in the identification of six types of changes which concern doctoral students' recruitment, curricular component, supervision, scientific exchange, tracking and their career. These changes lead to four kind of trends - which vary according to the case study - consisting of a structuring, standardisation and opening of doctoral education, whereas its academic character is maintained. If greater competitiveness, better scientific quality and higher graduating rates may be achieved, problems in terms of brain drain', workload, supervision, innovation and careers may even be reinforced or at least not completely solved.

Brandi, Ulrik; Iannone, Rosa Lisa (2016):

Learning Strategies in Enterprises. Empirical findings, implications and perspectives for the immediate future.

In: *European Journal of Education* 51 (2, SI), S. 227–243. DOI: 10.1111/ejed.12178.

Abstract:

The article examines learning strategies at the enterprise level, conceptualising them into three main dimensions: learning systems and incentives, connecting to the affective dimension of learning which behavioural learning addresses effectively; skills' development, chiefly addressing the cognitive dimension of learning to which cognitive and action learning principles can be applied; and, work design and the organisation of work, which attend to the structural dimension of learning and socio-cultural approaches. Through this conceptual understanding, we empirically explored the learning strategies of 194 enterprises, searching for the most pressing needs and commitments to learning. Our results show that enterprises struggle to find the optimal balance between the use of systematic and ad-hoc arrangements of learning systems and incentives, yet they must emphasise intrinsic needs as a key business strategy, systematise certain aspects of HR, whilst minimising the negative effects of status distinction, hierarchy and bureaucracy. They must also address the pervasive effects of stress and burnouts. Most especially, enterprises must address the gap between the high valuation of soft skills and the low investment in developing them. Methods equipping enterprises with clear calculations for return on investment in soft skills' training are needed. These issues can be effectively addressed by strengthening networks and communities of practice, fostering greater awareness of public funds and public-sponsored opportunities, investing in public-private research and backing the greater recognition of on-the-job learning.

Brankovic, Nina; Oruc, Nermin (2016):

From VET School to the Labour Market in Bosnia and Herzegovina. Expected versus actual wages.

In: *European Journal of Education* 51 (3), S. 360–373. DOI: 10.1111/ejed.12180.

Abstract:

This article analyses the differences between expected and actual wages of VET students and graduates. It uses a survey of VET students enrolled in schools in Bosnia and Herzegovina, and data about employed VET graduates from the Labour Force Survey. The model of determinants of wages, expected or actual, estimated separately on each dataset, reveals important differences in factors affecting individuals' expectations and actual experience of the labour market. The results show that women have lower expected and actual wages than men. The same applies for those living in rural areas. The comparison between the two models suggests that VET students are well informed about their labour market (dis)advantages. The findings are similar to those reported in other studies that analysed expected and actual wages of university graduates.

Doolan, Karin; Lukic, Natalija; Bukovic, Nikola (2016):

The Embodiment of Class in the Croatian VET School System.

In: *European Journal of Education* 51 (3), S. 345–359. DOI: 10.1111/ejed.12183.

Abstract:

This article engages with the notion that schools embody social class in their structures and practices. We draw on Bourdieu's critical concept of 'field' to describe the larger landscape of Croatian secondary schooling: a stratified system whose routes serve, and have served, to reinforce the maintenance of class (under)privilege. We also draw on the concept of 'institutional habitus', an analytical extension of Bourdieu's concept of 'habitus' to school settings, in order to capture how schools produce and reproduce class distinctions through their status, expressive order, curriculum and organisational characteristics. We 'load' these concepts with empirical meaning based on interview and focus group data we collected from students, teachers and parents in three, three-year vocational schools in Croatia, finding that these schools embody a working-class 'habitus'. Students in these schools tend to come from less privileged family backgrounds than students in four-year schools, practical subjects are prioritised over the academic, on-the-job training over school work and the schools are fairly under-resourced.

Ederer, Peer; Patt, Alexander; Greiff, Samuel (2016):

Complex Problem-Solving Skills and Innovativeness. Evidence From Occupational Testing and Regional Data.

In: *European Journal of Education* 51 (2, SI), S. 244–256. DOI: 10.1111/ejed.12176.

Abstract: N.N.

Gashi, Ardiana; Mojsoska-Blazevski, Nikica (2016):

The Determinants of Students' Well-being in Secondary Vocational Schools in Kosovo and Macedonia.

In: *European Journal of Education* 51 (3), S. 333–344. DOI: 10.1111/ejed.12181.

Abstract:

Students' well-being is crucial for learning motivation and effective learning, for their quality of life and their psychological health later in life. In this regard, this article investigates the factors that affect the well-being of students in secondary vocational schools in Kosovo and Macedonia. It empirically examines determinants of students' well-being categorised into socio-demographic factors, environment and socialisation, and satisfaction factors. It is based on an OLS regression analysis, using data from six secondary vocational schools in the two countries. Findings reveal that well-being is determined to a great extent by students' experience in school, particularly their perception of the usefulness of what they are learning for a future job, whether teachers are welcoming, and the friendliness of co-students. Students who experience bullying are much less happy in school. These findings are important from a policy perspective, as they reveal that students' well-being is mainly determined by factors that can be controlled and influenced by schools and less so by factors that are not determined by schools. The evidence from this study can be used to strengthen the social inclusion role of vocational schools.

Jongbloed, Janine; Pullman, Ashley (2016):

Well-being in the Welfare State. The redistributive capacity of education.

In: *European Journal of Education* 51 (4), S. 564–586. DOI: 10.1111/ejed.12196.

Abstract:

Focusing on the macro-micro interaction between institutional arrangements and individual life outcomes, this article investigates how welfare regime types impact the association between education and well-being, as measured by satisfaction with life. Theorising with Esping-Andersen's ideal-typical welfare regime typology, we hypothesise that decommodified institutional arrangements reduce the association between education and well-being through compensatory social protections for at-risk individuals, while stratifying forces strengthen this association. These results are only partly supported; we find that Conservative Welfare States show the most robust association, whilst Liberal and Social-Democratic Welfare States display weaker relationships. Thus, stratification appears to play a more important role than decommodification in moderating this association. We also examine potential mediating factors and how they differ between welfare regime types, finding that health and income mediate the effects of education on well-being to varying degrees.

Lorenz, Edward; Lundvall, Bengt-Ake; Kraemer-Mbula, Erika; Rasmussen, Palle (2016):

Work Organisation, Forms of Employee Learning and National Systems of Education and Training.

In: *European Journal of Education* 51 (2, SI), S. 154–175. DOI: 10.1111/ejed.12177.

Abstract:

This article uses a multi-level framework to investigate for 17 European nations the links between forms of work organisation and style of employee learning at the workplace on the one hand, and the characteristics of national educational and training systems on the other. The analysis shows that forms of work organisation characterised by relatively high levels of employee discretion and learning are more likely to be adopted in nations with broad-based systems of education and training that recognise the value of both academic and vocational training and provide ample opportunities for continuing adult education. Furthermore, it shows that employees with low levels of formal education have better access to jobs involving organisational learning in countries with more developed adult education systems. The results point to the need to balance policies designed to increase tertiary education rates with a commitment of resources at both the EU and national levels to develop broad and inclusive systems of lifelong learning.

Martinez Seijo, Maria Luz; Torrego Seijo, Juan Carlos (2016):

The Road Travelled in Europe towards the 2020 European Objectives in Education. A Spanish Perspective.

In: *European Journal of Education* 51 (2, SI), S. 270–280. DOI: 10.1111/ejed.12128.

Abstract:

From the beginning of the European Community to the current EU there have been important steps in education cooperation between the participating countries. In this article, we analyse the facts and difficulties that influence the educational policy of the EU to reach agreements and the facts that define common work until the year 2020, mainly under the principle of subsidiarity or complementarity. We also discuss the way to work in the different administrative political systems of the EU countries, i.e. centralised, federal and decentralised countries and how these systems influence education policies. Another objective of this article is to discuss the role of National Agencies in the development of European programmes in the different administrative political systems and their structure. We analyse the European framework so that the European objectives in education can be developed in the Member States.

Michel, Alain (2016):

Complex Education Systems. From steering change to governance.

In: *European Journal of Education* 51 (4), S. 513–521. DOI: 10.1111/ejed.12186.

Abstract:

The theories and approaches of steering/monitoring a process of change within education systems have evolved over the last 20 years or so as a result of many factors such as globalisation and decentralisation, a faster pace of change, increasing expectations and demands from various stakeholders (parents, employers, teacher unions, etc.) and the growing influence of OECD and of the EU in the field of education because of some more or less explicit standards and policy recommendations. All these evolutions contributed to increase the complexity of the education systems and of the instruments and procedures required to establish some coherence between the initiatives of a large number of more autonomous stakeholders. Our main objective here is to describe how the previous notions and concepts used in analysing the conditions for steering education systems have been gradually integrated within a larger paradigm: the governance of multi-level complex education systems'.

Olaskoaga-Larrauri, Jon; Barrenetxea-Ayesta, Miren; Cardona-Rodriguez, Antonio; Mijangos-Del Campo, Juan Jose; Barandiaran-Galdos, Marta (2016):

Between Efficiency and Transformation. The opinion of deans on the meaning of quality in higher education.

In: *European Journal of Education* 51 (2, SI), S. 257–269. DOI: 10.1111/ejed.12141.

Abstract:

The literature on quality management at higher education institutions has for some time been working on the basis of two issues: a) the diversity of ideas as to what "quality" means, which makes it harder to apply the principles of quality management in this context; and b) the idea that this diversity is in some way a response to the different positions occupied by stakeholders in regard to the processes and institutions of the sector. It has been suggested that students, employers, administrations in charge of funding and academics may hold different positions concerning the purposes of universities and, therefore, concerning the criteria on which their quality should be assessed. However, those stakeholders have rarely been asked directly what concept of quality they defend. This paper presents the results of a survey of deans of Spanish university faculties and schools in which this question was put to them. Their answers contrast with some of the commonplaces of current literature.

Olsen, Dorothy Sutherland (2016):

Adult Learning in Innovative Organisations.

In: *European Journal of Education* 51 (2, SI), S. 210–226. DOI: 10.1111/ejed.12170.

Abstract:

The relationship between learning and innovation has been a central theme in studies of innovation (Fagerberg et al., 2005, Borrás & Edquist, 2014, Lundvall & Johnsen, 1994). Studies of the workplace have also claimed a relationship between skills or training and a firm's ability to innovate (Toner, 2011). Recent studies of innovation in European firms (Arundal et al., 2007) included surveys on organisational contexts and suggested that some organisational forms were especially conducive to learning and innovation. Studies of the learning context or of training and skills development often refer to, or make assumptions about learning, without explaining who is learning or how this learning is occurring. This article supplements some of these earlier surveys by carrying out in-depth qualitative studies of learners in innovative organisations in Norway. The organisation of activities and the learning environments are analysed. This is supplemented by information on local HRM practice and strategies for skills development and training. The data include information on formal and informal learning of participants working within product development. We then discuss how these workers draw upon their learning in their everyday work and how their everyday work provides the opportunity for new learning. By linking HRM and innovation, this article offers a novel way of studying adult learning in the workplace and adds to our understanding of how it contributes to economic success.

Salajan, Florin D.; Roumell, Elizabeth A. (2016):

Two Decades of E-Learning Policy Evolution at EU Level. Motivations, institutions and instruments.

In: *European Journal of Education* 51 (3), S. 391–407. DOI: 10.1111/ejed.12144.

Abstract:

This article records and documents the historical development of e-learning policies at EU level by conducting a discourse and content analysis of four key e-learning policy documents drafted and implemented by the European Commission over the past 20 years: Learning in the Information Society: Action Plan for a European Education Initiative (1996), the eLearning Action Plan (2001), the eLearning Programme (2003) and the Lifelong Learning Programme (2006). The themes teased out from the analysis reveal a gradual consolidation of e-learning policy at EU level, indicating the emergence of an increasingly coherent and formal approach to supporting e-learning initiatives for the benefit of actors at Member State level. The forging of a 'European dimension' in e-learning projects represents the hallmark of these EU policies, but it remains to be seen whether the EU institutions will continue to devote similar attention to and place particular focus on e-learning as a distinct policy priority in the years to come.

Savvides, Nicola; Faas, Daniel (2016):

Does Europe Matter? A Comparative Study of Young People's Identifications with Europe at a State School and a European School in England.

In: *European Journal of Education* 51 (3), S. 374–390. DOI: 10.1111/ejed.12127.

Abstract:

This article explores the extent to which young people in predominantly middle-class environments identify with Europe and considers the influence of European education policy, school ethos and curricula. We compare data drawn from individual and focus group interviews with students aged 15–17 at a state school and a European School in England. The empirical analysis was informed by post-structuralism and found that young people at both schools developed multidimensional, multifaceted identities. Students at the European School, which has an ethos of developing both national and European identities, identified themselves more as European than their peers at the state school, which integrated students on the basis of a common British citizenship. The findings suggest that the policy on the European dimension in education contributes towards developing students' identification with Europe and to their knowledge of Europe, though not at the expense of their ethnic and national identities, which were stronger than their European identities. Lack of a European dimension in education (both in and out of school) seems to result in a lack of identification with and knowledge about Europe.

Støren, Liv Anne (2016):

Factors That Promote Innovativeness and Being An Innovative Learner At Work - Results From PIAAC.

In: *European Journal of Education* 51 (2, SI), S. 176–192. DOI: 10.1111/ejed.12173.

Abstract:

In this article, innovative activity is considered in the light of broader conceptualisations of innovativeness and what it means to be innovative. Central to the definition of innovativeness used in the analysis is that the worker actively seeks new knowledge and uses it for work-related tasks. This is based on previous research emphasising learning-by-doing, taking new knowledge into use and learning organisations. Innovativeness is analysed for Denmark, Finland, The Netherlands and Norway. Data from the PIAAC survey of adult skills are examined to identify key factors involved in promoting innovative behaviours at work. Significant country differences are found. Findings suggest that the work profiles of the workers, the work environment and the intensity of training and learning are very important for the innovative capabilities of the workforce.

Suarez Pandiello, Javier; Garcia Valinas, Marian; Muniz, Manuel A. (2016):

The Determinants of Non-Cognitive Education. Does the school matter? Empirical evidence from Spain.

In: *European Journal of Education* 51 (3), S. 408–424. DOI: 10.1111/ejed.12179.

Abstract:

The literature on the economics of education emphasises the relevance of the cognitive and non-cognitive dimensions of educational results. However, the latter have been ignored in the empirical literature that focuses on the measurement and evaluation of outcomes in secondary education. This article analyses non-cognitive outcomes using a survey on some 5,500 15-year-old pupils at grant-aided and public schools in Spain for the 2010-2011 academic year. Our results show that school ownership does not have a significant impact on non-cognitive educational outcomes. However, other school-specific characteristics do matter, for example, the student's peer group. With regard to individual and family characteristics, we found some new variables that should be considered in the case of affective education. Therefore, some traditional explanatory factors (such as socioeconomic attributes) lose significance and other variables (such as the father's age) emerge as significant explanatory factors of non-cognitive educational results.

Teixeira, Pedro; Koryakina, Tatyana (2016):

Political Instability, Austerity and Wishful Thinking. Analysing Stakeholders' Perceptions of Higher Education's Funding Reforms in Portugal.

In: *European Journal of Education* 51 (1, SI), S. 126–139. DOI: 10.1111/ejed.12126.

Abstract:

In the last decades, European higher education systems have been experiencing an unprecedented expansion, which created significant financial and political challenges. At the same time, we have seen a shift in attitudes towards public higher education that has promoted new ways of funding this sector. This context has led to major changes in the funding of public higher education, namely through the promotion of greater efficiency in the use of public resources and greater diversification of revenues of public higher education institutions. This article analyses funding reforms in Portuguese higher education and discusses their aims vis-a-vis the actual changes in funding sources and modes of funding. The analysis is based in the perceptions of several major stakeholders (collected through semi-structured interviews) about the effects of funding reforms.

Terzian, Shelley (2016):

International Influences on Post-Soviet Armenian Education.

In: *European Journal of Education* 51 (2, SI), S. 281–294. DOI: 10.1111/ejed.12143.

Abstract:

This article analyses the most recent international influences on Armenian education, illustrating how international standards are driving post-Soviet reform in the Armenian Secondary Schools. Since 1991, when Armenia became independent from the Soviet Union, organisations such as the World Bank and the Open Society Institute Assistance Foundation-Armenia (OSIAF-A) played a crucial role in creating and implementing the Armenian National Curriculum (Curriculum) and State Standards for Secondary Education throughout the education system. In addition, in 2005, the Armenian Government and the Ministry of Education signed the Bologna Process, affirming the alignment of higher education with the international standards of the EU.

Theisens, Henno; Hooge, Edith; Waslander, Sietske (2016):

Steering Dynamics in Complex Education Systems. An Agenda for Empirical Research.

In: *European Journal of Education* 51 (4), S. 463–477. DOI: 10.1111/ejed.12187.

Abstract:

Many policy systems and education systems have grown more complex in the last three decades. Power has moved away from central governments in different directions: upwards towards international organisations, sideways towards private institutions and non-governmental organisations and downwards towards local governments and public enterprises such as schools. Where once we had central government, we now have governance, which can be defined as the processes of establishing priorities, formulating and implementing policies, and being accountable in complex networks with many different actors. Steering in such complex education systems emerges from the activities, tasks and responsibilities of state and non-state actors, operating at different levels and from different positions and often has un-deliberate, un-intentional and un-foreseen consequences. There are many conceptual models that encapsulate this complexity, but this article suggests that there is a real need for empirical research. Without empirical research it remains unknown whether and how steering in complex networks works out in practice, what are its effects and for whom. Moreover, it is only through empirical research that we can find out whether central government has become less dominant, or rather whether its appearance has changed and it has become less visible, but not necessarily less influential. Foucault's governmentality perspective is a useful notion on which to build such a framework for empirical research which allows for a careful study of the interactions that signify steering. Inspired by Foucault, this article develops a trilogy of assumed conditions for steering to take effect in modern societies. Following this reasoning, something' first needs to be made thinkable, calculable and practicable by different actors for steering to occur. This trilogy is a promising starting point for empirical research into very specific phenomena which can help us to understand how steering in complex education systems works.

Waslander, Sietske; Hooge, Edith; Drewes, Tineke (2016):

Steering Dynamics in the Dutch Education System.

In: *European Journal of Education* 51 (4), S. 478–494. DOI: 10.1111/ejed.12188.

Abstract:

Based on detailed empirical analyses, we paint a layered picture of emerging steering dynamics. Inspired by Foucault, we put the focus on roles stakeholders define both for themselves and others, how they give sense to policy, how they work together in policy elaboration and implementation, and the subtle and sometimes deceitful function of soft policy instruments such as information, communication, support and research. The policy to stimulate schools as learning organisations' in secondary education in the Netherlands is used as a case study. The Dutch education system is one of the most decentralised en complex systems in the world. While central Government aims to turn schools into learning organisations, it has no formal responsibility nor any direct means of control in this area. The study draws information from (1) relevant government reports, policy documents and websites and (2) semi-structured interviews with key actors. Data analysis consisted of data reduction through coding and memoing, data displays in tables and networks, and drawing and verifying conclusions. In the ground layer of the steering picture, we reconstruct how schools as learning organisations' came to be a topic for Government policy. The next layer identifies 20 (networks of) actors who play a substantial role in steering. The mutual relationships between the main actors are manifold, while funding appears to be an important means for the Ministry to position actors in a steering network. A wide array of steering modes was identified. The last step in our analysis adds a dynamic element to the picture, as we look at how different actors interact, starting with how actors envision their own steering roles and the role of others. The non-complementary role definitions that were identified in the documents, were confirmed in the interviews. Our results illustrate, in Foucault's terminology, different processes of

responsibilisation and normalisation. Above all, the study illustrates that the theoretical framework provides a promising starting point for the empirical study of steering dynamics in complex education systems.

Wilkoszewski, Harald; Sundby, Eli (2016):

From Hard to Soft Governance in Multi-level Education Systems.

In: *European Journal of Education* 51 (4), S. 447–462. DOI: 10.1111/ejed.12189.

Abstract:

Decision-making in education systems has become more complex: while decentralisation has moved the locus of power to lower governance levels, the central level still is held responsible for the quality of outcomes. As a consequence, new steering strategies have emerged that tend to apply softer modes of governance as opposed to harder ones in the past. This article aims at shedding empirical and conceptual light on these new developments. It compares two national examples for soft modes of governance with a supra-national one (the EU's Open Method of Co-ordination OMC) and argues that OMC might be both a useful analytical lens to categorise new steering mechanisms and a possibly promising policy strategy at the national level.

Xhumari, Merita; Dibra, Sidita (2016):

Access to the Albanian VET System. Social, individual and school-based barriers.

In: *European Journal of Education* 51 (3), S. 320–332. DOI: 10.1111/ejed.12185.

Abstract:

This article analyses the determinants of access to the VET system in Albania and its impact on the inclusion of young people and vulnerable groups. The VET system often attracts students who have completed the compulsory levels of education with weak academic results. Many come from families with a low level of income and a low education level. Skill development can make a positive contribution to social inclusion and is particularly important for Albania at a time of greater unemployment among young people, lack of proper skills and competences of the labour force, demographic changes, and high levels of emigration. Yet, Albania has the lowest enrolment rate in the vocational education and training (VET) system in the Western Balkans and a variety of factors hinders access to VET schools. This article draws on original research based on in-depth interviews with national and local actors, school managers and parents, focus groups and structured survey questionnaires with teachers and students at three VET providers in Albania. It finds that social, individual and school-based factors all place barriers for enrolment of children from disadvantaged backgrounds in the VET system and that this contributes to the wider landscape of social exclusion in Albania.

Yokoyama, Keiko (2016):

Reflections on the Field of Higher Education. Time, space and sub-fields.

In: *European Journal of Education* 51 (4), S. 550–563. DOI: 10.1111/ejed.12197.

Abstract:

The objective of this study is to define the field of higher education and clarify its identity. It examines three analytical dimensions which, it proposes, shape the field: knowledge, approach and community. It argues that contextual knowledge around the issue of higher education has defined the field but has not determined techniques that are specific to it. The core elements of these three dimensions contextual knowledge, the diversity in approaches and the multi-disciplinary and loosely coupled community suggest diversity in the field and in its identity rather than coherence and consolidation. The two dimensions of approach and community partially relate to the development of the field as a product of efforts to solve financial and management problems caused by the expansion of higher education after World War II in the US, and, in terms of experience, in Europe where expansion came much later, increasing public interest in higher education.

Specials

Bienkowska, Dزامila; Klofsten, Magnus; Rasmussen, Einar (2016):

PhD Students in the Entrepreneurial University - Perceived Support for Academic Entrepreneurship.

[Thought Piece]. In: *European Journal of Education* 51 (1, SI), S. 56–72. DOI: 10.1111/ejed.12160.

Abstract:

Universities are currently in the process of change and adaptation to shifting expectations that for example include closer engagement with businesses and increased facilitation of entrepreneurship among faculty and graduates. By supporting academic entrepreneurship, universities can address these expectations whilst also becoming more entrepreneurial institutions. However, more knowledge is needed on how this support provided by different levels in the university organisation is perceived by academics. This is particularly relevant in the case of PhD students because many of them will go on to become the next generation of senior faculty and because PhD education constitutes a considerable part of most universities' activities with PhD students performing a large share of university research. Our study is based on survey responses of 464 PhD students from all faculties at one of the biggest universities in Sweden. The results show that the perceived support of commercialisation of research results varies at different hierarchical levels within the university. The score for perceived support from the highest level (central administration) did not differ much between the faculties, while significant differences were found at lower levels. We argue that variations between faculties and departments with regard to norms and cultures should be considered when stimulating entrepreneurial engagement, for example by using multiple channels of communication, as well as tailor-made strategies and activities.

Davila Quintana, Carmen Delia; Mora, Jose-Gines; Perez, Pedro J.; Vila, Luis E. (2016):

Enhancing The Development Of Competencies. The role of UBC.

[Thought Piece]. In: *European Journal of Education* 51 (1, SI), S. 10–24. DOI: 10.1111/ejed.12162.

Abstract:

This article aims at clarifying whether and how University Business Cooperation (UBC) can be expanded from knowledge transfer to the core field of education. Higher education institutions exert a decisive influence by teaching students to understand academic theories, methods and areas of knowledge, contributing to their cultural enrichment and development of personality, and preparing them for further work and other spheres of life. Higher education aims at establishing the basis of relevant knowledge that will help students to understand and acquire the competencies they will need in their professional lives. Universities supply graduates to the economy and that includes developing the right set of skills to acceptable levels. Consequently, an explicit goal of UBC should be to point out what those skills should be and how to target education at developing them. The competencies acquired by the flow of new graduates emerging each year from higher education institutions in the labour market is an expression of the multidimensional output obtained from the resources allocated to the higher education system. New ways for UBC are called to play a prominent role in defining both a model of teaching and learning that is better adjusted to social and economic demands and a dynamic and flexible system of continuing education to retrain people as social and economic conditions evolve. Nevertheless, the implementation of reforms in higher education calls for a deeper understanding of possible trade-offs between the diverse types of resources involved and the outcomes obtained. Resources should be examined in terms of their relative costs and the results interpreted with regard to their value to individuals and society.

Dezelan, Tomaz; Laker, Jason; Pavlin, Samo (2016):

What Determines Enterprises' Perceptions of Future Development in Higher Education - Strange Bedfellows?

[Thought Piece]. In: *European Journal of Education* 51 (1, SI), S. 107–125. DOI: 10.1111/ejed.12169.

Abstract:

In the last few decades, global changes such as an ever more integrated world economy, new technologies or the emergence of an international knowledge network have increasingly determined developments in European higher education. Policymakers have addressed these challenges using processes that support the practical orientation of higher education, including university-business cooperation. Because employers are becoming important stakeholders and partners in the creation of higher education policy, the future developers of higher education need to know what employers expect of future development and whether they will meet or resist those expectations when it comes to their input. In this article, we identify the areas that need to be improved upon and examine the ways in which employers' experiences with higher education determine their perceptions of it. Building on the EMCOSU (Emerging Modes of Cooperation between Private Sector Organisations and Universities) survey, we analysed the responses of professionals of 397 companies based in five European countries. The analysis indicated that the level at which companies participated in university-business cooperation strongly influenced their perception of the way higher education institutions should develop. To be precise, those with greater experience in university-business cooperation pressed for more strategic cooperation between universities and business, more support for the international orientation of academic institutions, and less attention to the immediate valorisation of applied research, practical orientation and short-term skill development.

Edson, Robert; McGee, Sibel (2016):

Governing the Education Extended Enterprise as a Complex Adaptive System.

[Thought Piece]. In: *European Journal of Education* 51 (4), S. 431–436. DOI: 10.1111/ejed.12194.

Abstract: N.N.

Kucel, Aleksander; Robert, Peter; Buil, Marian; Masferrer, Nuria (2016):

Entrepreneurial Skills and Education-Job Matching of Higher Education Graduates.

[Thought Pieces]. In: *European Journal of Education* 51 (1, SI), S. 73–89. DOI: 10.1111/ejed.12161.

Abstract:

This article studies entrepreneurial education and its impact on job-skills matches for higher education graduates. Those who possess entrepreneurial skills are assumed to be more market aware and creative in their job search. They are also expected to foresee which job offers would and would not, match their skills. Using a large comparative survey (REFLEX-HEGESCO) to test this hypothesis, we show that higher levels of entrepreneurial skills (defined as scanning and search, association and connection, and evaluation and judgement) reduce the probability of over-education for university graduates in 18 OECD countries five years after graduation. Entrepreneurial education helps individuals to obtain better jobs, even if they search for wage employment and not for self-employment. Resorting to a multilevel regression, our results indicate a stronger need for training in entrepreneurial skills at higher education institutions on the one hand, and the introduction of policies that promote innovation at the micro and macro levels in countries' economy, on the other.

Lassnigg, Lorenz (2016):

When Complexity Meets Evidence in Governance.

[Thought Piece]. In: *European Journal of Education* 51 (4), S. 441–446. DOI: 10.1111/ejed.12195.

Abstract: N.N.

Mason, Mark (2016):

Is Thorough Implementation of Policy Change in Education Actually Possible? What Complexity Theory Tells Us About Initiating and Sustaining Change.

[Thought Piece]. In: *European Journal of Education* 51 (4), S. 437–440. DOI: 10.1111/ejed.12193.

Abstract: N.N.

Pavlin, Samo (2016):

Considering University-Business Cooperation Modes from the Perspective of Enterprises.

[Thought Piece]. In: *European Journal of Education* 51 (1, SI), S. 25–39. DOI: 10.1111/ejed.12163.

Abstract:

This article analyses enterprises' engagement in university-business cooperation (UBC) activities: research and development, mobility of academics and students, curriculum development and lifelong learning. It first provides an introductory overview of university-business cooperation policy. It then presents a selection of UBC models, elements and processes that help to develop this area. In the second part, it introduces a UBC survey among enterprises in various European countries. With the survey, it first conceptualises an own research approach and, on this basis, studies the relations between UBC approaches and the processes, drivers, barriers, organisational characteristics and modes of cooperation. It explores which are the most practised UBC modes and the most important determinants. One of the key findings revealed that companies' engagement in innovation departments supported all five modes of UBC under investigation. Other findings of the article suggest that national and European policies cannot uniformly address the development of various UBC modes. There are substantial differences between teaching- and research-related activities. Integrating these two areas represents one of the biggest challenges with regard to orientating HE towards the world of work. It is related to the agreement on employers' role in the overall development of graduates' competencies and also on the future of academic teaching from the perspective of practical training.

Ranga, Marina; Temel, Serdal; Ar, Ilker Murat; Yesilay, Rustem Baris; Sukan, Fazilet Vardar (2016):

Building Technology Transfer Capacity in Turkish Universities. A critical analysis.

[Thought Piece]. In: *European Journal of Education* 51 (1, SI), S. 90–106. DOI: 10.1111/ejed.12164.

Abstract:

University technology transfer has been receiving significant government funding since 2012. Results of this major investment are now expected by the Turkish government and society, not only in terms of better teaching and research performance, but also of new jobs, new products and services, enhanced regional development and contribution to economic growth. This article examines the technology transfer capacity of Turkish universities and provides several policy recommendations for further improvement. The analysis uses the dataset of a recent project funded by the European Patent Office and managed by Ege University Science and Technology Centre (EU.EBILTEM-TTO) and the Turkish Patent Institute. This was the first large-scale national assessment of IPR activities in Turkish universities. The findings reveal an early-stage university technology transfer capacity, facing many challenges caused by low technology- and market-oriented research capacity, institutional obstacles to patenting, licensing and spin-offs, low IPR awareness and spread of IPR policies, and the current IPR regime. University-industry cooperation activities, such as contract research, joint projects and publications, consultancy, etc. that have been present for three decades in Turkey continue to be the major paradigm and tend to be considered as a separate strand from technology transfer activities, such as patenting, licensing and spin-off formation that are less developed. Systemic policy intervention expanded to the broader national innovation ecosystem to improve technology absorption capacity and interest in technology-driven innovation, together with a combined top-down/bottom-up transformative action that can accelerate the change of deeply-rooted old perceptions and practice.

Rossano, Sue; Meerman, Arno; Kesting, Tobias; Baaken, Thomas (2016):

The Relevance of Problem-based Learning for Policy Development in University-Business Cooperation.

[Thought Piece]. In: *European Journal of Education* 51 (1, SI), S. 40–55. DOI: 10.1111/ejed.12165.

Abstract:

Most prior research on academic entrepreneurship focuses on the interplay between university research and technology transfer activities in the form of joint research, spinoffs, licencing and patenting. Yet questions still remain with respect to

the role of academic entrepreneurship in education and learning. Lifelong learning has been developing to one of the top priorities for many higher education institutions, with a greater emphasis on developing transversal skills in students, including entrepreneurship. An increasingly adopted approach to developing transversal skills through education is through problem-based learning (PBL) which shifts the focus from teacher-driven education to student-centred learning involving active participation of learners. By taking the students' perspective, this article presents the effects of PBL in the context of university-business cooperation (UBC) on the development of student's transversal skills. According to our findings, UBC-based PBL has an effect on the interpersonal skills of students, such as teamwork and communication, and is a promising approach with regard to entrepreneurship education and paving the way for long-term and more intense UBC activities.

Vincent-Lancrin, Stéphan (2016):

Innovation, Skills, and Adult Learning. Two or three things we know about them.

[Thought Piece]. In: *European Journal of Education* 51 (2, SI), S. 146–153. DOI: 10.1111/ejed.12174.

Abstract: N.N.

Editorials

Klemenčič, Manja (2016):

Announcing new Editorial Board members and EJHE Online – The official blog of the European Journal of Higher Education.

[Editorial]. In: *European Journal of Higher Education* 6 (1), S. 1. DOI: 10.1080/21568235.2016.1140276.

Pinheiro, Rómulo; Geschwind, Lars; Aarrevaara, Timo (2016):

Mergers in higher education.

[Introduction]. In: *European Journal of Higher Education* 6 (1), S. 2–6. DOI: 10.1080/21568235.2015.1099455.

Abstract:

In this special issue of the European Journal of Higher Education, a number of experienced scholars provide a broad picture of the most recent round of mergers involving higher education institutions in Europe and beyond. In doing so, they address issues pertaining to the different phases described above and from various theoretical perspectives and in the light of particular historical trajectories and institutional conditions. The primary aim is to provide both an empirical account of recent developments as well as an initial foundation for more sophisticated and robust conceptual models used to illuminate on the complex phenomenon surrounding mergers in higher education, and, in turn, critically assess the implications when it comes to change patterns and future directions at the national and supranational (Europe) levels.

Chou, Meng-Hsuan (2016):

Mapping the terrains of the Europe of Knowledge. An analytical framework of ideas, institutions, instruments, and interests.

[Editorial]. In: *European Journal of Higher Education* 6 (3), S. 197–216. DOI: 10.1080/21568235.2016.1164610.

Abstract:

This editorial introduces how we may begin to analytically study the shifting terrains of the Europe of Knowledge. Knowledge policies – higher education, research, and innovation – are integral to many sectors, and changes in the ways in which knowledge is governed will inevitably alter the shape and contents of other policy domains. The contributions of this special issue reveal some of these shifting patterns by analysing the relationship between central features of multi-level, multi-actor, and multi-issue policy-making in the knowledge domain: the ideas that inspire reform, the institutions tasked to implement the changes, the instruments adopted for translating ideas into practice, and the diverse interests of actors with a stake in how knowledge is governed. By invoking the image of terrains, this special issue is interested in describing and explaining what happens to the Europe of Knowledge landscapes when the ‘old’ meets and interacts with the ‘new’.

Original Articles

Aydede, Yigit; Orbay, Benan Zeki (2016):

Comparison of economic benefits of university and vocational high school education among different majors in Turkey.

In: *European Journal of Higher Education* 6 (2), S. 176–192. DOI: 10.1080/21568235.2015.1075893.

Abstract:

This paper aims to develop a better understanding about the labour market dynamics behind the unparalleled demand in higher education and dragging growth rates in vocational high school (VHS) education in Turkey. While estimating labour market outcomes of fields of study has been the subject of many studies in the West, such studies are lacking in Turkey. This study uses 2009–2012 Labour Force Surveys and reports wage differentials of majors for VHS and higher education separately and comparatively. This is important because the market premium (or penalty) to different majors can reflect not only differences in human capital but also shortages and surpluses in labour markets for different skills and majors. Understanding relative labour market outcomes of majors will help design policies for a better job-skill match in labour markets, which is a growing concern in Turkey.

Blümel, Albrecht (2016):

(De)constructing organizational boundaries of university administrations. Changing profiles of administrative leadership at German universities.

In: *European Journal of Higher Education* 6 (2), S. 89–110. DOI: 10.1080/21568235.2015.1130103.

Abstract:

By analysing institutional changes of administrative leadership at German universities, this paper studies the construction of organizational boundaries as an important aspect of organizational transformation of universities as complete organizations. Building on an analysis of the formal status of administrative leadership at universities derived from higher education laws in Germany and occupational profiles of heads of university administrations based on a content-analysis of curriculum vitae (N = 298), this paper seeks to contribute to a neglected domain in higher education research. It is argued that alterations to the formal status of administrative leaders from an ambivalent position between the ministry and the university to an integrated member of the university leadership can be seen as the embodiment of the construction of organizational boundaries vis-à-vis the state, whilst at the same time dissolving internal boundaries with regard to the former separation between academic and administrative affairs. By the same token, the formerly closed occupational group of heads of university administrations as law-educated members of the civil service has been opened to form a more heterogeneous composition of administrative leadership.

Brajkovic, Lucia (2016):

Academic marginalism in Western Balkans. The case of Croatia.

In: *European Journal of Higher Education* 6 (4), S. 312–327. DOI: 10.1080/21568235.2016.1167613.

Abstract:

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

Cai, Yuzhuo; Pinheiro, Rómulo; Geschwind, Lars; Aarrevaara, Timo (2016):

Towards a novel conceptual framework for understanding mergers in higher education.

In: *European Journal of Higher Education* 6 (1), S. 7–24. DOI: 10.1080/21568235.2015.1099457.

Abstract:

This paper tries to develop a conceptual framework for a comprehensive understanding of the merger process, which is regarded as a matter of institutionalization of organizational innovation. In the framework, a number of factors affecting merger process or institutionalization of merger are identified, such as those related to environmental issues, economic benefits, institutional compatibility and human agency. The framework hopefully narrows our knowledge gap on theorizing innovation process, in general, and university merger, in particular. It also has a potential to better assist decision-makers and managers in planning and implementing university mergers.

Cai, Yuzhuo; Yang, Xi (2016):

Mergers in Chinese higher education. Lessons for studies in a global context.

In: *European Journal of Higher Education* 6 (1), S. 71–85. DOI: 10.1080/21568235.2015.1099458.

Abstract:

Since the 1990s, there have been more than 400 cases of university mergers in China, representing various types and involving 1000 public institutions. While China has provided good and abundant cases for studies on university mergers, such an opportunity has not yet been fully exploited by international scholars of university merger research. This paper tries to enhance communications between the Chinese and international literature on mergers by drawing lessons from merger studies in Chinese higher education to scholars doing university merger studies in a global context. The focus of our literature analysis is on key issues pertinent to understanding of merger outcomes, which is a general research gap in university merger studies. As a result, three issues are identified as important, namely environmental drives for university mergers, criteria for evaluation merger outcomes and organization factors affecting merger outcomes.

Chou, Meng-Hsuan; Ravinet, Pauline (2016):

The emergent terrains of ‘higher education regionalism’. How and why higher education is an interesting case for comparative regionalism.

In: *European Journal of Higher Education* 6 (3), S. 271–287. DOI: 10.1080/21568235.2016.1189344.

Abstract:

The introduction of regional political initiatives in the higher education sector symbolizes one of the many aspects of the changing global higher education landscape. Remarkably, these processes have generally escaped comparative scrutiny by scholars researching higher education policy cooperation or regional integration. In this article, we demonstrate how and why higher education policy cooperation is an interesting case to study through the lens of comparative regionalism. To do so, we describe the emerging debate on comparative regionalism in EU studies. We explain what has led to this call to broaden analytical perspectives in examining regional integration and how it may be useful for scholars working in the higher education field to engage with this new research direction. In setting out this research agenda, we also spotlight the difficulties in operationalizing comparative regionalism for higher education studies and suggest ways forward.

Denisova-Schmidt, Elena; Huber, Martin; Leontyeva, Elvira (2016):

On the development of students’ attitudes towards corruption and cheating in Russian universities.

In: *European Journal of Higher Education* 6 (2), S. 128–143. DOI: 10.1080/21568235.2016.1154477.

Abstract:

Based on empirical data from selected public universities in Khabarovsk, Russia, this paper compares first- and fifth-year students regarding their attitudes towards corruption in general and university corruption in particular. Even after making both groups of students comparable with respect to a range of socio-economic characteristics by a matching approach, the

results suggest that fifth-year students are more open to a range of informal and corrupt practices than first years. Our analysis therefore points to the possibility that the Russian higher education system might 'favour' compliance with corruption and informal practices, with potentially detrimental consequences for the Russian society as a whole.

Hadfield, Amelia; Summerby-Murray, Robert (2016):

Vocation or vocational? Reviewing European Union education and mobility structures.

In: *European Journal of Higher Education* 6 (3), S. 237–255. DOI: 10.1080/21568235.2015.1099453.

Abstract:

This article examines the role that education plays in European Union (EU) integration. We ask whether efforts which historically have been designed to endow European students with a 'knowledge of Europe' in terms of an understanding of culture, politics and sensibility have been circumscribed by, or augmented, by the recently inaugurated Europe of Knowledge project. We argue that the renowned Erasmus mobility programme, a flagship of European higher education innovation, may, in light of critical challenges to the Eurozone and the EU project, be recasting itself along its initial 1987 objectives: enhancing a sense of European identity amongst participating exchange students while endowing them with transferrable skills designed to strengthen current weaknesses in the European internal market. We suggest that the initial, integration-fostering, identity-building goals of Erasmus concomitant with 'growing a Union', have since 2009 and in the continuation of the Eurozone financial crisis, been progressively replaced by the acquisition of transferable skills necessary to boost employability and drive economic recovery through enhanced labour mobility. As the majority of European labour markets struggle to regain their momentum, we question whether European students participating in the Erasmus programme emerge as merely 'skilled' rather than 'schooled' in a wider knowledge of Europe intended by the programme's founders. Surveying students regarding their perceptions of European and national identities, this article concludes that education through mobility remains a highly significant and viable means of constructing and reconstructing identity and European integration, even in a time of economic crisis.

Leão Fernandes, Graça; Chagas Lopes, Margarida (2016):

Does the economic crisis have an influence on the higher education dropout rate?

In: *European Journal of Higher Education* 6 (4), S. 402–416. DOI: 10.1080/21568235.2016.1224676.

Abstract:

This research aims to identify the effects of the economic crisis on higher education (HE) dropout rates at Lisbon School of Economics and Management (ISEG) – Universidade de Lisboa, after having controlled for individual characteristics, family background, High School and HE trajectories. Our main hypothesis is that the economic crisis induces higher dropout rates. The research emphasizes that, in the context of the European crisis, social, economic and political context should be taken into account in the dropout analysis model, together with university and student behaviour determinants. To analyse the impact of the economic crisis on dropout rates, we use longitudinal data from the ISEG database, and apply statistical methodologies such as Chi-square tests for independence, and t-tests for the equality of means and proportions. Our main results point to the fact that the economic and social crisis has significantly affected the dropout rate of Portuguese students. Dropout during the crisis period spared neither younger students nor those with better High School trajectories. Moreover, during the crisis period, Portuguese students dropped out earlier during their HE trajectory. We believe that our conclusions can be extended to other European countries within a crisis context.

Luoma, Mikko; Risikko, Tanja; Erkkilä, Paula (2016):

Strategic choices of Finnish universities in the light of general strategy frameworks.

In: *European Journal of Higher Education* 6 (4), S. 343–355. DOI: 10.1080/21568235.2016.1224672.

Abstract:

This study examines university strategies from the content perspective. Since the early 1980s, the pressure to adopt strategic management in universities and other higher education institutions has increased because of issues including reduced public funding, pressures and possibilities for internationalization, developments in teaching technologies, and

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

Marini, Giulio; Reale, Emanuela (2016):

How does collegiality survive managerially led universities? Evidence from a European Survey.

In: *European Journal of Higher Education* 6 (2), S. 111–127. DOI: 10.1080/21568235.2015.1070676.

Abstract:

Today's universities are, accordingly to Clark's entrepreneurial model, sustained by managerialism, whereas collegialism may remain in contrast or work in a different way. More recent literature suggests the clash such as the potential for coexistence between managerialism and collegialism. The study analyses data from a survey of 26 universities in 8 European countries, focusing on middle managers (MMs). The results show that at the level of the individual institutions, there are notable positive correlations between the presence of collegial and of managerial cultures. Multilevel regressions at institutional level are analysed, to 'predict' collegiality in light of the universities' managerial culture and other factors affecting organizational change: accountability; distribution of discretionary power; funding; impact of quality assurance (QA) and evaluation. The results illustrate that in more managerial universities, collegial culture increases above all when MMs believe that distance-steering tools (QA and evaluation) have had positive impacts. We find that collegiality can indeed thrive, even when 'managerially led'.

Mihut, Georgiana; Altbach, Philip G.; Salmi, Jamil (2016):

International advisory councils and internationalization of governance. A qualitative analysis.

In: *European Journal of Higher Education* 6 (4), S. 328–342. DOI: 10.1080/21568235.2016.1232171.

Abstract:

This paper discusses the emergence of international advisory councils (IACs) at universities around the world and introduces the concept of internationalization of governance. Global trends in the field of higher education, such as the quest to create world-class universities and advance in global rankings, the rise of new public management, and internationalization have primed universities to create adjacent governing structures in the form of IACs. Primarily composed by international members, external to the university, IACs are positioned to offer advice on the strategic direction of the institution and its main challenges. In order to better understand this new phenomenon, we interviewed 20 members of different IACs and 6 representatives of universities hosting such structures. This paper presents the thematic analysis conducted on these interviews, answering questions about the composition, structures, modes of operation and effectiveness of IACs, as well as the motivations of members joining IACs and the driving rationales of host institutions. In addition, this paper advances a typology of IACs where three types of IACs are identified: transformative, prestige-oriented and symbolic.

Mundt, Klaus; Groves, Michael (2016):

A double-edged sword. The merits and the policy implications of Google Translate in higher education.

In: *European Journal of Higher Education* 6 (4), S. 387–401. DOI: 10.1080/21568235.2016.1172248.

Abstract:

Machine translation, specifically Google Translate, is freely available, and is improving in its ability to provide grammatically accurate translations. This development has the potential to provoke a major transformation in the internationalization process at universities, since students may be, in the future, able to use technology to circumvent traditional language

learning processes. While this is a potentially empowering move that may facilitate academic exchange and the diversification of the learner and researcher community, it is also a potentially problematic issue in two main respects. Firstly, the technology is at present unable to align to the sociolinguistic aspects of university-level writing and may be misunderstood as a remedy to lack of writer language proficiency. Secondly, it introduces a new dimension to the production of academic work that may clash with Higher Education policy and, thus, requires legislation, in particular in light of issues such as plagiarism and academic misconduct. This paper considers these issues against the background of English as a Global Lingua Franca, and argues two points. First of these is that Higher Education Institutions need to develop an understanding and code of practice for the use of this technology. Secondly, potential future research will be presented.

Nokkala, Terhi (2016):

Making the case for policy – persuasiveness in higher education, science and technology policy discourse.

In: *European Journal of Higher Education* 6 (2), S. 144–158. DOI: 10.1080/21568235.2015.1086664.

Abstract:

Policy texts present problems, propose solutions to those problems and persuade multiple audiences of the legitimacy of the proposed problems and solutions. The rhetorical analysis of two decades of higher education and science and technology discourse in Finland, Germany, UK, Portugal and USA highlights the discursive elements that contribute to persuasiveness of policy, construe it as rational and logical, and create a sense of urgency in bringing it about. I argue that the analytical and hortatory registers of policy discourse foreground competitive and hierarchical relations of countries and their higher education systems. By construing certain state of affairs and courses of action as self-evidently desirable and true, they contribute to the emergence and reproduction of the neoliberal political rationality proposed by the Foucauldian governmentality theory.

Repečkaitė, Daiva (2016):

Reframing European doctoral training for the new ERA.

In: *European Journal of Higher Education* 6 (3), S. 256–270. DOI: 10.1080/21568235.2015.1126792.

Abstract:

In 2014 the institutionalization of European higher education and training, as well as research and innovation, policy entered a new phase: a number of financial instruments were simplified and merged. The Erasmus Mundus programme, wherein consortia of European and overseas universities built joint master's or doctoral degrees, was split into two parts: joint master's degrees now belong to education policy, and joint doctorates became a minor part of the Horizon 2020 programme for research and innovation. The programme illustrates how supranational institutions use 'soft power' to harmonize policies. Using data from interim evaluations of two funding instruments, this article argues that the policy change marks the institutionalization of emerging concepts of European master and European doctorate as two distinct areas, not only different cycles of education. The master is constituted as individual investment, and the doctorate becomes a means to Lisbon (innovation and economy) more than Bologna (streamlining education systems) objectives.

Schartner, Alina; Young, Tony Johnstone (2016):

Towards an integrated conceptual model of international student adjustment and adaptation.

In: *European Journal of Higher Education* 6 (4), S. 372–386. DOI: 10.1080/21568235.2016.1201775.

Abstract:

Despite a burgeoning body of empirical research on 'the international student experience', the area remains under-theorized. The literature to date lacks a guiding conceptual model that captures the adjustment and adaptation trajectories of this unique, growing, and important sojourner group. In this paper, we therefore put forward a conceptual model of international student adjustment and adaptation which integrates theory and recent empirical research exploring the academic, psychological, and sociocultural aspects of and influences on the experience of study abroad. The article discusses, from an intercultural and educational research perspective, contributory factors to international student

adjustment. It also details the theoretical background underpinning the model. We conclude by showing how the proposed integrated model can serve as a heuristic tool for international students and higher education practitioners, and we discuss its implications for practice and application. We also show how it can serve as a reference point for a research agenda.

Scott, Peter (2016):

‘Free speech’ and ‘political correctness’.

[Essay]. In: *European Journal of Higher Education* 6 (4), S. 417–420. DOI: 10.1080/21568235.2016.1227666.

Sørensen, Mads P.; Bloch, Carter; Young, Mitchell (2016):

Excellence in the knowledge-based economy. From scientific to research excellence.

In: *European Journal of Higher Education* 6 (3), S. 217–236. DOI: 10.1080/21568235.2015.1015106.

Abstract:

In 2013, the European Union (EU) unveiled its new ‘Composite Indicator for Scientific and Technological Research Excellence’. This is not an isolated occurrence; policy-based interest in excellence is growing all over the world. The heightened focus on excellence and, in particular, attempts to define it through quantitative indicators can have important implications for research policy and for the conduct of research itself. This paper examines how the EU's understanding of excellence has evolved in recent years, from the presentation of the Lisbon strategy in 2000 to the current Europe 2020 strategy. We find a distinct shift in the understanding of excellence and how success in the knowledge-based economy should be achieved: in the early period, excellence is a fuzzy concept, intrinsically embedded in research and researchers and revealed by peer review. In the later period, excellence is more sharply defined and connected with a particular sort of knowledge that which produces breakthroughs; the result is that policy-makers have turned their focus towards directly steering and controlling what is increasingly considered to be the key element for success in the knowledge-based economy. This change is evidenced by the ‘Composite Indicator for Scientific and Technological Research Excellence’, its rationale and its components.

Stensaker, Bjørn; Persson, Mats; Pinheiro, Rómulo (2016):

When mergers fail. A case study on the critical role of external stakeholders in merger initiatives.

In: *European Journal of Higher Education* 6 (1), S. 56–70. DOI: 10.1080/21568235.2015.1099456.

Abstract:

One can, in principle, identify numerous arguments for mergers in higher education (HE), including efficiency, diversity, quality, and regional needs. This diversity can be explained by the growing societal interest in the sector, not least concerning the contributions from HE to society at large. However, research on merger processes has tended to prefer intra- and inter-institutional dynamics within the HE sector, paying less attention to the role of external stakeholders, and their view concerning the arguments for mergers. This paper argues that merger outcomes are heavily dependent on the role and actions taken by external stakeholders. Through the analysis of a failed merger attempt in Norwegian HE, arguments are advanced that not only shed light on the underlying dynamics driving the interest in mergers throughout the sector, but also provides new empirical insights into the outcomes of merger initiatives.

Stercke, Joachim de; Derobertmeasure, Antoine; Duchatel, Julien; Temperman, Gaëtan; Lièvre, Bruno de; Robertson, Jean E. (2016):

Reasons why teaching professionals continue or resume university study in the Wallonia–Brussels Federation. Knowledge for its own sake? Economics? Altruism?

In: *European Journal of Higher Education* 6 (2), S. 159–175. DOI: 10.1080/21568235.2016.1141699.

Abstract:

Preparing candidates for the rigours of the teaching profession represents a major challenge for educational systems, begging the question of whether the opportunity for professional educators to further their own university education represents, to them, a way of developing their teaching skills (intrinsic motivation), a means of earning a higher salary (extrinsic motivation), or a means of increasing their usefulness to society through their involvement in education (altruistic motivation). This study aims at answering this question with regard to higher education institutions in the Wallonia–Brussels Federation in French-speaking Belgium, and, specifically, in the case of the University of Mons. That question is particularly relevant in this specific environment given that though continued university study is not compulsory for teachers, earning an additional degree does entitle those professionals to a higher salary. This study shows that while the decision to resume university study can be in response to a number of different factors, the deciding factors are more often extrinsic than intrinsic or altruistic.

Tienari, Janne; Aula, Hanna-Mari; Aarrevaara, Timo (2016):

Built to be excellent? The Aalto University merger in Finland.

In: *European Journal of Higher Education* 6 (1), S. 25–40. DOI: 10.1080/21568235.2015.1099454.

Abstract:

In the Finnish higher education system, government steering and the interests of industry and business have come to focus on the impact of the university in society. In 2010, Aalto University was created in a merger of three universities representing different academic fields. The new university developed a forward-looking strategy, restructured its operations to serve a new innovative and interdisciplinary institutional profile or brand, and to attract top talent across the world introduced an academic tenure track career system unprecedented in Finland. In this article, we identify strategy, branding, and human resources systems as key integrative mechanisms in the merger process and consider some of the complexities and contradictions in a merging university's drive for 'excellence' from the perspective of the identity of academic faculty members. We also consider more general implications of the Aalto merger for understanding the opportunities and challenges presented by contemporary university mergers.

Tight, Malcolm (2016):

Examining the research/teaching nexus.

In: *European Journal of Higher Education* 6 (4), S. 293–311. DOI: 10.1080/21568235.2016.1224674.

Abstract:

The idea of the research/teaching nexus has become of increasing importance in thinking about higher education over the last three decades. In essence, this idea recognizes the two key functions of higher education – teaching and research – and argues that they are, or should be, closely linked. This article explores the derivation and development of this idea, and considers its application and critique, through a systematic review of the literature. It concludes that, while there is clearly a linkage between research and teaching at a global level, it needs nurturing locally. We might do well to limit the emotional commitment often embodied in thinking about the association between research and teaching, and do more to explore in detail what actually happens in practice.

Reviews

Kurtoğlu, Mete (2016):

European higher education policy and the social dimension. A comparative study of the Bologna process by Yaswemin Kooij, Plagrove, 2015, ISBN 978-1-137-47313-4.

[Review]. In: *European Journal of Higher Education* 6 (3), S. 288–292. DOI: 10.1080/21568235.2016.1164611.

Ribeiro, Ana Sofia (2016):

New voices in higher education research and scholarship by Ribeiro, Filipa M.; Politis, Yurgos and Culum, Bojana, IGI Global, 2015, ISBN 978-1466672444.

[Review]. In: *European Journal of Higher Education* 6 (1), S. 86–87. DOI: 10.1080/21568235.2015.1126793.

Zgaga, Pavel (2016):

A contribution to theorizing teacher education. Teacher education in a transnational world, edited by Rosa Bruno-Jofré and James Scott Johnston, University of Toronto Press, 2014, ISBN 9781442649347.

[Review]. In: *European Journal of Higher Education* 6 (2), S. 193–196. DOI: 10.1080/21568235.2016.1164612.

Retractions

Retracted Article. Motives and rationales for establishing international branch campuses in Uzbekistan: a case study of MDIS Tashkent.

[Retraction] (2016). In: *European Journal of Higher Education* 6 (2), iii-iii.

Editorials

Bengtsson, Stephanie E. L.; Dryden-Peterson, Sarah (2016):

Education, conflict, and globalisation. Guest Editors' introduction.

[Editorial]. In: *Globalisation, Societies and Education* 14 (3), S. 327–330. DOI: 10.1080/14767724.2016.1189203.

Resnik, Julia (2016):

The power of numbers and networks. Understanding the mechanisms of diffusion of educational models.

[Introduction]. In: *Globalisation, Societies and Education* 14 (2, SI), S. 151–160. DOI: 10.1080/14767724.2016.1173821.

Original Articles

Beech, Jason; Artopoulos, Alejandro (2016):

Interpreting the circulation of educational discourse across space. Searching for new vocabularies.

In: *Globalisation, Societies and Education* 14 (2, SI), S. 251–271. DOI: 10.1080/14767724.2015.1025713.

Abstract:

This article argues that certain established vocabularies that are used to interpret the circulation of educational discourse and its transformation in different settings have significant limitations to capture the complexity inherent to new geographies of power/knowledge in education and that, consequently, we need to develop new concepts to analyse the movement of educational discourses across space. After a critique of concepts such as 'transfer' and 'policy borrowing', we offer an alternative kind of approach by using Actor-Network Theory (ANT) to briefly analyse Conectar Igualdad, a program in Argentina that distributes one computer per student in secondary schools. It will be shown how the use ANT can make certain connections visible that would not be so noticeable using the established vocabularies discussed above.

Bunnell, Tristan (2016):

Teachers in international schools. A global educational "precariat"?

In: *Globalisation, Societies and Education* 14 (4), S. 543–559. DOI: 10.1080/14767724.2015.1068163.

Abstract:

An over-looked global educational development has been the exponential growth of international schools'. The field in 2014 involved almost 350,000 educators in over 7000 English-medium schools in non-English-speaking countries. This is expected to rise to half a million educators, mainly American and British, in 10,000 schools by 2022. The field has never constituted a system', and it remains largely uninspected, unmonitored and unregulated. There was substantial evidence

from both social media comment and real-life reports in the popular press during 2013 and 2014 that the field is becoming an increasingly precarious one for teachers.

Cardozo, Mieke T. A. Lopes; Shah, Ritesh (2016):

“The fruit caught between two stones’. The conflicted position of teachers within Aceh’s independence struggle.

In: *Globalisation, Societies and Education* 14 (3), S. 331–344. DOI: 10.1080/14767724.2016.1145572.

Abstract:

This paper explores the challenging situation faced by teachers as professionals and members of the community in Aceh, Indonesia during the province’s civil war. It reveals how teachers’ sense of agency during this period was deeply influenced by the economic/material, political and socio-cultural condition at that time - conditions and experiences which today have bearing on a place for teachers in the post-conflict peace-building process occurring in the province. During the conflict, teachers struggled to balance their strategic societal positioning - as civil servants and community members - and found themselves caught in the middle of a complex range of hegemonic and counter-hegemonic forces at play. This position of constraint, we argue, limited the ability of teachers to act as peace-builders during the conflict, and continues to influence teachers’ ability to function in such ways today.

Christie, Pam (2016):

Educational change in post-conflict contexts. Reflections on the South African experience 20 years later.

In: *Globalisation, Societies and Education* 14 (3), S. 434–446. DOI: 10.1080/14767724.2015.1121379.

Abstract:

Reflecting on South African experience, this paper develops an analytical framework using the work of Henri Lefebvre and Nancy Fraser to understand why socially just arrangements may be so difficult to achieve in post-conflict reconstruction. The paper uses Lefebvre’s analytic to trace three sets of entangled practices (perceived-conceived-lived) as evident in education in post-apartheid South Africa in order to illustrate the complexity that is entailed in a particular moment of social reconstruction. Coupled with this approach, It draws on Fraser’s analytic to show how the different forms of social injustice and their different remedies (redistribution-recognition-representation) may easily shift and slip in times of complex change. The paper shows that post-conflict reconstruction in education requires a number of different social practices that are not easily orchestrated.

Courtois, Aline (2016):

Internationalising practices and representations of the “other” in second-level elite schools in Ireland.

In: *Globalisation, Societies and Education* 14 (4), S. 560–576. DOI: 10.1080/14767724.2015.1077100.

Abstract:

While Irish elite schools have adopted some internationalising practices, international students are often erased from their public faces’. Based on interviews and analysis of schools’ websites, this paper argues that Brooks and Waters’ [2014. The Hidden Internationalism of Elite English Schools. Sociology, advance online publication April 2] argument that elite schools hide their internationalism to preserve an explicit national identity for strategic purposes largely applies to the Irish case. In addition, it explores how features characteristic of Irish elite educational settings can help understand ambiguous attitudes to the international other’, who is not only hidden but also at times Irish-ised’ as these schools cultivate cultural identities defined primarily along ethno-national lines.

Curtis, Bruce (2016):

The Performance-based Research Fund, gender and a cultural cringe.

In: *Globalisation, Societies and Education* 14 (1), S. 87–109. DOI: 10.1080/14767724.2014.996856.

Abstract:

This article explores ways the Performance-based Research Fund (PBRF) produces gendered results and expresses a cultural cringe. It is argued that the research evaluation is fixated with being 'world-class' at the expense of academic practice that focuses on New Zealand. In this context, disadvantage faced by female academics under the PBRF can be re-imagined as an exemplar of a broader experience faced by all New Zealand-trained and focused academics. At the same time, the PBRF has produced some embarrassing results for neoliberal policy-makers and somewhat empowers academics as arbiters of excellence by reifying elements of peer review.

Drainville, Andre C. (2016):

A struggle of civilization against barbarism. About universities as autonomous zones.

In: *Globalisation, Societies and Education* 14 (4), S. 447–465. DOI: 10.1080/14767724.2015.1067764.

Abstract:

This paper takes a *longue duree* look at universities at the core of the world economy, where the modern idea of intellectuals as trustees of the reflexive structures of society has achieved its most enduring institutional form. To wrest thinking away from a conformism that makes us see universities as nothing more than organisations amongst organisations forever in process of adapting themselves to the exigencies of world ordering, we focus on three moments of rupture: (i) the prehistory of higher education', when the work of the medieval renaissance was largely done' and original universities where founded in the folds of the nascent European *economie-monde*, (ii) the crisis of the Bretton Woods world order, and (iii) the present juncture.

Eta, Elizabeth Agbor; Vubo, Emmanuel Yenshu (2016):

Global references, local translation. Adaptation of the Bologna Process degree structure and credit system at universities in Cameroon.

In: *Globalisation, Societies and Education* 14 (4), S. 492–512. DOI: 10.1080/14767724.2015.1077102.

Abstract:

This article uses temporal comparison and thematic analytical approaches to analyse text documents and interviews, examining the adaptation of the Bologna Process degree structure and credit system in two sub-systems of education in Cameroon: the Anglo-Saxon and the French systems. The central aim is to verify whether such adaptation has replaced, re-enforced or modified existing practices. Secondly, the article analyses the factors that have influenced this adaptation. The results highlight the idea that education systems may demonstrate a level of awareness about global practices, but these practices are interpreted in their local contexts; thus, policy-makers think globally but act locally'.

Feniger, Yariv; Israeli, Mirit; Yehuda, Smadar (2016):

The power of numbers. The adoption and consequences of national low-stakes standardised tests in Israel.

In: *Globalisation, Societies and Education* 14 (2, SI), S. 183–202. DOI: 10.1080/14767724.2015.1010438.

Abstract:

The use of standardised tests as a central tool in education policy has in recent decades become a common feature of many national education systems. In 2002 the Israeli Ministry of Education introduced new mandatory state tests for primary and middle schools. The article describes the adoption of these low-stakes tests and assesses their impact on schools using quantitative and qualitative data. It shows that the tests have unintended negative consequences similar to

those reported in studies on high-stakes tests in other countries. An explanation for these findings, based on the notion of 'power of numbers,' is proposed and discussed.

Gardner-McTaggart, Alexander (2016):

International elite, or global citizens? Equity, distinction and power. The International Baccalaureate and the rise of the South.

In: *Globalisation, Societies and Education* 14 (1), S. 1–29. DOI: 10.1080/14767724.2014.959475.

Abstract:

The 2013 UN Human Development report predicts the middle classes of 'The South' a five-fold increase by 2030. Globalisation has resulted in national conceptions of business: education and identity being in flux. Emerging middle classes of the South are already embracing international forms of education for instrumental reasons of advantage and distinction. The International Baccalaureate (IB) curriculum continues to experience a strong growth in this area and appears to offer a globalised and international form of education, which may offer the chance of educating a global citizen, despite the fact that it is much valued for the relative advantage it may offer. This article reviews the data surrounding the rise of the South and explores the identity of the IB, as it exists in international schools, particularly the dilemma between its internationalist and the globalist outlook. The theory of Pierre Bourdieu facilitates a critical examination of the role of global citizenship education in this paradigm, and the instrumental role it may play in conferring symbolic capital and distinction on this form of social reproduction. Finally, Global Citizenship Education in IB curricula represents a pastoral (religious) component as is common in elite school systems, yet in its globalised form: secular and inclusive whilst equitable and distinct.

Greenwood, Janinka; Alam, Safayet; Salahuddin, Abu Nayeem Mohammad; Rasheed, Mollah Mohammed Haroon-Ar (2016):

Learning communities and fair trade in doctorates and development. Report of a collaborative project.

In: *Globalisation, Societies and Education* 14 (1), S. 49–67. DOI: 10.1080/14767724.2015.1051001.

Abstract:

This article reports the second stage of a study examining an academic partnership in which Bangladeshi doctoral students in a western university focus their research in the grounded context of Bangladesh and investigate the processes for change. After briefly outlining the previous published stage which examined the academic trade in higher education with developing countries, the article builds on the concept of fair academic trade to critically reflect on the development of a doctoral learning community, a publication project and three specific doctoral studies. The methodological approach is one of participatory action research, with focus on critical reflection on practice.

Khattab, Nabil; Fenton, Steve (2016):

Globalisation of researcher mobility within the UK Higher Education. Explaining the presence of overseas academics in the UK academia.

In: *Globalisation, Societies and Education* 14 (4), S. 528–542. DOI: 10.1080/14767724.2015.1067763.

Abstract:

In this paper, we argue that the power structure that lies within the UK elite universities dictates a division of labour through which the inflows of overseas academics into the UK academic labour markets are skewed towards these elite academic institutions where they are employed primarily in research-only posts. These posts, are less valued and are difficult to fill by UK academics. This explains the over-concentration non-UK academics within these posts and suggests that it is not a coincidence, but a result of a division of labour in which they are used' as a replacement labour.

Kirkegaard, Ane Marie Orbo; Nat-George, Sisse Mari-Louise Wulff (2016):

Fleeing through the globalised education system. The role of violence and conflict in international student migration.

In: *Globalisation, Societies and Education* 14 (3), S. 390–402. DOI: 10.1080/14767724.2016.1151769.

Abstract:

This article connects directly to the globalisation of both education and conflict, and attends to the intersection between these phenomena, by focusing on conflict-induced student migration, an area, which has until recently been neglected in studies of higher education and migration, and peace and conflict research. The focus is on the very intersection of these research traditions in trying to understand how increasing globalised student migration is intertwined with the internationalisation of higher education and violent conflicts. The research on which this article is based was carried out at Malmo University, Sweden. The focus is on mapping the linkages between violent conflicts and student migration, using a mixed methods design.

Layne, Heidi; Lipponen, Lasse (2016):

Student teachers in the contact zone. Developing critical intercultural ‘teacherhood’ in kindergarten teacher education.

In: *Globalisation, Societies and Education* 14 (1), S. 110–126. DOI: 10.1080/14767724.2014.980780.

Abstract:

This paper reports on the results of a narrative-grounded investigation of student teachers’ intercultural experiences and learning during their teaching practice. Our interest is in the meaning of the intercultural contact zone and how education for diversities is conceptualised and reflected upon in Finnish teacher education. Critical event narratives were collected from 10 kindergarten student teachers’ teaching practice portfolios where the focus was on observing and reflecting on diversities in education. Theoretically, the study relies on Pratt’s theory of contact zone. The methods and conditions for supporting student teachers’ understanding of diversities in teacher education are discussed.

Maber, Elizabeth J. T. (2016):

Cross-border transitions. Navigating conflict and political change through community education practices in Myanmar and the Thai border.

In: *Globalisation, Societies and Education* 14 (3), S. 374–389. DOI: 10.1080/14767724.2016.1175923.

Abstract:

Political oscillations in Myanmar and Thailand, between militarisation and democratic reform, have prompted a rapid renegotiation of the alignments, goals and priorities of non-state education providers, both international and community-based, along the two countries’ border. This paper explores the responses to shifts in political environment which have affected community education practices, particularly for those whose interrupted education trajectories have further added to their social subordination, within Myanmar and amongst the refugee and migrant communities along the Thai border. Beginning with an outline of the nomadic space that these communities inhabit, I then explore the ways in which community education is influenced by and responding to changing cross-border movements and political shifts.

Milana, Marcella (2016):

Global polity in adult education and UNESCO. Landmarking, brokering and framing policy.

In: *Globalisation, Societies and Education* 14 (2, SI), S. 203–226. DOI: 10.1080/14767724.2015.1010437.

Abstract:

Aknowledging the complexity of local-global interconnections, the author argues for the adoption of a global polity perspective in adult education, here applied to study mobilisation processes that occur through UNESCO. The findings point

to three processes that cross geopolitical borders and professional interests: 'landmarking', by which a shared sense of a common past is created; 'brokering', which helps shape a common future direction; and 'framing', which is used to convert ideational landscapes into material government-led actions. The theoretical perspectives and analytical insights presented could be used in analogous studies in other areas of education or with a focus on different political actors.

Milton, Sansom; Barakat, Sultan (2016):

Higher education as the catalyst of recovery in conflict-affected societies.

In: *Globalisation, Societies and Education* 14 (3), S. 403–421. DOI: 10.1080/14767724.2015.1127749.

Abstract:

This article examines the role of higher education in the recovery of conflict-affected societies and argues that while the sector is typically a very low reconstruction priority, it has the potential, if addressed strategically, to act as a catalyst for effective and sustainable post-war recovery. The article begins by contextualising higher education within broader debates around post-war recovery and education. It then analyses the relationship between higher education and four core intervention agendas in conflict-affected societies: stabilisation and securitisation, reconstruction, statebuilding and peacebuilding.

Nascimento dos Santos, Renato Emerson; Soeterik, Inti Maya (2016):

Scales of political action and social movements in education. The case of the Brazilian Black Movement and Law 10.639.

In: *Globalisation, Societies and Education* 14 (1), S. 30–48. DOI: 10.1080/14767724.2015.1051000.

Abstract:

This paper examines social coordination by the Brazilian Black Movement in the area of Brazilian education. It explains how these developments relate to the construction of race-based public education policies in the country. Focus goes to the process of creation and implementation of law 10.639 in Brazilian Basic education. Using the concept 'diffuse governance', the argument is made that at present it are the multiple actions by the Brazilian Black Movement, in diverse arenas of dispute, and interacting with a range of actors, that enable us to understand the social coordination/regulation in the process of constructing and implementing Law 10.639.

Oikonomidoy, Eleni (2016):

Critical Cosmopolitan Educational Research. Grounded and potentially transformational.

In: *Globalisation, Societies and Education* 14 (4), S. 466–476. DOI: 10.1080/14767724.2015.1069734.

Abstract:

Drawing insights from scholarship in social sciences and education and the author's reflective research accounts, this paper aims to illustrate how a critical cosmopolitan framework can provide an alternative way of looking at educational phenomena. More specifically, the goal is to explore the why, where, who, and how of Critical Cosmopolitan Educational Research.

Poulter, Saila; Riitaoja, Anna-Leena; Kuusisto, Arniika (2016):

Thinking multicultural education 'otherwise' - from a secularist construction towards a plurality of epistemologies and worldviews.

In: *Globalisation, Societies and Education* 14 (1), S. 68–86. DOI: 10.1080/14767724.2014.989964.

Abstract:

This article examines educational, political and philosophical perspectives on the concepts of worldview and religion in the context of multicultural education. Using a postcolonial and post-structural approach combined with theories that analyse the politics of secularism, we attempt to pinpoint key perspectives in the recognition of worldviews in the current discourse on liberal multiculturalism. We suggest that the liberal-secular foundation of multicultural education is blind to practices, which, while supposedly based on political neutrality, are discriminating and 'Othering' towards religions and non-Western worldviews. Through theoretical and contextual analysis, we aim to deconstruct the 'Otherness' of religious worldviews at the epistemic level.

Powell, Justin J. W.; Edelstein, Benjamin; Blanck, Jonna M. (2016):

Awareness-raising, legitimization or backlash? Effects of the UN Convention on the Rights of Persons with Disabilities on education systems in Germany.

In: *Globalisation, Societies and Education* 14 (2, SI), S. 227–250. DOI: 10.1080/14767724.2014.982076.

Abstract:

Global discourse about human rights, education for all, and inclusive education has altered social norms relating to dis/ability and schooling, especially through awareness-raising, by legitimating advocates' positions and by facilitating policy reforms. Affected by societal and educational change, special education systems and their participants have also transformed societies. Widespread recognition of education's impact - and of institutionalised discrimination that disabled pupils face - galvanises contemporary debates. If special education successfully provided learning opportunities to previously excluded pupils, the goal has shifted to inclusive education. In such settings, all children, regardless of their characteristics, attend neighbourhood schools where they are supported to reach their individual learning goals in diverse classrooms. This global ideal has gained legitimacy, as most countries have ratified the UN Convention on the Rights of Persons with Disabilities (UN-CRPD), which mandates inclusive education, pecifying facilitated access and meaningful educational opportunities. This has considerable implications for all learners. Examining the effects of the UN-CRPD in Germany, one of the most highly stratified and segregated education systems in Europe, provides a hard test case of the (potential) impact of this international charter on national education systems. To meet its mandate, Germany's 16 states (Bundeslander) would have to radically reform their education systems, whose segregated structures remain antithetical to inclusive education. Examining education policy reform processes since the 1970s, we find contrasting path-dependent reactions: In Schleswig-Holstein, inclusive education has diffused broadly and attained broad legitimacy, but in Bavaria its development has stalled; school segregation remains pervasive. Below national level, the UN-CRPD's potential to affect the pace and scope of change depends considerably on the structures in place at ratification.

Rai, Laxmisha; Deng, Chunrao (2016):

Glocalisation and English language education in Chinese context.

In: *Globalisation, Societies and Education* 14 (1), S. 127–144. DOI: 10.1080/14767724.2014.980226.

Abstract:

With the frequent interaction between China and the world, glocalisation, the combination of globalisation and localisation, is an unavoidable trend. This paper argues that the association of local situation with global awareness is one of the ways to assimilate English for daily use in Chinese context. The fundamental idea is that the use of activities and materials with both local and global situations can bring more awareness and interest within learners than materials that merely reflect unfamiliar global context because the latter is beyond learners' experience. The initial sections of this paper uses qualitative data derived from purposive sampling to explain the notion of glocal English and reasons of its importance. The final part analyses sample learning materials and provides implication for textbook development.

Resnik, Julia (2016):

The development of the International Baccalaureate in Spanish speaking countries. A global comparative approach.

In: *Globalisation, Societies and Education* 14 (2, SI), S. 298–325. DOI: 10.1080/14767724.2015.1051951.

Abstract:

This paper compares the development of International Baccalaureate (IB) schools in four different settings - Argentina, Chile, Spain, and Ecuador - by following two assemblages. The institutional assemblage that relates to whom promotes and funds the IB Diploma Programme (DP) and the curricular assemblage regarding new assemblages between the DP and the official curriculum, in each country. The global comparative approach used in this study, based on actor-network theory, allows us to analyse the connections and interactions between global actors and the plurality of national, regional, and municipal actors in a common conceptual frame - the IB network.

Sancho, David (2016):

“Keeping up with the time’. Rebranding education and class formation in globalising India.

In: *Globalisation, Societies and Education* 14 (4), S. 477–491. DOI: 10.1080/14767724.2015.1077101.

Abstract:

This paper investigates the emergence of internationalised’ schools as a form of middle-class aspiration in Kochi, India. It complements recent literature on the growth of international schools catering for host country elites, and shows how private schools are actively engaged in extending the aspiration for internationalised education among the city’s middle classes. The article shows how internationalised schooling has penetrated beyond Indian metropolises into secondary cities. It provides a detailed ethnographic account of how a private school has rebranded itself as an internationalised’ school, involving the introduction of new practices and the repackaging of the school’s old nationalist project.

Shanks, Kelsey (2016):

The changing role of education in the Iraqi disputed territories. Assimilation, segregation and indoctrination.

In: *Globalisation, Societies and Education* 14 (3), S. 422–433. DOI: 10.1080/14767724.2015.1128807.

Abstract:

The oil-rich northern districts of Iraq were long considered a reflection of the country with a diversity of ethnic and religious groups: Arabs, Turkmen, Kurds, Assyrians, and Yezidi, living together and portraying Iraq’s demographic make-up. Yet the territory has suffered from heightening ethno-political influence and sectarianism throughout its recent history. The ethnic basis to territorial claims has amplified the discourse over linguistic presence, cultural representation and minority rights across the region and elevated debates over territorial representation to the height of ethnic survival issues. This paper will explore the changing face of education in the region over the last 12 years, highlighting the way in which education policy has reflected, and reacted to, national fragility and conflict.

Steiner-Khamsi, Gita (2016):

Standards are good (for) business. Standardised comparison and the private sector in education.

In: *Globalisation, Societies and Education* 14 (2, SI), S. 161–182. DOI: 10.1080/14767724.2015.1014883.

Abstract:

The article examines how and why the method of comparison against standards has benefited non-state actors and businesses in the education sector. Drawing on brief examples from international standard schools in Qatar, Indonesia and Mongolia, the author examines how the global education industry uses the reference to ‘international standards’ as a selling point to roll out their own school reform package. Besides a critical examination of the selling points, she also

explores why governments find the purchase of products and services from businesses appealing. Finally, she analyses how governments justify the purchase of expensive educational products and services that they otherwise would receive for free or at a considerably lower price. The author frames her analyses against the backdrop of theories on policy borrowing/lending as well as methodological discussions in the field of comparative education.

Sundet, Marit (2016):

The ties that bind - the roles and mundane practices of networks in constructing Educational Internationalisation in the High North.

In: *Globalisation, Societies and Education* 14 (4), S. 513–527. DOI: 10.1080/14767724.2015.1095074.

Abstract:

This article seeks to present an original and distinct contribution to the literature on internationalisation of Higher Education, by focusing on the very mundane processes through which agreement is reached on the nuts and bolts of the enactment of internationalisation', and the nature of internationalisation' as an experience, not just for students, about whom there is quite an extensive literature, but for the academics and administrators responsible for bringing it into being. It thus aims to provide an alternative understanding of internationalisation of Higher Education from that most commonly found in macro-level studies, through a focus on how internationalisation is creating a new set of cross-national shared institutional practices.

Vega, Laura; Bajaj, Monisha (2016):

The right to education in protracted conflict. Teachers' experiences in non-formal education in Colombia.

In: *Globalisation, Societies and Education* 14 (3), S. 358–373. DOI: 10.1080/14767724.2015.1121380.

Abstract:

The challenges of ensuring the right to education are numerous, especially when working with marginalised populations in fragile contexts. Despite having the legislation, strong constitutional support, and even educational innovations designed to guarantee the right to education, a major gap exists in Colombia between political intentions and the reality in flexible non-formal educational models designed for children affected by conflict. This article highlights the experiences of teachers working in this context amidst limitations in the programme design and, often, inadequate training and support. This article explores the prospects of and challenges to guaranteeing the right to education amidst fragility.

Welch, Anthony; Hao, Jie (2016):

Global argonauts. Returnees and diaspora as sources of innovation in China and Israel.

In: *Globalisation, Societies and Education* 14 (2, SI), S. 272–297. DOI: 10.1080/14767724.2015.1026249.

Abstract:

The paper focuses on returnees and knowledge diaspora as important sources for human resources development, identifying push and pull factors that also contribute significantly to innovation. For both China and Israel, their high-skilled diaspora are a major policy priority: each has a substantial, high-skilled diaspora and policies and programmes to promote their return and/or greater involvement. By outlining key projects and schemes in each to recruit international professionals, we argue that bringing advanced knowledge and skills gained through international education and experiences back home has long been common to both. The relative strengths and weaknesses of each system's relations with returnees and diaspora is assessed.

Yemini, Miri; Bronshtein, Yifat (2016):

The global-local negotiation. Between the official and the implemented history curriculum in Israeli classrooms.

In: *Globalisation, Societies and Education* 14 (3), S. 345–357. DOI: 10.1080/14767724.2015.1123086.

Abstract:

Globalisation and technological advances in the twenty-first century have caused a blurring of national lines, which in the past were the basis of a nearly indisputable model of civic identity. This process has led to a noticeable trend of the globally oriented pressures within the national curricula, on top of the existing locally oriented demands. By employing an interpretative, qualitative methodology, this study offers a multidimensional analysis of the tensions and power relations within the global-local nexus in history teaching. We reveal and discuss Israeli teachers' perceptions and behaviours regarding the tension between the global and local inclinations within four major themes: teachers' entrepreneurial performance, critical views of the existing curricula, the presence of Israeli-Palestinian conflict throughout teaching involvements, and the meaning the teachers attribute to Holocaust in their teaching. The context for this study is Israel: a developed OECD country locked into an intense and long-standing ethnic and political conflict. The tension between the 'global' and the 'local' in the Israeli education system, studied through the prism of teachers themselves, provides a thought-provoking case study.

Reviews

Menashy, Francine (2016):

Global Education Inc.: new policy networks and the neo-liberal imaginary by S. Ball, Abingdon, Routledge, 2012/Consuming schools: commercialism and the end of politics by T. Norris, Toronto, University of Toronto Press, 2011/Follow the money: how foundation dollars change public school politics by S. Reckhow, Oxford, Oxford University Press, 2013.

[Review]. In: *Globalisation, Societies and Education* 14 (1), S. 145–149. DOI: 10.1080/14767724.2014.982077.

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Editorials

Blackie, Margaret; Le Roux, Kate; McKenna, Sioux (2016):

Possible futures for science and engineering education.

[Editorial]. In: *Higher Education* 71 (6, SI), S. 755–766. DOI: 10.1007/s10734-015-9962-y.

Original Articles

Ardolino, Piermatteo; Noventa, Stefano; Formicuzzi, Maddalena; Cubico, Serena; Favretto, Giuseppe (2016):

Multiple integrated examinations. An observational study of different academic curricula based on a business administration assessment.

In: *Higher Education* 71 (1), S. 59–79. DOI: 10.1007/s10734-015-9888-4.

Abstract:

An observational study has been carried out to analyse differences in performance between students of different undergraduate curricula in the same written business administration examination, focusing particularly on possible effects of “integrated” or “multi-modular” examinations, a recently widespread format in Italian assessment. In three out of six cohorts, the written tests were indeed parts or modules of a multiple integrated examination, while in the other three, they were single and independent examinations. At the same time, four of the cohorts were assessed only by means of a written examination, while the remaining two were assessed by a combination of written and oral examinations. The written part of every examination was a multiple-choice test randomly drawn from the same item pool. Performances have been analysed in the light of linear and generalized mixed-effect models. As a result, the presence of an integrated examination appears to affect students’ performances on the multiple-choice test. Mixed models also estimate a gender effect, with females performing better than males, while there seems to be no effect due to the type of examination.

Boni-Aristizabal, Alejandra; Calabuig-Tormo, Carola (2016):

Enhancing pro-public-good professionalism in technical studies.

In: *Higher Education* 71 (6, SI), S. 791–804. DOI: 10.1007/s10734-015-9916-4.

Abstract:

In a university environment dominated by a traditional way of understanding knowledge, we argue that it is possible and necessary to foster capabilities among engineering students. Capabilities are understood as reasoned and substantive freedoms to lead the kind of life that people value, within a framework of respect for the core values of human development. In this sense, enhancing capabilities means fostering pro-public-good professionalism. With insight from an interview study conducted at the Universitat Politècnica de València, in Spain, we will argue how formal and informal spaces

¹ The calendar year of 2016 covers the volumes 71 and 72 of *Higher Education*. For vol. 72 please see the next section.

have the potential to foster capabilities such as participation, commitment, empathy, intercultural respect, critical thinking and self-reflexivity. These kinds of learning could be understood as a mixture of procedural know how and personal know how (Muller, Higher Education 70(3):409-416, 2015); as we will discuss in the last part of this paper, this kind of knowledge is difficult to assimilate within the framework of the terminology of skills and competences. Some recommendations for a capability-oriented curriculum are presented in the final section.

Borgen, Solveig T.; Borgen, Nicolai T. (2016):

Student retention in higher education. Folk high schools and educational decisions.

In: *Higher Education* 71 (4), S. 505–523. DOI: 10.1007/s10734-015-9921-7.

Abstract:

Improving student retention in higher education is perceived as vital to the cost-effectiveness of educational systems. Research shows that clear educational goals may influence student retention, which suggests that helping students make more informed choices may improve student retention. In this article, we investigate whether a folk high school education prevents students from transfer and whether it makes students complete their first undergraduate education faster. The folk high school education is a 9-month program at a boarding school that among other things aims to help students find out what they wish to do in life. Contrary to our expectations, a folk high school education does not reduce transfer between institutions or between study programs. Nor does a folk high school education make students complete their first undergraduate program more efficiently than other students who postpone higher education. One policy implication of this article is that an academic break in itself does not make students more certain of their educational choices, not even at a school that aspire to provide an environment that facilitates greater reflection on where one wishes to go in life.

Bovill, C.; Cook-Sather, A.; Felten, P.; Millard, L.; Moore-Cherry, N. (2016):

Addressing potential challenges in co-creating learning and teaching. Overcoming resistance, navigating institutional norms and ensuring inclusivity in student-staff partnerships.

In: *Higher Education* 71 (2), S. 195–208. DOI: 10.1007/s10734-015-9896-4.

Abstract:

Against a backdrop of rising interest in students becoming partners in learning and teaching in higher education, this paper begins by exploring the relationships between student engagement, co-creation and student-staff partnership before providing a typology of the roles students can assume in working collaboratively with staff. Acknowledging that co-creating learning and teaching is not straightforward, a set of examples from higher education institutions in Europe and North America illustrates some important challenges that can arise during co-creation. These examples also provide the basis for suggestions regarding how such challenges might be resolved or re-envisioned as opportunities for more meaningful collaboration. The challenges are presented under three headings: resistance to co-creation; navigating institutional structures, practices and norms; and establishing an inclusive co-creation approach. The paper concludes by highlighting the importance of transparency within co-creation approaches and of changing mindsets about the potential opportunities and institutional benefits of staff and students co-creating learning and teaching.

Brew, Angela; Boud, David; Namgung, Sang Un; Lucas, Lisa; Crawford, Karin (2016):

Research productivity and academics' conceptions of research.

In: *Higher Education* 71 (5), S. 681–697. DOI: 10.1007/s10734-015-9930-6.

Abstract:

This paper asks the question: do people with different levels of research productivity and identification as a researcher think of research differently? It discusses a study that differentiated levels of research productivity among English and Australian academics working in research-intensive environments in three broad discipline areas: science, engineering and technology; social science and humanities; and medicine and health sciences. The paper explores the different conceptions of research held by these academics in terms of their levels of research productivity, their levels of research training,

whether they considered themselves an active researcher and a member of a research team, and their disciplinary differences.

Case, Jennifer M.; Marshall, Delia (2016):

Bringing together knowledge and capabilities. A case study of engineering graduates.

In: *Higher Education* 71 (6, SI), S. 819–833. DOI: 10.1007/s10734-015-9932-4.

Abstract:

In contemporary times there is a renewed focus on the purposes of university education in science or engineering, especially in emerging economy contexts like South Africa where the massification of higher education is in its early stages. The contributions by Muller (High Educ 70(3):409-416, 2015) and Walker (High Educ 70(3):417-425, 2015) both recognise the crucial importance of expanding epistemological access for students from disadvantaged backgrounds, but their visions offer different emphases on how to proceed. Muller (2015) argues for the centring of disciplinary knowledge, while for Walker (2015) it is the concerns of society that should be central. In this article we argue that both of these are partial answers. We draw on a longitudinal study with ten South African engineering graduates, who were interviewed both in their third year and then approximately a decade later. Our analysis shows how the engagement with disciplinary knowledge is at the heart of the shaping of 'graduateness'. Thus we argue for a coming together of the two perspectives in this issue towards a nuanced perspective on graduateness that recognises the significance of disciplinary knowledge but that also holds a space for the development of student agency in higher education.

Cheung, Alan C. K.; Yuen, Timothy W. W. (2016):

Examining the motives and the future career intentions of mainland Chinese pre-service teachers in Hong Kong.

In: *Higher Education* 71 (2), S. 209–229. DOI: 10.1007/s10734-015-9897-3.

Abstract:

The purpose of this paper was to examine the motives, the educational experiences, and the plan after graduation of a particular group of mainland Chinese students pursuing teacher education in Hong Kong by using a modified two-way push-and-pull model as our analytical framework. The study employed both quantitative and qualitative methods. Participants were 130 prospective student teachers from The Hong Kong Institute of Education, the largest teacher training provider in Hong Kong. The findings confirm a long-standing concern regarding the lack of an English environment and internationalization in universities in mainland China. In addition, the majority of the participants were satisfied with the overall quality of the teacher education programs in Hong Kong. Finally, our participants were a very special group of mainland Chinese students because, unlike those on other academic programs such as business or computing, the graduates from teacher education programs do not have much transferable academic capital. When they decide to pursue their teacher training degrees in Hong Kong, they have already made up their mind to stay in Hong Kong after graduation. Thus, we extend the threefold classifications of mainland Chinese students studying overseas, as defined by Dimmock and Leong, by adding a new category-labeled 'settlers'-in their classification.

Cheville, R. Alan (2016):

Linking capabilities to functionings. Adapting narrative forms from role-playing games to education.

In: *Higher Education* 71 (6, SI), S. 805–818. DOI: 10.1007/s10734-015-9957-8.

Abstract:

This paper explores science, technology, engineering, and mathematics education in the context of inequality of opportunity by examining educational systems through two lenses: curricular mode and system scale. Curricular mode classifies learning experiences as addressing knowing, acting, or being, while system scale captures how learning experiences are aggregated into credentials. The paper argues that the curricular mode of being can be better implemented and credentialed within educational institutions if students learn to develop a self-narrative through navigating a multiplicity of learning experiences. Since narrative is implicit rather than explicit in existing university

structures, the paper develops a speculative model based on role-playing games that integrates narrative and allows new forms of personalized credentials. The goal of the paper is to initiate a conversation around alternative curricular structures that allow emergent self-narratives within disciplinary structures.

Croucher, Gwilym; Woelert, Peter (2016):

Institutional isomorphism and the creation of the unified national system of higher education in Australia. An empirical analysis.

In: *Higher Education* 71 (4), S. 439–453. DOI: 10.1007/s10734-015-9914-6.

Abstract:

Previous research has highlighted the occurrence of isomorphic tendencies—convergences in terms of formal organizational structure—in higher education systems in times of uncertainty and under external pressure to change. It has been repeatedly claimed that the Australian university system largely followed a logic of isomorphic change in the aftermath of radical national policy reform of the late 1980s. Yet to date, there is a lack of comprehensive empirical studies testing this thesis. Addressing this lacuna, and drawing on a range of university and government data, this paper tracks and analyses: (a) changes in the formal academic organizational structures existing at all public Australian universities and (b) changes in the numbers of academic staff and students in different academic organizational groupings over the period of 1987–1991. Despite some limitations in the available data, our system-level analysis finds that there was clear and significant convergence in terms of formal organizational structures and student and staff numbers in the majority of academic fields that were taught and researched at Australian universities at that time. We also draw attention to some conceptual limitations of existing accounts of isomorphic change in Australia and outline trajectories for future research supplementing the system-level analysis presented here.

del Pilar Gallego Castaño, Liliana; Castelló Badia, Montserrat; Badia Garganté, Antoni (2016):

Faculty feelings as writers: relationship with writing genres, perceived competences, and values associated to writing.

In: *Higher Education* 71 (5), S. 719–734. DOI: 10.1007/s10734-015-9933-3.

Abstract:

This study attempts to relate faculty feelings towards writing with writing genres, perceived competences and values associated to writing. 67 foreign languages faculty in Colombia and Spain voluntarily filled in a four-section on-line questionnaire entitled The Writing Feelings Questionnaire. All the sections were Likert Scale type. The first, Affective dimension, consisted of a list of bipolar adjectives (feelings) associated to writing; the second, Genres, asked about frequency of use of written genres; in the third one, Competences, faculty evaluated their perceived proficiency in writing competences; in section fourth, Good writing, faculty valued good writing characteristics. Exploratory factor analyses were performed and subsequently, data were related through a co-occurrence analysis. Results showed a three-factor structure for the four sections, associating: (a) writing to feelings of demanding standards of writing, satisfaction and importance; (b) genres to research writing, technical writing and narrative writing; (c) perceived writing competences to the management of formal and technical mechanisms, discursive mechanisms and in a less percentage, composition processes competences; and (d) good writing to data-driven content information, argumentative procedures and rhetoric mechanisms. Correlations showed that perceived proficiency in writing competences was related to all feelings. Besides, participants conceived writing as demanding, but also as important and satisfactory in their profession. In conclusion, being conscious of the importance of writing a specific genre and perceiving as competent writers are the variables that lead faculty identity to devote time and energy to increase their production of research writing genres.

Drori, Gili S.; Delmestri, Giuseppe; Oberg, Achim (2016):

The iconography of universities as institutional narratives.

In: *Higher Education* 71 (2), S. 163–180. DOI: 10.1007/s10734-015-9894-6.

Abstract:

The coming of “brand society” and the onset of mediatization spur universities to strategize their visual identity and pay particular attention to their icon. Resulting from branding initiatives, university icons are visual self-representations and material-cum-symbolic forms of organizational identity. In this work we ask: What identity narratives are conveyed through the organizational iconography of universities? How do narratives combine in this iconography? Drawing upon content analysis of Internet front-page icons of 826 universities from 22 countries, we identify four identity narratives: guild-like classic narrative, professional scientific narrative, localized narrative, and organizational narrative. Second, we show that such visual self-representations of university identity appear as products of broad historical themes. Last, we consider the relations between the four visualized identity narratives, showing evidence for iconographic sedimentation between the compatible guild-like classical, professional, and local-national narratives, along with iconographic abrasion of the logic of managed organization on the former. We discuss such findings in relation to the historical studies of the institution of the university.

Elliott, Diane Cardenas (2016):

The impact of self beliefs on post-secondary transitions. The moderating effects of institutional selectivity.

In: *Higher Education* 71 (3), S. 415–431. DOI: 10.1007/s10734-015-9913-7.

Abstract:

The purpose of this study was to examine the relationships between self beliefs, institutional characteristics, and college student persistence. More specifically, this study sought to understand whether self-efficacy beliefs, both academic self-efficacy and social self-efficacy, play a role in college persistence. Further, the possible moderating effects of institutional selectivity were explored. Results showed academic and social self-efficacy beliefs were associated with first-year college persistence. Accounting for the moderating effects of college selectivity revealed a nuanced relationship between self-efficacy beliefs and persistence. Social self-efficacy had the greatest impact on the persistence of students at less selective colleges, whereas academic efficacy was associated with a greater persistence for students at highly selective colleges. Implications for higher education practitioners and counselors are discussed.

Engberg, Mark E.; Jourian, T. J.; Davidson, Lisa M. (2016):

The mediating role of intercultural wonderment. Connecting programmatic components to global outcomes in study abroad.

In: *Higher Education* 71 (1), S. 21–37. DOI: 10.1007/s10734-015-9886-6.

Abstract:

This study examines the mediating role of intercultural wonderment in relation to students' development of a global perspective. We utilize both confirmatory factor analysis and structural equation modeling to validate the intercultural wonderment construct and test the direct and indirect effects of the structural pathways in the model, respectively. Additionally, we highlight the relative and comparative effects of our model across cognitive, intrapersonal, and interpersonal dimensions of student development while also testing equivalent and nested models to rule out alternative and rival explanations. The results have broad implications for study abroad researchers and practitioners who are interested in developing a deeper understanding of how students learn and develop in study abroad contexts, while offering a more nuanced understanding of how experiential and constructivist practices influence student learning abroad.

Finch, David; Deephouse, David L.; O'Reilly, Norm; Massie, Tyler; Hillenbrand, Carola (2016):

Follow the leaders? An analysis of convergence and innovation of faculty recruiting practices in US business schools.

In: *Higher Education* 71 (5), S. 699–717. DOI: 10.1007/s10734-015-9931-5.

Abstract:

The debate associated with the qualifications of business school faculty has raged since the 1959 release of the Gordon–Howell and Pierson reports, which encouraged business schools in the USA to enhance their legitimacy by increasing their faculties' doctoral qualifications and scholarly rigor. Today, the legitimacy of specific faculty qualifications remains one of the most discussed topics in management education, attracting the interest of administrators, faculty, and accreditation agencies. Based on new institutional theory and the institutional logics perspective, this paper examines convergence and innovation in business schools through an analysis of faculty hiring criteria. The qualifications examined are academic degree, scholarly publications, teaching experience, and professional experience. Three groups of schools are examined based on type of university, position within a media ranking system, and accreditation by the Association to Advance Collegiate Schools of Business. Data are gathered using a content analysis of 441 faculty postings from business schools based in the USA over two time periods. Contrary to claims of global convergence, we find most qualifications still vary by group, even in the mature US market. Moreover, innovative hiring is more likely to be found in non-elite schools.

Frisancho, Veronica; Krishna, Kala (2016):

Affirmative action in higher education in India: targeting, catch up, and mismatch.

In: *Higher Education* 71 (5), S. 611–649. DOI: 10.1007/s10734-015-9927-1.

Abstract:

Using detailed data on the 2008 graduating class from an elite engineering institution in India, we evaluate the impact of affirmative action policies in higher education focusing on three issues: targeting, catch up, and mismatch. We find that admission preferences effectively target minority students who are poorer than average displaced nonminority students. Moreover, we find that minority students, especially those in more selective majors, fall behind their same-major peers in terms of grades as they progress through college. We also identify evidence in favor of the mismatch hypothesis: Once we control for selection into majors, minority students in more selective majors end up earning less than they would have had if they had chosen a less selective major.

Guzmán-Valenzuela, Carolina (2016):

Unfolding the meaning of public(s) in universities: toward the transformative university.

In: *Higher Education* 71 (5), S. 667–679. DOI: 10.1007/s10734-015-9929-z.

Abstract:

Drawing upon perspectives from diverse disciplines, this paper critically examines some taken-for-granted definitions about what is understood by 'public' and its relation to universities. It highlights the need to uncover assumptions and value orientations that are at the basis of these definitions and that tend to guide both conceptualizations and practices about the public role of the universities. It is argued that under neoliberal regimes, the public university takes on private aspects and the private university may even take on public aspects: Universities are here characteristically becoming hybrids. Despite these overlapping patterns, absences are discerned both in the idea and in the practices of public universities. The idea of the transformative university is proposed to help to remedy these deficiencies.

Hanson, Jana M.; Paulsen, Michael B.; Pascarella, Ernest T. (2016):

Understanding graduate school aspirations: the effect of good teaching practices.

In: *Higher Education* 71 (5), S. 735–752. DOI: 10.1007/s10734-015-9934-2.

Abstract:

This study examined the effects of good teaching practices on post-baccalaureate degree aspirations using logistic regression techniques on a multi-institutional, longitudinal sample of students at 4-year colleges and universities in the USA. We examined whether eight good teaching practices (non-classroom interactions with faculty, prompt feedback, frequency of interactions with faculty, teaching clarity and organization, challenging classes and high faculty expectations, frequency of higher-order exams and assignments, academic challenge and effort, and integrated ideas, information, and experiences) influenced post-baccalaureate degree aspirations at the end of four academic years, while controlling for

students' background characteristics and institutional characteristics that are theoretically associated with aspirations. Using pretest and posttest data from the Wabash National Study of Liberal Arts Education, the findings suggest that good teaching practices are positively related to undergraduate students' aspirations for graduate education. This study contributes to college outcome models by emphasizing the importance of faculty to the undergraduate experience. Finally, this study has implications for higher education policy, including practical applications for those involved with undergraduate and graduate education, including administrators, faculty, staff, and students.

Huong Nguyen, T. L. (2016):

Building human resources management capacity for university research. The case at four leading Vietnamese universities.

In: *Higher Education* 71 (2), S. 231–251. DOI: 10.1007/s10734-015-9898-2.

Abstract:

At research-intensive universities, building human resources management (HRM) capacity has become a key approach to enhancing a university's research performance. However, despite aspiring to become a research-intensive university, many teaching-intensive universities in developing countries may not have created effective research-promoted HRM policies. This study investigates the extent to which four leading universities in Vietnam have motivated their academics to improve research performance. By analysing policy documents and 55 semi-structured interviews with university leaders, managers, and academics, the study found that compared to the "ideal" research-enhanced HRM policies employed by research-intensive universities, the four case-study Vietnamese universities have shown their recognition of academic research; however, their HRM policies are not powerful enough to encourage academics to do research to the best of their potential. In realizing their vision of becoming research-oriented universities, the four Vietnamese universities should employ a long-term HRM capacity-building strategy by providing stronger remuneration packages for academics, applying explicit indicators in assessing lecturers' research performance, and building a comprehensive staff development agenda for research team building. However, for the four universities to implement these recommendations, changes must also be made at the system level. The Vietnamese government must allocate more research funding and confer a higher level of autonomy to universities so that they can implement their desired HRM policies to accelerate institutional research capacity and performance.

Keinänen, Mia (2016):

Taking your mind for a walk. A qualitative investigation of walking and thinking among nine Norwegian academics.

In: *Higher Education* 71 (4), S. 593–605. DOI: 10.1007/s10734-015-9926-2.

Abstract:

Walking has long been associated with thinking. Anecdotal evidence from philosophers, writers, researchers, artists, business leaders and so forth testify to the powers of walking-for-thinking. This study explores walking-for-thinking among nine academics in Norway, four university professors, two research and development professionals, two researchers and a university president, who utilize walking-for-thinking as an explicit practice in their professional lives. Based on in-depth semi-structured qualitative interviews, the study identifies walking-for-thinking as a specific form of walking that has a steady rhythm and a specific individual speed that is experienced as most conducive to thinking. Further, the subjects experience walking-for-thinking as moving gestalt, an interplay between the person, environment and thinking where the rhythms of the body correlate with the rhythm of walking, affording feeling of enhanced memory and creativity. It is suggested that walking-for-thinking should be regarded as an alternative space for inquiry especially today when sitting has been identified as an independent health hazard and when sedentary workers are urged to look for alternative ways of working that include more movement.

Kilgo, Cindy A.; Pascarella, Ernest T. (2016):

Does independent research with a faculty member enhance four-year graduation and graduate/professional degree plans? Convergent results with different analytical methods.

In: *Higher Education* 71 (4), S. 575–592. DOI: 10.1007/s10734-015-9925-3.

Abstract:

This study examines the effects of undergraduate students participating in independent research with faculty members on four-year graduation and graduate/professional degree aspirations. We analyzed four-year longitudinal data from the Wabash National Study of Liberal Arts Education using multiple analytic techniques. The findings support the positive, net link between undergraduate research and fourth-year graduate degree aspirations and suggest that such involvement may have potential as a powerful programmatic and pedagogical tool.

Kuraev, Alex (2016):

Soviet higher education. An alternative construct to the western university paradigm.

In: *Higher Education* 71 (2), S. 181–193. DOI: 10.1007/s10734-015-9895-5.

Abstract:

Historically, the university was an alien establishment for Russia, reflecting the political ambition of its leadership, not the organic impetus of Russian society. In Soviet academia, the notion of university education was replaced by the concept of vocational-technical training. As a creation of the Soviet government, Soviet higher education represented a very unusual organizational construction with an umbilical connection to the communist party ideology and Soviet autocracy. In its organization and social purpose, Soviet higher education was quite different from the European notion of a university and remote from the international academic community. Soviet higher education opposed the western university model on a fundamental level: The pragmatism of practical training contradicted the ideology of academic liberal knowledge and institutional self-governance. An analysis of Soviet HE administrative structure reveals three defining characteristics: uniformity, top-down administration and one-man management. The purpose of Soviet higher education was to be a nationwide conveyor of a professional workforce that would supply the state with qualified specialists in each field of industry or social services. It intentionally promoted communal values. This review and analysis of Soviet HE administrative organization indicate that in both form and function, it seems to be an alternative to the traditional western notion of university education, rather than a variation of higher education in its traditional sense.

Kwiek, Marek (2016):

The European research elite. A cross-national study of highly productive academics in 11 countries.

In: *Higher Education* 71 (3), S. 379–397. DOI: 10.1007/s10734-015-9910-x.

Abstract:

In this paper, we focus on a rare scholarly theme of highly productive academics, statistically confirming their pivotal role in knowledge production across 11 systems studied. The upper 10 % of highly productive academics in 11 European countries studied (N = 17,211) provide on average almost half of all academic knowledge production. In contrast to dominating bibliometric studies of research productivity, we focus on academic attitudes, behaviors, and perceptions as predictors of becoming research top performers across European systems. Our paper provides a (large-scale and cross-country) corroboration of the systematic inequality in knowledge production, for the first time argued for by Lotka (*J Wash Acad Sci* 16:317–323, 1929) and de Solla Price (*Little science, big science*. Columbia University Press, New York, 1963). We corroborate the deep academic inequality in science and explore this segment of the academic profession. The European research elite is a highly homogeneous group of academics whose high research performance is driven by structurally similar factors, mostly individual rather than institutional. Highly productive academics are similar from a cross-national perspective, and they substantially differ intra-nationally from their lower-performing colleagues.

Li, Bihong; Tu, Yangjun (2016):

Motivations of faculty engagement in internationalization. A survey in China.

In: *Higher Education* 71 (1), S. 81–96. DOI: 10.1007/s10734-015-9890-x.

Abstract:

Faculty plays a critical role in the growing trend of internationalization in higher education. Thus, it is important to understand the factors that drive faculty members to get involved in internationalization. Employing structural equation model with data gathered from questionnaire, this study attempts to explore how faculty engagement in internationalization is motivated based on a survey in China, and institution type is also considered in our model. Our findings suggest that in the overall sample, both individual and environmental motivations positively relate to faculty engagement in internationalization, and individual motivation is the more critical predictor. One striking result is that individual motivation plays a complete mediating factor between environmental motivation and faculty engagement in internationalization, suggesting the significance of transferring institutional incentives to faculty's individual competence and efficacy. Institution type significantly accounts for environmental motivations. As to key university, the result was consistent with above. In general institution, however, the effect of environmental motivation is insignificant, indicating that sufficient funding is indispensable for the internationalization ambition of institutions. The implications for research and policy conclude this paper.

Liu, Huacong; Metcalfe, Amy Scott (2016):

Internationalizing Chinese higher education. A glonacal analysis of local layers and conditions.

In: *Higher Education* 71 (3), S. 399–413. DOI: 10.1007/s10734-015-9912-8.

Abstract:

In this paper, we examine the local conceptions, interpretations, and implementations of internationalization at one Chinese higher education institution, to provide a more complex and nuanced understanding of internationalization in the globalizing educational context. In particular, we explore the analytical capacity of Marginson and Rhoades High Educ 43(3), 281–309, (2002) glonacal (global + national + local) agency heuristic by examining the local “layers and conditions” of our research site. We found two local conceptions, Xue Shu Feng Qi (a Mandarin phrase relating to the academic culture) and Jie Gui (a metaphor for internationalization) were used by local actors in relation to the inbound and outbound flows of scholars and disciplinary norms that influenced the global and national reputation of the department. We interpret these local concepts as salient “layers and conditions” of the glonacal agency heuristic, providing an empirical example to more fully understand the theoretical implications of this perspective in higher education research.

Liu, Zhimin; Kipchumba, Simon Kibet; Liu, Lu (2016):

Paths for world-class universities in agricultural science.

In: *Higher Education* 71 (1), S. 97–118. DOI: 10.1007/s10734-015-9891-9.

Abstract:

The top-ranking world-class universities in agricultural science denote those universities which are globally popular with agriculture-related subjects. The paper synthesizes the results of three different ranking scales (NTU, QS and ARWU) of top 50 universities in agriculture subject in 2013. The overlapped parts have been synchronized to derive the following four classifications: A (agricultural universities amalgamated with others to be an agricultural comprehensive university), R (agricultural universities re-named to be a comprehensive university), M (agricultural universities merged into other units to form or to be a part of a comprehensive university) and C (comprehensive university's agricultural colleges or departments all the time). The following conclusions can be drawn: the majority (up to 94 %) of these universities are comprehensive ones (combination of R, M and C), and only 6 % of them are purely named agricultural universities; merging, renaming and comprehending are the three paths of agricultural universities' development; and to be a world-class university, it is necessary to have more than 9 ESI 1 % advantage subjects among the following: Plant and Animal Science, Environmental Science/Ecology, Biology and Biochemistry, Clinical Medicine, Chemistry, Engineering, Agricultural Sciences, Social Sciences/General, Molecular Biology and Genetics, Pharmacology and Toxicology and Geosciences. It would be possible for specialized universities to be world-class universities in their fields by being a major concentration of teaching and research as well as extending other subjects through merging and renaming.

Mendez, Jeanette Morehouse; Mendez, Jesse Perez (2016):

Student inferences based on facial appearance.

In: *Higher Education* 71 (1), S. 1–19. DOI: 10.1007/s10734-015-9885-7.

Abstract:

This study extends the scope of research that examines the connection between physical attractiveness and student perception through a survey analysis. While other studies concentrate on physical attractiveness alone, we examined not only perceptions of attractiveness but its impact on students' perception of knowledge, approachability and faculty selection in a hypothetical course. Using ordered logistic regression, logistic regression and ordinary least squares regression to examine the interaction between age, attractiveness, knowledge and approachability, our findings show that younger faculty members are perceived as more approachable and more attractive, while older faculty members are perceived as more knowledgeable. Faculty perceived as more attractive are also perceived to be more approachable. Further, we test the impact that these results have on faculty selection in a hypothetical course and find that students are more likely to select an attractive and approachable faculty member to take a course with, regardless of perceived knowledge of the faculty member. Overall, although the perception of beauty may be cursory, its results may not be when considering the primacy effect, role model effect and teaching effectiveness assessment.

Nelson, Anders (2016):

Exploring the transformation of actorship among students at a small Swedish university. Background, actorship and achievement.

In: *Higher Education* 71 (2), S. 289–305. DOI: 10.1007/s10734-015-9902-x.

Abstract:

With an aim to better understand higher education's potential for fostering personal development and social change, this study explores how students' actorship in studies and civic engagement changed over time while enrolled in undergraduate programs at Halmstad University, Sweden. Additionally, it explores the relation among these students' actorship, structural and psychosocial influences, and consequences in terms of formally obtained and self-reported achievements. Data were collected using three questionnaires in a time-step designed study, initially including 2004 students from 16 programs. Analyses revealed a trend of stable or decreasing actorship. Actorship was found to be strongly associated with gender and what programs the students attended, but not with social background factors such as parents' education and family type. Psychosocial influences and actorship were marginally related to students' achievements in terms of obtaining credits, but were more positively related to students' own reports about gaining the knowledge and skills that would be useful for their future life and work. This, in combination with the students having high intentions to actively influence their future work, was interpreted as an indication of readiness to be social actors. This in turn suggests that readiness is a significant dimension in higher education, which might be further interpreted by applying theories about the Zone of Proximal Development.

Pedersen, Heidi Skovgaard (2016):

Are PhDs winners or losers? Wage premiums for doctoral degrees in private sector employment.

In: *Higher Education* 71 (2), S. 269–287. DOI: 10.1007/s10734-015-9901-y.

Abstract:

Policy makers expect increasing numbers of PhDs to find employment in the private sector. However, the incentive structure for completing a PhD and subsequently seeking private sector employment has not been adequately assessed in the literature. This paper investigates the financial incentives for this career choice of recent Danish PhD graduates. The wage premiums associated with holding a PhD compared to a master's degree are estimated with a program evaluation approach using a matched sample. The empirical results do not indicate significant financial incentives to choose private sector employment early in PhDs' career. These results stand in contrast to previous studies that find positive returns to PhD education. This paper argues that a key factor behind this difference is the use of a matching approach that eliminates heterogeneity between PhDs and the control group of master's graduates.

Pigini, Claudia; Staffolani, Stefano (2016):

Beyond participation. Do the cost and quality of higher education shape the enrollment composition? The case of Italy.

In: *Higher Education* 71 (1), S. 119–142. DOI: 10.1007/s10734-015-9892-8.

Abstract:

We analyze the effects of costs, geographical accessibility, and quality of higher education institutions on participation and on the composition of enrolled students, in terms of their educational and socioeconomic backgrounds. We develop a theoretical framework for higher education choices of secondary school graduates where differently talented individuals are financially constrained both in the participation decision and in the choice of which university to attend. The predictions of our theoretical model are tested by estimating a nested logit model for the enrollment decision and university choice where the effect of supply-side attributes is allowed to be heterogeneous across students' secondary school backgrounds and family social classes. We find that lower costs and a greater geographical distribution increase enrollments by economically disadvantaged students and, at the same time, by students with weaker educational backgrounds. Instead, higher quality institutions attract more talented students regardless of their families' economic and social status.

Piróg, Danuta (2016):

Job search strategies of recent university graduates in Poland. Plans and effectiveness.

In: *Higher Education* 71 (4), S. 557–573. DOI: 10.1007/s10734-015-9923-5.

Abstract:

The objective of this article was to highlight plans versus actual actions of university graduates in Poland aimed at finding employment. The paper also empirically verifies the impact of chosen job-seeking strategies on the success or failure of their transition to employment. The study was Polish-wide and included graduates of geography. It consisted of two stages. The first stage (N = 1120) allowed the researcher to identify the most successful job search methods for university-to-work transition. These included: applying for vacancies advertised on the Internet and direct contact with employers. In the event of failure to find employment, graduates turned to more informal methods. The second stage (N = 375) supplied data which made it possible to learn about the graduates' status on the labour market 6 months after graduation. It also provided information on a structure of methods used by graduates which resulted in acquiring a job and evolution of job search methods in case of failure to perform transition to work. Discriminant function analysis was used to establish that the following job search methods are the best predictors of one's situation on the labour market: applying for vacancies advertised in the press and public employment agencies. Other variables were found not to be statistically significant in discriminating between the group of working and unemployed graduates.

Santelices, María Verónica; Catalán, Ximena; Kruger, Diana; Horn, Catherine (2016):

Determinants of persistence and the role of financial aid. Lessons from Chile.

In: *Higher Education* 71 (3), S. 323–342. DOI: 10.1007/s10734-015-9906-6.

Abstract:

This article explores the determinants of persistence in the Chilean higher education system, considering academic and socio-demographic factors as well as the role of financial aid. The financial aid policy for students in Chile has undergone major changes over the last decade, which has allowed individuals from usually underrepresented income groups to enroll in higher education institutions. This analysis combines information from four public administrative agencies, obtaining a sample of over 75 % of all high school graduates for the period 2007–2010. Methods include descriptive statistics, logistic regression and propensity score matching (PSM). Both continuous persistence and reentry were studied at the system and at the institutional level for all four cohorts. Descriptive results show that short- and long-term dropout rates at the system level are high, and dropout rates are even higher at the level of institutions. Findings from the PSM show that the non-subsidized state loan is the instrument that displays the strongest correlation with persistence and it holds homogeneously across students from different socioeconomic groups. Among grants, we find consistently positive effects of need-based grants targeting low-income students attending technical institutions. We provide educational policy recommendations based on our findings.

Sarrico, Claudia S.; Alves, Andre A. (2016):

Academic staff quality in higher education. An empirical analysis of Portuguese public administration education.

In: *Higher Education* 71 (2), S. 143–162. DOI: 10.1007/s10734-015-9893-7.

Abstract:

Higher education accreditation frameworks typically consider academic staff quality a key element. This article embarks on an empirical study of what academic staff quality means, how it is measured, and how different aspects of staff quality relate to each other. It draws on the relatively nascent Portuguese experience with study programme accreditation. The study provides an analysis of staff quality in public administration education, an area of massive expansion in recent years. Several dimensions of quality are assessed (staff qualifications, research intensity, disciplinary orientation, diversity, international orientation, professional orientation, and inbreeding) along with the interactions that occur between them. A statistical analysis is made of the indicators for all 21 study programmes in the area of public administration, involving 236 academics in six public universities. We find that, in general, the quality of academic staff complies with standards, but there are issues regarding qualifications and research intensity that need to be addressed. The findings emphasise the need to uphold academic staff quality standards but call for policies to curtail possible gaming resulting from it. The article illustrates the relevance of analysing staff quality from an empirical point of view and its contribution to our understanding of how different quality accreditation processes function and their implications for how quality is achieved in higher education.

Shafaei, Azadeh; Nejati, Mehran; Quazi, Ali; Heidt, Tania von der (2016):

‘When in Rome, do as the Romans do’ Do international students’ acculturation attitudes impact their ethical academic conduct?

In: *Higher Education* 71 (5), S. 651–666. DOI: 10.1007/s10734-015-9928-0.

Abstract:

International students undertaking higher education in foreign countries bring with them some perceived beliefs about academic conduct. These beliefs are often in contrast with the host countries’ academic practices, which may generate confusion and frustration among international students, affecting their learning behaviours. As a consequence of intercultural interactions in a foreign country, international students’ beliefs and behaviours may change. Since Malaysia has emerged to be a hub of educational excellence in the region by transforming its higher education, thereby attracting increasing number of international students, this paper aims to investigate whether international students’ acculturation-oriented attitudes impact their ethical academic conduct pertaining to research, exams and assignments in a public university in Malaysia. The results reveal that students adjusting to the local academic norms demonstrate significant positive commitments to host country’s academic norms concerning research, exam and assignments. However, students upholding the norms of their home countries tend to show non-significant attitudes towards host country’s academic norms. These findings have strategic policy implications for the host educational institutions that are highlighted in the paper. The paper also identifies its limitations and explores future research potential.

Shay, Suellen (2016):

Curricula at the boundaries.

In: *Higher Education* 71 (6, SI), S. 767–779. DOI: 10.1007/s10734-015-9917-3.

Abstract:

The growing demands on higher education have placed an unprecedented external pull on universities. Bernstein (Pedagogy, symbolic control and identity: theory, research, critique, Rowman & Littlefield Publishers Inc., Lanham, 2000) refers to this “outward” pull of the late twentieth century as the “regionalization of knowledge”. One of the consequences of this “facing outward” is contestation over curriculum and what should be privileged. Should it privilege knowing, doing or being? Should it foreground formative training in the basic sciences or applied problem-solving? Is its priority educating the mind or preparing for a vocation? These questions can set up a series of “false choices” about the purpose of higher education, what it means to be educated and what our priorities should be in curriculum reform. The aim of this paper is to move the discourse beyond these polarities by making visible the “stakes” in the curriculum reform debate illustrated in the Muller thinkpiece (High Educ 70(3):409-416, 2015). The paper offers a conceptual framework for understanding current

curriculum contestation and applies the framework in an illustrative manner to a particular higher education curriculum reform initiative in South Africa. The framework shows how “what does it mean to be educated?” will vary depending on the different types and hence purposes of curriculum.

Shields, Robin (2016):

Following the leader? Network models of “world-class” universities on Twitter.

In: *Higher Education* 71 (2), S. 253–268. DOI: 10.1007/s10734-015-9900-z.

Abstract:

Much research on higher education has discussed the positional competition induced by global rankings and the complementary concept of “world-class” universities. This paper investigates the network of social media communication between globally ranked universities. Specifically, it examines whether universities seek to preserve and reproduce status by selectively forming associations with highly ranked institutions. It uses social network analysis and exponential random graph models to investigate data on interactions through the popular social media website Twitter.com. Findings show that social media communications are significantly related to global rankings, but that the size of this effect is quite small. Instead, structural relationships within the network and geographical location appear to have more influence on network structure. These results suggest a need to critically reassess the category of “world-class” universities and the role of global rankings in global higher education.

Skolnik, Michael L. (2016):

How do quality assurance systems accommodate the differences between academic and applied higher education?

In: *Higher Education* 71 (3), S. 361–378. DOI: 10.1007/s10734-015-9908-4.

Abstract:

Although the literature on institutional diversity suggests that quality assurance practices could affect institutional diversity, there has been little empirical research on this relationship. This article seeks to shed some light on the possible connection between quality assurance practices and institutional diversity by examining the arrangements for quality assurance in higher education systems that include two distinct sectors, one of which having a more academic orientation and the other a more applied orientation. The article explores the ways in which quality assurance structures and standards in selected jurisdictions provide for recognition of the differences in orientation and mission between academic and applied sectors of higher education systems. The research identified some features of quality assurance systems that recognize the characteristics of applied higher education, such as having different statements of expected learning outcomes for applied and academic programs or requiring different qualifications for faculty who teach in applied programs. It is hoped that the results might be of interest to policy makers and quality assurance practitioners who are concerned about the possible impact of quality assurance on institutional diversity.

Stephenson, Amber L.; Heckert, Alex; Yerger, David B. (2016):

College choice and the university brand. Exploring the consumer decision framework.

In: *Higher Education* 71 (4), S. 489–503. DOI: 10.1007/s10734-015-9919-1.

Abstract:

Branding in higher education has become increasingly used as a mechanism of differentiation among competitors to attract prospective students. Although branding in higher education is a common phenomenon, little work has been done assessing the college selection process using a brand choice framework. This paper aims to fill the gap by investigating the college selection process using the consumer decision framework specifically addressing the notion of the consideration set. The study employs qualitative research methods and included interviews of incoming first-year students. The findings reveal that the university brands in the consideration set for a student range from one to eight and need not be of the same type of institution. Also, the findings highlight other brand-related constructs that help to move the university from consideration set to ultimately the college of choice.

Strier, Roni; Shechter, Dorit (2016):

Visualizing access. Knowledge development in university–community partnerships.

In: *Higher Education* 71 (3), S. 343–359. DOI: 10.1007/s10734-015-9907-5.

Abstract:

This article tackles the need to democratize processes of knowledge production in the context of university–community partnerships. These partnerships, which are a rich source of academic research, allow universities to create more reciprocal relationships with communities, especially those affected by social inequalities. Through their social engagement and programmatic efforts, universities strive to increase the level of community access to educational, economic, and even political resources. However, from the community perspective, the production of knowledge still remains an academic privilege, a privilege to which community members lack any access. This article presents a case study in the context of a long-term university–community partnership in which activist women living in poverty became involved in the production of knowledge. Findings refer to four main challenges in the process of co-production of knowledge with excluded populations: overcoming community antagonism and lack of trust toward academic research, engaging the community in the research process, grappling with ethical and practical issues in the process of knowledge dissemination and finally making research matters for social change. The article voices the need to develop more inclusive, action-oriented and accessible methods for knowledge production.

Tan, Christine Nya-Ling (2016):

Enhancing knowledge sharing and research collaboration among academics. The role of knowledge management.

In: *Higher Education* 71 (4), S. 525–556. DOI: 10.1007/s10734-015-9922-6.

Abstract:

Although knowledge sharing (KS) has been acknowledged as important, universities face issues that may hinder active sharing among its faculty members such as the absence of trust among its members or insufficient incentives rewarded to those who deserved it. The aim of this research is to focus on the impact of knowledge management (KM) factors in encouraging KS among academics. As such, this study sheds insights into existing literature through the inspection of the KM factors in one single KM-KS-Collaboration research model that provides an influential theoretical contribution for research in related fields because it suggests that faculty members' KS is positively related to openness in communication and face-to-face interactive communication. A self-administered questionnaire using a quota-sampling method with 421 usable responses from 94 professors, 154 associate professors, and 173 senior lecturers were gathered. Partial least squares was employed for a series of data analyses: measurement and structural models assessment. From the analysis, all constructs have composite reliability values more than 0.7 and demonstrate adequate convergent and discriminant validity by having average variance extracted value greater than 0.50. The findings revealed that members' KS is influenced by trust, organizational rewards, organizational culture, KM system quality, openness in communication and face-to-face interactive communication whereas research collaboration is strongly influenced by KS. This study has reinforced the understanding of KM factors, KS and research collaboration within the context of academic staff in research universities.

Tomás-Miquel, José-Vicente; Expósito-Langa, Manuel; Nicolau-Juliá, Débora (2016):

The influence of relationship networks on academic performance in higher education. A comparative study between students of a creative and a non-creative discipline.

In: *Higher Education* 71 (3), S. 307–322. DOI: 10.1007/s10734-015-9904-8.

Abstract:

In recent years, the literature has highlighted the importance of relational aspects on student attainment in higher education. Much of this previous work agrees with the idea that students' connectedness has beneficial effects on their performance. However, this literature has generally overlooked the influence that the discipline of study may have on this relationship, especially when creative contexts are addressed. In this sense and with the aim of looking deeper into this topic, this paper attempts to analyze by means of social network analysis techniques the relationship between social ties and academic performance in two bachelor's degrees with divergent contents and competence profiles in terms of creativity. Our findings suggest that in non-creative disciplines, the closeness of the students to the core of relationships of their network may help them to perform better academically. However, in creative contexts, the relationship between

social ties and academic performance shows the form of an inverted U-shaped curve. These findings may have relevant implications for both educational research and university policies and strategies.

Vahed, A.; McKenna, S.; Singh, S. (2016):

Linking the 'know-that' and 'know-how' knowledge through games. A quest to evolve the future for science and engineering education.

In: *Higher Education* 71 (6, SI), S. 781–790. DOI: 10.1007/s10734-015-9956-9.

Abstract:

This paper responds to Muller's notions of 'knowing-that' and 'knowing how'. The paper addresses how educational interventions that are designed in line with targeted discipline-specific subjects can enhance the balance between professional practice and disciplinary knowledge in professionally accredited programmes at universities of technology. The context is a Dental Technology programme at a University of Technology in South Africa. Teaching through discipline-specific games, conceptualised from a game literacies perspective, is proposed as an engaging, interactive pedagogy for learning disciplinary knowledge that potentially encourages access to a particular affinity group. The authors use concepts from Bernstein and Maton to investigate whether epistemic relations or social relations are emphasised through board and digital games designed for two Dental Technology subjects. This paper offers valuable insight into alternative pedagogies that can be adopted into science, technology, engineering, and mathematics education with the aim of paving a pathway towards Muller's Scenario 3.

Visser-Wijnveen, Gerda J.; van der Rijst, Roeland M.; van Driel, Jan H. (2016):

A questionnaire to capture students' perceptions of research integration in their courses.

In: *Higher Education* 71 (4), S. 473–488. DOI: 10.1007/s10734-015-9918-2.

Abstract:

Using a variety of research approaches and instruments, previous research has revealed what university students tend to see as benefits and disadvantages of the integration of research in teaching. In the present study, a questionnaire was developed on the basis of categorizations of the research–teaching nexus in the literature. The aim of the Student Perception of Research Integration Questionnaire (SPRIQ) is to determine the factors that capture the way students perceive research integration in their courses. The questionnaire was administered among 221 students from five different undergraduate courses at a research intensive university in The Netherlands. Data analysis revealed four factors regarding research integration: motivation, reflection, participation, and current research. These factors are correlated with students' rating of the quality of the course and with their beliefs about the importance of research for their learning. Moreover, courses could be distinguished in terms of research intensiveness, from the student perspective, based on the above-mentioned factors. It is concluded that the SPRIQ helps to understand how students perceive research integration in specific courses and is a promising tool to give feedback to teachers and program managers who aim to strengthen links between research, teaching, and student learning.

Wong, Phoebe; Ng, Peggy M. L.; Mak, Connie K. Y.; Chan, Jason K. Y. (2016):

Students' choice of sub-degree programmes in self-financing higher education institutions in Hong Kong.

In: *Higher Education* 71 (4), S. 455–472. DOI: 10.1007/s10734-015-9915-5.

Abstract:

The higher education sector in Hong Kong has restructured substantially from elite to mass higher education since the introduction of education reform by the Hong Kong government in 2000. To stay ahead in this competitive environment in the education sector, management teams of self-financing institutions have to compete for students and identify key factors influencing students' choice of post-secondary programmes. This paper investigates factors affecting students' choice of sub-degree programmes in self-financing higher education institutions in Hong Kong. Importance–performance analysis was employed as an analytical tool to help institutions identify areas for improvement and utilize their resources

more effectively. The findings show that institutions should find ways to improve areas of “articulation”, “career services”, “financial aid” and “programme design” in order to increase their competitiveness. The outcomes of this research will help management teams of self-financing higher education institutions enhance their overall strategic plan and enrolment processes in order to attract students in a context of increasing competition for students in the Hong Kong higher education system.

Yin, Hongbiao; Wang, Wenlan; Han, Jiying (2016):

Chinese undergraduates’ perceptions of teaching quality and the effects on approaches to studying and course satisfaction.

In: *Higher Education* 71 (1), S. 39–57. DOI: 10.1007/s10734-015-9887-5.

Abstract:

The quality of undergraduate teaching is an issue under heated dispute in China. This study examined Chinese undergraduate students’ perceptions of teaching quality and the effects on their approaches to studying and course satisfaction. A sample of 2,043 students from two full-time universities in mainland China responded to a questionnaire comprising three scales adopted from widely used instruments. The results showed that the Course Experience Questionnaire is a valid instrument for assessing the teaching quality in Chinese universities. The study also revealed the desirable effects of clear goals and standards, an emphasis on independence, generic skills, and an appropriate workload on students’ approaches to studying (measured by the Study Process Questionnaire) and course satisfaction (measured by the Overall Satisfaction Scale). However, good teaching and appropriate assessment were found to have an unexpected effect. Specifically, good teaching was found to only have a positive impact on surface motive, while appropriate assessment was found to negatively influence students’ deep as well as surface approaches. These findings highlighted the need to re-examine the role of teacher-centered pedagogy and the nature of student assessment in university teaching. The results’ implications for improving undergraduate teaching in China are suggested.

Reviews

Gander, Michelle (2016):

Paul Temple: *The Hallmark University: distinctiveness in higher education management* IOE Press, London, 2014, 133 pp.

[Review]. In: *Higher Education* 71 (3), S. 433–434. DOI: 10.1007/s10734-015-9905-7.

Liu, Shuhua (2016):

Simon Schwarzman, Ro’mulo Pinheiro and Pundy Pillay (eds.): *Higher education in the BRICS countries: investigating the pact between higher education and society*, Springer, Dordrecht, 2015, 492 pp.

[Review]. In: *Higher Education* 71 (4), S. 607–609. DOI: 10.1007/s10734-015-9924-4.

Zhan, Ying (2016):

David Carless: *Excellence in university assessment: learning from award-winning practice*. Routledge, London, 2015, 270 pp.

[Review]. In: *Higher Education* 71 (3), S. 435–437. DOI: 10.1007/s10734-015-9911-9.

Errata

Engberg, Mark E.; Jourian, T. J.; Davidson, Lisa M. (2016):

Erratum to: The mediating role of intercultural wonderment: connecting programmatic components to global outcomes in study abroad. [Erratum].

[Erratum]. In: *Higher Education* 71 (5), S. 753–754. DOI: 10.1007/s10734-015-9920-8.

Abstract:

In the original publication of the article, in Fig. 2, the line from “Classroom Reflective Assignments” to “Knowledge T2” should be broken rather than in solid, and the coefficient “.02” should not be associated with any asterisks. The corrected figure is given below [...]

Janssen, Yoka (2016):

Erratum to: Higher Education, Volume 70, Issue 3.

[Erratum]. In: *Higher Education* 71 (6, SI), S. 835. DOI: 10.1007/s10734-016-9983-1.

Abstract:

Erratum to: High Educ (2015) 70:409–416 DOI 10.1007/s10734-014-9842-x, (2015) 70:417–425 DOI 10.1007/s10734-014-9843-9

Unfortunately, these articles were not included in the special issue “Possible futures for Science and Engineering Education”. The publisher apologizes for the inconvenience this may have caused. All articles belonging to the special issue have now been grouped together in a topical collection on our website as well.

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Editorials

Schendel, Rebecca; McCowan, Tristan (2016):

Expanding higher education systems in low- and middle-income countries. The challenges of equity and quality.

[Editorial]. In: *Higher Education* 72 (4, SI), S. 407–411. DOI: 10.1007/s10734-016-0028-6.

Original Articles

Alarcon-del-Amo, Maria-del-Carmen; Casablancas-Segura, Carme; Llonch, Joan (2016):

Responsive and proactive stakeholder orientation in public universities. Antecedents and consequences.

In: *Higher Education* 72 (2), S. 131–151. DOI: 10.1007/s10734-015-9942-2.

Abstract:

This study, based on institutional theory, dynamic capabilities, and stakeholder theory, investigates the relationships between the antecedents of responsive and proactive stakeholder orientation and their consequences in the public university context. The results obtained mainly stress that the mimetic effect of copying successful university actions, the emphasis of top university managers on both stakeholder orientations and better communication, and the relationship between managers of different university structures, have positive effects on responsive and proactive stakeholder orientation. The results suggest that those universities which are more responsive and/or proactive oriented towards stakeholders obtain better organisational performance in terms of beneficiary satisfaction, acquisition of resources, and reputation. Our findings show that to achieve specific goals in university performance, such as improving university reputation, a responsive stakeholder orientation is not sufficient, and a proactive stakeholder orientation is also needed.

Balcazar, Carlos Felipe; Nopo, Hugo (2016):

Broken gears. The value added of higher education on teachers' academic achievement.

In: *Higher Education* 72 (3), S. 341–361. DOI: 10.1007/s10734-015-9960-0.

Abstract:

Good teachers are essential for high-quality educational systems. However, little is known about teachers' skill formation during college. By combining two standardized tests for Colombian students, one taken at the end of senior year in high school and the other when students are near graduation from college, we test the extent to which students majoring in education relatively improve or deteriorate their skills in quantitative reasoning, native language and foreign language, in comparison with students in other programs. We find that teachers' skills vis-a-vis those in other majors deteriorate in quantitative reasoning and foreign language, although these skills deteriorate less for those in math-oriented and foreign language-oriented programs, respectively. For native language, we do not find evidence of robust differences in relative learning mobility.

Barrow, M.; Grant, B. M. (2016):

Changing mechanisms of governmentality? Academic development in New Zealand and student evaluations of teaching.

In: *Higher Education* 72 (5), S. 589–601. DOI: 10.1007/s10734-015-9965-8.

Abstract:

Academic (or educational) development is a relatively recent project in universities. In Aotearoa New Zealand there were two waves of foundation for academic development, separated by almost 20 years, during which time much in national and international higher education had changed. This article draws on empirical and archival data to propose that shifts between the two waves give insight into the changing mechanisms of governmentality at work for academic staff in higher education. In a particular case, the emergence and consolidation of a culture of student evaluation of teaching is used to illustrate how academic development has been implicated in those shifts. In the earlier period, from a marginal location, a more pastoral mode of power relations between the academic developer as an institutional change agent and the academic staff they worked with is evident, with an emphasis on voluntary participation from the latter. By contrast, in the later period, academic development has moved closer to the institutional centre and is participating in more disciplinary forms of power relations in its efforts to shape academic conduct towards certain ends. In this shift, a technology that was initially created and implemented by academic development for one purpose was ultimately taken up by the institution for quite another: it became part of the audit machine. While our data come from a particular case of practice within local national context, the cautionary tale offered here has salience for other academic development practices and other countries where academic development has had a similar story.

Castano-Munoz, Jonatan; Carnoy, Martin; Duarte, Josep M. (2016):

Estimating the economic payoff to virtual university education. A case study of the Open University of Catalonia.

In: *Higher Education* 72 (1), S. 1–24. DOI: 10.1007/s10734-015-9935-1.

Abstract:

There is surprisingly little analysis of the employment and earnings impact on students of taking and completing Internet-based programs and of how it compares with earnings outcomes for graduates of face-to-face universities. This paper analyzes a follow-up survey of students who began attending the virtual Internet-based Open University of Catalonia (UOC) in the early 2000s. We find that, on average, they made smaller percentage gains in earnings than workers of similar age and initial education in the Spanish labor market. Yet, we also find that many of our UOC respondents were “high flyers,” already earning high salaries when they had begun studying at UOC. When we separate them out, we find that younger, more “normal” UOC students made larger earnings gains than the comparison group in the Spanish labor market. We emphasize the importance of disaggregating the varied clientele of online universities in assessing their economic payoffs.

Castro, Juan F.; Yamada, Gustavo; Arias, Omar (2016):

Higher education decisions in Peru. On the role of financial constraints, skills, and family background.

In: *Higher Education* 72 (4, SI), S. 457–486. DOI: 10.1007/s10734-016-0040-x.

Abstract:

This paper analyzes the relative importance of short-term financial constraints vis-a-vis skills and other background factors when explaining higher education access in Peru. We focus on the disparities in university enrollment between rich and poor households. We use a novel household survey that includes special tests to measure cognitive and socio-emotional skills of the urban population age 14–50. These are complemented with retrospective data on basic education and family socioeconomic conditions in a multinomial model. We find that the strong correlation between university enrollment and family income in urban Peru is not only explained by short-term credit constraints, but also by poor cognitive skills and by family and educational backgrounds affecting tastes and aptitudes for formal education. Family income explains, at most, half of the university access gap between poor and non-poor households. The other half is related to differences in parental education, educational backgrounds, and cognitive skills. Our results indicate that credit or scholarship schemes alone will not suffice to change the regressive nature of higher education enrollment in Peru, and that such programs will face strong equity-efficiency trade-offs.

Collins, Francis L.; Park, Gil-Sung (2016):

Ranking and the multiplication of reputation. Reflections from the frontier of globalizing higher education.

In: *Higher Education* 72 (1), S. 115–129. DOI: 10.1007/s10734-015-9941-3.

Abstract:

Over the last two decades, enumeration has become a critical force in crafting the governmentalities of globalizing higher education. Whether in the glossy Web sites and documentation of the world's 'top universities' or in more fine-tuned regional and subject guides, accreditation schemes, journal metrics or h-indexes, technologies for measuring and ranking academic performance have not only created new imaginaries of reputation but also started to reshape institutional behavior in the pursuit of enhanced performance. In this paper, we critically explore these governmentalities of globalizing higher education through a discussion of the competing logics and landscapes of reputation and ranking in two leading universities in South Korea. Our analysis draws attention to the ways in which university rankings have generated a new multi-scalar geography of institutional reputation, the mismatch between quality, reputation and ranking, and the new kinds of institutional behaviors that are emerging to respond to the proliferation of ranking systems. Through this analysis, our paper offers two critical contributions to the current literature on university reputation. Firstly, we offer a critique of the high-level metrics used in university ranking and their implications for the quality of institutions. Secondly, we also argue for more nuanced accounts of ranking and reputation by scholars of higher education and in particular a greater emphasis on their successes and failures, the competing logics and unexpected outcomes of ranking and their implications for the future of universities.

Elken, Mari; Hovdhaugen, Elisabeth; Stensaker, Bjorn (2016):

Global rankings in the Nordic region. Challenging the identity of research-intensive universities?

In: *Higher Education* 72 (6), S. 781–795. DOI: 10.1007/s10734-015-9975-6.

Abstract:

Global university rankings currently attract considerable attention, and it is often assumed that such rankings may cause universities to prioritize activities and outcomes that will have a positive effect in their ranking position. A possible consequence of this could be the spread of a particular model of an "ideal" university. This article tests this assumption through an analysis of a sample of research-intensive universities in the Nordic region. Through document analysis and interviews with institutional leaders and staff from central administration, the study explores whether high-ranked Nordic universities take strategic measures as a response to global rankings, and whether the traditional identities of the universities are changing, as they are influenced and affected by the rankings. The study shows that rankings have a relatively modest impact on decision-making and strategic actions in the Nordic universities studied, and that there are few signs of rankings challenging the existing identities of the universities in this region.

Esdar, Wiebke; Gorges, Julia; Wild, Elke (2016):

The role of basic need satisfaction for junior academics' goal conflicts and teaching motivation.

In: *Higher Education* 72 (2), S. 175–190. DOI: 10.1007/s10734-015-9944-0.

Abstract:

Junior academics at German universities work and qualify in a highly competitive environment. Most of them have to cope with too little time for too many demands in research and teaching. As previous studies have shown, these work conditions may impair well-being due to goal conflicts and may threaten their teaching motivation. How could this be prevented? Drawing on self-determination theory, the present study takes a motivational psychological perspective and addresses the role of the satisfaction of basic needs for autonomy, competence, and relatedness for the experience of goal conflicts and self-determined teaching motivation. Results from Latent Profile Analysis and multivariate analyses show that satisfaction of all three needs is necessary for junior academics to feel less strained by goal conflicts. Autonomy plays a crucial role for the frequency of goal conflicts, whereas competence has a particular impact on teaching motivation. The role of relatedness remains difficult to determine. Results are discussed in terms of work conditions, individual competencies, and derivable practical implications.

Fritsch, Nina-Sophie (2016):

Patterns of career development and their role in the advancement of female faculty at Austrian universities. New roads to success?

In: *Higher Education* 72 (5), S. 619–635. DOI: 10.1007/s10734-015-9967-6.

Abstract:

As a result of various reforms carried out in the last decade, the academic sphere has undergone perceptible change, with redevelopment and reshaping at different institutional levels. These reforms have had an effect on gender relations, especially within the past several years, with an increasing proportion of female academics now in leading positions. This article investigates the ways in which female academics reach leading positions, the different patterns of career development exhibited by the women in question, and the role of these patterns in the advancement of female faculty. The study is based on qualitative interviews with female academics in leading positions. The analysis yields three main patterns of career development, consisting of the following characteristics: (1) individualistic, output-driven, (2) political-sustainable and (3) adaptive-flexible.

Hamann, Julian (2016):

The visible hand of research performance assessment.

In: *Higher Education* 72 (6), S. 761–779. DOI: 10.1007/s10734-015-9974-7.

Abstract:

Far from allowing a governance of universities by the invisible hand of market forces, research performance assessments do not just measure differences in research quality, but yield themselves visible symptoms in terms of a stratification and standardization of disciplines. The article illustrates this with a case study of UK history departments and their assessment by the Research Assessment Exercise (RAE) and the Research Excellence Framework (REF), drawing on data from the three most recent assessments (RAE 2001, 2008, REF 2014). Symptoms of stratification are documented by the distribution of memberships in assessment panels, of research active staff, and of external research grants. Symptoms of a standardization are documented by the publications submitted to the assessments. The main finding is that the RAEs/REF and the selective allocation of funds they inform consecrate and reproduce a disciplinary center that, in contrast to the periphery, is well-endowed with grants and research staff, decides in panels over the quality standards of the field, and publishes a high number of articles in high-impact journals. This selectivity is oriented toward previous distributions of resources and a standardized notion of “excellence” rather than research performance.

Hao, Zhidong (2016):

In search of a professional identity. Higher education in Macau and the academic role of faculty.

In: *Higher Education* 72 (1), S. 101–113. DOI: 10.1007/s10734-015-9940-4.

Abstract:

Higher education in Macau, China, is characterized by vocationalization of institutions, lack of faculty professionalization, and little or no shared governance. Using general statistics of higher education in Macau and a case study of one university, this paper illustrates not only the status of the profession but also the structural, cultural, and individual factors which influence that status. The findings have an important implication for the development of higher education in Macau in the post-colonial era. At a time of universal corporatization and commercialization in higher education, this study explores a challenge that higher education faces everywhere.

Hartley, Matthew; Gopaul, Bryan; Sagintayeva, Aida; Apergenova, Renata (2016):

Learning autonomy. Higher education reform in Kazakhstan.

In: *Higher Education* 72 (3), S. 277–289. DOI: 10.1007/s10734-015-9953-z.

Abstract:

Higher education is a key economic and social priority in the global arena. Many countries have sought to advance reforms aimed at increasing access, promoting greater educational quality, and ensuring financial responsibility and sustainability. Often, strategies for achieving these aims are informed by experiences elsewhere. However, transporting education policy reforms can be problematic. Kazakhstan, a signatory of the Bologna Process, offers an example of a country seeking to improve student access and success and promote greater fiscal efficiency to advance the overall quality of its higher education system (Merrill in *Int High Educ* 59:26-28, 2010). A key strategy for achieving these goals is through reforms in university governance. In Central Asia, policy makers advance education reforms in order to accomplish several goals, including meeting “the new demands of ethnic nationalism, a globally competitive economy, and a labour market freed from administrative control” (Anderson and Heyneman 2005, p. 361). In Kazakhstan, policy makers have concluded that a system predicated on decentralized control with greater institutional autonomy (and accountability), along the lines of the US system, offers a promising strategy for improving the overall quality of its higher education system. This research collected on-site data on Kazakhstani higher education and presents the most recent data since efforts from OECD and World Bank in 2006 [OECD in Higher education in Kazakhstan (reviews of National Policies for Education). OECD, Paris 2007]. This research utilized semi-structured interviews with senior higher education administrators (53), members of the Ministry of Education and Science (6), a representative from the government (1), and experts from the World Bank (2) for a total of 62 participants. The results of the study show that academic leaders in Kazakhstan want greater autonomy. However, there is no clear consensus about what level of fiscal and academic autonomy is desirable and whether all institutions are prepared to manage themselves without Ministerial oversight. The roles of key constituents in academic governance have also not yet been clearly defined.

Hermanowicz, Joseph C. (2016):

Faculty perceptions of their graduate education.

In: *Higher Education* 72 (3), S. 291–305. DOI: 10.1007/s10734-015-9955-x.

Abstract:

Most studies of graduate school socialization utilize samples of either current students or recent graduates. This study investigates how professors, established in their academic careers, retrospectively view their graduate training by asking and examining what deficiencies they detect from this preparatory stage. The sample is composed of academics at different stages of their careers, who work in a spectrum of institutional types in the US system of higher education. Four analytic dimensions are used to examine variation in which professors identify deficiencies in their graduate training: time (as indicated by career stage), employing institution, Ph.D. institution, and publication productivity. The findings cast additional light on socialization by suggesting how academics, differentially situated in an academic career, view their graduate education years after it has concluded.

Hovgaard, Gestur (2016):

Master learning. A way to manage tertiary education in small island jurisdictions.

In: *Higher Education* 72 (5), S. 637–649. DOI: 10.1007/s10734-015-9968-5.

Abstract:

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

Ilie, Sonia; Rose, Pauline (2016):

Is equal access to higher education in South Asia and sub-Saharan Africa achievable by 2030?

In: *Higher Education* 72 (4, SI), S. 435–455. DOI: 10.1007/s10734-016-0039-3.

Abstract:

Higher education is back in the spotlight, with post-2015 sustainable development goals emphasising equality of access. In this paper, we highlight the long distance still to travel to achieve the goal of equal access to higher education for all, with a focus on poorer countries which tend to have lower levels of enrolment in higher education. Analysing Demographic and Health Survey data from 35 low- and middle-income countries in sub-Saharan Africa and South Asia, we show wide wealth inequalities in particular, with few if any of the poorest gaining access to higher education in some countries. We further identify that wealth and gender inequalities interact and tend to be wider in countries where levels of higher education are higher. This implies that expansion in access to higher education may predominantly benefit the rich, unless measures are taken to tackle inequalities. We find that the rates of increase necessary for the attainment of the equal access goal by 2030 are particularly high. They pose a particularly difficult challenge given the access inequalities present from primary and secondary education in a wide majority of countries in our analysis. We therefore suggest that any measures aimed at attaining the goal need to tackle inequalities in access within a system-wide approach, focusing on the level of education at which inequalities initially manifest, alongside higher education.

Leng, Phirom (2016):

Mutuality in Cambodian international university partnerships. Looking beyond the global discourse.

In: *Higher Education* 72 (3), S. 261–275. DOI: 10.1007/s10734-015-9952-0.

Abstract:

This study examines the mutuality issue in international partnership programs between Cambodian universities and universities in France, the USA, Japan and South Korea. It adopts Galtung's and Held's four aspects of mutuality as its conceptual framework and follows a qualitative case study research design. The study finds that most partnership programs between Cambodian universities and their French, American and Japanese counterparts manifested each aspect of mutuality to some degree. In those partnerships, academics from all sides had already built close relationships with each other before moving to establish formal institutional agreements. By comparison, the degree of mutuality varied among Cambodian-Korean university partnerships, mostly established with few prior people-initiated connections. The findings suggest not only a greater maturity in the international experience of French, American and Japanese universities, compared to South Korean universities, but also the importance of human agency in international academic activities. The study concludes that shaped by the patron-client practice, the concept of mutuality within the Cambodian context was viewed more in terms of the degree of "acceptable harmonious relationships" than as a matter of precise equality or the same degree of power dynamics, as commonly portrayed within the global/international discourse.

Loerz, Markus; Netz, Nicolai; Quast, Heiko (2016):

Why do students from underprivileged families less often intend to study abroad?

In: *Higher Education* 72 (2), S. 153–174. DOI: 10.1007/s10734-015-9943-1.

Abstract:

Alongside the educational expansion and internationalisation of economies, it has become more important for students' labour market success to spend part of their studies abroad. However, only a fraction of German students studies abroad. In particular, students from underprivileged families refrain from doing so. While the social selectivity of international student mobility is well documented, the mechanisms underlying this pattern of inequality are insufficiently understood. Aiming to narrow this research gap, we examine an early stage of the process leading to international mobility and address the question why students from underprivileged families intend to study abroad less often. Applying theories of rational choice and cultural reproduction, we develop a theoretical framework that integrates several mechanisms explaining the observed social inequality. Using a nationally representative panel data set from the German School Leavers Survey, we estimate logistic regressions and effect decompositions. Our findings indicate that underprivileged students' lower likelihood of forming a study abroad intention partially results from previous life course events. Related to their previous educational decisions and experiences, underprivileged students have worse performance-related preconditions for studying abroad. Furthermore, their higher cost sensitivity and lower benefit expectation explain their reluctance to study abroad.

Magi, Eve; Beerkens, Maarja (2016):

Linking research and teaching. Are research-active staff members different teachers?

In: *Higher Education* 72 (2), S. 241–258. DOI: 10.1007/s10734-015-9951-1.

Abstract:

In the global competition of higher education, research intensity has become the key indicator of the quality of universities. This raises the issue of how, and whether at all, a research-intensive environment offers a better learning experience for students. One potential answer to this dilemma lies in research-related teaching. In this empirical paper we examine whether research-active staff members are indeed different teachers and whether they are more likely to use research-related teaching practices. Using data from a national survey of academic staff in Estonia ($N = 679$), we observe that research-active teachers are more likely to incorporate research outcomes into teaching, to engage students in research groups, and co-publish with students. The effects vary across disciplines, types of institutions, and different practices. Furthermore, it is not only the research intensity of the teachers that matters, but it is their intrinsic interest in *both* teaching and research that seems to contribute most to the use of such practices. The results show the benefit of protecting the research-teaching nexus for individual academics and the need to cultivate a commitment to both research and teaching in order to capitalise on the research-intensive environment.

Malish, C. M.; Ilavarasan, P. V. (2016):

Higher education, reservation and scheduled castes. Exploring institutional habitus of professional engineering colleges in Kerala.

In: *Higher Education* 72 (5), S. 603–617. DOI: 10.1007/s10734-015-9966-7.

Abstract:

This paper seeks to unravel the institutional context of the educational experience of scheduled caste engineering students in Kerala, a federal state in India. Though much has been debated about equity of access in the domain of reservation policies in higher education while studying the caste question and educational equity, process and outcome dimensions continue to be understudied. By presenting ethnographic accounts of the educational experience of fourteen scheduled caste engineering students, we explain how different institutional cultures result in different experiences for students of similar educational and familial backgrounds. Our analysis suggests that the notion of institutional habitus better captures the impact of institutions on marginalised students. The paper concludes with a call for further research to explore the institutional habitus of different higher education institutions. The authors hope that such research would help in formulation of new policies and practices to facilitate institutional transformation and contribute to improved quality and equity of higher education in India.

Marginson, Simon (2016):

The worldwide trend to high participation higher education. Dynamics of social stratification in inclusive systems.

In: *Higher Education* 72 (4, SI), S. 413–434. DOI: 10.1007/s10734-016-0016-x.

Abstract:

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

McCowan, Tristan (2016):

Universities and the post-2015 development agenda. An analytical framework.

In: *Higher Education* 72 (4, SI), S. 505–523. DOI: 10.1007/s10734-016-0035-7.

Abstract:

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

Melguizo, Tatiana; Wainer, Jacques (2016):

Toward a set of measures of student learning outcomes in higher education. Evidence from Brazil.

In: *Higher Education* 72 (3), S. 381–401. DOI: 10.1007/s10734-015-9963-x.

Abstract:

The main objective of this study was to work toward the development of a number of measures of student learning outcomes (SLOs) in higher education. Specifically, we used data from Exame Nacional de Desempenho dos Estudantes (ENADE), a college-exit examination developed and used in Brazil. The fact that Brazil administered the ENADE to both freshmen and senior students provided a unique opportunity to get a first approximation of the general and subject area knowledge gained in different programs. The results suggested that, on average, students in the three different categories of programs were gaining valuable general and subject area knowledge. The gains in the subject area were of a larger magnitude than those in the general knowledge component of the test. This study contributes to the field by providing empirical and visually compelling evidence related to SLOs gains in higher education.

Money, Arthur; Coughlan, Jane (2016):

Team-taught versus individually taught undergraduate education. A qualitative study of student experiences and preferences.

In: *Higher Education* 72 (6), S. 797–811. DOI: 10.1007/s10734-015-9976-5.

Abstract:

Team teaching is becoming more common in undergraduate programmes of study although the relative merits to the more traditional individually taught courses have not been determined for best practice. For this study, 15 final-year undergraduate computer science students were interviewed to gain insight into their learning experiences. A thematic analysis of the interview data identified the perceived advantages and disadvantages of each mode of teaching. The advantages of individually taught courses included: consistency of content delivery and advice, familiarity with the lecturer’s teaching style and better continuity of the subject content. The disadvantage of individually taught modules included missing knowledge, compared to a team approach. Advantages of team-taught modules included: greater insight into a topic delivered by multiple team members. Disadvantages included: content overlap, conflicting messages relating to assessment, team members not taking ownership of their roles and responsibilities and a belief that overall team failure is worse than individual failure to deliver a module well. The results revealed that individually taught modules were generally preferred to team-taught modules. A set of best practice recommendations are proposed to address the challenges when delivering team-taught teaching and become more student focused.

Msigwa, Faustina M. (2016):

Widening participation in higher education. A social justice analysis of student loans in Tanzania.

In: *Higher Education* 72 (4, SI), S. 541–556. DOI: 10.1007/s10734-016-0037-5.

Abstract:

Financing of higher education (HE) through provision of student loans has become the most popular strategy globally for funding undergraduate degrees; hence, widening participation in HE depends crucially on socially just distribution of loans. Tanzanian financial assistance policy aims to support students from low-socio-economic status (SES) backgrounds. This study explores the extent to which the loan scheme in Tanzania enables HE participation of students from the low-SES backgrounds. The study is guided by Critical Theory philosophical perspectives and applies Nancy Fraser's theory of social justice. Through Fairclough's Critical Discourse Analysis, issues of redistribution and recognition in the distribution of student loans are investigated with regard to opportunities for students from the low SES to access them. Findings of this study show discrepancy between the purposes of the financial assistance policy and the loan scheme on the one hand and the design of the loan scheme on the other hand. This study recommends that the Higher Education Student Loans Board revise its criteria for issuing of loans and the means-testing formula in order to create more opportunities for HE participation for students from low-SES backgrounds.

Muhr, Thomas (2016):

Equity of access to higher education in the context of South-South cooperation in Latin America. A pluri-scalar analysis.

In: *Higher Education* 72 (4, SI), S. 557–571. DOI: 10.1007/s10734-016-0017-9.

Abstract:

This article draws from an education governance approach to conduct a pluri-scalar analysis of equity of access to tertiary education in the context of South-South cooperation. An account of distributional justice in access to tertiary education in the Federative Republic of Brazil and the Bolivarian Republic of Venezuela is integrated with a structural approach related to South-South cooperation among the two nations as well as within the Southern Common Market (MERCOSUR), upon which two interrelated arguments are developed: first, despite persistent inequities in access to university education in both territories, state-interventionist policies enhance equity of access directly with respect to availability and accessibility. Second, South-South cooperation transforms the background conditions for educational justice by producing an alternative structure to the neoliberal global governance of education and its agenda of privatisation and commercialisation.

Nguyen, Huong Thu; Hamid, M. Obaidul; Moni, Karen (2016):

English-medium instruction and self-governance in higher education. The journey of a Vietnamese university through the institutional autonomy regime.

In: *Higher Education* 72 (5), S. 669–683. DOI: 10.1007/s10734-015-9970-y.

Abstract:

As neoliberal ideals of deregulation, accountability, quality and financial autonomy take hold of education worldwide, higher education institutions (HEIs) in developing economies are adopting strategies to improve educational quality; attract local and international students; enhance institutional ranking and global competitiveness; and, more critically, increase their income. These strategies include internationalising education and developing partnerships with high-ranking universities, particularly those in English-speaking countries. Introducing English as a medium of instruction (EMI) has been a key element of these strategies. Using language-in-education planning as an analytical framework, this study investigates how a Vietnamese public university deployed EMI as a strategy to navigate through the new regime of institutional autonomy (IA) mandated by the government in the context of neoliberal approaches to HE reform. We argue that this top-down policy reform challenged Vietnamese universities to find ways to become autonomous. Although the pursuit of autonomy may lead to financial success, it may also result in HEIs not giving due consideration to questions of educational quality. Furthermore, in the absence of adequate structural planning, IA may have a negative impact on HEIs and the HE system in the country.

O'Shea, Sarah (2016):

Avoiding the manufacture of 'sameness'. First-in-family students, cultural capital and the higher education environment.

In: *Higher Education* 72 (1), S. 59–78. DOI: 10.1007/s10734-015-9938-y.

Abstract:

Drawing upon Bourdieu's theories of social and cultural capital, a number of studies of the higher education environment have indicated that students who are first-in-family to come to university may lack the necessary capitals to enact success. To address this issue, university transition strategies often have the primary objective of 'filling students up' with legitimate forms of cultural capital required by the institution. However, this article argues that such an approach is fundamentally flawed, as students can be either framed as deficit or replete in capitals depending on how their particular background and capabilities are perceived. Drawing on interviews conducted with first-in-family students, this article explores how one cohort considered their movement into university and how they enacted success within this environment. Utilising Yosso's Community Cultural Wealth framework, this article discusses how these individuals drew upon existing and established capital reserves in this transition to higher education.

Oketch, Moses (2016):

Financing higher education in sub-Saharan Africa. Some reflections and implications for sustainable development.

In: *Higher Education* 72 (4, SI), S. 525–539. DOI: 10.1007/s10734-016-0044-6.

Abstract:

The purpose of this article is to discuss how best to finance higher education in low-income countries of sub-Saharan Africa, drawing on benefits and drawbacks of the prevalent models of higher education finance, and lessons to be learned from countries which have seen greater expansion of their higher education systems in recent decades. Two main aspects are distinguished: first, a recognition of the powerful evidence that the general level of education in a country, its human capital, matters in determining a path to economic development; second, understanding that it does not help to produce large number of unemployed graduates whose only option due to absence of jobs is to engage in rent-seeking activities which in the end undermine both the essence of the human capital investment made, and job creation to be associated with human capital skills. Three areas are discussed, fully publicly financed "free" university education model; feasibility and lessons about fees; feasibility and lessons about loans. In addition, the paper makes suggestions on the measures to widen participation and promote equity and quality.

Pinheiro, Romulo; Charles, David; Jones, Glen A. (2016):

Equity, institutional diversity and regional development. A cross-country comparison.

In: *Higher Education* 72 (3), S. 307–322. DOI: 10.1007/s10734-015-9958-7.

Abstract:

This paper investigates historical and current developments regarding governmental policies aimed at enhancing spatial equity (access) or decentralisation of higher education provision in three countries-Australia, Canada and Norway. We then shed light on the links or interrelations between policy objectives and initiatives and institutional diversity and regional development more broadly. We found evidence of convergence trends in Norway and Canada resulting in the rise of hybrid organisational forms, as well as the critical importance of policy frameworks in either maintaining or eroding the traditional binary divide. The cross-country data suggest a rather mixed or nuanced picture when it comes to regional development. Finally, the paper identifies a number of key challenges facing the systems, suggests possible ways of tackling them and sheds light on avenues for future research.

Raman, D. Raj; Geisinger, Brandi N.; Kemis, Mari R.; La Mora, Arlene de (2016):

Key actions of successful summer research mentors.

In: *Higher Education* 72 (3), S. 363–379. DOI: 10.1007/s10734-015-9961-z.

Abstract:

Summer research opportunities for undergraduates, such as those supported by the National Science Foundation's Research Experience for Undergraduates (REU) program, can be critical experiences that help persuade students to pursue research through graduate studies. Studies analyzing the key actions of successful mentors are scarce. The goal of this study was to explore how hypothesized "key actions" of mentors correlated with student perceptions of mentoring and of overall program quality, students' scholarly output resulting from the REU, and the influence of the REU on students' decisions to pursue graduate school. Students who participated in 11 REU programs at a large Midwestern US university in summer 2012 were surveyed in spring 2013 about their experiences in the program and with their primary research mentor. Results suggest that the key factors hypothesized to be associated with good mentoring correlated with students' ratings of their relationship with their mentor, students' overall program ratings, students' scholarly output resulting from the REU, and the influence of the REU on students' decisions to pursue graduate school. The six "key actions" hypothesized to be associated with good mentoring were significantly correlated with student experience in an REU program. Although none of the six actions is particularly complex, taking these actions is crucial and non-trivial. Prospective REU mentors could be informed about these key actions during mentor training activities. Future research could examine these six dimensions across postsecondary institutions and in mentoring relationships outside of REU programs.

Roberts, Ros (2016):

Understanding the validity of data. A knowledge-based network underlying research expertise in scientific disciplines.

In: *Higher Education* 72 (5), S. 651–668. DOI: 10.1007/s10734-015-9969-4.

Abstract:

This article considers what might be taught to meet a widely held curriculum aim of students being able to understand research in a discipline. Expertise, which may appear as a 'chain of practice', is widely held to be underpinned by networks of understanding. Scientific research expertise is considered from this perspective. Within scientific disciplines, how research is conducted to solve different problems varies with concomitant effects on the validity of the data and the strengths of the claims made. Despite this variation, the overarching concepts of validity and reliability and the underpinning and interrelated network of more specific 'concepts of evidence' are applicable to understanding a wide range of research designs and the uncertainties in the resultant data and claims. These constituent ideas, which inter alia have been validated as relevant to professional and academic expertise, form an integrated knowledge base about evidence which can be visualised on a concept map. The network of ideas underpinning research expertise across scientific disciplines is outlined. Research from explicitly teaching the concepts of evidence is reported, and the implications for teaching and learning in science-based disciplines in HE are considered.

Schendel, Rebecca (2016):

Constructing departmental culture to support student development. Evidence from a case study in Rwanda.

In: *Higher Education* 72 (4, SI), S. 487–504. DOI: 10.1007/s10734-016-0036-6.

Abstract:

In recent years, there have been numerous attempts to improve the quality of higher education in Africa, but there is limited knowledge about the impact of these initiatives on student learning. The results of a study published in 2015 offered some initial data in this regard by identifying a lack of improvement in the critical thinking ability of students enrolled at three of Rwanda's public universities, despite extensive pedagogical reforms across the sector. However, subsequent analysis of the study data suggests that this lack of improvement is not a general phenomenon, as students graduating from the KIST Faculty of Architecture and Environmental Design appear to exhibit deeper approaches to learning and stronger critical thinking skills than graduates with similar backgrounds from other Faculties involved in the study. This paper examines the factors that appear to have contributed to this outlying Faculty's success and argues that departmental culture has played a crucial role, by fostering the conditions necessary for pedagogical innovation.

Seeber, Marco; Cattaneo, Mattia; Huisman, Jeroen; Paleari, Stefano (2016):

Why do higher education institutions internationalize? An investigation of the multilevel determinants of internationalization rationales.

In: *Higher Education* 72 (5), S. 685–702. DOI: 10.1007/s10734-015-9971-x.

Abstract:

In recent decades internationalization has risen to prominence in higher education institutions (HEIs). Scholars have identified several rationales for internationalization. There is however a lack of conceptual understanding and empirical evidence for which rationale(s) for internationalization are chosen by a given HEI and why. The goal of this article is to fill this gap. We develop and test a conceptual framework to predict the salience of a given rationale for a specific HEI. The framework integrates factors at multiple levels, namely competitive and institutional forces in the global and national contexts, the organizational goals and the influence of internal actors. The empirical analysis employs information on more than 400 European HEIs from two large datasets on their organizational characteristics and from a large-scale survey on internationalization of universities. The findings show that the HEIs embedded in a global context more frequently conceive internationalization as an instrumental to prestige. The national contexts do not greatly affect HEIs' rationales, and the amount of resources is less important than the competition for resources. Organizational goals as well as the influence of students, faculty members and middle managers on the internationalization process partly predict the prominence of specific rationales. The paper closes discussing the findings and the implication for scholarly research.

Silva, Patricia; Lopes, Betina; Costa, Marco; Seabra, Dina; Melo, Ana I.; Brito, Elisabeth; Dias, Goncalo Paiva (2016):

Stairway to employment? Internships in higher education.

In: *Higher Education* 72 (6), S. 703–721. DOI: 10.1007/s10734-015-9903-9.

Abstract:

This article aims to shed light on the current debate regarding the role of internships in higher education in graduates' employability. In specific, it analyses empirical data on a large-scale study of Portuguese first-cycle study programmes, in order to explore indicators of the professional value of internships in the employability of higher education graduates. Results demonstrate that study programmes that include internships tend to significantly enhance graduates' employability, particularly within the universe of polytechnic and public higher education institutions. Besides the instrumental value of internships, the impact of the nature and structure of the internship on the percentage of unemployed graduates are also discussed. Mandatory internships and the inclusion of multiple, shorter internships throughout the degree are negatively associated with unemployment levels. Results indicate work-based learning can be used as a successful strategy to bridge theoretical knowledge and practice and enhance graduate employability. These findings provide important insights for the evaluation and/or the design of internship programmes in higher education.

Sklad, M.; Friedman, J.; Park, E.; Oomen, B. (2016):

'Going Glocal'. A qualitative and quantitative analysis of global citizenship education at a Dutch liberal arts and sciences college.

In: *Higher Education* 72 (3), S. 323–340. DOI: 10.1007/s10734-015-9959-6.

Abstract:

Over the past decades, more and more institutions of higher learning have developed programs destined to educate students for global citizenship. Such efforts pose considerable challenges: conceptually, pedagogically and from the perspective of impact assessment. Conceptually, it is of utmost importance to pay attention to both structural inequalities and intercultural competencies, to emphasize both differences and similarities. In addition, there is the need to increase awareness of the dialectics between the global and the local. Pedagogically, this calls for transformative learning, with an emphasis on attitudes and skills, in addition to knowledge alone. Once objectives have been defined and translated pedagogically, such programs call for an assessment of the degree to which they have been met. In this light, this article describes the conceptualization and pedagogics of an innovative project, Going Glocal, designed at a Dutch liberal arts and sciences college on the basis of these premises and its impact on the university students concerned.

Smyth, Lillian; Davila, Federico; Sloan, Thomas; Rykers, Ellen; Backwell, Sam; Jones, Stephen B. (2016):

How science really works. The student experience of research-led education.

In: *Higher Education* 72 (2), S. 191–207. DOI: 10.1007/s10734-015-9945-z.

Abstract:

There has been a shift in modern tertiary education theory that has moved away from a traditional, didactic model of education, towards a more student-led, constructivist approach. Nowhere is this more the case than in science and mathematical education, where the concept of research-led education is gaining more and more traction. The focus of this approach is on training students to join a community of scholars, rather than on encouraging the accrual of factual knowledge. What has scope to be addressed further in this area is what students might gain from research experience and the impact this kind of education has on career intentions. The current study, using a combination of quantitative and qualitative survey data, explores this experience. We aim to answer questions surrounding skill gains, student perceptions and the impact on career choices. Findings indicate that students value research experience and gain much from it. Further, we find evidence that engaging in, and benefiting from, research experience is related to career intentions. These results have implications for the ways we scaffold research experience for students, as well as reinforcing the value of this approach to education.

Stein, Sharon; Andreotti, Vanessa Oliveira de (2016):

Cash, competition, or charity. International students and the global imaginary.

In: *Higher Education* 72 (2), S. 225–239. DOI: 10.1007/s10734-015-9949-8.

Abstract:

As the number of students traveling from the Global South to study in the Global North continues to grow (OECD in Education at a glance 2014: highlights. OECD Publishing. Retrieved from http://www.oecd-ilibrary.org/education/education-at-a-glance-2014_eag_highlights-2014-en,2014), we argue that it is necessary to broaden our conceptual approaches to the study of this dynamic. This article utilizes the framework of “global imaginaries” to examine the links between intensifying international student recruitment and international students’ experiences with racism. We suggest that both recruitment and racism are framed by a dominant global imaginary rooted in Western supremacy. This imaginary both makes Western higher education a desirable product in the global higher education market and shapes the reception of international students.

Tange, Hanne; Millar, Sharon (2016):

Opening the mind? Geographies of knowledge and curricular practices.

In: *Higher Education* 72 (5), S. 573–587. DOI: 10.1007/s10734-015-9964-9.

Abstract:

Inspired by Bourdieu’s (*Homo academicus*, Polity, Cambridge, 1988; *The logic of practice*, Polity, Cambridge, 1990) ideas of knowledge reproduction, the article presents an empirical mapping of knowledge geographies, as manifest in the curricular practices found within a single international MA programme in Denmark. Following an initial discussion of global trends in academic publishing, Berg’s (*Geoforum* 35:553–558, 2004) notions of “limited” and “unlimited” spaces are adopted as a conceptual framework, enabling us to identify “geographies of power” in the production and reproduction of academic knowledge. The empirical analysis is based on a data set comprised of course reading lists, lecturer biographies and interviews with five lecturers and one programme convener. A quantitative analysis of nationality and institutional affiliation of authors represented on the course curricula provides a general picture of knowledge geographies and places the USA/UK in the position as leading producers of knowledge, followed by northern Europe. A qualitative analysis of lecturers’ reflections on their curricular practices suggests an awareness of the dominant role occupied by the USA/UK and possibly Europe, but also a recognition of a need to engage with new spaces. The article concludes with a discussion of “open” versus “closed” positions among the lecturers, leading to an identification of possible change agents within the programme.

Teferra, Damtew (2016):

African flagship universities. Their neglected contributions.

In: *Higher Education* 72 (1), S. 79–99. DOI: 10.1007/s10734-015-9939-x.

Abstract:

This study documents and analyzes the contributions of flagship universities in Africa in teaching, learning, graduates, and research productivity since their inception. On the basis of empirical evidence (from an ongoing study) on eleven ‘flagship’ universities in Africa-Addis Ababa, Botswana, Cairo, Chiekh Anta Diop, Dar es Salaam, Ibadan, Ghana, Makerere, Mauritius, Nairobi, and Zambia-and other relevant data sources, the study examines the contribution of these institutions nationally and beyond. The study, for the first time, attempts to unveil comparative enrollment patterns as well as establish graduate numbers in the flagship universities since their founding. It further brings to light the extent of productivity of these institutions with an anticipated effect of moderating some of the critical views against such institutions regarding their contributions.

Tuononen, Tarja; Parpala, Anna; Mattsson, Markus; Lindblom-Ylänne, Sari (2016):

Work experience in relation to study pace and thesis grade. Investigating the mediating role of student learning.

In: *Higher Education* 72 (1), S. 41–58. DOI: 10.1007/s10734-015-9937-z.

Abstract:

University students often work during their studies, and working is considered to be one reason for high dropout rates or slow progress in studies. Moreover, the nature of students’ work experience varies greatly. The study aimed to explore how working while studying is related to study success, and took approaches to learning and the nature of the work experience into account. A total of 1023 students completed a questionnaire at the time of their graduation. The results showed that doing other academic work was related to a deep approach to learning, and non-academic work was related to a surface approach and unorganised studying. Moreover, the results revealed that organised studying has an important role in terms of study pace. The study suggests that by emphasising students’ organising skills and supporting their deep-level learning, students have better possibilities to create links between work experience and studies.

Turan, Fikret Korhan; Cetinkaya, Saadet; Ustun, Ceyda (2016):

A methodological framework to analyze stakeholder preferences and propose strategic pathways for a sustainable university.

In: *Higher Education* 72 (6), S. 743–760. DOI: 10.1007/s10734-015-9973-8.

Abstract:

Building sustainable universities calls for participative management and collaboration among stakeholders. Combining analytic hierarchy and network processes (AHP/ANP) with statistical analysis, this research proposes a framework that can be used in higher education institutions for integrating stakeholder preferences into strategic decisions. The proposed framework is applied to a private university in Turkey as a case study through a survey of 30 participants, representing key internal stakeholder groups. The present research extends the literature by adding a statistical analysis component involving a diverse sample of stakeholders, while previous applications of AHP/ANP in higher education involve a single or a few decision makers. The survey demonstrates stakeholder priorities with respect to sustainability performance indicators and a set of investment projects as well as how they change under low, medium and high financial constraints. The study finds that, while stakeholders have varying opinions regarding sustainable development, generally their highest priority is teaching, followed closely by research. Further, although stakeholders assign a high priority to environmental initiatives when the concern is service and social responsibility, they do not consider such investments profitable. Lastly, it appears that “high visibility” projects gain priority as the level of financial constraint increases.

van der Weijden, Inge; Teelken, Christine; Boer, Moniek de; Drost, Mariske (2016):

Career satisfaction of postdoctoral researchers in relation to their expectations for the future.

In: *Higher Education* 72 (1), S. 25–40. DOI: 10.1007/s10734-015-9936-0.

Abstract:

While postdoctoral researchers (postdocs) are an increasingly important and productive group of employees in academia, they lack further career prospects and embeddedness within their organizations. This paper provides a rare glimpse into this relatively unexplored but important group. A comparative study of two Dutch universities included a survey with both closed and open questions among 225 respondents. Our study reveals that nearly all postdocs (85 %) want to stay in the academic field, but only < 3 % was offered a tenure-track position. The uncertainty of their future prospects in academia lowered their job satisfaction; this is particularly true for the social sciences and humanities. Concerning alternative career paths, only few of the postdocs spent time in preparing for a career outside academia, and less than a third attempted to develop any transferable skills, although the importance of networking was recognized. Given that postdocs seem to be trapped between their own ambitions and a lack of academic career opportunities, it is very important that, on the one hand, postdocs aim for better visibility within their organizations, while on the other hand, universities provide more clarity and openness about their further career prospects inside and outside academia.

Voegtler, Eva Maria; Windzio, Michael (2016):

Networks of international student mobility. Enlargement and consolidation of the European transnational education space?

In: *Higher Education* 72 (6), S. 723–741. DOI: 10.1007/s10734-015-9972-9.

Abstract:

In this paper, we investigate the impact of membership in the Bologna Process on patterns and driving forces of cross-national student mobility. Student exchange flows are analyzed for almost all Bologna Process member states and non-Bologna OECD members over a ten-year period (from 2000 to 2010). We apply a social network approach focusing on outbound diploma mobility. Based on social network analyses, we first visualize the exchange patterns between sampled countries. In doing so, we analyze the student exchange linkages to gain descriptive insights into the development of the network. Second, we use exponential random graph models (ERGM) to test which factors determine transnational student mobility. The results of our network analyses reveal that cross-national student exchange networks are stable over time. At the core of these networks are the USA, Great Britain, France, and Germany; they attract highest shares of students from most remaining countries in our sample. Moreover, the results of the ERGM demonstrate that homophily between countries determines student exchange patterns. The most relevant ties exist between bordering countries. Moreover, membership in the Bologna Process impacts on mobility patterns, and the effect size increases over the periods investigated.

Wang, Jiun-Hao; Chang, Chi-Cheng; Yao, Shu-Nung; Liang, Chaoyun (2016):

The contribution of self-efficacy to the relationship between personality traits and entrepreneurial intention.

In: *Higher Education* 72 (2), S. 209–224. DOI: 10.1007/s10734-015-9946-y.

Abstract:

Promoting farming work is crucial for sustainable economic development in Asian-Pacific rural areas. How to promote rural entrepreneurship has recently become a critical issue in agricultural education. This article reports the results of two subsequent studies. The first study confirmed the factor structures of the five-factor model of personality, the general self-efficacy scale, and the entrepreneurial intention scale. The second study tested the mediating effect of self-efficacy on the relationship between personality traits and entrepreneurial intention among agricultural students. The results indicate that entrepreneurial intention comprises two dimensions: conviction and preparation. Accordingly, the mediation model of self-efficacy is partially supported. Extraversion, openness, conscientiousness, and agreeableness reliably predict both conviction and preparation, whereas neuroticism does not. In addition to the indirect effects, both openness and negative emotion exert a direct effect on entrepreneurial intention in agricultural students.

Reviews

Liu, Shuhua (2016):

Jung Cheol Shin, Gerard A. Postiglione, and Futao Huang (eds.): Mass higher education development in East Asia: Strategy, quality, and challenges, Springer, Switzerland, 2015, 371 pp.

[Review]. In: *Higher Education* 72 (3), S. 403–405. DOI: 10.1007/s10734-015-9954-y.

Potts, Davina (2016):

Comprehensive internationalization: Institutional pathways to success by John Hudzik, Routledge, 2014, ISBN 9781138778542.

[Review]. In: *Higher Education* 72 (2), S. 259–260. DOI: 10.1007/s10734-015-9948-9.

Editorials

Post, David; Chou, Chuing Prudence (2016):

Preface. Measuring up for what cause?

[Editorial]. In: *Higher Education Policy* 29 (4), S. 423–429. DOI: 10.1057/s41307-016-0023-7.

Original Articles

Begin-Caouette, Olivier; Askvik, Tanja; Cui, Bian (2016):

Interplays Between Welfare Regimes Typology and Academic Research Systems in OECD Countries.

In: *Higher Education Policy* 29 (3), S. 287–313. DOI: 10.1057/hep.2015.25.

Abstract:

Academic research systems (ARS) play a fundamental role in post-industrial societies. Using the lenses of comparative political-economy, this article (1) explores correspondence between 16 OECD countries and 12 ARS indicators, and (2) examines the extent to which Esping-Andersen's welfare regime typology explains this correspondence. The non-parametric correspondence analysis is stable and 67.4% of the variance is explained by three dimensions: Academic Centrality, Research Workforce and Responsiveness to Market Forces. The first and most important dimension distinguishes social-democratic from liberal regimes. Findings point to interplays between welfare mix, productivism and the socialization of risks and ARS' centrality and responsiveness.

Broucker, Bruno; Wit, Kurt de (2016):

What Europe Wanted and What Flanders Achieved. Intentions vs Results after 15 Years of Bologna.

In: *Higher Education Policy* 29 (3), S. 315–334. DOI: 10.1057/hep.2016.1.

Abstract:

The Flemish government used the Bologna Process as a window of opportunity to implement thorough changes in the higher education system. From the academic year 2004-2005 onwards, the question arises what the actual effects of the policy changes have been and whether these effects are still in line with the initial goals of the Bologna Process. In order to assess the possible divergence between the intentions of Bologna and the results of this process, we applied Pettigrew's model (1987; Pettigrew et al., 1992) of organizational change to developments in Higher Education (HE) in Flanders. In a broad sense, Flanders has, together with other European countries, met the intended goals. When we focus on the details, gaps become apparent between the intended policy goals and the results at the system level. Flanders has been quick to adopt the Bologna goals, but has also been quick in adapting them. On the basis of the Flemish case, we conclude more in general that the Bologna Process has been broadened in scope in the course of its existence, partly based on an overly optimistic assessment of reaching the intended results. It might be time to refocus the process on a more limited number of goals, in order to leave room for every HE system to catch up with the original goals and to avoid a further deviation towards alternate results that might no longer be in line with what was intended initially.

Chou, Chuing Prudence; Chan, Chi-Fong (2016):

Trends in Publication in the Race for World-Class University. The Case of Taiwan.

In: *Higher Education Policy* 29 (4), S. 431–449. DOI: 10.1057/s41307-016-0016-6.

Abstract:

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

Doyle, Stephanie; Loveridge, Judith; Faamanatu-Eteuati, Niusila (2016):

Counting Family. Making the Family of International Students Visible in Higher Education Policy and Practice.

In: *Higher Education Policy* 29 (2), S. 184–198. DOI: 10.1057/hep.2015.20.

Abstract:

This article focuses on a significant group of postgraduate international students overlooked by institutions and policymakers, namely those with accompanying partners and children. The economic importance of international students to Australia, Canada, New Zealand, the United Kingdom, and the United States of America is highlighted. It is argued that an outdated construction of the international student as young and carefree contributes to the pattern of invisibility apparent in data collection systems and in the research literature. Drawing on the NAFSA formula, estimates are calculated for numbers of accompanying family members for five selected countries, and then immigration, education, and health policies pertaining to family members are examined.

Fernanda Sarthou, Nerina (2016):

Twenty Years of Merit-Pay Programme in Argentinean Universities. Tracking Policy Change through Instrument Analysis.

In: *Higher Education Policy* 29 (3), S. 379–397. DOI: 10.1057/s41307-016-0001-0.

Abstract:

In the 1990s, one of the major concerns related to university performance in Argentina was how to encourage academics to increase knowledge production, the new central economic commodity in a global market. Therefore, in 1994 a unique faculty merit-pay programme, based on peer evaluation, was introduced: the Incentive Programme for Research professors of Public Universities. Although it has been in place for twenty years without any interruption, it is not the same policy instrument as it was 20 years ago, when first implemented, and this is a key reason for its continuity. This paper adopts a methodology based on the assumption that three attributes of policy instruments could help recognise policy change: the actors targeted, the incentives used to enrich policy objectives and the economic resources mobilised. While in its beginnings the programme was characterised as an important way of accessing funds, twenty years later the acquisition of prestige and academic power has increased its importance. This transformation explains why it remains in place today, and was not abolished with the change of government in 2003.

Floyd, Alan (2016):

Supporting Academic Middle Managers in Higher Education. Do We Care?

In: *Higher Education Policy* 29 (2), S. 167–183. DOI: 10.1057/hep.2015.11.

Abstract:

In the current higher education environment, the need to develop and support good leaders and managers could hardly be more pressing. Yet, research on how academic middle managers are supported in their roles is surprisingly sparse. The purpose of this paper is to address this perceived gap in the literature by reporting on the findings from two separate, but related, research projects investigating the role of the academic middle manager in two culturally different English universities, specifically to examine the support that such leaders have received in relation to taking on and adapting to this increasingly challenging role. By drawing on semi-structured interviews with 28 academic middle managers from one pre- and one post-1992 university, the paper argues that we need to provide more support and individually tailored training for today's middle managers so that the best may become the sector's effective senior leaders of tomorrow.

Garipagaoglu, Burcak Cagla (2016):

Branding in Higher Education. A Case Study from Turkey.

In: *Higher Education Policy* 29 (2), S. 254–271. DOI: 10.1057/hep.2015.24.

Abstract:

Drawing upon the brand-building experience of a young and successful Turkish foundation) university, this case study attempts to broaden our understanding of branding in Higher Education (HE). Focusing on the diverse brand conceptualizations, brand management principles and brand strategies that are deployed to circumvent barriers to successful university branding, the study's results are expected to offer some valuable insights to the leaders of young universities in establishing and sustaining strong university brands. In order to illustrate how a young university creates, demonstrates and delivers its brand 'promises' to its target audience in a real-life context, some members of the board of trustees, including the founder, the president, vice presidents and advisors to the president were interviewed by the use of a semi-structured interview guideline. The data was analysed using content analysis method. The findings are grouped under three main themes: brand conceptualization, brand strategies and brand management principles. Findings revealed that how the leaders interpret 'being a brand' in HE shapes and drives brand management principles and brand strategies.

Gonaim, Faiza (2016):

A Department Chair. A Life Guard without a Life Jacket.

In: *Higher Education Policy* 29 (2), S. 272–286. DOI: 10.1057/hep.2015.26.

Abstract:

Leadership in higher education is fundamental for institutional development and sustainability in today's rapidly changing world. The academic department is a fundamental unit for transforming the university's visions and goals into reality. The vigorous contribution of each department, which depends in turn largely on the effectiveness of the department chair, is important for universities' development. In contrast, higher education undervalues administrative positions in general and department chairs in particular, believing that an administrative role is a temporary task. The role of department chair is complex and ambiguous and the lack of formalized leadership preparation increases the complexity of such a significant role, and increases academic leadership avoidance. Preparing chairs for the position before they occupy it increases their effectiveness and assists them in overcoming difficulties. This paper addresses the global deficiency in leadership preparation for department chairs who occupy a critical position in universities, the effective characteristics of department chairs as they were identified in the literature and the challenges that they face.

Hauser, Daniel C.; Johnston, Alison (2016):

Public Costs, Relative Subsidies, and Repayment Burdens of Federal US Student Loan Plans. Lessons for Reform.

In: *Higher Education Policy* 29 (1), S. 89–107. DOI: 10.1057/hep.2014.25.

Abstract:

American students graduate from college with tens of thousands of dollars in debt, leading to substantial repayment burdens and potentially inefficient shifts in spending patterns and career choices. A political trend towards austerity

coupled with the rising student debt make the effective allocation of federal higher education resources and manageable repayment burdens on graduates high priorities. In this article, we evaluate the net cost and distributional characteristics of four methods of US student loan repayment: the standard option, the income-based option, Pay-As-You-Earn option, and the proposed Student Loan Fairness Act. Conducting repayment simulations on 1993 and 2008 graduate debt levels for 502 constructed graduate salary paths, we find an inherent trade-off between public loan cost and repayment burdens; student loans that are more generous to poorer graduates are also those that are most expensive to the taxpayer. We conclude with a discussion of how the introduction of a targeted interest rate on income-contingent loans can circumvent this policy trade-off by extracting greater repayments from higher earning graduates.

Hudson, Ross (2016):

Dominated by Economics? Evidence of Changing Drivers of Internationalization and Its Funding Within Higher Education Institutions in Europe.

In: *Higher Education Policy* 29 (1), S. 1–19. DOI: 10.1057/hep.2015.4.

Abstract:

As internationalization has become an increasingly central part of higher education (HE), the range and types of activities carried out in its name have grown exponentially. At the same time, and particularly in the context of reduced public funding for HE in some countries, internationalization and its related activities have come to be seen as having potentially wide ranging economic benefits. But what evidence is there that universities are pursuing internationalization for economic rationales? What has been the effect of the current global environment of reduced public funding for HE on internationalization? Are international student recruitment and other activities pursued by institutions for economic gain? By taking a critical look at the results of the International Association of Universities' (IAU) 4th Global Survey on Internationalization of Higher Education, and particularly at data collected from the 604 European institutions who took part in the survey, this paper will examine the changing perceptions of internationalization of HE, and analyse whether the key motivators for institutions in pursuit of internationalization goals are indeed economic.

Ishikawa, Mayumi; Sun, Chengzhi (2016):

The Paradox of Autonomy. Japan's Vernacular Scholarship and the Policy Pursuit of "Super Global".

In: *Higher Education Policy* 29 (4), S. 451–472. DOI: 10.1057/s41307-016-0014-8.

Abstract:

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

Jang, Deok-Ho; Ryu, Kiung; Yi, Pilnam; Craig, Daniel A. (2016):

The Hurdles to Being World Class. Narrative Analysis of the World-Class University Project in Korea.

In: *Higher Education Policy* 29 (2), S. 234–253. DOI: 10.1057/hep.2015.23.

Abstract:

This study examines the Korean Government's policy scheme of setting up the World-Class University (WCU) Project by investigating the perceptions of major actors, including WCU scholars and government officials. In-depth interviews were held with 18 WCU scholars and three government officials. Our findings suggest that the limits of the governmental scheme

have marginalized the organizational capacity of the selected departments, and that most of the limits have stemmed from strong institutional pressure on the departments. In institutional environments, such as the governmental guidelines for micro-management, there is a conflict between regulation from the Government and universities. Moreover, harmful political dynamics between the Korean Ministry of Education, Science, and Technology and other audit and finance-related governmental institutions have worked against the selected departments. Common observations throughout the study indicate that the objective of the project is not sufficiently focused on the global definition of the WCUs, and that the strategy and regulation of the project are some way from representing an optimal form of world-class work.

Karjalainen, Magda (2016):

Language Policy as a Sociocultural Tool. Insights from the University of Cape Town.

In: *Higher Education Policy* 29 (1), S. 131–148. DOI: 10.1057/hep.2015.6.

Abstract:

This theoretically oriented article draws on the author's previous research, which examined language policy and planning (LPP) of the University of Cape Town within the context of post-apartheid transformation driven by need to redress inequalities of the past, and demands of globalization. Drawing on critical linguistics, but indicating limitations of this approach, and recognizing complex interrelationships between LPP levels, this paper embeds discussion of LPP in higher education within a meta-theoretical framework of sociocultural theory by employing conceptualization of language policy as a mediatory tool. Illuminating theoretical discussion with examples drawn from the data, the article examines possibilities that sociocultural perspective opens up for language policy analysis. In that sense, it contributes to the ongoing discussion that aims to fill in theoretical gap regarding problematic dialectic between policy and practice.

Kim, Jeongeun; Celis, Sergio (2016):

Global Partnership as a Strategy for Internationalisation. MBAs in Latin America and Asia and Oceania.

In: *Higher Education Policy* 29 (3), S. 355–378. DOI: 10.1057/hep.2016.3.

Abstract:

In the context of globalisation, higher education institutions not only have to be global in their internal practices, but also have to appear as international hubs to their constituencies. International partnership has been an essential part of these strategies. Partnerships help institutions in creating practices that are costly, as well as enhancing reputation by partnering with prestigious schools. Moreover, different spectrums of partnerships require varying degrees of commitment. Noting that the motivation for and engagement in partnerships is particularly strong in business, and the region of Latin America as well as Asia and Oceania, this study attempts to depict how institutions engage internationalisation, revealed as the exchange network and dual degree network of the 20 best MBA programmes in the two regions. Employing social network analysis, we found that schools have different levels of engagement in building partnerships and the region and reputation of schools matter for partnerships. Top-ranked MBA programmes tend to have more exchange partners and have a higher level of popularity in the exchange network. The dual degree network was more restricted in terms of the number, country, and prestige. Asian and Oceanian MBA programmes tend to have more exchange partners but are less likely to engage in dual degree partnerships, compared to the Latin American MBA programmes. Some institutions focus their dual degree network on a particular region. As higher education institutions actively engage in various types of collaborations, the findings provide meaningful implications for understanding the patterns of international partnership among higher education institutions.

Kot, Felly Chiteng (2016):

The Perceived Benefits of International Partnerships in Africa. A Case Study of Two Public Universities in Tanzania and the Democratic Republic of Congo.

In: *Higher Education Policy* 29 (1), S. 41–62. DOI: 10.1057/hep.2015.2.

Abstract:

In recent years, international partnerships have been viewed increasingly as having the potential to help African academic institutions develop the human capacity needed to contribute to African development. Although the rationales for establishing partnerships are often clear, a question that has been largely unaddressed in empirical research is: What benefits do African institutions and stakeholders derive from partnerships? The present study attempts to examine this question by analysing the perceptions of a random sample of 468 university administrators, academic staff, and postgraduate students at two large public universities in Sub-Saharan Africa. Results show that international partnerships resulted in three institutional benefits (institutional capacity, academic effectiveness, and internationalisation) and four personal benefits (academic, cultural, economic, and strategic). The study found both similarities and differences in the extent to which institutions benefitted from partnerships. Moreover, the characteristics of partnership activities were related, in some cases, to the 'personal' benefits that African stakeholders derived from participating in these activities.

Li, Jun (2016):

The Global Ranking Regime and the Reconfiguration of Higher Education. Comparative Case Studies on Research Assessment Exercises in China, Hong Kong, and Japan.

In: *Higher Education Policy* 29 (4), S. 473–493. DOI: 10.1057/s41307-016-0015-7.

Abstract:

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

Manuel Pastor, Jose; Peraita, Carlos; Soler, Angel (2016):

Higher Education as Modulator of Gender Inequalities. Evidence of the Spanish Case.

In: *Higher Education Policy* 29 (1), S. 63–88. DOI: 10.1057/hep.2015.1.

Abstract:

Raising educational levels may help to reduce inequalities between men and women in certain social and economic aspects. Using statistics for Spain, we analyse labour market behaviours such as the rates of activity and unemployment by sex according to the educational level. The results reveal that the differences between men and women decrease as the educational level increases. In particular, the modulator effect of education is very important at the higher level, where differences in labour market behaviour between men and women with an university education almost disappear, except in terms of salaries. Nevertheless, it can be seen that the current economic crisis has reduced the modulator role of education in gender differences in Spain.

Michelsen, Svein; Sweetman, Rachel; Stensaker, Bjorn; Bleiklie, Ivar (2016):

Shaping Perceptions of a Policy Instrument. The Political-Administrative Formation of Learning Outcomes in Higher Education in Norway and England.

In: *Higher Education Policy* 29 (3), S. 399–417. DOI: 10.1057/s41307-016-0009-5.

Abstract:

One of the most significant European higher education reform initiatives of the last decade is the introduction of a European Qualification Framework (EQF) emphasizing Learning Outcomes (LOs) in higher education. The EQF is offered as a reform to contribute to increased transparency and mobility, and also implies a certain degree of standardization and comparability as to how these initiatives are implemented in European countries. The current article considers these changes in light of institutional perspectives that highlight how common HE reforms, in practice, often vary considerably. It investigates how factors of national policy-making contexts, reform traditions and broader reform agendas contribute to variations in contemporary interpretations and applications of LOs, here in the cases of Norwegian and English HE. It argues that (1) the characteristics of English and Norwegian higher education provided contexts where the perceptions of LOs evolved in very different ways, (2) the different political-administrative structures in the two countries were linked to different governance logics at the national level and institutional levels, and (3) despite these variations, some common mechanisms driving reform can be identified, in the role of intermediary and quality assurance bodies.

Olaore, Augusta; Olaore, Israel (2016):

The Status of Parental Notification Policy and Practice for Students Involved with Alcohol Abuse at a Private University in Nigeria.

In: *Higher Education Policy* 29 (2), S. 218–233. DOI: 10.1057/hep.2015.22.

Abstract:

Parental notification policies and practices have been found to reduce alcohol and drug use at universities in the United States of America. This study examined the status of parental notification policy and practice at a faith-based private university in Nigeria for students involved with alcohol use. The study revealed that the absence of a documented policy on procedure on parental notification led to inconsistencies in the informal notification practices. Parents, staff and students expressed varied degrees of frustration at the lack of proper parental notification practices. Factors such as mode of notification, timing and purpose of notification, clarification of familial relationships between students and parents-guardian emerged as key indicators. The study recommends that Nigeria as a nation contextualize the American Higher Education Reauthorization Act of 1998 and enact legislation on parental notification that will inform the development of a parental notification policy in Nigerian universities.

Ozoglu, Murat; Gur, Bekir S.; Gumus, Sedat (2016):

Rapid Expansion of Higher Education in Turkey. The Challenges of Recently Established Public Universities (2006-2013).

In: *Higher Education Policy* 29 (1), S. 21–39. DOI: 10.1057/hep.2015.7.

Abstract:

Like many other countries around the world, Turkey has faced several challenges in expanding higher education (HE) opportunities to masses. Trying to meet the ever-growing demand for HE, Turkey has implemented a bold expansion plan by establishing 51 public universities (PUs) after 2006, mostly in less-developed regions of the country. This study aims to reveal the challenges of establishing new PUs and to shed light on how these challenges might be overcome. Based on interviews with 12 rectors who have served at the recently established PUs in Turkey, the findings of this study have revealed various academic and non-academic challenges. The findings have significant implications for developing new policies, especially for developing a new growth and quality strategy for HE not only in Turkey, but also in other countries that face similar expansion-related challenges.

Sanfilippo, Antonio; Dowling, Chase; Abbar, Sofiane (2016):

Do International Students Displace US Students in the Pursuit of Higher Degrees in Science and Engineering? A Forecasting Analysis.

In: *Higher Education Policy* 29 (3), S. 335–354. DOI: 10.1057/hep.2016.2.

Abstract:

The impact of international graduate students on the enrolment of US students in advanced degree programmes has been the subject of intense debate in the last decade. Overall, arguments pro and against the view that international graduate students displace US students in the pursuit of higher degrees in science and engineering have been based on opinion or retrospective analysis. While these studies offer useful insights, ultimately they fall short of supporting decision making in educational policymaking because they do not provide a prospective analysis. The goal of this paper is to address this gap through the development of forecasting models of foreign and domestic student enrolment in advanced degree programmes. The results of our study suggest that current foreign student enrolment rates may be optimal and educational policies aimed at strengthening the participation of US students in graduate programmes science and engineering needs to consider measures other than reducing international students' enrolment rates.

Soudien, Crain; Gripper, Derek (2016):

The Shifting Sands of Academic Output. University of Cape Town Research Output in Education and Social Anthropology-1993-2013.

In: *Higher Education Policy* 29 (4), S. 495–510. DOI: 10.1057/s41307-016-0011-y.

Abstract:

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

Taylor, Barrett J.; Cantwell, Brendan (2016):

Research Universities and The American Recovery and Reinvestment Act. Competition, Resource Concentration, and the 'Great Recession' in the United States.

In: *Higher Education Policy* 29 (2), S. 199–217. DOI: 10.1057/hep.2015.21.

Abstract:

This paper conceptualizes the US federal government's response to the 'Great Recession' as a 'natural experiment' whose broad emphasis on counter-cyclical spending contrasts with the tendency towards stratification within the quasi-market for academic research support. Regression results indicate that resources tended to flow towards a few already advantaged universities, but also supported universities with lower levels of investment in research equipment and smaller bases of support from business and industry. Because the extent to which these results describe quasi-market mechanisms generally or merely reflect the peculiarities of the US system is unclear, the paper concludes with propositions that could be critiqued and refined through studies in other national contexts.

Teixeira, Pedro; Teixeira, Pedro Nuno; Cardoso, Sonia; Rosa, Maria Joao; Magalhaes, Antonio (2016):

Graduates' Perceptions about Labour Market Competencies. Does the Type of Institution and Programme Make a Difference?

In: *Higher Education Policy* 29 (1), S. 109–129. DOI: 10.1057/hep.2015.5.

Abstract:

Over the past decades a continuous trend of expansion has led to the emergence of massified higher education systems that have tried to accommodate a growing diversity of students and demands through diverse institutional profiles and program supply. Recent studies have also pointed out to a growing diversity in the transitions and integration of those expanded cohorts of graduates in the labour market. Hence, it is relevant to assess to what extent the growing institutional and programme diversification may be associated with different profiles of graduates and the multidimensional set of acquired competencies throughout higher education. In this paper are analysed graduates' perceptions about the competencies acquired through HE vis-a-vis those required by the labour market and search for differences in those perceptions according to type of institution (public and private, university and vocational) and type of degree. The analysis is based on the Portuguese experience that combines high labour market benefits for graduates with a rapid process of massification.

Tomlinson, Michael (2016):

The Impact of Market-Driven Higher Education on Student-University Relations. Investing, Consuming and Competing.

In: *Higher Education Policy* 29 (2), S. 149–166. DOI: 10.1057/hep.2015.17.

Abstract:

This article examines the ways in which the increasingly market-based higher education (HE) landscape of UK HE is shaping students' attitudes and responses towards their HE. Contemporary HE policy has framed HE as a private good that generates largely private benefits. There has also been a concern that these changes will distort institutional relations and the traditional value of participating in HE, reinforcing the growing commodification of UK HE. On the basis of a qualitative study with students in a range of higher education institutions from the four UK countries, it outlines the main impacts recent policy is having on students' attitudes and relationship to HE. Dominant market-driven discourses around investment, consumerism, employability and competition indicate widespread concerns among contemporary HE students about operating in higher-stakes markets, which are intensified by increased personal financial contribution towards HE. While the data reveal an identification with the student as 'consumer' and stringent expectations over what HE provides, it also points to an ethic of self-responsibility that is built on highly individualised discourses of personal application, proactivity and experience optimisation. Goal-driven and instrumental learning are evident, which relate to widespread concerns about future returns and the private good value of HE.

Trilokekar, Roopa; El Masri, Amira (2016):

Canada's International Education Strategy. Implications of a New Policy Landscape for Synergy Between Government Policy and Institutional Strategy.

In: *Higher Education Policy* 29 (4), S. 539–563. DOI: 10.1057/s41307-016-0017-5.

Abstract:

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

Welch, Anthony (2016):

Audit Culture and Academic Production.

In: *Higher Education Policy* 29 (4), S. 511–538. DOI: 10.1057/s41307-016-0022-8.

Abstract:

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

Reviews

Oplatka, Izhar (2016):

Higher Education and the Palestinian Arab Minority in Israel By Khalid Arar and Kussai Haj-Yehia
Palgrave Macmillan, London, 213pp., ISBN: 978-1137-533418.

[Review]. In: *Higher Education Policy* 29 (3), S. 419–421. DOI: 10.1057/s41307-016-0007-7.

Semela, Tesfaye (2016):

Funding Higher Education in Sub-Saharan Africa by Damtew Teferra
Palgrave Macmillan, London, 2013, 365pp., ISBN: 978-1-137-34577-6.

[Review]. In: *Higher Education Policy* 29 (4), S. 565–568. DOI: 10.1057/s41307-016-0012-x.

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Editorials

Agasisti, Tommaso (2016):

Editorial.

In: *Higher Education Quarterly* 70 (4), S. 329–331. DOI: 10.1111/hequ.12106.

Fumasoli, Tatiana (2016):

The Roles of the University in Society.

[Editorial]. In: *Higher Education Quarterly* 70 (2), S. 106–107. DOI: 10.1111/hequ.12097.

Whitchurch, Celia (2016):

Global Influences.

[Editorial]. In: *Higher Education Quarterly* 70 (3), S. 223–224. DOI: 10.1111/hequ.12101.

Whitchurch, Celia (2016):

The Student Experience - Policy and Practice.

[Editorial]. In: *Higher Education Quarterly* 70 (1), S. 2. DOI: 10.1111/hequ.12090.

Original Articles

Agasisti, Tommaso; Haelermans, Carla (2016):

Comparing Efficiency of Public Universities among European Countries. Different Incentives Lead to Different Performances.

In: *Higher Education Quarterly* 70 (1), S. 81–104. DOI: 10.1111/hequ.12066.

Abstract:

This paper analyses the relationship between the public funding systems of higher education in Italy and the Netherlands and their universities' performances. Empirically, an efficiency analysis on 13 Dutch and 58 Italian public universities is conducted. The findings show that the relative efficiency of Italian and Dutch universities is strongly influenced by the policy perspective adopted. If the goal is to realise the European goals and minimise resources employed for obtaining a high number of graduates, Dutch universities turn out to be more efficient. However, Italian universities are much more efficient if the priority is to minimise the costs for a given level of activity, such as number of students.

Bartram, Brendan (2016):

'Career and Money Aside, What's the Point of University?' A Comparison of Students' Non-economic Entry Motives in Three European Countries.

In: *Higher Education Quarterly* 70 (3), S. 281–300. DOI: 10.1111/hequ.12098.

Abstract:

This paper explores students' non-economic motives for attending university. Drawing on the results of a tri-national survey involving online questionnaires and email interviews with education students at English, German and Portuguese universities, it compares and discusses the extent to which the participants are motivated by a number of extrinsic and intrinsic factors. In contrast to certain other studies, the findings reveal a strong consensus across all three settings in relation to certain motivational elements-strong intrinsic desires for self-improvement and low motivations driven by social pressures or seeing university as a default option. More pronounced national differences emerge, however, regarding motives to contribute to society and the appeal of the social dimension of university life. The paper interprets the similarities and differences revealed and considers a number of conclusions.

Braendle, Tobias (2016):

Only a Matter of Education Policy Ideals? German Professors' Perception of the Bologna Process.

In: *Higher Education Quarterly* 70 (4), S. 354–383. DOI: 10.1111/hequ.12095.

Abstract:

Recently, it has been discussed how actors at universities perceive the Bologna Process. However, there is a lack of understanding about the determinants influencing attitudes towards the reform. In particular, the relation between education policy ideals and perceptions of the Bologna Process has gone unobserved. Based on a survey at three universities in North Rhine-Westphalia in Germany, this article shows that a congruence of education policy ideals with the goals of the Bologna Process leads to a more positive perception of the reform. Ordinary least squares (OLS) regression models show that these findings are stable when controlled for socio-demographic characteristics, changes of everyday work and involvement in the implementation of the Bologna Process. Thus, it is worthwhile to take into account the education policy ideals of involved actors when analysing perceptions of educational reforms.

Cao, Chun; Zhu, Chang; Meng, Qian (2016):

A Survey of the Influencing Factors for International Academic Mobility of Chinese University Students.

In: *Higher Education Quarterly* 70 (2), S. 200–220. DOI: 10.1111/hequ.12084.

Abstract:

This research aims to understand the factors influencing international academic mobility within the Chinese higher education context. The inventory of University Students' Perceptions of Influencing Factors for International Academic Mobility was developed and tested to enquire about Chinese university students' perceptions of factors influencing their decisions on international academic mobility. The findings reveal that mobility cost', quality of host institutions', future career prospects', financial aid and employment rate and income in host country' play leading roles in international academic mobility. Important differences were identified in gender', major- and family-education background'. Hierarchical multiple regression analysis was conducted to predict the interest in mobility from the external factors. The results indicated that future career prospects', quality of host institutions', mobility cost' and climate environment in host country' emerged as significant favourable pull factors for Chinese university students' interest in mobility. Geographical distance' emerged as a significant unfavourable pull factor. Impact from parents' and language and intercultural training of home institutions' emerged as favourable push factors. Economic situation of home country' emerged as an unfavorable push factor.

Chikoore, Lesley; Proberts, Steve; Fry, Jenny; Creaser, Claire (2016):

How are UK Academics Engaging the Public with their Research? A Cross-Disciplinary Perspective.

In: *Higher Education Quarterly* 70 (2), S. 145–169. DOI: 10.1111/hequ.12088.

Abstract:

This paper takes a cross-disciplinary perspective in examining the views and practices of public engagement with research by UK academics. Using a mixed method approach consisting of a survey questionnaire and interviews, the paper identifies the range of audience groups that can potentially be engaged with by academics, and shows that some audiences are more relevant to particular disciplinary groups than others. The paper also identifies the various public engagement activities undertaken by academics and finds that some academics are using creative ways of engaging the public, such as using the services of public relations firms to help in disseminating their research in traditional media outlets, and also by using social media. Essentially, the study reveals that some academics feel the pressure of engaging particular audiences at the expense of those that are relevant to them and that, academics in the main, are opposed to the notion of mandating public engagement as part of appraisal systems.

Eilam, Efrat; Bigger, Stephen W.; Sadler, Kirsten; Barry, Fiachra; Bielik, Tom (2016):

Universities Conducting STEM Outreach. A Conceptual Framework.

In: *Higher Education Quarterly* 70 (4), S. 419–448. DOI: 10.1111/hequ.12105.

Abstract:

This paper addresses the positioning of science, technology, engineering and mathematics (STEM) outreach programmes within universities' operations. Though universities in many respects form a rather homogenous international community, there is wide diversity in regard to the provision of STEM outreach by different institutions. To explain this diversity, a conceptual framework was developed by using the Theory of Legitimacy as an organising concept. The framework considers two opposing scenarios that form a continuum between them, namely: 'top-down' initiative by the university governance versus 'bottom-up' grass-roots initiative. Using the Theory of Legitimacy, internal and external outreach relationships are characterised and explained under the two scenarios. The framework was applied to two settings chosen due to their essential differences in outreach provision, namely, Australia and Israel. The differences that were found in internal and external legitimacy provide a useful lens for examining the low-performing, fragile system in Australia as compared with the high-performing, thriving system in Israel.

Gaus, Nurdiana; Hall, David (2016):

Performance Indicators in Indonesian Universities. The Perception of Academics.

In: *Higher Education Quarterly* 70 (2), S. 127–144. DOI: 10.1111/hequ.12085.

Abstract:

This study aimed to explore the perceptions of Indonesian academics towards the implementation of Performance Indicators (PIs) on teaching and research. The study was a case study using semi-structured interviews, conducted with 30 academics in three state universities in Indonesia. The results of the study revealed academics believed that outcome indicators used in PIs for control mechanisms have neglected the humane side of the teaching and learning process, and scientific research. Academics also perceived that PIs are valuable for improving daunting workplace conditions and poor institutional culture if they are used for the improvement of internal management. The findings of this study, if seriously considered, may provide information for policy makers to revisit and refine the existing indicators used to measure academics' teaching and research performance. This can be implemented by taking into account the collegial nature, organised anarchy, of a bottom-up approach that emphasises the emancipation of academics to determine what elements of their teaching and research should be covered and be measured. This research argues that indicators used for PIs can be a blend of quantitative and qualitative measures, which compensate for each other.

Gopaul, Bryan; Pifer, Meghan J. (2016):

The Conditions of Movement. A Discussion of Academic Mobility between Two Early Career Scholars.

In: *Higher Education Quarterly* 70 (3), S. 225–245. DOI: 10.1111/hequ.12092.

Abstract:

Academic mobility is an increasingly crucial topic to the current and future dynamics of doctoral study and the professoriate. Much of the research has focused on US, UK and European contexts. This research explores academic mobility and the manifold issues that arise between the jurisdictions of Canada and the US, in ways that parallel and diversify previous research based on various understandings of mobility. The qualitative perspective is grounded in a reflective narrative approach that enables exploration of powerful themes. The findings indicate that there are costs, tensions and benefits to academic mobility that serve to emphasise specific personal and professional elements to the pursuit of academic life that need explicit articulation. These findings encourage additional scholarly and practical attention to the changing nature of doctoral study and of academic work and life across jurisdictions.

Gray, Claire (2016):

Implementing English Further/Higher Education Partnerships. The Street Level Perspective.

In: *Higher Education Quarterly* 70 (1), S. 43–58. DOI: 10.1111/hequ.12078.

Abstract:

This paper reports on research into the operation of English further/higher education, with a focus on the role of partnerships in supporting the massification of higher education. The research draws on the bottom-up policy implementation tradition to provide analysis of the effects on partnerships of a quasi-marketised environment. The rationale and effects of market orientated policy are discussed with reference to empirical data from college staff and partnership managers. In employing the concept of the 'street-level bureaucrat' as an agent of policy implementation, this research contributes to the interpretation of policy and partnership which has previously been unexplored within the further/higher education context. Conclusions are drawn with implications for the development of college higher education delivered in partnership.

Hammersley, Martyn (2016):

Can Academic Freedom be Justified? Reflections on the Arguments of Robert Post and Stanley Fish.

In: *Higher Education Quarterly* 70 (2), S. 108–126. DOI: 10.1111/hequ.12086.

Abstract:

It is widely recognised that academic freedom is currently under threat. But there is also considerable dispute about the meaning of the term. In this paper I examine two recent and important accounts of the nature of academic freedom that seek to distinguish it clearly from free speech. Such a distinction is, in my view, essential. The aim of the paper is to clarify and resolve differences between these two accounts, and thereby to develop further the conceptualisation of academic freedom.

Harrison, Neil; Agnew, Steve (2016):

Individual and Social Influences on Students' Attitudes to Debt. A Cross-National Path Analysis Using Data from England and New Zealand.

In: *Higher Education Quarterly* 70 (4), S. 332–353. DOI: 10.1111/hequ.12094.

Abstract:

This study examines the construction of debt attitudes among 439 first-year undergraduates in England and New Zealand. It works from a conceptual model that predicts that attitudes will be partly determined by a range of social factors, mediated through personality and 'financial literacy'. Path analysis is used to explore this model. The proposed model was found to be basically sound, with some notable negative findings. Socio-economic status was found to have a negligible role in determining debt attitudes, while the role of financial literacy was limited to reducing the likelihood of seeing debt as useful for lifestyle expenditure. Debt anxiety was found to be higher among students with a general predisposition to anxiety and inversely related to viewing student debt as a form of educational investment. It is concluded that student debt attitudes are multidimensional and individualised, challenging simplistic ideas of debt aversion in earlier literature.

Hopkins, John (2016):

A Comparative Study Examining Academic Cohorts with Transnational Migratory Intentions Towards Canada and Australia.

In: *Higher Education Quarterly* 70 (3), S. 246–263. DOI: 10.1111/hequ.12091.

Abstract:

This research examines the issue of transnational academic mobility of academic staff, those choosing to migrate to higher education institutions in different countries as part of their career development, and performs a comparative study between the characteristics of academics examining Australia as a possible migratory destination with those considering Canada. A combination of Google Analytics and two online questionnaires, running in parallel for a period of 12 months, were employed in capturing a range of rich primary quantitative and qualitative research data. Quantitative web analytics data is analysed to locate the geographic origins of migratory interest, with qualitative survey data providing further insight into the academics' background, qualifications, disciplines and reasons for wanting to migrate. When combined, this mixed-method approach is able to utilise the merged data to develop a detailed profile of academics with migratory intentions towards Australia and Canada, enabling comparisons between the two cohorts to be made.

Johnston, Ron; Manley, David; Jones, Kelvyn; Harris, Richard; Hoare, Anthony (2016):

University Admissions and the Prediction of Degree Performance. An Analysis in the Light of Changes to the English Schools' Examination System.

In: *Higher Education Quarterly* 70 (1), S. 24–42. DOI: 10.1111/hequ.12067.

Abstract:

The United Kingdom's Department for Education has recently changed the nature of the AS-level examinations normally taken by students aspiring to enter higher education degree courses one year into their post-compulsory education. In the face of protests from universities and other institutions that this would both harm students' progression towards the A-level qualifications, on which entry to English universities is normally based, and make it difficult for universities determining which of their applicants were best placed to benefit from their degree courses, the Department conducted research which it claimed showed that degree outcome could be predicted as well from the results of GCSE examinations taken one year before AS-levels as from AS-levels themselves. This paper critiques those analyses and their conclusions showing, through a re-analysis and extended interpretation of the Department's data, that AS-levels provide a more reliable predictor of degree performance in 2011 than GCSEs and that many students who performed better at AS-level than at GCSE gained a place, and performed well, at a university with high entrance standards.

Koenig-Lewis, Nicole; Asaad, Yousra; Palmer, Adrian; Petersone, Elina (2016):

The Effects of Passage of Time on Alumni Recall of 'Student Experience'.

In: *Higher Education Quarterly* 70 (1), S. 59–80. DOI: 10.1111/hequ.12063.

Abstract:

'Student experience' has become a popular term with higher education managers but is theoretically under-developed. This paper conceptualises student experience as a construction from memory and advances previous discussion within the higher education sector by distinguishing between recalled academic and social experience. The results of a predominantly quantitative survey of 883 alumni indicated that recalled academic experience had greater effect on subsequent loyalty attitudes and behaviours than recalled social experience. Cluster analyses indicated that alumni having strong ties with their university were more likely over time to identify with the recalled academic experience of their university, while those with weak ties were more likely to identify with recalled social experiences. Implications for development of alumni associations are made based on targeting groups with different levels of ties with the university.

Kohoutek, Jan (2016):

Deconstructing Institutionalisation of the European Standards for Quality Assurance. From Instrument Mixes to Quality Cultures and Implications for International Research.

In: *Higher Education Quarterly* 70 (3), S. 301–326. DOI: 10.1111/hequ.12093.

Abstract:

The paper enquires into the implementation of the European Standards and Guidelines for Internal Quality Assurance of Higher Education Institutions (ESG 1). The enquiry uses data from universities in the Czech Republic and compares them against those obtained in the relevant pan-European survey. The aims are to empirically deconstruct ESG 1 translation through instrument mixes, to identify the corresponding implementation styles and to explore the implications of such styles for institutional quality cultures. In these respects, the enquiry yielded three corresponding findings. First, the ESG 1 instrument mixes are complex and entail the application of up to four major types of tools, cutting across the substantive and procedural categories over time. Second, two typical ESG 1 implementation styles were identified: managerial and academic. Third, the managerial style was found to bear on regenerative culture while the academic style bore on reproductive culture. Furthermore, utilisation of hybrid quality cultures (regenerative-reproductive, reproductive-regenerative) was found, depending on internal institutional configurations. It is through verification of these findings in other policy settings that international research on higher education quality assurance may gainfully proceed.

Manns, Yihan; Swift, Jonathan (2016):

Chinese Postgraduate Choices When Considering a UK Business and Management Programme.

In: *Higher Education Quarterly* 70 (1), S. 3–23. DOI: 10.1111/hequ.12080.

Abstract:

This research investigated Chinese students' decision making processes for enrolling on a postgraduate taught business and management programme in a UK university, based on structured interviews, followed by a survey of just over 450 respondents. The validity and reliability of the research instrument were assessed prior to issuing the survey. Convenience sampling was used to collect questionnaires from Chinese students in seven universities in the Northwest of the UK, and the findings were analysed using frequency and factor analysis. The research shows that Chinese students chose a country first, a programme (Business & Management) second, a university third, and a city last; the four choices are determined by 14 factors comprising 42 variables. This study has managerial implications for UK universities' policy makers, managers and practitioners to promote their programmes in China.

May, Josephine; Delahunty, Janine; O'Shea, Sarah; Stone, Cathy (2016):

Seeking the Passionate Career. First-in-Family Enabling Students and the Idea of the Australian University.

In: *Higher Education Quarterly* 70 (4), S. 384–399. DOI: 10.1111/hequ.12104.

Abstract:

This paper examines the idea of the university from the first-in-family enabling students' perspective. It provides an overview of the current crisis of meaning in scholarly commentary that points to a spectrum of meanings about the university. This spectrum ranges from the ancient imaginary of the monastic university as 'ivory tower' to the instrumental idea of the entrepreneurial university. The analysis then reports on the idea of the university in over 40 interviews and surveys of first-in-family enabling students who attended two large regional Australian universities in 2014. Their metaphorical understandings of the university constitute a powerful imaginary about what a university is and can do for individuals and the wider society. For many, the resolution of the individualistic passion for knowledge of 'ivory tower' studies and the commitment to the social and economic usefulness of the fully engaged entrepreneurial university can be found in the pursuit of the passionate career.

Prakhov, Ilya (2016):

The Barriers of Access to Selective Universities in Russia.

In: Higher Education Quarterly 70 (2), S. 170–199. DOI: 10.1111/hequ.12087.

Abstract:

This paper examines the characteristics of students admitted to Russian universities with different levels of selectivity. First, we argue that students differ not only by the results of the Unified State Exam (USE), the university entrance exam, but by family and school characteristics, and by educational strategies. Next, it is shown that the probability of being admitted to the most selective HEIs is determined not only by the USE scores, but by characteristics that are not directly related to the applicants' abilities, such as class specialisation in secondary schools, and high school location. Moreover, we have found that income has an indirect impact on the admission results: a higher level of income increases the probability of being admitted to highly selective universities through the level of investment in pre-entry coaching and the regional differences in wages. On the other hand, regional differences in costs of living decrease the opportunities of studying in selective universities. Hence, schooling and financial barriers without alternative student support can limit the participation of less affluent students in selective universities.

Preston, Diane; Floyd, Alan (2016):

Supporting the Role of Associate Dean in Universities. An Alternative Approach to Management Development.

In: Higher Education Quarterly 70 (3), S. 264–280. DOI: 10.1111/hequ.12099.

Abstract:

Located between senior management and academic staff, the role of the Associate Dean in universities appears to be growing in number, complexity and importance in recent years. A role arguably fraught with complexity, it remains largely undefined and under-researched. While little is known about the role in general, less still is known about their leadership development experiences. This paper reports on a Leadership Foundation funded UK study to explore what training and role preparation Associate Deans have had. Data was collected from 15 interviews with Associate Deans from five different institutions and a follow-up online survey of Associate Deans (n = 172) throughout England and Wales. The study found that 60 per cent of respondents had received little or no formal management training and that 24 per cent of those who had received training reported it to be only moderately useful or of little or no use. In contrast, however, the respondents identified the establishment of informal learning and support networks with other Associate Deans as being a vital source of support. The paper argues that an alternative model of management development, based on relational and social learning theories, might be a more appropriate way to help support this group of academic middle leaders.

Vuori, Johanna (2016):

Towards Strategic Actorhood? The Execution of Institutional Positioning Strategies at Finnish Universities of Applied Sciences.

In: Higher Education Quarterly 70 (4), S. 400–418. DOI: 10.1111/hequ.12103.

Abstract:

This paper explores the changing conceptualisations, actors, and policies of lifelong learning (LLL) in the European Union (EU) from the time the topic first emerged and was promoted by international organisations in the 1960s. The author uses Kingdon's Multiple Streams Framework to analyse how the LLL discourse became an important part of the EU agenda from the mid-1990s onwards, ultimately resulting in numerous policy changes intended to address a wide range of economic and societal issues. The analysis is based on a critical reading of policy documents from the EU, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Organisation for Economic Co-operation and Development (OECD) and a number of other agenda-setting bodies. The results indicate that the LLL discourse has evolved from one of lifelong education intertwined with humanistic ideals promoted by UNESCO (and partly OECD), to the EU's all-encompassing neo-liberal conception of lifelong learning which has been conceived as a cure for a wide range of maladies, ranging from high unemployment, to low innovation rates and the lack of entrepreneurship. Given the emerging interest in institutional positioning and to augment the small number of empirical studies in this field, this paper presents discussion about how Finnish universities of applied sciences implement their profiling strategies. The analysis is based on an examination of documents recently submitted by these institutions when reapplying for operating licences. The paper discusses how institutions refer to their positioning statements when introducing or responding to changes in their internal or external environments and questions whether or not positioning paves the way to strategic actorhood. The results suggest that the universities of applied sciences that most often refer to profiling statements have built different kinds of networks to support their positioning activities. Moreover, they have made considerable structural changes to implement their positioning strategies. The restructuring of human resource capacity required to execute the positioning strategy is discussed in the reapplication documents, albeit with a lesser emphasis.

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Editorials

Morris, Libby V. (2016):

Collective Action for Civil Discourse.

[Editorial]. In: *Innovative Higher Education* 41 (5), S. 361–363. DOI: 10.1007/s10755-016-9376-5.

Morris, Libby V. (2016):

Experiential Learning for All.

[Editorial]. In: *Innovative Higher Education* 41 (2), S. 103–104. DOI: 10.1007/s10755-016-9361-z.

Morris, Libby V. (2016):

Management and Leadership in Colleges and Universities.

[Editorial]. In: *Innovative Higher Education* 41 (1), S. 1–3. DOI: 10.1007/s10755-015-9352-5.

Morris, Libby V. (2016):

Mining Data for Student Success.

[Editorial]. In: *Innovative Higher Education* 41 (3), S. 183–185. DOI: 10.1007/s10755-016-9367-6.

Morris, Libby V. (2016):

The Imperative for Faculty. Understanding Student Success Technologies and Other Analytics.

[Editorial]. In: *Innovative Higher Education* 41 (4), S. 269–271. DOI: 10.1007/s10755-016-9369-4.

Original Articles

Baiduc, Rachael R.; Linsenmeier, Robert A.; Ruggeri, Nancy (2016):

Mentored Discussions of Teaching. An Introductory Teaching Development Program for Future STEM Faculty.

In: *Innovative Higher Education* 41 (3), S. 237–254. DOI: 10.1007/s10755-015-9348-1.

Abstract:

Today's science, technology, engineering, and mathematics (STEM) graduate students and postdoctoral fellows are tomorrow's new faculty members; but these junior academicians often receive limited pedagogical training. We describe four iterations of an entry-level program with a low time commitment, Mentored Discussions of Teaching (MDT). The program is designed to introduce participants to pedagogical issues and literature in STEM disciplines and foster related discussions. It consists of group meetings, classroom observations, and discussions with faculty members. Program components were generally highly rated and valuable, even for those with prior teaching experience. We have found that this program is also an effective way to engage faculty members in the teaching aspects of students' professional development.

Banasik, MaryJo D.; Dean, Jennifer L. (2016):

Non-Tenure Track Faculty and Learning Communities. Bridging the Divide to Enhance Teaching Quality.

In: *Innovative Higher Education* 41 (4), S. 333–342. DOI: 10.1007/s10755-015-9351-6.

Abstract:

Institutions of higher education are increasingly hiring non-tenure track faculty members (NTTF) to help meet the demands of the institutional teaching mission. Research suggests NTTF experience inadequate working conditions that hinder performance and negatively impact the quality of undergraduate education. Given the growing number of NTTF responsible for teaching undergraduates, it is essential for institutions to help them be effective teachers. In this article we consider the use of cohort based faculty learning communities (FLCs) to engage and socialize NTTF, thereby enhancing their working conditions, performance, and the quality of undergraduate education. We discuss implications of using FLCs for the promotion of good practice and future research.

Blumberg, Phyllis (2016):

Factors that Influence Faculty Adoption of Learning-Centered Approaches.

In: *Innovative Higher Education* 41 (4), S. 303–315. DOI: 10.1007/s10755-015-9346-3.

Abstract:

This article proposes a recommended course of action for faculty development based upon Rogers' theory of Diffusion of Innovations and data collected in a study looking at the prevalence of use of learning-centered teaching practices. Specific faculty development strategies are aligned with Rogers' factors influencing decisions to adopt innovations. The analysis of data indicated that 14% of the faculty members interviewed used predominately learning-centered teaching approaches and 8% rejected learning-centered teaching. Between these extremes, the others used learning-centered teaching components that fit with their personal teaching style and naturally suit their discipline. These recommendations will assist faculty developers, deans, chairs, and mentors in helping faculty members adopt learning-centered teaching practices.

Cleverley-Thompson, Shannon (2016):

The Role of Academic Deans as Entrepreneurial Leaders in Higher Education Institutions.

In: *Innovative Higher Education* 41 (1), S. 75–85. DOI: 10.1007/s10755-015-9339-2.

Abstract:

To help address enrollment and financial challenges institutions of higher learning may benefit by having a better understanding of entrepreneurial leadership orientations, or skills, of academic deans. This study revealed several significant correlations between the self-reported entrepreneurial orientations of academic deans in upstate New York, working in independent colleges and universities, and certain demographic characteristics of their positions. Academic deans reported "team builder" and "proactive" as their two highest ranked, self-reported entrepreneurial characteristics, while "risk taking" was ranked as the lowest characteristic. The results indicated a significant correlation between certain variables applicable to academic deans' positions, such as years of experience and job expectations, with the self-reported entrepreneurial orientations of such deans.

Copenheaver, Carolyn A.; Predmore, S. Andrew; Fuhrman, Nicholas E. (2016):

Technical Publications as Graduate Class Projects. Advantages and Potential Disadvantages.

In: *Innovative Higher Education* 41 (1), S. 19–31. DOI: 10.1007/s10755-015-9327-6.

Abstract:

Graduate students are rewarded with better job opportunities if they can demonstrate a productive publishing record. In this article we report on a writing program that generated technical publications in a discipline-based graduate class. Seventeen student authors were interviewed about the influence of the experience on their professional development. For many students the most powerful experience was working as a member of a research team. Master's students benefited from being able to transfer research experience into their thesis programs. Doctoral students stretched the definitions of their disciplines and learned new research methods. One cost of the research project was that less discipline-specific content was covered in the course. Overall, students improved soft skills through participation in the project.

DeAngelo, Linda; Mason, Jessica; Winters, Dana (2016):

Faculty Engagement in Mentoring Undergraduate Students. How Institutional Environments Regulate and Promote Extra-Role Behavior.

In: *Innovative Higher Education* 41 (4), S. 317–332. DOI: 10.1007/s10755-015-9350-7.

Abstract:

Faculty-student interaction is critical for quality undergraduate education. Faculty mentorship provides concrete benefits for students, faculty members, and institutions. However, little is known about the effect of institutional context on mentorship. Using data from interviews of 98 faculty at five different California State University institutions, we examined faculty motivations and institutional supports and barriers to mentoring as it occurs outside of formalized programs. We argue that this type of mentoring is distinct from advising and teaching and constitutes extra-role behavior. Further, institutional norms and the culture of the academic profession often hinder mentorship. Implications for policy and practice are discussed.

Fish, Marian C.; Gefen, Dalia R.; Kaczetow, Walter; Winograd, Greta; Futtersak-Goldberg, Rachel (2016):

Development and Validation of the College Campus Environment Scale (CCES). Promoting Positive College Experiences.

In: *Innovative Higher Education* 41 (2), S. 153–165. DOI: 10.1007/s10755-015-9337-4.

Abstract:

One of the essential factors related to student success and satisfaction with a higher education experience is the college environment in which learning takes place. The purpose of this study was to develop a scale, the College Campus Environment Scale (CCES), to measure characteristics of college campus environments valued by students. A model emerged with the following six factors: Academic and Career Expectations, Athletics, Health, Role Models and Mentors, Safety, and Social and Extracurricular Activities. The CCES demonstrates good evidence of reliability and validity and can be utilized by researchers and college personnel to promote positive college experiences for students.

Garrett, Nathan (2016):

How Do Academic Disciplines Use PowerPoint?

In: *Innovative Higher Education* 41 (5), S. 365–380. DOI: 10.1007/s10755-016-9381-8.

Abstract:

How do academic disciplines use PowerPoint? This project analyzed PowerPoint files created by an academic publisher to supplement textbooks. An automated analysis of 30,263 files revealed clear differences by disciplines. Single-paradigm “hard” disciplines used less complex writing but had more words than multi-paradigm “soft” disciplines. The “hard”

disciplines also used a greater number of small graphics and fewer large ones. Disciplines identified by students as being more effective users of PowerPoint used larger images and more complex sentences than disciplines identified as being less effective in this regard. This investigation suggests that PowerPoint best practices are not universal and that we need to account for disciplinary differences when creating presentation guidelines.

Guetterman, Timothy C.; Mitchell, Nancy (2016):

The Role of Leadership and Culture in Creating Meaningful Assessment. A Mixed Methods Case Study.

In: *Innovative Higher Education* 41 (1), S. 43–57. DOI: 10.1007/s10755-015-9330-y.

Abstract:

With increased demands for institutional accountability and improved student learning, involvement in assessment has become a fundamental role of higher education faculty (Rhodes, 2010). However, faculty members and administrators often question whether assessment efforts do indeed improve student learning (Hutchings, 2010). This mixed methods case study of a faculty inquiry project explored how factors linked to organizational context (Kezar, 2013) are related to commitment to assessment and to use of assessment data by faculty members. Results indicated key best practices, such as developing faculty leaders and communities of practice to exchange ideas. The study provides insights for institutional administrators and faculty members seeking to develop a culture of assessment.

Hakkola, Leah; King, Jean A. (2016):

A Developmental Approach to Graduate Education Review. A New Take on a Traditional Process.

In: *Innovative Higher Education* 41 (2), S. 137–152. DOI: 10.1007/s10755-015-9338-3.

Abstract:

In this article we describe the Graduate Review and Improvement Process (GRIP), an innovative evaluation process that makes student input central, now beginning its fifth year of implementation at the University of Minnesota. We begin by contrasting GRIP with traditional graduate program review, and we then explain the conceptual underpinnings of action research and developmental evaluation. We next explain how the process began and evolved from 2011 to the present, including discussion of the perceived benefits that participants reported. The article concludes with four challenges to this process: resources, changing leadership, turnover, and faculty engagement.

Heflinger, Craig Anne; Doykos, Bernadette (2016):

Paving the Pathway. Exploring Student Perceptions of Professional Development Preparation in Doctoral Education.

In: *Innovative Higher Education* 41 (4), S. 343–358. DOI: 10.1007/s10755-016-9356-9.

Abstract:

The breadth of doctoral education has expanded to include professional development activities in order to prepare students for academic and nonacademic careers. This mixed methods study focused on students' perceptions of professional development opportunities at a Research One university. The findings suggest that most students feel prepared in scholarly-related activities; but they identify gaps in areas such as preparation for grant writing, teaching, and leading research teams. Statistically significant differences in perceived preparation were noted among disciplines. We offer suggestions for future research in doctoral professional development and recognize the need to expand and diversify centralized, institution-based resources so as to pave the pathway to successful careers for graduate students.

Hilbun, Ashlie Junot; Mamiseishvili, Ketevan (2016):

Organizational Adaptation of Liberal Arts Colleges during the Great Recession of 2007.

In: *Innovative Higher Education* 41 (1), S. 5–18. DOI: 10.1007/s10755-015-9331-x.

Abstract:

The study we report here explored how private liberal arts colleges adapted to the Great Recession of 2007. We examined institutional changes at three private liberal arts colleges and their effects on the institutions' operations. For this multiple-case study we analyzed data from three colleges in the southeastern region of the United States; and the data included 30 participant interviews, public and private documents, and observational field notes. This study highlights the prominence of both the external environment and institutional factors in the survival story of liberal arts colleges.

Holmes, Maja Husar; Jackson, J. Kasi; Stoiko, Rachel (2016):

Departmental Dialogues. Facilitating Positive Academic Climates to Improve Equity in STEM Disciplines.

In: *Innovative Higher Education* 41 (5), S. 381–394. DOI: 10.1007/s10755-016-9358-7.

Abstract:

This exploratory qualitative study examined faculty responses to a collegiality-building process called Dialogues. The process used a series of discussions and activities to guide faculty members toward a common, mutually beneficial goal, while changing patterns of interaction. The responses revealed how faculty members experienced collegiality-building practices, including individual reflection, small group discussions, idea generation and prioritization, and consensus-building. The study examined faculty responses within STEM departments. We conclude with recommendations for encouraging inclusive and participatory departmental norms and behaviors in order to promote a positive departmental climate, which is crucial to achieving equity in all disciplines of the academia.

Kelley, Martha J. M.; Salisbury-Glennon, Jill D. (2016):

The Role of Self-regulation in Doctoral Students' Status of All But Dissertation (ABD).

In: *Innovative Higher Education* 41 (1), S. 87–100. DOI: 10.1007/s10755-015-9336-5.

Abstract:

Doctoral student enrollment and study require significant resources such as faculty time, student time, and funding. However, doctoral student attrition is a serious problem nationwide, especially at the dissertation level. When doctoral students do not complete their dissertations, their potential contributions to society are substantially diminished, which may impact their own personal career goals and life plans. While it seems plausible that self-regulated learning may be one critical factor in the completion of the doctoral dissertation, there remains a paucity of research into the effects of self-regulated learning on doctoral program completion. In our study the results of a hierarchical regression analysis indicated that self-regulated learning predicted the time needed for the completion of the dissertation and was also correlated with intrinsic task value.

Krug, Kevin S.; Dickson, Kole W.; Lessiter, Julie A.; Vassar, John S. (2016):

Student Preference Rates for Predominately Online, Compressed, or Traditionally Taught University Courses.

In: *Innovative Higher Education* 41 (3), S. 255–267. DOI: 10.1007/s10755-015-9349-0.

Abstract:

Universities and colleges in the United States are actively searching for new ways to increase student enrollment as one means to offset recent government budget cuts in educational funding. One proposal at a particular institution involves transitioning a commuter university from a traditional semester length calendar to one that offers predominately online

and compressed courses. University students responded to a survey, based on a number of variables, regarding their impressions of taking considerably more online and compressed courses in lieu of traditionally taught courses. While the students wanted to keep the traditional semester calendar, findings showed that some of the benefits of online and compressed teaching schedules were appealing.

Leon, Raul A.; Williams, Damon A. (2016):

Contingencies for Success. Examining Diversity Committees in Higher Education.

In: *Innovative Higher Education* 41 (5), S. 395–410. DOI: 10.1007/s10755-016-9357-8.

Abstract:

This study focused on an examination of the work of 10 diversity committees operating in 10 research institutions across the midwestern region of the United States. We explored the work of these committees with a focus on the concept of strategic diversity leadership. To conduct this examination we examined five contingencies impacting the work of the committees: a clear definition of diversity, the scope of operation, the importance of committee membership, the role and responsibilities of the committee, and the permanence of the group. Based upon our findings we offer recommendations for diversity committees to contribute to institutional efforts focused on diversity.

Mamiseishvili, Ketevan; Miller, Michael T.; Lee, Donghun (2016):

Beyond Teaching and Research. Faculty Perceptions of Service Roles at Research Universities.

In: *Innovative Higher Education* 41 (4), S. 273–285. DOI: 10.1007/s10755-015-9354-3.

Abstract:

Faculty members in higher education institutions frequently have the responsibility of providing service activities to their institutions, professional societies, and external communities. This responsibility, however, generally carries little reward in the workplace and does not play a major role in promotion criteria. For the study we report here we drew upon a sample of 4,400 research university faculty members to explore their satisfaction with service roles by academic rank. Findings showed that mid-career faculty members at the associate professor rank were significantly less satisfied with their service functions, including workload, equity, work balance, recognition, and institutional support, when compared with both assistant and full professors.

Morales, Erik E.; Ambrose-Roman, Sarah; Perez-Maldonado, Rosa (2016):

Transmitting Success. Comprehensive Peer Mentoring for At-Risk Students in Developmental Math.

In: *Innovative Higher Education* 41 (2), S. 121–135. DOI: 10.1007/s10755-015-9335-6.

Abstract:

This study presents and assesses a developmental math focused peer mentoring program at a public urban university. Over three semesters 45 mentees participated in the program. Results include substantive increases in developmental pass rates as well as increases in self-efficacy and social integration. Other noteworthy findings include the significance of the peer mentors' ability to translate and transmit academically effective behaviors to the mentees as well as ongoing program assessment and modification on the part of the program coordinators. The article provides a detailed description of the program and possible implications.

Niehaus, Elizabeth; Williams, Letitia (2016):

Faculty Transformation in Curriculum Transformation. The Role of Faculty Development in Campus Internationalization.

In: *Innovative Higher Education* 41 (1), S. 59–74. DOI: 10.1007/s10755-015-9334-7.

Abstract:

Curriculum transformation is often cited as one of the key strategies for internationalizing higher education in the United States, and faculty members play a central role in this process. The purpose of the study we report here was to explore the potential for professional development initiatives to foster the transformation in perspectives necessary for faculty members to engage in curriculum internationalization. Findings suggest key program components that help faculty members overcome barriers to international work and transform their perspectives about course content, pedagogy, and internationalization, as well as the limitations of professional development initiatives focused on teaching.

Park, Toby; Woods, Chenoa S.; Richard, Keith; Tandberg, David; Hu, Shouping; Jones, Tamara Bertrand (2016):

When Developmental Education is Optional, What Will Students Do? A Preliminary Analysis of Survey Data on Student Course Enrollment Decisions in an Environment of Increased Choice.

In: *Innovative Higher Education* 41 (3), S. 221–236. DOI: 10.1007/s10755-015-9343-6.

Abstract:

Historically, college students needing additional academic preparation have been assigned to developmental/remedial courses. In 2013 Florida took a drastic departure from this model by passing Senate Bill 1720, which prohibited institutions from requiring placement tests and made developmental education optional for many students, regardless of prior academic preparation. For this pilot study we conducted a survey at two colleges in the Florida College System to begin to understand the kinds of courses students will take now that developmental education is optional and the factors that students considered when making their course enrollment decisions.

Sack, Jacqueline; Quander, Judith; Redl, Timothy; Leveille, Nancy (2016):

The Community of Practice among Mathematics and Mathematics Education Faculty Members at an Urban Minority Serving Institution in the U.S.

In: *Innovative Higher Education* 41 (2), S. 167–182. DOI: 10.1007/s10755-015-9340-9.

Abstract:

Using narrative inquiry as a research method, four mathematics and mathematics education faculty members explored the integration of theoretical perspectives into their personal narratives as they developed a community of practice. Initially their focus was strictly on improving their students' mathematical knowledge. As their community of practice matured, however, their work took on a larger meaning as they contributed to the institution's strategic goal of raising the annual dollar amount of external funding and to the development of their personal and collective identities. This unusual level of inter-departmental collaboration has been recognized by the institution's highest administrators, who have called upon its members to develop new, collaborative partnerships with regional school districts and community colleges.

Sallee, Margaret; Ward, Kelly; Wolf-Wendel, Lisa (2016):

Can Anyone Have it All? Gendered Views on Parenting and Academic Careers.

In: *Innovative Higher Education* 41 (3), S. 187–202. DOI: 10.1007/s10755-015-9345-4.

Abstract:

This article is based on data from two qualitative studies that examined the experiences of 93 tenure-line faculty members who are also mothers and fathers. Using gender schemas and ideal worker norms as a guide, we examined the pressures that professors experience amid unrealistic expectations in their work and home lives. Women participants reported performing a disproportionate amount of care in the home while simultaneously feeling unable to take advantage of family-friendly policies. In contrast, men acknowledged that, although their partners performed more care in the home, they felt penalized for wanting to be involved parents.

Schoepp, Kevin; Benson, Scott (2016):

Meta-Assessment. Assessing the Learning Outcomes Assessment Program.

In: *Innovative Higher Education* 41 (4), S. 287–301. DOI: 10.1007/s10755-015-9347-2.

Abstract:

Assessing the effectiveness of an assessment program is essential and can be accomplished through analysing the quality of closing the loop actions and through gathering faculty feedback. In this article we present closing the loop data from over 3 years of learning assessment reporting and from findings garnered through a faculty survey. Results indicated that moving from deciding on closing the loop actions to actually taking meaningful actions remains a challenge and that faculty members are aware of this challenge. We use these findings, along with findings and recommendations found in the existing literature, to suggest assessment program improvements and demonstrate the effectiveness of this method of meta-assessment.

Shandas, Vivek; Brown, Stephan Edward (2016):

An Empirical Assessment of Interdisciplinarity. Perspectives from Graduate Students and Program Administrators.

In: *Innovative Higher Education* 41 (5), S. 411–423. DOI: 10.1007/s10755-016-9362-y.

Abstract:

Interdisciplinarity is heralded as a relatively new educational and research paradigm that can effectively address complex problems at disciplinary boundaries. Yet little is known about the extent to which interdisciplinarity has penetrated higher education, nor about how students and program administrators view its usefulness. Through a case study of one field, urban planning, we assessed the extent to which graduate students and program administrators understand and support interdisciplinarity in the departments. We also assessed the extent to which specific factors might affect levels of support. Our survey results suggest differing attitudes between students and administrators and diverse opinions as to whether interdisciplinarity provides a practicable approach to addressing societal challenges. We offer a model for fostering interdisciplinarity and developing empirical evaluations of programs.

Stupans, Ieva; McGuren, Therese; Babey, Anna Marie (2016):

Student Evaluation of Teaching. A Study Exploring Student Rating Instrument Free-form Text Comments.

In: *Innovative Higher Education* 41 (1), S. 33–42. DOI: 10.1007/s10755-015-9328-5.

Abstract:

Student rating instruments are recognised to be valid indicators of effective instruction, providing a valuable tool to improve teaching. However, free-form text comments obtained from the open-ended question component of such surveys are only infrequently analysed comprehensively. We employed an innovative, systematic approach to the analysis of text-based feedback relating to student perceptions of and experiences with a recently developed university program. The automated nature of the semantic analysis tool Leximancer enabled a critical interrogation across units of study, mining the cumulative text for common themes and recurring core concepts. The results of this analysis facilitated the identification of issues that were not apparent from the purely quantitative data, thus providing a deeper understanding of the curriculum and teaching effectiveness that was constructive and detailed.

Terosky, Aimee LaPointe; Gonzales, Leslie D. (2016):

Scholarly Learning as Vocation. A Study of Community and Broad Access Liberal Arts College Faculty.

In: *Innovative Higher Education* 41 (2), S. 105–120. DOI: 10.1007/s10755-015-9341-8.

Abstract:

In this study we extended Neumann's scholarly learning theory (2009) and Hansen's theory on vocation (1994, 1995) to explore the scholarly learning of faculty members employed at institutional types not typically recognized for faculty work beyond teaching. Through interviews with 22 participants, we studied the content of and reasons for faculty engagement in scholarly learning. Our analysis found that the content of participants' scholarly learning focused on expanding and constructing disciplinary knowledge whereas their reasons connected to a sense of obligation and personal fulfillment. Such findings confirmed Neumann's suggestion that administrators should conceptualize the academic profession as a learning enterprise.

VanMaaren, Victoria G.; Jaquett, Caroline M.; Williams, Robert L. (2016):

Factors Most Likely to Contribute to Positive Course Evaluations.

In: *Innovative Higher Education* 41 (5), S. 425–440. DOI: 10.1007/s10755-016-9360-0.

Abstract:

The purpose of this study was to determine the extent to which students differentially rated ten factors likely to affect their ratings on overall course evaluations. Students (N = 148) in several sections of an undergraduate educational psychology course indicated their preferences among several designated factors. We found remarkable similarity in the ratings across a variety of subgroups (i.e., high vs. low grades, high vs. low test scores, upper vs. lower classmen, and gender). Good grade emerged as the most highly rated factor for every subgroup, whereas high course standards fell among the less-favored factors.

Yob, Iris M.; Danver, Steven L.; Kristensen, Sheryl; Schulz, William; Simmons, Kathy; Brashen, Henry M. et al. (2016):

Curriculum Alignment with a Mission of Social Change in Higher Education.

In: *Innovative Higher Education* 41 (3), S. 203–219. DOI: 10.1007/s10755-015-9344-5.

Abstract:

Institutions of higher education frequently acknowledge their role in contributing to the common good through their mission statements. The current literature suggests that in order to be effective mission statements must be clearly articulated and reflected in all the activities of the institution including its curriculum. Faculty members at Walden University developed a Curriculum Guide for Social Change that could serve as a tool for reviewing current course offerings and developing new courses to reflect its mission of "creating positive social change." Those involved in piloting the Guide report on the process in this article. The general consensus is that it was time-consuming and frequently subjective; but the Guide gave substance to the institution's mission, opening the way for its fuller implementation.

Yun, Jung H.; Baldi, Brian; Sorcinelli, Mary Deane (2016):

Mutual Mentoring for Early-Career and Underrepresented Faculty. Model, Research, and Practice.

In: *Innovative Higher Education* 41 (5), S. 441–451. DOI: 10.1007/s10755-016-9359-6.

Abstract:

In the beginning, "Mutual Mentoring" was little more than an idea, a hopeful vision of the future in which a new model of mentoring could serve as a medium to better support early-career and underrepresented faculty. Over time, Mutual Mentoring evolved from an innovative idea to an ambitious pilot program to a fully operational, campus-wide initiative. This article describes the conceptualization, design, implementation, and evaluation of a Mutual Mentoring initiative from 2006 to 2014. Findings indicate that faculty members who participated in this initiative were more likely to regard mentoring as a career-enhancing activity as well as to develop mutually beneficial mentoring relationships than were their non-participating peers.

Errata

Baiduc, Rachael R.; Linsenmeier, Robert A.; Ruggeri, Nancy (2016):

Erratum to. Mentored Discussions of Teaching: An Introductory Teaching Development Program for Future STEM Faculty.

[Erratum]. In: *Innovative Higher Education* 41 (4), S. 359. DOI: 10.1007/s10755-015-9355-2.

Abstract:

The authors regret that acknowledgement of their funding source was omitted from the manuscript. This work was supported by National Science Foundation grant number DUE-1231286.

Internationalisation of Higher Education. A Handbook (2016)

<http://handbook-internationalisation.com/>

[licence required | prints available at INCHER-Kassel]

Original Articles

Egron-Polak, Eva (2016):

Trends in higher education internationalisation. Key findings of the 4th Global Survey.

In: *Internationalisation of Higher Education* 4 (2), S. 69–91.

Abstract:

This article presents the main findings of the IAU 4th Global Survey on Internationalisation of Higher Education, an online survey conducted between May and September 2013, which gathered responses from 1,336 institutions of higher education located in 131 countries in every world region. Data is based on the 2012 academic year. The IAU 4th Global Survey is a unique source of information and analysis about global and regional level trends and developments in the field of international higher education and related policy making. It focuses on institutions of higher education. The IAU 4th Global Survey report constitutes a valuable resource for anyone working on or interested in internationalisation of higher education.

Freire Junior, Jose Celso; Spadaro, Patricia; Tessler, Leandro R. (2016):

Sustainable cooperation with Brazil.

In: *Internationalisation of Higher Education* 4 (2), S. 1–14.

Abstract:

This article provides an overview of the development of internationalisation policies and practices in Brazil, mainly on governmental level. The authors describe the main characteristics of the internationalisation of Brazilian higher education, attempts to design public policies, previous successful mobility programmes and investments in recent decades. Relationships with BRIC countries and Mercosur are also highlighted, along with the trends in using English as language of instruction and building institutional partnerships from solid research links in strategic areas. With the slowdown of Brazil's economic growth, scarce governmental resources should be expected in the years to come. The days of abundant Brazilian funding are gone. New scenarios must arise: Institutions and countries that believe in the value of collaborating with Brazil need to commit funds to co-finance the operation. There are excellent opportunities for cooperation in research and mobility with Brazil.

Gacel-Avila, Jocelyne (2016):

Internationalisation of Higher Education in Latin America and the Caribbean. Update and latest developments.

In: *Internationalisation of Higher Education* 4 (1), S. 1–20.

Abstract:

The weight of internationalisation strategy in higher education has largely increased in the Latin American and the Caribbean's institutional and sector agenda. But a closer look at indicators as well as a comparative perspective is of strategic importance to assess if the progress achieved by the region is fast and deep enough to stay in tune with greater developments in other world regions where internationalisation has been embraced as a leading instrument for the transformation of higher education.

Hunter, Fiona; Wit, Hans de (2016):

The European landscape. A shifting perspective.

In: Internationalisation of Higher Education 4 (2), S. 49–68.

Abstract:

Internationalisation of Higher Education is a relatively recent concept, but one, which has roots in a longer history. This article sets out to trace that historical development with a principal focus on the last 25 years. Alongside the historical developments it considers how researchers have observed the shifts and sought to capture them in definitions that can enhance both our understanding and enactment of internationalisation of higher education, as well as addressing its misconceptions and unintended negative consequences.

Kohler, Jürgen (2016):

Bologna Process/EHEA features as tools for enhancing mobility and internationalisation.

In: Internationalisation of Higher Education 4 (1), S. 98–136.

Abstract:

This article analyses the core instruments developed in the course of the Bologna Process and maintained in the European Higher Education Area (EHEA) - in particular, recognition, qualifications frameworks, ECTS, and quality assurance - with special focus on their effects and their effectiveness for increasing mobility and internationalisation. While appreciating the fact that the EHEA, like the Bologna Process, sees both mobility and internationalisation as major political objectives, this article concentrates mainly on evaluating the technical aspects of the aforesaid key Bologna/EHEA instruments for facilitating mobility and internationalisation. Therefore, this article is essentially intended to explain the specific Bologna Process/EHEA instruments, and to advise on their application in order to stimulate the commitment of higher education institutions to develop mobility in international contexts.

Middlehurst, Robin; Fielden, John (2016):

Taking a fresh look at internationalisation in higher education. Exploring the meaning and practice of global engagement.

In: Internationalisation of Higher Education 4 (1), S. 21–39.

Abstract:

This article describes changing concepts of internationalisation and what these mean for institutional strategies and practices. The direction has been towards more integrated strategies, drawing in research, teaching, business and community engagement, and towards more outward-looking strategies where external stakeholders are also involved. Most importantly, strategies are becoming more intentional, deeper and broader, and with greater attention paid to reciprocal benefits in partnerships, to working together across institutions and countries on global challenges and to "learning from the world" for the benefit of students, research and society at large.

Rubele, Renzo (2016):

Changes and opportunities in the internationalisation of research training. An update.

In: Internationalisation of Higher Education 4 (1), S. 40–59.

Abstract:

Research training lies at the intersection of higher education and research and should be analysed with specific conceptual tools. Different traditions and practices remain in place within different countries regarding the status of the research trainee, supervisory arrangements and training provisions. A certain convergence of academic elements has been achieved in Europe in the context of the Bologna Process/European Higher Education Area. Other common policies - and relevant funding programmes - pertain to the European Research Area. The internationalisation of research training may be realised

in a variety of ways, with different degrees of complexity and with different responsibilities on the side of trainees and research institutions. This article discusses a number of these and provides general indications for institutions.

Sutton, Susan Buck (2016):

International partnerships. A broadened view of benefit and impact.

In: Internationalisation of Higher Education 4 (2), S. 33–47.

Abstract:

Partnerships among higher education institutions in different nations are increasing in number and centrality within institutional strategies of internationalisation. This article provides a guide to the broadened set of expectations for such linkages, framed by the idea that partnerships are most successful when all sides receive something of value. The article thus also explores the concept of mutual benefit often invoked for such affiliations, but not always achieved, concluding that maximum individual institutional benefit depends both on the partner receiving equivalent benefits and on the way linkage contributes to building a positive global landscape of higher education in general. The dense global interconnectivity such partnerships are now creating, provides a powerful way for higher education institutions to move forward together.

Vivanco, Wedigo de (2016):

Making partnership work.

In: Internationalisation of Higher Education 4 (1), S. 60–96.

Abstract:

The intention of this article is an introduction to establishing, developing and sustaining international partnerships between higher education institutions. It has been written based on the experience of a dean for international affairs who has spent two decades in the field, i.e. the view of an administrator who serves the university as a whole but who encourages internationalisation activities in the different working units of a university. The article includes a series of suggestions and advice regarding student and staff mobility, working in bilateral and multilateral settings, joint programmes and research projects. It also addresses some of the administrative and financial challenges associated with effective internationalisation. The article concludes with a series of model agreements for inter-institutional partnerships that are adaptable by readers for their own purposes.

Zezeza, Paul Tiyaambe (2016):

The disruptions of higher education. Prognoses for the future.

In: Internationalisation of Higher Education 4 (2), S. 15–31.

Abstract:

In this article the author examines some of the most important developments in the changing landscapes of higher education around the world and their likely trajectories. Internationalisation is situated as one of the five disruptive forces facing higher education, changing business models, traditional methods of collaboration and knowledge production, and driving further change in academia. The author concludes by offering a number of prognoses regarding developments over the coming decades in increasingly multi-faceted, internationalised and networked higher education institutions.

Journal for Labour Market Research (49) 2016

http://www.iab.de/de/publikationen/Journal_for_Labour_Market_Research.aspx#Springer

(2004-2014, 2016-Open Access)

<http://link.springer.com/journal/12651>

[licence required 2015 | full access via UB Kassel / INCHERs intranet | prints at INCHER-Kassel]

Editorials

Green, Francis; Handel, Michael (2016):

Editorial for special issue on Job Tasks and Labour Studies.

[Editorial]. In: *Journal for Labour Market Research* 49 (2), S. 97–98. DOI: 10.1007/s12651-016-0212-2.

Schludi, Martin (2016):

Editorial.

[Editorial]. In: *Journal for Labour Market Research* 49 (4), S. 295. DOI: 10.1007/s12651-016-0217-x.

Abstract:

Dear Readers, In 2015, the editors made a number of important decisions to boost the international visibility of the Journal and these took effect in 2016. First and foremost, all articles published since 2016 have been made available via “open access”. This means free, unrestricted online access to scholarly research – and in this case even without any fees to be paid by the authors. This again means a greater chance for each article to be cited. Secondly, as of 2016 the Journal only accepts submissions in English (if an article is in German it was submitted before 2016). This step was prompted by the practical fact that articles in English are more likely to be read and cited by the scientific community than ones in German. In doing so, the Journal is incorporating a development which has been taking place anyway in recent years: while in 2009 the number of submissions in English still amounted to 41 per cent, it increased dramatically thereafter and has now been hovering at between 80 and 90 per cent since 2013. This trend has gone hand in hand with a substantial increase in the number of submissions in general: Since 2009 the number of submissions to regular issues has more than doubled. At the same time, the presence of the Journal in international indexing services like SCOPUS has expanded and this, again, has increased the likelihood that articles published in the Journal will be found and read. One example is the inclusion in the Emerging Sources Citation Index (ESCI) provided by Thomson Reuters in 2016. [...]

Original Articles

Abou Hamia, Mohamad A. (2016):

Jobless growth. Empirical evidences from the Middle East and North Africa region.

In: *Journal for Labour Market Research* 49 (3), S. 239–251. DOI: 10.1007/s12651-016-0207-z.

Abstract:

In this study, we use Okun’s Law to examine whether growth has been jobless in seventeen MENA countries. The methods used are the ARDL approach for the individual country and the panel data analysis for the entire sample. The period considered in this study is from 1980 to 2013. To test for results robustness, we estimate the dynamic difference and three gap models based on three detrending techniques: the HP filter, the BK filter, and the quadratic trend. Our findings can be summarized as follows: First, the estimation results suggest that Okun’s Law is valid, and hence job creation is associated with growth in only six of the seventeen countries, namely Algeria, Egypt, Iran, Jordan, Lebanon, and Turkey. Second, our

results reveal that the valid estimates are, in general, bigger in Arab than non-Arab countries in the sample. Third, the CUSUM of squares test confirms that Okun's Law is stable in Algeria, Egypt, and Iran, unstable in Jordan, and ambiguous in Lebanon and Turkey. Fourth, our panel data analyses suggest that Okun's Law is valid for the entire MENA sample; however, our estimations reveal that the impact of GDP growth is weak on job creation in the region. Finally, our individual and panel estimations are not robust as they are sensitive to the choice of the estimation model and to the de-trending method.

Brandolini, Andrea; Viviano, Eliana (2016):

Accounting for total work in labour statistics.

In: *Journal for Labour Market Research* 49 (3), S. 199–212. DOI: 10.1007/s12651-016-0205-1.

Abstract:

The interest for household production has grown since the release of the new System of National Accounts in 2008. In this paper we analyse how accounting for own-use production may affect labour statistics. Traditional headcount ratios may not be very informative when employment rates consider both home and market production, as most people are engaged in at least one of those activities. Hence, we propose a general class of indices based on the hours spent on each type of work that encompasses headcount indicators as a special case. Our empirical analysis based on time use data for a selected group of countries shows that international rankings are sensitive to the shift from headcounts to hour-weighted indices and that accounting for own-use production changes considerably the picture on the work burden of men and women.

Burkhauser, Richard V.; Daly, Mary C.; Ziebarth, Nicolas R. (2016):

Protecting working-age people with disabilities. Experiences of four industrialized nations.

In: *Journal for Labour Market Research* 49 (4), S. 367–386. DOI: 10.1007/s12651-016-0215-z.

Abstract:

Although industrialized nations have long provided public protection to working-age individuals with disabilities, the form has changed over time. The impetus for change has been multi-faceted: rapid growth in program costs; greater awareness that people with impairments are able and willing to work; and increased recognition that protecting the economic security of people with disabilities might best be done by keeping them in the labor market. Here we describe the evolution of disability programs in four countries: Germany, the Netherlands, Sweden, and the United States. We show how growth in the receipt of publically provided disability benefits has fluctuated over time and discuss how policy choices played a role. Based on our descriptive comparative analysis we summarize shared experiences that potentially benefit policymakers in all countries.

Eichhorst, Werner; Kendzia, Michael J. (2016):

Workforce segmentation in Germany. From the founding era to the present time.

In: *Journal for Labour Market Research* 49 (4), S. 297–315. DOI: 10.1007/s12651-016-0211-3.

Abstract:

Despite a more recent debate about ever deeper segmentation, the authors argue that since industrialization, Germany has continually experienced a dual labor market. One segment contains the primary segment of better paid and more attractive jobs, while the secondary segment encompasses rather low paid, less stable and less attractive jobs. Dualization is the result of firms which are likely to hire full-time and long-term workforce for its core activities while relying on more flexible forms of employment for other activities. Based on an in-depth examination of the structure of the workforce since 1871, the article investigates the factors which account for the origin, evolution and the peculiarities of the country's core workforce. The authors show that a non-negligible part of the working population has always been subjected to marginalization, but that the dividing line between the two segments has changed over time as has the character of the respective groups.

Erdsiek, Daniel (2016):

Overqualification of graduates. Assessing the role of family background.

In: *Journal for Labour Market Research* 49 (3), S. 253–268. DOI: 10.1007/s12651-016-0208-y.

Abstract:

Overqualification signals a mismatch between jobs' educational requirements and workers' qualifications implying potential productivity losses at the macro and the micro level. This study explores how the family background of German graduates affects the probability to hold a job that does not require tertiary education, i.e. to be overqualified. Potential pathways of the family background effects are discussed and proxy variables for the mediating factors ability and skills, study characteristics, social capital, financial capital, and aspiration are incorporated into the empirical analysis. Graduates from high status families are found to be less likely to be overqualified. The unconditional social overqualification gap amounts to 7.4 percentage points. Blinder-Oaxaca decompositions of the overqualification gap show that differences in ability and skills, study characteristics, and social capital are important mediators of the family background effects.

Fitzenberger, Bernd; Doerr, Annabelle (2016):

Conceptual lessons from the evaluation studies on sectoral minimum wages in Germany.

In: *Journal for Labour Market Research* 49 (4), S. 329–347. DOI: 10.1007/s12651-016-0214-0.

Abstract:

This paper provides a summary and a critical assessment of the evaluation studies on sectoral minimum wages in Germany, which were commissioned by the Federal Ministry of Labour and Social Affairs (BMAS). The evaluation of sectoral minimum wages is an important and successful example for the move towards evidence-based economic policy. All evaluation studies share the difficulty to identify the employees in the sectors which were actually covered by the sector specific minimum wage. We provide a critical discussion of the identifying assumptions, of the implementation of the difference-in-differences estimator, and of the choice of control groups. We discuss some alternative methodological approaches. We think that it would have been useful to analyze further the heterogeneity of the effect estimates and the choice of appropriate control groups. Furthermore, it would have been useful to assess the likely bias of the estimated effects.

Giannelli, Gianna C.; Jaenichen, Ursula; Rothe, Thomas (2016):

The evolution of job stability and wages after the implementation of the Hartz reforms.

In: *Journal for Labour Market Research* 49 (3), S. 269–294. DOI: 10.1007/s12651-016-0209-x.

Abstract:

We address the concerns about rising inequality in the German labour market after the implementation of the Hartz reforms between 2003 and 2005. We focus on the quality of new jobs started between 1998 and 2010 in West Germany in terms of job stability and level of earnings. Using social security data drawn from the Integrated Employment Biographies, we analyse the distributions of job durations and wages and model their determinants at the worker level. Our results show a high degree of job stability during and after the reform years, decreasing wage levels and increasing wage dispersion.

Green, Francis; Felstead, Alan; Gallie, Duncan; Henseke, Golo (2016):

Skills and work organisation in Britain. A quarter century of change.

In: *Journal for Labour Market Research* 49 (2), S. 121–132. DOI: 10.1007/s12651-016-0197-x.

Abstract:

This paper overviews key findings concerning the evolution of job skill requirements in Britain, and their relationship to technology and work organisation, based on surveys dating from 1986. The use of skills has been rising, as indicated by several indicators covering multiple domains. Technological change is robustly implicated in these rises, but it is not possible to satisfactorily classify most tasks according to how easily they are encoded and thereby clearly link the changes

to the nuanced theory of skill-biased technical change associated with asymmetric employment polarisation. Moreover, changing work organisation also contributes to explaining the rises, both in skills use and in skills development. Nevertheless, the extent of worker autonomy in the workplace declined notably during the 1990s; this decline is not accounted for by the data, but is thought to be associated with changing management culture. Changing skill requirements also affect pay. In addition to the education level both computing skills and influence skills attract a premium in the labour market. There is an increasing cost in terms of pay from overeducation and a rising prevalence of overeducation. Together, these changes are reflected in an increased dispersion of the graduate pay premium. While these findings have provided important contextual information for the development of skills policies, they have had little effect on engendering policies for stimulating improved job design.

Handel, Michael J. (2016):

The O*NET content model. Strengths and limitations.

In: *Journal for Labour Market Research* 49 (2), S. 157–176. DOI: 10.1007/s12651-016-0199-8.

Abstract:

This paper describes the Occupational Information Network (O*NET), a relatively recent database containing measures of occupational characteristics produced by the United States Department of Labor as a replacement for the Dictionary of Occupational Titles. O*NET scores cover cognitive, interpersonal, and physical skill requirements, as well as working conditions, and are derived mostly from survey responses of large, representative samples of workers. O*NET's substantive scope and sampling are impressive, but there are also significant gaps and duplication in content. Underlying constructs, item wording, and response options are often vague or overly complex. However, O*NET items have generally sensible correlations with wages, which, along with the richness of the database, ensure O*NET's place among researchers interested in work and labour markets.

Handel, Michael J. (2016):

What do people do at work? A profile of U.S. jobs from the survey of workplace Skills, Technology, and Management Practices (STAMP).

In: *Journal for Labour Market Research* 49 (2), S. 177–197. DOI: 10.1007/s12651-016-0213-1.

Abstract:

This paper describes the survey of Skills, Technology, and Management Practices (STAMP), which emphasizes the use of behaviourally specific questions in order to improve the quality of job measures. Such measures yield better understanding of the absolute levels of job demands compared to items or scales with arbitrary units that lack definite meaning outside the framework of a particular survey. STAMP measures reveal most workers use relatively simple levels of math on their jobs, but there is a bifurcation of jobs in terms of the complexity of reading and especially writing that is required. Aside from managerial and professional occupations, the absolute level of academic skills required on most jobs does not appear to be very high. Likewise, computer use is widespread but most people use computers for fairly mundane office duties rather than more complex tasks; few workers use any kind of automated production equipment on their jobs. Well-developed employee involvement practices, such as self-directed teams, cover about one-fifth to one-quarter of the workforce. Very few workers report being affected by outsourcing and the numbers affected by technological displacement are almost imperceptible.

Heywood, John S.; Jirjahn, Uwe (2016):

The hiring and employment of older workers in Germany. A comparative perspective.

In: *Journal for Labour Market Research* 49 (4), S. 349–366. DOI: 10.1007/s12651-015-0195-4.

Abstract:

This paper focuses on the German labor market for older workers. It does so in comparison with other countries and with a unique focus on the role of employer incentives for retaining and hiring older workers. It argues that while employment of older German workers has improved due to changes in government policy, the labor market for older workers remains

characterized by far less mobility and opportunity. While we recognize the potential explanations of reduced productivity and age discrimination, we review evidence pointing to the importance of life-cycle contracts (Hutchens, *J Lab Econ*, 4, 439-457, 1986; Lazear, *J Polit Economy*, 87, 1261-1284, 1979). These contracts can be efficient but typically imply that older workers will have difficulty being re-hired into career jobs after separation. We suggest that attempts to reduce or eliminate such life-cycle contracts are likely to be counterproductive but suggest how other countries, particularly Japan, have dealt with this issue.

Hirsch-Kreinsen, Hartmut (2016):

Digitization of industrial work. Development paths and prospects.

In: *Journal for Labour Market Research* 49 (1), S. 1–14. DOI: 10.1007/s12651-016-0200-6.

Abstract:

This paper summarizes considerations and preliminary research results on the consequences of the progressive use of digital technologies in industrial work. The focus is particularly on the situation in German industry, where this development has been intensively discussed as “Industry 4.0”. Starting point is the assumption that currently a far-reaching technology push in industrial production can be observed. In terms of the potential consequences for industrial labor foreseen by the literature, currently contradictory development scenarios are being discussed. For one thing, the volume of potential job losses caused by the new technologies is highly controversial. For another, diverging consequences for job activities and qualifications can be recognized, interpreted as the “upgrading”, respectively “polarization” of skills. What concrete changes actually occur however, is dependent on the influence of numerous factors. Especially, what concept of technology automation is realized in each case, and its respective implementation process, is significant here. The conclusion reached is that, in the medium term, at the most a somewhat limited spread of digital technologies and their consequences can be expected to occur.

Klein, Markus (2016):

The association between graduates’ field of study and occupational attainment in West Germany, 1980-2008.

In: *Journal for Labour Market Research* 49 (1), S. 43–58. DOI: 10.1007/s12651-016-0201-5.

Abstract:

Over the course of higher education expansion and growing numbers of graduates, employers are supposed to have increasing difficulties to regard a higher education degree as reliable signal for productivity. As a consequence, they may take into account ‘qualitative’ differences such as graduates’ field of study more often than in previous times when hiring labour market entrants. Both from a supply-and demand-side perspective graduates from humanities, social services or arts may be increasingly disadvantaged in terms of labour market outcomes compared to graduates from science, technology, engineering and mathematics over time. The article tests this argumentation by assessing changes in the relationship between graduates’ field of study and risk of unemployment as well as access to the service class in West Germany between 1980 and 2008. Changes in returns to field of study may contribute to growing (social) inequalities among graduates amidst educational expansion and are therefore important to consider. Based on Microcensus data, the results show that field of study differences in terms of both labour market outcomes did not increasingly diverge over time. The paper concludes that due to a limited educational expansion and the prevalence of an occupationally segmented labour market higher education remains a good investment in terms of labour market returns in West Germany irrespective of graduates’ field of study.

Mane, Ferran; Miravet, Daniel (2016):

Using the job requirements approach and matched employer-employee data to investigate the content of individuals’ human capital.

In: *Journal for Labour Market Research* 49 (2), S. 133–155. DOI: 10.1007/s12651-016-0203-3.

Abstract:

The aim of this paper is to measure the returns to human capital. We use a unique data set consisting of matched employer-employee information. Data on individuals' human capital include a set of 26 tasks that capture the utilization of workers' skills in a very detailed way. Thus, we can expand the concept of human capital and discuss the type of skills that are more productive in the workplace and, hence, generate a higher payoff for the workers. This paper gives evidence that the returns to generic skills differ depending on the position of the worker in the firm. Only numeracy skills are reward independent of the occupational status of the worker. We also show that generic skills and other measures of human capital have independent effects on wages.

Mohrenweiser, Jens; Pfeiffer, Friedhelm (2016):

The development of study-specific self-efficacy during grammar school.

In: *Journal for Labour Market Research* 49 (1), S. 77–95. DOI: 10.1007/s12651-016-0204-2.

Abstract:

Even if more and more German adolescents acquire a university entrance qualification, not all of them finally enrol at a university. In particular, the transition from school to university strongly depends on parent's education. Even with the same marks in school, adolescents from non-academic households are less likely to enrol in universities than adolescents from academic households. One important reason is their lower belief to master a university study. This study analyses a specific intervention in grammar school to improve study-specific self-efficacy, the belief in one's capabilities to master a university study, using a longitudinal design. We apply a difference-in-difference framework and show that programme participation significantly improves the study-specific self-efficacy for pupils from non-academic families but not for those from academic families. Hence, such a programme could reduce social disparities between both groups.

Nawakitphaitoon, Kritkorn; Ormiston, Russell (2016):

The estimation methods of occupational skills transferability.

In: *Journal for Labour Market Research* 49 (4), S. 317–327. DOI: 10.1007/s12651-016-0216-y.

Abstract:

This paper compares two estimation methods of occupational skills transferability, both theoretically and empirically. The first method is based on Shaw's (1984) study, and the second one is based on Ormiston's (2014) study. The main difference between these two methods is that Shaw's skills transferability is a "market" approach. It is estimated based on an actual occupational change. On the other hand, Ormiston's skills transferability is a "skills" approach estimated based on the knowledge, skills, and abilities (KSAs) shared across occupations. Although these two approaches produce very different estimates of occupational skills transferability, both estimates significantly explain the earnings losses of displaced workers. In particular, the displaced workers who find jobs in occupations more similar to their previous jobs, as measured by occupational skills transferability, on average, suffer smaller earnings losses than those who find less similar jobs.

Osiander, C.; Dietz, M. (2016):

What determines the motivation for further training? Results from a factorial survey among jobseekers.

In: *Journal for Labour Market Research* 49 (1), S. 59–76. DOI: 10.1007/s12651-016-0202-4.

Abstract:

Publically sponsored further trainings for the unemployed are an important measure of active labour market policies (ALMP) in Germany. Current discussions within this context also focus on the willingness to participate, which is an important prerequisite for the success of the programs. Financial incentives may foster both participation and successful completion, thereby reducing opportunity costs of these measures. We investigate the question what factors determine the motivation to participate by conducting a CATI survey among around 4000 unemployed persons from the unemployment insurance system (Social Code III) and the means-tested basic income support system for needy recipients (Social Code II). We use a factorial survey - also known as vignette analysis - in combination with administrative data of the

Federal Employment Agency (FEA), the latter providing detailed information about the individual labour market history. Multivariate analyses suggest that a program's duration, monthly bonus payments in addition to regular unemployment benefits, future job prospects and gratifications for successful completion influence the probability of participation mostly in the theoretically expected way.

Rohrbach-Schmidt, Daniela; Tiemann, Michael (2016):

Educational (Mis)match and skill utilization in Germany. Assessing the role of worker and job characteristics.

In: *Journal for Labour Market Research* 49 (2), S. 99–119. DOI: 10.1007/s12651-016-0198-9.

Abstract:

This paper provides precise figures on the incidence and wage penalties of mismatching in Germany. We use the BIBB/BAuA Employment Survey 2006 to compute two different measures of person-to-job matching. A first measure indicates an educational (mis)match, i.e., whether a worker's attained level of education corresponds to the qualificational requirements of his or her job. Second, and different from most other studies-we observe a skill (mis) match that reflects the correspondence between the skills of the job holder and the skill requirements of the job. We explore whether and the extent to which results on mismatch differ between these measures and explain the probability of being (mis) matched by different sets of worker and job characteristics. We also examine wage penalties for mismatching in Germany, considering a large number of controls for workers and, in addition to most earlier studies, job heterogeneity; we use random intercept models with workers nested in occupations. Our results indicate that large shares of over-or under-educated workers in Germany have skills that correspond to the skill requirements of their jobs. Furthermore, there are workers perfectly matched with respect to their education who, nevertheless, feel under-or over-challenged by their jobs' skill requirements. Random intercept models reveal that beyond worker characteristics, i.e., human capital compensation (heterogeneous ability) and career mobility rationalities, job characteristics play a role in the mismatching variance and its real or apparent wage penalties.

Sparreboom, Theo; Tarvid, Alexander (2016):

Imbalanced Job Polarization and Skills Mismatch in Europe.

In: *Journal for Labour Market Research* 49 (1), S. 15–42. DOI: 10.1007/s12651-016-0196-y.

Abstract:

This paper considers the education of the labour force based on an analysis of trends in and the relationships between job polarization and skills mismatch. Both job polarization and skills mismatch have become topics of increasing interest, but relationships between the two have been relatively neglected in the literature. We argue that the relationship between polarization and skills mismatch is an empirical matter, which we analyse at both the macroeconomic and microeconomic level in European countries. A novel job polarization index (JPI) is proposed to measure imbalanced job polarization. It takes into account not only the change in the share of medium-level jobs, as is typical for measuring pure polarization, but also the imbalance between the change in high-level and low-level jobs. Skills mismatch at macro-level is measured by a skills mismatch index (SMI), while traditional measures of undereducation and overeducation are used at the microeconomic level. At the macroeconomic level, we estimate a system of two equations, one for each of the country-level variables gauging polarization and mismatch, respectively. Imbalanced job polarization measured by the JPI negatively affects skills mismatch at the macroeconomic level (SMI), but there is no significant reverse effect. Thereafter we consider the microeconomic level and study the determinants of mismatch using multi-level mixed effects logistic models. The effect of imbalanced job polarization on individual-level mismatch was arguably favourable for individuals in non-crisis time, decreasing overeducation risk although also increasing the chances of undereducation, both gauged using the normative measure, but unfavourable during the global financial crisis of 2008-2009 and the following two years.

Wanger, Susanne; Weigand, Roland; Zapf, Ines (2016):

Measuring hours worked in Germany - Contents, data and methodological essentials of the IAB working time measurement concept.

In: *Journal for Labour Market Research* 49 (3), S. 213–238. DOI: 10.1007/s12651-016-0206-0.

Abstract:

This article presents the Working Time Measurement Concept of the Institute for Employment Research, which determines the hours worked in Germany and their individual components. The Working Time Measurement Concept is the key data product on working time in Germany and underlies the German national accounts figure on labour input. These statistics on hours worked are essential for a proper analysis of aggregate labour market trends and cyclical fluctuations. In the Working Time Measurement Concept, changes in working hours due to collective agreements and economic fluctuations are brought together with shifts in employment structure, thus producing a differentiated picture of the scope, structure and development of the annual working time of gainfully employed persons. We outline the conceptual and methodological framework of the measurement, which continually evolves due to its integration in the system of national accounts and due to innovations to the statistical procedures applied. An overview of single components and their data sources is given, while the resulting time series of hours worked and the volume of work are depicted according to their long run trends, cyclical variation and reaction in the 2008/09 financial and economic crisis.

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Editorials

Rhoads, Robert A. (2016):

Student Activism, Diversity, and the Struggle for a Just Society.

[Introduction]. In: *Journal of Diversity in Higher Education* 9 (3, SI), S. 189–202. DOI: 10.1037/dhe0000039.

Abstract:

This introductory article provides a historical overview of various student movements and forms of student activism from the beginning of the Civil Rights Movement to the present. Accordingly, the historical trajectory of student activism is framed in terms of 3 broad periods: the sixties, the postsixties, and the contemporary context. The author pays particular attention to student organizing to address racial inequality as well as other forms of diversity. The article serves as an introduction to this special issue and includes a brief summary of the remainder of the issue's content.

Original Articles

Alexander, Quentin R.; Hermann, Mary A. (2016):

African-American Women's Experiences in Graduate Science, Technology, Engineering, and Mathematics Education at a Predominantly White University. A Qualitative Investigation.

In: *Journal of Diversity in Higher Education* 9 (4), 307-U113. DOI: 10.1037/a0039705.

Abstract:

In this phenomenological investigation we used qualitative research methodology to examine the experiences of 8 African American women in science, technology, engineering, and mathematics (STEM) graduate programs at 1 predominantly White university (PWU) in the South. Much of the current research in this area uses quantitative methods and only yields descriptive statistical information. By using qualitative methods, we sought to add significant context to currently available literature about the experiences of African American women in STEM graduate programs at PWUs. We conducted semistructured interviews with research participants. Additionally, participants completed a demographic questionnaire to give us more information about their backgrounds. We analyzed these sources of data to help understand participant experiences. Verbatim quotes from participant interviews were used to highlight experiences and give voice to an often silenced student population in graduate STEM education. Results indicated that participants experienced racial microaggressions, low self-efficacy, and a lack of institutional support while pursuing STEM graduate degrees at this PWU. We offer suggestions about ways issues revealed by participants might be addressed by PWU university personnel. Attention to these issues could make the experiences for African American women more positive while pursuing graduate STEM degrees.

Chun, Heejung; Romero Marin, Merranda; Schwartz, Jonathan P.; Pham, Andy; Castro-Olivo, Sara M. (2016):

Psychosociocultural Structural Model of College Success Among Latina/o Students in Hispanic-Serving Institutions.

In: *Journal of Diversity in Higher Education* 9 (4), S. 385–400. DOI: 10.1037/a0039881.

Abstract:

Previous studies of college entrance and graduation have identified strong ethnic identity, cultural congruity, and low acculturative stress as protective factors for academic persistence among Latina/o college students. However, lacking in the literature is a more differentiated and complete understanding of the complex relationships between cultural and psychosocial factors that may lead to college success for students attending Hispanic-Serving Institutions (HSIs) of higher education. Proposing a structural equation model, we examined positive effects of ethnic identity, cultural congruity, and low acculturative stress on emotional wellbeing and GPA of Latina/o students attending HSIs. Further, we explored whether sense of belonging and academic self-efficacy mediate the relationships between the aforementioned cultural factors and emotional wellbeing and GPA. Participants were 289 Latina/o college students attending a Hispanic-Serving Institution in a Southwest city. Results showed that cultural factors, including low acculturative stress and strong ethnic identity, had significant positive effects on emotional wellbeing and GPA. However, the effects of cultural congruity were not substantiated. The mediating effects of sense of belonging and academic self-efficacy on cultural factors and college success outcomes were partially supported. Implications for improving adjustment among Latina/o college students attending Hispanic-Serving Institutions are discussed.

Collier, Daniel A.; Hernandez, Xavier J. (2016):

Tatemaes and Honne. Interpreting the Theory Versus Practice of International Student Development and Outreach.

In: *Journal of Diversity in Higher Education* 9 (4), S. 369–384. DOI: 10.1037/dhe0000011.

Abstract:

Since the Great Recession, international student enrollment in U.S. institutions has experienced profound increases. As campuses attempt to attract more international students, they have placed greater emphasis on developing units that specifically serve the needs of these students. Using the qualitative approach of document analysis, this research uncovers the difference between the tatemaes, or public mission statements, and honne, or hidden motives, of the 14 public universities who house the largest highest international student bodies. Results indicate that tatemaes are nebulous but generally consistently primarily value business and legal affairs processes over student programming. Interpretations of the honne, being object placement on websites, varied information provided regarding differing types of events/programming, and link counts, also indicate these units emphasize business and legal affairs over student programming, thus leading to conclusions that promotion of emphasis on student programming is still lacking. However, within developmental programs, 2 primary paradigms persist: collaboration between nationalities and Americanization of international students, while programs focused on family well-being and mental health need more development. The discussion explores the true intent of these units and investigates missed opportunities associated with deemphasizing student programming.

Consoli, Melissa L. Morgan; Marin, Patricia (2016):

Teaching Diversity in the Graduate Classroom. The Instructor, the Students, the Classroom, or All of the Above?

In: *Journal of Diversity in Higher Education* 9 (2), S. 143–157. DOI: 10.1037/a0039716.

Abstract:

Diversity courses in higher education have been associated with many positive educational and developmental outcomes as well as challenges. Studies have examined these types of undergraduate courses within education, psychology, and other disciplines (e.g., Hurtado, 2001; Hurtado, Mayhew, & Engberg, 2012; Larke & Larke, 2009); however, less research has been conducted on graduate-level diversity courses, their students, processes, and outcomes. To address this gap, the current study explored the experiences with and perspectives on diversity classes of 16 (2 male and 14 female) diverse students in graduate-level diversity courses in a school of education. Researchers used questionnaires and a focus group to collect data. Emergent themes include Essential Instructor Characteristics and Methods, Peer Interactions, Diversity Class Climate, Uniqueness of Diversity Courses, Graduate Course Context, Improving Graduate Diversity Courses, and Impact on Students. Limitations and future directions are discussed.

DeAngelo, Linda; Schuster, Maximilian T.; Stebleton, Michael J. (2016):

California DREAMers. Activism, Identity, and Empowerment Among Undocumented College Students.

In: *Journal of Diversity in Higher Education* 9 (3, SI), S. 216–230. DOI: 10.1037/dhe0000023.

Abstract:

There is a large gap in college access and success for undocumented students. This emergent population remains uniquely and precariously situated within campus environments, despite the passage of Development, Relief, and Education for Alien Minors (DREAM) Acts in some states. These inequities have sparked activism for DREAMers associated with the undocumented youth movement. Using data from interviews of 16 undocumented students at a selective California research institution, this study explores the ways in which DREAMers constructed an empowered undocumented identity through activism. Constructivist grounded theory was used as a frame to guide data interpretation and analysis with the aim of uncovering invisible societal processes and power dynamics affecting this population. Three categories were saturated: coming to activism, pushing for existence, and inscribing power. These categories reveal the way in which DREAMers derive power through their activism, sustain that activism despite oppressive societal conditions, and embrace tenets reflective of global social justice. Implications for institutions and policymakers that support success for this student population are drawn.

Gabel, Susan L.; Reid, Denise; Pearson, Holly; Ruiz, Litzy; Hume-Dawson, Rodney (2016):

Disability and Diversity on CSU Websites: A Critical Discourse Study.

In: *Journal of Diversity in Higher Education* 9 (1), S. 64–80. DOI: 10.1037/a0039256.

Abstract:

With more than 325,000 students, the California State University (CSU) system is 1 of the largest in the United States, making it a useful unit of analysis for studying disability and diversity. Using a critical discourse theoretical framework and borrowing strategies from Astroff (2001) and Pauwells (2012), we found disability information on CSU websites to have surface visibility—66% of the sites had minimal information on the home page. However, digging deeper into the sites we found frustrating navigation structures, hidden content, and the disengagement of disability from diversity. The sites constitute disability as the deficits of individual students that call for regulatory institutional responses and ignore disability as a feature of diversity.

Garcia, Gina A. (2016):

Exploring Student Affairs Professionals' Experiences With the Campus Racial Climate at a Hispanic Serving Institution (HSI).

In: *Journal of Diversity in Higher Education* 9 (1), S. 20–33. DOI: 10.1037/a0039199.

Abstract:

Although we know that people experience the campus racial climate differently based on their racial/ethnic identity, less is known about how they perceive the climate based on the racial/ethnic diversity of their institution and specifically within their department. Instead, the campus racial climate has largely been studied at Predominantly White Institutions (PWIs) and from a macrolevel, suggesting that experiences and perceptions are not only similar across all institutions, but within institutions. Furthermore, we know little about how student affairs professionals make meaning of the campus racial climate. Guided by the Multicontextual Model for Diverse Learning Environments (MMDLE), this study explored the way student affairs professionals at a Hispanic Serving Institution (HSI) experience and perceive diversity. Findings show that the compositional diversity of the department largely affects perceptions and behaviors, confirming that although there may be differences in the way student affairs professionals experience the campus racial climate based on their social identities, perceptions also vary based on the microclimate in which they work.

Garriott, Patton O.; Reiter, Stephanie; Brownfield, Jenna (2016):

Testing the Efficacy of Brief Multicultural Education Interventions in White College Students.

In: *Journal of Diversity in Higher Education* 9 (2), S. 158–169. DOI: 10.1037/a0039547.

Abstract:

This pilot study tested the overall and relative efficacy of 3 common approaches to multicultural education in a sample (N = 52) of White undergraduate students using a randomized controlled trial. Brief multicultural education interventions were delivered in the form of educational, social norming, and entertainment conditions. Affective (i.e., White guilt) and cognitive (i.e., awareness of White privilege) outcomes of interventions were assessed. Possible causal relations between intervention condition, White guilt, and awareness of White privilege were also examined. Analyses revealed a main effect and large effect size for intervention condition. Results showed that education and entertainment conditions produced higher scores on a measure of White guilt compared with control and that the entertainment condition produced higher scores on awareness of White privilege compared with all other conditions. Mediation analyses revealed that observed changes in White guilt scores from pretest to posttest explained the relationship between intervention condition and awareness of White privilege. Findings did not support a causal ordering with changes in awareness of White privilege as a mediator of intervention condition and White guilt. Results suggest that brief multicultural education interventions are effective and that entertainment-oriented interventions may be particularly useful in terms of producing desired changes in White college students.

Glass, Kimberly; Glass, Chris R.; Lynch, R. Jason (2016):

Student Engagement and Affordances for Interaction With Diverse Peers. A Network Analysis.

In: *Journal of Diversity in Higher Education* 9 (2), S. 170–187. DOI: 10.1037/a0039726.

Abstract:

This study utilized a network model in order to explore the relationship between patterns of student engagement and affordances for interaction with diverse peers for 12,852 students at 7 universities. The institutions are similar in type and size, with relatively moderate levels of structural racial diversity, and a range of overall cross-cultural peer engagement. The findings indicate that students in the “core” (many connections) share 1 dominant perception of affordances for interaction with many other students that also have a high number of connections. Similarly, students in the “fringe” (few connections) may not share their perception of the affordances for interaction with many other students, but when they do, it is most likely with other students that have only have a few connections in our network. Moreover, our network exhibited a high-degree of assortativity, meaning that there is little mixing between the “core” and “fringe” groups. Importantly, the institutional network structure varied by an institution’s overall level of cross-cultural peer engagement. White students reported more cocurricular engagement but less openness to cross-cultural interaction than their peers from all other racial groups; White students reported significantly greater campus support for diversity and less openness to cross-cultural interaction than their peers from all other racial groups. Implications for intergroup dialogue, collaborative programming, and the use of assortativity for institutional assessment are discussed.

Gravley-Stack, Kara; Ray, Chris M.; Peterson, Claudette M. (2016):

Understanding the Subjective Experiences of the Chief Diversity Officer. A Q Method Study.

In: *Journal of Diversity in Higher Education* 9 (2), S. 95–112. DOI: 10.1037/dhe0000012.

Abstract:

The research presented within this study focuses on the work of postsecondary institutional leaders, chief diversity officers (CDOs), who are change agents within the academy to address historical inequalities in education. Applying the Inclusive Excellence Change Model as the theoretical framework to guide this Q Method study, the researchers investigated the subjective perspectives and experiences of CDOs who are actively engaged in efforts to support Inclusive Excellence. CDOs were asked to address the degree of institutional infrastructure, support, and understanding for their efforts to create change in institutional policies and practices that support Inclusive Excellence for students, faculty, and staff. The article concludes with several recommendations for practice and further research into efforts to support and advance the role of the CDO in postsecondary settings.

Griffin, Kimberly A.; Cunningham, Emil L.; George Mwangi, Chrystal A. (2016):

Defining Diversity: Ethnic Differences in Black Students' Perceptions of Racial Climate.

In: *Journal of Diversity in Higher Education* 9 (1), S. 34–49. DOI: 10.1037/a0039255.

Abstract:

This qualitative study addresses the potential range of perspectives within the Black student community, focusing specifically on differences by ethnicity and nativity. Narratives were collected from 43 Black students (15 native, 28 immigrants) enrolled at a predominantly White research institution, analyzing their perspectives on diversity and campus racial climate. Findings suggest both race and ethnicity have the potential to shape ways in which Black students engage and perceive campus racial climate. Second and 2.5 generation Black immigrants were more likely to experience and perceive climate in ways similar to their native Black peers, perceiving a lack of racial diversity and experiences with marginalization on campus. However, second and 2.5 generation students perceived more stereotypes in the classroom, whereas native students discussed more frequent social marginalization. First-generation immigrants described more campus diversity, and noted fewer encounters with racial discrimination. All students expressed interest in engaging with peers from diverse backgrounds but noted varying levels of inclusion and their desire to find welcoming environments in which to engage their peers.

Hoffman, Garrett D.; Mitchell, Tania D. (2016):

Making Diversity “Everyone’s Business”. A Discourse Analysis of Institutional Responses to Student Activism for Equity and Inclusion.

In: *Journal of Diversity in Higher Education* 9 (3, SI), S. 277–289. DOI: 10.1037/dhe0000037.

Abstract:

Student activism has long been a mainstay on college campuses. Student activist efforts continue to demand administrative accountability around issues of equity and inclusion on campus. These movements demand engagement and support from administrators to honor the students' experiences and efforts as well as to respect institutional commitments to advance equity and inclusion. This paper presents a case study of 1 activist movement at a large public institution. Using discourse analysis of textual data and interviews with student leaders and activists and campus administrators, we present an analysis of administrative responses to 1 student activist movement and their impact on students. We employ Ahmed's (2012) work on institutional diversity as a conceptual framework and find that, by invoking diversity language, the administrative responses to student activists recenter majority culture, place systemic problems back on minoritized students, and create a discursive context wherein action to address activist concerns is stifled. We also present a reconceptualization of how administrators can respond to student activists seeking equity and justice for minoritized populations.

Hope, Elan C.; Keels, Micere; Durkee, Myles I. (2016):

Participation in Black Lives Matter and Deferred Action for Childhood Arrivals. Modern Activism Among Black and Latino College Students.

In: *Journal of Diversity in Higher Education* 9 (3, SI), S. 203–215. DOI: 10.1037/dhe0000032.

Abstract:

Political activism is one way racially/ethnically marginalized youth can combat institutional discrimination and seek legislative change toward equality and justice. In the current study, we examine participation in #BlackLivesMatter (BLM) and advocacy for Deferred Action for Childhood Arrivals (DACA) as political activism popular among youth. Participants were 533 Black and Latino college students. We found that both Black and Latino students reported more involvement in BLM than DACA. There were no gender differences in participation for Black students, but Latina women reported greater participation in BLM and DACA than Latino men. We also tested whether demographic characteristics, racial/ethnic microaggressions, and political efficacy predict BLM and DACA involvement. For Black students, prior political activism predicted involvement in BLM and DACA and immigration status predicted DACA involvement. For Latino students, more experiences of racial/ethnic microaggressions predicted involvement in BLM and DACA and political efficacy predicted DACA involvement. Findings highlight rates of participation in modern sociopolitical movements and expand our understanding of how psychological factors may differentially promote activism for Black and Latino college students.

Jones, Willis A. (2016):

Factors Correlated With the Interactional Diversity of Community College Students.

In: *Journal of Diversity in Higher Education* 9 (1), S. 81–94. DOI: 10.1037/a0039153.

Abstract:

This study used data from the Community College Survey of Student Engagement (CCSSE) to examine how student background characteristics, student engagement, and institutional characteristics correlate with the frequency of interactional diversity among community college students. Given the current lack of research on interactional diversity among community college students, the findings of this study offer the higher education community much needed evidence that can help practitioners better understand the conditions which foster and limit interactional diversity at 2-year institutions.

Kimball, Ezekiel W.; Moore, Adam; Vaccaro, Annemarie; Troiano, Peter F.; Newman, Barbara M. (2016):

College Students With Disabilities Redefine Activism. Self-Advocacy, Storytelling, and Collective Action.

In: *Journal of Diversity in Higher Education* 9 (3, SI), S. 245–260. DOI: 10.1037/dhe0000031.

Abstract:

Despite rapid growth in the numbers of students with disabilities enrolling in higher education, there is limited research about their experiences in colleges and universities, and information about their collegiate activism is even more limited. Through a constructivist grounded theory study of 59 college students and recent graduates, we demonstrate the connection between activism and purpose in the lives of students with disabilities. Our findings suggest advocacy skills and activist tendencies were socialized early in life by parental role models. College students with disabilities drew upon foundational self-advocacy skills to engage in a variety of forms of disability activism during college including doing, role modeling, and teaching self-advocacy; reducing stigma through education and storytelling; and collective action. College students also engaged in activism on issues other than disability. Narratives from students with disabilities demonstrate a need to rethink traditional notions of activism in order to develop broader and more accurate definitions of college activism.

Lantz, Melanie M.; Fix, Rebecca L.; Davis, Brittan L.; Harrison, Leighna N.; Oliver, Ashley; Crowell, Candice et al. (2016):

Grad Students Talk. Development and Process of a Student-Led Social Justice Initiative.

In: *Journal of Diversity in Higher Education* 9 (3, SI), S. 290–306. DOI: 10.1037/dhe0000033.

Abstract:

College student activism has long been a staple of campus life, often driven by the sociopolitical issues of the time. In response to recent and continuous violent deaths of members of the Black community, rising instances of overt racism, and perceived silence among our institutes and professional groups, a multiinstitutional and diverse collective of psychology graduate student leaders, Grad Students Talk (GST) came together to engage psychology graduate students nationally in discussions related to these events. GST facilitated a series of teleconference calls, and one large in-person conference discussion, for psychology graduate students to discuss and process their reactions to acts of racial injustice. Additionally, GST headed “First, Do No Harm,” an advocacy campaign against psychologists’ involvement in torture, which received mention in national media. The purpose of the current paper is to describe the successes of our student collective, to understand the challenges GST faced in the context of activism within higher education, and to provide recommendations to professionals in higher education to support student activism initiatives. Data from a collaborative autoethnographic qualitative approach highlighted a number of important themes that emerged for researcher-participants, including lack of perceived safety, observed silence from institutions and professional groups, and the important roles of universality and instillation of hope. We conclude the present discourse with a synthesis of the systemic challenges student activists face, and recommendations for change.

Lee, Young-joo; Won, Doyeon (2016):

Applying Representative Bureaucracy Theory to Academia. Representation of Women in Faculty and Administration and Title IX Compliance in Intercollegiate Athletics.

In: *Journal of Diversity in Higher Education* 9 (4), S. 323–338. DOI: 10.1037/a0039727.

Abstract:

The representative bureaucracy theory posits that the passive representation of women in an organization leads to their active representation in terms of gender equity in policy implementation. The present study examines how women's representation in administration and faculty positions may explain gender equity-oriented policy outcomes, focusing on compliance with Title IX of the Educational Amendments to the Civil Rights Acts in intercollegiate athletics. Using the data from the Integrated Postsecondary Education Data System (IPEDS; National Center for Educational Statistics [NCES], 2013), the present study examines the relationship between women's representation in university top administration and faculty positions and the 2 main areas of Title IX compliance among the National Collegiate Athletic Association (NCAA) Division I institutions: passing the first prong of the "substantial proportionality" test and women's share of total per team expenditures. The findings indicate that while women's representation in top administrative positions does not explain the institution's Title IX compliance, their representation in pretenure faculty positions is positively, though weakly, associated with compliance in terms of women's share of per-team expenditure. The results also suggest that the representation of women in state legislatures is positively associated with Title IX compliance of public institutions, but not with private institutions' compliance.

LePeau, Lucy A.; Morgan, Demetri L.; Zimmerman, Hilary B.; Snipes, Jeremy T.; Marcotte, Beth A. (2016):

Connecting to Get Things Done. A Conceptual Model of the Process Used to Respond to Bias Incidents.

In: *Journal of Diversity in Higher Education* 9 (2), S. 113–129. DOI: 10.1037/a0039509.

Abstract:

In this study, we interviewed victims of bias incidents and members of a bias response team to investigate the process the team used to respond to incidents. Incidents included acts of sexism, homophobia, and racism on a large, predominantly White research university in the Midwest. Data were analyzed using a 4-stage coding process. The emergent model focused on the way the bias response team members connected to students, other team members, and colleagues from across campus to respond to the bias incidents. Important tensions that team members navigate also became evident and are depicted in the model. Findings from this study inform practice by illuminating the complexity of how educators carry out social justice work on a campus. Furthermore, this study expands diversity scholarship by examining the intersection between individuals, campus climate, and their environment.

Linder, Chris; Myers, Jess S.; Riggle, Colleen; Lacy, Marvette (2016):

From Margins to Mainstream. Social Media as a Tool for Campus Sexual Violence Activism.

In: *Journal of Diversity in Higher Education* 9 (3, SI), S. 231–244. DOI: 10.1037/dhe0000038.

Abstract:

Using Internet-related ethnography (Postill & Pink, 2012), we examined the role of social media in campus sexual violence activism. Based on observations of online activist communities and interviews with 23 activists, we highlight raising awareness, community building, and interrupting power dynamics as activism strategies enhanced by social media. Further, we provide implications and recommendations for administrators, educators, and student activists.

McCallum, Carmen M. (2016):

“Mom Made Me Do It”: The Role of Family in African Americans’ Decisions to Enroll in Doctoral Education.

In: *Journal of Diversity in Higher Education* 9 (1), S. 50–63. DOI: 10.1037/a0039158.

Abstract:

Large disparities exist among African Americans and other cultural groups in doctoral degree enrollment and degree attainment. To address this concern, scholars have focused on why African Americans do not pursue doctoral degrees. Although informative, this deficit perspective does not explain the factors that encourage African Americans to enroll in doctoral study. Building on Hill’s (1999, 2003) conceptualization of the strengths of African American families, this qualitative study uses a cultural perspective to explore the role of family in the graduate school attendance decision-making process. Semistructured interviews with 41 currently enrolled African American doctoral-level students from research intensive institutions revealed that family members play an important role. They provide insight, resources, and emotional and social support during the decision-making process. Findings illuminate the need to focus on culturally relevant strengths of diverse populations when exploring graduate degree decision-making processes. Findings from this study can be used to inform a theoretical model on doctoral degree decision-making as well as graduate schools’ recruitment and attainment strategies.

Pérez, David; Taylor, Kari B. (2016):

Cultivando Logradores: Nurturing and Sustaining Latino Male Success in Higher Education.

In: *Journal of Diversity in Higher Education* 9 (1), S. 1–19. DOI: 10.1037/a0039145.

Abstract:

Little is known about the factors that contribute to Latino male success in higher education. In this qualitative study, Yosso’s (2005) community cultural wealth framework provides an asset-based perspective to illuminate how Latino males used different forms of capital to nurture and sustain their dispositions to succeed at a selective, predominantly White institution. Whereas parents and college preparatory programs nurtured participants’ success before college, mentors and peers sustained their dispositions to succeed during college. Implications for research, policy, and practice focus on nurturing and sustaining community cultural wealth among Latino males in higher education.

Rhoads, Robert A. (2016):

Student Activism, Diversity, and the Struggle for a Just Society.

In: *Journal of Diversity in Higher Education* 9 (3, SI), S. 189–202. DOI: 10.1037/dhe0000039.

Abstract:

This introductory article provides a historical overview of various student movements and forms of student activism from the beginning of the Civil Rights Movement to the present. Accordingly, the historical trajectory of student activism is framed in terms of 3 broad periods: the sixties, the postsixties, and the contemporary context. The author pays particular attention to student organizing to address racial inequality as well as other forms of diversity. The article serves as an introduction to this special issue and includes a brief summary of the remainder of the issue’s content.

Ryder, Andrew J.; Reason, Robert D.; Mitchell, Joshua J.; Gillon, Kathleen; Hemer, Kevin M. (2016):

Climate for Learning and Students’ Openness to Diversity and Challenge. A Critical Role for Faculty.

In: *Journal of Diversity in Higher Education* 9 (4), S. 339–352. DOI: 10.1037/a0039766.

Abstract:

Utilizing data from 15 institutions that participated in the 2013 and 2014 administrations of the Personal and Social Responsibility Inventory (PSRI), this study employed a multilevel modeling approach to examine the relationship of students’ perceptions of their climate for learning to their scores on the Openness to Diversity and Challenge Scale (ODC).

Guided by Bronfenbrenner's process-person-context-time (PPCT) model of student environments, we found that a climate for learning perceived as valuing a wide range of ideas and perspectives and including faculty advocacy for the respect of diverse ideas and points of view is positively related to students' openness to diversity and challenge.

Thakral, Charu; Vasquez, Philip L.; Bottoms, Bette L.; Matthews, Alicia K.; Hudson, Kimberly M.; Whitley, Steven K. (2016):

Understanding Difference Through Dialogue. A First-Year Experience for College Students.

In: *Journal of Diversity in Higher Education* 9 (2), S. 130–142. DOI: 10.1037/a0039935.

Abstract:

Research (Gurin, Nagda, & Zuniga, 2009) on intergroup dialogue (IGD) has primarily focused on student outcomes in traditional semester-long, 3-credit courses, documenting the positive impact IGD has on college students' (a) intergroup understanding, (b) intergroup relationships, (c) intergroup collaboration and action, and (d) perceived relevancy of diversity in higher education. The University of Illinois at Chicago's First-Year Dialogue Seminar (FYDS) was designed as a 1-credit, half-semester course based on traditional IGD courses and associated outcomes. Approximately 100 freshman students participated in the pilot of the seminar, completing both pre- and posttest measures of intergroup understanding, intergroup relationships, intergroup collaboration and action, and relevancy of diversity in higher education. In addition, a comparison group of approximately 80 freshman students, not enrolled in the course, were administered the posttest survey at Time 2. The results showed significant gains across measures of intergroup understanding, intergroup collaboration and action, and relevancy of diversity in higher education. Furthermore, FYDS students had significantly higher means across several of the same measures of intergroup understanding and intergroup collaboration and action than the comparison group. These results suggest the potential efficacy of a new model of IGD-based pedagogy and learning.

Verdinelli, Susana; Kutner, Debbi (2016):

Persistence Factors Among Online Graduate Students With Disabilities.

In: *Journal of Diversity in Higher Education* 9 (4), S. 353–368. DOI: 10.1037/a0039791.

Abstract:

Students with disabilities face a number of obstacles to complete graduate education. Adult learners with disabilities are enrolling in online graduate programs at increasing numbers, yet they tend to graduate at lower rates than students without disabilities. Research indicates that students with disabilities tend to prefer and excel in the online environment. The unique needs of this population, both academic and social inclusivity, have bordered on invisibility from many persistence models regarding a holistic successful experience online. The purpose of this qualitative study was to understand the reasons that lead graduate students with disabilities to enroll in online programs and to identify factors that promote persistence in these programs. Thirty-five graduate students with disabilities-enrolled in online programs in academic institutions throughout the United States-were interviewed. Results indicated interplay between selecting an online program of study and having a disability. Participants' narratives revealed experiencing discrimination due to their disability in traditional settings. The online environment provided a shield to defy stigmatization and stereotypes, manage disability needs, and gain greater control over the learning process. Resiliency, self-determination, motivation, goal commitment, institutional assistance, and other external sources of support emerged as persistence factors. The constant comparative method was used to code and discern themes throughout analysis. Results from this study will be used to increase awareness, promote dialogue, and create a persistence model applicable for persons with disabilities that highlight more specific and unique layers as to why the online environment is a more sustainable framework than traditional settings.

Warnock, Deborah M.; Hurst, Allison L. (2016):

"The Poor Kids' Table". Organizing Around an Invisible and Stigmatized Identity in Flux.

In: *Journal of Diversity in Higher Education* 9 (3, SI), S. 261–276. DOI: 10.1037/dhe0000029.

Abstract:

Research has demonstrated that the low-income, first-generation, and/or working-class (LIFGWC) student experience of higher education can be alienating and isolating. Because social class status is not often visible, LIFGWC students, who are the minority on 4-year college campuses, may have difficulty finding others with whom they share similar experiences and, therefore, be less likely to integrate socially. In order to alleviate the pain and discomfort of the LIFGWC experience in higher education, students have worked to start groups for LIFGWC students on college campuses across the United States. In this study we use ethnographic methods to better understand the formation and maintenance of one such group at a small, selective liberal arts college in the Northeast. Through the inductive analysis of interviews with 16 students affiliated with the group, we identify two central themes. First, the invisible, individualist, and fluid nature of social class identity made for a unique challenge in organizing and recruiting members for the group. Second, the group leaders' decision to engage in awareness-raising activities was met with hesitancy by some members. Students differed in their availability or level of comfort to engage in social class based activism on campus and in their existing ties to the campus community, both of which shaped their further involvement in the group. We conclude by outlining policy implications and future research directions informed by our findings.

Original Articles

Arnold, Noelle Witherspoon; Crawford, Emily R.; Khalifa, Muhammad (2016):

Psychological Heuristics and Faculty of Color. Racial Battle Fatigue and Tenure/Promotion.

In: *Journal of Higher Education* 87 (6), S. 890–919. DOI: 10.1353/jhe.2016.0033.

Abstract:

Faculty who have been historically excluded from participating in academia present a unique quandary for those who have traditionally held power at the university. This article explores the promotion and tenure (P&T) process of Black faculty using a psychological construct to examine how racial micro-aggressions manifest and articulate themselves through individual and organizational phenomena such as Racial Battle Fatigue (RBF). We applied a psychological approach to narrative inquiry to examine how two faculty of color experienced the P&T process. Participant narratives highlighted how much of the P&T process, and even engagement in academia in general, is articulated by likability or congeniality—two constructs absent from P&T policies.

Bañuelos, Nidia I. (2016):

From Commercial Schools to Corporate Universities. Explaining the Shift in Proprietary Business Education in the U.S., 1970-1990.

In: *Journal of Higher Education* 87 (4), S. 573–600. DOI: 10.1353/jhe.2016.0019.

Abstract:

This study used archival sources to examine the factors that encouraged for-profit business education to shift during the 1970s from small, certificate programs for bookkeepers and secretaries to large, multisite universities for mid-level managers. Using data from the Occupational Outlook Handbook, as well as trend data from the Bureau of Labor Statistics, I show that demand for the MBA began increasing dramatically during the 1970s. This increase alone, however, does not explain why new, low-status for-profit institutions managed to survive in the mature and highly competitive field of business education. I also show that demand for this degree increased among (a) women of child rearing age and (b) mid-career working adults—two populations traditionally underserved by the nonprofit university. For-profit schools were able to grow quite large by directing their marketing at these populations and offering an MBA that promised to be accessible, convenient, and practically oriented. While others have pointed to changes in political support for for-profit universities especially more access to aid for students to explain their growth, here I show that students had strong motivators for using federal funding at for-profits in the first place.

Beattie, Irene R.; Thiele, Megan (2016):

Connecting in Class? College Class Size and Inequality in Academic Social Capital.

In: *Journal of Higher Education* 87 (3), S. 332–362. DOI: 10.1353/jhe.2016.0017.

Abstract:

College students who interact with professors and peers about academic matters have better college outcomes. Although institutional factors influence engagement, prior scholarship has not systematically examined whether class sizes affect students' academic interactions, nor whether race or first-generation status moderate such effects. We conceptualized academic interactions as forms of social capital that are sensitive to institutional characteristics. We analyzed survey data from a random sample of 346 students enrolled at a public research university linked with institutional data on student

class size. We employed logistic regression on six dependent variables capturing academic interactions with professors and peers and controlled for precollege characteristics. Compared to students enrolled in smaller classes, students enrolled in larger classes had significantly fewer interactions with professors about course material and with peers about course-related ideas. Social group also moderated some effects of class size. Class size negatively influenced first-generation (but not continuing generation) students' likelihood of talking to professors or TAs about ideas from class. For discussions about future careers, larger classes had profound negative effects on Black students (for interactions with professors) and Latino students (for interactions with peers), but no effect on other groups. We discuss implications for theory and practice.

Brint, Steven; Yoshikawa, Sarah R. K.; Rotondi, Matthew B.; Viggiano, Tiffany; Maldonado, John (2016):

Surviving and Thriving. The Adaptive Responses of U.S. Four-Year Colleges and Universities during the Great Recession.

In: *Journal of Higher Education* 87 (6), S. 859–889. DOI: 10.1353/jhe.2016.0032.

Abstract:

Press reports and industry statistics both give incomplete pictures of the outcomes of the Great Recession for U.S. four-year colleges and universities. To address these gaps, we conducted a statistical analysis of all articles that appeared in Lexis-Nexis on a sample of more than 300 U.S. colleges and universities during the Recession years. We identify four clusters of institutional responses, which we label “consumer service,” “market search,” “growing and greening,” and “the complete arsenal.” Overviews of actions taken in each of these clusters provide qualitative texture and evidence of senior managers' intentions. Our findings are broadly consistent with organizational theories emphasizing divergent institutional logics, but we question the extent to which the fourth of our clusters can be characterized as a coherent adaptive “logic,” and we add an emphasis on interorganizational stratification as an influence on adaptive responses.

Carroll, Jamie M.; Muller, Chandra; Pattison, Evangeleen (2016):

Cooling Out Undergraduates with Health Impairments. The Freshman Experience.

In: *Journal of Higher Education* 87 (6), S. 771–800. DOI: 10.1353/jhe.2016.0029.

Abstract:

Students with health impairments represent a growing sector of the college population, but health-based disparities in bachelor's degree completion persist. The classes students pass and the grades they receive during the first year of college provide signals of degree progress and academic fit that shape educational expectations, potentially subjecting students to a cooling out process (Clark, 1960). Using the Beginning Postsecondary Students Longitudinal Study (BPS 04/09), we compared signals of degree progress and academic fit and changes in educational expectations between students with and without health impairments during the first year of college. We found that net of academic preparation, type of institution, enrollment intensity and first year experiences, students with mental impairments were more likely to lower their educational expectations after the first year of college, due partially to negative signals of academic fit. We found limited evidence that gaps in learning are related to the use of academic accommodations for students with health impairments. Our results suggest that students with mental impairments are disadvantaged in reaching first year benchmarks of degree progress and academic fit and are disproportionately cooled out.

Chingos, Matthew M. (2016):

Instructional Quality and Student Learning in Higher Education. Evidence from Developmental Algebra Courses.

In: *Journal of Higher Education* 87 (1), S. 84–114. DOI: 10.1353/jhe.2016.0002.

Abstract:

Little is known about the importance of instructional quality in American higher education because few recent studies have had access to direct measures of student learning that are comparable across sections of the same course. Using data from two developmental algebra courses at a large community college, I found that student learning varies systematically across instructors and was correlated with observed instructor characteristics including education, full-time status, and

experience. Instructors appeared to have effects on student learning beyond their impact on course completion rates. A variety of robustness checks suggested that these results do not appear to be driven by nonrandom matching of students and instructors based on unobserved characteristics or censoring of the dependent variable due to students who dropped the course before the final exam.

Collins, Christopher S.; Mueller, M. Kalehua (2016):

University Land-Grant Extension and Resistance to Inclusive Epistemologies.

In: *Journal of Higher Education* 87 (3), S. 303–331. DOI: 10.1353/jhe.2016.0016.

Abstract:

Public land-grant universities have historically engaged with the public through knowledge extension in the agricultural sciences, which later grew into other forms of outreach. Given the important mission of land-grant institutions to positively impact agricultural sciences, this inquiry focuses on the role of agricultural extension and the exchange of Indigenous knowledge through university programs. In a case study of a Native-serving institution with land-grant status, we explored the roles of Western and Indigenous science through interviews with university faculty and food producers. The responses demonstrate that perceptions of Native science in the Western knowledge environment are varied and can create a barrier between the University and the community. The barrier, in turn, can produce a gap that prevents the university from fully offering public benefits that are inclusive of Native peoples, perspectives, and science.

Cox, Rebecca D. (2016):

Complicating Conditions. Obstacles and Interruptions to Low-Income Students' College "Choices".

In: *Journal of Higher Education* 87 (1), S. 1–26. DOI: 10.1353/jhe.2016.0005.

Abstract:

Although a major focus of current research and policymaking efforts involves understanding and minimizing the barriers to postsecondary access, conventional reform strategies do not appear to be effecting substantial change in the college-going opportunities for students from low-income and underrepresented racial/ethnic groups. This article presents the results of a qualitative, longitudinal study of the high school-to-college transition for a sample of 16 low-income, Black and Latino students at two inner-city high schools in the Northeastern United States. Drawing on interviews with students over a three-year period—from their junior year of high school through one year after high school graduation—this analysis highlights the interruptions to students' postsecondary plans. In this sample, students' actual postsecondary paths, which included delayed college enrollment and two-year college matriculation, diverged substantially from the initial plans participants developed during high school. Ultimately, the findings illustrate how these students' life circumstances engender decisions that preclude the kinds of choices assumed in the college choice model.

Delaney, Jennifer A.; Kearney, Tyler D. (2016):

Alternative Student-Based Revenue Streams for Higher Education Institutions. A Difference-in-Difference Analysis Using Guaranteed Tuition Policies.

In: *Journal of Higher Education* 87 (5), S. 731–769. DOI: 10.1353/jhe.2016.0028.

Abstract:

This study considered the impact of state-level guaranteed tuition programs on alternative student-based revenue streams. It used a quasi-experimental, difference-in-difference methodology with a panel dataset of public four-year institutions from 2000–2012. Illinois' 2004 "Truth-in-Tuition" law was used as the policy of interest and the treatment condition. Following the introduction of Illinois' guaranteed tuition law, required fees and out-of-state tuition increased significantly at institutions subject to the law, but not the number or percent of out-of-state students. These results were robust to specifications with alternative comparison groups and the inclusion of state-specific linear time trends.

Donoff, Susan B.; Rosser, Vicki J. (2016):

Closing up Shop. Perspectives on the Departmental/Programmatic Elimination Experience.

In: *Journal of Higher Education* 87 (2), S. 272–299. DOI: 10.1353/jhe.2016.0008.

Abstract:

Departmental and programmatic eliminations represent a new paradigm in the history of American higher education. Hastened by a national economic recession and competing state funding priorities, public postsecondary institutions have turned to academic attrition as a solution to continuous budgetary shortfalls. As a means of addressing the lived experience of faculty members and department chairs, the following qualitative case study explores perceptions of implementing departmental and/or programmatic eliminations. Utilizing uncertainty reduction theory as a conceptual framework, interviewed faculty in units that were initially selected for elimination, but eventually saved, experienced considerable strategic uncertainty, failing to understand why they had been included within a budget reduction proposal. Guided by a college-wide strategic planning process, faculty in eliminated units understood the rationale for abolishing departments, though they experienced considerable structural uncertainty in terms of adjusting to a new, nonacademic reporting structure. These findings indicate that a transparent strategic planning process diminishes strategic uncertainty, while the elimination of traditional departmental structures heightens structural uncertainty.

Evans, Brent J.; Baker, Rachel B.; Dee, Thomas S. (2016):

Persistence Patterns in Massive Open Online Courses (MOOCs).

In: *Journal of Higher Education* 87 (2), S. 206–242. DOI: 10.1353/jhe.2016.0006.

Abstract:

Using a unique dataset of 44 Massive Open Online Courses (MOOCs), this article examines critical patterns of enrollment, engagement, persistence, and completion among students in online higher education. By leveraging fixed-effects specifications based on over 2.1 million student observations across more than 2,900 lectures, we analyzed engagement, persistence, and completion rates at the student, lecture, and course levels. We found compelling and consistent temporal patterns: across all courses, participation declines rapidly in the first week but subsequently flattens out in later weeks of the course. However, this decay is not entirely uniform. We also found that several student and lecture-specific traits were associated with student persistence and engagement. For example, the sequencing of a lecture within a batch of released videos as well as its title wording were related to student watching. We also saw consistent patterns in how student characteristics are associated with persistence and completion. Students were more likely to complete the course if they completed a pre-course survey or followed a quantitative track (as opposed to qualitative or auditing track) when available. These findings suggest potential course design changes that are likely to increase engagement, persistence, and completion in this important, new educational setting.

Fleming, Susan S.; Goldman, Alyssa W.; Correll, Shelley J.; Taylor, Catherine J. (2016):

Settling In. The Role of Individual and Departmental Tactics in the Development of New Faculty Networks.

In: *Journal of Higher Education* 87 (4), S. 544–572. DOI: 10.1353/jhe.2016.0018.

Abstract:

Network formation is a key element of newcomer socialization; however, little is understood about how newcomer networks are formed in higher education. Drawing on a series of interviews with 34 new pre-tenure faculty members, we propose that just as individual and organizational socialization tactics interactively influence newcomer adjustment (Gruman, Saks, & Zweig, 2006), so too will they affect new faculty experiences with network formation. Our findings support this proposal; that is, individual employee characteristics, the practices of specific departments within the larger university, and the interaction between the two, create different degrees of network integration for faculty. Further, we find that in the context of university departments, organizational tactics may have a more significant effect on network development (and potentially other socialization outcomes) than those that stem from the individual. Building upon these findings, we also identify factors that facilitate new faculty network development and use these factors to suggest practical guidance for universities striving to enhance new faculty integration.

Hart, Jeni (2016):

Dissecting a Gendered Organization. Implications for Career Trajectories for Mid-Career Faculty Women in STEM.

In: *Journal of Higher Education* 87 (5), S. 605–634. DOI: 10.1353/jhe.2016.0024.

Abstract:

This paper traces the workplace practices within which mid-career women faculty in science, technology, engineering, and mathematics (STEM) carry out their careers. Findings from this case study of 25 faculty at one research university revealed three institutional processes that constrained their careers: (a) access to and integration into career networks; (b) distribution of labor in the department and institution; and (c) promotion and leadership. Using Acker's (1990, 2012) theory of gendered organizations and subtexts I uncovered systemic inequities that could compromise professional advancement for mid career women faculty in STEM. Implications for these findings; Acker's theory; and recommendations for policy, practice, and future research are included.

Hermanowicz, Joseph C. (2016):

Honor in the Academic Profession. How Professors Want to be Remembered by Colleagues.

In: *Journal of Higher Education* 87 (3), S. 363–389. DOI: 10.1353/jhe.2016.0012.

Abstract:

Achievement in the professions is situated relationally. Work comes to constitute contribution only by the judgments of colleagues. This is paradigmatically the case in science and scholarship, where colleagues not only sanction others but also create their legacy. Normatively, it would stand to reason that colleagues would be held in high regard; the work of academia, and the careers of academics, depend on them. The present work, however, examines how professors value colleagues in actuality. Taking the field of physics, the article examines one aspect of the social significance of colleagues by asking how physicists might desire being remembered by them. Data came from interviews with 60 physicists at distinct career stages and employed at distinct university types. The results reveal a highly delimited number of ways physicists wish to be remembered. In addition, their responses vary by departmental tier, age, and productivity. The discussion exposes two sets of purportedly unequal and contradictory social codes used by academics to project a legacy: professional attributes that are code for "charisma" and personal attributes that are code for "morality." Anticipation of the self in memoriam is argued to constitute a principal means by which people intersubjectively construct status.

Jaquette, Ozan; Curs, Bradley R.; Posselt, Julie R. (2016):

Tuition Rich, Mission Poor. Nonresident Enrollment Growth and the Socioeconomic and Racial Composition of Public Research Universities.

In: *Journal of Higher Education* 87 (5), S. 635–673. DOI: 10.1353/jhe.2016.0025.

Abstract:

Many public research universities fail to enroll a critical mass of low-income and under-represented minority (URM) students. Though founded with a commitment to access, public research universities face pressure to increase tuition revenue and to recruit high achieving students. These pressures create an incentive to recruit nonresident students, who tend to pay more tuition and score higher on admissions exams, but who also tend to be richer and are less likely be Black or Latino. This paper examines whether the growing share of nonresident students was associated with a declining share of low-income and URM students at public research universities. Institution-level panel models revealed that growth in the proportion of nonresident students was associated with a decline in the proportion of low-income students. This negative relationship was stronger at prestigious universities and at universities in high-poverty states. Growth in the proportion of nonresident students was also associated with a decline in the proportion of URM students. This negative relationship was stronger at prestigious universities, universities in states with large minority populations, and universities in states with affirmative action bans. These findings yield insights about the changing character of public research universities and have implications for the campus climate experienced by low-income and URM students.

Jayakumar, Uma M.; Comeaux, Eddie (2016):

The Cultural Cover-Up of College Athletics. How Organizational Culture Perpetuates an Unrealistic and Idealized Balancing Act.

In: *Journal of Higher Education* 87 (4), S. 488–515. DOI: 10.1353/jhe.2016.0022.

Abstract:

Using a combined grounded theory and case study methodology, Jayakumar and Comeaux examined the role of organizational culture in shaping the lives of college athletes, particularly related to negotiating dual roles as both student and athlete. Data collection involved 20 interviews with athletes and stakeholders in the affairs of intercollegiate athletics at a Division I public university, as well as field observations and document analysis. The story that emerged from this breadth of data corroborates with and is largely told through the powerful counternarrative of one key informant who is a former Division I college athlete. Findings reveal a cultural-cover up imposed by an idealized image of achieving excellence in academics and athletics, that masks inadequate organizational support toward academic success. While academics are espoused as a priority at the university and within an athletic department that features an academic support system (e.g., tutors, computer center), and although the importance of balancing a dual student/athlete role is constantly reinforced verbally, underlying messages and structures push college athletes toward a greater focus on athletics at the expense of their academic futures. Implications for organizational change are discussed.

Kezar, Adrianna; Gehrke, Sean (2016):

Faculty Composition in Four-Year Institutions. The Role of Pressures, Values, and Organizational Processes in Academic Decision-Making.

In: *Journal of Higher Education* 87 (3), S. 390–419. DOI: 10.1353/jhe.2016.0013.

Abstract:

This study broadens our understanding of conditions that shape faculty composition in higher education. We surveyed academic deans to evaluate their views on the professoriate, values, pressures, and practices pertaining to the use of non-tenure-track faculty (NTTF). We utilized OLS regression to test a model for decision-making related to faculty composition and the use of NTTF, which includes external pressures, values, and strategic organizational processes. Our findings reveal that higher education institutions are employing more NTTF than deans feel is best for meeting institutional needs. Pressures from the external environment are the most associated with this phenomenon, with ramifications for academic decision-making.

Marginson, Simon (2016):

High Participation Systems of Higher Education.

In: *Journal of Higher Education* 87 (2), S. 243–271. DOI: 10.1353/jhe.2016.0007.

Abstract:

The world is rapidly becoming more educated at higher education level. In nearly all countries with per capita GDP of more than about 5,000 per annum there is a long-term tendency to growth of participation. The worldwide Gross Tertiary Enrollment Ratio (GTER) increased from 10% in 1972 to 32% in 2012, and is now rising by 1% a year. By 2012 the GTER had reached 50% in 54 national systems, compared to 5 systems twenty years before, and there were 14 countries with a GTER of 75% or more. The tendency to high participation systems (HPS) is common to countries that vary widely in rates of economic growth, education system structures, and financing arrangements, but share the tendency to urbanization. Possible causes include state policies, economic development, aspirations for social position, credentialism, global factors, and combinations of these. The paper describes the tendency to HPS, explores the possible explanations, and begins to reflect on the implications; on the way reviewing prior discussions of growth in participation including Trow (1974), Schofer and Meyer (2005), and Baker (2011). It closes with suggestions for further investigation.

Mayhew, Matthew J.; Hoggan, Chad; Rockenbach, Alyssa N.; Lo, Marc A. (2016):

The Association Between Worldview Climate Dimensions and College Students' Perceptions of Transformational Learning.

In: *Journal of Higher Education* 87 (5), S. 674–700. DOI: 10.1353/jhe.2016.0026.

Abstract:

Based on 13,776 student respondents to the Campus Religious and Spiritual Climate Survey (CRSCS) across three academic years at 52 colleges and universities, this study examined how aspects of the campus climate for religious and spiritual diversity related to student perceptions of transformational learning in college. Perceived transformational learning was associated with college experiences that provoked new ways of thinking and presented challenges to preexisting assumptions of reality, *ceteris paribus*. Some effects were conditioned on students' self-identified religion/worldview. Implications are discussed.

Mayhew, Matthew J.; Simonoff, Jeffrey S.; Baumol, William J.; Selznick, Benjamin S.; Vassallo, Stephen J. (2016):

Cultivating Innovative Entrepreneurs for the Twenty-First Century. A Study of US and German Students.

In: *Journal of Higher Education* 87 (3), S. 420–455. DOI: 10.1353/jhe.2016.0014.

Abstract:

The purpose of this exploratory study was to examine the cultivation of innovative entrepreneurial intentions among students in three distinctive educational settings: a U.S. undergraduate four-year environment, a U.S. M.B.A two-year environment, and a German five-year business and technology environment. Results suggested that innovative entrepreneurial intentions varied based on educational setting. Implications for theory, research, and practice are discussed.

McClure, Kevin R. (2016):

Building the Innovative and Entrepreneurial University. An Institutional Case Study of Administrative Academic Capitalism.

In: *Journal of Higher Education* 87 (4), S. 516–543. DOI: 10.1353/jhe.2016.0023.

Abstract:

Although researchers have explored dimensions of academic capitalism among students and faculty members, knowledge of the roles of administrators at all levels is underdeveloped in the literature. This institutional case study of a public research-extensive university examines the roles of executive and managerial administrators in bringing a strategic priority of innovation and entrepreneurship to fruition. Using an analytical framework based upon administrative academic capitalism and extended managerial capacity, the study draws upon 31 interviews with administrators, faculty, and students at the institutional case to identify five roles fulfilled by executive and managerial administrators in the facilitation of academic capitalism: building infrastructure, creating new programs, cultivating donors and raising funds, setting a vision around entrepreneurship, and changing policies. The findings show that an institutional orientation to knowledge privatization and profit taking was largely an administrator-driven project. Efforts to promote innovation and entrepreneurship engendered some conflict with faculty members, demonstrating the possible consequences of extended managerial control over processes of production in the academy.

Muñoz, José; Harrington, James R.; Curs, Bradley R.; Ehlert, Mark (2016):

Democratization and Diversion. The Effect of Missouri's A plus Schools Program on Postsecondary Enrollment.

In: *Journal of Higher Education* 87 (6), S. 801–830. DOI: 10.1353/jhe.2016.0030.

Abstract:

Recent federal and state education policy has targeted community colleges as an affordable venue to increase postsecondary attainment. We examined a state program aimed at increasing community college enrollment, the Missouri A+ Schools Program, which provided eligible graduates from participating high schools the opportunity to earn a scholarship at a Missouri public two-year college. The Missouri A+ Schools Program aims to increase the democratization of education by providing greater access to attend postsecondary institutions but may simultaneously create a diversion away from four-year colleges. The staggered adoption of the Missouri A+ Schools Program across high schools allowed a quasi-experimental estimation of the effect of the program on postsecondary enrollment. The Missouri A+ Schools Program increased the overall college-going rate by 1.5 percentage points for graduates from A+ designated high schools. Furthermore, the A+ Schools Program increased two-year college-going rates by 5.3 percentage points, and decreased four-year college-going rates by 3.8 percentage points. Overall, the A+ Schools Program provided a democratizing effect by increasing overall postsecondary enrollment, while simultaneously creating a diversionary effect through increased two-year enrollment and a decline in four-year enrollment.

Núñez, Anne-Marie; Crisp, Gloria; Elizondo, Diane (2016):

Mapping Hispanic-Serving Institutions. A Typology of Institutional Diversity.

In: *Journal of Higher Education* 87 (1), S. 55–83. DOI: 10.1353/jhe.2016.0001.

Abstract:

Hispanic-Serving Institutions (HSIs), institutions that enroll at least 25% Hispanic students, are institutionally diverse, including a much wider array of institutional types than other Minority-Serving Institutions (MSIs). Furthermore, they have distinctive institutional characteristics from those typically emphasized in institutional typologies such as the Carnegie classification system. To understand better the heterogeneity among HSIs based on their unique institutional qualities, we constructed a conceptual model based on existing theoretical frameworks and empirical research to describe and differentiate among HSIs. Using cluster analysis to examine a population of U.S. mainland and Puerto Rican 2-year and 4-year HSIs in the Integrated Postsecondary Education Data System (IPEDS), we identified six types of HSIs. This typology helps to place HSIs within the broader landscape of U.S. higher education institutions, provides a foundation for understanding institutional diversity among HSIs, and offers insights about classifying other MSIs and broad access institutions. In an era of increasing accountability, it also provides a tool to identify peer institutions for HSIs, to inform decisions about the extent to which practices at certain HSIs might be applicable to other institutions, and to compare the performance across institutions in more contextually appropriate ways.

Ochs Rosinger, Kelly; Taylor, Barrett J.; Coco, Lindsay; Slaughter, Sheila (2016):

Organizational Segmentation and the Prestige Economy. Deprofessionalization in High- and Low-Resource Departments.

In: *Journal of Higher Education* 87 (1), S. 27–54. DOI: 10.1353/jhe.2016.0000.

Abstract:

Research often considers vertical stratification between U.S. higher education institutions. Yet differences also exist within higher education institutions, which we term “organizational segmentation.” We understand organizational segmentation as a consequence of the external “prestige economy,” which favors research revenues from high-resource science and engineering fields relative to instructional revenues collected by low-resource humanities departments. We use qualitative data from 83 interviews with faculty in high- and low-resource departments to examine how organizational segmentation, academic work, and professionalization are shaped by external and internal resource pressures. We find that deprofessionalization has occurred in different ways for faculty in high- and low-resource academic units. Faculty in high-resource units, like Brint’s (1994) “expert” professionals, depend on external research resources and shape their careers accordingly, whereas faculty in low-resource units rely upon teaching revenues distributed by campus administrators.

Ozuna Allen, Taryn (2016):

(In)validation in the Minority. The Experiences of Latino Students Enrolled in an HBCU.

In: *Journal of Higher Education* 87 (4), S. 461–487. DOI: 10.1353/jhe.2016.0021.

Abstract:

This qualitative, phenomenological study examined the academic and interpersonal validation experiences of four female and four male Latino students who were enrolled in their second- to fifth-year at an HBCU in Texas. Using interviews, campus observations, a questionnaire, and analytic memos, this study sought to understand the role of in- and out-of class experiences that encouraged Latino students to be active members of the university's learning community and to overcome obstacles in their adjustment to college. The findings revealed family members, professors, administrators, peers, and off-campus employers were instrumental in offering academic and interpersonal validation. The participants in this study encountered challenges to academic validation if multiple responsibilities limited their ability to interact with their professors. Obstacles to interpersonal validation emerged when family members were unfamiliar with the HBCU campus, when Latino student organizations were unsupported, and when the presence of Latino students and culture was not represented on-campus and online. Implications and recommendations for practice and areas for future research are presented.

Rankin, Susan; Merson, Dan; Garvey, Jason C.; Sorgen, Carl H.; Menon, India; Loya, Karla; Oseguera, Leticia (2016):

The Influence of Climate on the Academic and Athletic Success of Student-Athletes. Results from a Multi-Institutional National Study.

In: *Journal of Higher Education* 87 (5), S. 701–730. DOI: 10.1353/jhe.2016.0027.

Abstract:

Students' perceptions of the campus climate can affect their success and outcomes. Student-athletes' experiences with campus life are unique. The Student-Athletes Climate Study (SACS) is a national study of over 8,000 student athletes from all NCAA sports and divisions. The purpose of the study was to examine the influence of individual and institutional characteristics, as mediated by climate, on student-athletes' (a) academic success, (b) athletic success, and (c) athletic identity. Results indicated that differences in outcomes existed based on institutional and individual characteristics. It was also clear that climate mattered. Six of the seven climate scales influenced the outcomes, and differences in outcomes based on sexual identity, Division, and featured sport participation were more salient when climate was taken into account. Positive aspects of climate led to increases in outcomes in almost every relationship. Implications for researchers and practitioners are discussed, as well as specific suggestions of initiatives to improve the climate to promote the success of all student-athletes.

Wathington, Heather; Pretlow, Joshua; Barnett, Elisabeth (2016):

A Good Start? The Impact of Texas' Developmental Summer Bridge Program on Student Success.

In: *Journal of Higher Education* 87 (2), S. 150–177. DOI: 10.1353/jhe.2016.0010.

Abstract:

Summer bridge programs have long been utilized by postsecondary institutions to improve the college readiness of students; however, the research on their effectiveness is limited. This study presents evidence from an experimental study of one summer bridge program model specifically designed for recent high school graduates who placed into developmental education. The program took place at eight open access colleges in Texas during the summer of 2009, and participants were followed for two academic years. To provide needed context, we first describe site selection, random assignment, and program implementation. Quantitative results indicate that the program had no effect on the average number of credits attempted and earned or student persistence in postsecondary education. The program did have an impact on first college-level course completion in math ($p < 0.05$) and to a lesser extent writing ($p < 0.10$); there was no impact on first college-level course completion in reading. Our findings are consistent with those of other rigorously evaluated programs for developmental education students and suggest that persistence in postsecondary education is a complex issue that cannot be solved with any one program.

Winkle-Wagner, Rachelle; McCoy, Dorian L. (2016):

Entering the (Postgraduate) Field. Underrepresented Students' Acquisition of Cultural and Social Capital in Graduate School Preparation Programs.

In: *Journal of Higher Education* 87 (2), S. 178–205. DOI: 10.1353/jhe.2016.0011.

Abstract:

Examining the role of humanities graduate preparation programs in facilitating under-represented undergraduate students' socialization to the field (social context) of graduate education, this critical multisite case study finds that these programs are crucial to bidirectional anticipatory socialization for graduate education, where one gains new ideas but does not abandon one's background. Additionally, these programs helped in the acquisition of the type of cultural and social capital that are likely to be relevant to disciplinary knowledge, skills, and competencies in graduate education.

Witherspoon Arnold, Noelle; Crawford, Emily R.; Khalifa, Muhammad (2016):

Psychological Heuristics and Faculty of Color. Racial Battle Fatigue and Tenure/Promotion.

In: *Journal of Higher Education* 87 (6), S. 890–919. DOI: 10.1353/jhe.2016.0033.

Abstract:

Faculty who have been historically excluded from participating in academia present a unique quandary for those who have traditionally held power at the university. This article explores the promotion and tenure (P&T) process of Black faculty using a psychological construct to examine how racial micro-aggressions manifest and articulate themselves through individual and organizational phenomena such as Racial Battle Fatigue (RBF). We applied a psychological approach to narrative inquiry to examine how two faculty of color experienced the P&T process. Participant narratives highlighted how much of the P&T process, and even engagement in academia in general, is articulated by likability or congeniality-two constructs absent from P&T policies.

Yee, April (2016):

The Unwritten Rules Of Engagement. Social Class Differences in Undergraduates' Academic Strategies.

In: *Journal of Higher Education* 87 (6), S. 831–858. DOI: 10.1353/jhe.2016.0031.

Abstract:

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

Zhang, Liang; Hu, Shouping; Sun, Liang; Pu, Shi (2016):

The Effect of Florida's Bright Futures Program on College Choice. A Regression Discontinuity Approach.

In: *Journal of Higher Education* 87 (1), S. 115–146. DOI: 10.1353/jhe.2016.0003.

Abstract:

This study evaluates the effect of Florida's Bright Future Program on student college choices. We used regression discontinuity design to estimate the effect of two award levels, which had different SAT/ACT thresholds, on the probability of students choosing in-state public colleges and four-year public colleges. The most consistent and robust finding was the positive, significant increases in the probability of attending Florida's public colleges and in the probability of choosing four-year public colleges for those students who barely met the program eligibility criteria when compared with those who barely missed those criteria. That is, the evidence presented in this analysis points to the fact that the Bright Future programs significantly altered students' college choices, both in terms of attending in-state public colleges and four-year public colleges. Although this finding held at different award levels and for students who took the SAT and/or ACT tests, the magnitude of the program effect varied along these factors.

Reviews

Cabrera, Nolan L. (2016):

The Tyranny of Meritocracy: Democratizing Higher Education in America by Lani Guinier. 2015. Boston, MA: Beacon Press. 160 pp. ISBN 9780807006276.

[Review]. In: *Journal of Higher Education* 87 (4), S. 601–604. DOI: 10.1353/jhe.2016.0020.

Hazelkorn, Ellen (2016):

Building Global Education with a Local Perspective: An Introduction to Glocal Higher Education. Emmanuel Jean Francois. 2015. New York: Palgrave Macmillan. 248 pp. Hardcover ISBN: 9781137391742.

[Review]. In: *Journal of Higher Education* 87 (3), S. 456–459. DOI: 10.1353/jhe.2016.0015.

Martínez-Alemán, Ana M. (2016):

Engaging the "Race Question": Accountability and Equity in U.S. Higher Education. Alicia A. Dowd & Estela Mara Bensimon. 2015. New York: Teachers College Press. 224 pp. Cloth ISBN: 0807756113 (\$86.00). Paperback ISBN: 0807756091 (\$42.95).

[Review]. In: *Journal of Higher Education* 87 (1), S. 147–149. DOI: 10.1353/jhe.2016.0004.

Neem, Johann N. (2016):

The History of American Higher Education: Learning and Culture from the Founding to World War II by Roger L. Geiger: 2015, Princeton: Princeton University Press.

[Review]. In: *Journal of Higher Education* 87 (2), S. 300–302. DOI: 10.1353/jhe.2016.0009.

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Editorials

Dobson, Ian R. (2016):

Letter from the editor.

[Editorial]. In: *Journal of Higher Education Policy and Management* 38 (1), S. 1–2. DOI: 10.1080/1360080X.2015.1126889.

Dobson, Ian R. (2016):

Letter from the editor.

[Editorial]. In: *Journal of Higher Education Policy and Management* 38 (2), S. 109–110. DOI: 10.1080/1360080X.2016.1158228.

Dobson, Ian R. (2016):

Letter from the editor.

[Editorial]. In: *Journal of Higher Education Policy and Management* 38 (4), S. 391–392. DOI: 10.1080/1360080X.2016.1181888.

Dobson, Ian R. (2016):

Letter from the editor.

[Editorial]. In: *Journal of Higher Education Policy and Management* 38 (5), S. 503. DOI: 10.1080/1360080X.2016.1196929.

Dobson, Ian R. (2016):

Letter from the editor.

[Editorial]. In: *Journal of Higher Education Policy and Management* 38 (6), S. 593–594. DOI: 10.1080/1360080X.2016.1211981.

Original Articles

Anthun, Kirsti Sarheim; Innstrand, Siw Tone (2016):

The predictive value of job demands and resources on the meaning of work and organisational commitment across different age groups in the higher education sector.

In: *Journal of Higher Education Policy and Management* 38 (1), S. 53–67. DOI: 10.1080/1360080X.2015.1126890.

Abstract:

This study examines the predictive value of job demands and resources on the meaning of work and organisational commitment across three age groups; young workers (<30 years), a middle age group of workers (30–49 years) and older workers (>50 years). Data were collected from a survey conducted among university employees (N = 3066). Hierarchical multiple regression analysis was used to test the relationship between the antecedent variables and the meaning of work and organisational commitment in the age groups separately. Age differences in the experience of these two variables were tested by one-way ANOVA. Both job demands and resources were related to the meaning of work and organisational commitment, however, the relative importance of demands and resources varied across the groups. Overall, older workers reported higher scores on the meaning of work and organisational commitment. The results suggest that different interventions should be considered when aiming to improve the meaning of work and commitment among different age groups.

Ashour, Sanaa; Fatima, Syeda Kauser (2016):

Factors favouring or impeding building a stronger higher education system in the United Arab Emirates.

In: *Journal of Higher Education Policy and Management* 38 (5), S. 576–591. DOI: 10.1080/1360080X.2016.1196925.

Abstract:

The paper examines the inherent strengths and weaknesses of the higher education system in the United Arab Emirates (UAE). Using a literature review, three elements were examined: its development and structure, quality, and research capacity. The findings reveal that the UAE's higher education sector has witnessed remarkable growth since 1997, guided by the state's policy commitment, and few restrictions on foreign universities opening branches in the UAE. This situation has led to substantial growth in the supply of higher education opportunities for the Emirati and expatriate population. Despite the UAE having achieved a high ranking for 'quality indicators' on the global level in the World Economic Forum's Competitiveness Reports, the quality of graduates, education, and research engagement is still debatable. Significant efforts are needed to ensure that these critical issues, as well as the understudied expansion of higher education institutions, are being addressed to erase the misalignment with the UAE's strategic goals.

Azman, Norzaini; Sirat, Morshidi; Pang, Vincent (2016):

Managing and mobilising talent in Malaysia. Issues, challenges and policy implications for Malaysian universities.

In: *Journal of Higher Education Policy and Management* 38 (3, SI), S. 316–332. DOI: 10.1080/1360080X.2016.1174406.

Abstract:

The future of Malaysia as a high-income and competitive nation largely depends on its pool of highly skilled human capital. Hence, the issue of human capital development has taken centre stage in numerous reform agendas of Malaysia. This paper seeks to provide examples of policy initiatives aimed at facilitating the management of highly educated talent in Malaysia. It subsequently considers the role of higher education institutions, particularly the universities, as attractors, educators and retainers of intellectuals, in shaping talent. In conclusion, we argue that more significant underlying shortcomings of talent development are derived from the still transitional nature of the reforms and incomplete structural changes occurring in the national system, and that a change in mindset is the first necessary step towards nurturing and developing a human resource talent pool.

Blomqvist, Christine; Agrell, Cecilia; Sandahl, Christer (2016):

Leadership challenges of strategic research centres in relation to degree of institutionalisation.

In: *Journal of Higher Education Policy and Management* 38 (6), S. 649–663. DOI: 10.1080/1360080X.2016.1211969.

Abstract:

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

Caricati, Luca; Chiesa, Rita; Guglielmi, Dina; Mariani, Marco Giovanni (2016):

Real and perceived employability. A comparison among Italian graduates.

In: *Journal of Higher Education Policy and Management* 38 (4), S. 490–502. DOI: 10.1080/1360080X.2016.1182668.

Abstract:

The research undertaken for this article aims to analyse the correspondence between perceived employability and the actual national employment rate among Italian students and graduates undertaking different courses in a large Italian university. Data were collected through a cross-sectional survey of 2087 students in 19 faculties, and compared with the national indicators of employment rate for each faculty. Using faculty as unit of analysis, the results indicated a significant correlation between participants' perceived employability and national employment rate. This trend was similar for both genders. However, the results showed a difference between bachelor's and master's degrees: the correlation between perceived and actual employability was not significant among bachelor's participants while it remained significant among master's participants. The results suggest that graduates are only partially aware of their possibility to enter the labour market and this, in turn, highlights that universities have only partially met the goal to increase awareness about the chances of finding a job among students and graduates.

Cerdeira, Luisa; Machado-Taylor, Maria de Lourdes; Cabrito, Belmiro; Patrocinio, Tomas; Brites, Rui; Gomes, Rui et al. (2016):

Brain drain and the disenchantment of being a higher education student in Portugal.

In: *Journal of Higher Education Policy and Management* 38 (1), S. 68–77. DOI: 10.1080/1360080X.2015.1126892.

Abstract:

The efforts made by most countries to accelerate economic development have included a significant investment in education. It has been argued that investment in education, particularly higher education, was itself a potential factor in economic development. Education has become a relatively easy means of improving access to the labour market. However, in Portugal, the recent trend has been reversed, and the country now faces a growing number of university graduates in several fields of education and training that do not have a job based on their formal qualifications. Despite the differences of unemployment by area of education and training, unemployment of the young skilled has been a problem in recent years. Therefore, following this unemployment trend, there has been growing the exodus of highly skilled professionals from the Portuguese economy, leaving it with a reduced supply of skilled people. This article discusses the employability of graduates from several academic areas and discusses the educational and economic policies that generate a real brain drain.

Chan, Sheng-Ju; Lin, Jing-Wen (2016):

Aiming for better employment. A holistic analysis from admission to labour market.

In: *Journal of Higher Education Policy and Management* 38 (3, SI), S. 282–296. DOI: 10.1080/1360080X.2016.1174405.

Abstract:

To address the changing needs of the labour market better, higher education institutions have increasingly aimed to enhance their teaching quality and the learning experiences of their students. Therefore, a key concept of the missions of contemporary educational institutions is to improve students' employability after graduation. Although extensive initiatives have been undertaken, educational mismatch remains intensely debated and may seriously challenge the greater use of limited human resources in Taiwan. In this study, a vocational-oriented department (baking) of a local well-known university was chosen for a case study. A holistic approach from student admission to entry in the labour market is adopted to analyse student learning, teaching, curriculum planning, and structural and enterprise demands to estimate the extent to which these graduates fit the requirement of employers. Research findings indicate multiple gaps in skill formation, intended labour needs, and career ladders. These gaps bring profound implications to questions about strengthening the linkage or transitioning from higher education to the labour market.

Dang, Thi Kim Anh; Vitartas, Peter; Ambrose, Kurt; Millar, Hayley (2016):

Improving the participation and engagement of Aboriginal and Torres Strait Islander students in business education.

In: *Journal of Higher Education Policy and Management* 38 (1), S. 19–38. DOI: 10.1080/1360080X.2015.1126891.

Abstract:

Most Australian universities have among their goals to increase the number of Aboriginal and Torres Strait Islander students at their institutions. In the Australian higher education context, Aboriginal and Torres Strait Islander students are seriously under-represented, particularly in business education compared to other disciplines. An understanding of why a larger proportion of Aboriginal and Torres Strait Islander students do not choose to study a discipline that provides promising employment opportunities, is fundamental to improving the status quo. This paper reviews the literature to identify key barriers to Aboriginal and Torres Strait Islander students' participation and engagement in business education. Apart from multiple general barriers to participation in higher education, factors specific to business as a profession and as an academic discipline are also considered. The paper then discusses a number of strategies Australian educational institutions could pursue when seeking to increase participation and engagement of Aboriginal and Torres Strait Islander students in business. Drawing on the review, the paper concludes with recommendations for higher education institutional policy to further improve Aboriginal and Torres Strait Islander student participation and engagement in business studies.

Eden, Devorah (2016):

Women's participation in academic conferences in Israel.

In: *Journal of Higher Education Policy and Management* 38 (4), S. 406–421. DOI: 10.1080/1360080X.2016.1181887.

Abstract:

This article examines the participation of women in academic conferences in Israel, a country in which women are under-represented in academia vertically and horizontally. Data were retrieved from announcements of academic conferences in Israel, for one academic year, covering 56 conferences that attracted 997 participations. Participation was measured according to a three-level vertical hierarchy and a three-level horizontal divide that was based on academic discipline. Statistical z-tests and (2) tests were conducted to compare the proportions of male and female participation. Findings show that male participation in conferences was three times that of women. It was also found that the conferences reflected the social agenda in Israel. It is suggested that women are subjected to two forms of gender marginality, one stemming from the gendered division of labour and the other from the characteristics of the academic conferences that reflect the masculine military social agenda in Israel.

Goglio, Valentina (2016):

One size fits all? A different perspective on university rankings.

In: *Journal of Higher Education Policy and Management* 38 (2), S. 212–226. DOI: 10.1080/1360080X.2016.1150553.

Abstract:

In roughly a decade, university rankings gained the foreground in the policy arena for higher education and their influence is not going to decrease. However, several methodological shortcomings and warnings about the unintended consequences for national higher education systems have been raised. Against this background, this paper stresses that the individual recipients of information contained in university rankings are currently overlooked. Indeed, university rankings are addressed to a generic recipient, but actually, there are multiple audiences for rankings, and each of these audiences has different needs and each one attributes a different value to information attached to rankings. Referring to a theoretical tool borrowed from bioethics, this paper highlights that the ranking game involves a variety of recipients and that the current setting of the ranking panorama leaves room for gaps to emerge.

Gorsky, Diane; MacLeod, Anna (2016):

Shifting norms and expectations for medical school leaders. A textual analysis of career advertisements 2000-2004 cf. 2010-2014.

In: *Journal of Higher Education Policy and Management* 38 (1), S. 5–18. DOI: 10.1080/1360080X.2015.1126893.

Abstract:

Leadership norms and expectations are continually evolving in higher education. Medical education is no exception to that trend, but shifts over time are intangible and difficult to measure. To explore emerging changes, the authors conducted a textual analysis of published career advertisements from 2000-2004 and 2010-2014. While a number of common themes united both time frames, new expectations emerge over a relatively brief period of time. The language of contemporary career advertisements conveys a landscape of leadership that is more collaborative, transparent, community-centred, accountable and team-based. This shift is significant, but perhaps less provocative than the absent discourses and contradictions. Despite the new leadership profile in 2010-2014, there is no mention of the important change management role required to guide organisational changes underway. Another contradiction relates to credentials. The contemporary advertisements fail to convey an updated career pathway and skill preparation aligned with the new leadership demands.

Graham, Carroll; Regan, Julie-Anne (2016):

Exploring the contribution of professional staff to student outcomes. A comparative study of Australian and UK case studies.

In: *Journal of Higher Education Policy and Management* 38 (6), S. 595–609. DOI: 10.1080/1360080X.2016.1211935.

Abstract:

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

Hay, Iain (2016):

Defending letters. A pragmatic response to assaults on the humanities.

In: *Journal of Higher Education Policy and Management* 38 (6), S. 610–624. DOI: 10.1080/1360080X.2016.1196933.

Abstract:

This paper is a mainly pragmatic response to utilitarian criticisms of the humanities. It first outlines political, public and practical fronts on which the humanities are under assault, identifying critics and their conspirators. Then, as a part of its

defence of the humanities it expounds some of their central strengths. These range from the philosophical to the practical: lending critical perspectives to knowledge production, enriching lives, developing skills for uncertain and increasingly connected futures, improving science and supporting institutional income and credibility. Finally, the paper suggests that humanists must not only continue valuable conceptual and empirical disciplinary work but must add the very defence of the humanities to professional activity.

Hladchenko, Myroslava; Boer, Harry F. de; Westerheijden, Don F. (2016):

Establishing research universities in Ukrainian higher education. The incomplete journey of a structural reform.

In: *Journal of Higher Education Policy and Management* 38 (2), S. 111–125. DOI: 10.1080/1360080X.2016.1150232.

Abstract:

The idea of the research university as a key institution for social and economic development in knowledge-intensive societies has been adopted by the Ukrainian government after the fall of the communist regime. Establishing research universities is a long journey during which many things might happen. To understand this journey better in the case of Ukrainian research universities, we applied an analytical framework derived from the concept of travel and translation of ideas. This concept analyses reform through three types of editing rules: the rules of context, logic and formulation. These editing rules have guided our analysis of data gathered from policy documents complemented by face-to-face interviews. We conclude that the idea as introduced came to little, as the turbulent political context precluded long-term planning and universities were faced with conflicting policies.

Ineme, Kubiak M.; Ineme, Mfon E. (2016):

Impact of job satisfaction and burnout on attitudes towards strike action among employees of a Nigerian university.

In: *Journal of Higher Education Policy and Management* 38 (6), S. 664–675. DOI: 10.1080/1360080X.2016.1211976.

Abstract:

The Nigerian tertiary educational system has been ravaged by incessant strike action, which appears to defy all attempts to find solutions. This paper reports on a study that examines the impact of job satisfaction and burnout on attitudes towards strike actions among employees of a Nigerian university. A total of 576 employees participated in the study, 263 men and 313 women, with a mean age of 38.49 years. The Attitude to Strike Scale, Minnesota Satisfaction Questionnaire-Short Form, and Teacher's Burnout Scale were used to collect data. Findings showed that employees with low job satisfaction and high burnout reported significantly a more positive attitude towards strike action than those with higher job satisfaction and lower burnout. It was suggested that governments and administrators of Nigerian tertiary institutions should devise strategies to improve workers' job satisfaction and reduce burnout as ways of reducing the workers' likelihood to embark on strike actions.

Jones, Steven; Sutcliffe, Michael J.; Bragg, Joanna; Harris, Diane (2016):

To what extent is capital expenditure in UK higher education meeting the pedagogical needs of staff and students?

In: *Journal of Higher Education Policy and Management* 38 (4), S. 477–489. DOI: 10.1080/1360080X.2016.1181881.

Abstract:

Capital expenditure at United Kingdom (UK) universities is rapidly rising, with new buildings erected on the premise that national and international competitiveness must be maintained. We examine students' engagement with and conceptualisation of university estate, and explore broader questions about the extent to which building design can support, and indeed change, students' approaches to learning. Drawing on data collected from 10 staff members and over 200 students at a major UK institution, including detailed one-to-one interviews, we capture users' often complex interactions with their university environment. Our findings confirm that when asked what would most improve their

learning experience, students do not rank building design highly; interactional factors, such as contact time with staff, are considered more valuable. Our conclusion is that returns on capital investment would be boosted if pedagogical needs were prioritised more highly in the design of university buildings, and pedagogical opportunities communicated more clearly to users upon completion.

Jung, Jisun; Lee, Soo Jeung (2016):

Influence of university prestige on graduate wage and job satisfaction. The case of South Korea.

In: *Journal of Higher Education Policy and Management* 38 (3, SI), S. 297–315. DOI: 10.1080/1360080X.2016.1174408.

Abstract:

Obtaining a tertiary degree no longer guarantees entry to the best occupational positions in today's labour market. Success is no longer about more' education, but about better' education for university graduates. This study aims to understand whether university prestige in Korea accounts for occupational outcomes in both monetary and non-monetary aspects, such as salaries and job satisfaction. The study particularly focuses on the way different levels of university prestige are affected by gender. The fourth wave data from the Korean Education and Employment Panel were used, providing information from the results of a panel survey of university graduates in terms of their social and academic background and job employment status. Results show that university prestige continues to matters in occupational outcomes in particular, for wage, but it is not significant for job satisfaction. The effect is more significant among male graduates than among female graduates.

Kasule, George Wilson; Wesselink, Renate; Mulder, Martin (2016):

Professional development status of teaching staff in a Ugandan public university.

In: *Journal of Higher Education Policy and Management* 38 (4), S. 434–447. DOI: 10.1080/1360080X.2016.1181883.

Abstract:

A study was conducted to determine general professional development activities perceived to be important in enhancing university teaching staff's job performance, and the extent to which teaching staff participate in these activities in Uganda. Data were collected through semi-structured interviews with faculty deans and department heads

Kinman, Gail (2016):

Effort-reward imbalance and overcommitment in UK academics. Implications for mental health, satisfaction and retention.

In: *Journal of Higher Education Policy and Management* 38 (5), S. 504–518. DOI: 10.1080/1360080X.2016.1181884.

Abstract:

This study utilises the effort-reward imbalance (ERI) model of job stress to predict several indices of well-being in academics in the UK: mental ill health, job satisfaction and leaving intentions. This model posits that (a) employees who believe that their efforts are not counterbalanced by sufficient rewards will experience impaired well-being and (b) feelings of ERI are more frequent and damaging in employees who are overcommitted to the job. A sample of 649 academic employees working in UK higher education institutions completed validated measures. Findings showed that academics who found their work more demanding, who perceived greater rewards and who were less overcommitted typically reported poorer well-being across all measures. Rewards related to esteem/support and financial/status appeared to be particularly important in protecting academics from the negative impact of work-related efforts. Potential interventions are discussed that draw on the ERI framework to improve mental health, satisfaction and retention in the sector.

Koay, Mary Ellen Tekieli; Lass, Norman J.; Parrill, Madaline; Naeser, Danielle; Babin, Kelly; Bayer, Olivia et al. (2016):

Availability of pre-admission information to prospective graduate students in speech-language pathology.

In: *Journal of Higher Education Policy and Management* 38 (4), S. 465–476. DOI: 10.1080/1360080X.2016.1182671.

Abstract:

An extensive Internet search was conducted to obtain pre-admission information and acceptance statistics from 260 graduate programmes in speech-language pathology accredited by the American Speech-Language-Hearing Association (ASHA) in the United States. ASHA is the national professional, scientific and credentialing association for members and affiliates who are audiologists; speech-language pathologists; speech, language and hearing scientists; audiology and speech-language pathology support personnel and students. Data were collected for analysis from Internet websites of individual academic programmes and ASHA's EdFind, an online directory for undergraduate and graduate programmes in communication sciences and disorders in the United States. Frequency counts were used to analyse the data. Since graduate programmes are not required by ASHA to report or publish entrance requirements, the information included on the individual websites and ASHA's EdFind varies widely among the programmes with some information incomplete or not reported at all.

Kumar, Niraj (2016):

Finding a plausible option for revitalising agricultural higher education in India. A systematic review.

In: *Journal of Higher Education Policy and Management* 38 (6), S. 676–689. DOI: 10.1080/1360080X.2016.1211978.

Abstract:

The objectives of this paper were to explore the existing status of agricultural higher education in India, application of marketing concepts in similar institutions and to find the most appropriate marketing concept to make agricultural higher education more competitive. Extensive searches of relevant agricultural education, business management and higher educational data bases were made. It was found that agricultural higher education in India is stagnant and is facing an identity crisis among its stakeholders. Marketing theories and concepts which are now being applied in higher education across the globe have not been thought of in the context of agriculture education. A review of the literature suggested that considering the objectives, the multiplicity of stakeholders and the nature of public-funded agricultural education, marketing orientation would be most appropriate. Based on the experiences of similar institutions, the paper suggests a three-level strategy for the implementation of marketing orientation in institutions of agricultural higher education.

Liu, Ye; Green, Andy; Pensiero, Nicola (2016):

Expansion of higher education and inequality of opportunities. A cross-national analysis.

In: *Journal of Higher Education Policy and Management* 38 (3, SI), S. 242–263. DOI: 10.1080/1360080X.2016.1174407.

Abstract:

This study extends the comparative model of country groups to analyse the cross-national trends in the higher education expansion and opportunities. We use descriptive data on characteristics and outcomes of higher education systems in different countries groups, including the liberal market countries, the social democratic countries, the Mediterranean countries, the German-speaking countries, the Northern states, and the East Asian societies. At the theoretical level, we assess the validity of the maximally maintained inequality (MMI) theory in the cross-national contexts. We confirm the MMI theory in general patterns of the expansion of higher education opportunities; however, we argue that it is not sufficient to provide accounts on specific country differences in the strength of the relationship between participation rates and inequality of opportunities. Therefore, we explain the divergences from the general pattern of higher participation being associated with lower inequality. We propose three main contenders including the private contribution to higher education, less hierarchical higher education systems, and the participation in the dual higher education system and greater public support and entitlements. We use a series of indicators on the trends of participation in higher education and different types of universities, the private contribution to higher education, and the trends of public support and entitlements to assess the three contenders. Thus, we argue that there are different patterns of the trade-offs between expansion and equalising opportunities. Most rapid expansion is observed in countries with high private contributions to higher education and little government support for students mainly because governments can then afford more places but equalisation of opportunities from the expansion in these systems is limited because of financial barriers to access to less

well-off groups. Most egalitarian systems seem to have somewhat lower participation rates with lower fees and strong government support such as the social democratic and the German-speaking countries.

Lo, William Yat Wai; Ng, Felix Sai Kit (2016):

Connectivity for whom and for what? A normative dimension of education hub.

In: *Journal of Higher Education Policy and Management* 38 (3, SI), S. 354–368. DOI: 10.1080/1360080X.2016.1174403.

Abstract:

This argument in this study is that the descriptive dimension of the concept of education hub, which focuses on the importance of connectivity in enhancing the competitiveness of a place, is inadequate in addressing the educational values in globalising higher education. Therefore, it attempts to initiate a normative dimension of education hub through an empirical account of the experience of a group of Myanmar university students in Hong Kong and an engagement with the ideas of cosmopolitanisation and the notion of higher education as a transnational human right. By considering these stories from Myanmar, this study reveals the adoption of the internationalisation of higher education in promoting transnational justice and development.

Mackenzie, Helen; Tolley, Harry; Croft, Tony; Grove, Michael; Lawson, Duncan (2016):

Senior management perspectives of mathematics and statistics support in higher education. Moving to an 'ecological' approach.

In: *Journal of Higher Education Policy and Management* 38 (5), S. 550–561. DOI: 10.1080/1360080X.2016.1196932.

Abstract:

This article explores the perspectives of three senior managers in higher education institutions in England regarding their mathematics and statistics support provision. It does so by means of a qualitative case study that draws upon the writing of Ronald Barnett about the identity of an 'ecological' university, along with metaphors associated with the notion of organisations as living 'organisms', suggested by Gareth Morgan. Using these ideas as a heuristic sheds light upon the view that whilst outwardly universities appear to represent a uniform landscape, mathematics and statistics support alternatively, can be seen as different 'species' within the higher education system. The study illustrates how three universities occupying contrasting ecological 'niches' are responding to the challenges they face by providing and planning different forms of learning support for mathematics and statistics. In conclusion, it is recommended that senior managers reflect upon the possibilities offered by the idea of 'ecological' identities in order to explore how they might respond strategically to a rapidly changing environment. This includes adapting various solutions and the further development of innovative ways of supporting students' transitions throughout the academic lifecycle. In addition, an ecological approach could also aid the formation of the co-creational relationships and networks required for the future success of those developments.

Marchant, Teresa; Wallace, Michelle (2016):

Gender balance in teaching awards. Evidence from 18 years of national data.

In: *Journal of Higher Education Policy and Management* 38 (4), S. 393–405. DOI: 10.1080/1360080X.2016.1181885.

Abstract:

Gender implications of nationally competitive teaching awards were examined to determine whether women receive sufficient accolades, given their dominant position in university teaching. Quantitative methods and secondary data provided objective analysis of teaching awards for Australian universities, for an 18-year data set with 2046 units of analysis. Results indicate that women were over-represented in lower-level citations and under-represented in higher-level awards. Women did not dominate, particularly the highly prestigious Prime Minister's award, where men constituted 65%. Policy and management implications include that universities could review the gender balance in their teaching award processes and set goals as internal support is a springboard to national awards. Groups of the same gender could be encouraged to work together at the highest levels to overcome individualistic, competitive barriers. National teaching award applications could be gender blind, at least for the higher levels. There are no clear trends towards a better gender

balance, possibly because there has been a very limited gender spotlight on the awards at any level of policy and management.

Mojarradi, Gholamreza; Karamidehkordi, Esmail (2016):

Factors influencing practical training quality in Iranian agricultural higher education.

In: *Journal of Higher Education Policy and Management* 38 (2), S. 183–195. DOI: 10.1080/1360080X.2016.1150549.

Abstract:

This paper presents an analysis of the factors influencing the practical training quality of agricultural higher education programmes from the senior students' perspective. The study was conducted in two public universities located in the north-west of Iran using a cross-sectional survey and structured interviews with a randomised sample of 254 agricultural senior students. The students reported that they received low-quality practical training throughout their agricultural courses. In order for there to be an improvement in the quality of practical training, three elements are essential: active participation of academic staff, effective inter-organisational communication with private and public institutions, and active participation of students in the curriculum. Establishing a strong linkage between universities and relevant institutions could provide the required facilities and an effective learning environment for the students through internship opportunities outside universities and would prepare them for the labour market.

Mok, Ka Ho (2016):

Massifying and internationalising higher education, changing labour markets and social mobility. Challenges for education and urban governance.

In: *Journal of Higher Education Policy and Management* 38 (3, SI), S. 233–241. DOI: 10.1080/1360080X.2016.1174402.

Abstract:

The major objective of this introductory article is to set the wider policy context for the present special issue with a particular focus to examine how the massification and internationalisation of higher education has taken place in Asia. More specifically, this introduction highlights the major arguments of articles being adopted in this issue. The contributions have been selected and gathered from presentations in various regional and international research events held in the last few years. Having experienced the growing pressure for enhancing their global competitiveness, governments in Asia are determined to expand their higher education systems to provide more learning opportunities for addressing pressing educational demand, putting additional resources to internationalising student experience and raising the research profile in order to quest for regional education hub and world-class university status. However, the rapid expansion of higher education has indeed created more university graduates than the labour market could fully absorb. It has become problematic when the global market currently experiences economic stagnation. This special issue sets out against such a political economy context to examine issues related to changing labour conditions, youth mobility and challenges for education and urban governance.

Mok, Ka Ho; Han, Xiao (2016):

From “brain drain” to “brain bridging”. Transnational higher education development and graduate employment in China.

In: *Journal of Higher Education Policy and Management* 38 (3, SI), S. 369–389. DOI: 10.1080/1360080X.2016.1174409.

Abstract:

In the past few decades, the internationalisation of higher education has become an increasingly popular trend across different parts of the globe. The fierce global competition and the aggravating unemployment rate, coupled with low teaching and research quality revealed by universities in mainland China, have inevitably compelled a growing number of Chinese students, in particular the financially-able ones, to pursue higher education overseas or to enrol in transnational higher education offered in mainland China. Realising the severe problem of brain drain and having a strong conviction to transform its higher education system to become more international for enhancing the global competitiveness of its higher education system, the Chinese government has made different attempts to enhance higher education quality by learning

and incorporating new ideas and practices from overseas institutions, particularly encouraging the development of transnational higher education to change the higher education landscape. With particular reference to examining the way these students evaluate their future prospects in choosing different alternatives for further studies in higher education, this study sets out against the context briefly outlined above to critically analyse the motivation of students who choose to study abroad or enrol in Sino-foreign cooperation universities. This study also discusses the extent to which the internationalisation of higher education would affect the situations of brain drain' and graduate employment in China.

Mok, Ka Ho; Wen, Zhuoyi; Dale, Roger (2016):

Employability and mobility in the valorisation of higher education qualifications. The experiences and reflections of Chinese students and graduates.

In: *Journal of Higher Education Policy and Management* 38 (3, SI), S. 264–281. DOI: 10.1080/1360080X.2016.1174397.

Abstract:

In the last two decades, we have witnessed a rapid expansion of higher education in Mainland China and Taiwan, recording a significant increase in higher education enrolments in these two Chinese societies. The massification of higher education in China and Taiwan has inevitably resulted in an oversupply of university graduates, with growing social concerns for skills mismatches being found in the labour market, stagnant graduate employment and social mobility. This article critically examines how university students and graduates in these two Chinese societies reflect upon their employment experiences. Human capital theory predicts that other things being equal, raising participation in higher education will initially increase inequality as rates of return rise, and then it will reduce inequality as expansion reaches mass levels and rates of return decline. If the output of graduates outpaces the demand for their skills, which appears to be the current case in many countries, then supply and demand pressures reduce the pay premium for degrees and lower income inequalities. However, this study clearly demonstrates that the massification and the universalisation of higher education in Mainland China and Taiwan, respectively, have actually intensified inequality.

Moreno, Maria del Carmen Calatrava; Danowitz, Mary Ann (2016):

Becoming an interdisciplinary scientist. An analysis of students' experiences in three computer science doctoral programmes.

In: *Journal of Higher Education Policy and Management* 38 (4), S. 448–464. DOI: 10.1080/1360080X.2016.1182670.

Abstract:

The aim of this study was to identify how and why doctoral students do interdisciplinary research. A mixed-methods approach utilising bibliometric analysis of the publications of 195 students identified those who had published interdisciplinary research. This objective measurement of the interdisciplinarity, applying the Rao-Stirling index to Web of Science and Scopus citations, allowed for a comparison of students' interdisciplinary research outcomes from three different computer science programmes: a traditional programme, a multidisciplinary doctoral school and an interdisciplinary doctoral college. Applying a sociocultural approach, interviews with the 15 most interdisciplinary students were analysed to understand how dispositions and experiences of students and factors of the different programmes affect the circumstances and processes of becoming an interdisciplinary early career scientist. The data indicate that student motivations, previous skills and knowledge interacted with policies and programme structures including type of funding and supervisor expectations to play a crucial role in interdisciplinarity at the doctoral level. These factors can give rise to interdisciplinary research even in programmes without interdisciplinary focus and compromise the interdisciplinary goals of interdisciplinary programmes.

Odhiambo, George (2016):

Higher education in Kenya. An assessment of current responses to the imperative of widening access.

In: *Journal of Higher Education Policy and Management* 38 (2), S. 196–211. DOI: 10.1080/1360080X.2016.1150551.

Abstract:

Higher education is a key factor in a nation's effort to develop a highly skilled workforce for competing in the global economy. In this paper, current trends in accessibility, equity, participation and financing of higher education in Kenya are examined. The paper explores the challenges which need to be confronted and discusses the way forward for reforming higher education policies in Kenya to widen access and advance equity by suggesting a number of strategies. It highlights the need for programmes and policies focusing on improving access to quality secondary education experiences; increasing aspirations and application to higher education; and the improvement of policies on financial support to disadvantaged students through the already existing Higher Education Loans Board. It concludes with a number of recommendations including a new revenue allocation particularly to the rising numbers of higher education aspirants from low income, rural, ethnic minorities and women.

Oliveira, Diana Branco; Soares, Ana Maria (2016):

Studying abroad. Developing a model for the decision process of international students.

In: *Journal of Higher Education Policy and Management* 38 (2), S. 126–139. DOI: 10.1080/1360080X.2016.1150234.

Abstract:

Attracting international students is increasingly important for higher education institutions. In order to contribute to the understanding of how international students choose a university, we conducted a qualitative study in a public university in the north of Portugal. Results show that students seek an international experience mainly for personal, academic and professional development reasons, relying on personal contacts as information sources and support groups. Academic reputation and quality are the most important attraction factors. We develop a theoretical model of the studying abroad decision process, including the main motivations to leave the country of origin, the information sources and the decision factors.

Opstrup, Niels; Pihl-Thingvad, Signe (2016):

Stressing academia? Stress-as-offence-to-self at Danish universities.

In: *Journal of Higher Education Policy and Management* 38 (1), S. 39–52. DOI: 10.1080/1360080X.2015.1126895.

Abstract:

Academic work has traditionally been seen as relatively stress free. However, a growing number of studies have reported increases in occupational stress experienced by university researchers. In order to explain stress among this group, we build on a new perspective in occupational stress research: the so-called stress-as-offence-to-self perspective. In line with this perspective, we have investigated the incongruence between the researchers' work values and their perceptions of the working conditions provided by the organisation. The analysis is based on a sample of 2127 Danish university researchers. The results show that person-organisation incongruence with regard to freedom and independence in the job, job security, personal and professional development at work, and receiving peer recognition are associated with higher levels of stress among the researchers. Based on these results, we suggest three strategies for managers at universities to mitigate stress among academic employees: a tough recruitment process, a team-based organisation and a proactive human resource strategy.

Pinheiro, Romulo; Pillay, Pundy (2016):

Higher education and economic development in the OECD. Policy lessons for other countries and regions.

In: *Journal of Higher Education Policy and Management* 38 (2), S. 150–166. DOI: 10.1080/1360080X.2016.1150237.

Abstract:

This paper sheds light on the role of tertiary or higher education in economic development across two successful OECD case studies: Finland and South Korea. A number of key aspects are discussed, from the nature of the social contract between higher education and the economy to the endogenous characteristics of domestic higher education to the links between the sector and regional development, innovation and the labour market. The lessons learned are of importance to

policy makers and institutional planners across the world, not least to less developing nations and regions, due to the unprecedented opportunities brought by a global, knowledge-based economy.

Pitt, Rachael; Mewburn, Inger (2016):

Academic superheroes? A critical analysis of academic job descriptions.

In: *Journal of Higher Education Policy and Management* 38 (1), S. 88–101. DOI: 10.1080/1360080X.2015.1126896.

Abstract:

For over a decade, debate has raged about the nature and purpose of the PhD, including its role as preparation for working in academia. Academic work has changed a great deal in the last 60 years, yet our doctoral curriculum has remained relatively static. While there is increasing interest in matching PhD programmes to real world needs, there is a surprising lack of research to inform research curriculum development at this level. If we take the position that the PhD is still the best way to prepare for academic work, what skills and attributes should we help graduates develop for this destination? This article analyses a set of academic job advertisements and asks: What do academic employers really want from the PhD now?

Pittayachawan, Siddhi; Macauley, Peter; Evans, Terry (2016):

Revealing future research capacity from an analysis of a national database of discipline-coded Australian PhD thesis records.

In: *Journal of Higher Education Policy and Management* 38 (5), S. 562–575. DOI: 10.1080/1360080X.2016.1196936.

Abstract:

This article reports how statistical analyses of PhD thesis records can reveal future research capacities for disciplines beyond their primary fields. The previous research showed that most theses contributed to and/or used methodologies from more than one discipline. In Australia, there was a concern for declining mathematical teaching and research capacity. We decided to investigate the 'hidden' mathematics research capacity in PhDs outside of mathematics. Australian PhD records were re-coded with up to three fields. Records with mathematics as one of their codes were selected and analysed for their relationships to disciplines in their other codes. Triple-coding revealed 'hidden' mathematical research capacity that had previously been single-coded in another field had mathematics as one of their subsequent fields. Our findings have implications for policy and planning for mathematics in Australia, and multiple coding of PhD theses records enables analyses for other disciplines to be undertaken to show their research capacities.

Possamai, Adam; Dunn, Kevin; Hopkins, Peter; Worthington, Lisa; Amin, Faroque (2016):

Muslim students' cultural and religious experiences in city, suburban and regional university campuses in NSW, Australia.

In: *Journal of Higher Education Policy and Management* 38 (6), S. 637–648. DOI: 10.1080/1360080X.2016.1211950.

Abstract:

Although there has been much research about the growing ethnic and religious diversity on university campuses across the world, relatively little is known about the religious and cultural experiences of Muslim students on university campuses in Australia. We draw upon an analysis of a questionnaire that was completed by 323 Muslim students who were studying at universities in the state of New South Wales, Australia. While we argue that these places are post-secular, we discovered that city campuses tend to be more secular than regional and suburban ones.

Shen, Wenqin; Wang, Chuanyi; Jin, Wei (2016):

International mobility of PhD students since the 1990s and its effect on China. A cross-national analysis.

In: *Journal of Higher Education Policy and Management* 38 (3, SI), S. 333–353. DOI: 10.1080/1360080X.2016.1174420.

Abstract:

Of all the levels of education, doctoral education is the most internationalised. By selecting one key indicator (the proportion of international students among a country's doctorate recipients), the article presents an analysis of PhD students' international mobility. After the collapse of the Soviet Union and the end of the Cold War in the early 1990s, many barriers to the international mobility of PhD students were removed, leading to an even larger flow of students. From 2000 to 2012, the international mobility of PhD students reached a new peak, with a significant increase in the percentage going to Japan, France, Canada, Germany, the United Kingdom and Australia. Nowadays, China has become the largest source of international doctoral students. In that process, a number of excellent students go abroad to study for foreign doctoral degrees. On one hand, the loss of excellent students is harmful to China's PhD training system, but on the other hand, it is a great opportunity for China to change brain drain into brain gain by making full use of the knowledge diaspora scattered around the world.

Sheppard, Paula; Smith, Richard (2016):

What students want. Using a choice modelling approach to estimate student demand.

In: *Journal of Higher Education Policy and Management* 38 (2), S. 140–149. DOI: 10.1080/1360080X.2016.1150236.

Abstract:

Higher education institutions operate in an increasingly competitive global market, and require precise knowledge regarding the preferences of potential students. Traditional methods for evaluating what potential students look for in a degree tend to be descriptive, and while informative, do not assess the strength of students' preferences; how important they are relative to each other, and hence where efforts and investments may best be targeted. To do this, more statistically rigorous methods are required. We used a discrete choice experiment to estimate the relative importance of the attributes that inform student choice and also quantify these trade-offs in monetary terms using 'willingness to pay'. Using data from a UK postgraduate institution we illustrate how this method can be applied and can provide an accurate measure of student preferences as well as quantifying the trade-offs students are willing to make. Our results show that staff expertise, and flexibility of the teaching platform, were the attributes that students most highly value when choosing a postgraduate degree.

Soh, Kaycheng (2016):

Nearing world-class. Singapore's two universities in QSWUR 2015/16.

In: *Journal of Higher Education Policy and Management* 38 (1), S. 78–87. DOI: 10.1080/1360080X.2015.1126897.

Abstract:

Many universities strive to become world-class and two of Singapore's universities are almost there, being ranked 12th and 13th in the QSWUR 2015/16. This study looked into the details of indicator rankings and found that the two universities are comparable to those in the top 10 universities in the same ranking in practically all indicators with the exception of Citations. Further analysis of the data of the 58 highest ranking universities with complete data revealed discrepancies in the assigned and attained indicator weights. Moreover, the Academic and Citations categories were not able to be used in stepwise regression calculations. These indicate that the computed Overall result is not what the ranker intended it to be and needs re-interpretation. If rankings are not anchored in statistical ground, discussions on rankings are at the abstract and verbal level, similar to discourses on alchemy (faith) vis-a-vis chemistry (facts).

Stafford, Sally; Taylor, John (2016):

Transnational education as an internationalisation strategy. Meeting the institutional management challenges.

In: *Journal of Higher Education Policy and Management* 38 (6), S. 625–636. DOI: 10.1080/1360080X.2016.1202811.

Abstract:

The importance of transnational programmes as part of the internationalisation of higher education has grown rapidly in importance in recent years. In this paper, transnational higher education is defined as the delivery of programmes overseas by a parent institution either operating directly or in association with an international partner. Whilst such programmes have been considered from a pedagogic perspective, their impact on institutional management is under-researched. Yet, it is clear that management practice is critical to success or failure. This paper is based on a detailed analysis of institutional audit reports prepared by the Australian Universities Quality Agency in the period 2008–12. The reports are used to identify key issues for institutional management. Building on this analysis, the paper aims to offer a theoretical insight into governance and leadership of transnational programmes and thereby provide practical guidance for strategy formation.

Veles, Natalia; Carter, Margaret-Anne (2016):

Imagining a future. Changing the landscape for third space professionals in Australian higher education institutions.

In: *Journal of Higher Education Policy and Management* 38 (5), S. 519–533. DOI: 10.1080/1360080X.2016.1196938.

Abstract:

In the last decade there has been a shift in the discourses around professional staff in higher education that has been influenced by neoliberal agenda that focused on driving education reforms. Earlier discussions centring around nomenclature variations have progressed to those about creating and developing borderless professionals operating in the third space – a notional space where professional staff and academic staff with diverse and valuable skills work as equal professional partners on complex and multifaceted projects. This article looks at the evolution of the debates around professional staff. It considers how the notions of professionalism and professionalisation are being reconceptualised in the third space. Discussion progresses towards capability building and developmental opportunities of aspiring third space professional staff in higher education settings. Possible pathways of engaging with and empowering professional staff in designing their future careers and professional identities are considered. Building a community of research practices under the auspices of the Association for Tertiary Education Management (ATEM) and engaging postgraduate students in the university third space project work are proposed as potential areas for further research in the field of professional staff capability building.

Walker, I. Eddie G.I (2016):

Predicting higher education outcomes and implications for a postsecondary institution ratings system.

In: *Journal of Higher Education Policy and Management* 38 (4), S. 422–433. DOI: 10.1080/1360080X.2016.1181886.

Abstract:

The accountability of colleges and universities is a high priority for those making policy decisions. The purpose of this study was to determine institutional characteristics predicting retention rates, graduation rates and transfer-out rates using publicly available data from the US Department of Education. Using regression analysis, it was determined there are 14 predictors of the full-time retention rate, 7 predictors of the part-time retention rate, 15 predictors of the graduation rate and 12 predictors of transfer-out rates. Institutions and policymakers could use the results of this analysis to determine the policies that would be beneficial to improving the analysed outcomes. All four analyses indicate good fit with R-2 ranging from .273 to .828. Some possible policy implications include addressing selectivity if institutions want to improve retention rates and addressing affordability to improve retention and graduation rates.

Wilkins, Stephen (2016):

Establishing international branch campuses. A framework for assessing opportunities and risks.

In: *Journal of Higher Education Policy and Management* 38 (2), S. 167–182. DOI: 10.1080/1360080X.2016.1150547.

Abstract:

At the start of 2016, there were 230 international branch campuses operating worldwide, but of the campuses that were established since the mid-1990s, around 10 per cent have failed. The purpose of this article is to propose a framework that the strategic decision makers in higher education institutions can refer to when evaluating opportunities to develop branch campuses in foreign countries. The framework derives from empirical evidence that was the product of a rigorous search of the literature and other secondary sources, and it has drawn upon business management theories such as institutional theory, Porter's industry-based view, and Barney's resource-based view. Thematic analysis was used to identify the following themes, or influencing factors, in the data: environmental, industry, and organisational. The framework provides higher education managers with an analytical tool to guide a process of systematic data collection and analysis, which includes reflection on institutional objectives, resources, and competencies. It is likely that the systematic, data-driven approach promoted by the framework will in future reduce the number of international branch campus failures.

Winslett, Greg (2016):

The struggle to satisfy need. Exploring the institutional cues for teaching support staff.

In: *Journal of Higher Education Policy and Management* 38 (5), S. 534–549. DOI: 10.1080/1360080X.2016.1196928.

Abstract:

The decision-making around resource allocation in universities is complex. It plays out through the structures of governance and bureaucracy, through interactions with colleagues, workplace cultures and through day-to-day individual work practices. To survive and succeed within this complex environment, teaching support staff need to be sensitive to the cues provided by their institution. This paper focuses on the cues available to teaching support staff within university strategic plans and considers the effects these cues may have on their day-to-day decision-making. The results provide a sample of the competing cues that have an impact on teaching support staff and provide a foundation for a reconsidered approach to university strategic planning.

Reviews

Gustafson, Pam L. (2016):

Fundraising and institutional advancement: theory, practice, and new paradigms, by Noah D. Drezner and Frances Huehls, New York and London, Routledge, 2014, 177 pp., \$47.95 (paperback), ISBN-13: 978-0-415-51734-8.

[Review]. In: *Journal of Higher Education Policy and Management* 38 (2), S. 227–229. DOI: 10.1080/1360080X.2016.1150552.

Klikauer, Thomas (2016):

Bread and roses: Voices of Australian academics from the working class edited by Dee Michell, Jacquelin Z. Wilson and Verity Archer, Rotterdam, Sense Publishers, 2015, XVI, 186 pp., ISBN 9789463001250.

[Review]. In: *Journal of Higher Education Policy and Management* 38 (1), S. 102–106. DOI: 10.1080/1360080X.2015.1126894.

Stokes, Terry (2016):

Will college pay off? A guide to the most important financial decision you'll ever make, by Peter Cappelli, New York, Public Affairs, 2015, vi + 217 pp., US\$25.99, CAN\$32.50, AU\$32.64 (hardback), ISBN 978-1-61039-526-7.

[Review]. In: *Journal of Higher Education Policy and Management* 38 (2), S. 229–231. DOI: 10.1080/1360080X.2016.1150233.

White, Kate (2016):

Management and gender in higher education, edited by P. O'Connor, Manchester, Manchester University Press, 2014, 210 pp., £70.00 (hardback), ISBN: 978-0-7190-8358-7.

[Review]. In: *Journal of Higher Education Policy and Management* 38 (1), S. 106–108. DOI: 10.1080/1360080X.2015.1126898.

Original Articles

Bell, Robin (2016):

Concerns and expectations of students participating in study abroad programmes. Blogging to reveal the dynamic student voice.

In: *Journal of Research in International Education* 15 (3), S. 196–207. DOI: 10.1177/1475240916669028.

Abstract:

Study abroad programmes have become increasingly popular with university students and within academia. They are often seen as an experiential opportunity to expand student learning and development, including increases in global, international and intercultural competences. However, despite the increasing popularity of and participation in study abroad programmes, many student concerns and uncertainties remain. This research investigates initial pre-departure concerns and apprehensions of students undertaking a one-semester study abroad programme, and uses these as context for an examination of violated expectations of students during their programme. The research uses interpretative phenomenological analysis to interpret data collected from regularly updated blogs composed by students throughout their study abroad experience. The process of using blogs to collect data is less formalized than many other approaches of interpretative phenomenological analysis, enabling 'in-the-moment' feedback during the study abroad programme and lending greater depth to the understanding of student perceptions.

Bryant, Darren A.; Walker, Allan; Lee, Moosung (2016):

A review of the linkage between student participation in the International Baccalaureate Continuum and student learning attributes.

In: *Journal of Research in International Education* 15 (2), S. 87–105. DOI: 10.1177/1475240916658743.

Abstract:

Given the rapid growth in the number of students completing the International Baccalaureate (IB) Diploma Programme and the potential for students to be educated entirely through IB programmes, it is important to understand associations between programme participation and cognitive and non-cognitive learning attributes. Through a mixed methods study, this research considers evidence derived from Diploma Programme examinations, a newly designed and validated student questionnaire, and complementary case studies to examine plausible explanations for associations between IB programmes and learning attributes.

Chien, Yu-Yi Grace (2016):

After six decades. Applying the U-curve hypothesis to the adjustment of international postgraduate students.

In: *Journal of Research in International Education* 15 (1), S. 32–51. DOI: 10.1177/1475240916639398.

Abstract:

The research described in this article concludes that the widely cited U-curve hypothesis is no longer supported by research data because the adjustment of international postgraduate students is a complex phenomenon that does not fit easily with attempts to define and categorize it. Methodological issues, different internal and external factors, cultural expectations, individual responses or attitudes, and global developments are also discussed as aspects associated with the improper

application of the U-curve hypothesis. This research adds to theoretical understanding associated with the adjustment of international students and, in practical terms, increases our current knowledge regarding student recruitment and international student support services.

Hannaford, Jeanette (2016):

Digital worlds as sites of belonging for Third Culture Kids. A new literacies perspective.

In: *Journal of Research in International Education* 15 (3), S. 253–265. DOI: 10.1177/1475240916677442.

Abstract:

Literacies developed in digital worlds are part of the out-of-school experiences that students bring into their classrooms every day. This article, which draws from a multiple case study undertaken in an international school, calls on a sociocultural–new literacies approach to explore identity, discourse and space within the online practices of Third Culture Kids. For Third Culture Kids, digital worlds offer new kinds of spaces of belonging from which to explore social connections and a sense of self.

Hatziconstantis, Christos; Kolympari, Tania (2016):

Student perceptions of Academic Service Learning. Using mixed content analysis to examine the effectiveness of the International Baccalaureate Creativity, Action, Service programme.

In: *Journal of Research in International Education* 15 (3), S. 181–195. DOI: 10.1177/1475240916668074.

Abstract:

The International Baccalaureate Diploma Programme for secondary education students requires the successful completion of the Creativity, Action, Service (CAS) component (more recently renamed Creativity, Activity, Service) which is based on the philosophy of experiential learning and Academic Service Learning. In this article, the technique of mixed content analysis is employed to examine the perceptions of students in an International Baccalaureate Greek private school regarding the implementation and effectiveness of CAS. The empirical results indicate that students perceive and conceptualise volunteering activities in two contrasting dimensions, namely idealistic-humanitarian and utilitarian-instrumentalist, implying that Academic Service Learning projects may need to be adjusted to achieve their objectives.

Hernández, María J.; Martínez, María A. (2016):

Bringing headteachers' voices to the professional development debate. A case study from Spain.

In: *Journal of Research in International Education* 15 (1), S. 52–66. DOI: 10.1177/1475240916635431.

Abstract:

This study seeks to broaden the existing knowledge about education and professional development in educational leadership by analysing the characteristics of 'good' training programmes according to international theoretical frameworks and to educational leaders' views. To do so, 100 headteachers of infant, primary and secondary schools were interviewed in the province of Alicante, Spain, and the data were coded and processed using Aquad 6. The results show agreement between the criteria for a good education programme used by the two sources referred to above.

Lochmiller, Chad R.; Lucero, Audrey; Lester, Jessica Nina (2016):

Challenges for a new bilingual program. Implementing the International Baccalaureate Primary Years Programme in four Colombian schools.

In: *Journal of Research in International Education* 15 (2), S. 155–174. DOI: 10.1177/1475240916660803.

Abstract:

The International Baccalaureate (IB) has expanded in Latin America. Drawing from a larger multi-sited qualitative case study, we examined the challenges associated with the implementation of the IB Primary Years Programme (PYP) in a Colombian and bilingual context. Findings highlight (1) the intersecting nature of challenges associated with the PYP and bilingual education, (2) the importance of school-based support for teaching, and (3) the importance of school-based resources for bilingual instruction. The article concludes with a discussion of implications for the IB and other global educational organizations.

Martin, Robin Ann; Tanyu, Manolya; Perry, Stirling (2016):

Structures and programme supports for Creativity, Action, Service in the International Baccalaureate Diploma Programme. An implementation study in Turkey.

In: *Journal of Research in International Education* 15 (2), S. 120–136. DOI: 10.1177/1475240916659722.

Abstract:

This qualitative multiple-case study examined the implementation of an experiential learning component of an academic curriculum in six high schools in Turkey. Structures and supports that influenced programme implementation were examined using an implementation framework adapted from Durlak and Dupre. The study describes how the experiential learning programme is implemented. Findings indicate four areas that need ongoing attention: (1) supports for programme coordinators, (2) teacher training, (3) integration with academics and (4) school cultures that better support experiential learning.

Palmer, Nicholas (2016):

Seeing the forest for the trees. The International Baccalaureate Primary Years Programme exhibition and Global Citizenship Education.

In: *Journal of Research in International Education* 15 (3), S. 208–223. DOI: 10.1177/1475240916669029.

Abstract:

The purpose of this research was to determine the depth and scope of Global Citizenship Education (GCE) through the International Baccalaureate (IB) Primary Years Programme (PYP) exhibition. The small-scale qualitative study describes how a fifth-grade cohort and teachers at The International School of Azerbaijan uncover GCE in situ. Drawing on GCE literature, including Irene Davy's IB position paper and UNESCO's Global Citizenship: Education Topics and Learning Objectives, the study seeks to align current theory on GCE and the components of the exhibition. The research is underpinned by communicative action and reflection, denoting a critical stance on epistemology. The resulting conceptual GCE framework positions authentication, co-creation and substantiation as key enabling features of the PYP exhibition. As the presented framework is based on practice, the key assertions are applicable to educators, schools and networks seeking to enliven contextual modes of global learning.

Sander, Anne E.; Admiraal, Wilfried (2016):

German schools abroad. Hotspots of elite multilingualism?

In: *Journal of Research in International Education* 15 (3), S. 224–237. DOI: 10.1177/1475240916669030.

Abstract:

While multilingualism itself is a widely analyzed topic, a study about multilingualism at German schools abroad is so far unique. This quantitative study investigates the differences in the size of German expressive and receptive vocabulary between monolingual and multilingual students, aged between 5 and 11 years. A cohort of 65 multilingual students with diverse linguistic backgrounds recruited from a German school abroad in The Hague, The Netherlands, was compared to a group of 880 monolingual students at schools within Germany. To test the children's vocabulary size, the Wortschatz- und Wortfindungstest für 6- bis 10-Jährige developed by Glück was administered. The study revealed partly significantly lower scores in the expressive vocabulary test for the multilingual students, as hypothesized by the researchers and detected in

previous studies examining the difference between populations of multilingual and monolingual speakers of one particular language. In the receptive vocabulary test, the multilingual and monolingual students' scores did not differ significantly, a result consistent with findings in similar studies.

Shafaei, Azadeh; Razak, Nordin Abd; Nejati, Mehran (2016):

Integrating two cultures successfully. Factors influencing acculturation attitude of international postgraduate students in Malaysia.

In: *Journal of Research in International Education* 15 (2), S. 137–154. DOI: 10.1177/1475240916653566.

Abstract:

Based on Berry's seminal work on the acculturation process, this study examines the pattern of acculturation attitude among international postgraduate students in Malaysia, an emerging education hub in Asia. It also investigates the influence of several demographic factors (gender, geographical region, marital status, and education level) and predictors (English language proficiency, media usage, intention to stay in the host country after graduation, and perceived positive stereotype image) on international postgraduate students' four acculturation attitudes integration, separation, assimilation, and marginalization. Our survey of a sample of 1186 international postgraduate students reveals that the most prevalent acculturation attitude chosen by the international postgraduate students is integration. The identified predictors are shown to positively influence integration attitude while the demographic factors have no significant effect on international postgraduate students' acculturation attitude in Malaysia. Study findings provide valuable insights for education policymakers and university administrators to manage and address the needs of international students via effective acculturation programs.

Shaheen, Nisbah (2016):

International students' critical thinking–related problem areas. UK university teachers' perspectives.

In: *Journal of Research in International Education* 15 (1), S. 18–31. DOI: 10.1177/1475240916635895.

Abstract:

This qualitative study aims to understand the areas of international students' critical thinking–related initial difficulties, in order to facilitate their academic experiences in UK universities. Using a sample of 14 British teachers, the findings reveal that students from culturally and linguistically diverse traditions are very different in approaching critical thinking tasks, which seems to affect their academic performance adversely. It is recommended that explicit efforts should be made to raise awareness of the need to enable overseas students to acclimatise to the new academic environment.

Tonkin, Kati; Du Coudray, Chantal Bourgault (2016):

Not blogging, drinking. Peer learning, sociality and intercultural learning in study abroad.

In: *Journal of Research in International Education* 15 (2), S. 106–119. DOI: 10.1177/1475240916647600.

Abstract:

Research into study abroad students' intercultural learning has demonstrated a need to provide pedagogical support before, during and after the study abroad experience. This article reports on the authors' efforts to support the in-country learning of Australian study abroad students through an online guided reflection exercise (blog) with a peer-learning component. Our findings suggest that exposing students to theories of intercultural learning prior to the study abroad experience opens them to the possibility of such learning occurring. However, the unanticipated discovery that the students' most significant intercultural learning stemmed from the processes of social drinking rather than online interaction emphasizes that participation in an unfamiliar culture is an embodied and social experience, and suggests that concentration of pedagogical efforts in familiar and disembodied online spaces may disconnect students from the very experiences on which we wish them to reflect. We therefore recommend that instructors design opportunities for peer learning through embodied social interactions between outgoing and incoming study abroad students, framed by explicit discussion of concepts in intercultural learning. Such scaffolding is likely to be more sustainable in the current Australian fiscal environment than the intensive in-country instructor intervention that is common in the North American context.

Wasner, Victoria (2016):

Critical service learning. A participatory pedagogical approach to global citizenship and international mindedness.

In: *Journal of Research in International Education* 15 (3), S. 238–252. DOI: 10.1177/1475240916669026.

Abstract:

International mindedness and global citizenship are two key terms within international education, which underpin much of the discourse within the International Baccalaureate Diploma Programme. This article proposes how a participatory approach to education for international mindedness and global citizenship can help educators within international schools to encourage students to think critically about reality beyond their 'ivory tower isolation', questioning the inequalities in the world that surrounds them. The article shows how the use of a critical, participatory pedagogy within the field of service learning can be employed in order to explore what global citizenship and international mindedness mean in the context of the International Baccalaureate Diploma Programme. The article also proposes that this participatory, critical inquiry involves engaging students as researchers as an effective pedagogy in order to bring about new knowledge and understandings relating to the concepts of global citizenship and international mindedness.

Wright, E.; Lee, M.; Tang, H.; Chak Pong Tsui, G. (2016):

Why offer the International Baccalaureate Middle Years Programme? A comparison between schools in Asia-Pacific and other regions.

In: *Journal of Research in International Education* 15 (1), S. 3–17. DOI: 10.1177/1475240916635896.

Abstract:

The International Baccalaureate (IB) has become a powerful educational brand by developing a reputation for combining progressive approaches with academic rigour. This can be identified by the growing number of schools adopting IB programmes globally and especially in the IB Asia-Pacific region. As part of this trend, the IB Middle Years Programme (MYP), aimed at students between 11 and 16 years old, has expanded significantly in recent years. However, in Asia-Pacific, the MYP remains less popular relative to the IB's Primary Years Programme and pre-university Diploma Programme (DP). This article compares the motivations of IB MYP and DP Coordinators for choosing the MYP in Asia-Pacific with their counterparts in other parts of the world. To achieve this, 175 IB Coordinators across 54 countries were surveyed. Findings revealed that IB pedagogy, holistic approach, philosophy and global citizenship were the most popular reasons to offer the MYP. Yet, IB Coordinators in Asia-Pacific put relatively greater weight on marketing, the MYP Certificate and external validation of school-based assessments. This article argues that this emphasis may stem from a high concentration of schools operating in the private international schooling sector and discusses the potential for the MYP to continue to expand across the Asia-Pacific region.

Yang, Linda Hui (2016):

Resources through which Chinese students learn about Western society and culture.

In: *Journal of Research in International Education* 15 (1), S. 67–78. DOI: 10.1177/1475240916639770.

Abstract:

This article presents the results of a study conducted in order to determine how Chinese university students in Mainland China gain their cultural knowledge about Western culture and society, and the resources they would prefer to use to learn more. The study involved administration of both a questionnaire and semi-structured interviews. Responses were obtained from 470 undergraduate students from 15 universities based in Beijing. The results showed that the students believed they learned more from foreign media and, in particular, films and TV series from the United States than from any other source, and that they also preferred to learn in this way. The results also showed that they learned little about Western culture and society through conversations with native English speakers, although they wanted more opportunities to learn in this way. These results have implications for those involved in developing and delivering pre-sessional and orientation programmes for Chinese university students in the Western higher education contexts.

Specials

Emenike, Nkechi W. (2016):

Third culture indigenous kids in Nigeria. Neo-colonial tensions and conflicts of identity.

[Thesis Abstracts]. In: *Journal of Research in International Education* 15 (3), S. 272. DOI: 10.1177/1475240916669082.

Sunder, Sudha Govindswamy (2016):

Teacher perceptions of the development of one school's own concept-based curriculum programme and its intended and unintended outcomes. A case study of an International Baccalaureate World School in the United Arab Emirates.

[Thesis Abstracts]. In: *Journal of Research in International Education* 15 (3), S. 273–274. DOI: 10.1177/1475240916669083.

Tanu, Danau (2016):

Unpacking 'Third Culture Kids'. The transnational lives of young people at an international school in Indonesia.

[Thesis Abstracts]. In: *Journal of Research in International Education* 15 (3), S. 275–276. DOI: 10.1177/1475240916669081.

Wells, John Michael (2016):

Learner reflections on the International Baccalaureate learner profile and international mindedness at a bilingual school in Bogota, Colombia.

[Thesis Abstracts]. In: *Journal of Research in International Education* 15 (3), S. 277. DOI: 10.1177/1475240916675101.

Whyte, Sarah (2016):

Thinking about our feelings. A pedagogical innovation centred on the skills of emotional intelligence with Third Culture Kids.

[Thesis Abstracts]. In: *Journal of Research in International Education* 15 (3), S. 271. DOI: 10.1177/1475240916667864.

Reviews

Alchin, Nicholas (2016):

What is education for? The views of the great thinkers and their relevance today by Nicholas Tate, Woodbridge: John Catt Educational Ltd, 2015.

[Review]. In: *Journal of Research in International Education* 15 (1), S. 83–84. DOI: 10.1177/1475240916635794.

Bunnell, Tristan (2016):

Elite education: International perspectives by Claire Maxwell and Peter Aggleton (eds), New York: Routledge, 2016.

[Review]. In: *Journal of Research in International Education* 15 (2), S. 175–178. DOI: 10.1177/1475240916659723.

Shuwayhat, Yousef (2016):

Globalizing minds: Rhetoric and realities in international schools by Daphne P Hobson and Iveta Silova (eds), Charlotte, NC: Information Age Publishing, 2014.

[Review]. In: *Journal of Research in International Education* 15 (3), S. 266–268. DOI: 10.1177/1475240916669093.

Stobie, Tristian (2016):

The global testing culture: Shaping education policy, perceptions, and practice by William C Smith (ed.), Oxford: Symposium Books, 2016.

[Review]. In: *Journal of Research in International Education* 15 (1), S. 81–82. DOI: 10.1177/1475240916633093.

Tarc, Paul (2016):

Global identity in multicultural and international educational contexts: Student identity formation in international schools by Nigel Bagnall, New York: Routledge, 2015.

[Review]. In: *Journal of Research in International Education* 15 (1), S. 79–80. DOI: 10.1177/1475240916629733.

Walker, George (2016):

Governance in International Schools (second edition) by Adele Hodgson and Matthew Chuck (eds), Bristol: SRA Books, 2015, ISBN 9781909116535.

[Review]. In: *Journal of Research in International Education* 15 (3), S. 268–270. DOI: 10.1177/1475240916680422.

Editorials

Wilkins, Stephen (2016):

Transnational Higher Education in the 21st Century.

[Editorial]. In: *Journal of Studies in International Education* 20 (1, SI), S. 3–7. DOI: 10.1177/1028315315625148.

Original Articles

Amaral, Alberto; Tavares, Orlanda; Cardoso, Sonia; Sin, Cristina (2016):

Shifting Institutional Boundaries Through Cross-Border Higher Education.

In: *Journal of Studies in International Education* 20 (1, SI), S. 48–60. DOI: 10.1177/1028315315587108.

Abstract:

Cross-border higher education (CBHE) has been changing the organizational boundaries of higher education institutions (HEIs). This study aims to analyze the shifting boundaries of Portuguese HEIs through the lens of the identity concept in organization theories, considering three contexts with different levels of regulation: African Portuguese-speaking countries, Brazil, and Europe. These different regulation contexts allow to analyze how the level of national regulation influences CBHE, how this relates to the shifting boundaries of HEIs, and how the public or private character of the institutions plays a role in influencing boundary shifts. This research indicates that shifting boundaries through CBHE are influenced by institutional identities shaped by different rationales and conditioned by local policy contexts. Public universities have refrained from creating campuses abroad or from franchising activities, and their international activities seem driven by academic and cultural rationales. Public polytechnics, more recent than universities, seem more open to embarking on CBHE, suggesting the existence of a malleable identity. Contrary to the public sector, private institutions have created campuses abroad, mainly in African Portuguese-speaking countries, apparently following an economic rationale to guide their CBHE activities.

Annabi, Carrie Amani; Muller, Marlene (2016):

Learning From the Adoption of MOOCs in Two International Branch Campuses in the UAE.

In: *Journal of Studies in International Education* 20 (3), S. 260–281. DOI: 10.1177/1028315315622023.

Abstract:

Massive open online courses (MOOCs) are free global courses, available on the Internet to unlimited numbers of learners. MOOCs have grown in popularity over the past 5 years and have been perceived as either a threat to traditional higher education (HE) or an innovation that augments learning. This research assesses 20 lecturers' perceptions of whether MOOCs are seen as innovative learning platforms within international branch campuses (IBCs) given that MOOCs offer virtual global education. Rogers' diffusion of innovation (DOI) theory suggested that successful diffusion originates from developed social systems; hence, the theory is used to explore MOOC adoption within the United Arab Emirates. This study was validated by a focus group of 10 lecturers. Results indicated that MOOCs were viewed as innovative; however, adoption among lecturers is low. This study contributes to research by questioning whether lecturers can address the national needs of technology-driven students within current internationalized HE.

Arunasalam, Nirmala Devi (2016):

Impact of UK and Australian Transnational Higher Education in Malaysia.

In: *Journal of Studies in International Education* 20 (3), S. 242–259. DOI: 10.1177/1028315315616680.

Abstract:

This study investigated outcomes of the provision, by one Australian and two U.K. universities, of bridging programs that allow registered Malaysian nurses to upgrade their diploma qualifications to degree level. The study was informed by current literature on Transnational Higher Education (TNHE) programs. Not sufficiently explored in the literature are nurses' lived experiences of such programs and how far they apply TNHE theory in clinical practice. Using hermeneutic phenomenology, interviews were conducted with 18 Malaysian nurses who completed these TNHE programs. The data were analyzed using thematic analysis. The findings were that personal and professional development did occur but it cannot be attributed entirely to the quality of the TNHE provision, which all nurses found to be problematic. Intrinsic and extrinsic factors mediated how far nurses applied the taught theory in their clinical practice. Longitudinal research is needed to identify the long-term impacts of TNHE programs on clinical practice.

Batterton, Jessica; Horner, Sherri L. (2016):

Contextual Identities. Ethnic and National Identities of International and American Students.

In: *Journal of Studies in International Education* 20 (5), S. 472–487. DOI: 10.1177/1028315316662979.

Abstract:

As the number of international students studying at American universities continues to grow (Institute of International Education, 2014), campuses are increasingly becoming social spaces where the local, national, and international meet. Even though students' identities may still be developing in college (Arnett, 2000) and their environment may influence their identity development (Erikson, 1968), little research has focused on the effects of this unique context on students' identity formation. This study investigated the change in international and American student roommates' ethnic and national identities over the course of one semester at three Midwestern universities. The qualitative results from semi-structured interviews with four undergraduate students suggest that these students were still grappling with their identities in different ways as they acted as discoverers, ambassadors, and negotiators and support a contextual approach to studying identity development in college students.

Beerkens, Maarja; Souto-Otero, Manuel; Wit, Hans de; Huisman, Jeroen (2016):

Similar Students and Different Countries? An Analysis of the Barriers and Drivers for Erasmus Participation in Seven Countries.

In: *Journal of Studies in International Education* 20 (2), S. 184–204. DOI: 10.1177/1028315315595703.

Abstract:

Increasing participation in the Erasmus study abroad program in Europe is a clear policy goal, and student-reported barriers and drivers are regularly monitored. This article uses student survey data from seven countries to examine the extent to which student-level barriers can explain the considerable cross-country variation in Erasmus participation rates. We observe remarkable similarities between countries with respect to how barriers cluster for students and what barriers characterize non-participants compared with participants. The study confirms that home ties and lack of interest are most robust predictors for non-participation. Data on student-level barriers and motivations, however, give surprisingly little information to explain why students in some countries are considerably more active participants. For further understanding, we need to study more how national and institutional policies and context influence students' decision making and help them overcome perceived barriers to mobility.

Bellini, Nicola; Pasquinielli, Cecilia; Rovai, Serena; Tani, Simone (2016):

The Local Embeddedness of Foreign Campuses. The Case of Tongji University in Florence.

In: *Journal of Studies in International Education* 20 (4), S. 371–385. DOI: 10.1177/1028315316656941.

Abstract:

This article is based on the case study of the establishment of the campus of Tongji University (TU) in Florence, Italy, in 2014. This is the first offshore campus of a Chinese university in a Western country, showing an innovative trend, in particular concerning the legitimacy within the host sociopolitical and economic context. This article frames the case in the scenario of academic internationalization and Chinese higher education. The article analyzes the internationalization strategy of TU and the peculiar evolution of Florence as an education hub, and gives a detailed account of the process leading to the establishment of the campus. Conclusions emphasize the innovative features related to Tongji's choice to follow a delocalized platform approach and to network with local actors. This imposes a more complex view of the impact on the host region.

Bradford, Annette (2016):

Toward a Typology of Implementation Challenges Facing English-Medium Instruction in Higher Education. Evidence From Japan.

In: *Journal of Studies in International Education* 20 (4), S. 339–356. DOI: 10.1177/1028315316647165.

Abstract:

Higher education is becoming increasingly internationalized, and the use of English as a medium of instruction for academic content has become commonplace in countries where English is not the native language. However, concerns are growing that the trend toward English-medium instruction (EMI) has accelerated without sufficient thought to the challenges of the implementation processes. This article discusses the challenges facing higher education institutions adopting EMI and proposes a typology for understanding them. Drawing on previously unpublished data from a study of universities in Japan, a context in which EMI is rapidly expanding, the article reconceptualizes prior understandings and identifies four categories of challenges: linguistic, cultural, administrative and managerial, and institutional. The categories are dynamic and context dependent, with institutional challenges playing a particularly prominent role in Japan. The proposed typology is offered as a conceptual framework for policy makers and program implementers designing effective implementation strategies for EMI.

Cai, Li; Hall, Christine (2016):

Motivations, Expectations, and Experiences of Expatriate Academic Staff on an International Branch Campus in China.

In: *Journal of Studies in International Education* 20 (3), S. 207–222. DOI: 10.1177/1028315315623055.

Abstract:

This article explores the experiences of non-Chinese academic staff working on an international branch campus in China. The article presents findings from an interview study that explored the expectations of expatriate staff and what motivated them to want to work abroad. The second part of the article reports on whether and how these expectations and motivations were fulfilled. The findings suggest that, although staff found many benefits from working on the international branch campus, they were insufficiently prepared for the structural and cultural differences inherent in working as an academic in China. The authors argue that more of the academics' initial expectations and motivations could have been realized if better staff induction and ongoing collective professional development had been in place. In particular, university-level discourse communicated through policy and marketing texts, which promoted the vision of one inclusive and diverse international university community, militated against attention being paid to the structural, political, and cultural differences inherent in working as an academic in China. The authors argue that professional development that acknowledges the differences, difficulties, and disjunctions that staff are likely to encounter in their work is important in building successful international branch campuses both at the level of the organization and of the individual.

Ding, Xiaojiong (2016):

Exploring the Experiences of International Students in China.

In: *Journal of Studies in International Education* 20 (4), S. 319–338. DOI: 10.1177/1028315316647164.

Abstract:

In recent years, China has grown from an insignificant player to a major destination in the global market for international students. Based on a questionnaire survey and in-depth interviews conducted in 2013, this study uses Shanghai as an example to examine international students' experiences in China. It is found that China has become a niche market for international students due to the distinctiveness of the Chinese language and the country's continuous economic growth. However, the considerably and consistently low levels of international students' satisfaction with their study and living experiences show that China has not paid sufficient attention to improving its supply of higher education and other support services, which may threaten its sustainable growth in the international student market.

Fang, Wang; Clarke, Anthony; Wei, Yu (2016):

Empty Success or Brilliant Failure. An Analysis of Chinese Students' Study Abroad Experience in a Collaborative Master of Education Program.

In: *Journal of Studies in International Education* 20 (2), S. 140–163. DOI: 10.1177/1028315315587106.

Abstract:

More than at any other time, the importance of internationalization and of establishing global partnerships in education is acknowledged by governments and higher education institutions. As a result, collaboration between institutions resulting in increased study abroad opportunities, now viewed as signifiers of internationalization, have multiplied. In joining the search for the improvement of study abroad programs, this study follows a cohort of 14 Chinese graduate students enrolled in a 2-year Master in Education program offered in a partnership between Northeast Normal University (NENU), China, and the University of British Columbia (UBC), Canada. The study was guided by the following research question: What is the nature and substance of the students' study abroad experience within the context of the NENU/UBC Collaborative Master's Program? Student interviews, questionnaires, and final program evaluations show that there is a fine line between success and failure of such experiences. The outcomes of this study point to the need for greater attention to at least four tensions in our program: the system of schooling versus the educative agenda, a teaching qualification versus a degree in Education, being tied to a desk versus being free to explore, and reporting on versus inquiring into practice.

He, Lan (2016):

Transnational Higher Education Institutions in China. A Comparison of Policy Orientation and Reality.

In: *Journal of Studies in International Education* 20 (1, SI), S. 79–95. DOI: 10.1177/1028315315602931.

Abstract:

In June 2015, a total of 64 transnational higher education institutions (TEIs) were approved by the Ministry of Education (MOE) to operate in China's higher education sector. The TEIs were established in two batches. The first batch of 24 TEIs resulted from a policy promulgated in 1995, whereas the second batch of 40 TEIs resulted from two regulations enacted in 2003 and 2004. The selection criteria used by the MOE to grant approval for the establishment of TEIs are not openly available. Thus, this study aims to identify the actual changes in policy between 1995 and 2003/2004, by analyzing the characteristics of the TEIs in the two batches. It was found that TEIs were more likely to be approved by the MOE in the second batch if (a) they cooperated with high-ranked European partners, (b) they were affiliated with a Chinese university rather than having legal person status, and (c) they offered programs in IT, science, or engineering.

Healey, Nigel M. (2016):

The Challenges of Leading an International Branch Campus. The "Lived Experience" of In-Country Senior Managers.

In: *Journal of Studies in International Education* 20 (1, SI), S. 61–78. DOI: 10.1177/1028315315602928.

Abstract:

In recent years, an increasing number of major universities have set up international branch campuses (IBCs). There are now more than 200 IBCs, with more under development. Little is known about the unique challenges that face IBC managers, who are normally seconded from the home university to set up and operate the satellite campus in a new and alien environment. At the same time, there are significant financial and reputational risks for the home university should an IBC fail. This article reports the results of a qualitative study into the lived experiences of IBC managers working in the three largest host markets for IBCs: China, Malaysia, and the United Arab Emirates. It finds that the fundamental challenge for managers is balancing the competing demands of a range of internal and external stakeholders and concludes that universities need to do more to prepare and support IBC managers.

Knight, Jane (2016):

Transnational Education Remodeled. Toward a Common TNE Framework and Definitions.

In: *Journal of Studies in International Education* 20 (1, SI), S. 34–47. DOI: 10.1177/1028315315602927.

Abstract:

Transnational education (TNE), interpreted as the mobility of education programs and providers between countries, has dramatically changed in scope and scale during the last decade. New actors, new partnerships, new modes of delivery, and new regulations are emerging. This has resulted in a proliferation of TNE terms and mass confusion in how they are used. The purpose of this article is to develop a common TNE framework of categories and definitions which can be used by both TNE sending and host countries. The framework needs to be robust enough to distinguish between different forms of TNE but flexible enough to be used by a wide range of institutions/countries around the world. Key elements common to twinning, franchise, joint/double/multiple degree programs as well as international branch campuses, cofounded institutions, franchise universities, and distance education are closely examined to ensure that the framework clearly differentiates between collaborative TNE and independent TNE modes of delivery. Much is at stake in terms of quality assurance, enrollment planning, policy/regulatory development, and the monitoring of trends if the proliferation and confusion among TNE terms continue. Different uses of the TNE framework are discussed, including the need for an internationally agreed-upon set of definitions as a precursor to developing an international protocol for worldwide collection of TNE data, similar to what United Nations Educational Scientific and Cultural Organization (UNESCO) and Organisation for Economic Co-Operation and Development (OECD) do for international student mobility.

Kosmuetzky, Anna; Putty, Rahul (2016):

Transcending Borders and Traversing Boundaries. A Systematic Review of the Literature on Transnational, Offshore, Cross-Border, and Borderless Higher Education.

In: *Journal of Studies in International Education* 20 (1, SI), S. 8–33. DOI: 10.1177/1028315315604719.

Abstract:

This article is a review of the literature concerned with transnational, offshore, cross-border, and borderless higher education, which together form a new thematic field within higher education research from the early 2000s onwards. The review places emphasis on the development of this field as well as its most cited contributions. The literature derives from the Database of Research on International Education, while the citation data comes from Google Scholar. The first section describes the growth of the field and its cognitive and institutional structure in terms of keywords, publication types, journals, and topic clusters. The second section provides a review of the most recognized work of this thematic area. Research related to the main themes studied under the label of transnational higher education is discussed. Finally, future directions for research, including methodological issues and substantive concerns, are addressed.

Kritz, Mary M. (2016):

Why Do Countries Differ in Their Rates of Outbound Student Mobility?

In: *Journal of Studies in International Education* 20 (2), S. 99–117. DOI: 10.1177/1028315315587104.

Abstract:

International student mobility has increased rapidly since 1975. This article examined country differences in outbound student mobility and the correlates of those differences. Previous studies have addressed this question but differ in their conclusions depending on whether they focus on factors associated with student outflows or inflows. UNESCO data were used to examine student outflows from 190 countries and evaluate the merits of the constrained-schooling thesis, which holds that students go abroad because they lack study opportunities at home. Ordinary least squares regression models estimated the relative importance of country structural factors in shaping the country's outbound mobility ratios. The models showed that outbound student mobility was negatively and significantly related to sending country tertiary supply but not to tertiary demand net of other factors. Countries with large populations had fewer students abroad, but small ones had significantly more students abroad if they had less tertiary supply. Countries with higher gross domestic product per capita as well as North countries, in general, were found to have more students abroad. Spanish and Portuguese language countries have fewer students abroad compared with other countries.

Liu, Wei; Lin, Xiaobing (2016):

Meeting the Needs of Chinese International Students. Is There Anything We Can Learn From Their Home System?

In: *Journal of Studies in International Education* 20 (4), S. 357–370. DOI: 10.1177/1028315316656456.

Abstract:

Discussed in this article are the different governance models in international student services in Canadian and Chinese universities. Informing this study were 39 international student service providers from 38 top Chinese universities while interacting with their Canadian counterparts in a professional development program in Canada. The derived comparative data serve to show that a reactive decentralized model is used in international student services in Canada, while practiced in China is a more centralized proactive model. Although both models are rooted in their own social and cultural contexts, mutual learning is possible to some extent. The article ends with some discussion about possible ways Canadian universities can borrow from the Chinese system.

Meda, Lawrence; Monnapula-Mapesela, Mabokang (2016):

Going Wide, Not Wild. Varying Conceptualizations of Internationalization at a University of Technology in South Africa.

In: *Journal of Studies in International Education* 20 (3), S. 282–294. DOI: 10.1177/1028315316637340.

Abstract:

Internationalization has become a buzzword in universities today. As a result of the breadth of the term the concept lends itself to many interpretations. There is a view that South African higher education does not have a customized national framework of internationalization, which raises questions about whether the intended outcomes are achieved. This article is a presentation of academics' varying conceptualizations of internationalization at a university in South Africa. Thirteen participants—deans, heads of department, program coordinators, and a director of the international office—were purposively selected to participate in semi-structured interviews. Guided by Leask's conceptual framework of the internationalization of the curriculum, as well as findings from the participants, this study agrees with others who argue that internationalization is a gradual process, which is beyond student and staff mobility and accreditation by an international body. It is concluded that to enhance effective internationalization at a university, a critical review of academics' conceptualization of the term is essential.

Metzgar, Emily T. (2016):

Institutions of Higher Education as Public Diplomacy Tools. China-Based University Programs for the 21st Century.

In: *Journal of Studies in International Education* 20 (3), S. 223–241. DOI: 10.1177/1028315315604718.

Abstract:

Two flagship Chinese universities are home to newly established English-language graduate programs intended to arm international cohorts of future leaders with the skills, knowledge, and insights necessary to thrive in a world in which China will play a leading role. Employing the literature of international education and public diplomacy, this study considers the two new programs Schwarzman Scholars at Tsinghua University and Yenching Academy at Peking University presenting them as international educational exchanges with all the public diplomacy connotations that term implies. Although Confucius Institutes typically dominate discussion of China's public diplomacy efforts in educational milieu overseas, the nearly simultaneous emergence of the Schwarzman and Yenching programs offers an opportunity to consider the role of institutions of higher education, this time within China, as part of that country's ongoing soft power promotion efforts.

Odag, Oezen; Wallin, Hannah R.; Kedzior, Karina K. (2016):

Definition of Intercultural Competence According to Undergraduate Students at an International University in Germany.

In: *Journal of Studies in International Education* 20 (2), S. 118–139. DOI: 10.1177/1028315315587105.

Abstract:

University graduates are required to possess intercultural competence in addition to strong academic skills in today's globalized world. Although such competence has been defined in various theoretical models by intercultural scholars, it remains unknown how the recipients of higher education (the students) define this concept. A total of 130 undergraduate university students (from Western and non-Western cultures), living on a multicultural campus, provided short qualitative responses to a written question on how they define intercultural competence. According to a qualitative content analysis, the students defined intercultural competence in terms of interaction, communication, and cultural harmony. Unlike intercultural scholars, the students placed more emphasis on the understanding and awareness of other cultures rather than focusing on their own culture. It appears that young university students from multicultural backgrounds consider tolerance and collective harmony as the most important components of intercultural competence in their initial stages of intercultural development.

Pham, Hiep-Hung; Lai, Sue Ling (2016):

Higher Education as an Extended Duration Service. An Investigation of the Determinants of Vietnamese Overseas Student Loyalty.

In: *Journal of Studies in International Education* 20 (5), S. 454–471. DOI: 10.1177/1028315316662978.

Abstract:

Regarding higher education as a type of extended duration service, this article proposes a framework considering adjusted expectation, disconfirmation, satisfaction, and commitment in a conceptual model to explain international student loyalty. Employing a structure equation model to the sample data collected from 252 Vietnam overseas students studying in more than 15 countries, this study confirms the direct and indirect roles of satisfaction and commitment in student loyalty. Given the nature of extended duration service for higher education, another important finding is that adjusted expectation mediates the satisfaction-commitment relationship and subsequently affects student loyalty through commitment. An additional discovery is the encounter of a direct path from disconfirmation to adjusted expectation and to commitment, previously overlooked in prior studies. Our findings have implications for university and government strategies for retaining international students.

Prieto-Flores, Oscar; Feu, Jordi; Casademont, Xavier (2016):

Assessing Intercultural Competence as a Result of Internationalization at Home Efforts. A Case Study From the Nightingale Mentoring Program.

In: *Journal of Studies in International Education* 20 (5), S. 437–453. DOI: 10.1177/1028315316662977.

Abstract:

In the last decades, many higher education institutions have developed practices of internationalization of curricula aiming at developing intercultural competences among the non-mobile majority of students. Some of them have developed service-learning activities focusing on working with underserved communities from different cultures. This article shows some challenges on how intercultural competence of college students participating in a community-based mentoring program could be assessed. Outcomes are based on mixed-method research from a survey

Sleeman, Jade; Lang, Catherine; Lemon, Narelle (2016):

Social Media Challenges and Affordances for International Students. Bridges, Boundaries, and Hybrid Spaces.

In: *Journal of Studies in International Education* 20 (5), S. 391–415. DOI: 10.1177/1028315316662975.

Abstract:

Many higher education institutions around the world are increasingly motivated to incorporate social media for pedagogical benefit. At the same time, many institutions are also attracting an ever-growing number of students from overseas countries. With this in mind, researching how the use of social media applications impact on international students' experiences of new cultural and pedagogical contexts in the host country is relevant. This article is a systematic review of current literature on international students in higher education and their use of social media, focusing on both the personal and educational aspects of use. This analysis reveals three central themes related to the role of social web technologies for international students, that is creating bridges, boundaries, or hybrid spaces.

Straker, John (2016):

International Student Participation in Higher Education. Changing the Focus From "International Students" to "Participation".

In: *Journal of Studies in International Education* 20 (4), S. 299–318. DOI: 10.1177/1028315316628992.

Abstract:

This is a conceptually oriented article which questions established notions concerning the framing of international students in Anglo-Western universities through a literature review. Focusing largely on students from Confucian Heritage Cultures (CHC), and resulting from concerns regarding their level of participation, the literature is considered to have overly represented students' English language competence and cultures of origin as causal factors. The body of the article explores the strands of this complex debate, reviewing both the literature which argues and questions the importance of English language competence, and that which proposes, challenges, problematizes, and ultimately reaffirms the view that cultural background is the dominant factor. The article argues that the literature has emphasized international students themselves, what makes them different, rather than their participation: Despite the often best intentions to the contrary, it has played to a deficit discourse, and has not always offered helpful guidance to the practice community. The article argues that the theoretical perspective of sociocultural theory, and, in particular, activity theory, offers a theorized understanding of participation and its relationship to learning often lacking in the literature, and enables a holistic understanding of participation in educational contexts. Moreover, as a motivational theory of learning, activity theory helps put into perspective the importance of such factors as language competence and culture of origin.

Tamtik, Merli; Kirss, Laura (2016):

Building a Norm of Internationalization. The Case of Estonia's Higher Education System.

In: *Journal of Studies in International Education* 20 (2), S. 164–183. DOI: 10.1177/1028315315587107.

Abstract:

The aim of this article is to explain how internationalization that is so widespread today has developed into an accepted standard in local contexts. This study demonstrates that internationalization of higher education can be regarded as a norm-building process that is facilitated through the active behavior of institutional agents. By using the illustrative case of

Estonia, the article identifies different stages, actors, motives, and mechanisms that played a crucial role in establishing internationalization practices in Estonia's higher education system. Informed by the data gathered through 28 interviews and three focus groups, the study also reveals the specific contextual conditions that may influence a country's internationalization practices.

Yang, Min; Luk, Lillian Yun Yung; Webster, Beverley Joyce; Chau, Albert Wai-lap; Ma, Carol Hok Ka (2016):

The Role of International Service-Learning in Facilitating Undergraduate Students' Self-Exploration.

In: *Journal of Studies in International Education* 20 (5), S. 416–436. DOI: 10.1177/1028315316662976.

Abstract:

This article examines the role of international service-learning (ISL) in facilitating undergraduates' exploration of their conceptions of self (i.e., self-exploration). Conception of self refers to the use of values to define one's role in a social/cultural group or organization and in society, and to determine current actions and future commitments. ISL is intentionally structured activities involving students in social services in overseas settings. Existing research underscores the importance of inducting students to other-oriented (showing care and empathy for others) values in facilitating their self-exploration through ISL. Interviews with 48 students in Hong Kong who participated in ISL revealed qualitative differences in students' conceptions of self related to moral, cultural, and leadership values. The findings highlight the need to guide students to critically self-reflect on their values and actions, and build reciprocal relationships with others. Implications for international educators and service-learning practitioners to support students' self-exploration in ISL are proposed.

Journal of the European Higher Education Area. Policy, Practice and Institutional Engagement (2016)

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Original Articles

Aarrevaara, Timo; Dobson, Ian R. (2016):

An Analysis of the Opinions of University Non-Academic Staff in the Nordic Countries.

In: *Journal of the European Higher Education Area* (3).

Abstract:

The analysis in this paper is based on a survey of university staff members who do not have direct academic duties. It is part of a project entitled Non-academic staff and the emergence of a para-academic profession in universities, and is being conducted in concert with NUAS, the Nordic Association of University Administrators. The questionnaire has been trialled in five universities in Finland, Denmark, Norway and Sweden. Non-academic staff at universities represent 40 to 60%, the proportion depending on local definitions of academic and other types of work. Non-academic salaries, therefore, comprise a considerable proportion of institutional budgets. This survey sought the opinions of this major group, which so far has been little considered in the discussion and analysis of Nordic higher education. As an adjunct to this research, it is clear that new types of university professionals are emerging due to the evolution of universities and university work. There is now a considerable literature on this topic. The emergence of 'para-academics' or the development of the so-called third space is an important aspect of the discourse about university work.

Alpysbayeva, Meirgul; Akhmetzhanova, Aida (2016):

Reforming University Autonomy in Kazakhstan. A Project to Evaluate the Current Status and Generate Precise Reform Directions Using the EUA University Autonomy Tool.

In: *Journal of the European Higher Education Area* (1).

Abstract:

In recent years, Kazakhstan has endeavoured to reform its higher education governance. A key element of this reform is the move from the old model of centralized governance to a new one based on more institutional autonomy. The State Programme for Education Development requires that all Higher Education Institutions be granted institutional autonomy until 2018, in order to increase their competitiveness. This article presents the results of a project focusing on the evaluation of the current level of autonomy in state universities, using the European University Association's University Autonomy Tool. Sets of policy recommendations have been put forward based on the results of this evaluation, within the framework of the broader reform programme initiated by the Ministry of Education and Science. This article also discusses policy initiatives already implemented, underway, or planned for the near future to further institutional autonomy in Kazakhstan.

Aymard, Stephane (2016):

France's Attraction and Courses in English in Higher Education Institutions.

In: *Journal of the European Higher Education Area* (1).

Abstract:

French Higher Education Institutions have rarely developed courses in English during decades. They are attractive and there was a protection of the French language in universities. Nevertheless, a recent bill on higher education passed in 2013.

After a long debate it allowed universities to develop courses in English. More and more programmes are now proposed in English. The offer is much greater than what already existed in Business and Engineering schools or in research and doctoral studies.

Aymard, Stephane (2016):

Mergers and Associations of Universities in France. Motivations and Results.

In: *Journal of the European Higher Education Area* (4).

Abstract:

French higher education institutions have recently started the considerable process of mergence and cooperation into a new institutional model. Motivated by a need for visibility and supported by a recent bill (2013), the concentrated process is different from what occurs elsewhere because it is strongly linked to history and to the initial split of existing universities. This process is not new; alliances and associations of universities started a few decades ago. But with the emergence of the new bill, new incentives and within the socio-economic context, its implementation has accelerated change and nine mergers are being realised as well as 19 new 'communities' federating higher education institutions. Mergers provide strong advantages for visibility, mutualising, rationalisation, knowledge and competencies transfer. Nevertheless, some difficulties also occur with harmonisation constraints, human resources management, implementation costs and locations.

Benneworth, Paul; Osborne, Michael (2016):

Institutional Approaches to Supporting University Entrepreneurship Education. Fitting Entrepreneurship Within University Institutional Architectures.

In: *Journal of the European Higher Education Area* (2).

Abstract:

Understanding the potential and dynamics of entrepreneurship in education requires a better understanding of how universities function as knowledge communities, and the role of students in such milieu. This understanding can reveal how universities' teaching activities influence the development of students' entrepreneurial orientations and competencies. This article argues that entrepreneurship education has not yet fulfilled its potential partly due to a poor fit with other knowledge activities within universities. It proposes that a future research agenda for universities' entrepreneurship education should focus more on how entrepreneurship activities fit with universities' core knowledge community activities. This would allow a coherent understanding to emerge of the potentials and limitations of universities' contributions to the inculcation of entrepreneurial attitudes.

Bergan, Sjur (2016):

Democratic Citizenship - A Task for European Higher Education?

In: *Journal of the European Higher Education Area* (4).

Abstract:

The prevailing view of the purposes of higher education is of economic utility. Higher education has several missions, however, and its role in developing democratic citizenship has now been established within the European Higher Education Area (EHEA). After a brief excursion into terminology, this article details the gradual acceptance of the democratic mission of higher education within the European Higher Education Area. It then explores two key aspects of this mission, developing competences for democratic cultures, and developing the role of higher education institutions and students as actors in democratic society. This supports a view of democracy that looks beyond institutions and laws to a set of attitudes and behaviours that make democratic laws and institutions function in practice.

Carvalho, Teresa; Marini, Giulio; Videira, Pedro (2016):

Is New Public Management Redefining Professional Boundaries and Changing Power Relations Within Higher Education Institutions?

In: *Journal of the European Higher Education Area* (3).

Abstract:

The literature on higher education tends to assume that changes in higher education institutions promoted a redefinition of boundaries between academic and administrative staff. Academics perceive a decrease in the control over their own work due to the increasing presence of non-academic managers. The presence of new public management and managerialism has also been apparent in Portugal since the end of the 90's. Several studies have been developed to understand the impact of these changes, but few of them concentrate on the administrative side. The aim of this paper is to examine the changing landscape of professional boundaries in higher education institutions in a binary system like the Portuguese one. Our main finding is that even though non-teaching staff are nowadays recognised as more qualified and more relevant even in terms of the visibility of their work, the traditional roles assigned to both the teaching and non-teaching staff are still pre-dominant, especially in terms of the clearly asymmetrical power relations between these two groups.

Chvorostov, Alexander (2016):

Becoming a Student in Europe. A Comparative Social portrait of Higher Education Students in the Major Regions of the European Higher Education Area.

In: *Journal of the European Higher Education Area* (4).

Abstract:

The essay presents several key outcomes of the fifth wave of the pan-European survey EUROSTUDENT, which was implemented in 29 European higher education area (EHEA) countries from 2012–2014. The article starts with a brief description of the survey, followed by a chapter revealing certain background trends in the historical and social dynamics of higher education participation in Europe. The next part outlines several key features of student populations in Europe, such as their familial background, the socio-economic, educational and migration identities of students' parents, and describes the timing of the transition to higher education and other socio-demographic features of student strata that include age and students with children. All the analyses were done using the geographical framework that subdivides the whole population of the survey into four major clusters: Northern, Western and Southern ones as well as a cluster of NIS countries. The concluding section discusses possible practical implications of the empirically observed trends and values describing the EHEA student population, namely, the steady transition to the mass model of higher education that follows the original concept of Martin Trow, the diversification of the student population in the social structure in Europe and the considerable regional variation in the student body in different parts of the European Higher Education Area.

Clancy, Patrick (2016):

Isomorphism in Higher Education Policy. The Incorporation of Supranational Perspectives into Irish National Policy.

In: *Journal of the European Higher Education Area* (2).

Abstract:

This paper explores the influence of transnational actors and agencies on national higher education policy. It presents a case study of the external influences on the National Strategy for Higher Education, the policy document prepared by a government appointed strategy group and endorsed by the Irish government as the determinant of future higher education policy to 2030. The report of the strategy group is characterised by the absence of any detailed re-search and analysis of the characteristics and operation of the Irish higher education system. A documentary analysis of the strategy report reveals the extent to which its analysis and recommendation are entirely congruent with the current policy consensus as developed and promulgated in two major OECD reports. The paper points to the limitations of policy analysis and recommendations, which ignore the structural and operational characteristics of national systems.

Crozier, Fiona; Loukkola, Tia; Michalk, Barbara (2016):

Revision of the ESG. Finding a Common View on the Future of Quality Assurance in Higher Education.

In: *Journal of the European Higher Education Area* (1).

Abstract:

In the Bucharest Communiqué of spring 2012 the European Ministers for higher education invited seven organisations – EUA, ENQA, ESU, EURASHE, EI, BUSINESSEUROPE and EQAR – to prepare a proposal for revised *Standards and Guidelines for European Higher Education Area* (ESG). This article presents an overview of the process that followed, discusses the key debates around the revision and reflects on the implications of the revision for the further development of quality assurance in the European Higher Education Area (EHEA) after the adoption of the ESG 2015 in May 2015 at the Ministerial meeting in Yerevan.

Federkeil, Gero; Westerheijden, Don F. (2016):

U-Multirank. A New Multi-Dimensional Transparency Tool in Higher Education.

In: *Journal of the European Higher Education Area* (3).

Abstract:

This article by two members of the U-Multirank team discusses rankings as transparency tools for higher education stakeholders. It shows briefly how early rankings met students' and decision makers' needs in a limited way. They have been focused almost exclusively on research publication data; in contrast, U-Multirank is multidimensional. It includes individual customisation through a web tool, different information at institutional and field levels, and, with a view to student users, a major international student satisfaction survey. In our final discussion of outcomes and results, we conclude that U-Multirank shows that there is not one 'best' university in the world.

Hansmeier, Edith; Cammann, Franca; Neroznikova, Katharina (2016):

The Cologne Model ('Kölner Modell'). An Instrument of Competency-Based Curriculum Development.

In: *Journal of the European Higher Education Area* (3).

Abstract:

The establishment of competency-based study and teaching, which has been mandatory in the sphere of European Higher Education since the signing of the Bologna Process, has succeeded only in part. One of the reasons for this is the failure to consider the competency requirements during the planning phase of study programmes, as well as shortcomings in complete strategies for implementation. Therefore, the Technische Hochschule Köln (TH Köln) took the pending (re)accreditation of several courses as an opportunity to devise a systematic model of competency-based curriculum development. The article presents an overview of the main characteristics of the model, provides first indications of its success and outlines advice derived from experience in competency-based degree course development.

Jørgensen, Thomas; Maltauro, Francesca (2016):

Quality Assurance in Doctoral Education. What are the Issues?

In: *Journal of the European Higher Education Area* (4).

Abstract:

During the last 10 to 15 years, universities have changed their approach to doctoral education by establishing doctoral schools to give institutional support and imbed activities in institutional strategies. This development has also brought about structured internal quality assurance systems within universities. At the same time, national quality systems focused particularly on doctoral education have emerged, giving institutions a common framework. Funding agencies have also been active in promoting better management through the external funding of doctoral programmes. This article gives an overview and examples of these three elements: internal quality assurance, national frameworks and the role of external funding.

Kennedy, Declan; McCarthy, Marian (2016):

Learning Outcomes in the ECTS Users' Guide 2015. Some Areas of Concern.

In: *Journal of the European Higher Education Area* (3).

Abstract:

This paper discusses the topic of learning outcomes and competences within the overall context of the EHEA, and expresses serious concern regarding the numerous errors and inaccuracies found in the ECTS Users' Guide 2015. Whilst this Guide deals very comprehensively and clearly with the ECTS system, it displays serious deficiencies when discussing the concept of learning outcomes, the interpretation of the term 'competence', the relationship between learning outcomes and competences and also the relationship between learning outcomes and generic descriptors. The advice given on the writing of programme learning outcomes is seriously flawed and is not based on any sound educational principles. In addition, many of the exemplars of learning outcomes given are incorrectly written and do not satisfy the basic guidelines for writing learning outcomes in that items that are presented as pre-programme learning outcomes are in fact programme aims. Many of the fundamental educational errors that appeared in a recent publication of the Tuning project also appear in the Guide. Some recommendations are made to correct the various deficiencies in the Guide and to bring it to an acceptable educational standard.

Knudsen, Inge (2016):

Transferable Skills for Doctoral Candidates.

In: *Journal of the European Higher Education Area* (1).

Abstract:

How can universities best support their doctoral candidates and assist them in reaching their full potential? This is an issue becoming more and more pertinent with the development of the European Higher Education Area and the increasing number of future doctoral candidates. The article provides an example of what a group of universities did to promote transferable skills courses, and eventually recommended train the trainer courses and general institutional strategies to encompass human resource policies. The article encourages colleagues to use the examples provided to design their own courses and institutional strategies to ensure research-based knowledge transfer and highly trained talents both in-house and beyond.

Kolster, Renze; van Dijk, Lisa; Jongbloed, Ben (2016):

Introducing Excellence in Higher Education. Honours Programmes in the Netherlands and Students' Preferences.

In: *Journal of the European Higher Education Area* (3).

Abstract:

This article researches excellence in higher education by looking into honours programmes (HPs) in Dutch higher education. HPs are selective and aimed at excellent students, offering them a more challenging, often extracurricular study experience. Based on a survey (n=259) at Dutch universities, our study identifies three types of honours students: above-average ability, task-committed and creative. We asked each group what their ideal HP looks like. The above-average students demand a highly selective and small-scale HP that admits only the brightest students. Moreover, they prefer an HP that is isolated from regular study programmes. Task-committed students are interested in discipline-centred HPs that have a student-centred approach. Creative students are interested in a variety of subjects not offered in regular curricula, which often require substantial amounts of extra time and effort. These differences in preferred configurations of HPs have policy implications for universities interested in introducing excellence education.

Leišytė, Liudvika; Rose, Anna-Lena (2016):

The Challenges of Attracting and retaining Academic Talent. Central and Eastern European Perspectives.

In: *Journal of the European Higher Education Area* (4).

Abstract:

Central and Eastern European (CEE) countries are currently facing strong imperatives to increase incoming academic staff mobility. In this article, we focus on barriers and facilitators of academic mobility. We provide examples of Lithuanian and Czech higher education systems that are based on literature reviews and statistics coupled with interviews, focus groups and survey data. Barriers inhibiting academic staff's mobility in these countries are constituted by low salary levels, lack of transparency and openness in recruitment and promotion procedures, bureaucracy and language barriers. There is also strong dissatisfaction with the lack of institutional support in overcoming these barriers. Facilitators that aid staff mobility include increased programmes taught in English, the provision of language courses, transparency of job openings, favourable visa procedures, residence permits and accommodation conditions. European initiatives have aided to facilitate incoming mobility in CEE countries, including Erasmus+, Marie Curie actions and Euraxess.

Lemmens-Krug, Katharina (2016):

Centres of Excellence in Teaching and Learning (CETLs) as Governing Instruments in Universities in England and Germany.

In: *Journal of the European Higher Education Area* (2).

Abstract:

This conceptual article focuses on Centres for Excellence in Teaching and Learning (CETLs) as an instrument of governance to steer teaching and learning activities in universities. The efforts of steering university leaders in regard to teaching and learning are widely unexplored. The question of how CETLs can be best understood as an instrument of governance in universities will be investigated. After having presented some 'managerialist' technologies employed for governing teaching and learning two national initiatives, in which funded CETLs will be presented, drawing on empirical examples of Germany and England in order to illustrate the governance instruments of CETLs. The paper concludes that on the conceptual level, managerialism is one perspective to understand CETLs as a governing technology, since it can be argued that CETLs inherit several features of managerialism.

Macdonald, Allyson (2016):

Research Governance in the Wake of a Merger. Internal Criteria for Project Funding.

In: *Journal of the European Higher Education Area* (2).

Abstract:

The focus of this paper is on fairness, governance and peer-review in the internal distribution of research funds in a national university after a merger between two universities that differed in size and function. In the national university, distributive fairness was maintained but there were flaws in procedural fairness (Mallard, Lamont & Guetzkow, 2009). The larger university did not take into account research governance and procedures developed in the smaller university.

O'Riordan, Maeve (2016):

Principles of Student Engagement in Ireland. Democratic Practices for Higher Education Institutions.

In: *Journal of the European Higher Education Area* (4).

Abstract:

Student engagement in decision-making in higher education institutions benefits not only the student but also the institution because it enables more informed decision-making. Meaningful student engagement can also allow higher

education institutions to realise their duty to foster democratic citizenship. Student engagement practices can take many forms and they can also be driven by differing ideals. A recent project in Ireland developed ten principles of student engagement for higher education institutions, which were designed to foster a sense of the student as a member of the learning community, rather than as a consumer of a service. It is anticipated that these principles will be used by institutions in enhancing their student engagement practices.

Persoons, Marie-Anne (2016):

Towards a Regional Higher Education Area in Europe? The Benelux Decision “Germain Dondelinger” on Automatic Recognition of Qualifications.

In: Journal of the European Higher Education Area (1).

Abstract:

On 18 May 2015 the five Ministers in charge of Higher Education in Belgium, the Netherlands and Luxembourg agreed on a Benelux Decision on the mutual automatic generic recognition of higher education degrees in the Benelux. Its full name pays tribute to the personal contribution to its realisation by the late First Governmental Counsellor, Germain Dondelinger, who was the representative of Luxembourg in the initial negotiations. The Decision guarantees the legal right to each citizen to automatic degree recognition of any officially recognised bachelor's or master's degree obtained in the three countries of Benelux. Such degrees will be immediately recognized as of equivalent – bachelor or master – level, without mediation of any recognition procedure in the entire Benelux territory. This new legal instrument builds on earlier partial bilateral agreements that have now been expanded to a collective arrangement for the Benelux region as a whole. It can therefore be considered as the formal expression of the mutual trust of the Benelux authorities in each other's higher education systems and, in particular, in the quality assurance mechanisms underpinning them. Despite the limitation to generic and academic recognition, it remains the first concrete regional achievement, both in the European Union and the entire European Higher Education Area, to the common goal of automatic international recognition of degrees and qualifications. For the Benelux countries this decision is, however, only a first step towards a genuine Benelux Higher Education Area, for which further obstacles will have to be cleared in the near future.

Veiga, Amélia; Magalhães, António; Amaral, Alberto (2016):

Meta-Governance and the Supply of Degree Programmes in the Context of Bologna. Lessons from the Portuguese Case.

In: Journal of the European Higher Education Area (2).

Abstract:

Meta-governance instruments are promoting the establishment of accreditation and evaluation practices that impact institutional autonomy, and, consequently, the supply of degree programmes. The changing environment in Portuguese higher education reflects the interaction between the implementation of the Bologna degree structure and the impact of evaluation practices promoted by the national accreditation agency. With the aim of understanding the impact of the role of European and national meta-governance instruments on institutional strategies, this paper analyses the variations of the supply of degree programmes in three Portuguese universities.

Original Articles

Balakrishnan, Balamuralithara; Low, Foon Siang (2016):

Learning Experience and Socio-Cultural Influences on Female Engineering Students' Perspectives on Engineering Courses and Careers.

In: *Minerva* 54 (2), S. 219–239. DOI: 10.1007/s11024-016-9295-8.

Abstract:

As developed and developing countries move towards greater technological development in the 21st century, the need for engineers has increased substantially. Japan is facing the dilemma of insufficient engineers; therefore, the country has to rely on foreign workers. This problem may be resolved if there is a continuous effort to increase the number of women engineers, who currently represent only 1%-2% of engineers in Japan. In this study, the satisfaction level of the learning experience of Japanese female engineering students was measured to determine its relationship with the students' intention to choose engineering as their profession. Socio-cultural influences on the respondents' intentions to pursue careers in the field were also studied. The findings revealed that learning experience was directly related to female students' intention to pursue their career in engineering whereas socio-cultural values of a society have strong influences on students' motivation to pursue careers in engineering in general. Additionally, some strategies are proposed to attract young girls to pursue engineering courses, as well as for current female engineering students to continue their studies and choose professions in the field as their career.

Bianco, Mariela; Gras, Natalia; Sutz, Judith (2016):

Academic Evaluation. Universal Instrument? Tool for Development?

In: *Minerva* 54 (4), S. 399–421. DOI: 10.1007/s11024-016-9306-9.

Abstract:

Research agendas and academic evaluation are inevitably linked. By means of economic incentives, promotion, research funding, and reputation academic evaluation is a powerful influence on the production of knowledge; moreover, it is often conceived as a universal instrument without consideration of the context in which it is applied. Evaluation systems are social constructions in dispute, being the current focus of international debates regarding criteria, indicators, and their associated methods. A universalist type of productivity indicators is gaining centrality in academic evaluation with profound effects on the content of research that is conducted everywhere. Specifically, evaluation systems based on this type of indicators are sending negative signals to scientists willing to conduct research on contextualized agendas, particularly those negotiated with non scientists. On the basis of theoretical and empirical studies documented on the specialized literature and extensive personal engagement with university research policy in Uruguay, we argue that the consolidation of evaluation practices of alleged universal validity deteriorates and discourages a type of research which is undeniably important in developing contexts.

Derrick, Gemma E.; Samuel, Gabrielle N. (2016):

The Evaluation Scale. Exploring Decisions About Societal Impact in Peer Review Panels.

In: *Minerva* 54 (1), S. 75–97. DOI: 10.1007/s11024-016-9290-0.

Abstract:

Realising the societal gains from publicly funded health and medical research requires a model for a reflexive evaluation precedent for the societal impact of research. This research explores UK Research Excellence Framework evaluators' values and opinions and assessing societal impact, prior to the assessment taking place. Specifically, we discuss the characteristics of two different impact assessment extremes - the "quality-focused" evaluation and "societal impact-focused" evaluation. We show the wide range of evaluator views about impact, and that these views could be conceptually reflected in a range of different positions along a conceptual evaluation scale. We describe the characteristics of these extremes in detail, and discuss the different beliefs evaluators had which could influence where they positioned themselves along the scale. These decisions, we argue, when considered together, form a dominant definition of societal impact that influences the direction of its evaluation by the panel.

Fochler, Maximilian; Felt, Ulrike; Mueller, Ruth (2016):

Unsustainable Growth, Hyper-Competition, and Worth in Life Science Research. Narrowing Evaluative Repertoires in Doctoral and Postdoctoral Scientists' Work and Lives.

In: *Minerva* 54 (2), S. 175–200. DOI: 10.1007/s11024-016-9292-y.

Abstract:

There is a crisis of valuation practices in the current academic life sciences, triggered by unsustainable growth and "hyper-competition." Quantitative metrics in evaluating researchers are seen as replacing deeper considerations of the quality and novelty of work, as well as substantive care for the societal implications of research. Junior researchers are frequently mentioned as those most strongly affected by these dynamics. However, their own perceptions of these issues are much less frequently considered. This paper aims at contributing to a better understanding of the interplay between how research is valued and how young researchers learn to live, work and produce knowledge within academia. We thus analyze how PhD students and postdocs in the Austrian life sciences ascribe worth to people, objects and practices as they talk about their own present and future lives in research. We draw on literature from the field of valuation studies and its interest in how actors refer to different forms of valuation to account for their actions. We explore how young researchers are socialized into different valuation practices in different stages of their growing into science. Introducing the concept of "regimes of valuation" we show that PhD students relate to a wider evaluative repertoire while postdocs base their decisions on one dominant regime of valuing research. In conclusion, we discuss the implications of these findings for the epistemic and social development of the life sciences, and for other scientific fields.

Hakansta, Carin; Jacob, Merle (2016):

Mode 2 and the Tension Between Excellence and Utility. The Case of a Policy-Relevant Research Field in Sweden.

In: *Minerva* 54 (1), S. 1–20. DOI: 10.1007/s11024-015-9288-z.

Abstract:

This paper investigates the impact of changing science policy doctrines on the development of an academic field, working life research. Working life research is an interdisciplinary field of study in which researchers and stakeholders collaborated to produce relevant knowledge. The development of the field, we argue, was both facilitated and justified by the, at the time dominant, science policy orthodoxy in Sweden, sector research. Sector research science policy doctrine favoured stakeholder-driven research agendas in the fields relevant to the sector. This approach to agenda setting was highly contested by Swedish universities and left scientists vulnerable to the fallout from any conflicts arising among the stakeholder groupings that were part of the governance arrangement. Our case shows that working life research was in part a victim of the struggle between science and policy over who sets the agenda for science in Sweden. In this struggle, each side chose to use 'scientific quality' as a proxy for furthering its respective interests and visions for how science should be governed. The paper argues that this case is of interest to the continued elaboration of the Mode 2 thesis and the debate about 'relevant science'. We find that the close association with stakeholders and the concomitant dependence it created left working life research unable to defend itself against its critics and that this state of affairs was particularly problematic for social science research on working life.

Kahn, Michael (2016):

Mitigating South Africa's HIV Epidemic. The Interplay of Social Entrepreneurship and the Innovation System.

In: *Minerva* 54 (2), S. 129–150. DOI: 10.1007/s11024-016-9293-x.

Abstract:

With the struggle against apartheid achieved, South Africa faced the new struggle of overcoming the HIV/AIDS pandemic. This paper examines the response of government, the innovation system and civil society in rising to the challenge. The response included a fatal denialism concerning the etiology of AIDS, a fatalism that constitutes political market failure. This political market failure was counteracted through the emergence of social entrepreneurship in the form of the Treatment Action Campaign (TAC) that mobilized civil society and like-minded health practitioners and researchers within the innovation system. Dependency Theory coupled with a Quadruple Helix model of the innovation system offer possible explanations of this complex human tragedy and the way that government was compelled to embark on a massive program of providing anti-retroviral therapy that has now significantly improved life expectancy. The paper provides socio-economic context, appraisal of the innovation system, and a sketch of how the Quadruple Helix took form. Of special importance is the independence of South Africa's 'Republic of Science.' Independent courts were critical in allowing TAC to obtain remedy against government, Big Pharma, and AIDS dissident scientists. It is argued that its Republic of Science met its obligation of objectivity by shifting emphasis to the cause of AIDS research in the face of official denialism. In effect, the system of innovation and social entrepreneurs are shown to have acted in concert in constituting a Quadruple Helix.

Lewis, Jamie; Bartlett, Andrew; Atkinson, Paul (2016):

Hidden in the Middle. Culture, Value and Reward in Bioinformatics.

In: *Minerva* 54 (4), S. 471–490. DOI: 10.1007/s11024-016-9304-y.

Abstract:

Bioinformatics - the so-called shotgun marriage between biology and computer science - is an interdiscipline. Despite interdisciplinarity being seen as a virtue, for having the capacity to solve complex problems and foster innovation, it has the potential to place projects and people in anomalous categories. For example, valorised 'outputs' in academia are often defined and rewarded by discipline. Bioinformatics, as an interdisciplinary bricolage, incorporates experts from various disciplinary cultures with their own distinct ways of working. Perceived problems of interdisciplinarity include difficulties of making explicit knowledge that is practical, theoretical, or cognitive. But successful interdisciplinary research also depends on an understanding of disciplinary cultures and value systems, often only tacitly understood by members of the communities in question. In bioinformatics, the 'parent' disciplines have different value systems; for example, what is considered worthwhile research by computer scientists can be thought of as trivial by biologists, and vice versa. This paper concentrates on the problems of reward and recognition described by scientists working in academic bioinformatics in the United Kingdom. We highlight problems that are a consequence of its cross-cultural make-up, recognising that the mismatches in knowledge in this borderland take place not just at the level of the practical, theoretical, or epistemological, but also at the cultural level too. The trend in big, interdisciplinary science is towards multiple authors on a single paper; in bioinformatics this has created hybrid or fractional scientists who find they are being positioned not just in-between established disciplines but also in-between as middle authors or, worse still, left off papers altogether.

Luukkonen, Terttu; Thomas, Duncan A. (2016):

The 'Negotiated Space' of University Researchers' Pursuit of a Research Agenda.

In: *Minerva* 54 (1), S. 99–127. DOI: 10.1007/s11024-016-9291-z.

Abstract:

The paper introduces a concept of a 'negotiated space' to describe university researchers' attempts to balance pragmatically, continually and dynamically over time, their own agency and autonomy in the selection of research topics and pursuit of scientific research to filter out the explicit steering and tacit signals of external research funding agencies and university strategies and policies. We develop this concept to explore the degree of autonomy researchers in fact have in this process and draw on semi-structured interview material with research group leaders in Finland and the UK, in the former in seven research fields, in the latter in two fields. First, the analysis reveals that topic selection is strongly filtered by the intra-scientific factors. In topic selection researchers have more leeway, a broader negotiated space than in research

content, that is, in the ways in which they pursue their research, which are more affected by funding opportunities and other contextual matters. Second, the ways which affect researchers' agency include individual- and more aggregate-level acts and factors: at the individual level, researchers resort to different strategies to create a negotiated space, but at the more aggregate level field-specific factors play a role. In fields with multiple funding opportunities, which we call 'shopping mall' fields, researchers can have a broader negotiated space than in fields where funding is more based on 'lottery'. In the latter, the researchers' negotiated space is narrow and contingent on the outcome of the funders' decisions.

MacLeod, Roy (2016):

Consensus, Civility, and Community. The Origins of Minerva and the Vision of Edward Shils.

In: *Minerva* 54 (3), S. 255–292. DOI: 10.1007/s11024-016-9305-x.

Abstract:

For over 50 years, Minerva has been one of the leading independent journals in the study of 'science, learning and policy'. Its pages have much to say about the origins and conduct of the 'intellectual Cold War', the defence of academic freedom, the emergence of modernization theory, and pioneering strategies in the social studies of science. This paper revisits Minerva through the life and times of its founding Editor, Edward Shils, and traces his influence on its early years - from its association with the Congress for Cultural Freedom in the 1950s, to the higher reaches of research policy in the 1990s. At the close of his life, Minerva continued to espouse Shils' commitment to what he saw as the fundamental Enlightenment traditions of consensus, civility, and community. In the 21(st) century, with the achievements of science producing rapid change in every walk of life, his legacy so far retains an established place in the history of scholarship. Whether that legacy will endure - and if so, what role Minerva will play in its defence - remain key questions for the coming generation.

Mahony, Martin; Hulme, Mike (2016):

Modelling and the Nation. Institutionalising Climate Prediction in the UK, 1988-92.

In: *Minerva* 54 (4), S. 445–470. DOI: 10.1007/s11024-016-9302-0.

Abstract:

How climate models came to gain and exercise epistemic authority has been a key concern of recent climate change historiography. Using newly released archival materials and recently conducted interviews with key actors, we reconstruct negotiations between UK climate scientists and policymakers which led to the opening of the Hadley Centre for Climate Prediction and Research in 1990. We historicize earlier arguments about the unique institutional culture of the Hadley Centre, and link this culture to broader characteristics of UK regulatory practice and environmental politics. A product of a particular time and place, the Hadley Centre was shaped not just by scientific ambition, but by a Conservative governmental preference for 'sound science' and high evidential standards in environmental policymaking. Civil servants sought a prediction programme which would appeal to such sensibilities, with transient and regional climate simulation techniques seemingly offering both scientific prestige and persuasive power. Beyond the national level, we also offer new insights into the early role of the Intergovernmental Panel on Climate Change and an evolving international political context in the shaping of scientific practices and institutions.

McGuire, Wendy (2016):

Cross-Field Effects of Science Policy on the Biosciences. Using Bourdieu's Relational Methodology to Understand Change.

In: *Minerva* 54 (3), S. 325–351. DOI: 10.1007/s11024-016-9300-2.

Abstract:

This paper is based on a study that explored the responses of bioscientists to changes in national science policy and research funding in Canada. In the late 1990s, a range of new science policies and funding initiatives were implemented, linking research funding to Canada's competitiveness in the 'global knowledge economy'. Bourdieu's theory of practice is used to explore the multi-scalar, cross-field effects of global economic policy and national science policy on scientific practice. While most science and educational policy studies use Bourdieu's concepts ontologically, as "thinking tools" to

theorize power, this study adopted Bourdieu's relational epistemology, empirically linking objective positions of power (capital) with position-takings (rooted in habitus) towards market-oriented science. A relational epistemology made it possible to explore what forms and weight of capital scientists brought to bear on symbolic struggles over the legitimacy of a market and scientific logic. By empirically investigating how power shaped bioscientists' responses to market-oriented science policy, this study was able to identify key mechanisms of change within the scientific field and between science, politics and the market. First, it identified the rise of a new form of entrepreneurial capital and a market-oriented logic that coexists alongside a traditional scientific logic within the scientific field in a bipolar system of stratification. Second, it illustrated changes in scientific practice, which contribute to change in the structure of the distribution of capital within the scientific field. This study challenges Bourdieu's emphasis on a single dominant logic or symbolic order and challenges science and technology scholars to both use and extend his theoretical contributions.

Murphy, Joseph; Parry, Sarah; Walls, John (2016):

The EPSRC's Policy of Responsible Innovation from a Trading Zones Perspective.

In: *Minerva* 54 (2), S. 151–174. DOI: 10.1007/s11024-016-9294-9.

Abstract:

Responsible innovation (RI) is gathering momentum as an academic and policy debate linking science and society. Advocates of RI in research policy argue that scientific research should be opened up at an early stage so that many actors and issues can steer innovation trajectories. If this is done, they suggest, new technologies will be more responsible in different ways, better aligned with what society wants, and mistakes of the past will be avoided. This paper analyses the dynamics of RI in policy and practice and makes recommendations for future development. More specifically, we draw on the theory of 'trading zones' developed by Peter Galison and use it to analyse two related processes: (i) the development and inclusion of RI in research policy at the UK's Engineering and Physical Sciences Research Council (EPSRC); (ii) the implementation of RI in relation to the Stratospheric Particle Injection for Climate Engineering (SPICE) project. Our analysis reveals an RI trading zone comprised of three quasi-autonomous traditions of the research domain - applied science, social science and research policy. It also shows how language and expertise are linking and coordinating these traditions in ways shaped by local conditions and the wider context of research. Building on such insights, we argue that a sensible goal for RI policy and practice at this stage is better local coordination of those involved and we suggest ways how this might be achieved.

Nguyen, Huong Thi Lan; Meek, Vincent Lynn (2016):

Key Problems in Organizing and Structuring University Research in Vietnam. The Lack of an Effective Research "Behaviour Formalization" System.

In: *Minerva* 54 (1), S. 45–73. DOI: 10.1007/s11024-016-9289-6.

Abstract:

Structure and organization seems to be at the root of many of the questions raised about institutional behaviour; however, with respect to research on university capacity building, few studies have examined research organizational problems, particularly in developing countries. This study investigates academic reactions to the structure and organization of research at four leading Vietnamese universities. Through document analysis and semi-structured interviews with 55 participants, the study finds that the four case-study Vietnamese universities have accomplished a number of the more visible tasks of research management such as creating research and research management positions; deciding primary organizational units for research delivery; creating a research office; and creating research oversight committees. However, they seem to neglect the other less visible tasks of organizing and structuring research such as developing rules for research integrity; developing a mechanism for evaluating the quality of research outcomes; preparing researchers and research managers for the necessary skills and knowledge; and deciding vertical and horizontal decentralization. The study concludes that even though research has been formally structured and organized, the management of research has not yet been professionalized. The key problem in organizing and structuring research is the lack of an effective system for research behaviour formalization. A more effective system for better formalizing research behaviours should be developed so that Vietnamese universities can integrate more successfully into the global research.

Orthia, Lindy A. (2016):

What's Wrong with Talking About the Scientific Revolution? Applying Lessons from History of Science to Applied Fields of Science Studies.

In: *Minerva* 54 (3), S. 353–373. DOI: 10.1007/s11024-016-9299-4.

Abstract:

Since the mid-twentieth century, the 'Scientific Revolution' has arguably occupied centre stage in most Westerners', and many non-Westerners', conceptions of science history. Yet among history of science specialists that position has been profoundly contested. Most radically, historians Andrew Cunningham and Perry Williams in 1993 proposed to demolish the prevailing 'big picture' which posited that the Scientific Revolution marked the origin of modern science. They proposed a new big picture in which science is seen as a distinctly modern, western phenomenon rather than a human universal, that it was invented in the Age of Revolutions 1760-1848, and that science be de-centred within the new big picture: treated as just one of many forms of human knowledge-seeking activity. Their paper is one of the most highly cited in the history of science field, and has the potential to transform the way that science educators, science communicators, science policy-makers and scientists view science. Yet the paper and historians' scholarly response to it are not well-known outside the history discipline. Here I attempt to bridge that disciplinary gap with a review of scholarly papers published 1994-2014 that cited Cunningham and Williams or otherwise discussed the Scientific Revolution, to gauge the extent of support for the old and new big pictures. I find that the old big picture is disintegrating and lacks active defenders, while many scholars support aspects of the new big picture. I discuss the significance of this for scholars in 'applied' fields of science studies such as education, communication and policy.

Pansters, Wil G.; van Rinsum, Henk J. (2016):

Enacting Identity and Transition. Public Events and Rituals in the University (Mexico and South Africa).

In: *Minerva* 54 (1), S. 21–43. DOI: 10.1007/s11024-015-9287-0.

Abstract:

On the basis of ethnographic and historical material this article makes a comparative analysis of the relationship between public events, ceremonies and academic rituals, institutional identity, and processes of transition and power at two universities, one in Mexico and the other in South Africa. The public events examined here play a major role in imagining and bringing about political shifts within universities as well as between universities and external actors. It shows how decisive local histories and constituencies are in mediating and transfiguring identity projects initiated from above.

Prieur, Annick; Jensen, Sune Qvortrup; Laursen, Julie; Pedersen, Oline (2016):

'Social Skills'. Following a Travelling Concept from American Academic Discourse to Contemporary Danish Welfare Institutions.

In: *Minerva* 54 (4), S. 423–443. DOI: 10.1007/s11024-016-9307-8.

Abstract:

The article traces the origin and development of the concept of social skills in first and foremost American academic discourse. As soon as the concept of social skills was coined, the concern for people lacking such skills started and has been on the increase ever since (now sharing public attention with related concepts such as self-control, emotional intelligence and empathy). After the analysis of the academic history of the concept follows an examination of the implementation of a range of assessment instruments and training programmes related to social skills (and lack thereof) in contemporary Danish welfare institutions (more specifically, day nurseries and schools, employment and penal services). The analysis forwarded in the article thus demonstrates how an intellectual idea may develop and travel and on its journey connect to pre-existing cultural logics and societal concerns. The idea of social skills has through its development been made uncontroversial everybody wants to be skilful. The concept does, however, convey an individualistic view on social life and imposes a reflexivity over own performance on the participants. Further, its normative character contributes to a problematization of those who are perceived to lack these skills.

Thoenig, Jean-Claude; Paradeise, Catherine (2016):

Strategic Capacity and Organisational Capabilities. A Challenge for Universities.

In: *Minerva* 54 (3), S. 293–324. DOI: 10.1007/s11024-016-9297-6.

Abstract:

Are universities able to operate as strategic actors? An organisational sociology based approach supported by a comparative field research project identifies three types of social, cultural and cognitive processes that play a decisive role in building and implementing local capabilities required to mobilise a strategic capacity. The paper identifies how much these processes are present in the four ideal-types of universities defined by crossing their reputation and their metrics-based performance. Such a meso deterministic perspective suggests that universities may position themselves as proactive actors or principals, and not just as agents of national reforms and political demands. Nevertheless, their ability to do it varies according to their type. The paper also explores the implications of such findings for institutional leadership and steering policymakers.

Watermeyer, Richard; Olssen, Mark (2016):

‘Excellence’ and Exclusion. The Individual Costs of Institutional Competitiveness.

In: *Minerva* 54 (2), S. 201–218. DOI: 10.1007/s11024-016-9298-5.

Abstract:

A performance-based funding system like the United Kingdom’s ‘Research Excellence Framework’ (REF) symbolizes the re-rationalization of higher education according to neoliberal ideology and New Public Management technologies. The REF is also significant for disclosing the kinds of behaviour that characterize universities’ response to government demands for research auditability. In this paper, we consider the casualties of what Henry Giroux (2014) calls “neoliberalism’s war on higher education” or more precisely the deleterious consequences of non-participation in the REF. We also discuss the ways with which higher education’s competition fetish, embodied within the REF, affects the instrumentalization of academic research and the diminution of academic freedom, autonomy and criticality.

Youtie, Jan; Bozeman, Barry (2016):

Dueling Co-Authors. How Collaborators Create and Sometimes Solve Contributorship Conflicts.

In: *Minerva* 54 (4), S. 375–397. DOI: 10.1007/s11024-016-9303-z.

Abstract:

Publishing is central to the academic reward system. Contributorship issues loom large in this context. The need for fairness in authorship decisions is upheld in most collaborations, yet some collaborations are plagued by “nightmare” issues ranging from inappropriate authorship credit to author order issues to exploitation of students and postdocs. This present work analyzes the mechanisms that researchers use for addressing problems in research collaboration and authorship. The data are derived from face-to-face, phone or Skype interviews with 60 university researchers. The extent to which author crediting decisions are explicitly or implicitly communicated and communicated in advance versus in the aftermath of the completion of research are central features in conflict resolution. Explicit approaches are associated with fields characterized by large or infrastructure-intensive projects, whereas implicit approaches often represent unspoken discipline-based norms. Efforts to educate students in how to manage authoring decisions tend to use advance methods. Problems stemming from a difficult researcher’s actions cross these categories. Early communication would seem to be useful for issue resolution, but it is not widely used in part because it can lock-in to an author crediting plan too tightly and reduce flexibility as research directions change.

Reviews

Shinn, Terry (2016):

Toward a Reactionary Science? Richard Whitley, Jochen Gläser (eds.), *Organizational Transformation and Scientific Change: The Impact of Institutional Restructuring on Universities and Intellectual Innovation*, (Research in the Sociology of Organizations, Volume 42) Emerald, 2014.

[Review]. In: *Minerva* 54 (2), S. 241–253. DOI: 10.1007/s11024-016-9296-7.

Editorials

Bakker, Rene M.; DeFillippi, Robert J.; Schwab, Andreas; Sydow, Joerg (2016):

Temporary Organizing. Promises, Processes, Problems.

[Introduction]. In: *Organization Studies* 37 (12), S. 1703–1719. DOI: 10.1177/0170840616655982.

Abstract:

Temporary organizing is introduced as process, form and perspective. Then key challenges and opportunities in the study of temporary organizing are discussed, including methodological issues, how to theorize time, and how to relate the temporary to the more permanent. This introductory article concludes with an overview of the special issue.

Holt, Robin; den Hond, Frank; Reay, Trish (2016):

X and Organization Studies.

[Editorial]. In: *Organization Studies* 37 (7), S. 901–902. DOI: 10.1177/0170840616645491.

Original Articles

Alvesson, Mats; Robertson, Maxine (2016):

Money Matters. Teflonic Identity Manoeuvring in the Investment Banking Sector.

In: *Organization Studies* 37 (1), S. 7–34. DOI: 10.1177/0170840615593591.

Abstract:

In this paper we address identity issues in relation to senior employees in the UK investment banking sector. Drawing on in-depth material, the study demonstrates their marginal concerns about identity issues or engagement in what is typically viewed as identity work. Instead they had what we refer to as an identity minimalism orientation and met potential challenges to identity with what we conceptualize as teflonic identity manoeuvring. In so doing they were able to deflect attention away from themselves, enabling them to circumvent identity concerns. These employees drew upon material resources, specifically money, to rationalize this disposition and social (in particular, dress codes) and discursive resources (around professionalism) to bolster and sustain this disposition.

Bjerregaard, Toke; Klitmoller, Anders (2016):

Conflictual Practice Sharing in the MNC. A Theory of Practice Approach.

In: *Organization Studies* 37 (9, SI), S. 1271–1295. DOI: 10.1177/0170840616634126.

Abstract:

This article advances a theory of practice approach to the study of conflictual practice sharing in the multinational corporation (MNC). The article demonstrates distinct opportunities offered by practice theory in researching the multiple

lines of conflict and cooperation over local organizational practices, policies and strategies that emerge in the face of global HQ demands. Extant literature concentrates on how transfer outcomes are shaped by institutional or cultural distance at the national level and inter-unit relationships, often taking the subsidiary as a unit of analysis. Therefore, intra-unit conflicts over global practice sharing are under-researched, particularly how such conflicts are shaped by actors' differential situatedness in the immediate societal context of the subsidiary. In explicating a practice theory agenda for the study of MNCs, we contribute to an understanding of how actors' social positioning within and outside the firm, combined with their career opportunities, shape both the character and dynamics of intra-unit conflicts over the local configuration of organizational practices mandated by HQ. Building on an extended case study of an MNC in a Mexican special economic zone (SEZ), we thus examine how subsidiary actors accommodate, actively support and resist various parts of an HQ-mandated management control system.

Bridwell-Mitchell, E. N. (2016):

Collaborative Institutional Agency. How Peer Learning in Communities of Practice Enables and Inhibits Micro-Institutional Change.

In: *Organization Studies* 37 (2), S. 161–192. DOI: 10.1177/0170840615593589.

Abstract:

Research on micro-institutional change typically characterizes agents as being involved in social conflicts to defend the institutional status quo or to mobilize against it. However, agency inside organizations can be precipitated by the need to resolve practice dilemmas in uncertain and ambiguous institutional contexts. The findings from a comparative case study of two public schools in the United States undergoing state-mandated reform demonstrate that, when agency is born of uncertainty and ambiguity rather than political conflict and struggle, micro-institutional change depends on the dynamics of agents' peer learning in communities of practice. In some cases, agents' communities are organized to effectively seed new ideas and generate social pressures needed to encourage the uptake of new ideas. In other cases, the pattern of agents' interactions in communities results in persistent cognitive and social disorganization so that newly seeded ideas cannot take root or spread. I refer to the particular dynamics by which peer learning in communities of practice results in micro-institutional persistence or change as collaborative institutional agency.

Bucher, Silke V.; Chreim, Samia; Langley, Ann; Reay, Trish (2016):

Contestation about Collaboration. Discursive Boundary Work among Professions.

In: *Organization Studies* 37 (4), S. 497–522. DOI: 10.1177/0170840615622067.

Abstract:

We examine how professions responded to a potential change in jurisdictional boundaries by analyzing the written submissions of five professional associations in reaction to a government proposal to strengthen interprofessional collaboration, relating these responses to the professions' field positions. We identify four foci for framing used by the professions to discursively develop their boundary claims: (1) framing the issue of interprofessional collaboration (issue framing), (2) framing of justifications for favored solutions (justifying), (3) framing the profession's own identity (self-casting), and (4) framing other professions' identities (altercasting). We find that professions employed these foci differently depending on two dimensions of their field positions - status and centrality. Our study contributes to the literature by identifying distinctive ways through which the foci for framing may be mobilized in situations of boundary contestation, and by theorizing how field position in terms of status and centrality influences actors' framing strategies.

Busby, J. S.; Iszatt-White, M. (2016):

Rationalizing Violation. Ordered Accounts of Intentionality in the Breaking of Safety Rules.

In: *Organization Studies* 37 (1), S. 35–53. DOI: 10.1177/0170840615593590.

Abstract:

Regulative rules are central to the efforts made in organizations to ensure orderliness in the presence of physical danger. The reportedly routine violation of safety rules in organizations therefore brings into question the longstanding association

of rules with organizational order, and the literature is sharply divided on whether rule violation represents a dangerous disorder or a reasonable way of getting by. This study is an attempt to carry out a more interpretive analysis, looking at how organizational members construct a sense of order in the presence of rule violation - and in particular how they do so by using a concept of intentionality to maintain accountability yet avoid rules becoming taboos. We find that the way people explain intentions attests to several senses of order that otherwise appear to be lost when rules are violated, such as predictability, purposefulness and progressiveness. This indicates that rules do not maintain, symbolize and constitute order simply because they are normative restraints on behaviour - but act as nuclei for discourses that can repair order even when they are violated. The order that is repaired in this way is both a mechanistic and a moral one.

Butzbach, Olivier K. E. (2016):

The Evolution of Organizational Diversity in Banking. Savings Banks' Consolidation and Sector Coordination in France and Italy, 1980-2012.

In: *Organization Studies* 37 (4), S. 565–589. DOI: 10.1177/0170840615604499.

Abstract:

Savings banks were a key component of the banking industry in Western European countries in the early 1980s - a distinct, not-for-profit form of banking organizations existing alongside joint-stock banks. After 1980, three decades of banking consolidation and pro-market regulatory reforms were widely expected to make savings banks disappear. Yet, in some countries at least, savings banks have survived, as persistently distinct organizational forms. Moreover, in countries as similar as France and Italy, organizational diversity as epitomized by the survival of savings banks has taken two apparently diverse routes. To solve this double puzzle, this article builds on the new organizational synthesis in organizational theory and on the comparative neo-institutional literature, and draws on a comparative case study analysis of savings banks consolidation in France and Italy, from 1980 to 2012. The study contributes to the literature on the co-evolution of institutions and organizations by focusing on meso-level coordination and fully incorporating the relevance of state actors and policies in the analysis of organizational change.

Cederstrom, Carl; Fleming, Peter (2016):

On Bandit Organizations and Their (IL)Legitimacy. Concept Development and Illustration.

In: *Organization Studies* 37 (11), S. 1575–1594. DOI: 10.1177/0170840616655484.

Abstract:

Outlaw organizations are neglected in organization studies. This is understandable given the presumption of illegitimacy they attract. Our article challenges the presumption by positing the concept of bandit organizations', demonstrating how some can build impressive levels of legitimacy among their audience. The case of Christopher Dudas' Coke, a philanthropic Jamaican drug cartel leader, and his Shower Posse' gang, is used to investigate how contemporary bandit organizations foster legitimacy. By placing shadow economy' organizations like this in the spotlight, we seek to extend scholarship on organizational legitimacy, while avoiding any undue romanticization of criminal organizations.

Chatterjee, Suparna (2016):

Articulating Globalization. Exploring the Bottom of the Pyramid (BOP) Terrain.

In: *Organization Studies* 37 (5), S. 635–653. DOI: 10.1177/0170840615604505.

Abstract:

Notwithstanding the 'yawns of familiarity' that globalization produces in some circles, there is little doubt that 'globalization' continues to provide direction and momentum to much of the present social and political configurations. With this in mind, the present study attempts to come to terms with globalization in one particular site: the much acclaimed bottom/base of the pyramid (BOP) approach. Employing Stuart Hall's notion of articulation, I examine some of the 'foundational' BOP texts to understand how and to what ends globalization is constituted within the BOP project. Extrapolating from themes like markets, capitalism, poverty, and technology, the article attempts to highlight what remains unsaid and inexplicit about 'globalization.' At one level, the article explores the 'metapragmatics of globalization' (how

account/talk about global phenomenon are put to use in different contexts), and, at another level, it offers a critical examination of some of the underlying themes of the BOP proposition. Broadly, the article argues that despite its commitment to contesting dominant forms of globalization, the BOP project shows solidarity with a remarkably reductive view of globalization, and in so doing becomes complicit in maintaining status quo thereby re-inscribing (unwittingly) long standing patterns of marginalization. In the spirit of 'hermeneutics of emergence,' the article calls for greater self-reflexivity within the BOP domain which, among other things, would help problematize its central themes and ideas in ways that are, perhaps, more adequate to thinking about the fraught relationship between business and poverty.

Clegg, Stewart; Josserand, Emmanuel; Mehra, Ajay; Pitsis, Tyrone S. (2016):

The Transformative Power of Network Dynamics. A Research Agenda.

In: *Organization Studies* 37 (3, SI), S. 277–291. DOI: 10.1177/0170840616629047.

Abstract:

The emergence and proliferation of network forms of organization has sparked interest and debate in organization studies. We have learned much about the effects of networks but our understanding of how they are formed, how they change, and how networks can themselves possess agential properties that make them complex social actants is limited. In selecting papers for this special issue, we were persuaded by arguments that our understanding of networks and their transformative power can benefit from greater attention to culture and discourse, which provide meaning and direction to network participants and are indispensable agentic resources. The special issue contains two sets of papers. The first set debates the articulation between the organized and emergent dynamics of networks and its impact on knowledge exchanges and innovation. The second set seeks to inform our understanding of the manifestations of power in network dynamics. For each section, we provide a tentative research agenda. Our hope is that this special issue will both advance our ability to conceptualize, measure and manage network evolution and enhance our understanding of the transformative impact of network dynamics on organizations and society.

Corbo, Leonardo; Corrado, Raffaele; Ferriani, Simone (2016):

A New Order of Things. Network Mechanisms of Field Evolution in the Aftermath of an Exogenous Shock.

In: *Organization Studies* 37 (3, SI), S. 323–348. DOI: 10.1177/0170840615613373.

Abstract:

This study examines the role of a major environmental shock in triggering change in the social structure of an organizational field. Based on the longitudinal analysis of changing network configurations in the global airline industry, we explore how logics of attachment shift before, during and after an exogenous shock and how the rewiring of network ties in response to the shock may act as a countervailing force to the network dynamics that drive field stratification. Using the terrorist attacks of September 11, 2001 as a natural experiment, our work reveals how shocks may affect key mechanisms of network evolution thus altering tie distribution and access among members of the field. Overall this article contributes to emergent literature on field dynamics by exposing the evolution of interorganizational dynamics when external events produce unsettled times that render extant logics brittle and open prospects for change.

Currie, Graeme; Spyridonidis, Dimitrios (2016):

Interpretation of Multiple Institutional Logics on the Ground. Actors' Position, their Agency and Situational Constraints in Professionalized Contexts.

In: *Organization Studies* 37 (1), S. 77–97. DOI: 10.1177/0170840615604503.

Abstract:

Our study examines how interdependent actors in a professionalized context interpret the co-occurrence of a professional logic and a policy-driven logic. The empirical setting comprises two hospitals in the English National Health Service. Two issues stand out. First, our study shows that any logic is variegated and ambiguous, so policymakers and organizational managers cannot assume that they are easily blended. Second, it shows how nurse consultants exhibit agency in blending

these two logics in pursuit of positional gain in professional and managerial organization. They can do so because of their ambiguous status level: in comparison to doctors, their status as nurses is low; within the nursing profession their status is high. Theoretically, by focusing upon interpretation of multiple institutional logics at the micro level, our study renders visible the agency of interpreting actors, interdependency of actors, their interpretation of institutional logics, situational context, and the effect of, and upon, social position of actors.

D'Andreta, Daniela; Marabelli, Marco; Newell, Sue; Scarbrough, Harry; Swan, Jacky (2016):

Dominant Cognitive Frames and the Innovative Power of Social Networks.

In: *Organization Studies* 37 (3, SI), S. 293–321. DOI: 10.1177/0170840615613374.

Abstract:

In this paper, we illustrate the link between social network structures, dominant cognitive frames on network purpose and the innovative power of a network, through a mixed-method comparative analysis of two knowledge translation networks (KTNs) in the English National Health Service (NHS). Our findings illustrate several challenges for networked forms of organization linked to different manifestations of social networks (centralized/decentralized) and dominant cognitive frames (polarizing/loosely clustered). Our paper contributes a better understanding of how dominant frames on network purpose emerge alongside the development of network structure itself, and explores how this interplay between dominant frames and social networks impacts upon the collaborative work that supports the network's innovative power.

Dagnino, Giovanni Battista; Levanti, Gabriella; Destri, Arabella Mocchiari Li (2016):

Structural Dynamics and Intentional Governance in Strategic Interorganizational Network Evolution. A Multilevel Approach.

In: *Organization Studies* 37 (3, SI), S. 349–373. DOI: 10.1177/0170840615625706.

Abstract:

This article aims to shed light on the drivers underlying the role and scope of intentional governance of the structural dynamics of whole interorganizational networks. Prior research has distinguished networks that are emergent from networks that are orchestrated. While empirical studies have shown situations in which the role and scope of intentional governance of whole interorganizational networks has changed in time, and there is a growing interest regarding the endogenous drivers of network dynamics, the dimensions that influence intentional governance of network structure dynamics and the way this is carried out remain still to be elucidated. In order to pinpoint these drivers, we leverage the models of network structure dynamics elaborated within studies conducted at the intersection between network research and complexity science to propose a multilevel interpretive framework that clarifies the role and scope of intentional agency at different structural levels of interorganizational networks. Our framework advances a twofold conceptual contribution: on one hand, we tackle the change in the role and scope of intentional governance of network structures in both the early stages and the later stages of network evolution. On the other, we interpret the network of formal ties as resembling the accelerating network model, with the network of informal ties being akin to the scale-free (or truncated scale-free) network model of complex networks theory.

Dey, Pascal; Schneider, Hanna; Maier, Florentine (2016):

Intermediary Organisations and the Hegemonisation of Social Entrepreneurship. Fantasmatic Articulations, Constitutive Quiescences, and Moments of Indeterminacy.

In: *Organization Studies* 37 (10), S. 1451–1472. DOI: 10.1177/0170840616634133.

Abstract:

The rapid rise of alternative organisations such as social enterprises is largely due to the promotional activities of intermediary organisations. So far, little is known about the affective nature of such activities. The present article thus investigates how intermediary organisations make social entrepreneurship palatable for a broader audience by establishing it as an object of desire. Drawing on affect-oriented extensions of Laclau and Mouffe's poststructuralist theory, hegemonisation is suggested as a way of understanding how social entrepreneurship is articulated through a

complementary process of signification and affective investment. Specifically, by examining Austrian intermediaries, we show how social entrepreneurship is endowed with a sense of affective thrust that is based on three interlocking dynamics: the articulation of fantasies such as inclusive exclusiveness', large-scale social change' and pragmatic solutions'; the repression of anxiety-provoking and contentious issues (constitutive quiescences); as well as the use of conceptually vague, floating signifiers (moments of indeterminacy). Demonstrating that the hegemonisation of social entrepreneurship involves articulating certain issues whilst, at the same time, omitting others, or rendering them elusive, the article invites a counter-hegemonic critique of social entrepreneurship, and, on a more general level, of alternative forms of organising, that embraces affect as a driving force of change, while simultaneously affirming the impossibility of harmony and wholeness.

Doerrenbaecher, Christoph; Gammelgaard, Jens (2016):

Subsidiary Initiative Taking in Multinational Corporations. The Relationship between Power and Issue Selling.

In: *Organization Studies* 37 (9, SI), S. 1249–1270. DOI: 10.1177/0170840616634130.

Abstract:

This paper investigates the political maneuvering that accompanies subsidiary initiative taking in multinational corporations. On the basis of an explorative empirical investigation of subsidiary initiative taking in the French subsidiaries of six German MNCs, the paper explores the activities that subsidiaries undertake to sell their initiatives, and the relationships among issue selling, subsidiary power and headquarters' hierarchical power. The findings suggest that the use of issue-selling tactics is common when subsidiaries engage in initiative taking. In addition, the paper demonstrates that a low degree of issue selling is needed to obtain approval of an initiative in less asymmetrical headquarters-subsidiary power relationships (i.e. relationships in which subsidiaries are relatively powerful). In cases where power relationships are highly asymmetrical, issue selling is a necessity, but it is hardly a sufficient condition for obtaining headquarters' approval. This renders issue selling to a second-rank power in subsidiary initiative taking, as it only works in conjunction with subsidiary power.

Dunne, Danielle D.; Dougherty, Deborah (2016):

Abductive Reasoning. How Innovators Navigate in the Labyrinth of Complex Product Innovation.

In: *Organization Studies* 37 (2), S. 131–159. DOI: 10.1177/0170840615604501.

Abstract:

Complex innovation processes such as drug discovery present challenges to innovators because they must proceed with limited feedback but face a system that involves enormous amounts of information and unknown interdependencies. Organizational scholars suggest that abductive reasoning fits complex situations and may address many of the challenges of complexity. Abductive reasoning is a form of reasoning that generates and evaluates hypotheses in order to make sense of puzzling facts. Existing research on abductive reasoning makes a number of important contributions, but does not explain how innovators can use abductive reasoning to formulate hypotheses for possible new products and then use these hypotheses to navigate in the labyrinth of complex product innovation. We interviewed 85 scientists and managers working in the biopharmaceutical industry and use grounded theory building to develop a new framework. Our framework identifies three social mechanisms that explain how innovators use abductive reasoning to detect useful information despite the noise, avoid competency traps and local optima, and accumulate insights in a holistic way. We contribute to existing research by explaining the systematic process that enables innovators to overcome the challenges of complex innovation and navigate effectively in the labyrinth.

Ebers, Mark; Maurer, Indre (2016):

To Continue or not to Continue? Drivers of Recurrent Partnering in Temporary Organizations.

In: *Organization Studies* 37 (12), S. 1861–1895. DOI: 10.1177/0170840616655490.

Abstract:

While research has provided ample evidence that temporal (dis-) continuity in partnering is highly consequential for the governance and performance outcomes of temporary organizations, we know much less about the conditions that drive the members of temporary organizations to engage in recurrent partnering. Focusing on project organizations, the present research offers theoretical arguments and related empirical evidence that illuminate when and why project-leading organizations expect to continue collaboration with the same project partner in future projects. Specifically, we show that expectations of recurrent collaboration are a function of backward-looking experiential learning and forward-looking opportunity cost assessments. Our findings contribute to better understanding of temporality in temporary organizations by uncovering a set of factors conducive to explaining when and why the same partners engage in temporary sequences of projects.

Geppert, Mike; Becker-Ritterspach, Florian; Mudambi, Ram (2016):

Politics and Power in Multinational Companies. Integrating the International Business and Organization Studies Perspectives.

In: *Organization Studies* 37 (9, SI), S. 1209–1225. DOI: 10.1177/0170840616656152.

Abstract:

The study of power and politics in multinational companies (MNCs) has been a niche area of study for both scholars of organization studies (OS) and international business (IB). Further, the awareness of each research community with regard to the efforts of the other has been rather superficial. Hence, bridge-building efforts to cross-fertilize ideas developed in IB and OS in order to enhance our understanding of the nature and role of politics and power in the MNC are overdue. In order to develop the basis for integration, we trace the conceptual developments in the two disciplines, that enables us to highlight particularly promising opportunities for integrative advances. Using a typology which differentiates among four 'faces' of power in the study of management and organization, we discuss how focusing on each of these four dimensions may help us to both see and make sense of different aspects of power relations and facets of politics in MNCs. We then use the four faces' framework to outline how OS and IB approaches can be integrated to develop a more complete understanding of politics and power in MNCs. Finally we suggest some directions for future research.

Giamporcaro, Stephanie; Gond, Jean-Pascal (2016):

Calculability as Politics in the Construction of Markets. The Case of Socially Responsible Investment in France.

In: *Organization Studies* 37 (4), S. 465–495. DOI: 10.1177/0170840615604498.

Abstract:

This article examines some of the processes by which power constitutes calculability and, in so doing, shapes the construction of markets. We combine insights from performativity studies about calculability with Lukes' radical view of power' to investigate how multiple facets of power are mobilized to influence the creation and activities of calculative agencies in the process of market construction. An in-depth longitudinal study of the French socially responsible investment market shows how organizations acting as calculative agencies become sites of power through calculability. We identify how power is exercised over, through and against these calculative agencies by a variety of actors in order to build their position in the socially responsible investment market. Our results complement the broader question of the government of economic life' by showing how micro-level power games interact with the macro-politics of market building through calculative agencies. In so doing, our article sheds light on neglected aspects of the changing geopolitics of calculative power in market construction and suggests approaching calculability as politics' when studying the construction of markets.

Girei, Emanuela (2016):

NGOs, Management and Development. Harnessing Counter-Hegemonic Possibilities.

In: *Organization Studies* 37 (2), S. 193–212. DOI: 10.1177/0170840615604504.

Abstract:

Over the last decade, development management thinking, tools and practices have gained a prominent position in international development. In response to recent calls to problematize development management, this article, drawing on 14 months of empirical work with a Ugandan NGO, illuminates the spread of managerialism in the indigenous NGO sector and explores whether and how management thinking and practice have shaped the work and the role of NGOs in international development. This research shows how development management orthodoxy narrows the possibility for NGOs to engage in transformative practice and in social change agendas, while it wittingly or unwittingly supports the expansion of the political and cultural hegemony of western donors.

Hahn, Tobias; Pinkse, Jonatan; Preuss, Lutz; Figge, Frank (2016):

Ambidexterity for Corporate Social Performance.

In: *Organization Studies* 37 (2), S. 213–235. DOI: 10.1177/0170840615604506.

Abstract:

The literature on corporate social performance advocates that firms address social issues based on instrumental as well as moral rationales. While both rationales trigger initiatives to increase corporate social performance, these rest on fundamentally different and contradicting foundations. Building on the literature on organizational ambidexterity and paradox in management, we propose in this conceptual article that ambidexterity represents an important determinant of corporate social performance. We explain how firms achieve higher levels of corporate social performance through the ambidextrous ability to simultaneously pursue instrumentally and morally driven social initiatives. We distinguish between a balance dimension and a combined dimension of ambidexterity, which both enhance corporate social performance through distinct mechanisms. With the balance dimension, instrumental and moral initiatives compensate for each other - which increases the scope of corporate social performance. With the combined dimension, instrumental and moral initiatives supplement each other - which increases the scale of corporate social performance. The article identifies the most important determinants and moderators of the balance and the combined dimension to explain the conditions under which we expect firms to increase corporate social performance through ambidexterity. By focusing on the interplay and tensions between different types of social initiatives, an ambidextrous perspective contributes to a better understanding of corporate social performance. Regarding managerial practice, we highlight the role of structural and behavioral factors for achieving higher corporate social performance through the simultaneous pursuit of instrumental and moral initiatives.

Heinze, Kathryn L.; Soderstrom, Sara; Heinze, Justin E. (2016):

Translating Institutional Change to Local Communities. The Role of Linking Organizations.

In: *Organization Studies* 37 (8), S. 1141–1169. DOI: 10.1177/0170840615622068.

Abstract:

We examine the processes and mechanisms of translating broader field-level change to the local community, drawing on insights from the inhabited institutions perspective and community-based institutionalism. In particular, we develop the concept of linking organizations as key actors in institutional change that connect the broader field and community levels. We use multiple forms of qualitative data, collected over a two-year time frame, to study the processes of a community foundation, the Rainbow Wellness Foundation, as a linking organization that engaged five community coalitions to embed a new wellness approach, locally. Our findings suggest that linking organizations interpret the central tenets of the approach, define them locally around relevant aims, and regulate community organizations' adherence, to ensure legitimacy with the field. In addition, by engaging and negotiating with the community and helping manage ambiguity, linking organizations enable local filling-in' of these models with practices that meet community needs and interests. This study contributes to the literature on institutional change by identifying the activities of linking organizations as agents that translate broader field change, locally.

Herepath, Andrea; Kitchener, Martin (2016):

When Small Bandages Fail. The Field-Level Repair of Severe and Protracted Institutional Breaches.

In: *Organization Studies* 37 (8), S. 1113–1139. DOI: 10.1177/0170840615622065.

Abstract:

We present the first elaboration of the field-level institutional repair work enacted by government inquiry reports into severe and protracted breaches of the institution of medicine in the English National Health Service. Our examination of the interplay between the rhetorical argumentation strategies communicated, the modes and types of institutional work conveyed, and the institutional pillars targeted for repair enhances understanding of field-level institutional repair work in three ways. First, our analysis of forensic and deliberative rhetoric reveals how these communicate aligned ethos, logos, and pathos appeals in a tactical buttressing manner that simultaneously harnesses maintenance, adapted creative and disruptive modes of institutional work. Ensuing repair work is primarily directed to the regulatory and normative pillars of the breached institution, though their consequential effects seek to realign the cultural-cognitive pillar. Second, adapted creative and disruptive modes interact to generate elaborative and/or eliminative institutional work. This fosters a dynamic form of institutional maintenance, wherein the breached institution evolves in order to endure within the changing terrain of the field. Finally, our elaboration of field-level institutional repair work offers insight into the relative plasticity of the institution of medicine, and contributes to understanding of the dark side of institutional work.

Hjorth, Daniel; Dawson, Alexandra (2016):

The Burden of History in the Family Business Organization.

In: *Organization Studies* 37 (8), S. 1089–1111. DOI: 10.1177/0170840615613375.

Abstract:

In this article we focus on the study of history through the use of narratives, within the context of the prevalent form of organization worldwide: the family business. Specifically we consider the dilemma of the impossible gift of succession using Nietzsche's discussion of the burden of history and paralleling the story of a family business succession with that of Shakespeare's *King Lear*. This way, we seek to make a contribution to organizational studies by answering recent calls to engage more with history in studies of business organizations. By implication, the study also initiates an integration of family business studies into organization studies.

Hong, Jacky F. L.; Snell, Robin Stanley; Mak, Carry (2016):

Knowledge Assimilation at Foreign Subsidiaries of Japanese MNCs through Political Sensegiving and Sensemaking.

In: *Organization Studies* 37 (9, SI), S. 1297–1321. DOI: 10.1177/0170840616634128.

Abstract:

We analyse political sensegiving and sensemaking by expatriates and host country employees through exporative, contestative and integrative stages of knowledge assimilation at two China-based subsidiaries of different Japanese MNCs. Comparative case study analysis indicated that efforts by expatriates and HQ-based experts to convey, routinize and standardize home country practices during the exporative and contestative stages, while involving traditional one way' knowledge transfer, can provide a foundation for a subsequent integrative stage, during which host country employees' locally embedded knowledge is assimilated despite geopolitical asymmetry between home and host countries. Without this foundation, knowledge assimilation can remain frozen' at the contestative stage, with host country employees resisting importation of good practices from the HQ, and expatriates marginalizing host country employees' contributions unless these are exceptionally compelling.

Hussenot, Anthony; Missonier, Stephanie (2016):

Encompassing Stability and Novelty in Organization Studies. An Events-based Approach.

In: *Organization Studies* 37 (4), S. 523–546. DOI: 10.1177/0170840615604497.

Abstract:

The stability versus novelty relationship remains a conundrum in organization studies, partly owing to conventional views of time and temporality. In this article, we address organization as a stability-novelty intertwinement through the lens of organizational events. The advantage of an events-based approach is that stability and novelty are expressed as parts of

the same acts, and not different acts, which tends to be the assumption among mainstream theories of organization change. The events-based approach developed for this article shows how the organization may be defined as a structure of past and anticipated events, defined and redefined on an ongoing basis. From a case study of the development of a competency management tool in a bank, we show how the intertwinement between stability and novelty is articulated through events throughout the project and how every event is both an act of stability and an act of change.

Islam, Gazi; Endrissat, Nada; Noppeney, Claus (2016):

Beyond 'the Eye' of the Beholder. Scent innovation through analogical reconfiguration.

In: *Organization Studies* 37 (6, SI), S. 769–795. DOI: 10.1177/0170840615622064.

Abstract:

The current paper examines analogical processes as drivers of innovation in the creative industries. Based on a longitudinal case study of a signature perfume label, we argue that analogies embody cultural schemas in diverse material modalities, a process commonly referred to as analogical schematization. We highlight the role of materiality to ground these analogical processes, bridging embodied cognition and material products. We extend knowledge in this area by showing, among perfumers, how analogies work not only vertically from idea to concrete product but also horizontally across modalities, leveraging material affordances in a process that we label analogical reconfiguration. We discuss the implications of understanding innovation as being driven by analogical processes where materiality is key in creating novel, yet seemingly familiar, products in the creative industries.

Jarventie-Thesleff, Rita; Tienari, Janne (2016):

Roles as Mediators in Identity Work.

In: *Organization Studies* 37 (2), S. 237–265. DOI: 10.1177/0170840615604500.

Abstract:

In this article, we aim to revitalize the concept of role for advancing theory on identity work in organizations. Our article makes three contributions. First, we offer a critical review of how roles have been conceptualized in studies on identities, and develop a theoretical frame for understanding how people in organizations engage in transitions within and between roles that emerge and evolve in relational interaction and mediate their identity work. Second, we operationalize this frame in a longitudinal study of an organizational change initiative focusing on strategic rebranding in an industrial firm. We elucidate how roles and identities co-evolve over time and how roles and role transitions figure in the organization-based identity work of individuals. Third, we consider the implications of viewing roles as mediators in identity work. We highlight identity-related trade-offs made by individuals when they become associated with particular roles and show how they become disillusioned as organizational change agents.

Johnsen, Rasmus (2016):

Boredom and Organization Studies.

In: *Organization Studies* 37 (10), S. 1403–1415. DOI: 10.1177/0170840616640849.

Abstract:

Even if people may always have been bored, boredom' as a phenomenon is not a universal feature of human existence. Rather it is deeply connected to organization as a reaction to the gradual emergence in Western culture of the management and administration of time. As an acquired capacity of those able to tell and endure time in an organized manner, boredom is a perceived loss of meaning inferred by the lived experience of a discrepancy between the involvement with transient means in everyday life and their value in a larger vision of existence. But boredom also signifies a concurrent protest against such a loss, which potentially leads new possibilities with it. In this essay, I explore the connection between boredom and organization, focusing on these two interrelated aspects of the phenomenon: how boredom can be understood as an experience of a loss of meaning, but also how this loss itself can be viewed as an imperative towards meaning that remains the source of new forms of organizing.

Jones, Candace; Svejenova, Silviya; Pedersen, Jesper Strandgaard; Townley, Barbara (2016):

Misfits, Mavericks and Mainstreams. Drivers of Innovation in the Creative Industries.

In: *Organization Studies* 37 (6, SI), S. 751–768. DOI: 10.1177/0170840616647671.

Abstract:

Creative industries are among the fastest-growing and most important sectors of European and North American economies. Their growth depends on continuous innovation, which is important in many industries and also challenging to manage because of inherent tensions. Creative industries, similar to many industries, depend not only on novelty to attract consumers, but also on familiarity to aid comprehension and stabilize demand for cultural products. Agents in the creative industries play with these tensions, generating novelty that shifts industries' labels and boundaries. This tension and agency makes them a valuable setting for advancing theoretical ideas on who drives innovation, from mavericks that challenge conventions to mainstreams that build upon them. We trace this history and then turn to the five papers in the special issue, which examine in depth how mavericks, misfits, mainstreams and amphibians in various creative domains, from artistic perfumery to choreography, engage with innovation and address tensions. These processes of innovation point to future research that explores and exploits the role of materiality in meaning making, the role of capitals in translation processes and the dynamics of value and evaluation.

Kenny, Kate (2016):

Organizations and Violence. The Child as Abject-Boundary in Ireland's Industrial Schools.

In: *Organization Studies* 37 (7), S. 939–961. DOI: 10.1177/0170840615622069.

Abstract:

What role do organizations play in the enactment of large-scale violence against a specific group of people? In this paper, I depart from existing literature that focuses on violence within organizations, and instead emphasize the influence of external actors. Specifically, I examine the ways in which supporting organizations can first legitimate, and then actively maintain, violence against a group of vulnerable people. Drawing upon a unique, recently-published archive of data, these ideas are developed through an analysis of a case study in which large-scale violence was carried out on a vulnerable group: Ireland's industrial school children. I draw on Kristeva's notion of abjection to show how an excluded, distasteful other' is discursively co-constructed such that violence is seen as acceptable, and then actively maintained in the abject position as a boundary object that encompasses shared meanings across different organizations. Contributions include a framework for understanding the role of organizations in the perpetration of large-scale violence, which highlights how violence can be legitimated via the construction of subjects as abject boundary objects in extreme cases, and how this abject position can be maintained through inter-organizational dynamics comprising excessive rules and regulation, the suppression of care, and active policing. Finally, scholarship on boundary objects is extended by this paper's interrogation of the dark side' of this inter-group phenomenon, an area that is rarely studied.

Khaire, Mukti; Hall, Erika V. (2016):

Medium and Message. Globalization and innovation in the production field of Indian fashion.

In: *Organization Studies* 37 (6, SI), S. 845–865. DOI: 10.1177/0170840615622061.

Abstract:

How do unconventional innovations become accepted in creative industries? To uncover the process by which conventions changed in the field of Indian fashion, we analysed the content of all 586 articles on fashion published in India's leading fashion magazine during a 20-year period. The results of this exploratory analysis indicate that a regulatory change triggered economic liberalization in India, and the resultant globalizing forces facilitated interdiscursivity in the fashion media. As a result, the conventions of the global fashion paradigm permeated the Indian media discourse, gained acceptance, and came to co-exist with the previous local model of fashion and its conventions. This process increased the visibility of innovations that were previously peripheral in the field. The findings offer initial insights into the processes of change in creative industries, which are characterized as being relatively difficult to alter. The results have implications for organizational research in the areas of creative industries and innovation.

Kim, Phillip H.; Croidieu, Gregoire; Lippmann, Stephen (2016):

Responding from that Vantage Point. Field Position and Discursive Strategies of Legitimation in the US Wireless Telegraphy Field.

In: *Organization Studies* 37 (10), S. 1417–1450. DOI: 10.1177/0170840616634132.

Abstract:

Our study explores the discursive strategies of legitimation that organizations employ as they occupy different positions in an emergent institutional field. By examining both the frame-alignment strategies and the frame targets of two organizations in the U.S. wireless telegraphy field, we show how an organization's position - and its positional changes over time - affects the discursive strategies it uses to promote or protect its goals in the face of pressure from other field actors. Our results indicate that three distinct field positions - peripheral, central, and niche - are associated with three different legitimation strategies - which we label robust, co-optive, and focused - around which the discursive strategies coalesced. Organizations at the periphery attempt to break in to a field by employing a diverse range of frame-alignment strategies targeted toward a variety of relevant field actors. Those in a central position target fewer actors, but pursue a similar variety of frame-alignment strategies. Those in a niche position use fewer alignment strategies and target a smaller number of field-level actors. Our study enriches the literature on discursive strategies of legitimation by focusing on the ways in which central and non-central actors employ them, and the ways in which these strategies evolve alongside the field itself. More broadly, our work contributes to our understanding of discursive skills required to confront complex institutional pressures. These efforts depend on the interactive nature of discursive strategies from the vantage point of different field positions.

Koveshnikov, Alexei; Vaara, Eero; Ehrnrooth, Mats (2016):

Stereotype-Based Managerial Identity Work in Multinational Corporations.

In: *Organization Studies* 37 (9, SI), S. 1353–1379. DOI: 10.1177/0170840616634129.

Abstract:

The paper advances our understanding of managerial identity work in the context of HQ-subsidary relations. We argue that a key part of this identity work is related to cultural stereotypes. On the basis of an analysis of two Finland-based MNCs operating in Russia, the paper elucidates three forms of stereotype-based identity work with enabling or constraining power implications. The first form, stereotypical talk, refers to identity work whereby managers enact their stereotypical conceptions of the other' to bolster their self-image and inferiorize' the other'. The second form, reactive talk, is identity work that emerges as a reaction to stereotypical talk whereby managers aim at renegotiating the proposed social arrangement for their own benefit. Finally, the third form, self-reflexive talk, refers to identity work whereby managers attempt to go beyond the social arrangement produced through stereotypical and reactive talk by distancing themselves in a self-reflexive manner from essentialist cultural conceptions. Overall, the paper offers an initial attempt to elucidate how stereotype-based identity work is used to justify or resist existing power structures and power asymmetries in HQ-subsidary relations within the MNC.

Ligthart, Rik; Oerlemans, Leon; Noorderhaven, Niels (2016):

In the Shadows of Time. A Case Study of Flexibility Behaviors in an Interorganizational Project.

In: *Organization Studies* 37 (12), S. 1721–1743. DOI: 10.1177/0170840616655487.

Abstract:

We use a longitudinal examination of the production of a complex vessel to develop theory concerning operational flexibility behaviors within interorganizational projects. We find that operational flexibility behaviors are enabled by trust between project participants, sense of urgency, and the availability of resources. These enablers are in turn positively influenced by positive experiences in previous interactions ("shadow of the past") and expectations of possible future collaboration ("shadow of the future"), the temporary nature of interorganizational projects and slack in project tasks, respectively. The positive effect of enablers on operational flexibility is weakened by the time pressure project participants experience. The latter is also caused by the temporariness of interorganizational projects. Based on our findings, we propose that the different time dimensions play a crucial role in explaining flexibility behaviors in interorganizational projects: the temporariness that is an essential characteristic of interorganizational projects has two potentially opposite effects on the behavior of its participants, and we argue that shadows of the past and future play a decisive role in which of

the two effects will dominate. The theoretical framework based on our case study suggests that the temporariness of interorganizational projects is indeed important-as acknowledged in the literature-but that its effect is contingent on shadows of past and future.

Lindebaum, Dirk; Gabriel, Yiannis (2016):

Anger and Organization Studies. From Social Disorder to Moral Order.

In: *Organization Studies* 37 (7), S. 903–918. DOI: 10.1177/0170840616640848.

Abstract:

In this essay, we oppose current conceptualizations of anger as, at least, a temporary individual psychological disorder and as the cause of a social disorder. We develop the view that anger can be a profoundly moral emotion aimed at maintaining moral order and restoring social order when this has been ruptured. Moral anger is distinguished from other types of anger, like the ones arising from routine frustration, break-downs of communication and ego violations. Through a close reading of the jury drama *Twelve Angry Men*, we demonstrate that moral anger has an information dimension, signaling a rupture of a moral code, as well as an energetic dimension, as a source of energy aimed at putting right a wrong. We conclude that a world without anger would be, possibly, a compliant and quiescent world but not a just world.

Luyckx, Joost; Janssens, Maddy (2016):

Discursive Legitimation of a Contested Actor Over Time. The Multinational Corporation as a Historical Case (1964-2012).

In: *Organization Studies* 37 (11), S. 1595–1619. DOI: 10.1177/0170840616655493.

Abstract:

In this study, we explicitly engage with the historical dimension of discursive legitimation to understand how a sense of legitimacy is maintained for a controversial actor over a long period of time. Analyzing articles in *The Economist* that address opposition against multinational corporations during the current wave of globalization, we identify and situate the different multinational corporation-related controversies and discursive legitimation strategies in their specific historical context. Our historical interpretation suggests three phases, each representing the discursive creation of particular actor images that either legitimize multinational corporations or de-legitimize its opponents. From our findings, we propose that, over time, the nature of discursive legitimation changes and introduce discursive antagonism' and discursive co-optation' as two different forms of legitimation. We further reflect on our present understanding of multinational corporations, reinterpreting their current political role as a historical product of the legitimacy process over time.

Maclean, Mairi; Harvey, Charles (2016):

“Give It Back, George’. Network Dynamics in the Philanthropic Field.

In: *Organization Studies* 37 (3, SI), S. 399–423. DOI: 10.1177/0170840615613368.

Abstract:

This paper assumes a network dynamics perspective to explore the charitable sector campaign known as Give it Back, George’, which overturned a threatening tax change announced in the UK Budget 2012. We consider network activity from diverse viewpoints. Collaboration by disparate players enhanced the campaign’s legitimacy, high-status actors with a tertius iungens strategic orientation eschewing the limelight while others took centre stage. While extant research has shown how lower-status actors may profit from the networks of prominent individuals, we demonstrate that the reverse may apply. We suggest that elite actors who activate ties and bring together disconnected others are often less visible than apparent dominant actors. Social movements are not always reformist but may be deployed by elite incumbents to preserve the status quo. The story we narrate here is therefore less concerned with field transformation than with field preservation at the elite level when faced with threatening change.

Moisander, Johanna K.; Hirsto, Heidi; Fahy, Kathryn M. (2016):

Emotions in Institutional Work. A Discursive Perspective.

In: *Organization Studies* 37 (7), S. 963–990. DOI: 10.1177/0170840615613377.

Abstract:

This article focuses on the dynamics and interplay of meaning, emotions, and power in institutional work. Based on an empirical study, we explore and elaborate on the rhetorical strategies of emotion work that institutional actors employ to mobilize emotions for discursive institutional work. In an empirical context where a powerful institutional actor is tasked with creating support and acceptance for a new political and economic institution, we identify three rhetorical strategies of emotion work: eclipsing, diverting and evoking emotions. These strategies are employed to arouse, regulate, and organize emotions that underpin legitimacy judgments and drive resistance among field constituents. We find that actors exercise influence and engage in overt forms of emotion work by evoking shame and pride to sanction and reward particular expedient ways of thinking and feeling about the new institutional arrangements. More importantly, however, the study shows that they also engage in strategies of discursive institutional work that seek to exert powerforce and influencein more subtle ways by eclipsing and diverting the collective fears, anxieties, and moral indignation that drive resistance and breed negative legitimacy evaluations. Overall, the study suggests that emotions play an important role in institutional work associated with creating institutions, not only via pathos appeals but also as tools of discursive, cultural-cognitive meaning work and in the exercise of power in the field.

Montanari, Fabrizio; Scapolan, Annachiara; Gianecchini, Martina (2016):

‘Absolutely free’? The role of relational work in sustaining artistic innovation.

In: *Organization Studies* 37 (6, SI), S. 797–821. DOI: 10.1177/0170840616647419.

Abstract:

Drawing on the relational perspective of artistic innovation, which suggests that different types of ties (weak vs. strong) lead to different outcomes in terms of the development and implementation of new artistic ideas, this study uses an in-depth case study of Italian choreographer Mauro Bigonzetti to explore the role of the relational work artists deploy to develop and implement their artwork. We investigate how artists engage in specific relational actions (broadening, bonding, embedding and dis-embedding) with producing organizations, and how these actions lead to innovation over time. The findings suggest that artistic innovation moves through four stages - proximal innovation, fuzzy innovation, established innovation and maintained innovation - sustained by an artist’s oscillation between a network characterized by strong ties with few organizations and a network characterized by weak ties with many organizations, depending on the artist’s quests for inclusion and differentiation. In this process, a long-lasting relationship between the artist and a specific organization may pivot’ artistic innovation.

Moretti, Anna; Zirpoli, Francesco (2016):

A Dynamic Theory of Network Failure. The Case of the Venice Film Festival and the Local Hospitality System.

In: *Organization Studies* 37 (5), S. 607–633. DOI: 10.1177/0170840615613369.

Abstract:

Organizational and sociological research dealing with network governance has mainly focused on network advantages rather than on their problems or dysfunctionalities. This focus has left the field of network failure partially unexplored. We argue that although there have been some attempts to explicitly theorize network failures, the existing explanations, which are based on structural or social conditions, are not exhaustive. In this article we report the results of our empirical investigation on an underperforming network formed by the world-famous Venice Film Festival and its local hospitality system. We inductively derive a dynamic theory of network failure premised on the interplay of the network’s static dimensions (opportunism and ignorance) and dynamic dimensions (framing and mobilizing), and the role of institutions.

Moxnes, Paul; Moxnes, Andreas (2016):

Are We Sucked into Fairy Tale Roles? Role Archetypes in Imagination and Organization.

In: *Organization Studies* 37 (10), S. 1519–1539. DOI: 10.1177/0170840616634135.

Abstract:

This research is an attempt to understand and measure mythological roles in attributional processes. Drawing upon Carl Jung's work on the archetype we, first, argue how role archetypes from fantasy dramas and worldwide fairy tales populate organizational life, and further, contend that they have extensive influence on how group members sort their judgments of each other. In the second part of the article, our understanding of role archetypes is aided by quantitative measurements: participants in 31 consecutive leadership development classes are asked which fellow classmates they spontaneously associate with each of seven good and seven bad fairy tale roles (deep roles), if any. Our main question is to evaluate the magnitude of agreement on the assignment of roles. Results give strong support to the assumption that group members quite easily categorize fellow members into stereotypes identified by fairy tale roles. Given the evidence in the present analysis, we posit that the role images most frequently assigned (The Big Five of Fairy Tales) are isomorphic with core family roles, and further, that broad personality traits have their roots in archetypal imaginations. To more effectively secure that mythological mechanisms will not triumph over more rational, complex and balanced ways of judgments, we suggest that organizational research should acknowledge the subtle and hidden world of deep role archetypes.

Mutch, Alistair (2016):

Bringing History into the Study of Routines. Contextualizing Performance.

In: *Organization Studies* 37 (8), S. 1171–1188. DOI: 10.1177/0170840616634134.

Abstract:

The focus on routines as generative systems' often portrays them as patterns of action relatively divorced from their context. History can help to supply a deeper and richer context, showing how routines are connected to broader structural and cultural factors. But it also shows that routines themselves have a history. This is explored using the illustration of the history of one particular organizational routine, that of the visitation of local organizational units by central church bodies, in three times and places: 15th century Italy, 18th century England and 18th century Scotland. This illustration shows that similar routines can be found but these are given very different inflections by the broader social, cultural and political context. Attention is drawn in particular to the differential involvement of lay actors and the implications for broader impacts. The case is made for analytical narratives of emergence of routines which can reconnect organizational routines both with their own history and with their broader context.

O' Toole, Michelle; Grey, Christopher (2016):

“We Can Tell Them to Get Lost, but We Won't Do That”. Cultural Control and Resistance in Voluntary Work.

In: *Organization Studies* 37 (1), S. 55–75. DOI: 10.1177/0170840615604507.

Abstract:

Although cultural control and resistance in organizations have been widely researched, this has invariably been within the context of paid work. This paper examines how they operate within voluntary work, using the case of the Royal National Lifeboat Institution (RNLI). Here, volunteers undertake the dangerous work of sea rescues, working for local lifeboat stations. While the RNLI deploys standard techniques of cultural control, the combination of volunteering, localism and dangerous work creates the possibility of complex and ambiguous forms of resistance to cultural control, thereby extending our understanding of these phenomena.

Oertel, Simon; Thommes, Kirsten; Walgenbach, Peter (2016):

Organizational Failure in the Aftermath of Radical Institutional Change.

In: *Organization Studies* 37 (8), S. 1067–1087. DOI: 10.1177/0170840615622071.

Abstract:

This paper focuses on the question of the extent to which the institutional founding environment affects organizational success after a radical institutional change. We analyse firms founded in the German Democratic Republic (GDR) that experienced the fall of the Iron Curtain in 1990 and focus on how the institutional environment of their founding period influences their failure rates. Results show that organizational failure rates vary after institutional change due to differences in institutional founding conditions. This variation is influenced by the degree of (dis)similarity between the imprinted past and the present institutional context. Discussing the time-varying effect of institutional founding conditions, we contribute to a more comprehensive understanding of imprinting and organizational failure in situations of institutional change.

Painter-Morland, Mollie; Bos, Rene ten (2016):

Should Environmental Concern Pay Off? A Heideggerian Perspective.

In: *Organization Studies* 37 (4), S. 547–564. DOI: 10.1177/0170840615604502.

Abstract:

Organizations often motivate their environmental efforts by arguing that good ethics is good business'. Though instrumental arguments of this nature put environmental concerns firmly on the corporate agenda, it comes at a price. Such reasoning relies on age-old fact-value distinctions, from which perspective rational subjects must gather the facts on how to treat the environment as a useful object. According to this logic, means-to-an-end relationships are the primary motivation for all action. Drawing on the insights of Martin Heidegger, we show how the preoccupation with gathering facts to justify environmental initiatives on the basis of efficiency' impoverishes our thinking about what is essential to our existence. Heidegger's thinking allows us to appreciate how our belonging to a particular ethos orientates us in the world in meaningful ways. We therefore advocate an approach to organizational environmentalism that goes beyond the business case', without appealing to abstract normative principles. This approach also provides new perspectives on what notions such as ecological citizenship' may entail.

Pallas, Josef; Fredriksson, Magnus; Wedlin, Linda (2016):

Translating Institutional Logics. When the Media Logic Meets Professions.

In: *Organization Studies* 37 (11), S. 1661–1684. DOI: 10.1177/0170840616655485.

Abstract:

This article presents results from a case study of media activities in a Swedish governmental agency where we illustrate a) how the media logic is translated and become embedded in the studied agency, and b) how different professional groups inside the organization shape the translation process. Theoretically we do this by re-visiting the notion of translation. Translation theory focuses on the local enactment and embeddedness of institutional models, ideals and practices. Institutional logics literature, on the other hand, focuses on the creation and flow of field-level meaning systems. By combining these two theoretical perspectives we are able to form a framework for understanding the local embeddedness and enactment of field-level institutional logics. The result of our study suggests that institutional logics - once they become introduced in a given context - consist of four elements that are interpreted and enacted differently inside organizations. We identify three local, profession-based value systems that shape the translation of the media logics, and we use this finding to theorize the role of professional value systems in shaping local translation processes.

Parker, Andrew; Halgin, Daniel S.; Borgatti, Stephen P. (2016):

Dynamics of Social Capital. Effects of Performance Feedback on Network Change.

In: *Organization Studies* 37 (3, SI), S. 375–397. DOI: 10.1177/0170840615613371.

Abstract:

We present a theory of social capital dynamics. In particular, we examine how individuals in organizations respond to events such as performance evaluations by changing whom they interact with and the extent to which they utilize their contacts. We argue that positive performance feedback from supervisors increases levels of self-efficacy and results in the

creation of new social capital as well as the increased utilization of existing social capital (i.e., forming new ties with sources of information and aid, and increasing interactions with existing contacts). In addition, negative feedback decreases self-efficacy, resulting in reallocation of social capital utilization to concentrate on a small number of existing frequently-accessed contacts (i.e., decreasing interactions with some contacts while increasing interactions with others). Our arguments highlight the role of individual agency in social capital dynamics and clarify the role that individual performance evaluations can play in the evolving structure of social networks. To test our hypotheses, we use a longitudinal social network data-set collected over a six-year period in the IT department of a global engineering firm. Using fixed-effects panel regression models, we find support for our hypotheses, suggesting that performance feedback is a determinant factor in social capital dynamics.

Parker, Martin (2016):

Secret Societies. Intimations of Organization.

In: *Organization Studies* 37 (1), S. 99–113. DOI: 10.1177/0170840615593593.

Abstract:

This paper uses the secret society to pose questions about the politics, epistemology and ontology of organizing. Against assumptions of transparency, or the possibility of hermeneutic understanding, I suggest that much organizing is actually invisible and opaque. The paper begins with a consideration of the characteristics of historical and contemporary organizational conspiracies, and then moves on to elaborate what sort of facts' need to be claimed about a secret society to bring it into existence. After a section on the politics of contemporary organizational conspiracies, the paper concludes with some speculations on what the example of the secret society can tell us about the paranoia required by contemporary organizational researchers, as well as the ontology of organizations. After all, we have still never seen an organization.

Patriotta, Gerardo; Hirsch, Paul M. (2016):

Mainstreaming Innovation in Art Worlds. Cooperative links, conventions and amphibious artists.

In: *Organization Studies* 37 (6, SI), S. 867–887. DOI: 10.1177/0170840615622062.

Abstract:

We extend Becker's conception of art worlds to articulate the boundaries which enable and constrain innovation in art. Synthesizing network and institutional approaches to art innovation, we argue that new conventions develop through a cooperative process involving mainstreamers, mavericks, outsiders, and novices - whose interactions produce novel ways of linking artists to those who consume their products. We emphasize the role of amphibious artists in bridging mainstream and maverick social types, thereby reducing the distance between outside' and inside', and crossing the more permeable boundaries separating them. We illustrate the framework with a case of innovation in the film art world: the mainstreaming of American independent cinema.

Pors, Justine Gronbaek (2016):

"It Sends a Cold Shiver down my Spine'. Ghostly Interruptions to Strategy Implementation.

In: *Organization Studies* 37 (11), S. 1641–1659. DOI: 10.1177/0170840616655495.

Abstract:

This paper offers new theoretical and empirical understanding of interruptions to strategy implementation by drawing attention to their ghostly nature. The paper proposes a theoretical framework for thinking about the ghostly by combining Freud's concept of the uncanny with theorizing in cultural geography on collapses of linear time as well as with Avery Gordon's sociological work on ghostly matters. Empirically, the paper examines the ghostly nature of strategy interruptions through a detailed analysis of conversations between middle managers at a strategy seminar in a Danish local government. I portray the uncanny moments where the familiar account of organizational purposes is not so self-evident anymore, but all of a sudden appears rather disturbing. I show how middle managers envision other, darker futures and express the feeling that something else, something different from before, must be done, although they cannot say exactly what. Going beyond previous accounts of strategy interruption, for example as deliberate resistance by middle managers, the paper

contributes with new insight into the moments where the neat ordering of organizational realities performed by corporate strategies breaks down and middle managers come into contact with the broader social and political stakes of their work.

Prado, Patricia; Sapsed, Jonathan (2016):

The Anthropophagic Organization. How Innovations Transcend the Temporary in a Project-based Organization.

In: *Organization Studies* 37 (12), S. 1793–1818. DOI: 10.1177/0170840616655491.

Abstract:

This article shows how innovations in projects may be diffused successfully within a large project-based organization (PBO) and how they 'live on' through their adaptation. We draw on the metaphorical notion of anthropophagy, literally 'human cannibalism', which is used to explain the appropriation of otherness resulting in ongoing organizational life. Prior organization literature has stressed the difficulties of the transition from the temporary to the permanent, especially the failure of database-oriented approaches, and argued that these barriers may be overcome with repeatable standardized templates. In contrast we show that multiple innovations may be adopted within the same PBO, which manifest as differentiated, combined forms. Cases in the large energy and engineering company, Petrobras, show a systematic innovation process involving subject experts, but centrally a database containing records of 1104 mandatory and discretionary innovations. The article analyses these data, process documentation and observations of 15 completed innovation projects. The article argues that in addition to technical factors the anthropophagic attitude motivates adopters to take on the innovations of others with the appetising prospect of appropriation and adaptation.

Qureshi, Israr; Kistruck, Geoffrey M.; Bhatt, Babita (2016):

The Enabling and Constraining Effects of Social Ties in the Process of Institutional Entrepreneurship.

In: *Organization Studies* 37 (3, SI), S. 425–447. DOI: 10.1177/0170840615613372.

Abstract:

While the past decade has produced a number of insights into the process of institutional change, scholars still lack a comprehensive understanding of the germinal stages of institutional entrepreneurship. More specifically, further knowledge is needed into what factors cause certain individuals to initiate norm-breaking behaviour while others continue to adhere to societal expectations. Prior work seeking to inform this question has focused either on individual-level or environmental-level explanations. Comparatively, we employ a social network perspective as a meso-level lens into the space where actors and their environment intersect. Based upon our qualitative findings, we propose that social ties can serve as an important factor in enabling (heterophilic ties) as well as constraining (homophilic ties) institutional change. However, our data also suggest that these network forces are highly dynamic and contingent upon tie frequency, the sequencing of tie contact, and the prevailing social norms in which tie contact takes place.

Rainelli Weiss, Helene; Huault, Isabelle (2016):

Business as Usual in Financial Markets? The creation of incommensurables as institutional maintenance work.

In: *Organization Studies* 37 (7), S. 991–1015. DOI: 10.1177/0170840615626463.

Abstract:

This paper aims to contribute to the literature on institutional maintenance work. Focusing on the institutional disruption resulting from a regulatory project of market rationalization, it enriches the description and analysis of the specific institutional maintenance work performed by powerful actors who engage in resistance against what they perceive as a threat to their discretion. Built on an in-depth qualitative study, our case concerns an attempt to change the form of over-the-counter markets as part of a recent financial reform. The paper contributes to the expanding literature on the maintenance of institutions by suggesting, in particular, that the creation of incommensurables should be added to the list of strategies available to powerful incumbents seeking to resist institutional change. Bridging the gap between the literatures on institutional maintenance and commensuration, it also demonstrates that specific institutional changes can

usefully be understood as changes in commensuration systems. This innovatively suggests the existence of degrees of commensuration and calls for a finer-grained understanding of the institutional work required to maintain institutions in a context where the degree of commensuration experienced by a field or a market threatens to increase under coercive pressure.

Reedy, Patrick; King, Daniel; Coupland, Christine (2016):

Organizing for Individuation. Alternative Organizing, Politics and New Identities.

In: *Organization Studies* 37 (11), S. 1553–1573. DOI: 10.1177/0170840616641983.

Abstract:

Organization theorists have predominantly studied identity and organizing within the managed work organization. This frames organization as a structure within which identity work occurs, often as a means of managerial control. In our paper our contribution is to develop the concept of individuation pursued through prefigurative practices within alternative organizing to reframe this relation. We combine recent scholarship on alternative organizations and new social movements to provide a theoretical grounding for an ethnographic study of the prefigurative organizing practices and related identity work of an alternative group in a UK city. We argue that in such groups, identity, organizing and politics become a purposeful set of integrated processes aimed at the creation of new forms of life in the here and now, thus organizing is politics is identity. Our study presents a number of challenges and possibilities to scholars of organization, enabling them to extend their understanding of organization and identity in the contemporary world.

Rhodes, Carl (2016):

Democratic Business Ethics. Volkswagen's Emissions Scandal and the Disruption of Corporate Sovereignty.

In: *Organization Studies* 37 (10), S. 1501–1518. DOI: 10.1177/0170840616641984.

Abstract:

There is an established body of politically informed scholarly work that offers a sustained critique of how corporate business ethics is a form of organizing that acts as a subterfuge to facilitate the expansion of corporate sovereignty. This paper contributes to that work by using its critique as the basis for theorizing an alternative form of ethics for corporations. Using the case of the 2015 Volkswagen emissions scandal as an illustrative example, the paper theorizes an ethics that locates corporations in the democratic sphere so as to defy their professed ability to organize ethics in a self-sufficient and autonomous manner. The Volkswagen scandal shows how established organizational practices of corporate business ethics are no barrier to, and can even serve to enable, the rampant pursuit of business self-interest through well-orchestrated and large-scale conspiracies involving lying, cheating, fraud and lawlessness. The case also shows how society, represented by individuals and institutions, is able to effectively resist such corporate malfeasance. The democratic business ethics' that this epitomizes is one where civil society holds corporations to account for their actions, and in so doing disrupts corporate sovereignty. This ethics finds practical purchase in forms of dissent that redirect power away from centres of organized wealth and capital, returning it to its democratically rightful place with the people, with society.

Siciliano, Michael (2016):

Disappearing into the Object. Aesthetic Subjectivities and Organizational Control in Routine Cultural Work.

In: *Organization Studies* 37 (5), S. 687–708. DOI: 10.1177/0170840615626464.

Abstract:

Taking a labor process approach to organizations in cultural industries, this article compares expressive and routine workers (audio engineers and studio attendants) within a US music-recording organization. I describe a practical control strategy that aims to reproduce the pleasurable feel of expressive work among routine cultural workers. Because this strategy depends upon workers' aesthetic experiences of technological objects, I term this strategy aesthetic enrollment. Drawing upon theories of aesthetic experience and Callon and Law's enrollment processes, I theorize this strategy as a

form of control. Engineers come to love their ability to express creativity at work and appear captivated by the organization's aesthetically compelling technical artifacts (music equipment or "gear". Among rehearsal hall attendants, management provides similar aesthetically appealing, expressive technologies. These objects afford experiences among routine staff that resemble those found in more expressive occupations, providing opportunities for creativity in the context of routine, task-oriented work. This strategy manages the "feel" of work and thus incorporates employees by way of their relationship with technical artifacts - part of the organization's aesthetic landscape.

Slavich, Barbara; Castellucci, Fabrizio (2016):

Wishing Upon a Star. How apprentice-master similarity, status and career stage affect critics' evaluations of former apprentices in the haute cuisine industry.

In: *Organization Studies* 37 (6, SI), S. 823–843. DOI: 10.1177/0170840615622063.

Abstract:

This article explores how the similarity between a master's and former apprentice's products influences critics' evaluations of creative professionals' work. Through apprenticeships with well-known masters, creative professionals manage the competing demands for novelty and familiarity typical of creative industries and find their optimal balance. To gain positive evaluations, creative workers must demonstrate their offerings' comparability with their former master's, yet some degrees of novelty. An analysis of international haute cuisine chefs reveals an inverted U-shaped relationship between similarity of apprentice's and master's products, and critics' evaluations. Furthermore, the analysis shows that apprenticeships with high-status masters and those that occur late in the apprentice's career change this inverted U-shaped relationship into a positive one. The article concludes by highlighting the consequences of being a mainstream or a maverick with respect to the master in the creative industry and by discussing possible strategies for creative professionals to gain critics' recognition.

Stadtler, Lea; van Wassenhove, Luk N. (2016):

Coopetition as a Paradox. Integrative Approaches in a Multi-Company, Cross-Sector Partnership.

In: *Organization Studies* 37 (5), S. 655–685. DOI: 10.1177/0170840615622066.

Abstract:

Coopetition is paradoxical in that the simultaneous cooperation and competition can give rise to important synergies as well as tensions. To circumvent these tensions, scholars primarily suggest structural, separation-centred strategies. Such strategies are helpful, but incomplete, as total separation would not allow exploitation of the synergies that coopetition may offer. Based on an in-depth case study of a pioneering multi-company, cross-sector partnership, we explore how employees cope with the remaining tensions. Illustrating employees' sense-making processes, we show how they build on the organisational and the boundary-spanning task contexts and develop paradoxical frames. Juxtaposing the competitive and collaborative logics, these frames shape the employees' understanding of who they are (i.e. a nested identity) and what they should do (i.e. contextual segmentation). This juxtaposition allows the employees to navigate emerging tensions by adopting both logics (i.e. integrating behaviour) and by contextually prioritising one logic without ignoring the other (i.e. demarcating behaviour). These insights complement structural strategies with integrative, employee-centred ones and highlight contextual factors that promote such an integrative approach.

Stein, Mark (2016):

'Fantasy of Fusion' as a Response to Trauma. European Leaders and the Origins of the Eurozone Crisis.

In: *Organization Studies* 37 (7), S. 919–937. DOI: 10.1177/0170840615622070.

Abstract:

In this paper I explore a new approach to the understanding of trauma. I call into question the widely held assumption that trauma tends to engender feelings of dejection, lethargy and helplessness. Instead, I argue that it can lead to a quite different, active and over-optimistic response that involves an attempt at fusion with those who have inflicted, or might yet

inflict, trauma. Drawing on concepts from psychoanalysis, I introduce the term 'fantasy of fusion' to encapsulate this idea. This concept is illustrated by an examination of the role of European leaders in the crucial decision to launch the single currency, and an exploration of its ramifications in creating the conditions for the eurozone crisis. The contribution of this paper is threefold. First, calling into question the assumption that trauma leads to feelings of helplessness, this paper introduces and develops the novel idea of 'fantasy of fusion'. Second, it sheds further light on the challenges of leadership. Third, it provides a new deep structure explanation for the origins of the eurozone crisis.

Stjerne, Iben Sandal; Svejenova, Silviya (2016):

Connecting Temporary and Permanent Organizing. Tensions and Boundary Work in Sequential Film Projects.

In: *Organization Studies* 37 (12), S. 1771–1792. DOI: 10.1177/0170840616655492.

Abstract:

This paper investigates the relationship between a permanent organization and a series of temporary organizations. It draws on an in-depth study of the process through which a Danish film production company, seeking to balance innovation and persistence in a troubled industry, struggles to realize a novel children's film and its sequels. The study reveals tensions at different levels as well as boundary work and boundary roles that address them, bringing in shadows of past and future projects. The study extends the understanding of the dialectic between temporary and permanent organizing by emphasizing how ongoing work at different boundaries affects the permanent and temporary organizing's connectedness and outcomes. It also challenges the overly bracketed view of temporary organizations, suggesting a temporality perspective on temporariness.

Sward, Anna (2016):

Trust, Reciprocity, and Actions. The Development of Trust in Temporary Inter-organizational Relations.

In: *Organization Studies* 37 (12), S. 1841–1860. DOI: 10.1177/0170840616655488.

Abstract:

This paper focuses on the development of trust in temporary inter-organizational relations. One specific form of such relations is public construction projects established by competitive tendering. In this context, previous studies have suggested that the shadow of the future only moderates behavior to a limited extent and trust may seem hard to come by. The present in-depth case study adds to the theorizing of trust dynamics by demonstrating that reciprocal norms at the industry level, as well as reciprocal norms developing during project execution, contribute to the development of trust. The study connects trust, reciprocity, and actions, giving insight into the interplay between trust and reciprocity, the interplay between reciprocal norms at the industry level and the project level, and the role of small and large actions in the trust process.

Tukiainen, Sampo; Granqvist, Nina (2016):

Temporary Organizing and Institutional Change.

In: *Organization Studies* 37 (12), S. 1819–1840. DOI: 10.1177/0170840616662683.

Abstract:

The relationship between the temporary and the permanent is a central issue in studies of temporary organizing. Recent research highlights that projects, as key forms of temporary organizations, both constitute and are constituted by their wider institutional contexts. However, there is still a lack of more detailed understanding of the actors and their activities through which projects produce and advance institutional change. To address this issue, we draw on extensive fieldwork to study the activities that constitute establishment of the Innovation University. This endeavour gained the status of a spearhead project and advanced nationwide university reform in one northern European country. Our central contribution is two-fold. We sediment a more robust approach to institutions within project literature by defining them as widely shared beliefs and practices that actors enact and (re) produce through their various activities. On this basis, we develop a model

of an institutional project for regulative change and show that it is more parallel and multiplex and less sequential in nature than existing studies might convey. Our model also creates new understanding of the role of the 'lock-ins' shaped by projects to promote regulative change and casts light on the temporal linkages and temporal boundary objects in institutional projects. In closing, we discuss several future avenues for research in both project literature and institutional theory.

van Marrewijk, Alfons; Ybema, Sierk; Smits, Karen; Clegg, Stewart; Pitsis, Tyrone (2016):

Clash of the Titans. Temporal Organizing and Collaborative Dynamics in the Panama Canal Megaproject.

In: *Organization Studies* 37 (12), S. 1745–1769. DOI: 10.1177/0170840616655489.

Abstract:

Recent studies of temporary organizing and project-based work explain how organizational actors establish and maintain clear role structures and harmonious relations in the face of precariousness by engaging in stabilizing work practices. This focus upon 'order' undervalues conflict-ridden negotiations and power struggles in temporary organizing. This paper demonstrates that in temporary organizing conflict and order may exist in tandem. Drawing close to the collaborative dynamics in a large-scale global project, we analyse the political struggles over role patterns and hierarchic positioning of client and agent in the temporary organization of the Panama Canal Expansion Program (PCEP). In such projects, the agent typically takes the position of project leader. In this case however, the client was formally in charge, while the agent was assigned the role of coach and mentor. The diffuse hierarchy triggered project partners to engage in both harmony-seeking social and discursive practices and to enter into conflict-ridden negotiations over authority relations in the everyday execution of the PCEP project. Our study contributes to existing literatures on temporal organizing by presenting a case of simultaneous practices of harmonization and contestation over mutual roles and hierarchic positions. We also show that studying collaboration between project partners involves, not merely analysing project governance structures, but also offering a context-sensitive account of everyday social and discursive practices. Finally, we reflect on a view of 'permanence' and 'temporariness' as themselves contested categories and symbolic sites for struggle.

Venkataraman, Hemalatha; Vermeulen, Patrick; Raaijmakers, Aafke; Mair, Johanna (2016):

Market Meets Community. Institutional Logics as Strategic Resources for Development Work.

In: *Organization Studies* 37 (5), S. 709–733. DOI: 10.1177/0170840615613370.

Abstract:

We investigate how an intermediary organization, PRADAN, introduces and promotes market-based activities in tribal villages as a means to improve the social and economic conditions of rural women and their families in two districts in India. We draw from the literature on institutional logics and focus on the strategies and activities of PRADAN - an NGO working in poor rural areas in Northern India - to show how PRADAN instrumentally used a market logic and a community logic to develop new social structures in these rural communities. Moreover, we show what effect this had on beneficiaries and their families and how difficult it has been to convince rural communities and gain their trust. On the basis of these findings we show how logics can be deployed as a means to alter institutional arrangements. We find that the simultaneous enactment of both community and market logics was critical in the development of new social structures (Self-Help Groups). Finally, we show how the introduction of market-based activities by PRADAN is best understood as an ongoing and staged process that strongly builds on a continuous interplay of multiple logics.

Weiskopf, Richard; Tobias-Miersch, Yvonne (2016):

Whistleblowing, Parrhesia and the Contestation of Truth in the Workplace.

In: *Organization Studies* 37 (11), S. 1621–1640. DOI: 10.1177/0170840616655497.

Abstract:

In this paper, we develop an approach to the study of whistleblowing as a critical practice that is involved in the contestation of truth and power in the workplace. We situate our analysis in the context of practice-based thinking and

specify the social practice of whistleblowing with reference to Michel Foucault's concept of parrhesia' (frank speech). We then introduce the case of Guido Strack, a former European Union official who worked as section leader at the Office des Publications Officielles des Communautés Européenne from 1995 to 2002. Strack spoke out against malpractice in the EU in 2001 and officially reported alleged financial misconduct in 2002. In our analysis, we focus on the interplay between and effects of different modes of truth-telling in the context of this specific organization - a context marked by the uneasy coexistence of different normative and discursive frames. We argue that the parrhesiastic modality of truth-telling threatens the established working solutions' that reconcile the tensions inherent in the regime of practices and thus introduces a critical opening' that harbours the potential for both personal and organizational transformation. We conclude by highlighting the potential of a nuanced understanding of parrhesia for studying critical practices' more generally.

Whitford, Josh; Zirpoli, Francesco (2016):

The Network Firm as a Political Coalition.

In: *Organization Studies* 37 (9, SI), S. 1227–1248. DOI: 10.1177/0170840616634131.

Abstract:

The article uses a qualitative case study of fifteen years in the production network that revolves about Fiat Auto to depict the network firm as a political coalition. The analysis touches on Fiat's radical outsourcing of production in the 1990s, a short-lived and ill-fated alliance with General Motors in 2001, a descent to the brink of bankruptcy in 2004, a return to profitability by 2007, and, finally, the acquisition of control of Chrysler in 2009. The article reconstructs James March's classic Carnegie model of the firm in light of the blurring of organizational boundaries. By marrying that model with ideas drawn from the literatures on organizational networks, social movements, and organizational politics, the article demonstrates that strategic decision-making at Fiat and at key suppliers shaped, and was shaped by, an interplay of frames and relational embedding within and across organizational boundaries. This shows how coalitional politics shape and are shaped by the shifting boundaries of the firm, and how those politics affect the evolution of the production networks that prevail across many contemporary industries.

Whittle, Andrea; Mueller, Frank; Gilchrist, Alan; Lenney, Peter (2016):

Sensemaking, Sense-Censoring and Strategic Inaction. The Discursive Enactment of Power and Politics in a Multinational Corporation.

In: *Organization Studies* 37 (9, SI), S. 1323–1351. DOI: 10.1177/0170840616634127.

Abstract:

In this paper we contribute to knowledge of power and politics in international business by developing the understanding of the role of discourse and sensemaking in the subsidiary-headquarters relationship. Based on an ethnographic action research study in a British subsidiary of an American multinational corporation, we conduct an ethnomethodologically informed discourse analysis of the accounts, stories and metaphors through which power and politics in the subsidiary-headquarters relationship were created as social facts. We then broaden the analytic frame to trace longitudinally how these facts led the subsidiary managers to hide, dilute or restrict their local sense' from the headquarters, including their knowledge of the local market and their preferred strategic direction for the firm: a process we term sense-censoring. We reveal how the subsidiary used power and politics as reasoning procedures to decide against pursuing a preferred course of action, despite a strongly held belief to the contrary, due to anticipated reactions or counter-actions, thereby transforming potential strategic action into inaction. Sense-censoring is significant for international business management, we propose, because it impacts upon knowledge flows, innovation diffusion and organizational learning. We conclude by outlining the implications of systems of sense-censoring and strategic inaction for the management of global-local relations in multinational corporations.

Yamauchi, Yutaka; Hiramoto, Takeshi (2016):

Reflexivity of Routines. An Ethnomethodological Investigation of Initial Service Encounters at Sushi Bars in Tokyo.

In: *Organization Studies* 37 (10), S. 1473–1499. DOI: 10.1177/0170840616634125.

Abstract:

This study reconsiders the meaning and implications of reflexivity for the theory of routines. Due to their mundane nature, routines tend to be considered unambiguous phenomena that everyone can readily understand. The performative theory of routines has challenged this view by suggesting there is no guarantee that participants have the same understanding of a routine. Nonetheless, this theory has yet to explain how routines are possible in relation to divergent understandings. Through empirical analyses of customer-provider interactions videotaped at sushi bars, this study shows how participants themselves exhibit and use their understandings of routines within the routine performance. That is to say, understandings of a routine are a reflexive part of the routine performance. It is not necessary to assume that divergent understandings are reconciled prior to the routine performance. Reflexivity helps clarify how routines are possible without a priori shared understanding.

Younkin, Peter (2016):

Complicating Abandonment. How a Multi-Stage Theory of Abandonment Clarifies the Evolution of an Adopted Practice.

In: *Organization Studies* 37 (7), S. 1017–1053. DOI: 10.1177/0170840615613376.

Abstract:

This article presents a process-model for the abandonment of a practice. This complements earlier research on adoption and abandonment by allowing for fluctuations in the level of commitment across time and by demonstrating the persistent role for both institutional pressure and performance-based concerns on the maintenance of a practice. It also provides a novel means for identifying differences in the method of abandonment through the introduction of a concept of decommitment. Further, it helps resolve the question of how firms respond when faced with conflicting internal and external evidence of the success of an adopted practice. Using the divestiture of unrelated business segments by 100 U.S. firms between 1970-96, I estimate post-adoption commitment to a practice and the likelihood of a given firm decommitting. I find that treating abandonment as a process clarifies the evolving role of institutional and performance-based concerns and helps identify when a given firm is more subject to either source of pressure. The implications of this approach and these findings for current research on resistance to adoption and de-institutionalization are explored in the conclusion.

Reviews

Anteby, Michel (2016):

Songs of the Factory. Pop Music, Culture, and Resistance.

[Review]. In: *Organization Studies* 37 (3, SI), S. 449–451. DOI: 10.1177/0170840615596128.

Brivot, Marion (2016):

Management as Consultancy: Neo-bureaucracy and the Consultant Manager, Cambridge: Cambridge University Press, 2015. 254 pp. ISBN: 978 1 1070 2096 2. £65.00.

[Review]. In: *Organization Studies* 37 (6, SI), S. 889–892. DOI: 10.1177/0170840616631715.

Croidieu, Gregoire (2016):

Varietals of Capitalism: A Political Economy of the Changing Wine Industry. Ithaca and London: Cornell University Press, 2016. 280 pp. ISBN: 978 1501700439.

[Review]. In: *Organization Studies* 37 (12), S. 1897–1900. DOI: 10.1177/0170840616664462.

Gabriel, Yiannis (2016):

Nic Beech and Charlotte Gilmore (Eds.): *Organizing Music: Theory, practice, performance*. Cambridge University Press: Cambridge, 2015; pp. xxvii + 414.

[Review]. In: *Organization Studies* 37 (2), S. 267–271. DOI: 10.1177/0170840615596127.

Gatenby, Mark (2016):

Valerie Hamilton and Martin Parker: *Daniel Defoe and the Bank of England: The Dark Arts of Projectors*. Alresford, Hants, UK: Zero Books, 2016. 200 pp. ISBN: 978-1-78279-952-8. £11.99.

[Review]. In: *Organization Studies* 37 (11), S. 1685–1689. DOI: 10.1177/0170840616663456.

Gherardi, Silvia (2016):

François Cooren, Eero Vaara, Ann Langley and Haridimos Tsoukas (Eds.): *Language and Communication at Work: Discourse, Narrativity, and Organizing*. Oxford: Oxford University Press, 2014. 376 pp. ISBN: 978 0 1987 0308 2.

[Review]. In: *Organization Studies* 37 (5), S. 738–742. DOI: 10.1177/0170840616631717.

Lingo, Elizabeth Long (2016):

Rolf A. Lundin, Niklas Arvidsson, Tim Brady, Eskil Ekstedt, Christophe Midler and Jörg Sydow *Managing and Working in Project Society: Institutional Challenges of Temporary Organizations*. Cambridge: Cambridge University Press, 2015. 290 pp. ISBN: 978 1 1070 7765 2. £64.99.

[Review]. In: *Organization Studies* 37 (7), S. 1055–1057. DOI: 10.1177/0170840616632722.

Mena, Sebastien (2016):

Samuel F. Mansell *Capitalism, Corporations and the Social Contract: A Critique of Stakeholder Theory*. Cambridge: Cambridge University Press, 2013. 198 pp. ISBN: 978 1 1075 2994 6 (paperback). £24.99.

[Review]. In: *Organization Studies* 37 (5), S. 735–738. DOI: 10.1177/0170840616631716.

Mikes, Anette (2016):

Making a Market for Acts of God by Paula Jarzabkowski, Rebecca Bedranek and Paul Spee, Oxford University Press, 2015, ISBN 9780199664764.

[Review]. In: *Organization Studies* 37 (10), S. 1541–1544. DOI: 10.1177/0170840616657690.

O'Doherty, Damian (2016):

Mats Alvesson, *The Triumph of Emptiness: Consumption, Higher Education, and Work Organization*, Oxford: Oxford University Press, 2013. 243 pp. ISBN: 9780199660940. \$45.95.

[Review]. In: *Organization Studies* 37 (1), S. 115–117. DOI: 10.1177/0170840615601573.

Prasad, Ajnesh (2016):

Randall Collins and Maren McConnell. *Napoleon Never Slept: How Great Leaders Leverage Social Energy*, E-book published by Maren Ink, 2015.

[Review]. In: *Organization Studies* 37 (4), S. 591–593. DOI: 10.1177/0170840615613005.

Rissing, Ben A. (2016):

Lauren A. Rivera, *Pedigree: How Elite Students Get Elite Jobs*, Princeton, NJ; Oxford: Princeton University Press, 2015. 378 pp. ISBN: 978 0 6911 5562 3. £24.95.

[Review]. In: *Organization Studies* 37 (8), S. 1189–1192. DOI: 10.1177/0170840616631714.

Rogan, Michelle (2016):

Laura Empson, Daniel Muzio, Joseph P. Broschak and Bob Hinings (Eds): *The Oxford Handbook of Professional Service Firms*, Oxford: Oxford University Press, 2015. 532 pp.

[Review]. In: *Organization Studies* 37 (9, SI), S. 1381–1384. DOI: 10.1177/0170840616654095.

Specials

Child, John; Clegg, Stewart; Sorge, Arndt; Wilson, David; Tsoukas, Haridimos; Courpasson, David et al. (2016):

Professor David J. Hickson. Founding Father and First Editor-in-Chief of *Organization Studies*.

[Obituary]. In: *Organization Studies* 37 (10), S. 1401–1402. DOI: 10.1177/0170840616662416.

Stevens, Merieke; MacDuffie, John Paul; Helper, Susan (2016):

Reorienting and Recalibrating Inter-organizational Relationships. Strategies for Achieving Optimal Trust (vol 36, pg 1237, 2015).

[Corrigendum]. In: *Organization Studies* 37 (7), S. 1. DOI: 10.1177/0170840615620333.

Abstract:

Merieke Stevens, John Paul MacDuffie and Susan Helper (2015) Reorienting and Recalibrating Inter-organizational Relationships: Strategies for Achieving Optimal Trust, *Organization Studies*, 36, 1237-1264.

doi:10.1177/0170840615585337

Figure 1, p. 1251, was labelled incorrectly. The correctly labelled figure is shown below...

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Editorials

Law, David (2016):

The chains of habit.

[Editorial]. In: *Perspectives* 20 (1), S. 1–4. DOI: 10.1080/13603108.2015.1101999.

Law, David (2016):

The internationalisation of higher education.

[Editorial]. In: *Perspectives* 20 (2-3), S. 35–36. DOI: 10.1080/13603108.2016.1143730.

Law, David (2016):

Twenty years on.

[Editorial]. In: *Perspectives* 20 (4), S. 111–114. DOI: 10.1080/13603108.2016.1218185.

Original Articles

Andrews, Matthew (2016):

The why, what, and impact of GPA at Oxford Brookes University.

In: *Perspectives* 20 (4), S. 121–128. DOI: 10.1080/13603108.2016.1181119.

Abstract:

This paper examines the introduction at Oxford Brookes University of a Grade Point Average (GPA) scheme alongside the traditional honours degree classification. It considers the reasons for the introduction of GPA, the way in which the scheme was implemented, and offers an insight into the impact of GPA at Brookes. Finally, the paper considers what has been learnt at Brookes and the implications for the potential further roll-out of GPA across the UK.

Bouillard, Philippe (2016):

A multi-objective method to align human resource allocation with university strategy.

In: *Perspectives* 20 (1), S. 17–23. DOI: 10.1080/13603108.2015.1081303.

Abstract:

Universities are currently under considerable pressure to reach their stakeholders' expectations. Management tools that use strategic plans, key performance indicators and quality assurance methods are increasingly deployed. This paper aims

to demonstrate how resource allocation can be aligned with institutional strategic plans with a very simple multi-objective optimisation method. The method has been tested and successfully implemented at the Université Libre de Bruxelles. It has been designed for a certain specific context (public university with human resources managed at the institutional level) but could be easily adapted for other contexts.

Dunbar, D. (2016):

Widening the discussion on HE leadership – leader dispositions and talents.

In: *Perspectives* 20 (4), S. 129–136. DOI: 10.1080/13603108.2016.1158212.

Abstract:

What inherent personal leader qualities or dispositions do senior staff in universities say are necessary? What assumptions do we make about leadership in our universities and are they helpful? Are university staff surveys useful in giving both the leadership and staff a clear understanding of staff satisfaction levels related to how they are managed and led? This article looks at these important aspects of university leadership, gathering together HE leader/academic views, study findings and survey pointers to suggest dispositions and talents those in leadership positions should demonstrate in providing the right environment for staff.

Fisher, Andrew (2016):

Towards an orderly exit regime in English higher education.

In: *Perspectives* 20 (1), S. 5–11. DOI: 10.1080/13603108.2015.1095807.

Abstract:

In a competitive market, the exit of those suppliers who cannot offer an attractive product at an attractive price is seen as desirable. However, the consequences for consumers when their own supplier leaves the market in an unplanned or disorderly way may be undesirable. Exit regimes exist in regulated markets to ensure that consumers are not unduly harmed by these disorderly exits. This article considers the scope for an exit regime in the English higher education sector. It particularly considers how consumers (students) can be protected from the disorderly closure of their higher education providers, whilst retaining the principle of competitive neutrality, or the ‘level playing field’. The article also proposes actions which the sector could take in advance of Government regulation, in order to develop the form of exit regime which will give the greatest protection to students.

Hoey, Michael (2016):

The internationalisation of higher education. Some ethical implications.

In: *Perspectives* 20 (2-3), S. 37–43. DOI: 10.1080/13603108.2015.1128491.

Abstract:

All the papers included in this volume implicitly adopt an ethical stance towards the aspect of internationalisation that they investigate or discuss, but necessarily these stances only occasionally become explicit. In this paper, therefore, I look at the impact of internationalisation on universities and at their impact in turn on the international students and communities they interact with, and I consider what the ethical implications might be of the different internationalising strategies and actions that universities adopt. The ethical implications of the internationalisation of Higher Education (HE) are necessarily tied up with the ethical implications of HE more generally, such as are encoded in the IAU/Magna Charta Guidelines, but I attempt in this paper to draw out more specific ethical guidelines that might be incorporated into any HE institution’s internationalisation strategy.

Law, David (2016):

Going Dutch. Higher education in the Netherlands.

In: *Perspectives* 20 (2-3), S. 99–109. DOI: 10.1080/13603108.2015.1134696.

Abstract:

This article outlines some of the policy issues currently faced by research-based universities in the Netherlands. The focus is on four leading universities (University of Amsterdam: UvA; Free University of Amsterdam: VU; Leiden University; and Delft University of Technology: TUD). The author visited these institutions as part of a Study Tour undertaken by members of the Association of University Administrators (AUA) in November 2015. Following an introduction to Dutch Higher Education (HE) and the historical context, this article discusses: political issues (including the phasing out of maintenance grants and replacement by student loans, and the 'occupation' in 2015 of a part of UvA), institutional partnership, academic research (including the status of PhD students), student admissions and the use of English by Dutch HE. Whilst many of the questions being considered in the Netherlands and the UK are similar, some of the answers are very different. In general, the UK has a more market-driven system that fosters competition rather than collaboration. Internationalisation of HE is a pervasive theme of this article. Perhaps because, in the UK, university leaders are so concerned to address the internationalisation of HE by looking beyond Europe, they seem to forget the advantages of working with European institutions. Co-operation within Europe is very much part of the internationalisation agenda for Dutch HE. The most important conclusion from the Study Tour is that all four universities see competitive advantage arising from collaborative partnership.

Lewis, Vicky (2016):

Embedding marketing in international campus development. Lessons from UK universities.

In: *Perspectives* 20 (2-3), S. 59–66. DOI: 10.1080/13603108.2015.1060273.

Abstract:

This paper provides recommendations for embedding a market- and marketing-informed approach within the development process for a new international campus. It includes a brief outline of the current global profile of international campuses (as one form of transnational education) before highlighting the role of marketing at key stages of campus development from initial business case through to full operation. Recommendations for integrating marketing into campus development are derived from a series of structured interviews with eight senior staff at three UK universities, all with campuses in Malaysia. Some participants were UK-based, others Malaysia-based; all had responsibility for marketing the international campus at some level. The purpose of this paper is to provide evidence-informed marketing guidance and good practice that is relevant to institutions considering establishment of an international campus.

Lindsay, Victoria; Antoniou, Christos (2016):

Applying foreign entry market strategies to UK higher education transnational education models.

In: *Perspectives* 20 (2-3), S. 51–58. DOI: 10.1080/13603108.2015.1062058.

Abstract:

We take a multidisciplinary approach mapping the models used by UK higher education (HE) institutions against established international business foreign market entry strategies. We review the conditions in host markets that facilitate market entry and consider how these will determine foreign market entry strategy. We specifically consider four macro-environmental factors: (a) the existence of a market, (b) the adherence to supranational institutions and the harmonisation of national legislation, (c) the convergence of the home and host cultures as manifested by the appeal of UK degrees with the local population and (d) the penetration of technology. These four factors and the models used for exporting UK HE are mapped against market entry strategies. We conclude by exploring the key areas of emerging interest, the differences in the franchise model, the extent to which Greenfield sites differ and the lack of Brownfield activity within the current environment.

Lochtie, David John (2016):

A 'special relationship' in higher education? What influence might the US higher education sector have in terms of support for international students in the UK?

In: *Perspectives* 20 (2-3), S. 67–74. DOI: 10.1080/13603108.2015.1074627.

Abstract:

As international student migration and comparative education research have increased worldwide, greater interdependency between national Higher Education (HE) systems has developed with policy and practice frequently being shared internationally. As a key player in the international student market the United States of America is especially influential over its peers and competitors, including the UK. The market of HE with rising, and variable, tuition fees which has existed in the USA for some time bears a resemblance to recent developments and proposals in the UK. Furthermore there are clear parallels between long standing federal funded access initiatives in the USA and recent UK governments' widening participation policies. This paper examines whether international student support in institutions across the globe may be influenced similarly by activities in the USA, specifically looking at academic advising and the potential of utilising professional academic advisors to support personal tutoring in the UK.

Millward, Christine V. (2016):

Student complainants – vexatious or vulnerable?

In: *Perspectives* 20 (4), S. 137–142. DOI: 10.1080/13603108.2015.1125396.

Abstract:

In December 2014, the Office of the Independent Adjudicator (OIA) introduced the 'Good practice framework for handling complaints and academic appeals' which will inform external judgement on each university's approach to conflict management from the current academic year 2015–2016. The framework aims to improve the complaint process for higher education student complainants. However, based on the outcomes of one of the few empirical studies researching students' complaints, the author argues that it is the wider experience for complainants that must be addressed and to do so effectively the sector must change the culture of concern surrounding complaints and recognise the vulnerability of a student body that expects guidance in all aspects of its engagement with the university. A positive institutional stance that seeks to learn from complaints and assumes a proactive approach to student communication will support both earlier conflict resolution and an improving experience for students in a scenario where academic failure now has lifetime ramifications in respect of future employment.

Mountford-Zimdars, Anna; Moore, Joanne; Graham, Janet (2016):

Is contextualised admission the answer to the access challenge?

In: *Perspectives* 20 (4), S. 143–150. DOI: 10.1080/13603108.2016.1203369.

Abstract:

This article reviews the idea of contextualising applicants to higher education in order to widen access. First, the meaning of contextualised admissions (CAs) is discussed before laying out the rationale for contextualising applicants and the beneficiaries of the policy. The final sections discuss key critiques of CA and conclude by arguing that CA does go some way to addressing the access challenge. To fully realise its potential as a policy intervention though, it is most helpfully part of integrated support for students throughout university and is mindful of the role of universities in wider society to create more equal progression trajectories for young people from a range of backgrounds.

Purcell, Wendy M.; Beer, Julian; Southern, Rebekah (2016):

Differentiation of English universities. The impact of policy reforms in driving a more diverse higher education landscape.

In: *Perspectives* 20 (1), S. 24–33. DOI: 10.1080/13603108.2015.1062059.

Abstract:

Higher education in the UK is a success story and what we do matters to society. Income is earned by delivering value – and that's clearer now in this new arena of student fees and research impact. Clarity about what we're really good at – academic programmes, learning approach and/or research theme – and communicating that powerfully is what it takes to be distinctive. Smart specialisation is a phrase we're coming to learn – perhaps we can do more to be smart as universities? We need to portray the richness of the UK sector, not vertically hierarchical but horizontally stratified around excellence with a focus on return on investment. In the global higher education landscape, winners will focus on core strengths, develop their distinctiveness, and be innovative and bold in going forward. Higher education policy adopts a largely 'one size fits all' approach – is this still relevant against a backdrop of an increasingly diverse sector?

Scharoun, Lisa (2016):

Short-term study tours as a driver for increasing domestic student mobility in order to generate global work-ready students and cultural exchange in Asia Pacific.

In: *Perspectives* 20 (2-3), S. 83–89. DOI: 10.1080/13603108.2015.1075917.

Abstract:

Recent federal government programmes in Australia have seen a shift in focus from the international student towards increasing the possibilities for domestic mobility through short- and long-term exchange opportunities. The current New Colombo Plan funding scheme encourages Australian students, who have traditionally undertaken semester-long programmes in like-minded Organisation for Economic Co-operation and Development nations such as USA and UK, to pursue short-term study in Asia Pacific. Cross-cultural awareness through global learning experiences is key to students in the twenty-first century particularly in Australia – a multicultural country with a diverse mix of cultures from over 250 countries [Australian Bureau of Statistics. 2011. Reflecting a Nation: Stories from the 2011 Census 2012–2013. Accessed January 1. <http://www.abs.gov.au/ausstats/abs@nsf/Lookup/2071.0main+features902012-2013>]. Graduates who have studied abroad, even for a short period of time, in a culture significantly different to one's own, are more culturally adaptable, aware and able to work more effectively in multicultural work environments than students without this experience [Lipsett, A. 2008 Graduates who have Studied Abroad More Appealing to Businesses. October 16. <http://www.guradian.co.uk/education/2008/oct/16/students-highereducation>]. Short-term study tours can engage domestic students to look outwards whilst at the same time reflecting inwards on their own cultural behaviours. Thus they can be a driver for creating a work-ready graduate with strong cross-cultural communication skills. In this paper, I will argue that short-term study tours, to a culture significantly different to one's own, should be a key focus of internationalisation in tertiary education. Although focussed on the Australian context, the discussions in this paper reference student data from the USA and UK thus findings may be applied to other nations.

Taylor, John (2016):

Understanding international partnerships.

In: *Perspectives* 20 (2-3), S. 44–50. DOI: 10.1080/13603108.2015.1062056.

Abstract:

Internationalisation is now a key strategic priority for many universities. As part of this process, universities are increasingly looking to build a number of key strategic partnerships with a small number of like-minded institutions. This paper, based on a detailed study of three such partnerships, seeks to understand and theorise the process by which partnerships are formed. In this way, by understanding the different stages involved, the paper also offers practical guidance for universities seeking to extend their international connections.

Thrift, Nigel (2016):

Universities 2035.

In: *Perspectives* 20 (1), S. 12–16. DOI: 10.1080/13603108.2015.1064487.

Abstract:

This paper examines the future of Western higher education. Situated midway between an analysis and a polemic, it concerns itself with how we might begin to actively design the universities of the future. That will require a productionist account of higher education which is so far sadly lacking. But there are signs that such an account might be possible if we could at least begin to remove the blinkers provided by the tired old narratives of what universities are like.

Villar-Onrubia, Daniel; Rajpal, Brinder (2016):

Online international learning.

In: *Perspectives* 20 (2-3), S. 75–82. DOI: 10.1080/13603108.2015.1067652.

Abstract:

Virtual mobility initiatives are one of the most flexible, versatile and inclusive approaches in the provision of international experience opportunities. Given that in most universities only a small fraction of students can benefit from forms of academic mobility that involve travelling abroad, Internet-based intercultural interactions prove to be instrumental in widening participation in international experience. This article focuses on the virtual mobility scheme of Coventry University (CU), known as Online International Learning (OIL). OIL projects involve online interactions between CU students and peers at non-UK universities, so they can work together on subject-specific learning tasks or activities while developing key attributes of global graduates, namely Intercultural Competence and Digital Skills. After discussing OIL within a wider Model for Progression in International Experience and outlining the role of virtual mobility in Internationalisation at Home initiatives, the article identifies core actors, types of interactions, policies, enablers, barriers, resource flows, technologies and other important considerations.

Specials

Diamond, Ian (2016):

Partnership, efficiency, and effectiveness – AUA annual lecture 2015.

[Lecture]. In: *Perspectives* 20 (4), S. 115–120. DOI: 10.1080/13603108.2016.1182597.

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<http://www.tandfonline.com/loi/cqhe20#.VSPsuuHj8pQ>

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Editorials

Williams, James (2016):

Editorial.

[Editorial]. In: *Quality in Higher Education* 22 (1), S. 1–2. DOI: 10.1080/13538322.2016.1154718.

Williams, James (2016):

Quality assurance and quality enhancement. Is there a relationship?

[Editorial]. In: *Quality in Higher Education* 22 (2), S. 97–102. DOI: 10.1080/13538322.2016.1227207.

Williams, James (2016):

Editorial.

[Editorial]. In: *Quality in Higher Education* 22 (3), S. 181–182. DOI: 10.1080/13538322.2017.1282757.

Original Articles

Akalu, Girmaw A. (2016):

Higher education ‘massification’ and challenges to the professoriate. Do academics’ conceptions of quality matter?

In: *Quality in Higher Education* 22 (3), S. 260–276. DOI: 10.1080/13538322.2016.1266230.

Abstract:

Ensuring and assuring the quality of higher education have become dominant policy discourses in many jurisdictions across the globe. Yet, the pressures of massification and its attendant problems mean that academics now have increasingly demanding roles to improve student learning, particularly so in systems ravaged by a paucity of resources. The study reported in this article explores the experiences of and the challenges faced by academics in a large public university in Ethiopia during a period of graduate education expansion. The study found that academics hold onto ‘exceptional’ and ‘transformative’ notions of quality as they made judgements about the quality of education, which they saw as declining since the onset of expansion. As well, academics associated the entire expansion effort with burden, alienation, enhanced workload and loss of autonomy for the professor. The study suggests that policies intended to improve the quality of higher education should, inter alia, attend to the concerns of front-line academics.

Ala-Vahala, Timo (2016):

Reception of the quality assurance commitments of the Bologna process in Finnish higher education institutions.

In: *Quality in Higher Education* 22 (2), S. 103–116. DOI: 10.1080/13538322.2016.1195966.

Abstract:

This article analyses Finnish higher education institutions' reception of the implementation of the new quality assurance systems that governments participating in the Bologna Process have committed to establishing in the Berlin Communiqué of 2003. The data were collected using a web survey and the respondents were classified with a cluster analysis. The reception was more positive in the polytechnics than in the research universities and women were more positive than men. People working in managerial positions were most positive about, and committed to, quality assurance. Most critical were young researchers in research universities working in temporary jobs. Some opinions were so strongly shared that respondents with short work experience expressed their opinions, even though they could not have personal experience of the topic in question. For some topics, respondents without personal experience, but having a critical attitude, tended to give their opinion whereas those with neutral attitude abstained from commenting.

Alderman, Lyn (2016):

Mapping government reforms in quality against higher education theory. Is the relationship symbiotic?

In: *Quality in Higher Education* 22 (3), S. 197–212. DOI: 10.1080/13538322.2016.1251047.

Abstract:

In Australia, a review of the higher education sector is usually triggered by a change in government leadership, followed by the development and implementation of the government's response in the form of a reform package to enact change. The aim of this study was to conduct an independent evaluation of a large-scale national government policy implementation. This article concludes that the 2003 Government Reform Package was successful in bringing attention to learning and teaching practice in the Australian higher education sector through three national initiatives: (1) Learning and Teaching Performance Fund; (2) Australian Learning and Teaching Council; (3) Australian Universities Quality Agency. These initiatives were implemented with the full delivery of the initial funding cycle, each initiative applied a different model of quality and these models were found to be aligned to Bigg's theoretical model of teaching and learning and to have a symbiotic relationship.

Barefoot, Helen; Oliver, Martin; Mellor, Harvey (2016):

Informed choice? How the United Kingdom's key information set fails to represent pedagogy to potential students.

In: *Quality in Higher Education* 22 (1), S. 3–19. DOI: 10.1080/13538322.2016.1153899.

Abstract:

This paper explores the ways in which information about course pedagogy has been represented to potential students through national descriptors and specifications such as the United Kingdom's Key Information Set. It examines the extent to which such descriptors provide helpful information about pedagogy, for example innovative uses of technology. The paper starts by exploring the wider context within which these descriptors have been developed, including a comparison of similar descriptions internationally. This is followed by a comparative analysis, in which two courses (one single honours undergraduate degree, one Massive Open Online Course) are classified and compared. This serves to illustrate the blind spots in classifications such as the Key Information Set. The paper concludes by arguing that further work is needed to develop classification schemes that both address explicitly the interests of potential students and are able to represent the pedagogic decisions that differentiate teaching in contemporary higher education.

Das, Prasun; Mukherjee, Srabanti; Roy, Suprabir Dutta (2016):

Assessment of quality of higher education in hostile environment. An analysis on provincialised colleges under Assam University Silchar.

In: *Quality in Higher Education* 22 (1), S. 36–48. DOI: 10.1080/13538322.2016.1146479.

Abstract:

Historically low average pass rate has been a perennial challenge for the universities and provincialised colleges in the North-Eastern states of India (Assam, Meghalaya, Mizoram, Nagaland, Tripura, Manipur and Arunachal Pradesh). Pass rate refers to the proportion of students promoted from one semester to the next and also the proportion of students who pass the final examination to be a graduate. The paper attempts to trace the key parameters for quality improvement for higher education in the region and subsequently augment the pass rate. An inductive content analysis was conducted based on focus group interviews at various levels at Assam University, Silchar and its affiliated provincialised colleges. The four broad categories thus identified (academic, administrative, socio-economic and placement issues) were subjected to Pareto 80-20 principle to identify the issues that are to be given priority for evolving the system. The study would help the administrators to measure the quality of higher education system in a hostile environment characterised by adverse topography, political disturbances, skewed distribution of income, widespread poverty and lack of literacy.

Eliophotou Menon, Maria (2016):

Productivity as an indication of quality in higher education. The views of employed graduates in Greece.

In: *Quality in Higher Education* 22 (3), S. 183–196. DOI: 10.1080/13538322.2016.1249120.

Abstract:

The paper investigates the views of Greek university graduates on the link between higher education and productivity in order to determine the extent to which productivity can be considered to be an indication of quality in higher education. It also investigates the perceived effect of the type and content of higher education on productivity; factors limiting the positive impact of higher education on productivity; and ways of reducing the influence of these factors. In-depth interviews were conducted with 40 employed university graduates in Greece. Respondents generally considered higher education to have a productivity-enhancing effect, in disagreement with the screening challenge to the human capital interpretation of the link between education and productivity. The findings also suggest that respondents embraced specific conceptualisations of quality in higher education.

Huang, Zuqing; Qiu, Robin G. (2016):

A quantitative and model-driven approach to assessing higher education in the United States of America.

In: *Quality in Higher Education* 22 (1), S. 78–95. DOI: 10.1080/13538322.2016.1147215.

Abstract:

University ranking or higher education assessment in general has been attracting more and more public attention over the years. However, the subjectivity-based evaluation index and indicator selections and weights that are widely adopted in most existing ranking systems have been called into question. In other words, the objectivity and impartiality of those rankings has been worrisome. To address these concerns, this paper presents a quantitative and model-driven approach to acquiring the evaluation index and indicator weights in the US News & World Report ranking system. Structural equation modelling will be applied to mine non-subjective weights from collected data. The proposed approach will be validated using two groups of United States universities, National Universities and Liberal Arts Colleges, classified by the US News & World Report. Managerial and administrative implications will also be explored. This study shows a very promising future because it opens a new venue for the scholars and practitioners in the higher education assessment field to develop a real-time, scalable and model-driven higher education ranking system.

Kallo, Johanna; Semchenko, Anzhelika (2016):

Translation of the UNESCO/OECD guidelines for quality provision in cross-border higher education into local policy contexts. A comparative study of Finland and Russia.

In: *Quality in Higher Education* 22 (1), S. 20–35. DOI: 10.1080/13538322.2016.1144902.

Abstract:

This article analyses the localisation of the United Nations Educational Scientific and Cultural Organisation (UNESCO)/Organisation for Economic Co-operation and Development (OECD) Guidelines for Quality Provision in Cross-Border Higher Education (2005) at the national and university levels in Finland and Russia. The article engages theoretically with research on the translation of management ideas that aim to account for the dissemination of international standards. Using qualitative content analysis, it examines the references to the guidelines in national- and university-level policy documents. The findings demonstrate different types of reception (albeit limited compliance with the UNESCO/OECD guidelines) in Finland and Russia in national legislation and local practices. However, given the increasing global competition in higher education and the related pressure to introduce international standards, it is anticipated that administrative changes concerning the quality assurance of cross-border education will continue in both countries in future years.

Marshall, Stephen (2016):

Quality as sense-making.

In: *Quality in Higher Education* 22 (3), S. 213–227. DOI: 10.1080/13538322.2016.1263924.

Abstract:

Sense-making is a process of engaging with complex and dynamic environments that provides organisations and their leaders with a flexible and agile model of the world. The seven key properties of sense-making describe a process that is social and that respects the range of different stakeholders in an organisation. It also addresses the need to account for the history and context of the organisation while also acting to change that context. This paper describes a conception of quality framed by sense-making. It explores the possible insights and guidance it can provide to leaders and others seeking a model aligning quality with forward-looking organisational change and capable of reflecting the complex relationships between educational organisations and their diverse stakeholders. Quality as sense-making flows from a recognition that education is too complex and too important to be defined by a small number of qualities relevant to a privileged group of stakeholders, or by limited performance indicators such as financial efficiency, instead it is experienced through an on-going conversation challenging complacency and the status quo.

Martin, Michaela (2016):

External quality assurance in higher education. How can it address corruption and other malpractices?

In: *Quality in Higher Education* 22 (1), S. 49–63. DOI: 10.1080/13538322.2016.1144903.

Abstract:

Corruption and malpractices in higher education are today a major concern in nearly all higher education systems worldwide. It is a multifaceted phenomenon and has become particularly visible in the academic domain. This paper represents an exploration of the possible role that quality assurance can play in addressing corruption and malpractices. First, it briefly studies the factors that enhance the risk of corruption and malpractice in higher education. Second, it examines how quality assurance systems can potentially identify and prevent corruption in higher education. Third, it discusses organisational options that prevent corruption in the quality assurance procedure itself. In other words, how the quality assurance procedure should be built in order to lower the risk of becoming itself the object of unethical behaviour and corruption.

McCulloch, Alistair; Kumar, Vijay; van Schalkwyk, Susan; Wisker, Gina (2016):

Excellence in doctoral supervision. An examination of authoritative sources across four countries in search of performance higher than competence.

In: *Quality in Higher Education* 22 (1), S. 64–77. DOI: 10.1080/13538322.2016.1144904.

Abstract:

Supervision is generally recognised as playing a crucial role in the quality of a research student's doctoral experience and their academic outcomes and, in common with most areas of higher education, there is an oft-stated desire to pursue excellence in this important area. Excellence in research degree supervision is, however, an elusive concept and on close scrutiny most of the discussions of high-quality supervision, even those that purport to be identifying excellence, refer to competence rather than excellence. This paper examines two potentially national authoritative perspectives from which excellence in research degree supervision might be explicated (codes of practice and learning and teaching awards) from Australia, New Zealand, South Africa and the United Kingdom but concludes that the complex nature of the activity and the complexity of the concept itself mean that rather than identifying excellence in supervision we can only respond to claims for excellence.

Murmura, Federica; Casolani, Nicola; Bravi, Laura (2016):

Seven keys for implementing the self-evaluation, periodic evaluation and accreditation (AVA) method, to improve quality and student satisfaction in the Italian higher education system.

In: *Quality in Higher Education* 22 (2), S. 167–179. DOI: 10.1080/13538322.2016.1220695.

Abstract:

This paper develops a theoretical framework that could facilitate the application of the Autovalutazione, Valutazione periodica, Accreditamento (AVA) method in Italian universities, trying to simplify the use of this approach, and to cover the existing gap between Italy and others European academic institutions. The new competitive environment in the academic system has created a reality where customers compare the knowledge value' that they are likely to receive in each academic institution. Quality in education is nowadays fundamental and student satisfaction is one of its main dimensions. There is an emphasis on service that meets the students' needs and expectations, problem-solving processes based on facts, feedback systems and statistical methods and improvement of processes and systems by collaboration and involvement. Starting from 2013, all Italian universities are obliged by law to adopt the AVA method [Self-Evaluation, Periodic Evaluation and Accreditation], a system of activities carried out by the National Agency for the Evaluation of Universities and Research Institutes (ANVUR).

Paor, Cathal de (2016):

The contribution of professional accreditation to quality assurance in higher education.

In: *Quality in Higher Education* 22 (3), S. 228–241. DOI: 10.1080/13538322.2016.1263925.

Abstract:

This article examines the extent to which the professional accreditation of professional higher education programmes can complement other quality assurance endeavours being carried out. An analysis of a sample of professional accreditation reports for pharmacy education programmes in Ireland provides insight into the priorities of the regulatory professional body with regard to preparation for the profession. The results show that the reports address issues that are of relevance for the higher education institutions' provision of quality programmes and for their quality assurance. The article also considers the extent to which the reports hold institutions accountable against the professional standards, while also acknowledging the professional responsibility of institution staff. Catering for both of these logics is necessary so that professional accreditation can contribute effectively as a mechanism for quality assurance, including enhancement, in the institution.

Prisacariu, Anca; Shah, Mahsood (2016):

Defining the quality of higher education around ethics and moral values.

In: *Quality in Higher Education* 22 (2), S. 152–166. DOI: 10.1080/13538322.2016.1201931.

Abstract:

The context of higher education across the world currently presents evidence of university failures. These failures are evident in areas such as governance, financial and risk management, conduct of senior leaders and quality assurance issues surrounding international education. Having this in mind, the present paper argues the need to add a new definition (to what is already known) of quality. The conceptual approach proposed by the authors takes into account ethics and morals as key virtues of the higher education sector. The literature shows that it is still difficult to find agreement on a single definition of the concept. University leaders and quality assurance professionals define quality in many different ways. However, despite the ethical challenges in the current higher education landscape, little has been discussed on the connection between quality, ethics and moral values. Therefore, the authors provide the unexplored relationship between these concepts.

Ramirez, Gerardo Blanco; Haque, H. M. Jahirul (2016):

Addressing quality challenges in the private university sector in Bangladesh. From policy formulation to institutional implementation.

In: *Quality in Higher Education* 22 (2), S. 139–151. DOI: 10.1080/13538322.2016.1198177.

Abstract:

Private higher education is growing, especially in developing and transitioning countries. Rapid growth frequently comes with concerns about quality. This article explores challenges and opportunities for higher education quality among private universities in Bangladesh. By presenting a vertical case study that explores interactions among actors at the institutional, national and global spheres, the authors argue for the need of developing quality standards that respond to the local realities of developing and transitioning countries. It is also argued that self-regulation among private universities is likely the most effective pathway for improvement. Bangladesh presents an ideal case for analysis given the rapid growth that higher education has experienced in the last 20 years in that country and given the current policy junction as Bangladesh begins to implement a newly developed quality assurance system. Other countries in the region in early stages of developing quality assurance and accountability systems may benefit from the findings of this study.

Richards, Deborah; Saddiqui, Sonia; White, Fiona; McGuigan, Nicholas; Homewood, Judi (2016):

A theory of change for student-led academic integrity.

In: *Quality in Higher Education* 22 (3), S. 242–259. DOI: 10.1080/13538322.2016.1265849.

Abstract:

Breaches in academic integrity are a pervasive and enduring international concern to the overall quality of higher education. Despite students being the group most affected by academic integrity policies, organisational culture is such that students tend to be passive recipients of change initiatives, rather than the drivers. To deliver a paradigm change, a theory of change framework was designed, implemented and applied to explore the viability of a student-led academic integrity society. To achieve this, a national research project involving three stages of data collection (surveys, interviews and focus groups) was conducted to obtain the perspectives of students and student representatives. The key outcome of the project has been the recent launch of an academic integrity student society, a novel initiative outside the United States of America. The theory of change framework presented here seeks to offer guidance to other institutions contemplating the viability of student-led change to academic integrity and the establishment of academic integrity student societies, in particular.

Seema, Riin; Udam, Maiki; Mattisen, Heli (2016):

Attitudes of academic staff towards their own work and towards external evaluation, from the perspective of self-determination theory. Estonian case.

In: *Quality in Higher Education* 22 (2), S. 117–126. DOI: 10.1080/13538322.2016.1195967.

Abstract:

The purpose of this study was to ascertain the attitudes of academic staff towards their own work as well as towards external evaluations. The study was based on (1) an analysis of assessment reports of institutional accreditations conducted by the Estonian Quality Agency for Higher and Vocational Education and (2) self-determination theory on intrinsic and extrinsic motivation. The satisfaction of academic staff with their own teaching and research competencies was measured and links among the following attitudes were analysed: sense of competence, intrinsic motivation for research, attitudes towards assessment of students and towards external evaluations. The results indicate that a correlation between attitudes towards work and towards external evaluation exists and that the attitudes of academic staff at universities and professional higher education institutions differ. The study involved 252 academic staff members and showed that competent and intrinsically motivated people perceive external evaluation more positively, thus supporting self-determination theory.

Storen, Liv Anne; Arnesen, Clara Ase (2016):

Skills utilisation at work, the quality of the study programme and fields of study.

In: *Quality in Higher Education* 22 (2), S. 127–138. DOI: 10.1080/13538322.2016.1195968.

Abstract:

This paper examines the factors that may have impact on the extent to which the knowledge and skills of master's degree graduates in Norway are utilised at work, three years after graduation. The focus is on the impact of the quality of the study programme as well as the graduates' fields of study, when also taking into account other factors influencing the utilisation of skills. The analysis indicates that the quality of the study programme has an independent effect on skills utilisation at work. The analysis also shows large differences in skills utilisation according to fields of study, even among graduates who are not formally overeducated for their job. Not formally overeducated graduates in humanities and social science utilise their knowledge and skills less frequently than other similar graduates. The findings involve challenges for higher education institutions and graduates, as well as employers, to find ways that the expertise of master's degree graduates could be better exploited.

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Editorials

Noyons, Ed; Wouters, Paul (2016):

Introduction to the special issue of research evaluation with invited papers of the 19th International Conference on Science and Technology Indicators, 3-5 September 2014, Leiden, the Netherlands.

[Introduction]. In: *Research Evaluation* 25 (3), S. 233–234. DOI: 10.1093/reseval/rvw020.

Tijssen, Robert J. W.; Wong, Poh Kam (2016):

Unraveling complexities of university-industry research interactions. The analytical power of case studies.

[Editorial]. In: *Research Evaluation* 25 (2), S. 119–120. DOI: 10.1093/reseval/rvw014.

van der Weijden, Inge; Prpic, Katarina; Asheulova, Nadia (2016):

Introduction.

[Introduction]. In: *Research Evaluation* 25 (4), S. 347–348. DOI: 10.1093/reseval/rvw022.

Original Articles

Artz, Jennifer D.; Erdogan, Mete; Green, Robert S. (2016):

A national survey on small research grants and the scholarly productivity of emergency medicine physicians in Canada.

In: *Research Evaluation* 25 (3), S. 329–338. DOI: 10.1093/reseval/rvw046.

Abstract:

Small research grants can provide a funding source for novice physician-scientists during residency or as junior investigators. However, it is unknown if emergency medicine (EM) grant recipients benefit beyond the immediate monetary infusion of these modest awards (<5,000). To better understand the role of small grants in EM research, we evaluated the scholarly productivity of previous recipients of a Canadian Association of Emergency Physicians (CAEP) research grant and compared the portion of career researchers among the recipients to all certified Canadian EM physicians. A 27-question online survey was developed and distributed to the recipients to ask about their CAEP grant project and research career productivity. Of the 96 grant recipients, 56 completed the survey (58% response rate). Respondents reported a high rate of project completion (95%) and publication success. Many recipients (85%) held an academic appointment, and 47% had formal research positions. In Canada, 2.5% of all certified EM

Aydinoglu, Arsev U.; Allard, Suzie; Mitchell, Chad (2016):

Measuring diversity in disciplinary collaboration in research teams. An ecological perspective.

In: *Research Evaluation* 25 (1), S. 18–36. DOI: 10.1093/reseval/rvv028.

Abstract:

This study proposes an alternative and complementary method to bibliometric analysis to measure disciplinary diversity in research teams. Shannon's entropy index, which is used in ecology to measure biodiversity in habitats, is adapted to measure disciplinary diversity of a research team (habitats become teams, and biodiversity becomes disciplinary diversity). Data come from the National Aeronautics and Space Administration Astrobiology Institute, which funded 14 interdisciplinary virtual research teams in 2012. Authors examined not only team rosters but also the project rosters (167 projects for 2012) of each team to calculate disciplinary diversity. Results suggest that the intended diversity is being achieved for some teams. However, for more than half of the teams, disciplinary diversity scores are lower on the project level compared to the overall team level, which suggests that for these teams, the intended diversity is not being achieved.

Bartlett, Anthony G. (2016):

Evaluating relative success of donor-funded collaborative research projects.

In: *Research Evaluation* 25 (4), S. 405–415. DOI: 10.1093/reseval/rvw009.

Abstract:

This article reviews approaches commonly used to evaluate official development assistance programmes and projects, considers their utility for lessons learned, and proposes a simple methodology for evaluating the relative success of research projects. While current approaches each have appropriate uses, they do not readily provide a way of systematically evaluating the relative success of multiple projects without the need for complex reviews and analyses. This is a constraint for research managers in donor organizations, such as the Australian Centre for International Agricultural Research (ACIAR), in facilitating organizational learnings, including factors that contribute to project success. The proposed evaluation methodology assesses two dimensions of project success: achievements of the research project, and the impacts arising from the research. Four assessment criteria are identified for each dimension, and are scored largely by reviewing existing project records. The methodology includes suggested evaluation questions and evidence requirements, and generates a scoring matrix. The methodology allows assessors to vary the weighting assigned in scoring, and to interpret outcomes, in terms most relevant to the purpose and context of particular evaluations. It was tested by application to 10 collaborative forestry research projects funded by ACIAR and implemented in Vietnam. The results indicate that the evaluation methodology is useful in identifying the relative success of research projects, particularly for the research achievements dimension. Its usefulness for the research impacts dimension depends on the nature of the research project and its impacts, the timing of the assessment after project completion, and how well the impacts have been documented.

Belcher, Brian M.; Rasmussen, Katherine E.; Kemshaw, Matthew R.; Zornes, Deborah A. (2016):

Defining and assessing research quality in a transdisciplinary context.

In: *Research Evaluation* 25 (1), S. 1–17. DOI: 10.1093/reseval/rvv025.

Abstract:

Research increasingly seeks both to generate knowledge and to contribute to real-world solutions, with strong emphasis on context and social engagement. As boundaries between disciplines are crossed, and as research engages more with stakeholders in complex systems, traditional academic definitions and criteria of research quality are no longer sufficient—there is a need for a parallel evolution of principles and criteria to define and evaluate research quality in a transdisciplinary research (TDR) context. We conducted a systematic review to help answer the question: What are appropriate principles and criteria for defining and assessing TDR quality? Articles were selected and reviewed seeking: arguments for or against expanding definitions of research quality, purposes for research quality evaluation, proposed principles of research quality, proposed criteria for research quality assessment, proposed indicators and measures of research quality, and proposed processes for evaluating TDR. We used the information from the review and our own experience in two research organizations that employ TDR approaches to develop a prototype TDR quality assessment framework, organized as an evaluation rubric. We provide an overview of the relevant literature and summarize the main aspects of TDR quality identified there. Four main principles emerge: relevance, including social significance and applicability; credibility, including

criteria of integration and reflexivity, added to traditional criteria of scientific rigor; legitimacy, including criteria of inclusion and fair representation of stakeholder interests, and; effectiveness, with criteria that assess actual or potential contributions to problem solving and social change.

Benedetto, Sergio; Cicero, Tindaro; Malgarini, Marco (2016):

Determinants of research quality in Italian universities. Evidence from the 2004 to 2010 evaluation exercise.

In: *Research Evaluation* 25 (3), S. 257–263. DOI: 10.1093/reseval/rvw017.

Abstract:

The aim of this paper is that of providing a in-depth analysis of the results of the Italian Research Evaluation Exercise (VQR), specifically looking at possible existing correlations among scientific quality and a number of product- and researcher-specific variables. Ratings are found to crucially depend on language and typology of publication and on the methodology adopted for evaluation; younger researchers and Full Professors are also receiving, *ceteris paribus*, a better evaluation. Outcomes submitted by researchers working in the Centre-North of the country usually obtain better evaluations than those in the South. Public funding to University research is finally found to be correlated with positive ranking in the assessment exercise, especially in natural sciences and engineering, where there is particular need of appropriate funding for conducting laboratories experiments and research.

Bloch, Carter; Schneider, Jesper W. (2016):

Performance-based funding models and researcher behavior. An analysis of the influence of the Norwegian Publication Indicator at the individual level.

In: *Research Evaluation* 25 (4), S. 371–382. DOI: 10.1093/reseval/rvv047.

Abstract:

The growing use of performance-based research funding systems has motivated increased interest in how they influence researcher behavior. This article draws both on survey and publication data to examine developments in researcher behavior and publication activity for individual researchers since the implementation of the Norwegian Publication Indicator in 2004. The Publication Indicator is a system for documenting Norwegian academic publishing, with the aim of measuring publication activity and allocating research funding according to the publishing performance. A main feature of the model is that publications are classified at two levels, where higher-level papers are valued more in terms of the model's publication points. Points are then awarded based on the fractional counts. When following the group of researchers that has been active over the entire period, 2004-12, we find that average points per researcher have fallen over the period. However, at the same time, average publication counts and number coauthors per paper have increased substantially. Essentially, productivity in publication counts has increased but productivity in fractional counts has fallen, as has average publication points. While both increased publications and collaboration would appear to be viewed as positive developments from a policy standpoint, the model's point system risks discouraging collaboration.

Bolling, Matilda; Eriksson, Yvonne (2016):

Collaboration with society. The future role of universities? Identifying challenges for evaluation.

In: *Research Evaluation* 25 (2), S. 209–218. DOI: 10.1093/reseval/rvv043.

Abstract:

In order to evaluate who benefits, and how, from collaboration between universities and society, it is necessary to develop solid evaluation models. The Swedish Governmental Agency for Innovation Systems (VINNOVA) has been commissioned by the Swedish government to present an evaluation model for university-society collaboration, which is intended to be included in the future distribution of funding to Swedish universities. This makes Sweden an interesting example of the challenges associated with the implementation of a national evaluation model for university-society collaboration. The objective of this study is to identify challenges for evaluation of university-society collaboration in an academic context. We analyse the actual implementation process of a national evaluation system for university-society collaboration, by putting

Swedish policy in relation to international research. The results suggest that there is broad knowledge on the complexity of university-society collaboration, and of the difficulties associated with evaluation, even if certain aspects, like the importance of teaching, networking, and gender aspects, are often overlooked. However, the discussion tends to focus on the construction of relevant indicators, while there is a widespread lack of discussion and agreement on the objectives and goals of university-society collaboration, as well as discussions on how to define the concept. The importance of these aspects is illustrated by the difficulties in Sweden with developing a legitimate assessment system for university-society collaboration.

Canal Dominguez, Juan Francisco; Rodriguez Gutierrez, Cesar (2016):

Doctoral training and labour market needs. Evidence in Spain.

In: *Research Evaluation* 25 (1), S. 79–93. DOI: 10.1093/reseval/rvv024.

Abstract:

During the past two decades, the European political authorities have increasingly become interested in assessing the training received by PhD graduates, considered as a key factor for the socio-economic development of the European Union. However, no agreement has been reached on the parameters to be taken into account in such assessment. This research proposes the time it takes a PhD graduate to find a job position directly linked to his doctoral training (a suitable job), which indicates how suitable doctoral training is in order to meet market needs. The outcomes allow us to conclude that doctoral training in Spain for the period 1990–2006 turned out to be the right one to meet labour-market needs, as 75% of PhDs found a suitable job during such period and, besides, a high percentage of them found a job during the year following that in which they got the degree. On the other hand, significant differences are observed between both sexes, as the percentage of women who found a suitable job was lower than men. Finally, the field of knowledge becomes a very significant factor when it comes to finding a suitable job. Once again, less significant effects are observed in case of women.

Cruz-Castro, Laura; Benitez-Amado, Alberto; Sanz-Menendez, Luis (2016):

The proof of the pudding. University responses to the European Research Council.

In: *Research Evaluation* 25 (4), S. 358–370. DOI: 10.1093/reseval/rvw015.

Abstract:

Universities are structured and behave as organizations. This article analyses universities' responses to the changes in the institutional environment of research funding that the European Research Council (ERC) represents. First, we develop a two-dimensional typology constructed upon universities' commitment to ways of acting and the existence of organizational capabilities. We identify four 'ideal types': committed, hesitant, operational, and neglected. Secondly, we use a variety of indicators to position a representative sample of 18 Spanish universities in an empirical taxonomy constructed along the dimensions identified with the ideal types. Our findings confirm that university responses to the excellence programme of the ERC are not homogeneous. Among the attributes associated with committed responses we find: research orientation, links with international funding sources, and the existence of more open and flexible human resource policies. Conversely, low specialization, lack of critical mass by area, a strong teaching orientation, and high internal fragmentation are associated more with neglected responses.

Cuntz, Alexander (2016):

Do public R&D funds affect the location choices of elite scientists in Europe?

In: *Research Evaluation* 25 (4), S. 383–395. DOI: 10.1093/reseval/rvw011.

Abstract:

Based on records of the European Research Council, we find that public investments in R&D shape the patterns of cross-border mobility among elite scientists in Europe. However, scientists do not systematically choose locations abroad that provide greater funding than their origin. Rather, we identify a high quality and performance of science systems as the main determinant for relocating in Europe, which corroborates the multiplying effect by resident top faculty attracting the

best young talents from abroad. Notably, we also find preliminary evidence on the effectiveness of national research excellence initiatives policies as regards their ability to tap into the global talent pool.

Dagenais, Christian; Pinard, Renee; St-Pierre, Marjolaine; Briand-Lamarche, Melodie; Cantave, Amina Kay; Peladeau, Normand (2016):

Using concept mapping to identify conditions that foster knowledge translation from the perspective of school practitioners.

In: *Research Evaluation* 25 (1), S. 70–78. DOI: 10.1093/reseval/rvv026.

Abstract:

This article examines the efficacy of using concept mapping to identify the key dimensions that influence the use of research-based information by school practitioners, including teachers, educational counsellors, and school administrators. This mapping exercise was the first step in developing a competency framework for translation of research-based knowledge in education. Its aim was to provoke collective reflection of key stakeholders in the education sector who are already playing a role in knowledge transfer in their settings, to find out what should be done to make the scientific knowledge more useful to professional practices in schools. Altogether, the exercise identified eight domains that, according to respondents, influence the use of research in schools. These results were subsequently validated by three subgroups of participants and compared against the scientific literature on the topic to lay the foundation for identifying competencies that should be included in the framework. The map produced in the exercise described in this article presents a first picture of how things should be, in education, in order for teachers, educational counsellors, and school administrators to be informed by research-based information. The concept mapping methodology used in this study combined qualitative and quantitative approaches and was based on the active participation of key stakeholders. In the context of a project to develop a competency framework to foster knowledge translation, we consider this method to be appropriate and compares favourably with other group techniques.

Diaz-Faes, Adrian A.; Bordons, Maria; van Leeuwen, Thed N. (2016):

Integrating metrics to measure research performance in social sciences and humanities. The case of the Spanish CSIC.

In: *Research Evaluation* 25 (4), S. 451–460. DOI: 10.1093/reseval/rvw018.

Abstract:

Knowledge dissemination in the social sciences and humanities (SSH) is characterized by an assorted set of publication channels and a more prevalent use of local languages, so international bibliographic databases do not provide a practical study source by themselves. This article aims at laying the foundations for a comprehensive study of the research performance of SSH Spanish National Research Council (CSIC) researchers from a micro-level perspective. Both the Web of Science (WoS) and an internal CSIC database ('ConCiencia') are used in combination with a set of indicators describing the activity profile of researchers and the prestige of publication channels. Differences between the publication patterns of researchers in both domains are examined and so is the relationship between their research performance and their personal features. For researchers in humanities, the higher their academic rank and age the greater their activity in books and non-WoS articles was found to be; whereas for those working in the social sciences fields, a higher academic rank does not prefigure whether a researcher's scientific activity is more likely to be national or international in scope. Finally, a series of recommendations to consider output beyond the boundaries of WoS articles, and develop more accurate indicators for assessing the prestige of publication channels is expounded.

Ferrara, Antonio; Bonaccorsi, Andrea (2016):

How robust is journal rating in Humanities and Social Sciences? Evidence from a large-scale, multi-method exercise.

In: *Research Evaluation* 25 (3), S. 279–291. DOI: 10.1093/reseval/rvv048.

Abstract:

This article reports on a large-scale exercise of classification of journals in the fields of Humanities and Social Sciences, carried out by the Italian Agency for the Evaluation of Universities and Research Institutes. After discussing at some length the controversies linked with journal classification and its impact, we endeavor to compare such a classification with the scores that individual articles published in the same journals were assigned by completely independent assessors in the same period of time. The data refer to an important subset of disciplines covering History, Philosophy, Geography, Anthropology, Education, and Library Sciences, allowing for comparisons between scientific fields of different sizes, outlooks, and methods. As the controversies surrounding the rating of journals focus on the difference between the container (the journal) and the content (the individual article), we addressed the following research questions: (1) Is journal rating, produced by an expert-based procedure, a good predictor of the quality of articles published in the journal? (2) To what extent different panel of experts evaluating the same journals produce consistent ratings? (3) To what extent the assessment of scientific societies on journal rating is a good predictor of the quality of articles published in journals? (4) Are there systematic biases in the peer review of articles and in the expert-based journal rating? We find that journal rating is a legitimate and robust assessment exercise, as long as it is managed carefully and in a cautious way and used to evaluate aggregates of researchers rather than individual researchers.

Ferrer-Sapena, Antonia; Sanchez-Perez, Enrique A.; Peset, Fernanda; Gonzalez, Luis-Millan; Aleixandre-Benavent, Rafael (2016):

The Impact Factor as a measuring tool of the prestige of the journals in research assessment in mathematics.

In: *Research Evaluation* 25 (3), S. 306–314. DOI: 10.1093/reseval/rvv041.

Abstract:

The (2-year) Impact Factor of Thomson-Reuters (IF) has become the fundamental tool for analysing the scientific production of academic researchers in a lot of countries. In this article we show that this index and the ordering criterion obtained by using it are highly unstable in the case of mathematics, to the extent that sometimes no reliability can be assigned to its use. We explain the reasons of this behaviour by the specific properties of the mathematical journals and publications, attending mainly the point of view of the researchers in pure mathematics. Using the Journal Citation Report list of journals as a source of information, we analyse the stability in the position of the mathematical journals-the so-called rank-normalized impact factor-compared with journals in applied physics and microbiology during the period 2002-12. Due to the lack of stability of the position of the journals of mathematics in these lists, we propose a 'cumulative index' that fits better the characteristics of mathematical journals. The computation of this index uses the values of the IF of the journals in previous years, providing in this way a more stable indicator.

Freyman, Christina A.; Byrnes, John J.; Alexander, Jeffrey (2016):

Machine-learning-based classification of research grant award records.

In: *Research Evaluation* 25 (4), S. 442–450. DOI: 10.1093/reseval/rvw016.

Abstract:

Policy makers frequently ask agencies to report how much money they are spending on research and development activities in specific fields or topics; however, records are rarely classified in ways that will inform policy and budget decisions. This work explores how topic co-clustering, an approach to text analysis based on machine learning, might be used to tag National Science Foundation (NSF) grant awards automatically with terms referring to scientific disciplines or to socioeconomic objectives. This approach is an alternative approach to the Latent Dirichlet Allocation topic model produced by the NSF for an experimental Portfolio Explorer (Nichols 2014). We use metadata in the grant records to validate the results, and do not access the metadata as part of the automated tagging process. The results show that in the case of scientific disciplines, where our language models were well-formed and we had a valid comparison set for manual classification, the machine-assigned tags were a reasonable and valid means for describing the research conducted under each grant. In assigning socioeconomic objectives to grants, we saw relatively poor precision and recall in classification, due to the poorly formed and sparse language models available for those terms. Our analysis suggests that this approach can be used to classify large corpora of scientific awards into desired categories, which may be of use for monitoring R&D trends and for identifying portfolios of grant projects for evaluation.

Gantman, Ernesto R.; Fernandez Rodriguez, Carlos J. (2016):

Literature segmentation in management and organization studies. The case of Spanish-speaking countries (2000-10).

In: *Research Evaluation* 25 (4), S. 461–471. DOI: 10.1093/reseval/rvv031.

Abstract:

This article examines the scholarly production of Spanish-speaking countries in management and organizational studies, focusing on scientific articles in peer-reviewed journals. We differentiate the production between two literature segments according to publication language. The article's goals are to analyze both segments of the academic literature and to identify what characteristics of the authors lead them to publish in a particular segment. The analysis reveals that both the researchers' human and social capital differentiate their participation in these literature segments. Most importantly, we demonstrate that, regardless of these individual characteristics, the type of higher education institution where scholars are affiliated with seems to significantly influence the segment of academic literature in which they predominantly publish.

Gazni, Ali; Thelwall, Mike (2016):

The citation impact of collaboration between top institutions. A temporal analysis.

In: *Research Evaluation* 25 (2), S. 219–229. DOI: 10.1093/reseval/rvv039.

Abstract:

This study examines changes over time in patterns of collaboration for the top 100 research institutions. Compared with a set of less high-impact institutions (ranked 401-500), the top institutions have more rapidly increased the proportion of their research that is collaborative. Moreover, they collaborate increasingly outside of the top 100 institutions, even though they cite increasingly inside of the top 100. This suggests that members of elite institutions are prepared to collaborate widely even if they prefer to rely upon a narrower set of high-quality research.

Gervais, Mathieu-Joel; Marion, Caroline; Dagenais, Christian; Chiocchio, Francois; Houlfort, Nathalie (2016):

Dealing with the complexity of evaluating knowledge transfer strategies. Guiding principles for developing valid instruments.

In: *Research Evaluation* 25 (1), S. 62–69. DOI: 10.1093/reseval/rvv034.

Abstract:

While there is an abundance of theoretical literature on knowledge transfer strategies, the evidence on their effectiveness remains limited. There is a need to support researchers and practitioners seeking to strengthen the validity of the instruments they develop to evaluate knowledge transfer strategies. Based on an analysis of the literature in three fields of research-health, human and social sciences, and programme evaluation-we propose five guiding principles for this purpose. We also discuss critical issues pertaining to the practices involved in evaluating knowledge transfer strategies.

Gumpemberger, Christian; Sorz, Johannes; Wieland, Martin; Gorraiz, Juan (2016):

Humanities and social sciences in the bibliometric spotlight - Research output analysis at the University of Vienna and considerations for increasing visibility.

In: *Research Evaluation* 25 (3), S. 271–278. DOI: 10.1093/reseval/rvw013.

Abstract:

A quantitative analysis of the longitudinal research output development in the humanities and social sciences at the University of Vienna examined a six-year period (2007-12). According to target agreements between the rectorate and the faculties, the language requirement was met successfully with an increase of the non-German language (particularly English language) output, especially in the social sciences. The results also show an increasing trend line regarding the percentage of peer-reviewed articles and of publications indexed in highly regarded databases like Arts & Humanities Science Index

and the Social Sciences Citation Index. The number of publications with a Digital Object Identifier or in gold open-access journals is lower in the humanities than in the social sciences. Social sciences have so far been moving faster in order to increase their dissemination and visibility in the new digital and internet era. Further strategies are recommended in order to increase the international visibility of the research output in the humanities and social sciences.

Hallonsten, Olof (2016):

Use and productivity of contemporary, multidisciplinary Big Science.

In: *Research Evaluation* 25 (4), S. 486–495. DOI: 10.1093/reseval/rvw019.

Abstract:

The use of very large instrumentation, usually called Big Science, became an important part of Western science systems after World War II, with nuclear and particle physics at the center. Throughout the Cold War era, however, science policy priorities and objectives gradually shifted and in parallel therewith, new uses of Big Science emerged that were oriented to the study of materials and later also the life sciences, two areas that grew in global importance toward the end of the 20th century. As the Cold War wound down, the rationale for the old Big Science waned but the new applications of reactors and particle accelerators grew in breadth and importance, and today, dozens of Big Science facilities in Europe and the USA provide neutrons, synchrotron radiation, and free electron laser to a multidisciplinary community of users predominantly from the academic sector. These users visit the facilities temporarily to do experiments as part of their ordinary scientific work, which means that the functional differentiation between facilities and users has been accentuated and institutionalized: facilities provide resources for experimental work, and users do science and produce results. This functional differentiation creates some challenges for the evaluation of the performance and quality of these very expensive facilities, which this article discusses on the basis of qualitative and quantitative data, problematizing the role of contemporary, multidisciplinary Big Science in a science system that is growing more and more reliant on performance evaluation.

Hammarfelt, Bjorn; Nelhans, Gustaf; Eklund, Pieta; Astrom, Fredrik (2016):

The heterogeneous landscape of bibliometric indicators. Evaluating models for allocating resources at Swedish universities.

In: *Research Evaluation* 25 (3), S. 292–305. DOI: 10.1093/reseval/rvv040.

Abstract:

The use of bibliometric indicators on individual and national levels has gathered considerable interest in recent years, but the application of bibliometric models for allocating resources at the institutional level has so far gathered less attention. This article studies the implementation of bibliometric measures for allocating resources at Swedish universities. Several models and indicators based on publications, citations, and research grants are identified. The design of performance-based resource allocation across major universities is then analysed using a framework from the field of evaluation studies. The practical implementation, the incentives as well as the 'ethics' of models and indicators, are scrutinized in order to provide a theoretically informed assessment of evaluation systems. It is evident that the requirements, goals, possible consequences, and the costs of evaluation are scarcely discussed before these systems are implemented. We find that allocation models are implemented in response to a general trend of assessment across all types of activities and organizations, but the actual design of evaluation systems is dependent on size, orientation, and the overall organization of the institution in question.

Ho, Mei Hsiu-Ching; Liu, John S.; Kuan, Max C.-H. (2016):

Torn between Academic Publications and University-Industry Collaboration.

In: *Research Evaluation* 25 (2), S. 151–160. DOI: 10.1093/reseval/rvw001.

Abstract:

University-industry collaboration (UIC) has grown so rapidly recently that the research resources embedded in universities are shared with external actors in more diversified applications. Researchers have discussed the importance of UIC,

showing that UIC facilitates knowledge flows and creates more opportunities for new inventions or innovative research. However, when universities target high performance on both academic research and UIC commercial activities, academic researchers face pressure in balancing their efforts between academic research and technological applications. This study collects researcher-level data from National Taiwan University of Science and Technology (NTUST), one of the top science and technology universities in Taiwan. By observing researchers' performance in NTUST, we explore the role of personal tech-oriented capabilities, UIC involvement, and institutional UIC atmosphere. The data include information from 323 research faculties during 2007-11. The results show that technological capabilities positively impact personal academic performance, particularly for researchers with little external social capital. The institutional UIC culture can also be a resource that helps both experienced and inexperienced academic researchers strengthen their performance on academic work. The U-I cooperation in academic works is also a positive stimulus on their personal academic performance, while UIC project collaboration only positively impacts researchers with diversified UIC connections. However, researchers working with different UIC projects have to utilize different resources to strengthen personal academic performance.

Hu, Mei-Chih; Hung, Shih-Chang; Lo, Hsien-Chen; Tseng, Yung-Ching (2016):

Determinants of university-industry research collaborations in Taiwan. The case of the National Tsing Hua University.

In: *Research Evaluation* 25 (2), S. 121–135. DOI: 10.1093/reseval/rvw005.

Abstract:

This study utilized a two-stage approach, including secondary data analysis and the DECision-MAking Trial and Evaluation Laboratory, to identify and explore the interrelationships of determinants for the performance of the university-industry research collaboration (UIRC) at the National Tsing Hua University, one of Taiwan's elite universities. Research results provide a visualized framework to assess UIRC performance by showing that Taiwan is heavily driven by top-down leadership, as well as institutional incentives and policies. This study also indicates that UIRC performance is overwhelmingly focused on contract-based R&D collaboration, rather than technology licensing and transfer activities, demonstrating the significant role of public R&D funding and reflecting the industrial/social demand and the type of knowledge creation and diffusion in the catching-up countries such as Taiwan are divergent from those in leading countries, such as in the The Organization for Economic Cooperation and Development (OECD) countries. Policy and managerial implications for the evolving role of universities in latecomer countries are derived and discussed.

Jamali, Hamid R.; Nicholas, David; Herman, Eti (2016):

Scholarly reputation in the digital age and the role of emerging platforms and mechanisms.

In: *Research Evaluation* 25 (1), S. 37–49. DOI: 10.1093/reseval/rvv032.

Abstract:

Structural changes to the scholarly environment are taking place as a result of the introduction of Web 2.0 technologies, which have given rise to Open Science 2.0 initiatives, such as open access publishing, open data, citizen science, and open peer evaluation systems. In turn, this is leading to new ways of building, showcasing, and measuring scholarly reputation through emerging platforms, such as ResearchGate. The article reports the findings of a survey of the opinions and practices of 251 European scholars about this emerging scholarly market. Findings showed that traditional research-related activities, including conducting and collaborating in research, taking part in multidisciplinary projects, and publishing in journals contribute most to scholarly reputation. The greatest weaknesses of reputational platforms were a lack of trustworthiness and being open to gaming. The large majority of researchers, despite some reservations, thought that reputational systems were here to stay and will become increasingly important in the future, and especially for younger researchers.

Makkar, Steve R.; Brennan, Sue; Turner, Tari; Williamson, Anna; Redman, Sally; Green, Sally (2016):

The development of SAGE. A tool to evaluate how policymakers' engage with and use research in health policymaking.

In: *Research Evaluation* 25 (3), S. 315–328. DOI: 10.1093/reseval/rvv044.

Abstract:

It is essential that health policies are based on the best available evidence including that from research, to ensure their effectiveness in terms of both cost and health outcomes for the wider community. The present study describes the development of SAGE (Staff Assessment of enGagement with Evidence), a measure that combines an interview and document analysis to evaluate how policymakers engaged with research (i.e., how research was searched for, appraised, or generated, and whether interactions with researchers occurred), how policymakers used research (i.e., conceptually, instrumentally, tactically, or imposed), and what barriers impacted upon the use of research, in the development of a specific policy product. A multifaceted strategy was used to develop the SAGE interview and the accompanying interview-scoring tool. These included consultations with experts in health policy and research, review and analysis of the literature on evidence-informed policymaking and previous measures of research use, qualitative analysis of interviews with policymakers, and pilot-testing with senior policymakers. These steps led to the development of a comprehensive interview and scoring tool that captures and evaluates a broad range of key actions policymakers perform when searching for, appraising, generating, and using research to inform a specific policy product. Policy organizations can use SAGE to not only provide a thorough evaluation of their current level of research engagement and use, but to help shed light on programs to improve their research use capacity, and evaluate the success of these programs in improving the development of evidence-informed policies.

Martinez, Alina; Epstein, Carter S.; Parsad, Amanda (2016):

Developing internationally engaged scientists and engineers. The effectiveness of an international postdoctoral fellowship program.

In: *Research Evaluation* 25 (2), S. 184–195. DOI: 10.1093/reseval/rvv042.

Abstract:

This article describes findings from an evaluation of the National Science Foundation's (NSF) International Research Fellowship Program (IRFP), which supports postdoctoral research fellowships of 9-24 months in locations outside the USA. The evaluation assessed the role of IRFP in seeding productive international research collaborations for researchers early in their careers. Data used in the evaluation included the NSF program data and survey data from 1,039 scholars who applied to IRFP from 1992 to 2009. The evaluation employed a quasi-experimental design to compare the outcomes of IRFP-funded postdoctoral fellows (awardees) to unfunded applicants (non-awardees), using pre-award characteristics of applicants to mitigate the potential threat of selection bias; the study incorporated propensity score methodology to construct groups of awardees and non-awardees that were statistically similar across a number of preexisting characteristics. By constructing a comparison group from among applicants to the program, the treatment and comparison groups represented individuals who were similarly motivated to engage in international collaboration, and by using propensity scores to match based on characteristics at the time of application, comparisons were made among similarly qualified groups. The study found that IRFP awardees were more likely to have productive research collaborations with foreign researchers, their time abroad did not come at the expense of overall research productivity or career advancement, and the fellowships seeded collaborative relationships that extended beyond the fellowship period.

Martinez, Catalina; Cruz-Castro, Laura; Sanz-Menendez, Luis (2016):

Innovation capabilities in the private sector. Evaluating subsidies for hiring S&T workers in Spain.

In: *Research Evaluation* 25 (2), S. 196–208. DOI: 10.1093/reseval/rvv035.

Abstract:

This article evaluates the effectiveness of a public programme intended to improve innovation capabilities in the private sector by subsidizing the hiring of research and development (R&D) personnel. Using information from the programme management database, we study factors associated with the duration of contracts and their transformation into open-ended contracts, a basic aim of the programme. We explore the characteristics of subsidies, individuals, entities, and projects related to the eventual stabilization of the new R&D employees, when the subsidies had ended. The programme was found to strengthen R&D capacity in recipient firms-above all in technology centres-yet, only about half of the subsidized short-term contracts had been converted into permanent contracts by the end of their second year.

Molas-Gallart, Jordi; D'Este, Pablo; Llopis, Oscar; Rafols, Ismael (2016):

Towards an alternative framework for the evaluation of translational research initiatives.

In: *Research Evaluation* 25 (3), S. 235–243. DOI: 10.1093/reseval/rvv027.

Abstract:

The perception that many promising results from basic biomedicine have not systematically contributed to medical treatments and, ultimately, health care improvements, has led to a wide range of publicly funded initiatives aiming at facilitating the 'translation' of scientific discoveries into beneficial applications and practices. Many of these initiatives have been branded as 'Translational Research' (TR), a term widely applied to large research programmes, research activities, and even academic journals. With the popularity of the term, a debate has emerged about the models of research that are to be considered 'translational'. Consequently, the ways in which TR should be analysed and, more specifically, the approaches to the evaluation of TR programmes are also the subject of debate. Given the substantial investments in TR programmes, the definition of TR evaluation strategies and approaches has become an important element of the policy process. In a context of ambiguity about the type of activities to be considered as TR, evaluation approaches and practices can play an important role in determining what actions and outcomes are conceived, in practice, to be relevant and significant, and in doing so, shaping the future nature of TR initiatives. This article discusses the dominant approaches to TR evaluation and proposes an alternative evaluation framework, which would have implications both for TR evaluation processes and for the future shaping of TR programmes.

Mongeon, Philippe; Brodeur, Christine; Beaudry, Catherine; Lariviere, Vincent (2016):

Concentration of research funding leads to decreasing marginal returns.

In: *Research Evaluation* 25 (4), S. 396–404. DOI: 10.1093/reseval/rvw007.

Abstract:

In most countries, basic research is supported by research councils that select, after peer review, the individuals or teams that are to receive funding. Unfortunately, the number of grants these research councils can allocate is not infinite and, in most cases, a minority of the researchers receive the majority of the funds. However, evidence as to whether this is an optimal way of distributing available funds is mixed. The purpose of this study is to measure the relation between the amount of funding provided to 12,720 researchers in Quebec over a 15-year period (1998–2012) and their scientific output and impact from 2000 to 2013. Our results show that in terms of both the quantity of papers produced and their scientific impact, the concentration of research funding in the hands of the so-called 'elite' of researchers generally produces diminishing marginal returns. Also, we find that the most funded researchers do not stand out in terms of output and scientific impact.

Mutz, Rudiger; Bornmann, Lutz; Daniel, Hans-Dieter (2016):

Funding decision-making systems. An empirical comparison of continuous and dichotomous approaches based on psychometric theory.

In: *Research Evaluation* 25 (4), S. 416–426. DOI: 10.1093/reseval/rvw002.

Abstract:

Psychometrics questions the use of dichotomous decisions. For these reasons, De Los Reyes and Wang (2012) favour a continuous funding decision system, in which the funded percentage of a requested grant sum is coupled to the ratings that a proposal receives in the ex ante peer evaluation. In contrast to the 'winner takes all' philosophy in a dichotomous funding decision system, a continuous system takes the low reliability of peer review ratings into account. Funding decisions are mostly based on peer review rating systems that have rather low inter-rater reliability. This article aims to use psychometrics to simulate the two funding decision systems, to compare them to the funding decision system implemented by a real funding organization, and with this, to investigate for the first time the effects of measurement errors on funding decisions. We used peer review data from the Austrian.

Neufeld, Joerg (2016):

Determining effects of individual research grants on publication output and impact. The case of the Emmy Noether Programme (German Research Foundation).

In: *Research Evaluation* 25 (1), S. 50–61. DOI: 10.1093/reseval/rvv029.

Abstract:

Based on publication data (Web of Science, Thomson Reuters) of 280 applicants (medicine and biology, application years 2000–6) to the Emmy Noether Programme for young scientists provided by the German Research Foundation (DFG), this study investigates the relationship between publication performance in the periods preceding/subsequent to the funding decision and the funding decision itself. This is achieved by calculating a path model in which ‘subsequent publication performance’ serves as outcome variable, ‘past performance’ as an exogenous variable, and ‘funding decision’ as a mediator or treatment variable. The model is calculated for several bibliometric, productivity, and impact indicators.

Prins, Ad A. M.; Costas, Rodrigo; van Leeuwen, Thed N.; Wouters, Paul F. (2016):

Using Google Scholar in research evaluation of humanities and social science programs. A comparison with Web of Science data.

In: *Research Evaluation* 25 (3), S. 264–270. DOI: 10.1093/reseval/rvv049.

Abstract:

In this paper, we report on the application of Google Scholar (GS)-based metrics in the formal assessment of research programs. Involved were programs in the fields of Education, Pedagogical Sciences, and Anthropology in The Netherlands. Also, a comparative analysis has been conducted of the results based on GS and Web of Science (WoS). Studies critical of GS point at its reliability of data. We show how the reliability of the GS data for the bibliometric analysis of the assessment can be improved by excluding non-verifiable citing sources from the full second-order GS citing data. The study of the background of these second-order sources demonstrates a broadening of the citing sources. The comparison of GS with WoS citations for the publications of the programs shows that it is promising to use GS for fields with lower degrees of coverage in WoS, in particular for fields that produce more diverse types of output than just research articles. Restrictions to the use of GS are the intensive manual data handling and cleaning, necessary for a feasible and proper data collection. We discuss wider implications of the findings for bibliometric analysis and for the practices and policies in research evaluation.

Ramos, Ana; Sarrico, Claudia S. (2016):

Past performance does not guarantee future results. Lessons from the evaluation of research units in Portugal.

In: *Research Evaluation* 25 (1), S. 94–106. DOI: 10.1093/reseval/rvv023.

Abstract:

Research units in Portugal undergo a formal evaluation process based on peer review which is the basis for distributing funding from the national research council. This article analyzes the evaluation results and asks how good they are at predicting future research performance. Better research evaluations mean the institution receives more funding, so the key question is to what extent research evaluations are able to predict future performance as measured by bibliometric indicators. We use data from the peer evaluation of units in 2007–08, and analyze how well it is able to predict the results of a bibliometric study of the units’ Web of Science publications in the period 2007–10. We found that, in general, units that had better peer ratings, and thus more funding, as well as an increased capacity to attract extra funding, were not necessarily those that ended up producing more excellent research. The results provide an empirical contribution to the discussion regarding whether science can be measured and how, and reinforce the importance of evaluations where the use of quantitative data is defined and the differences between areas are accounted for. This analysis provides a snapshot of Portugal’s recent scientific performance. Chemistry and physics are among the subfields with higher output and impact, which agrees with a traditional preferential funding of these areas. Institutions also excel in areas that may be assuming an increased relevance (Plant Sciences, Food Science and Technology, Neurosciences and other health-related subfields), which should be taken into account when implementing future science policies.

Rijcke, Sarah de; Wouters, Paul F.; Rushforth, Alexander D.; Franssen, Thomas P.; Hammarfelt, Bjorn (2016):

Evaluation practices and effects of indicator use. A literature review.

In: *Research Evaluation* 25 (2), S. 161–169. DOI: 10.1093/reseval/rvv038.

Abstract:

This review of the international literature on evaluation systems, evaluation practices, and metrics (mis)uses was written as part of a larger review commissioned by the Higher Education Funding Council for England (HEFCE) to inform their independent assessment of the role of metrics in research evaluation (2014-5). The literature on evaluation systems, practices, and effects of indicator uses is extremely heterogeneous: it comprises hundreds of sources published in different media, spread over disciplines, and with considerable variation in the nature of the evidence. A condensation of the state-of-the-art in relevant research is therefore highly timely. Our review presents the main strands in the literature, with a focus on empirical materials about possible effects of evaluation exercises, 'gaming' of indicators, and strategic responses by scientific communities and others to requirements in research assessments. In order to increase visibility and availability, an adapted and updated review is presented here as a stand-alone-after authorization by HEFCE.

Robinson-Garcia, Nicolas; Cabezas-Clavijo, Alvaro; Jimenez-Contreras, Evaristo (2016):

Tracking the performance of an R&D programme in the biomedical sciences.

In: *Research Evaluation* 25 (3), S. 339–346. DOI: 10.1093/reseval/rvw003.

Abstract:

This article aims at offering an evaluation framework of an R&D programme in the biomedical sciences. It showcases the Spanish Biomedical Research Networking Centres (CIBER) initiative as an example of the effect of research policy management on performance. For this, it focuses on three specific aspects: its role on the national research output in the biomedical sciences, its effect on promoting translational research through internal collaboration between research groups, and the perception of researchers on the programme as defined by their inclusion of their CIBER centres in the address field. Research output derived from this programme represents around 25% of the country's publications in the biomedical fields. After analysing a 7-year period, the programme has enhanced collaborations between its members, but they do not seem to be sufficiently strong. 54.5% of the publications mentioned this programme in their address; however, an increase in the share of papers mention is observed 2 years after it was launched. We suggest that by finding the point at which the share of mentions stabilizes may be a good strategy to identify the complete fulfilment of these types of R&D policies.

Rocio Vasquez-Urriago, Angela; Barge-Gil, Andres; Modrego Rico, Aurelia (2016):

Which firms benefit more from being located in a Science and Technology Park? Empirical evidence for Spain.

In: *Research Evaluation* 25 (1), S. 107–117. DOI: 10.1093/reseval/rvv033.

Abstract:

The aim of this work is to analyse the heterogeneous effect of Science and Technology Parks (STPs) on firms' innovation outcomes, contingent on firms' size and innovation effort. Despite the worldwide diffusion of STPs and the increasing literature aimed at analysing their effect on tenants' performance, empirical evidence on the heterogeneous effect of STPs' location on different firms is very scarce. We use information for a representative sample of 39,722 Spanish firms, 653 of them located on 22 of the 25 official Spanish STP. Results show, on the one hand, that firm size is negatively related to an STP location effect and, on the other, that only a small amount of internal innovation effort is required to achieve a very high return from park location. However, firms without innovation efforts do not benefit from a park location. Finally, as internal innovation efforts increase, the park effect reduces, but is still at a high level.

Rosli, Ainurul; Rossi, Federica (2016):

Third-mission policy goals and incentives from performance-based funding. Are they aligned?

In: *Research Evaluation* 25 (4), S. 427–441. DOI: 10.1093/reseval/rvw012.

Abstract:

In competitive knowledge-based economies, policymakers recognize the importance of universities' engagement in third mission activities. This article investigates how a specific policy approach to encourage third mission engagement—the use of performance-based funding to reward universities' success in this domain—aligns with the broader goals of third mission policy. Considering the case of the UK, the first country to have implemented a system of this kind, we analyse how the system has come into being and how it has evolved, and we discuss whether its implementation is likely to encourage universities to behave in ways that are aligned with the goals of third mission policy, as outlined in government documents. We argue that the system encourages universities to focus on a narrow range of income-producing third mission activities, and this is not well aligned with the policy goal to support a complex innovation ecosystem comprising universities with different third mission objectives and strategies. The article concludes by proposing possible avenues for achieving greater alignment between incentives and policy goals.

Schneider, Jesper W.; Aagaard, Kaare; Bloch, Carter W. (2016):

What happens when national research funding is linked to differentiated publication counts? A comparison of the Australian and Norwegian publication-based funding models.

In: *Research Evaluation* 25 (3), S. 244–256. DOI: 10.1093/reseval/rvv036.

Abstract:

The experiences from Australia where undifferentiated publication counts were linked to funding of universities in 1993 is well known. Publication activity increased, but the largest increase was in lower-impact journals, leading to a general drop in overall citation impact for Australia. The experience from Australia has been a warning for what would most likely happen if funding were linked to publication activity. Nevertheless, in 2005, a performance-based model based on differentiated publication counts was implemented in Norway. The model was specifically developed to counter adverse effects like those identified in the Australian case. In the present article, we examine 'what happens at the aggregated level of publication and citation activity when funding is linked to differentiated publication counts'. We examine developments in Norwegian publication activity, journal publication profiles, and citation impact. We also examine developments in publication activities at the individual level and developments in research and development resource inputs. We compare experiences in Australia to those in Norway. The results show that for the Norwegian case, overall publication activity goes up, impact remains stable, and there is no indication of a deliberate displacement of journal publication activities to the lowest-impact journals. Hence, we do not see the same patterns as in Australia. We conclude that the experience in Norway with differentiated publication counts linked to funding has been different from the experience in Australia with an undifferentiated model. This is an important observation because currently the Norwegian model is being or has been adopted in several European countries.

Smith, Alexander M.; Lai, Samson Yuxiu; Bea-Taylor, Jonah; Hill, Rebecca B. M.; Kleinhenz, Nabil (2016):

Collaboration and change in the research networks of five Energy Frontier Research Centers.

In: *Research Evaluation* 25 (4), S. 472–485. DOI: 10.1093/reseval/rvw006.

Abstract:

Emphasizing the university research center model, from 2009 to 2014 the US Department of Energy (DOE) funded a first round of over 40 Energy Frontier Research Centers (EFRCs) spread out among 100 institutions. Early in its implementation, however, the EFRC model received criticism from scholars warning that the arrangements of the EFRCs did not provide adequate governance structures for coordinating research efforts. In this article, we seek to begin answering a call for 'systematic and rigorous study of the implementation of EFRCs' by studying a sample of five EFRCs and their individual members. We find that despite lacking formal mechanisms for coordinating research, EFRCs increase coauthorships among EFRC members, especially new coauthorships. Moreover, EFRC members' research quality increases after each EFRC is formed. Through negative-binomial regression analysis on individual researcher outcomes, we find that stronger preexisting networks increase coauthorship among EFRC members. This finding supports the idea that preexisting research collaboration networks are indicative of research coordination mechanisms that researchers have discovered or

established for themselves prior to becoming members of a research center. We posit that new research centers may leverage research coordination mechanisms embedded in preexisting coauthorship relations, rather than imposing new research coordination mechanisms.

Vieira, Elizabeth S.; Gomes, Jose A. N. F. (2016):

The bibliometric indicators as predictors of the final decision of the peer review.

In: *Research Evaluation* 25 (2), S. 170–183. DOI: 10.1093/reseval/rvv037.

Abstract:

Peer review of candidates' proposals for research position is generally used as the best method available to select the most promising researchers, but it is very costly and has its limitations. This article analyzes to what extent bibliometric indicators can predict the results of the peer review exercise using the example of a particular selection process. Two composite indicators are found to be strongly correlated with peer review-based decisions. We calculated that the probability of the estimated prediction, as determined by the composite indicators, for a selected applicant to be higher than the estimated prediction determined for a rejected applicant is about 75%.

Waijjer, Cathelijan J. F.; Heyer, Anne; Kuli, Sara (2016):

Effects of appointment types on the availability of research infrastructure, work pressure, stress, and career attitudes of PhD candidates of a Dutch university.

In: *Research Evaluation* 25 (4), S. 349–357. DOI: 10.1093/reseval/rvw008.

Abstract:

Several types of PhD candidates exist in the Netherlands, based on how they are remunerated. The default remuneration is through employment by the university, which gives PhD candidates a salary, benefits, and legal protection through collective labour agreements. We call this group 'internal' PhD candidates. However, there is also a large, heterogeneous group of 'external' PhD candidates, who are not employed by the university and may be funded through scholarships (usually from foreign governments or funding organizations), or who do a PhD next to another job. In this study, we compare the experiences of internal and external PhD candidates by a survey among 218 PhD candidates of a Dutch university. Several aspects of the research infrastructure were assessed: financial situation, supervision, and access to office facilities. Furthermore, we measured work pressure, stress, and career attitudes. We found PhD candidates to be quite satisfied with their PhD on the whole, but regarding many infrastructural aspects, externals were at a disadvantaged position. They have less funding for research, a (much) lower personal income, and less access to office facilities such as a desk and a computer. Furthermore, they experience stress more often than internals. Externals are slightly more positive about their career prospects in academia than internals, but this difference is not statistically significant. Our findings indicate that type of appointment affects the PhD experience in the Netherlands, with non-employed PhD candidates at a disadvantaged position compared to employed PhD candidates.

Yegros-Yegros, Alfredo; Azagra-Caro, Joaquin M.; Lopez-Ferrer, Mayte; Tijssen, Robert J. W. (2016):

Do university-industry co-publication outputs correspond with university funding from firms?

In: *Research Evaluation* 25 (2), S. 136–150. DOI: 10.1093/reseval/rvv045.

Abstract:

Analysts of university-industry interaction sometimes measure it through numbers of university-industry co-publications (UICs), because of their relative availability and international comparability. However, we do not know whether UICs correspond to another measure of interaction: university funding from firms. We propose a conceptual model on four types of relationships between UICs and university funding from firms, emphasizing the interactive nature of their relation, e.g. not only funding can lead to UICs, but also UICs can signal competences that motivate funding. We test the model with UIC and income data from the Polytechnic University of Valencia at individual level: around 6-7% of researchers participating in projects with firms were authors of UICs published in 2008-11; and around 27% of those UIC authors were participating in projects with firms during that period. Overall, we do not find evidence of any significant positive

correlation between UIC output and university funding from the business sector in general. The one exception is a minority of authors who participate in business-funded projects, where we find a positive association of current UICs and business funding.

Reviews

Rushforth, Alexander D. (2016):

All or nothing? Debating the role of evaluative bibliometrics in the research system, edited by W. Blockman, L. Engwall, and D. Weaire. 'Bibliometrics: Use and abuse in the review of research performance', Portland Press Limited, 2014, ISBN 978855781955.

[Review]. In: *Research Evaluation* 25 (2), S. 230–231. DOI: 10.1093/reseval/rvw004.

Research in Higher Education (57) 2016

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Original Articles

Anderson, Derrick M.; Slade, Catherine P. (2016):

Managing Institutional Research Advancement. Implications from a University Faculty Time Allocation Study.

In: *Research in Higher Education* 57 (1), S. 99–121. DOI: 10.1007/s11162-015-9376-9.

Abstract:

While much is known about faculty time allocation, we know very little about how traditional managerial factors influence faculty time allocation behaviors. We know even less about the possible downsides associated with relying on these traditional managerial factors. Using survey data from the National Science Foundation/Department of Energy Survey of Academic Researchers, our study predicts faculty time allocations to grant writing as a function of pressure from administrative superiors. We then examine how pressure from administrative superiors influences faculty job satisfaction and the likelihood to pursue uninteresting research grants. Our findings indicate that faculty time spent pursuing grants increases in response to pressure from administrative superiors but that this same pressure is also associated with increases in pursuit of uninteresting research grants as well as decreases in work satisfaction. Our study contributes to better understanding of the merits and limitations of traditional, hierarchical approaches to managing university faculty behavior.

Attewell, Paul; Monaghan, David (2016):

How Many Credits Should an Undergraduate Take?

In: *Research in Higher Education* 57 (6), S. 682–713. DOI: 10.1007/s11162-015-9401-z.

Abstract:

Low completion rates and increased time to degree at U.S. colleges are a widespread concern for policymakers and academic leaders. Many 'full time' undergraduates currently enroll at 12 credits per semester despite the fact that a bachelor's degree cannot be completed within 4 years at that credit-load. The academic momentum perspective holds that if, at the beginning of their first year in college, undergraduates attempted more course credits per semester, then overall graduation rates could rise. Using nationally-representative data and propensity-score matching methods to reduce selection bias, we find that academically and socially similar students who initially attempt 15 rather than 12 credits do graduate at significantly higher rates within 6 years of initial enrollment. We also find that students who increase their credit load from below fifteen to fifteen or more credits in their second semester are more likely to complete a degree within 6 years than similar students who stay below this threshold. Our evidence suggests that stressing a norm that full time enrollment should be 15 credits per semester would improve graduation rates for most kinds of students. However, an important caveat is that those undergraduates whose paid work exceeds 30 h per week do not appear to benefit from taking a higher course load.

Bird, Kelli; Castleman, Benjamin L. (2016):

Here Today, Gone Tomorrow? Investigating Rates and Patterns of Financial Aid Renewal Among College Freshmen.

In: *Research in Higher Education* 57 (4), S. 395–422. DOI: 10.1007/s11162-015-9390-y.

Abstract:

College affordability continues to be a top concern among prospective students, their families, and policy makers. Prior work has demonstrated that a significant share of prospective students forgo financial aid because they did not complete the Free Application for Federal Student Aid (FAFSA); recent federal policy efforts have focused on supporting students and their families to successfully file the FAFSA. Despite the fact that students must refile the FAFSA every year to maintain their aid eligibility, there are many fewer efforts to help college students renew their financial aid each year. While prior research has documented the positive effect of financial aid on persistence, we are not aware of previous studies that have documented the rate at which freshman year financial aid recipients successfully refile the FAFSA, particularly students who are in good academic standing and appear well-poised to succeed in college. The goal of our paper is to address this gap in the literature by documenting the rates and patterns of FAFSA renewal. Using the Beginning Postsecondary Students Longitudinal Study, we find that roughly 16 % of freshmen Pell Grant recipients in good academic standing do not refile a FAFSA for their sophomore year. Even among Pell Grant recipients in good academic standing who return for sophomore year, nearly 10 % do not refile a FAFSA. Consequently, we estimate that these non-refilers are forfeiting 3,550 in federal student aid that they would have received upon successful FAFSA refiling. Failure to refile a FAFSA is strongly associated with students dropping out later in college and not earning a degree within six years. These results suggest that interventions designed to increase FAFSA refiling may be an effective way to improve college persistence for low-income students.

Boatman, Angela; Long, Bridget Terry (2016):

Does Financial Aid Impact College Student Engagement?

In: *Research in Higher Education* 57 (6), S. 653–681. DOI: 10.1007/s11162-015-9402-y.

Abstract:

While increasing numbers of students have gained access to higher education during the last several decades, postsecondary persistence and academic success remain serious concerns with only about half of college entrants completing degrees. Given concerns about affordability and resources, policymakers and administrators wonder how financial aid impacts student outcomes, particularly among low-income students. We investigate this question looking at a range of outcomes beyond just academic performance by focusing on the Gates Millennium Scholars (GMS) Program, a generous grant program that provided a renewable scholarship to talented undergraduate students of color with financial need. We isolate the impact of financial aid on academic and community engagement by comparing the outcomes of GMS recipients to similar non-recipients who were likely to have comparably-high levels of motivation and potential for success. With information about the application process, we use similar applicants not selected for the award as a comparison group. We then employ a Regression Discontinuity research design to provide causal estimates of the effects of GMS. The results suggest that GMS recipients were more likely to engage with peers on school work outside of class. Additionally, GMS recipients were much more likely to participate in community service activities and marginally more likely to participate in other extracurricular activities than their non-GMS peers.

Braun, Jakob; Zolfagharian, Mohammadali (2016):

Student Participation in Academic Advising. Propensity, Behavior, Attribution and Satisfaction.

In: *Research in Higher Education* 57 (8), S. 968–989. DOI: 10.1007/s11162-016-9414-2.

Abstract:

While there is general consensus that students are more or less participants in their educational experiences, the relationship between student participation and satisfaction has not been extensively examined in higher education literature. Looking to participation research in other literatures serves as a starting point for exploring this link. This study examines two contingency constructs that modify the student participation-satisfaction relationship: locus of causality attribution and student propensity to participate (SPTP). The results of a scenario-based survey in the context of academic advisement suggest that students vary in their attribution of failures to themselves and to the advisor based on their propensity to participate. Moreover, SPTP, and not locus of causality attribution, moderates the student participation-satisfaction relationship. In addition to delineating the theoretical significance of the findings, the paper provides guidance to educators in achieving higher student satisfaction, which in turn can lead to greater levels of retention and on-time graduation.

Carter, Deborah Faye; Ro, Hyun Kyoung; Alcott, Benjamin; Lattuca, Lisa R. (2016):

Co-Curricular Connections. The Role of Undergraduate Research Experiences in Promoting Engineering Students' Communication, Teamwork, and Leadership Skills.

In: *Research in Higher Education* 57 (3), S. 363–393. DOI: 10.1007/s11162-015-9386-7.

Abstract:

This study examined the impact of undergraduate research (UR) in engineering, focusing on three particular learning outcomes: communication, teamwork, and leadership. The study included 5126 students across 31 colleges of engineering. The authors employed propensity score matching method to address the selection bias for selection into (and differential availability of) UR programs. Engineering students who engage in UR tend to report higher skill levels, but when curriculum and classroom experiences are taken into account, there is no significant effect of UR on teamwork and leadership skills. Not accounting for college experiences such as curricular, classroom, and other co-curricular experiences may overestimate the positive relationship between UR participation and professional skills. After propensity score adjustment, we found that UR provided a significant predictor of communication skills; a finding that provides support for previous research regarding the importance of communication skills as an outcome of UR. The study highlights the importance of taking into account selection bias when assessing the effect of co-curricular programs on student learning. Implications of the study include expanding undergraduate research opportunities when possible and incorporating communication and leadership skill development into required course curriculum.

Cox, Bradley E.; Reason, Robert D.; Nix, Samantha; Gillman, Megan (2016):

Life Happens (Outside of College). Non-College Life-Events and Students' Likelihood of Graduation.

In: *Research in Higher Education* 57 (7), S. 823–844. DOI: 10.1007/s11162-016-9409-z.

Abstract:

Students' lives outside of college can have dramatic effects on academic outcomes (e.g., grades, persistence, graduation). However, the manner in which students' lives outside of college are referenced in college-effects models suggests some uncertainty among scholars as to which, and how, student experiences outside of an institution affect college student outcomes. Using longitudinal data from a racially diverse sample of 3914 students (997 White, 1051 Black, 915 Hispanic, and 951 Asian) attending 28 institutions, this study employs logistic regression models to examine relationships between three types of non-college life-events and students' likelihood of graduation. Specifically, we examine the impact of financial disruptions, grieving a friend's or family member's death, and other family situations that likely cause psychological distress for students. Results suggest that major life-events are both common (i.e., affecting over 52 % of students) and consequential (i.e., negatively affecting graduation rates), thus warranting increased attention from researchers, policy-makers, and practitioners.

Curtin, Nicola; Malley, Janet; Stewart, Abigail J. (2016):

Mentoring the Next Generation of Faculty. Supporting Academic Career Aspirations Among Doctoral Students.

In: *Research in Higher Education* 57 (6), S. 714–738. DOI: 10.1007/s11162-015-9403-x.

Abstract:

We know little about the role of faculty mentoring in the development of interest in pursuing an academic career among doctoral students. Drawing on Social Cognitive Career Theory, this study examined the relationships between different kinds of mentoring (instrumental, psychosocial, and sponsorship) and academic career self-efficacy, interests, and goals. Analyses controlled for race, gender, field, and candidacy status. Psychosocial and instrumental mentoring predicted feelings of self-efficacy in one's ability to pursue an academic career, and exerted significant indirect effects through that self-efficacy, on students' interest in such a career. Race-gender comparisons indicated that sponsorship was not an important predictor for non-URM men, in contrast to the other groups.

Garibay, Juan C.; Herrera, Felisha A.; Johnston-Guerrero, Marc P.; Garcia, Gina A. (2016):

Layers of Influence. Exploring Institutional- and State-Level Effects on College Student Views Toward Access to Public Education for Undocumented Immigrants.

In: *Research in Higher Education* 57 (5), S. 601–629. DOI: 10.1007/s11162-015-9400-0.

Abstract:

Providing undocumented immigrants access to public education remains a pertinent issue facing both institutions of higher education and state governments. While instate resident tuition (ISRT) has remained a contentious policy, little is known about how such policies, as well as other state contexts, influence college students' attitudes toward unauthorized immigrant students' educational access. Using three-level multilevel models, we sought to understand how political, economic, and demographic contexts at the institutional and state level affect the development of US citizen students' views toward undocumented immigrants' access to public education during their undergraduate years. After controlling for student-level effects, findings show that institutional variables such as selectivity, control, and percentage of low-income students enrolled contribute to students' attitude development. At the state level, findings show that students who attend institutions within states that have ISRT policies have more positive views towards undocumented immigrants' access to public education at the end of college. This research highlights the critical need for higher education researchers, institutional leaders, and policy makers to better understand how institutional and state contexts shape students' understanding of larger sociopolitical issues.

Gross, Jacob P. K.; Berry, Matthew S. (2016):

The Relationship Between State Policy Levers and Student Mobility.

In: *Research in Higher Education* 57 (1), S. 1–27. DOI: 10.1007/s11162-015-9377-8.

Abstract:

To address conceptual and methodological shortcomings in the extant literature on student mobility, this study employs event history modeling to describe and explain how state policy levers, specifically state grant aid, relates to mobility and baccalaureate degree completion. We find that state grant aid reduces mobility, but less so than institutional grant aid. We also find that regardless of the form of mobility, it was negatively related to degree completion. This inquiry contributes to work on student mobility, (e.g., McCormick, Transfer behavior among beginning postsecondary students: 1989–94, National Center for Education Statistics, Washington, 1997; Goldrick-Rab, *Sociol Educ* 79(1):61–79, 2006); extends the long line of persistence research (e.g., Bean, *Res High Educ* 12(2):155–187, 1980; Pascarella and Terenzini, *J High Educ* 51(1):60–75, 1980; Tinto, *Rev Educ Res* 45(1):89–125, 1975) by conceptualizing persistence as student flow within and between institutions; and offers a conceptual tool for policy makers seeking to improve college completion.

Harrington, James R.; Munoz, Jose; Curs, Bradley R.; Ehlert, Mark (2016):

Examining the Impact of a Highly Targeted State Administered Merit Aid Program on Brain Drain. Evidence from a Regression Discontinuity Analysis of Missouri's Bright Flight Program.

In: *Research in Higher Education* 57 (4), S. 423–447. DOI: 10.1007/s11162-015-9392-9.

Abstract:

College affordability continues to be a top concern among prospective students, their families, and policy makers. Prior work has demonstrated that a significant share of prospective students forgo financial aid because they did not complete the Free Application for Federal Student Aid (FAFSA); recent federal policy efforts have focused on supporting students and their families to successfully file the FAFSA. Despite the fact that students must refile the FAFSA every year to maintain their aid eligibility, there are many fewer efforts to help college students renew their financial aid each year. While prior research has documented the positive effect of financial aid on persistence, we are not aware of previous studies that have documented the rate at which freshman year financial aid recipients successfully refile the FAFSA, particularly students who are in good academic standing and appear well-poised to succeed in college. The goal of our paper is to address this gap in the literature by documenting the rates and patterns of FAFSA renewal. Using the Beginning Postsecondary Students Longitudinal Study, we find that roughly 16 % of freshmen Pell Grant recipients in good academic standing do not refile a FAFSA for their sophomore year. Even among Pell Grant recipients in good academic standing who return for sophomore year, nearly 10 % do not refile a FAFSA. Consequently, we estimate that these non-refilers are forfeiting \$3,550 in federal student aid that they would have received upon successful FAFSA refiling. Failure to refile a FAFSA is strongly associated

with students dropping out later in college and not earning a degree within six years. These results suggest that interventions designed to increase FAFSA refiling may be an effective way to improve college persistence for low-income students.

Hatch, Deryl K.; Bohlig, E. Michael (2016):

An Empirical Typology of the Latent Programmatic Structure of Community College Student Success Programs.

In: *Research in Higher Education* 57 (1), S. 72–98. DOI: 10.1007/s11162-015-9379-6.

Abstract:

The definition and description of student success programs in the literature (e.g., orientation, first-year seminars, learning communities, etc.) suggest underlying programmatic similarities. Yet researchers to date typically depend on ambiguous labels to delimit studies, resulting in loosely related but separate research lines and few generalizable findings. To demonstrate whether or how certain programs are effective there is need for more coherent conceptualizations to identify and describe programs. This is particularly problematic for community colleges where success programs are uniquely tailored relative to other sectors. The study's purpose is to derive an empirical typology of community college student success programs based on their curricular and programmatic features. Data come from 1047 success programs at 336 U.S.-based respondents to the Community College Institutional Survey. Because programs might be characterized by their focus in different curricular areas and combinations of foci, we used factor mixture modeling, a hybrid of factor analysis and latent class analysis, which provides a model-based classification method that simultaneously accounts for dimensional and categorical data structures. Descriptive findings revealed extensive commonalities among nominal program types. Inferential analysis revealed five factors (types) of program elements, combined in unique ways among four latent program types: success skills programs, comprehensive programs, collaborative academic programs, and minimalist programs. We illustrate how the typology deconstructs nominal categories, may help unify different bodies of research, and affords a common framework and language for researchers and practitioners to identify and conceptualize programs based on what they do rather than by their names.

Hathcoat, John D.; Penn, Jeremy D.; Barnes, Laura L. B.; Comer, Johnathan C. (2016):

A Second Dystopia in Education. Validity Issues in Authentic Assessment Practices.

In: *Research in Higher Education* 57 (7), S. 892–912. DOI: 10.1007/s11162-016-9407-1.

Abstract:

Authentic assessments used in response to accountability demands in higher education face at least two threats to validity. First, a lack of interchangeability between assessment tasks introduces bias when using aggregate-based scores at an institutional level. Second, reliance on written products to capture constructs such as critical thinking (CT) may introduce construct-irrelevant variance if score variance reflects written communication (WC) skill as well as variation in the construct of interest. Two studies investigated these threats to validity. Student written responses to faculty in-class assignments were sampled from general education courses within an institution. Faculty raters trained to use a common rubric than rated the students' written papers. The first study used hierarchical linear modeling to estimate the magnitude of between-assignment variance in CT scores among 343 student-written papers nested within 18 assignments. About 18 % of the total CT variance was attributed to differences in average CT scores indicating that assignments were not interchangeable. Approximately 47 % of this between-assignment variance was predicted by the extent to which the assignments requested students to demonstrate their own perspective. Thus aggregating CT scores across students and assignments could bias the scores up or down depending on the characteristics of the assignments, particularly perspective-taking. The second study used exploratory factor analysis and squared partial correlations to estimate the magnitude of construct-irrelevant variance in CT scores. Student papers were rated for CT by one group of faculty and for WC by a different group of faculty. Nearly 25 % of the variance in CT scores was attributed to differences in WC scores. Score-based interpretations of CT may need to be delimited if observations are solely obtained through written products. Both studies imply a need to gather additional validity evidence in authentic assessment practices before this strategy is widely adopted among institutions of higher education. Authors also address misconceptions about standardization in authentic assessment practices.

Horn, Aaron S.; Lee, Giljae (2016):

The Reliability and Validity of Using Regression Residuals to Measure Institutional Effectiveness in Promoting Degree Completion.

In: *Research in Higher Education* 57 (4), S. 469–496. DOI: 10.1007/s11162-015-9394-7.

Abstract:

A relatively simple way of measuring institutional effectiveness in relation to degree completion is to estimate the difference between an actual and predicted graduation rate, but the reliability and validity of this method have not been thoroughly examined. Longitudinal data were obtained from IPEDS for both public and private not-for-profit 4-year institutions ($n = 1496$). Hierarchical panel regression was used to predict 4- and 6-year graduation rates based on structural, demographic, financial, and contextual attributes. A direct effects model yielded effectiveness scores that were highly correlated between consecutive data years ($r = 0.65\text{--}0.80$), which indicated acceptable to good test–retest reliability. A test of convergent validity indicated that effectiveness scores were positively associated with students' perceptions of a supportive campus environment ($r = 0.32\text{--}0.45$). A test of discriminant validity revealed relatively small correlations between effectiveness scores and institutional attributes, such as educational expenditures ($r = 0.07\text{--}0.16$). The modeling of interaction effects in relation to institutional type marginally improved the validity of effectiveness scores among public but not private institutions. The results suggest that correct model specification can yield residual scores that reliably and validly measure institutional effectiveness in promoting timely degree completion.

Horta, Hugo; Santos, Joao M. (2016):

The Impact of Publishing During PhD Studies on Career Research Publication, Visibility, and Collaborations.

In: *Research in Higher Education* 57 (1), S. 28–50. DOI: 10.1007/s11162-015-9380-0.

Abstract:

This study analyzes the impact that publishing during the period of PhD study has on researchers' future knowledge production, impact, and co-authorship. The analysis is based on a representative sample of PhDs from all fields of science working in Portugal. For each researcher in the dataset, we compiled a lifetime publication record and respective meta-data retrieved from Thomson Reuters Web of Science. Our results extend the previous literature by showing that those who publish during their PhD have greater research production and productivity, and greater numbers of yearly citations and citations throughout their career compared to those who did not publish during their PhD. Moreover, it is found that those who publish during their PhD are more adept to publish single-authored publications and engage in publications with peers based abroad, thus suggesting both higher levels of scientific autonomy and international collaboration dynamics.

Ihme, Toni A.; Sonnenberg, Katharina; Barbarino, Maria-Luisa; Fisseler, Bjoern; Stuermer, Stefan (2016):

How University Websites' Emphasis on Age Diversity Influences Prospective Students' Perception of Person-Organization Fit and Student Recruitment.

In: *Research in Higher Education* 57 (8), S. 1010–1030. DOI: 10.1007/s11162-016-9415-1.

Abstract:

Despite of the popularity of emphasizing diversity information on university websites surprisingly little is known about if how and why diversity recruitment strategies actually affect students' enrollment decisions. To gain insight into this question this paper introduces and tests a model applying general social psychological theorizing to the relationships that older university applicants may form with a potential future university. Study 1 ($N = 172$), a web-based scenario experiment, confirmed the model's assumption that emphasizing diversity in terms of students' age increases perceived person-organization fit through consolidating anticipation of organization-based respect and pride. Study 2 ($N = 195$), a naturalistic field study among actual university applicants, replicated this mediational model. Importantly, including alternative predictors of applicants' enrollment decisions in the model (e.g., personal goals for studying) did not change this picture. An additional follow-up after 3 months ($N = 62$) also secured evidence for the proposed model's predictive power with regard to participants' actual enrollment. Practical and theoretical implications of these findings for university recruitment strategies are discussed.

Jaquette, Ozan; Parra, Edna (2016):

The Problem with the Delta Cost Project Database.

In: *Research in Higher Education* 57 (5), S. 630–651. DOI: 10.1007/s11162-015-9399-2.

Abstract:

The Integrated Postsecondary Education System (IPEDS) collects data on Title IV institutions. The Delta Cost Project (DCP) integrated data from multiple IPEDS survey components into a public-use longitudinal dataset. The DCP Database was the basis for dozens of journal articles and a series of influential policy reports. Unfortunately, a flaw in the construction of the DCP Database may make it inappropriate for particular analyses. Specifically, the DCP Database often collapsed data from state systems, which consist of multiple Title IV institutions, into a single observation. For example, the University of Texas-Austin observation contained data from all Title IV Institutions in the UT system (e.g. UT-Dallas, UT-Brownsville). This research note investigates how many institutions were affected by this problem, identifies the extent to which published research used the DCP Database in potentially inappropriate ways, and conducts selected analyses to understand whether the problem can affect empirical results. Results show that the problem was concentrated in the public sector but only affected a small proportion of public institutions. However, analyses suggested that this problem can substantively affect empirical results. Therefore, we argue that the DCP Database should not be used to analyze public institutions. We conclude by discussing the creation of alternative databases.

Kim, Young K.; Lundberg, Carol A. (2016):

A Structural Model of the Relationship Between Student-Faculty Interaction and Cognitive Skills Development Among College Students.

In: *Research in Higher Education* 57 (3), S. 288–309. DOI: 10.1007/s11162-015-9387-6.

Abstract:

Using structural equation modeling, this study attempted to untangle the underlying mechanisms among student–faculty interaction, classroom engagement, and cognitive skills development by examining the role played by students’ academic self-challenge and sense of belonging on the relationships among the variables. The study utilized data from the 2010 University of California Undergraduate Experience Survey and a sample of 5169 senior students across 10 campuses. This study found that student–faculty interaction is related to greater levels of classroom engagement, which in turn facilitates students’ cognitive skills development and that students’ academic self-challenge and sense of belonging mediate the relationship between faculty interaction and classroom engagement. Thus, the findings suggest that the pathways from student–faculty interaction to a desired college outcome seem more complex than those hypothesized in traditional college impact theories or models. The study discusses the theoretical and practical implications of the findings.

Klevan, Sarah; Weinberg, Sharon L.; Middleton, Joel A. (2016):

Why the Boys are Missing. Using Social Capital to Explain Gender Differences in College Enrollment for Public High School Students.

In: *Research in Higher Education* 57 (2), S. 223–257. DOI: 10.1007/s11162-015-9384-9.

Abstract:

In 1960, over 60 % of bachelor degrees were awarded to men. However, the rate of women’s college completion has steadily risen and, by 2004, women received nearly 60 % of bachelor degrees. Drawing on the theoretical contributions of James Coleman, this paper examines the ability of social capital to explain observed differences in college enrollment. We use data from the 2002 Educational Longitudinal Study to examine social capital and quantify the strength of its relationship to college enrollment. We establish that men are currently disadvantaged with respect to key social capital variables, consistent with other published studies. We use logistic regression modeling to show that, after controlling for relevant variables, social capital is indeed related to college enrollment, and we provide an estimate of the degree to which the gender difference in enrollment can be explained by differences in social capital. In particular, we show that social capital reduces the odds ratio of women enrolling in college compared to men from 1.63 to 1.41. We show also that when grade point average is added to social capital, the odds ratio reduces from 1.41 to 1.23, showing that a substantial amount, but not all, of the gender disparity in college enrollment can be explained by these factors. In our final model, we test whether gender significantly interacts with social capital on college enrollment, a finding that would be consistent with

women receiving differential returns to social capital. We find that women do not receive differential returns to social capital in comparison with men.

Kopko, Elizabeth M.; Crosta, Peter M. (2016):

Should Community College Students Earn an Associate Degree Before Transferring to a 4-Year Institution?

In: *Research in Higher Education* 57 (2), S. 190–222. DOI: 10.1007/s11162-015-9383-x.

Abstract:

Using data on over 41,000 students in one state who entered community college before transferring to a 4-year institution, this study examines the following question: Are community college students who earn an associate degree before transferring to a 4-year college more likely to earn a bachelor's degree? Due to the causal nature surrounding this question we employ several strategies to minimize selection bias, including the use of propensity score matching. Analysis reveals large, positive apparent impacts of earning the transfer-oriented associate degrees (i.e., Associate in Arts and Associate in Science) on the probability of earning a bachelor's degree within 6 years. We do not find any apparent impacts associated with earning one of the workforce-oriented degrees (i.e., Associate in Applied Science) that are awarded by programs typically designed for direct labor market entry. This is an important distinction, as all associate degrees are not equal in their potential impacts on future baccalaureate completion.

LaSota, Robin R.; Zumeta, William (2016):

What Matters in Increasing Community College Students' Upward Transfer to the Baccalaureate Degree. Findings from the Beginning Postsecondary Study 2003-2009.

In: *Research in Higher Education* 57 (2), S. 152–189. DOI: 10.1007/s11162-015-9381-z.

Abstract:

This research uses the nationally representative Beginning Postsecondary Study: 2003–2009 to investigate the relative significance in upward transfer of individual and institutional factors for different groups of students, considering their state policy contexts of variable support for improved articulation and transfer between 2-year and baccalaureate-granting colleges. Layered analyses of hierarchical generalized linear model population-average results found that a few community college characteristics and state transfer policy components (such as a state articulation policy, cooperative articulation agreements, transfer data reporting, etc.) demonstrated a statistically significant association with individual upward transfer probability within 6 years of community college entry. Student characteristics found to be influential and positive for increasing upward transfer probability included: having an intention for upward transfer at entry, attending primarily full-time, working between 1 and 19 h per week (not more or less), and declaring a transfer-oriented major in STEM (science, technology, engineering, or mathematics), Arts and Social/Behavioral Sciences, or Education.

Le Vi-Nhuan; Mariano, Louis T.; Faxon-Mills, Susannah (2016):

Can College Outreach Programs Improve College Readiness? The Case of the College Bound, St. Louis Program.

In: *Research in Higher Education* 57 (3), S. 261–287. DOI: 10.1007/s11162-015-9385-8.

Abstract:

In the past decade, there has been a proliferation of community- and school-based college readiness programs designed to increase the participation of students who have traditionally been underrepresented in higher education. However, few of these college readiness programs have been empirically evaluated. This study examines the impact of one such intervention, the College Bound, St. Louis (CB) program. Using propensity weighting and doubly robust modeling, we found CB participants were more likely to reach proficiency on the End of Course exams, to obtain at least a B grade in a number of foundational college courses, to take more AP or honors courses, and to attend a 4-year postsecondary institution than similarly situated non-participants. Future directions for evaluating similar college readiness programs are discussed.

Lin, Eric S.; Chiu, Shih-Yung (2016):

Does Holding a Postdoctoral Position Bring Benefits for Advancing to Academia?

In: *Research in Higher Education* 57 (3), S. 335–362. DOI: 10.1007/s11162-015-9388-5.

Abstract:

Postdoc is a special transitional position for those with a doctoral degree and is usually regarded as an investment to accumulate the additional human and social capital needed to facilitate future job searches or to add to an academic reserve army of unemployed PhDs. Given the prevalence of postdoctoral positions nowadays, it is crucial to explore the role played by postdoctoral participation in the post-PhD labor market. By taking advantage of a comprehensive data set from the National Profiles of Human Resources in Science and Technology in Taiwan, we first explore several characteristics associated with the choice of a postdoctoral position for newly-minted doctoral degree holders, such as age, discipline or the time taken to complete the degree. It is found that older doctorates have a lower probability of taking up a postdoctoral position, and a longer elapsed time to the PhD degree is less likely to result in a postdoctoral position. The postdoctoral engagement also hinges on the field of study, implying that those majoring in Science tend to engage in postdoctoral work more than those majoring in Social Science. The control function approach is utilized to address the possible endogenous decision of postdoctoral experience when estimating the effects of postdoctoral positions on the current career choices between academic and non-academic jobs. The empirical results suggest that engaging in postdoctoral positions could increase the probability of advancing to the academic sector by about 6.1 %. The heterogeneous effects of gender, major and cohort in regard to the postdoctoral experience are also found by splitting the data. In particular, gaining postdoctoral experience does help males engineering majors and older cohorts obtain jobs in academia. Moreover, we experiment with several groupings for the definition of being awarded an academic position and obtain very robust empirical results.

Melguizo, Tatiana; Bos, Johannes M.; Ngo, Federick; Mills, Nicholas; Prather, George (2016):

Using a Regression Discontinuity Design to Estimate the Impact of Placement Decisions in Developmental Math.

In: *Research in Higher Education* 57 (2), S. 123–151. DOI: 10.1007/s11162-015-9382-y.

Abstract:

This study evaluates the effectiveness of math placement policies for entering community college students on these students' academic success in math. We estimate the impact of placement decisions by using a discrete-time survival model within a regression discontinuity framework. The primary conclusion that emerges is that initial placement in a lower-level course increases the time until a student at the margin completes the higher-level course they were not assigned to by about a year on average but in most cases, after this time period, the penalty was small and not statistically significant. We found minor differences in terms of degree applicable and degree transferable credit accumulation between students placed initially in the lowerlevel course.

Museus, Samuel D.; Zhang, Duan; Kim, Mee Joo (2016):

Developing and Evaluating the Culturally Engaging Campus Environments (CECE) Scale. An Examination of Content and Construct Validity.

In: *Research in Higher Education* 57 (6), S. 768–793. DOI: 10.1007/s11162-015-9405-8.

Abstract:

The purpose of the current examination was to develop a scale to measure campus environments and their impact on the experiences and outcomes of diverse student populations. The Culturally Engaging Campus Environments (CECE) Scale was designed to measure the nine elements of college environments that foster success among diverse populations. Authors utilize a variety of techniques to examine the content and construct validity of the CECE Scale using a sample of 499 undergraduates across three institutions. Results indicate that the CECE Scale exhibits a high level of content and construct validity and could be a useful tool for measuring campus environments and their impact on student experiences and outcomes. Implications for future research and practice are discussed.

Poldin, Oleg; Valeeva, Diliara; Yudkevich, Maria (2016):

Which Peers Matter. How Social Ties Affect Peer-group Effects.

In: *Research in Higher Education* 57 (4), S. 448–468. DOI: 10.1007/s11162-015-9391-x.

Abstract:

We study how the achievements of university students are influenced by the characteristics and achievements of peers in individuals' social networks. Defining peer group in terms of friendship and study partner ties enables us to apply a network regression model and thereby disentangle the influence of peers' performance from that of peers' background. We find significant positive peer effects via the academic achievements of friends and study partners. Students' grades increase with the abilities of study partners, who may or may not also be friends; no such effect is observed for friends who are not also study partners. Additionally, the effects of the abilities of other classmates are found to be insignificant. The results support the claim that peer influence acts mainly through knowledge-sharing channels between students who are connected by social ties.

Robinson, Karen Jeong; Roksa, Josipa (2016):

Counselors, Information, and High School College-Going Culture. Inequalities in the College Application Process.

In: *Research in Higher Education* 57 (7), S. 845–868. DOI: 10.1007/s11162-016-9406-2.

Abstract:

While socioeconomic inequality in postsecondary outcomes is well documented, limited research explores the extent to which seeing a high school counselor can help to reduce inequality in college destinations. In particular, previous research rarely considers the high school context in which counselors and students interact as well as the other sources of social and cultural capital available to students. Using the Educational Longitudinal Study (ELS: 2002), we find that seeing a counselor plays a significant role in predicting application to college, and while this relationship is attenuated, it remains strong even net of other sources of information. Moreover, the relationship between seeing a high school counselor and whether and where students apply to college is largely similar across high school contexts, with some indication that high school counselors may be most relevant in schools with moderate college-going culture. Finally, presented analyses provide insights regarding the extent to which different factors contribute to socioeconomic inequality in the college application process.

Rockenbach, Alyssa N.; Riggers-Piehl, Tiffani A.; Garvey, Jason C.; Lo, Marc A.; Mayhew, Matthew J. (2016):

The Influence of Campus Climate and Interfaith Engagement on Self-Authored Worldview Commitment and Pluralism Orientation Across Sexual and Gender Identities.

In: *Research in Higher Education* 57 (4), S. 497–517. DOI: 10.1007/s11162-015-9395-6.

Abstract:

This study examined the extent to which LGBT students were oriented toward pluralism and self-authored worldview commitment, as well as the conditional effects of campus climate and interfaith engagement on pluralism and worldview commitment by sexual orientation and gender identity. Drawing on data from 13,776 student respondents to the Campus Religious and Spiritual Climate Survey at 52 institutions, results indicated the positive role of LGBT identity status in relation to self-authored worldview commitment and pluralism orientation, as well as the differential effects of some aspects of campus climate in shaping pluralism and commitment among LGB students relative to heterosexual students. Implications are discussed.

Rosenbaum, James E.; Becker, Kelly Iwanaga; Cepa, Kennan A.; Zapata-Gietl, Claudia E. (2016):

Turning the Question Around. Do Colleges Fail to Meet Students' Expectations?

In: *Research in Higher Education* 57 (5), S. 519–543. DOI: 10.1007/s11162-015-9398-3.

Abstract:

Research often focuses on how students fail to meet college expectations, but it rarely asks how colleges fail to meet students' expectations. This study examines students' expectations of college and their institutional confidence—their level of certainty that college will meet their expectations. Drawing on 65 pilot interviews and a survey of 757 students in eight community colleges and two private occupational colleges, we find that students have three expectations about college. However, students do not express confidence that college will meet these expectations. Students expect college to provide: (1) dependable progress to credentials, (2) relevant courses, and (3) job contacts. Factor analyses confirm that ten survey items load onto the three components of institutional confidence expressed in the interviews. Using structural equation modeling, we investigate how institutional confidence varies by college program and its relationship to students' overall college evaluations. Within 2-year colleges, we find that students in two occupational programs express more confidence that college provides relevant courses and employer contacts than students in BA transfer programs. Further, we find that students' institutional confidence that college provides relevant courses mediates much of the relationship between college program and students' overall college evaluation. We speculate about ways college programs may improve students' institutional confidence and their evaluation of college.

Sax, Linda J.; Kanny, M. Allison; Jacobs, Jerry A.; Whang, Hannah; Weintraub, Dayna S.; Hroch, Amber (2016):

Understanding the Changing Dynamics of the Gender Gap in Undergraduate Engineering Majors. 1971-2011.

In: *Research in Higher Education* 57 (5), S. 570–600. DOI: 10.1007/s11162-015-9396-5.

Abstract:

In this paper we examine the level and determinants of entering college students' plans to major in engineering. While the overall level of interest in engineering has fluctuated between 1971 and 2011, a very large gender gap in freshman interest remains. We find that the percent of first-year women who plan to major in engineering is roughly the same today as in the early 1980s. We estimated the impact of predictor variables for five time points: 1976, 1986, 1996, 2006 and 2011. Independent variables were grouped into eight categories: personal inputs, background characteristics, learning experiences, self-efficacy, outcome expectations, interests, contextual influences, and choice goals. We present the findings in terms of those variables that have a consistent effect on the gender gap over time, and those whose effects vary over time.

Schudde, Lauren; Scott-Clayton, Judith (2016):

Pell Grants as Performance-Based Scholarships? An Examination of Satisfactory Academic Progress Requirements in the Nation's Largest Need-Based Aid Program.

In: *Research in Higher Education* 57 (8), S. 943–967. DOI: 10.1007/s11162-016-9413-3.

Abstract:

The Federal Pell Grant Program is the nation's largest need-based grant program. While students' initial eligibility for the Pell is based on financial need, renewal is contingent on meeting minimum academic standards similar to those in models of performance-based scholarships, including a grade point average (GPA) requirement and ratio of credits completed compared to those attempted. In this study, we describe federal satisfactory academic progress (SAP) requirements and illustrate the policy's implementation in a statewide community college system. Using state administrative data, we demonstrate that a substantial portion of Pell recipients are at risk for Pell ineligibility due to their failure to meet SAP GPA or credit completion requirements. We then leverage the GPA component of the policy to explore the impacts of failure to meet standards on early college persistence and achievement, earning a credential, and transferring to a 4-year college using two methodological approaches: regression discontinuity (RD) and difference-in-differences (DD). Our results across the two approaches are mixed, with the RD providing null estimates and the DD indicating statistically significant impacts, including a negative effect on early college persistence. We conclude by discussing the implications for future research.

Shafaei, Azadeh; Abd Razak, Nordin (2016):

International Postgraduate Students' Cross-Cultural Adaptation in Malaysia. Antecedents and Outcomes.

In: *Research in Higher Education* 57 (6), S. 739–767. DOI: 10.1007/s11162-015-9404-9.

Abstract:

This study develops and empirically tests a conceptual model capturing the factors impacting students' cross-cultural adaptation and the outcomes resulting from such adaption. Data were obtained from a sample of international postgraduate students from six Malaysian public universities using a structured questionnaire. Structural equation modelling using SmartPLS was utilised to analyse the data. The results indicate that amongst the antecedent variables (i.e. the individual and situational factors); only two relationships are not significantly supported; (a) media usage to psychological adaptation; and (b) attachment attitude to sociocultural adaptation. All the other relationships in the proposed model are significantly supported. The findings of the study further support significant and positive influence of psychological and sociocultural adaptations of international postgraduate students on their perceived psychological well-being and perceived academic satisfaction and ultimately on positive word of mouth in recommending the host country's educational institutions to others. The findings of this study provide insights into the Malaysian higher education policymakers especially those associated with expanding market potential as well as university administrators to manage the changes and accommodate the needs of international students in order to retain and attract more international students. This paper also elaborates the theoretical, empirical, practical and managerial implications of the findings of the study.

Shamsuddin, Shomon (2016):

Berkeley or Bust? Estimating the Causal Effect of College Selectivity on Bachelor's Degree Completion.

In: *Research in Higher Education* 57 (7), S. 795–822. DOI: 10.1007/s11162-016-9408-0.

Abstract:

Many students enroll in less selective colleges than they are qualified to attend, despite low graduation rates at these institutions. Some scholars have argued that qualified students should enroll in the most selective colleges because they have greater resources to support student success. However, selective college attendance is endogenous, so student outcomes could be due to individual ability, not institutional characteristics. Previous work on college selectivity has focused on the earnings effects of attending elite private universities, overlooking both college graduation impacts and the public institutions that educate most students. I estimate the effect of selective colleges on the probability of bachelor's degree completion using a restricted-access national dataset and an instrumental variables approach to address the endogeneity of college choice. I find that a 100-point increase in the average SAT score for admitted students is associated with an increase in the probability of graduation by 13 percentage points. In addition, I find suggestive evidence that enrolling in a selective public college has a positive effect on degree completion. The results are robust to a series of sensitivity tests and alternate specifications. The findings suggest strong benefits to enrolling in the most selective colleges that students are qualified to attend and have important implications for decisions to pursue postsecondary education in the face of high student loan debt.

Su, Xuhong; Bozeman, Barry (2016):

Family Friendly Policies in STEM Departments. Awareness and Determinants.

In: *Research in Higher Education* 57 (8), S. 990–1009. DOI: 10.1007/s11162-016-9412-4.

Abstract:

Focused on academic departments in science, technology, engineering, and mathematics (STEM) fields in the United States, we attempt to map department chairs' awareness of family friendly policies and investigate possible determinants of their knowledge levels. Based on a sample of STEM department chairs in American research universities, we find that chairs only have limited knowledge of family friendly policies and face different incentives and constraints in pursuing more. Chairs prove more committed to family friendly policies if departments embrace a diversity strategy. Those aspiring to move up in the administrative hierarchy are more likely to champion policies of unpaid family leave, spousal hiring assistance and workload reduction for family reasons, whereas female chairs advocate more of family leave and onsite childcare policies.

Departments self-assessed with less desirable status prove more knowledgeable about spousal employment assistance policy. We call for contingent understanding of family friendly policies and conclude the study by discussing research implications and developing policy recommendations.

Wang, Xueli (2016):

Course-Taking Patterns of Community College Students Beginning in STEM. Using Data Mining Techniques to Reveal Viable STEM Transfer Pathways.

In: *Research in Higher Education* 57 (5), S. 544–569. DOI: 10.1007/s11162-015-9397-4.

Abstract:

This research focuses on course-taking patterns of beginning community college students enrolled in one or more non-remedial science, technology, engineering, and mathematics (STEM) courses during their first year of college, and how these patterns are mapped against upward transfer in STEM fields of study. Drawing upon postsecondary transcript data, collected as part of the Beginning Postsecondary Students Longitudinal Study (BPS:04/09), this study takes advantage of data mining techniques that, although underutilized in higher education research, are powerful and appropriate analytical tools for investigating complex transcript data. Thus, focusing on a pivotal yet extremely understudied topic dealing with postsecondary STEM education and pathways, this study offers new insight into course and program features that contribute to efficient and effective academic STEM pathways for community college students.

Wolbring, Tobias; Treischl, Edgar (2016):

Selection Bias in Students' Evaluation of Teaching Causes of Student Absenteeism and Its Consequences for Course Ratings and Rankings.

In: *Research in Higher Education* 57 (1), S. 51–71. DOI: 10.1007/s11162-015-9378-7.

Abstract:

Systematic sampling error due to self-selection is a common topic in methodological research and a key challenge for every empirical study. Since selection bias is often not sufficiently considered as a potential flaw in research on and evaluations in higher education, the aim of this paper is to raise awareness for the topic using the case of students' evaluations of teaching (SET). First, we describe students' selection decisions at different points of their studies and elaborate potential biases which they might cause for SET. Then we empirically illustrate the problem and report findings from a design with two measurement points in time showing that approximately one third of the students do not attend class at the second time of measurement, when the regular SET takes place. Furthermore, the results indicate that the probability of absenteeism is influenced by course quality, students' motivation, course topic, climate among course participants, course- and workload, and timing of the course. Although data are missing not at random, average ratings do not strongly change after adjusting for selection bias. However, we find substantial changes in rankings based on SET. We conclude from this that, at least as regards selection bias, SET are a reliable instrument to assess quality of teaching at the individual level but are not suited for the comparison of courses.

Wolniak, Gregory C.; Wells, Ryan S.; Engberg, Mark E.; Manly, Catherine A. (2016):

College Enhancement Strategies and Socioeconomic Inequality.

In: *Research in Higher Education* 57 (3), S. 310–334. DOI: 10.1007/s11162-015-9389-4.

Abstract:

The study provides new information on the relationships between students' socioeconomic backgrounds, utilization of college enhancement strategies, and subsequent 4-year college enrollment. Enhancement strategies represent student behaviors used to bolster the competitiveness of a college application, such as Advanced Placement exams and a variety of extracurricular activities. By drawing on two national datasets that span the 1990s (NELS) and the 2000s (ELS), the study uncovers how these relationships have changed during a period marked by escalating demand for college and growing class inequality. The findings provide partial evidence of class adaptation (Alon in *Am Soc Rev* 74:731–755, 2009) based on the combination of increased use of multiple enhancement strategies ("high overall use") among higher SES students and

increased influence of high overall enhancement strategy use in predicting college enrollment, particularly selective college enrollment. Implications are discussed in terms of the higher education system and pervasive social inequality.

Xu, Yonghong Jade (2016):

Aspirations and Application for Graduate Education. Gender Differences in Low-Participation STEM Disciplines.

In: *Research in Higher Education* 57 (8), S. 913–942. DOI: 10.1007/s11162-016-9411-5.

Abstract:

Past research has established educational aspiration as an important factor leading to future planning and academic attainment, but there is a lack of scholarly attention to the role of educational aspiration in the pursuit of graduate education. Using a recent nationally representative sample of college graduates, this study examines educational aspiration of college graduates in STEM majors and focuses on gender-based differences in the pursuit of advanced degrees in order to better understand the factors underlying the underrepresentation of women in their low-participation disciplines. Multinomial logit analysis is conducted to identify the factors that contribute to educational aspirations, graduate school application, and gender-based differences therein. The major findings are that (1) educational aspiration is a strong and important mediator to college graduates' pursuit of continuing education; (2) female students are more sensitive to socio-psychological influences from significant others in developing educational aspirations; (3) given the aspiration for graduate education, women's applications to graduate school is influenced strongly by family and financial factors. Potential policy recommendations are discussed based on the findings of the study.

Zhang, Liang; Bao, Wei; Sun, Liang (2016):

Resources and Research Production in Higher Education. A Longitudinal Analysis of Chinese Universities, 2000-2010.

In: *Research in Higher Education* 57 (7), S. 869–891. DOI: 10.1007/s11162-016-9410-6.

Abstract:

In this study we examined the resource–research relationship at China's research universities. The stochastic frontier production function was employed in analyses of a panel data set on a group of the most research-intensive universities in China from 2000 to 2010. Results suggested overall tight relationships between various resources (including human resources, research expenditures, and research equipment) and research publications. Distinct patterns emerged when research publications were disaggregated by fields [i.e., science and engineering (SE) vs. non-science and engineering (non-SE)] and publishing venues (i.e., domestic vs. international journals). Research publications in SE, especially those published in international journals, depended heavily on all three resources, while research in non-SE depended more on human resources. In addition, results suggested that research in SE had shifted its focus from domestic to international publications during this period.

Errata

Klevan, Sarah; Weinberg, Sharon L.; Middleton, Joel A. (2016):

Why the Boys are Missing. Using Social Capital to Explain Gender Differences in College Enrollment for Public High School Students (vol 57, pg 223, 2016).

[Erratum]. In: *Research in Higher Education* 57 (2), S. 258–259. DOI: 10.1007/s11162-015-9393-8.

Abstract:

In the original publication, in two instances (in the abstract and the discussion) numerical results were submitted and published incorrectly. [...]

Review of Higher Education, The (39/40) 2016

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Original Articles

Chen, Angela Chuan-Ru; Rhoads, Robert A. (2016):

Undocumented Student Allies and Transformative Resistance. An Ethnographic Case Study.

In: *Review of Higher Education* 39 (4), S. 515–542. DOI: 10.1353/rhe.2016.0033.

Abstract:

This article examines staff and faculty allies working to help meet the needs of undocumented students at a large research university in the western region of the U.S. Drawing on scholarly work rooted in critical race theory and ethnic studies, the authors highlight forms of transformative resistance. They focus on four key findings: 1) student activism as a catalyst for staff and faculty engagement, 2) confronting contradictions and raising consciousness, 3) developing more supportive policies and programs, and 4) collaborating with organizations and communities beyond the university.

Dirks, Doris Andrea (2016):

Transgender People at Four Big Ten Campuses. A Policy Discourse Analysis.

In: *Review of Higher Education* 39 (3), S. 371–393. DOI: 10.1353/rhe.2016.0020.

Abstract:

This article examines the language used to discuss transgender people on university campuses. This study asks how, despite seemingly benefitting transgender people, the discourses carried by the documents that discuss trans people may actually undermine the intended goals of policy initiatives. For example, a report on the status of transgender people may use language depicting them as vulnerable or as disabled, even as it strives to make the university more welcoming to trans individuals. Understanding how language has been used to describe transgender people on university campuses may help institutions reflect on how to reframe equity work to become more inclusive of trans people.

English, David; Umbach, Paul D. (2016):

Graduate School Choice. An Examination of Individual and Institutional Effects.

In: *Review of Higher Education* 39 (2), 173–211. DOI: 10.1353/rhe.2016.0001.

Abstract:

Using the 2000/01 Baccalaureate & Beyond Longitudinal Study (B&B:00/01), this paper employs multilevel modeling to test a conceptual model of graduate school choice that draws significantly from human capital theory while incorporating the salient concepts of cultural and social capital. The model posits that the graduate school choice process is comprised of three nested phases. First, an individual develops an aspiration for graduate-level education; next, the student submits applications to graduate schools, and thirdly, the student enrolls in a graduate program. Dependent students who obtained high undergraduate grade point averages majored in the humanities, social or behavioral sciences, mathematics, or life and physical sciences, and attended a master's or doctoral institution were most likely to aspire to, apply for, and enroll in graduate school. This study also found that, when controlling for all other variables in the models, Hispanic students are more likely to aspire to and apply for graduate school, and African-American students are more likely to aspire to, apply for, and enroll in graduate school than white students. A key variable of interest, undergraduate indebtedness, does not affect graduate school choice when accounting for all other variables in the model.

Fuller, Matthew B.; Skidmore, Susan T.; Bustamante, Rebecca M.; Holzweiss, Peggy C. (2016):

Empirically Exploring Cultures of Assessment in Higher Education.

In: *Review of Higher Education* 39 (3), S. 395–429. DOI: 10.1353/rhe.2016.0022.

Abstract:

Although touted as beneficial to student learning, cultures of assessment have not been examined adequately using validated instruments. Using data collected from a stratified, random sample (N = 370) of U.S. institutional research and assessment directors, the models tested in this study provide empirical support for the value of using the Administrators' Survey of Assessment Cultures as an assessment tool. The resulting first order model provided good fit statistics and included five factors: a) Faculty Perceptions, b) Use of Data, c) Sharing, d) Compliance or Fear Motivators, and e) Normative Purposes for Assessment. Internal consistency estimates were also good (Cronbach's $\alpha = .792$ to $.922$). Use of the Schmid-Leiman solution afforded further support for the higher order factor, Culture of Assessment. Predictive discriminant analysis correctly classified the majority of the respondents (80.7%) as belonging to a student learning or accreditation group based on the linear classification scores. Implications for assessment leadership, practice, and future research are offered.

Garcia, Gina A. (2016):

Complicating a Latina/o-serving Identity at a Hispanic Serving Institution.

In: *Review of Higher Education* 40 (1), S. 117–143. DOI: 10.1353/rhe.2016.0040.

Abstract:

As institutions not founded to "serve" Latina/o students, Hispanic Serving Institutions (HSIs) are criticized for solely being "Hispanic-enrolling," with access and graduation rates being hypothesized as indicators of an organizational identity for HSIs. Drawing from a case study with 88 participants, the purpose of this investigation was to complicate what it means to be Latina/o-serving by listening to the way students, faculty, and administrators at a four-year HSI construct their Latina/o-serving identity. Findings show that members made sense of their organizational identity through an expression of values and processes for sustaining and enhancing the culture and education of Latina/o students.

Giani, Matt S. (2016):

Are all Colleges Equally Equalizing? How Institutional Selectivity Impacts Socioeconomic Disparities in Graduates' Labor Outcomes.

In: *Review of Higher Education* 39 (3), S. 431–461. DOI: 10.1353/rhe.2016.0013.

Abstract:

The purpose of this study is to examine the extent to which the magnitude of disparities in the labor market outcomes of college graduates stemming from socioeconomic background varies according to institutional selectivity. The data used for the study are drawn from the National Center for Education Statistics' Education Longitudinal Study of 2002, which followed a 2002 cohort of high school sophomores for ten years. The results suggest that socioeconomic background did impact the wages and earnings of students who earned their bachelor's degree during this timeframe and that the magnitude of these disparities varies appreciably across institutional selectivity tiers.

He, Ye; Hutson, Bryant (2016):

Appreciative Assessment in Academic Advising.

In: *Review of Higher Education* 39 (2), 213–240. DOI: 10.1353/rhe.2016.0003.

Abstract:

Academic advising is one of the key functions in higher education. While there has been a development of advising practices in the past decade, the assessment of academic advising practices is far from satisfactory. In this article, we review major academic advising approaches and key characteristics of quality assessment practices. Based on the review,

we propose the consideration of integrating both the logic model and mixed methods design in academic advising assessment framework. Adapting the Appreciative Education (AE) framework to guide the assessment process, we specify a 6-step model to assess the initiation, interaction, and impact of academic advising practices.

Kramer II, Dennis A. (2016):

Motivations to Switch. Refuting the Public Discourse on Athletic Conference Realignment.

In: *Review of Higher Education* 39 (3), S. 339–370. DOI: 10.1353/rhe.2016.0018.

Abstract:

Over the past decade the growing popularity of intercollegiate athletics has incentivized institutions to realign with new athletic conferences. The public discourse on realignment centers on athletic financial gain. However, institutional and athletic administrators have long discussed the complexities of athletic conference realignment and its primary motivators. Using organizational theories to frame the discussion, results demonstrate the inherent connections between athletics and academics. Interviews and public documents offer specific insights into mechanisms and key factors by which campus leaders make decisions regarding athletic conference membership. Some possible influencers of realignment decisions are student demographics, academic and athletic finances, institutional prestige, and the impact of key actors within university decision-making. The ways in which institutions and athletics departments decided to engage in broad affiliation changes, facilitate new conference rivalries, and seek additional athletics-based revenue streams offer an unambiguous view of the priorities athletic and academic leaders set.

Means, Darris R.; Clayton, Ashley B.; Conzelmann, Johnathan G.; Baynes, Patti; Umbach, Paul D. (2016):

Bounded Aspirations. Rural, African American High School Students and College Access.

In: *Review of Higher Education* 39 (4), S. 543–569. DOI: 10.1353/rhe.2016.0035.

Abstract:

This qualitative case study explores the career and educational aspirations, college choice process, and college barriers and opportunities of 26 rural, African American high school students. Data included interviews with 26 students and 11 school staff members. Findings suggest that the students' rural context shapes aspirations. In addition, students have emotional support and motivation to attend college from their family members and schools, but the students did not always have the "know how" to prepare for college. Finally, students described financial and academic preparedness barriers for college, but they also mentioned grades and teenage pregnancy as potential barriers for college.

Kelchen, Robert (2016):

An Analysis of Student Fees. The Roles of States and Institutions.

In: *Review of Higher Education* 39 (4), S. 597–619. DOI: 10.1353/rhe.2016.0027.

Abstract:

Student fees make up 20% of the total cost of tuition and fees at the typical four-year public, yet little research has been conducted to examine institutional-level and state-level factors that may affect student fee charges. I use panel data to find that institutional selectivity and athletics spending do not influence student fee levels. However, tuition caps and gubernatorial control of fees are associated with increased fees and the presence of a fee cap, coordinating board authority over setting fees, and the presence of a Republican governor are associated with lower fee levels.

Núñez, Anne-Marie; Sansone, Vanessa A. (2016):

Earning and Learning. Exploring the Meaning of Work in the Experiences of First-generation Latino College Students.

In: *Review of Higher Education* 40 (1), S. 91–115. DOI: 10.1353/rhe.2016.0039.

Abstract:

This qualitative study examines how working influences students' college experiences, extending the predominantly quantitative research in this area. Findings based on interviews with Latino first-generation students who work reveal three themes. First, these students bring a familial orientation that motivates them to increase occupational status. Second, students perceive that working helps them develop a sense of belonging on campus and important academic and social skills. Third, students describe work as intrinsically satisfying and purposeful. Thus, work offers these students benefits beyond financial capital, including human, cultural, and social capital. Implications include the importance of structuring meaningful work opportunities in to maximize these benefits in college.

O'Meara, KerryAnn; Bennett, Jessica Chalk; Neihaus, Elizabeth (2016):

Left Unsaid. The Role of Work Expectations and Psychological Contracts in Faculty Careers and Departure.

In: *Review of Higher Education* 39 (2), 269-297. DOI: 10.1353/rhe.2016.0007.

Abstract:

Early career faculty bring many expectations to the door-steps of their new academic homes. Yet such expectations are often left unsaid. Unfortunately, what is left unsaid can be a major factor in faculty departure. This study makes a distinct contribution to the departure literature by examining the psychological contracts and work expectations of 33 faculty who left or were about to leave their university. Unfulfilled expectations and broken contracts about professional relationships, the nature of faculty work and the reward system, and resources shaped faculty departure decisions. We draw implications for the recruitment and retention of early career faculty.

Palmer, Jane E.; Alda, Erik (2016):

Examining the Impact of Federal Grants to Reduce Violent Crimes Against Women on Campus.

In: *Review of Higher Education* 40 (1), S. 63–89. DOI: 10.1353/rhe.2016.0038.

Abstract:

Sexual assault on college campuses is persistently underreported; therefore, Clery Act sexual assault statistics are not strong indicators of incidence. Instead, they may indicate whether students feel comfortable reporting on a particular campus. The purpose of this study was to examine the impact of the Office on Violence Against Women Campus Grant on sexual assault statistics by using propensity score matching. The results suggest that applying for the grant (whether or not it was received) is associated with a 16–22% increase in reporting while receiving the grant was associated with a 24% increase. Implications for policy, practice, and future research are addressed.

Pizzolato, Jane Elizabeth; Olson, Avery B. (2016):

Poverty and Knowing. Exploring Epistemological Development in Welfare-to-Work Community College Students.

In: *Review of Higher Education* 39 (4), S. 571–596. DOI: 10.1353/rhe.2016.0025.

Abstract:

Through a one year-long, qualitative study of welfare-to-work students, this study investigates the developing epistemologies of women enrolled in a community college CalWORKs program. We investigate how poverty as a macro-environment and the community college as a micro-environment influence participants' epistemological development.

Findings demonstrate poverty suppresses epistemological development through socialization, as experiences with disenfranchisement impede participants' beliefs in self as knower, and reify the value of absolute submission to authority. Additionally, we find that poverty impacts the types of epistemologies used and normalizes these epistemologies through the experience of intergenerational poverty. Theoretical, practical, and policy implications are discussed.

Rooksby, Jacob H.; Collins, Christopher S. (2016):

Trademark Trends and Brand Activity in Higher Education.

In: *Review of Higher Education* 40 (1), S. 33–61. DOI: 10.1353/rhe.2016.0037.

Abstract:

Trademarks figure prominently in college and university brand formation efforts. Trademarks are intangible rights that allow institutions to define and protect aspects of their identities important to them as they engage in markets. This multiple-method study, grounded in legal and policy research, provides a first look at how institutions are harnessing the power of trademarks in service of brand initiatives in three understudied areas: promulgation of institutional slogans, engagement in contentious arbitration actions over Internet domain names, and the coining and adoption of new names by university offices of technology transfer.

Szelenyi, Katalin; Bresonis, Kate; Mars, Matthew M. (2016):

Who Am I versus Who Can I Become? Exploring Women's Science Identities in STEM Ph.D. Programs.

In: *Review of Higher Education* 40 (1), S. 1–31. DOI: 10.1353/rhe.2016.0036.

Abstract:

This article explores the science identities of 21 women STEM Ph.D. students at three research universities in the United States. Following a narrative approach, the findings depict five salient science identities, including those of a) academic, b) entrepreneurial, c) industrial, and d) policy scientist and e) scientist as community educator. Our study links the five science identities to epistemological approaches in knowledge creation and application and describes the ways in which women STEM doctoral students verified their identities in reaction to various social structures. Conclusions relate the concepts of identity confirmation, suppression, and flexibility to implications for policy and practice.

Terosky, Aimee LaPointe; Gonzales, Leslie D. (2016):

Re-envisioned Contributions. Experiences of Faculty Employed at Institutional Types that Differ from their Original Aspirations.

In: *Review of Higher Education* 39 (2), 241–268. DOI: 10.1353/rhe.2016.0005.

Abstract:

Guided by the theory of figured worlds, this qualitative study focuses on 18 faculty members employed at community colleges, broad access liberal arts, comprehensives, and regional research universities, who have constructed professionally and personally meaningful careers at institutions that differ from their original aspirations and/or their graduate training. We offer two key findings that highlight how these professors re-envision their careers and contributions by advancing the learning of others and engaging in inquiry for purposes other than publication. In highlighting these two key themes, we expose tensions that participants experienced and navigated as they reenvisioned their careers.

Yan, Lau; Rosen, Harvey S. (2016):

Are Universities Becoming More Unequal?

In: *Review of Higher Education* 39 (4), S. 479–514. DOI: 10.1353/rhe.2016.0023.

Abstract:

Observers have expressed concern about growing inequality in resources across universities. But are universities really becoming more unequal? We argue that the typical approach of examining endowment growth alone is not sensible. In line with the literature on household inequality, we focus instead on a comprehensive income measure. We find that although there is considerable inequality among institutions, concerns about the inexorable growth of inequality are overblown. Whether one looks at income, endowment wealth, or expenditure, inequality has been high but stable, exhibiting only negligible increases in recent years. Furthermore, there has been little mobility within the higher education sector.

Reviews

Billman, Tyler (2016):

Jan Armino, Tomoko Kudo Grabosky, and Josh Lang. *Student Veterans and Service Members in Higher Education*. New York, NY: Routledge, 2015. 186 pp. Hardcover: \$109.33. ISBN: 978-0-415-73973-3.

[Review]. In: *Review of Higher Education* 39 (4), S. 636–638. DOI: 10.1353/rhe.2016.0028.

Cooper, Josh; Campbell, Elizabeth (2016):

Jason Laker, Concepcion Naval, and Kornelija Mrnjaus. *Civic Pedagogies in Higher Education: Teaching for Democracy in Europe, Canada and the USA*. New York: Palgrave Macmillan, 2014. 200pp. Hardcover: \$67.98. ISBN: 1-137-35558-4.

[Review]. In: *Review of Higher Education* 39 (4), S. 625–628. DOI: 10.1353/rhe.2016.0032.

Doran, Erin E. (2016):

Todd Ruecker. *Transiciones: Pathways of Latinas and Latinos writing in high school and college*. Logan, UT: Utah State University Press, 2015. 219 pp. Paperback: \$24.95. ISBN: 978-0-87421-975-3.

[Review]. In: *Review of Higher Education* 39 (4), S. 634–636. DOI: 10.1353/rhe.2016.0026.

Eaton, Paul William (2016):

Nathan Snaza and John Weaver (Editors). *Post-humanism and Educational Research*. New York, NY: Routledge, 2015. 204pp. Hardcover: \$145.00. ISBN: 978-1-13-878235-8.

[Review]. In: *Review of Higher Education* 39 (3), S. 470–473. DOI: 10.1353/rhe.2016.0019.

Fuller, Dana K.; Haley, Karen J. (2016):

Joshua S. Wyner. *What Excellent Community Colleges Do: Preparing All Students for Success*. Cambridge, MA: Harvard Education Press, 2014. 184pp. Hardcover: \$60.00. ISBN-13: 978-1612506500.

[Review]. In: *Review of Higher Education* 39 (3), S. 476–478. DOI: 10.1353/rhe.2016.0012.

Gasman, Marybeth (2016):

Alicia C. Dowd & Estela Mara Bensimon, *Engaging the 'Race Question': Accountability and Equity in U.S. Higher Education*. New York: Teachers College Press, 2015. 224 pp. Paperback \$42.95. ISBN 0807756091.

[Review]. In: *Review of Higher Education* 39 (2), S. 305. DOI: 10.1353/rhe.2016.0000.

Giani, Matt S. (2016):

Michael S. Roth. *Beyond the University: Why Liberal Education Matters*. New Haven, CT: Yale University Press, 2014. 228 pp. Hardcover: \$21.47. ISBN: 978-0-300-17551-6.

[Review]. In: *Review of Higher Education* 39 (4), S. 631–633. DOI: 10.1353/rhe.2016.0024.

Harrington, James J. (2016):

Shiri M. Breznitz. *The Fountain of Knowledge: The Role of Universities in Economic Development*. Stanford, CA: Stanford University Press, 2014. 181 pp. Cloth: \$60.00. ISBN: 978-0-8047-8961-5.

[Review]. In: *Review of Higher Education* 39 (4), S. 621–622. DOI: 10.1353/rhe.2016.0029.

Hatch, Deryl K. (2016):

Anne-Marie Núñez, Sylvia Hurtado, & Emily Calderón Galdeano (Eds.). *Hispanic-Serving Institutions: Advancing Research and Transformative Practice*. New York, NY: Routledge, 2015. 228 pp. Paper: \$47.95. ISBN-10: 1138814318.

[Review]. In: *Review of Higher Education* 39 (2), S. 312–315. DOI: 10.1353/rhe.2016.0008.

Horohov, Jessica (2016):

Ryan Craig. *College Disrupted: The Great Unbundling of Higher Education*. New York: Palgrave Macmillan Trade, 2015. 256pp. Hardcover: \$27.00. ISBN: 1-13727-969-9.

[Review]. In: *Review of Higher Education* 39 (3), S. 463–466. DOI: 10.1353/rhe.2016.0014.

Knight, William E. (2016):

Karen L. Webber and Angel J. Calderon. *Institutional Research and Planning in Higher Education: Global Contexts and Themes*. New York, NY: Routledge, 2015. 247 pp. Hardcover: \$145.00. ISBN: 978-1-138-02143-3.

[Review]. In: *Review of Higher Education* 40 (1), S. 159–162. DOI: 10.1353/rhe.2016.0046.

Levy, David B. (2016):

Cary Nelson and Noah Gabriel Brahm (Editors). *The Case Against Academic Boycotts of Israel*. Detroit, MI: Wayne State University Press, 2015. 550 pp. Paperback: \$27.95. ISBN: 978-0-9903316-0-5.

[Review]. In: *Review of Higher Education* 39 (4), S. 628–631. DOI: 10.1353/rhe.2016.0034.

Lough, Nancy (2016):

Howard L. Nixon, II. *The Athletic Trap: How College Sports Corrupted the Academy*. Baltimore, MD: Johns Hopkins University Press, 2014. 217 pp. Hardcover: \$29.95. ISBN: 978-1-14214-1195-8.

[Review]. In: *Review of Higher Education* 40 (1), S. 154–157. DOI: 10.1353/rhe.2016.0044.

Mandell, Alan (2016):

Arthur W. Chickering. *Cool Passion: Challenging Higher Education*. Washington, DC: National Association of Student Personnel Administrators (NASPA), 2014. 315 pages. Hardcover: \$34.95. ISBN 093-165-4890.

[Review]. In: *Review of Higher Education* 39 (2), S. 301–305. DOI: 10.1353/rhe.2016.0011.

Marine, Susan (2016):

Pat O'Connor. *Management and Gender in Higher Education*. Manchester, England: Oxford University Press, 2014. 224pp. Hardcover: \$100.00. ISBN: 978-0-7190-8358-7.

[Review]. In: *Review of Higher Education* 39 (3), S. 466–469. DOI: 10.1353/rhe.2016.0015.

Miller, Jamison R. (2016):

Bill Ferster. *Teaching Machines: Learning from the Intersection of Education and Technology*. Baltimore, MD: Johns Hopkins University Press, 2014. 199 pp. Hardcover: \$34.95. ISBN 9781421415406.

[Review]. In: *Review of Higher Education* 39 (2), S. 306–307. DOI: 10.1353/rhe.2016.0002.

Mitchell, Regina L. Garza (2016):

Jennifer S. Simpson. *Longing for Justice: Higher Education and Democracy's Agenda*. Toronto, Ontario: University of Toronto Press, 2014. 271 pp. Softcover: \$29.95. ISBN 978-0-8020-9670-8.

[Review]. In: *Review of Higher Education* 39 (2), S. 315–317. DOI: 10.1353/rhe.2016.0010.

Morgan, Demetri L. (2016):

Neil Gross and Solon Simon (Editors). *Professors and Their Politics*. Baltimore, MD: John Hopkins University Press, 2014. 376 pp. Paperback: \$49.95. ISBN: 9781421413341.

[Review]. In: *Review of Higher Education* 40 (1), S. 148–151. DOI: 10.1353/rhe.2016.0042.

Nehls, Kim (2016):

James Martin and James E. Samels (Editors). *The Provost's Handbook: The Role of the Chief Academic Officer*. Baltimore, MD: Johns Hopkins University Press, 2015. 248 pp. Paperback: \$34.95. ISBN: 9781421416267.

[Review]. In: *Review of Higher Education* 40 (1), S. 151–154. DOI: 10.1353/rhe.2016.0043.

Peebles, Rex C. (2016):

Linda Suskie. *Five Dimensions of Quality: A Common Sense Guide to Accreditation and Accountability*. San Francisco: Jossey-Bass, 2015. 281pp. Hardcover: \$45.00. ISBN: 978-1-118-76157-1.

[Review]. In: *Review of Higher Education* 39 (3), S. 474–476. DOI: 10.1353/rhe.2016.0021.

Rodriguez, Sarah L. (2016):

John D. Shank. *Interactive Open Educational Resources: A Guide to Finding, Choosing, and Using What's Out There to Transform College Teaching*. San Francisco, CA: Jossey-Bass, 2014. 176pp. Paperback: \$40.00. ISBN: 978-1-118-27745-4.

[Review]. In: *Review of Higher Education* 39 (3), S. 469–470. DOI: 10.1353/rhe.2016.0017.

Thachik, Stefani (2016):

Daniel F. Chambliss and Christopher G. Takacs. *How College Works*. Cambridge, MA: Harvard University Press, 2014. 203 pp. Hardcover: \$29.95. ISBN: 9780674049024.

[Review]. In: *Review of Higher Education* 39 (4), S. 623–625. DOI: 10.1353/rhe.2016.0031.

Valdois, Ahneka (2016):

Kevin Carey. *The End of College: Creating the Future of Learning and the University of Everywhere*. New York: Riverhead Books, 2015. 288 pp. Hardcover: \$18.98. ISBN-10: 1594632057.

[Review]. In: *Review of Higher Education* 39 (2), S. 299–301. DOI: 10.1353/rhe.2016.0009.

Vallejo Pena, Edlyn (2016):

Karen A. Myers, Jaci Jenkins Lindburg, & Danielle M. Nied. *Allies for Inclusion: Disability and Equity in Higher Education: ASHE Volume 39, Number 5*. San Francisco: Jossey-Bass, 2014. 152pp. Paperback: \$29.00. ISBN: 978-1-118-84611-7.

[Review]. In: *Review of Higher Education* 39 (2), S. 310–312. DOI: 10.1353/rhe.2016.0006.

Westland, Melinda A. (2016):

Margaret W. Saltee. *Faculty Fathers: Toward a New Ideal in the Research University*. New York, NY: State University of New York Press, 2014. 241 pp. Paperback: \$29.95. ISBN: 978-1-4384-5389-7.

[Review]. In: *Review of Higher Education* 40 (1), S. 157–159. DOI: 10.1353/rhe.2016.0045.

Whitaker Campbell, Jamie Y. (2016):

Rebecca Chopp, Susan Frost, and Daniel H. Weiss (Editors.). *Remaking College: Innovation and the Liberal Arts*. Baltimore, MD: John Hopkins Press, 2014. 232 pp. Hardcover: \$45.00. ISBN: 1421411342.

[Review]. In: *Review of Higher Education* 40 (1), S. 145–148. DOI: 10.1353/rhe.2016.0041.

Williams-Munger, Natalie (2016):

Larry G. Gerber. *The Rise and Decline of Faculty Governance: Professionalization and the Modern American University*. Baltimore: John Hopkins University Press, 2014. 250 pp. Paperback: \$29.95. ISBN 978-1421414638.

[Review]. In: *Review of Higher Education* 39 (2), S. 308–310. DOI: 10.1353/rhe.2016.0004.

Specials

Perna, Laura W. (2016):

Throwing Down the Gauntlet. Ten Ways to Ensure That Higher Education Research Continues to Matter.

[Presidential Address]. In: *Review of Higher Education* 39 (3), S. 319–338. DOI: 10.1353/rhe.2016.0016.

Abstract:

As members of ASHE, we have an obligation to ensure that ASHE is an association that both promotes career development of members and advances the production and dissemination of high-quality research-based knowledge on current and emerging issues in higher education. In this presidential address, I look to the future of ASHE, offering questions for ASHE as an organization and identifying ten ways that ASHE members can ensure that higher education continues to matter into the future.

Original Articles

Billingham, Chase M.; Hunt, Matthew O. (2016):

School Racial Composition and Parental Choice. New Evidence on the Preferences of White Parents in the United States.

In: *Sociology of Education* 89 (2), S. 99–117. DOI: 10.1177/0038040716635718.

Abstract:

Racial segregation remains a persistent problem in U.S. schools. In this article, we examine how social psychological factors in particular, individuals' perceptions of schools with varying demographic characteristics may contribute to the ongoing structural problem of school segregation. We investigate the effects of school racial composition and several nonracial school characteristics on white parents' school enrollment decisions for their children as well as how racial stereotypes shape the school choice process. We use data from a survey-based experiment we designed to test pure race" and racial proxy" hypotheses regarding parents' enrollment preferences. We also use a measure of pro-white stereotype bias, both alone and in combination with school racial composition (percentage black). Using logistic regression analysis, we find support for the pure race" hypothesis. The proportion of black students in a hypothetical school has a consistent and significant inverse association with the likelihood of white parents enrolling their children in that school net of the effects of the included racial proxy measures. In addition, higher levels of pro-white stereotype bias further inhibit enrollment, particularly in schools with higher proportions of black students. We discuss the implications of this research for policies aimed at mitigating racial segregation in U.S. schools.

Binder, Amy J.; Davis, Daniel B.; Bloom, Nick (2016):

Career Funneling. How Elite Students Learn to Define and Desire ""Prestigious"" Jobs.

In: *Sociology of Education* 89 (1), S. 20–39. DOI: 10.1177/0038040715610883.

Abstract:

Elite universities are credited as launch points for the widest variety of meaningful careers. Yet, year after year at the most selective universities, nearly half the graduating seniors head to a surprisingly narrow band of professional options. Over the past few decades, this has largely been into the finance and consulting sectors, but increasingly it also includes high-tech firms. This study uses a cultural-organizational lens to show how student cultures and campus structures steer large portions of anxious and uncertain students into high-wealth, high-status occupational sectors. Interviewing 56 students and recent alumni at Harvard and Stanford Universities, we found that the majority of our respondents experienced confusion about career paths when first arriving at college but quickly learned what were considered to be the most prestigious options. On-campus corporate recruitment for finance, consulting, and high-tech jobs functioned as a significant driver of student perceptions of status; career prestige systems built up among peers exacerbated the funneling effect into these jobs. From these processes, students learned to draw boundaries between high-status" and ordinary" jobs. Our findings demonstrate how status processes on college campuses are central in generating preferences for the uppermost positions in the occupational structure and that elite campus environments have a large, independent role in the production and reproduction of social inequality.

Bygren, Magnus (2016):

Ability Grouping's Effects on Grades and the Attainment of Higher Education. A Natural Experiment.

In: *Sociology of Education* 89 (2), S. 118–136. DOI: 10.1177/0038040716642498.

Abstract:

To test the effect of ability grouping on grades and the attainment of higher education, this study examines a naturally occurring experiment—an admission reform that dramatically increased ability sorting between schools in the municipality of Stockholm. Following six cohorts of students ($N = 79,020$) from the age of 16 to 26, I find a mean effect close to zero and small positive and negative differentiating effects on grades. With regard to the attainment of higher education, I find a mean effect close to zero, the achievement group gap was unaffected, the immigrant–native gap increased, and the class background gap decreased. These results are consistent with much previous research that has found small mean effects of ability grouping. They are inconsistent with previous research, however, in that I find ability grouping’s effects on gaps are rather small and point in different directions.

Campbell, Colin; Horowitz, Jonathan (2016):

Does College Influence Sociopolitical Attitudes?

In: *Sociology of Education* 89 (1), S. 40–58. DOI: 10.1177/0038040715617224.

Abstract:

Past research shows a statistically significant relationship between college completion and sociopolitical attitudes. However, recent scholarship suggests the effects of college on social outcomes may be confounded with unobserved family background. In this study, we leverage the shared family and social background of siblings to better identify the effect of college on sociopolitical attitudes. We draw data from the Study of American Families and General Social Survey and use sibling fixed effects to assess the effect of college on political orientation, support for civil liberties, and beliefs about gender egalitarianism. We find that earning a four-year college degree has a significant impact on support for civil liberties and beliefs about gender egalitarianism, but the effect of college on political orientation is confounded by family background.

Denice, Patrick; Gross, Betheny (2016):

Choice, Preferences, and Constraints. Evidence from Public School Applications in Denver.

In: *Sociology of Education* 89 (4), S. 300–320. DOI: 10.1177/0038040716664395.

Abstract:

Does choosing a home “still matter for choosing a school,” despite implementation of school choice policies designed to weaken this link? Prior research shows how the presence of such policies does little to solve the problems of stratification and segregation associated with residentially based enrollment systems, since families differ along racial/ethnic and socioeconomic lines in their access to, and how they participate in, the school choice process. We examine how families’ nearby school supply shapes and constrains their choices. Drawing on a unique dataset consisting of parents’ ranked preferences from among one urban district’s full menu of public schools, we find that Hispanic, white, and black parents share a strong preference for academic performance, but differences in their choices can be traced to variation in nearby supply. Our findings illustrate how the vastly different sets of schools from which parents can choose reproduce race-based patterns of stratification.

Deterding, Nicole M.; Pedulla, David S. (2016):

Educational Authority in the “Open Door” Marketplace. Labor Market Consequences of For-profit, Nonprofit, and Fictional Educational Credentials.

In: *Sociology of Education* 89 (3), S. 155–170. DOI: 10.1177/0038040716652455.

Abstract:

In recent years, private for-profit education has been the fastest growing segment of the U.S. postsecondary system. Traditional hiring models suggest that employers clearly and efficiently evaluate college credentials, but this changing institutional landscape raises an important question: How do employers assess credentials from emerging institutions? Building on theories of educational authority, we hypothesize that employers respond to an associate’s degree itself over the institution from which it came. Using data from a field experiment that sent applications to administrative job openings

in three major labor markets, we found that employers responded similarly to applicants listing a degree from a fictional college and applicants listing a local for-profit or nonprofit institution. There is some evidence that educational authority is incomplete, but employers who prefer degree-holders do not appear to actively evaluate institutional quality. We conclude by discussing implications of our work for research on school to labor market links within the changing higher education marketplace.

Doren, Catherine; Grodsky, Eric (2016):

What Skills Can Buy. Transmission of Advantage through Cognitive and Noncognitive Skills.

In: *Sociology of Education* 89 (4), S. 321–342. DOI: 10.1177/0038040716667994.

Abstract:

Parental income and wealth contribute to children's success but are at least partly endogenous to parents' cognitive and noncognitive skills. We estimate the degree to which mothers' skills measured in early adulthood confound the relationship between their economic resources and their children's postsecondary education outcomes. Analyses of National Longitudinal Survey of Youth 1979 suggest that maternal cognitive and noncognitive skills attenuate half of parental income's association with child baccalaureate college attendance, a fifth of its association with elite college attendance, and a quarter of its association with bachelor's degree completion. Maternal skills likewise attenuate a third of parental wealth's association with children's baccalaureate college attendance, half of its association with elite college attendance, and a fifth of its association with bachelor's degree completion. Observational studies of the relationship between parents' economic resources and children's postsecondary attainments that fail to account for parental skills risk seriously overstating the benefits of parental income and wealth.

Downey, Douglas B.; Condrón, Dennis J. (2016):

Fifty Years since the Coleman Report. Rethinking the Relationship between Schools and Inequality.

In: *Sociology of Education* 89 (3), S. 207–220. DOI: 10.1177/0038040716651676.

Abstract:

In the half century since the 1966 Coleman Report, scholars have yet to develop a consensus regarding the relationship between schools and inequality. The Coleman Report suggested that schools play little role in generating achievement gaps, but social scientists have identified many ways in which schools provide better learning environments to advantaged children compared to disadvantaged children. As a result, a critical perspective that views schools as engines of inequality dominates contemporary sociology of education. However, an important body of empirical research challenges this critical view. To reconcile the field's main ideas with this new evidence, we propose a refraction framework, a perspective on schools and inequality guided by the assumption that schools may shape inequalities along different dimensions in different ways. From this more balanced perspective, schools might indeed reproduce or exacerbate some inequalities, but they also might compensate for others socioeconomic disparities in cognitive skills in particular. We conclude by discussing how the mostly critical perspective on schools and inequality is costly to the field of sociology of education.

Duke, Naomi; Macmillan, Ross (2016):

Schooling, Skills, and Self-rated Health. A Test of Conventional Wisdom on the Relationship between Educational Attainment and Health.

In: *Sociology of Education* 89 (3), S. 171–206. DOI: 10.1177/0038040716653168.

Abstract:

Education is a key sociological variable in the explanation of health and health disparities. Conventional wisdom emphasizes a life course-human capital perspective with expectations of causal effects that are quasi-linear, large in magnitude for high levels of educational attainment, and reasonably robust in the face of measured and unmeasured explanatory factors. We challenge this wisdom by offering an alternative theoretical account and an empirical investigation organized around the role of measured and unmeasured cognitive and noncognitive skills as confounders in the association between educational attainment and health. Based on longitudinal data from the National Longitudinal Survey of Youth-

1997 spanning mid-adolescence through early adulthood, results indicate that (1) effects of educational attainment are vulnerable to issues of omitted variable bias, (2) measured indicators of cognitive and noncognitive skills account for a significant proportion of the traditionally observed effect of educational attainment, (3) such skills have effects larger than that of even the highest levels of educational attainment when appropriate controls for unmeasured heterogeneity are incorporated, and (4) models that most stringently control for such time-stable abilities show little evidence of a substantive association between educational attainment and health.

Fast, Idit (2016):

Understanding Educational Policy Formation. The Case of School Violence Policies in Israel.

In: *Sociology of Education* 89 (1), S. 59–78. DOI: 10.1177/0038040715615923.

Abstract:

This study explores mechanisms underlying processes of educational policy formation. Previous studies have given much attention to processes of diffusion when accounting for educational policy formation. Less account has been given to the day-to-day institutional dynamics through which educational policies develop and change. Building on extensive governmental archival data, complemented with interviews and media analysis, I study the development and transformation of school violence policies in Israel. I argue that diffusion of global policy ideas and practices provides the menu of possible policies, while within-country struggles over legitimacy in the policy domain serve as a mechanism shaping which items on the menu becomes actual policy. Specifically, in the Israeli case, the interest in and action toward school violence were influenced by a global trend, but the actions of Psychological-Counseling Services (PCS) who struggled to assert their legitimacy as the authority on school violence in the Israeli Ministry of Education (MOE) shaped the adoption, rejection, and institutionalization of the specific school violence policy ideas and practices.

Holland, Megan M.; DeLuca, Stefanie (2016):

“Why Wait Years to Become Something?” Low-income African American Youth and the Costly Career Search in For-profit Trade Schools.

In: *Sociology of Education* 89 (4), S. 261–278. DOI: 10.1177/0038040716666607.

Abstract:

Increasing numbers of low-income and minority youth are now pursuing shorter-duration sub-baccalaureate credentials at for-profit trade and technical schools. However, many students drop out of these schools, leaving with large debts and few job prospects. Despite these dismal outcomes, we know very little about students' experiences in for-profit programs and how these institutions shape postsecondary attainment. Using data from fieldwork with 150 inner-city African American youth, we examine why disadvantaged youth are attracted to these schools and why they struggle to complete certifications. In contrast to previous research, we find that the youth in our study have quite modest ambitions and look to for-profit trade schools as the quickest and most direct route to work. However, youth receive little information or guidance to support such postsecondary transitions. Therefore, the very element that makes for-profit trade school programs seem the most appealing a curriculum focused on one particular career becomes an obstacle when it requires youth to commit to a program of study before they have explored their interests. When youth realize they do not like or are not prepared for their chosen career, they adopt coping strategies that keep them in school but swirling between programs, rather than accumulating any credentials.

Jack, Anthony Abraham (2016):

(No) Harm in Asking. Class, Acquired Cultural Capital, and Academic Engagement at an Elite University.

In: *Sociology of Education* 89 (1), S. 1–19. DOI: 10.1177/0038040715614913.

Abstract:

How do undergraduates engage authority figures in college? Existing explanations predict class-based engagement strategies. Using in-depth interviews with 89 undergraduates at an elite university, I show how undergraduates with

disparate precollege experiences differ in their orientations toward and strategies for engaging authority figures in college. Middle-class undergraduates report being at ease in interacting with authority figures and are proactive in doing so. Lower-income undergraduates, however, are split. The privileged poor/lower-income undergraduates who attended boarding, day, and preparatory high schools enter college primed to engage professors and are proactive in doing so. By contrast, the doubly disadvantaged lower-income undergraduates who remained tied to their home communities and attended local, typically distressed high schools are more resistant to engaging authority figures in college and tend to withdraw from them. Through documenting the heterogeneity among lower-income undergraduates, I show how static understandings of individuals' cultural endowments derived solely from family background homogenize the experiences of lower-income undergraduates. In so doing, I shed new light on the cultural underpinnings of education processes in higher education and extend previous analyses of how informal university practices exacerbate class differences among undergraduates.

Lareau, Annette; Evans, Shani Adia; Yee, April (2016):

The Rules of the Game and the Uncertain Transmission of Advantage. Middle-class Parents' Search for an Urban Kindergarten.

In: *Sociology of Education* 89 (4), S. 279–299. DOI: 10.1177/0038040716669568.

Abstract:

Empirical research on cultural and social capital has generally ignored the key role of institutions in setting standards that determine the contingent value of this capital. Furthermore, many studies presume that the yielding of profit from cultural, social, and economic capital is automatic. Bourdieu's concept of field highlights the rules of the game and shows that parents' displays of capital only are valuable when they help parents comply with institutional standards. In this article, we examine how the field shapes parents' efforts to transmit advantages to their children through accessing high-status elementary schools. Drawing on interviews with 45 black and white middle-class families, as well as observation of school admission events and interviews with 20 school administrators, we illuminate the rules of the kindergarten admission game and describe how parents attempted to use capital to compete in the field in one large, urban district. We show the rules to be complex, hard to learn about, and implemented inconsistently. In this context, cultural, social, and economic capital that helped parents navigate the field had the potential to be profitable. But even parents with deep reservoirs of capital did not realize their first choice when they misunderstood the rules of the game or faced an imbalance of supply and demand for slots in highly desired schools. Thus, we argue that models need to take into account both the situational meaning of capital and the uncertainty in parents' efforts to use their capital to transmit advantages to their children.

Mijs, Jonathan J. B. (2016):

Stratified Failure. Educational Stratification and Students' Attributions of Their Mathematics Performance in 24 Countries.

In: *Sociology of Education* 89 (2), S. 137–153. DOI: 10.1177/0038040716636434.

Abstract:

Country rankings based on the Programme for International Student Assessment (PISA) invite politicians and specialists to speculate about the reasons their countries did well or failed to do well. Rarely, however, do we hear from the students on whose performance these rankings are based. This omission is unfortunate for two reasons. First, research suggests that how students explain their academic performance has important consequences for their future achievements. Second, prior studies show that students' attributions of success and failure in education can develop into explanations for social inequalities in adulthood. This article draws on PISA 2012 data on 128,110 secondary school students in 24 countries to explore how educational stratification shapes students' explanations of their academic performance. I find that students in mixed-ability groups tend to attribute their mathematics performance to their teachers and to (bad) luck, whereas vocational- and academic-track students are more likely to blame themselves for not doing well. These differences between mixed-ability group students and tracked students are more pronounced in school systems where tracking is more extensive. I conclude by discussing how these findings speak to the broader impact of educational stratification on students' psychology and cognition and the legitimization of inequalities.

Netz, Nicolai; Finger, Claudia (2016):

New Horizontal Inequalities in German Higher Education? Social Selectivity of Studying Abroad between 1991 and 2012.

In: *Sociology of Education* 89 (2), S. 79–98. DOI: 10.1177/0038040715627196.

Abstract:

On the basis of theories of cultural reproduction and rational choice, we examine whether access to study-abroad opportunities is socially selective and whether this pattern changed during educational expansion. We test our hypotheses for Germany by combining student survey data and administrative data on higher education entry rates. We find that studying abroad was socially selective during the entire observation period. Selectivity increased between 1991 and 2003 and hardly changed thereafter. Unexpectedly, the expansion of higher education does not explain this development. We also find that students from a high social background are more likely to choose exclusive types of stays abroad, that is, prolonged stays and stays funded through study-abroad scholarships. Regarding access to scholarships, social inequality increased as studying abroad became less exclusive. High-background students thus seem to replace their prior practices with more exclusive study-abroad practices.

Owens, Jayanti (2016):

Early Childhood Behavior Problems and the Gender Gap in Educational Attainment in the United States.

In: *Sociology of Education* 89 (3), S. 236–258. DOI: 10.1177/0038040716650926.

Abstract:

Why do men in the United States today complete less schooling than women? One reason may be gender differences in early self-regulation and prosocial behaviors. Scholars have found that boys' early behavioral disadvantage predicts their lower average academic achievement during elementary school. In this study, I examine longer-term effects: Do these early behavioral differences predict boys' lower rates of high school graduation, college enrollment and graduation, and fewer years of schooling completed in adulthood? If so, through what pathways are they linked? I leverage a nationally representative sample of children born in the 1980s to women in their early to mid-20s and followed into adulthood. I use decomposition and path analytic tools to show that boys' higher average levels of behavior problems at age 4 to 5 years help explain the current gender gap in schooling by age 26 to 29, controlling for other observed early childhood factors. In addition, I find that early behavior problems predict outcomes more for boys than for girls. Early behavior problems matter for adult educational attainment because they tend to predict later behavior problems and lower achievement.

Specials

Carter, Prudence L. (2016):

Carter Comment on Downey and Condrón.

[Comment]. In: *Sociology of Education* 89 (3), S. 225–226. DOI: 10.1177/0038040716651678.

Downey, Douglas B.; Condrón, Dennis J. (2016):

Two Questions for Sociologists of Education. A Rejoinder.

[Rejoinder to Commentaries]. In: *Sociology of Education* 89 (3), S. 234–235. DOI: 10.1177/0038040716652670.

Gamoran, Adam (2016):

Gamoran Comment on Downey and Condron.

[Comment]. In: *Sociology of Education* 89 (3), S. 231–233. DOI: 10.1177/0038040716651931.

Jencks, Christopher (2016):

Jencks Comment on Downey and Condron.

[Comment]. In: *Sociology of Education* 89 (3), S. 221–222. DOI: 10.1177/0038040716651677.

Meyer, John W. (2016):

Meyer Comment on Downey and Condron.

[Comment]. In: *Sociology of Education* 89 (3), S. 227–228. DOI: 10.1177/0038040716651679.

Schneider, Barbara (2016):

Schneider Comment on Downey and Condron.

[Comment]. In: *Sociology of Education* 89 (3), S. 223–224. DOI: 10.1177/0038040716652669.

Torche, Florencia (2016):

Torche Comment on Downey and Condron.

[Comment]. In: *Sociology of Education* 89 (3), S. 229–230. DOI: 10.1177/0038040716651680.

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Editorials

Kearney, Mary-Louise; Lincoln, Daniel (2016):

Gender research. Women, the academy and the workplace.

[Foreword]. In: *Studies in Higher Education* 41 (5, SI), S. 799–800. DOI: 10.1080/03075079.2016.1147722.

Kearney, Mary-Louise; Lincoln, Daniel (2016):

Early career academics in Africa. Induction into the teaching praxis.

[Foreword]. In: *Studies in Higher Education* 41 (10, SI), S. 1733–1734. DOI: 10.1080/03075079.2016.1221660.

Meek, V. Lynn (2016):

Editorial.

[Editorial]. In: *Studies in Higher Education* 41 (1), S. 1–2. DOI: 10.1080/03075079.2015.1111665.

Teferra, Damtew (2016):

Early career academics in Africa - induction into the teaching praxis.

[Introduction]. In: *Studies in Higher Education* 41 (10, SI), S. 1735–1740. DOI: 10.1080/03075079.2016.1221651.

Original Articles

Agasisti, Tommaso; Murtinu, Samuele (2016):

Grants in Italian university. A look at the heterogeneity of their impact on students' performances.

In: *Studies in Higher Education* 41 (6), S. 1106–1132. DOI: 10.1080/03075079.2014.966670.

Abstract:

In this paper, we estimate the effect of receiving financial aid for a cohort of students who enrolled at Politecnico di Milano (Italy) in the year 2007/2008, through a propensity score matching approach. Using administrative data about these students for four years, the impact of the financial aid on several dimensions of academic performance was evaluated: formative credits obtained after one year, dropout probability in the first and second year, graduation in the legal duration of the course, and graduation after four years. Overall, a positive and statistically significant effect of the grant is found and this finding is stable across several robustness checks. Exploring the heterogeneity of this effect, it is demonstrated that the effect is higher for immigrants, Italians who moved from another region for studying, and students attending an

engineering course. Evidence that unobservable factors (such as students' own intrinsic academic motivation) account for an important part of the estimated impact of the financial aid is also found.

Alabi, Goski; Abdulai, Munkaila (2016):

Expectations and integration of early career academics into the teaching career. Empirical evidence from Ghana.

In: *Studies in Higher Education* 41 (10, SI), S. 1754–1771. DOI: 10.1080/03075079.2016.1221654.

Abstract:

The preparation and induction of Early Career Academics (ECAs) in Ghana has been investigated using a qualitative study that employed an enumerative-ethnographic approach. The study combined reviews of policy documents, interviews of 50 Deans and Heads of Departments and surveys of ECAs in five purposively selected universities in Ghana to capture their experiences in their own environment. Observation of their interaction in class, while waiting to administer the survey, was to place the results in context. The study found the lack of a policy requirement for teaching competence prior to entering the academic field or institutional training before the commencement of teaching a fundamental flaw. Additionally, the study observed that the structures, systems and resources for integration of ECAs into universities in Ghana are not adequate. Even though some preparation exists, formalized structures and systems of preparation are inadequate.

Al-Husseini, Sawasn; Elbeltagi, Ibrahim (2016):

Transformational leadership and innovation. A comparison study between Iraq's public and private higher education.

In: *Studies in Higher Education* 41 (1), S. 159–181. DOI: 10.1080/03075079.2014.927848.

Abstract:

With globalisation and a rapidly changing environment, the higher education sector in developing countries is facing challenges that require extraordinary leaders. Innovation is important for organisations, particularly in learning environments. Transformational leadership (TL) has been found to have an important influence on innovation, leading to increased goal-directed behaviour on the part of followers, promoting organisational change, and a spirit of trust, and helping followers to exceed their performance expectations. This research aimed to examine the impact of TL on product and process innovation, and the differences between these impacts in public and private higher education institutions (HEIs) in Iraq. Questionnaires and interviews were administered to 439 teaching staff and 10 leaders from private and public HEIs. Employing multi-group structural equation modelling (SEM) with AMOS 20, the research showed that TL plays a pivotal role in enhancing product and process innovation and that the style would be ideal in an Iraqi educational context as it would promote strategies for developing innovation in both sectors. The interviews revealed that there are similarities and differences between public and private HEIs in Iraq regarding the relationship between TL and both product and process innovation. Guidelines are developed for researchers as well as leaders, and evidence is provided in support of the use of TL to increase product and process innovation within higher education in developing countries, particularly Iraq. The implications of the findings and suggestions for future research are discussed.

Almansour, Sana; Kempner, Ken (2016):

The role of Arab women faculty in the public sphere.

In: *Studies in Higher Education* 41 (5, SI), S. 874–886. DOI: 10.1080/03075079.2016.1147723.

Abstract:

This study considers the level of critical involvement women professors in Saudi Arabia have in their university and in the larger society. Princess Nourah Bint Abdulrahman University (PNU), Saudi Arabia, the largest women's university in the world, was the site of this investigation. PNU is the first institution in the Kingdom of Saudi Arabia to have women as the principal decision-makers in running and managing a university. This transformed context for leadership of women at PNU has also changed how faculty members participate in institutional governance and in the larger public sphere. Given that PNU's mission is to 'contribute to society,' we asked in this study how faculty engages in political, cultural and social issues

within the public sphere in Saudi Arabia and globally. To consider the level of participation in the public sphere, we selected a sample of nine women professors at PNU. From this investigation, we found that the majority of the PNU professors we interviewed are actively engaged in the public sphere in spite of the inherent problems impeding their participation. Chief among the difficulties in participating in the public sphere identified by these professors are family obligations and a poor and bureaucratic research infrastructure. In addition to the need for an established research infrastructure, the PNU professors pointed to cultural issues related to transportation and international travel that also inhibit their participation in the public sphere. Even with these impediments, many PNU faculty members are still able to engage in the public sphere with support from their families. The most notable women in the public sphere are the 30 Saudi women who are members of the Shura Council. Our conclusions suggest that if PNU is to reach its promise as a global university and to be a full participant in the global public sphere, professors should have the freedom to develop their inquiry unfettered by bureaucratic impediments and, in as much as possible, by cultural restrictions. Similarly, other Arab universities hoping to achieve recognition for their research at the international level can be guided by PNU's efforts at increased international collaboration, promotion of English as the medium of research and establishing a competent research infrastructure.

Aminbeidokhti, Aliakbar; Jamshidi, Laleh; Hoseini, Ahmad Mohammadi (2016):

The effect of the total quality management on organizational innovation in higher education mediated by organizational learning.

In: *Studies in Higher Education* 41 (7), S. 1153–1166. DOI: 10.1080/03075079.2014.966667.

Abstract:

Many scientists have suggested that both total quality management (TQM) and organizational learning can separately and effectively reinforce innovation. But is there any relationship between TQM and organizational learning? This study has two main purposes: (1) determining the causal relationship between TQM, organizational learning and organizational innovation and (2) deciding on whether TQM has any impact on the organizational learning and can play the role of mediator between TQM and organizational innovation. The research methodology is descriptive - survey and correlational, and is specifically based on the structural equation modeling. To assess the research variables, three standard questionnaires based on a five-point Likert scale were used and these were distributed among 253 staffs and faculty members of universities of Sabzevar city. The findings showed that TQM positively and meaningfully affects the organizational learning, that organizational learning has a significant effect on the organizational innovation, but that TQM has no positive and meaningful effect on the organizational innovation. The results showed that organizational learning could mediate the effect of TQM on the organizational innovation.

Ashwin, Paul; Deem, Rosemary; McAlpine, Lynn (2016):

Newer researchers in higher education. Policy actors or policy subjects?

In: *Studies in Higher Education* 41 (12), S. 2184–2197. DOI: 10.1080/03075079.2015.1029902.

Abstract:

In this article, we explore the extent to which 42 newer researchers, in the academic sub-field of higher education, were aware of, responded to and negotiated their careers in relation to higher education policies. Participants, who were mainly from European countries, tended to divide into two similarly sized groups: one that engaged with and made strategic use of higher education policy, who we termed policy actors; and another who felt that they were shaped by policy rather than working with it, who we termed policy subjects. These differences appeared largely to relate to participants' background prior to studying for their doctorate, their mode of study and doctoral route. All of our participants appeared to perceive the relationship between their research and policies in individual terms, rather than in terms of being a part of a community of higher education researchers. We explore the implications of these findings.

Austin, Margaret (2016):

Women in education, science and leadership in New Zealand. A personal reflection.

In: *Studies in Higher Education* 41 (5, SI), S. 914–919. DOI: 10.1080/03075079.2016.1147725.

Abstract:

In global terms, the position of women in New Zealand society is relatively strong and at one stage in the early 2000s many senior roles were occupied by women. Equality of opportunity for women in leadership in science and the community has been a focus of attention in New Zealand in government, education, and the sciences for at least two generations. A number of successful women are identified and attention is drawn to some current issues, including their important influence as national role models. I reflect on some of the key influences including family expectation and the underlying culture which remain a challenge for women.

Badley, Graham (2016):

The pragmatic university. A feasible utopia?

In: *Studies in Higher Education* 41 (4), S. 631–641. DOI: 10.1080/03075079.2014.942269.

Abstract:

‘Imaginations’ of the modern university include such ideas as ‘the ecological university’ and ‘the pragmatic university’. In his attempt to separate utopian from dystopian visions of the university, Ronald Barnett concentrates on an analysis of the ecological university and ignores, for example, the case of the pragmatic university. In this critical response the author focuses on the feasibility of the pragmatic university and argues that it easily passes four out of five of Barnett’s tests of utopian adequacy: depth, emergence, ethics and range. The main problem arises with the fifth criterion, that of feasibility, given that most modern universities as well as their local and global contexts are infected with such ‘pernicious ideologies’ as entrepreneurialism, globalization and managerialism. The author concludes by suggesting that, nevertheless, there is at least a faint gleam of utopian hope about the future of the modern pragmatic university.

Bailey, Michael A.; Rosenthal, Jeffrey S.; Yoon, Albert H. (2016):

Grades and incentives. Assessing competing grade point average measures and postgraduate outcomes.

In: *Studies in Higher Education* 41 (9), S. 1548–1562. DOI: 10.1080/03075079.2014.982528.

Abstract:

In many educational settings, students may have an incentive to take courses where high grades are easier to achieve, potentially corroding student learning, evaluation of student achievement, and the fairness and efficiency of post-graduation labor outcomes. A grading system that takes into account heterogeneity of teacher standards and student ability could mitigate these problems. Using unique data from a major Canadian research university, we calculate student grade point averages (GPAs) net of course difficulty and find evidence that raw GPAs systematically distort student achievement across majors. We then link undergraduate performance and law school data. We find that adjusted GPAs better predict Law School Admissions Test scores, while the raw GPAs better predict admission to law school and grades in law school. These results suggest nuanced relationship between grades, incentives and subsequent academic outcomes. We conclude by discussing implications of our results for university leaders.

Baker, Ann G. (2016):

Women’s equality in the workplace. Personal comments of a business lawyer.

In: *Studies in Higher Education* 41 (5, SI), S. 920–926. DOI: 10.1080/03075079.2016.1147724.

Abstract:

In recent years, female enrollments have increased exponentially in many areas of higher education studies. Consequently, women are everywhere present in their chosen career paths, though too few arrive at top-level posts. However, the workplace (particularly the private sector) has not kept pace with this progress in terms of gender-sensitive policies which permit correct work-life balance. This situation has become a major debate in modern feminism and academic gender research should give priority to analyzing the evolution of policies to achieve this objective.

Baker, Maureen (2016):

Women graduates and the workplace. Continuing challenges for academic women.

In: *Studies in Higher Education* 41 (5, SI), S. 887–900. DOI: 10.1080/03075079.2016.1147718.

Abstract:

This article discusses the persistence of a gender gap among university-based academics, despite the development of equity policies and 'family-friendly' initiatives. Over four decades of research are reviewed from the liberal states of Australia, Canada, New Zealand, USA and the UK, including my own qualitative interviews in Canada in 1973 and in New Zealand in 2008. The paper summarizes some of the structural, relational and interpretive factors contributing to the perpetuation of the gender gap. I argue that academic work has been influenced by similar global trends visible in other workplaces and that academics share the prevalent patterns of gender relations contributing to the gender gap. Despite over four decades of social change, including policy initiatives to improve the status of academic women, this article shows that the gender gap continues in these countries for similar reasons.

Bartimote-Aufflick, Kathryn; Bridgeman, Adam; Walker, Richard; Sharma, Manjula; Smith, Lorraine (2016):

The study, evaluation, and improvement of university student self-efficacy.

In: *Studies in Higher Education* 41 (11), S. 1918–1942. DOI: 10.1080/03075079.2014.999319.

Abstract:

In this review of 64 articles published since the year 2000, a strong association between self-efficacy and student learning outcomes was apparent. Self-efficacy is also related to other factors such as value, self-regulation and metacognition, locus of control, intrinsic motivation, and strategy learning use. The review revealed that university student self-efficacy is higher under certain conditions than others, and that it can be improved. Examples of teaching strategies that may be used to improve self-efficacy are outlined. In screening articles for inclusion in the review, several conflicting definitions of self-efficacy arose. Clarification on the meaning and scope of the self-efficacy term is provided. The interpretation of the results of some studies reviewed was limited by design or analysis issues. Suggestions for addressing these issues in future research and evaluation work is given.

Bender, Elena; Schaper, Niclas; Caspersen, Michael E.; Margaritis, Melanie; Hubwieser, Peter (2016):

Identifying and formulating teachers' beliefs and motivational orientations for computer science teacher education.

In: *Studies in Higher Education* 41 (11), S. 1958–1973. DOI: 10.1080/03075079.2015.1004233.

Abstract:

How teachers are able to adapt to a changing environment is essentially dependent on their beliefs and motivational orientations. The development of these aspects in the context of professional competence takes place during teachers' educational phase and professional practice. The overall understanding of professional competence for teaching computer science follows the notion of empirical educational research including beliefs and motivational aspects. This article aims to investigate relevant domain-specific beliefs and motivational orientations for teaching computer science and their consideration in curricula for computer science teacher education. Therefore, results of an expert interview study based on the critical incident technique lead to appropriate descriptions for domain-relevant beliefs and motivational orientations. Results of a broad curriculum analysis indicate how those aspects are normatively considered in computer science university and school education in Germany. The data were analyzed by qualitative content analysis.

Benmore, Anne (2016):

Boundary management in doctoral supervision. How supervisors negotiate roles and role transitions throughout the supervisory journey.

In: *Studies in Higher Education* 41 (7), S. 1251–1264. DOI: 10.1080/03075079.2014.967203.

Abstract:

In this paper, boundary management illuminates understanding of the doctoral supervisory relationship. Boundary management is presented as a theoretical vehicle that helps to define and explain roles that supervisors employ at different junctures along the doctoral journey and how transitions between these are negotiated. The paper draws on the work of Ashforth, Kreiner, and Fugate who suggest that the concept of boundaries in numerous disciplines' refers to physical, temporal, emotional, cognitive and/or relational limits' that define how, for example, roles are distinguished from one another. Adapting this work to the doctoral supervisory relationship, temporal and cognitive dimensions are defined as primary boundaries and physical emotional and relational aspects as secondary ones. Managing primary boundaries is integral to supervising the entire doctoral journey. However, engaging with secondary dimensions is also critical to shape how supervisors construct and negotiate the key elements of time and cognitive development throughout that journey.

Boehe, Dirk Michael (2016):

Supervisory styles. A contingency framework.

In: *Studies in Higher Education* 41 (3), S. 399–414. DOI: 10.1080/03075079.2014.927853.

Abstract:

While the contingent nature of doctoral supervision has been acknowledged, the literature on supervisory styles has yet to deliver a theory-based contingency framework. A contingency framework can assist supervisors and research students in identifying appropriate supervisory styles under varying circumstances. The conceptual study reported here develops a contingency framework of supervisory styles and thus identifies functional relationships between organisational, relationship and research task variables on the one hand, and the supervision process and product dimensions on the other. Drawing on the organisational behaviour stream of contingency theory and operating under the positivist paradigm, the framework assumes that no single supervisory style is effective in all situations. The paper contributes to the supervision and higher education literature by deriving theoretical propositions from the contingency framework and by providing practical guidelines for supervisors and research students.

Bonnici, Laurie J.; Maatta, Stephanie L.; Klose, M. Katherine; Julien, Heidi; Bajjaly, Stephen (2016):

Instructional style and learner-centered approach. A cross-institutional examination of modality preference for online course delivery in a graduate professional program.

In: *Studies in Higher Education* 41 (8), S. 1389–1407. DOI: 10.1080/03075079.2014.977860.

Abstract:

This case study examined student preference for delivery mode of online courses in two graduate degree programs in Library and Information Science. Within-group and between-groups comparisons indicated a distinct preference across the institutions. Findings from focus groups conducted with two cohorts of students enrolled in a federally funded project indicated students preferring asynchronous delivery enrolled in such courses to accommodate busy lifestyles. In the synchronously deployed course, flexibility in accommodation of various learning styles was evidenced by such influential factors as teaching style, instructional design, and topicality. Findings inform online education for modality and instructional style.

Boulos, Aurelie (2016):

The labour market relevance of PhDs. An issue for academic research and policy-makers.

In: *Studies in Higher Education* 41 (5, SI), S. 901–913. DOI: 10.1080/03075079.2016.1147719.

Abstract:

In the difficult current socio-economic context, overqualified graduates are increasingly facing challenges in terms of entering the job market and finding jobs which fit their levels of qualifications and satisfaction. Grounded in an auto-ethnography approach, this paper reflects on the challenges that the author (a young female European PhD graduate) experienced when she entered the job market. The ultimate aim is to contribute to the understanding of some aspects of the current situation of numerous overqualified young people, especially in social sciences and the humanities, who have

difficulties in terms of simply finding jobs or jobs which fit their levels of qualifications and salary expectations. In this regard, it highlights the responsibility of higher education policies and academic institutions for contributing to the degradation of PhDs' unemployment and overskilling. Ultimately, it points out possible some solutions such as the potential of interdisciplinary academic research (including higher education and gender research) to successfully inform higher education policy in view of tackling the issue of the labour market relevance of PhDs' skills and attributes.

Bowl, Marion; Hughes, Jonathan (2016):

Fair access and fee setting in English universities. What do institutional statements suggest about university strategies in a stratified quasi-market?

In: *Studies in Higher Education* 41 (2), S. 269–287. DOI: 10.1080/03075079.2014.927846.

Abstract:

This paper explores how English universities operating in a quasi-market' are managing the tension between two policy expectations: the first that they should encourage social mobility by widening the social base of their student population; the second that they should compete with other universities to attract students and thereby remain financially viable, within the context of a stratified higher education system. In doing so we draw on widening participation access agreements submitted to the Office for Fair Access (OFFA) and other publicly available material produced by eight universities in one region of England to analyse how universities from different mission groups are responding to these conflicting demands. We explore the extent to which institutional and resource dependency theories offer a framework for analysing universities' responses to such policy uncertainty. We conclude that while institutional and resource dependency theories are a useful tool to understanding both conformity and variation in universities' responses, these responses are difficult to predict without also analysing the specifics of the historical and cultural context of any particular institution.

Boyd, Pete; Smith, Caroline (2016):

The contemporary academic. Orientation towards research work and researcher identity of higher education lecturers in the health professions.

In: *Studies in Higher Education* 41 (4), S. 678–695. DOI: 10.1080/03075079.2014.943657.

Abstract:

Internationally, the increasing emphasis in universities on the quality of teaching, on student employability and on a corporate approach to entrepreneurial income generation has created a tension around the primacy afforded to published research outputs as a focus for academic work and status. In this study, a framework for academic socialisation is developed and used to understand how lecturers in health professional fields attempt to 'juggle' four areas of work - teaching, leadership, knowledge exchange and research activity. Studying academics in professional fields, with a well-developed focus on employability and strong partnerships with employers, provides useful insight into contemporary academic work and identity. A significant proportion of lecturers in health professional fields, even of those working in research-intensive universities, appear to 'subvert' the paradigmatic primacy afforded across the higher education sector to research outputs and identity as a researcher.

Bravo, Rafael; Lucia-Palacios, Laura; Martin, Maria J. (2016):

Processes and outcomes in student teamwork. An empirical study in a marketing subject.

In: *Studies in Higher Education* 41 (2), S. 302–320. DOI: 10.1080/03075079.2014.926319.

Abstract:

The presence of student teamwork is increasing in most university degrees. However, there is still a gap in the literature regarding the connection between teamwork processes and their outcomes. In this paper, the authors analyze these processes and how they relate to teamwork outcomes from the students' perspective. Data was gathered from 129 undergraduates in the first year of an economics degree and analyzed by means of structural equations modeling. The main results show that transitional processes are especially important for explaining students' perceptions of goal attainment, whereas interpersonal processes are key to explaining perceptions of improvement in skills and overall

attitude towards the team. Furthermore, this work shows that students' perception of goal attainment also exerts an influence on improvement in skills and on overall attitude towards the team. The relations found in this work may help instructors to develop effective teamwork activities and to monitor their results.

Brodin, Eva M. (2016):

Critical and creative thinking nexus. Learning experiences of doctoral students.

In: *Studies in Higher Education* 41 (6), S. 971–989. DOI: 10.1080/03075079.2014.943656.

Abstract:

Critical and creative thinking constitute important learning outcomes at doctoral level across the world. While the literature on doctoral education illuminates this matter through the lens of experienced senior researchers, the doctoral students' own perspective is missing. Based upon interviews with 14 doctoral students from four disciplines at different universities in Sweden, this study addresses the meanings and conditions of critical and creative thinking according to the students' learning experiences. The results show that critical and creative thinking are understood in a number of ways, revealing tensions between the two phenomena. Moreover, the results indicate that critical thinking often overshadows creative thinking in practice. As a consequence, many students develop a defensive research approach, rather than nurturing an open and independent mind. A crucial factor for improving students' critical and creative thinking appears to be encouraging their sense of agency in pragmatic action.

Brooks, Ruth; Youngson, Paul L. (2016):

Undergraduate work placements. An analysis of the effects on career progression.

In: *Studies in Higher Education* 41 (9), S. 1563–1578. DOI: 10.1080/03075079.2014.988702.

Abstract:

Combining work experience with degree-level study is seen as a key differentiator for securing employment upon graduation in a competitive employment market. The positive benefits of sandwich courses, where up to 12 months is spent working in industry, are widely acknowledged in academic literature though data analysis tends to focus on cohorts in single subject areas with course-based factors possibly influencing outcomes. This paper explores the benefits of work placements on a cross-cohort basis with an institutional level study empirically analysing over three academic years the outcomes for placement students in comparison to non-placement students. The study found that completing a sandwich work placement is associated with improved academic performance in the final year of study. Placement students are also more likely to secure appropriate graduate-level work and higher starting salaries upon completion of their degree in comparison to non-placement students.

Buijn-Smolters, Monique de; Timmers, Caroline F.; Gawke, Jason C. L.; Schoonman, Wouter; Born, Marise Ph. (2016):

Effective self-regulatory processes in higher education. Research findings and future directions. A systematic review.

In: *Studies in Higher Education* 41 (1), S. 139–158. DOI: 10.1080/03075079.2014.915302.

Abstract:

Although self-regulated learning (SRL) is assumed to benefit learning outcomes, gaps in the literature make it difficult to describe what constitutes effective SRL in higher education. That is, SRL that relates positively to learning outcomes. In accordance, at present it is unclear how to train effective SRL in higher education. The current systematic review breaks down SRL into self-regulatory processes (SRPs) and reviews the evidence for teaching adolescents effective SRPs. Of the wide variety of SRPs which are known in the field, the following were investigated in the studies: metacognitive strategies, motivation, self-efficacy, handling task difficulty and demands, and resource

Chan, Evelyn T. Y. (2016):

'Being an English major, being a humanities student'. Connecting academic subject identity in literary studies to other social domains.

In: *Studies in Higher Education* 41 (9), S. 1656–1673. DOI: 10.1080/03075079.2014.1000291.

Abstract:

This study examined students' construction of academic subject identity in a university humanities discipline, English literary studies. In so doing, the study aimed to provide an empirically grounded intervention in current debates on the value of the humanities in higher education. Eight students participated in interviews lasting 15-20 minutes each. Narrative methodology was aligned with the social constructionist paradigm to investigate identity construction and emergence. These showed students' creative agency as well as careful negotiation with existing social views. They revealed a variety of identity stability and conflict, determined by one key issue: whether or not students felt they could competently translate their subject identities into other social domains relevant to their lives. These findings improve current understanding of the value of humanities education by showing students' perspective instead of educational practitioners'. They also point to possible educational intervention strategies to increase students' competence in subject identity construction.

Chapman, David W.; Lindner, Samira (2016):

Degrees of integrity. The threat of corruption in higher education.

In: *Studies in Higher Education* 41 (2), S. 247–268. DOI: 10.1080/03075079.2014.927854.

Abstract:

Corruption in higher education is the focus of growing international concern among governments, educators, students, and other stakeholders. Those working in higher education institutions now face a unique convergence of pressures that is creating a heightened threat to the integrity of the higher education enterprise worldwide. This paper draws on recent measures of the perceived magnitude of corruption, studies of respondents' direct experience with corruption, and case studies of specific instances of corruption to illustrate the nature and extent of corruption in higher education. The authors suggest that the impact of corrupt practices in higher education can have a wider negative influence to the extent that it breaks the link between personal effort and anticipation of reward. The risk is that employees and students come to believe that personal success comes, not through merit and hard work, but through cutting corners.

Cheong, Kee-Cheok; Hill, Christopher; Fernandez-Chung, Rozilini; Leong, Yin-Ching (2016):

Employing the "unemployable". Employer perceptions of Malaysian graduates.

In: *Studies in Higher Education* 41 (12), S. 2253–2270. DOI: 10.1080/03075079.2015.1034260.

Abstract:

Malaysia has made significant progress in advancing access to education over the last two decades, having achieved the education goals of the UN's Millennium Development Goals. Unfortunately, this has not been accompanied by quality improvement, with reports of unemployable' graduates a frequent refrain. This paper reports on a study of Malaysian employers' perceptions of the country's graduates that finds a much more nuanced picture. While employers view Malaysian graduates as far from ideal, these graduates come with several strengths such as familiarity with local conditions, willingness to work hard, and lower hiring costs relative to foreign graduates. Not all Malaysian located graduates are ranked alike qualitatively; those enrolled in transnational private education are rated better than those from public universities. Major policy implications arising from this state of affairs are discussed.

Christie, Hazel; Tett, Lyn; Cree, Vivienne E.; McCune, Velda (2016):

'It all just clicked'. A longitudinal perspective on transitions within university.

In: *Studies in Higher Education* 41 (3), S. 478–490. DOI: 10.1080/03075079.2014.942271.

Abstract:

This paper explores the transitions that a group of students, admitted from further education colleges as part of broader widening access initiative at a Scottish research-intensive university, made across the lifetime of their degrees. It investigates how they negotiate their learning careers beyond the first year, and how they (re)define their approaches to independent learning as they progress to the later years of their courses. Evidence is drawn from 20 students who were interviewed during each of their three or four years of study to provide a longitudinal account of their experiences of engagement and participation at the university. We draw attention to three ways in which the students made transitions across the course of their degrees: to increased knowledge of the conventions of academic writing; to enhanced critical skills; and to practical strategies to prioritise learning.

Clark, Lindie; Rowe, Anna; Cantori, Alex; Bilgin, Ayse; Mukuria, Valentine (2016):

The power dynamics and politics of survey design. Measuring workload associated with teaching, administering and supporting work-integrated learning courses.

In: *Studies in Higher Education* 41 (6), S. 1055–1073. DOI: 10.1080/03075079.2014.966071.

Abstract:

Work-integrated learning (WIL) courses can be more time consuming and resource intensive to design, teach, administer and support than classroom-based courses, as they generally require different curricula and pedagogical approaches as well as additional administrative and pastoral responsibilities. Workload and resourcing issues are reported as key challenges to the implementation of WIL, but most of the evidence to date is anecdotal. Accurately quantifying workload associated with WIL is difficult, because teaching and administrative roles can be so interconnected. To address this gap in the literature and inform institutional practice, a study was initiated at an Australian university to collect empirical data on the type and amount of work involved in delivering WIL courses. This paper describes the process of survey development, including literature review, extensive consultation phase and pilot study, all of which had to take account of the inherent power dynamics, politics and sensitivities around measuring staff workload.

Clark, Martyn; Zukas, Miriam (2016):

Understanding successful sandwich placements. A Bourdieusian approach.

In: *Studies in Higher Education* 41 (7), S. 1281–1295. DOI: 10.1080/03075079.2014.968121.

Abstract:

Sandwich placements and other integrated work and study schemes are increasingly advocated as a key means by which universities can promote students' employability. However, there is little understanding of how successful placements work in terms of facilitating learning and development. Drawing on three longitudinal case studies of students who have undertaken placements, two successfully, we use Bourdieu's conceptions of habitus and field to theorise successful placements. We establish the importance of the initial fit' between an individual's habitus and the field they enter to undertake a sandwich placement, together with the extent of the horizon for learning' emerging through the continuing interaction of habitus and field. Further, we argue that this relational approach can help us to recognise the importance of non-cognitive aspects of informal learning through placements and to understand how successful placements can be the catalyst for better grades on return to university study.

Collings, Rosalyn; Swanson, Vivien; Watkins, Ruth (2016):

Peer mentoring during the transition to university. Assessing the usage of a formal scheme within the UK.

In: *Studies in Higher Education* 41 (11), S. 1995–2010. DOI: 10.1080/03075079.2015.1007939.

Abstract:

Although mentoring has become increasingly popular within UK higher education, there is little evaluative research. The current longitudinal study aimed to evaluate the usage of a peer mentoring scheme during a first semester at university

amongst 124 students. Results indicate that during the first week at university the majority accessed the scheme but this then diminished by 10 weeks. There were strong positive correlations among contact, satisfaction and perceived mentor social support. Additionally, expectations of mentoring mediated the relationship between contact time and satisfaction. Correlations with student well-being and intention to withdraw, however, indicated that students reporting high levels of mentor support were worse off than those reporting less support. Students wanting more support from mentors were significantly lower on levels of integration and well-being. Findings suggest a potentially vulnerable group of students who access and use the mentoring scheme because of the problems they are experiencing.

Crawford, Ian; Wang, Zhiqi (2016):

The impact of placements on the academic performance of UK and international students in higher education.

In: *Studies in Higher Education* 41 (4), S. 712–733. DOI: 10.1080/03075079.2014.943658.

Abstract:

Motivated by an increasing number of international students in UK higher education, this study investigates the effect of year-long placements on the academic performance of 268 accounting and finance students enrolled between 2006 and 2009. The results show differences between UK and international students although both statistically and significantly increase their final-year marks and their chance to obtain a good degree (first or 2.1) following placements. UK sandwich students outshine international sandwich students in the final year, while UK full-time students significantly underperform international full-time students in the first year only. The academic performance of UK students can be partly explained by prior academic achievement and gender but that of international students is not related to any of these individual factors. There is evidence of self-selection among UK sandwich students since they outperform UK full-time students at all levels, while no such a pattern is found among international students.

Danowitz, Mary Ann (2016):

Power, jobs and bodies. The experiences of becoming a gender scholar in doctoral education.

In: *Studies in Higher Education* 41 (5, SI), S. 847–858. DOI: 10.1080/03075079.2016.1147720.

Abstract:

Research suggests that doctoral students' learning and experiences are influenced by their relationships and predominant organizational norms and structures, create gender inequality and discourage or prevent alternative behaviors. However, there is very little empirical information on the nature of doctoral experiences and organizational activities and processes when an academic program focuses on gender. The study reported here approaches learning as a cognitive and social activity to identify and illuminate events and interaction students describe in becoming scholars as they negotiate their roles and relationships in an interdisciplinary program of gender studies in German-speaking Europe. Three dominant themes or factors shaped students' experiences: (a) power and tensions associated with it, (b) jobs: discovering what was to be done, and when and how to do it to be successful, and (c) bodies: the doing of gender.

Davis, Annemarie; van Rensburg, Mari Jansen; Venter, Peet (2016):

The impact of managerialism on the strategy work of university middle managers.

In: *Studies in Higher Education* 41 (8), S. 1480–1494. DOI: 10.1080/03075079.2014.981518.

Abstract:

In an attempt to understand the effects of managerialism on university managers in a developing country, we set out to gather rich data on the strategy work of middle managers through a single case study at a South African university. Managerialism has the potential to solve inefficiencies in university systems and processes, as it could help to simplify the complex university management environment. Yet, our findings show that middle managers at the chosen institution are constrained by the effects of managerialism. Managerialism has resulted in a tyranny of bureaucracy which translates into disempowered middle managers, a culture of conformance over collegiality, control at the cost of innovation and experimentation and an over-articulation of strategy which devalues the strategy. To cope with the identified negative

effects of managerialism, middle managers create their own systems outside the bureaucracy and provide more support to peers and subordinates.

Dobbins, Kerry; Brooks, Sara; Scott, Jon J. A.; Rawlinson, Mark; Norman, Robert I. (2016):

Understanding and enacting learning outcomes. The academic's perspective.

In: *Studies in Higher Education* 41 (7), S. 1217–1235. DOI: 10.1080/03075079.2014.966668.

Abstract:

Despite a detailed literature exploring the advancement of a learning outcomes approach in higher education, limited evidence exists concerning academics' use of them. This study employed a questionnaire survey and interviews with academic staff in three Schools in one institution to explore their views and uses of learning outcomes. Whilst differences between the Schools were apparent, participants appeared primarily to use learning outcomes to focus their thinking around module design or delivery. Opinions about the purposes of learning outcomes varied between student-centred learning and tick-box accountability, but were not always polarised between the two. The data suggested that these two purposes cannot be disassociated from each other, particularly in a consumerist framework of higher education. Academic staff should be empowered to understand and engage with learning outcomes from student-centred learning and accountability perspectives. Further research is also required to investigate the multiple factors that influence academics' enactments of learning outcomes.

Dockery, Alfred M.; Seymour, Richard; Koshy, Paul (2016):

Promoting low socio-economic participation in higher education. A comparison of area-based and individual measures.

In: *Studies in Higher Education* 41 (9), S. 1692–1714. DOI: 10.1080/03075079.2015.1020777.

Abstract:

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

Durette, Barthelemy; Fournier, Marina; Lafon, Matthieu (2016):

The core competencies of PhDs.

In: *Studies in Higher Education* 41 (8), S. 1355–1370. DOI: 10.1080/03075079.2014.968540.

Abstract:

In our knowledge society and economy, doctoral education is increasingly considered as a means to produce knowledge workers to feed the needs of the global employment market. This raises concerns about the competencies developed through doctoral training. Surprisingly, only a few studies have addressed this question and most of them are restricted to very limited populations or lack empirical evidences. In this context, we performed a national survey answered by 2794 PhDs. From the data collected, we built a reference framework containing 111 competencies organized in 6 main categories. From statistical analysis, we identified a set of core' competencies that are shared by doctorate holders (Microsoft Excel spreadsheet Chi squared goodness-of-fit test, alpha level .05). This study therefore demonstrates that PhDs develop a set of common competencies and delineate its boundaries.

Ehrich, John; Howard, Steven J.; Mu, Congjun; Bokosmaty, Sahar (2016):

A comparison of Chinese and Australian university students' attitudes towards plagiarism.

In: *Studies in Higher Education* 41 (2), S. 231–246. DOI: 10.1080/03075079.2014.927850.

Abstract:

Student plagiarism is a growing problem within Australian universities and abroad. Potentially exacerbating this situation, research indicates that students' attitudes toward plagiarism are typically more permissive and lenient than the policies of their tertiary institutions. There has been suggestion that this is especially so in Asian countries relative to Western countries; however, very little research has sought to empirically validate this suggestion. Moreover, existing research in this area has typically compared international and domestic students studying in Western countries. As yet, no studies have directly compared Chinese and Australian university students' attitudes toward plagiarism, as they exist within their native countries. Rasch analysis/differential item functioning were conducted to contrast 131 Australian and 173 Chinese undergraduate university students' attitudes towards plagiarism. Results indicated distinct cross-cultural differences in aspects of students' plagiarism attitudes. Regardless of ethnic background, the results highlight undergraduate students' typical lack of understanding of plagiarism and plagiarist behaviours.

Elliot, Dely Lazarte; Reid, Kate; Baumfield, Vivienne (2016):

Beyond the amusement, puzzlement and challenges. An enquiry into international students' academic acculturation.

In: *Studies in Higher Education* 41 (12), S. 2198–2217. DOI: 10.1080/03075079.2015.1029903.

Abstract:

This paper investigates the phenomenological experiences of academic acculturation of selected non-British post-doctoral academics with a retrospective focus on their experiences as PhD students. The participants came from different disciplines and countries of origin to pursue several years of postgraduate research in different British higher education institutions. The typical, yet distinct, experiences of an exceptional group of early career academics offer invaluable insight into the joys, excitement, puzzlement and challenges that international students often encounter as they embark on studying and living in a foreign country such as the UK. Using Urie Bronfenbrenner's bio-ecological theory of human development, our paper presents a theoretical perspective that can help elucidate and offer a greater understanding of what appear to be complex incidences in international students' experiences. These incidences can, arguably, be crucial to the success or failure of students' sojourns.

Esson, James; Ertl, Hubert (2016):

No point worrying? Potential undergraduates, study-related debt, and the financial allure of higher education.

In: *Studies in Higher Education* 41 (7), S. 1265–1280. DOI: 10.1080/03075079.2014.968542.

Abstract:

As of September 2012, the undergraduate tuition fee cap at English universities was raised from 3375 pound to 9000 pound per annum. This article explores the rationales underpinning prospective students' decision whether or not to apply to higher education following the fee increase, specifically, how this decision is influenced by perceptions of study-related debt and expected earnings. The article draws on data obtained from prospective undergraduates in year 13 and conceptualises their decision-making using the notion of bounded rationality'. The data show that participant's primary response to the fee increase and associated study-related debt is that there is no point worrying'. This is because in the short term, a higher education degree is considered vital to securing employment in a competitive labour market. In the long term, there is a perception that the income contingent nature of student loan repayments makes the Treasury, not the student, liable for any resultant financial losses.

Feather, Denis (2016):

Defining academic - real or imagined.

In: *Studies in Higher Education* 41 (1), S. 110–123. DOI: 10.1080/03075079.2014.914921.

Abstract:

This paper is part of a study in England that concluded in the latter half of 2009. The study looks at academic identity through the lens of those lecturers delivering higher education business programmes in further education colleges, and their subsequent perceptions and definitions of an academic. The study identified that academic identity is a bricoleur of teaching, research, and might be a state of mind; as such, this may explain why academic identity is heterogeneous and so difficult to define. The study comprised of 26 individual interviews and one focus group comprising of four lecturers. An interpretivist approach was adopted, where common themes were drawn out for analysis from the narratives. Academic identity was not a term easily defined by lecturers in further education colleges, and some lecturers did not see themselves as academics or typically stereotyped academics akin to those depicted in the television media.

Fenwick, Tara (2016):

Social media, professionalism and higher education. A sociomaterial consideration.

In: *Studies in Higher Education* 41 (4), S. 664–677. DOI: 10.1080/03075079.2014.942275.

Abstract:

Within debates about student professionalism and how to develop it in higher education (HE), increasing focus has turned to students' uses of social media. While social media skills are promoted by some HE educators, most emphasis is still given to perceived hazards and abuses of social media in practice. These are typically framed as a matter of professional ethics; some have argued for new codes of 'e-professionalism'. This article problematizes the dynamics being conflated in these debates, drawing from three theoretical sources: current debates about professionalism; critical digital media studies that provide nuanced analyses of social media engagements; and sociomaterial concepts that reconfigure the issues to suggest new possibilities. The argument is theory-based and exploratory, not empirical. The aim is to pose new directions for research and teaching that open, not foreclose, new issues and enactments of professionalism.

Fernandez-Sainz, A.; Garcia-Merino, J. D.; Urionabarrenetxea, S. (2016):

Has the Bologna process been worthwhile? An analysis of the Learning Society-Adapted Outcome Index through quantile regression.

In: *Studies in Higher Education* 41 (9), S. 1579–1594. DOI: 10.1080/03075079.2014.988703.

Abstract:

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

Fullana, Judit; Pallisera, Maria; Colomer, Jordi; Pena, Rosario Fernandez; Perez-Burriel, Marc (2016):

Reflective learning in higher education. A qualitative study on students' perceptions.

In: *Studies in Higher Education* 41 (6), S. 1008–1022. DOI: 10.1080/03075079.2014.950563.

Abstract:

This article presents the results of a study aimed at determining the perceptions of students participating in reflective learning (RL) experiences at the University of Girona (Spain), specifically regarding the benefits and challenges of this

methodology. Four focus groups were organized with students who had participated in RL experiences on four different undergraduate degree courses: nursing, environmental sciences, psychology and social education. Data were analysed using thematic content analysis. The study shows that students think RL contributes to a better understanding of themselves, their learning and their motivation to learn. Identified challenges were related primarily to understanding the aims of the experience, the degree of personal openness and the system of assessment. The study also provides some guidelines and orientation for improving experiences of undergraduate training based on RL.

Gebbru, Demewoz Admasu (2016):

Effectiveness of higher diploma program for early career academics in Ethiopia.

In: *Studies in Higher Education* 41 (10, SI), S. 1741–1753. DOI: 10.1080/03075079.2016.1221652.

Abstract:

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

Gerhardt, Megan W. (2016):

The importance of being ... social? Instructor credibility and the Millennials.

In: *Studies in Higher Education* 41 (9), S. 1533–1547. DOI: 10.1080/03075079.2014.981516.

Abstract:

Using the framework of generational identity, the current study explores how a range of characteristics impact Millennial perceptions of instructor credibility. Millennial Generation student ratings of the impact of competence, character, and sociability on instructor credibility were compared to faculty ratings of the same characteristics. Results reveal that both groups consider competence and character to be similarly relevant to overall instructor credibility, but that Millennial learners value sociability when assessing credibility significantly more than faculty do. Additional analyses explore the impact of instructor sociability on types of student engagement.

Goglio, Valentina; Parigi, Paolo (2016):

An institutional mechanism to reduce internal competition? A hypothesis about the diffusion of satellite universities in Italy.

In: *Studies in Higher Education* 41 (8), S. 1495–1513. DOI: 10.1080/03075079.2014.981517.

Abstract:

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

Granata, S. N.; Dochy, F. (2016):

Applied PhD research in a work-based environment. An activity theory-based analysis.

In: *Studies in Higher Education* 41 (6), S. 990–1007. DOI: 10.1080/03075079.2014.966666.

Abstract:

Activity theory is used to compare PhD undertaken at university, that is, academic PhD, with PhD performed in collaboration with industry, that is, semi-industrial PhD. The research is divided into a literature review and a case study. Semi-industrial and academic PhD are modelled as activity systems, and differences are highlighted in terms of subject, community, division of labour and instruments. Semi-industrial PhD involve interaction with people from a nonacademic background, developing management skills. Furthermore, the supervision of semi-industrial PhD is more complex than that of academic PhD. If supported by frequent supervision, this complexity strengthens the PhD. If not, supervision becomes dispersive, and semi-industrial PhD students create a network of people that enables them to perform their research. However, the creation of that network is not systematic, and a lack of a network may affect the PhD research. Therefore, frequent supervision of semi-industrial PhD students should be stressed and structured.

Green, Teegan (2016):

A methodological review of structural equation modelling in higher education research.

In: *Studies in Higher Education* 41 (12), S. 2125–2155. DOI: 10.1080/03075079.2015.1021670.

Abstract:

Despite increases in the number of articles published in higher education journals using structural equation modelling (SEM), research addressing their statistical sufficiency, methodological appropriateness and quantitative rigour is sparse. In response, this article provides a census of all covariance-based SEM articles published up until 2013

Grosas, Aidan Bradley; Raju, Shiwani Rani; Schuett, Burkhardt Siegfried; Chuck, Jo-Anne; Millar, Thomas James (2016):

Determining if active learning through a formative assessment process translates to better performance in summative assessment.

In: *Studies in Higher Education* 41 (9), S. 1595–1611. DOI: 10.1080/03075079.2014.988704.

Abstract:

Formative assessment used in a level 2 unit, Immunology, gave outcomes that were both surprising and applicable across disciplines. Four formative tests were given and reviewed during class time. The students' attitudes to formative assessment were evaluated using questionnaires and its effectiveness in closing the gap was measured by the students' final exam performance. Despite general enthusiasm for formative tests, the final exam performances were disappointing. Lessons learnt indicated that the students answered questions with 'knowledge dumps' rather than addressing the verb, and that feedback from the instructors, although providing answers, did not empower students to understand the verb in the question. Therefore, using formative tests to identify and address bad habits, rather than providing exam practice, would be a more judicious approach to formative testing and likely to improve the overall skills base of students commensurate with higher learning.

Guan, Lu; Cole, Michael; Worthington, Frank (2016):

University students' unions. Changing functions, a UK and comparative perspective.

In: *Studies in Higher Education* 41 (12), S. 2095–2109. DOI: 10.1080/03075079.2015.1010076.

Abstract:

In this article, we consider the functions of students' unions (SUs) through a UK case study. First, a functional classification of educational representation; wider representation; delivery of commercial services and facilitating a student community is outlined. Second, we specify a theoretical framework in terms of neo-liberalism and therapeutic ideas of education. Third, we discuss recent SU functional changes. Fourth, we interpret those changes through the theories outlined above. Our

contribution to scholarship is threefold; first we study the evolution of UK SUs. Second, we apply theory to interpret these changes. Third, we generate findings that could be applied to develop a comparative international literature.

Guo, Fangfang; Shi, Jinghuan (2016):

The relationship between classroom assessment and undergraduates' learning within Chinese higher education system.

In: *Studies in Higher Education* 41 (4), S. 642–663. DOI: 10.1080/03075079.2014.942274.

Abstract:

Although assessment and improvement of student performance is the focus of much research around the world, investigation of this topic is rare in Chinese higher education. The present study is the first to explore the relationship between classroom assessment and student learning in Chinese higher education institutions based on the data from Chinese College Student Survey (CCSS) 2011. First, the study describes how undergraduates experience and evaluate assessment carried out at the curriculum level. Second, the study investigates whether a structural model of classroom assessment on student learning represents the national data of CCSS. Third, the study explores the relationship between classroom assessment and undergraduates' learning process and outcome. The results suggest that the assessment characterized by communication and conversation between academic staff/faculty and students has larger effect on student learning than the assessment without communication and conversation. The major messages for Chinese higher education are the importance of making examinations part of rather than the end of learning, the importance of integrating paper/report writing into learning, and the importance of providing meaningful and timely feedback to students about their assessment tasks. Perhaps most importantly overall is the need for better communication between faculty and students.

Hakkarainen, Kai; Hytonen, Kaisa; Makkonen, Juho; Lehtinen, Erno (2016):

Extending collective practices of doctoral education from natural to educational sciences.

In: *Studies in Higher Education* 41 (1), S. 63–78. DOI: 10.1080/03075079.2014.914910.

Abstract:

The purpose of the present investigation was to examine how a collective knowledge-creation-oriented approach to doctoral education is being adopted in research within the field of education. The authors interviewed nine leaders of national centres of excellence in science research and 12 education professors whose research communities cultivate collective practices of doctoral education. In order to examine how the collective practices differ from the individual ones, the authors also interviewed nine education professors from well-known Finnish and other European universities engaged in supervising traditional monograph theses. Three principal features of the collective model (CM) of doctoral education were distinguished: (1) pursuit of collectively shared research objects; (2) pursuit of externally reviewed co-authored journal articles; and (3) focus on collective supervision. The results indicated that the principal features of the CM can be productively implemented in research in the field of education despite certain challenges and constraints addressed in this report.

Hancock, Sally; Walsh, Elaine (2016):

Beyond knowledge and skills. Rethinking the development of professional identity during the STEM doctorate.

In: *Studies in Higher Education* 41 (1), S. 37–50. DOI: 10.1080/03075079.2014.915301.

Abstract:

The science, technology, engineering, mathematics (STEM) doctorate is the established entry qualification for a scientific research career. However, contemporary STEM doctoral graduates assume increasingly diverse professional paths, with many forging non-academic careers. Using the UK as an example, the authors suggest that the STEM PhD fails to adequately prepare students for the complexity of their future professional lives. They argue that a neglect of the development of professional identity is damaging, even to those who pursue a research career, because the landscape of

contemporary science has transformed. The authors propose three reforms to the STEM doctorate to aid the development of professional identity and equip students with a more flexible understanding of becoming and being a researcher. The reforms will boost the resilience of doctoral graduates as they embark upon their varied career trajectories, and therefore assure the continued cultural, social and economic contributions of these highly skilled individuals.

Howe-Walsh, Liza; Turnbull, Sarah (2016):

Barriers to women leaders in academia. Tales from science and technology.

In: *Studies in Higher Education* 41 (3), S. 415–428. DOI: 10.1080/03075079.2014.929102.

Abstract:

There is growing concern regarding the lack of women in senior positions in science and technology (ST) in United Kingdom (UK) universities. Previous research has enhanced our understanding of the challenges women in academia face to progress their careers. In contrast, relatively little is known as to why so few women reach leadership positions in ST. This article reports on research to examine women's experiences regarding the perceived barriers to leadership in ST faculties in UK universities. Using in-depth interviews the authors explore personal narratives to highlight the perceived barriers to career advancement. Findings report on the gendered nature of ST faculties and how women struggle to navigate their careers. The investigation illustrates the effect of organisational influences such as temporary work arrangements, male-dominated networks, intimidation and harassment, as well as individual influences such as lack of confidence.

Huang, Iona Yuelu; Raimo, Vincenzo; Humfrey, Christine (2016):

Power and control. Managing agents for international student recruitment in higher education.

In: *Studies in Higher Education* 41 (8), S. 1333–1354. DOI: 10.1080/03075079.2014.968543.

Abstract:

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

Hunt, Clive (2016):

'Teachers' to 'academics'. The implementation of a modernisation project at one UK post-92 university.

In: *Studies in Higher Education* 41 (7), S. 1189–1202. DOI: 10.1080/03075079.2014.968544.

Abstract:

Among the many external forces that have impacted upon institutions, league tables have been the dynamic to which universities across the world are now responding. Following the appointment of a new vice-chancellor at one post-92 UK university, a modernisation project was introduced aimed at maximising the institutions' research standing. For the institutional actors, the university's lecturers, this modernisation project demanded a change in their working practices from one which had focused on teaching-related activities to a situation where an emphasis was to be placed upon research. This study examines how university teachers at this institution understood and responded to the modernisation project to acquire research skills and provides an insight into a path-breaking strategic plan that was enacted within a historically dependent setting. It muses on the dialectics of institutional path dependency and the path-breaking effect of a modernisation project that was stimulated by new managerialism.

Jackson, Denise (2016):

Skill mastery and the formation of graduate identity in Bachelor graduates. Evidence from Australia.

In: *Studies in Higher Education* 41 (7), S. 1313–1332. DOI: 10.1080/03075079.2014.981515.

Abstract:

Mastery of certain generic skills and the successful formation of pre-professional identity are widely considered to influence graduate work-readiness and job attainment. Given their links with enhanced productivity, performance and innovation, skill development and graduate identity appear critical amidst ongoing global stagnation in advanced economies. This paper focuses on the success of higher education in developing generic skills and graduate identity using national data

Jessop, Tansy; Maleckar, Barbara (2016):

The influence of disciplinary assessment patterns on student learning. A comparative study.

In: *Studies in Higher Education* 41 (4), S. 696–711. DOI: 10.1080/03075079.2014.943170.

Abstract:

This paper explores disciplinary patterns of assessment and feedback, using data from the Transforming the Experience of Students through Assessment project. Its central research question concerns the effect of disciplinary assessment patterns on student learning. Audit data from 18 degree programmes at 8 UK universities showed variations in assessment patterns across three disciplinary fields: Humanities, Professional and Science courses. There were variations in assessment demands; in the quantity of feedback and in the proportion of examinations. Statistical

Kleijn, Renske A. M. de; Bronkhorst, Larika H.; Meijer, Paulien C.; Pilot, Albert; Brekelmans, Mieke (2016):

Understanding the up, back, and forward-component in master's thesis supervision with adaptivity.

In: *Studies in Higher Education* 41 (8), S. 1463–1479. DOI: 10.1080/03075079.2014.980399.

Abstract:

Despite the importance of goals in educational theories, goals in master's thesis projects are rarely investigated. Therefore, this study explores how goals play a role in master's thesis supervision in terms of: defining the goals (up-component); locating where the student stands in relation to the goals (back-component); and how the student can more closely reach the goals (forward-component). Twelve supervisors and students were interviewed and the adaptive approach of supervision emerged as a recurrent theme. Applying qualitative content analysis, findings indicated that the role of goals can be described as: aiming to reach the goals (up-component) by adapting supervision strategies (forward-component), based on students' specific needs and where they stand (back-component). This was termed 'adaptivity'. Providing adaptive supervision can also involve tensions concerning the level of regulation and the severity of their critique (ranging from mild to heavy-handed). Findings are discussed in relation to other studies concerning research supervision.

Knewstubb, Bernadette (2016):

The learning-teaching nexus. Modelling the learning-teaching relationship in higher education.

In: *Studies in Higher Education* 41 (3), S. 525–540. DOI: 10.1080/03075079.2014.934802.

Abstract:

The teaching-learning relationship is often described as a conversation. However, many models of teaching and learning depict the worlds of teacher and learner as enclosed and inaccessible, linked by apparently transferred communicative meanings. A new interdisciplinary learning-teaching nexus (LTN) model combines perspectives from higher education, linguistic pragmatics and Gadamerian hermeneutics to conceptualise the learning-teaching nexus as a communicative relationship. The LTN model depicts teaching and learning as simultaneously individual experiences, affected by personal epistemological, contextual and situational assumptions, and a shared communicative space, in which communicators and

their addressees work to reach mutual understandings. This paper outlines the LTN model, explaining how it extends earlier frameworks, and discusses implications for educational practice and future research.

Laidlaw, Anita; McLellan, Julie; Ozakinci, Gozde (2016):

Understanding undergraduate student perceptions of mental health, mental well-being and help-seeking behaviour.

In: *Studies in Higher Education* 41 (12), S. 2156–2168. DOI: 10.1080/03075079.2015.1026890.

Abstract:

Despite relatively high levels of psychological distress, many students in higher education do not seek help for difficulties. This study explored undergraduate student understanding of the concepts of mental health and mental well-being and where undergraduate students would seek help for mental well-being difficulties. Semi-structured interviews were carried out with 20 undergraduate students from 5 different subject areas. Interviews were transcribed and thematically analysed. Results highlighted that the majority of participants viewed mental health and mental well-being as two distinct concepts but their views did not affect where they would seek help for mental well-being difficulties. Medical students reported public stigma relating to help seeking for mental well-being difficulties. Undergraduate students are most likely to seek help for mental well-being difficulties from peers, but whether this experience is useful is less clear. How such an approach impacts upon the individual from whom assistance is sought is also not well understood.

Lam, Bick Har; Tsui, Kwok Tung (2016):

Curriculum mapping as deliberation - examining the alignment of subject learning outcomes and course curricula.

In: *Studies in Higher Education* 41 (8), S. 1371–1388. DOI: 10.1080/03075079.2014.968539.

Abstract:

This article aims to evaluate the alignment between subject learning outcomes (SLOs) that represent the role of the Department of Curriculum and Instruction (C&I) and the course curricula documents. Content analysis was conducted to map SLOs in the curricula documents of a set of compulsory courses offered by the department of C&I. A hermeneutic perspective was adopted by four academic staff members who were involved in the mapping process, which considers curriculum scrutiny as an opportunity of reflective dialog. Findings suggest that though SLOs were adequately addressed in courses offered in various programs, the coverage and depth of studying SLOs may differ in different programs, such as Bachelor of Education and Post Graduate Diploma in Education. In this study, curriculum mapping was facilitated by deliberative dialog among participants, which made the mapping exercise a validating professional development activity. Implications are discussed. Recommendations regarding curriculum evaluation and teacher training are similarly suggested.

Lam, Ricky (2016):

Assessment as learning. Examining a cycle of teaching, learning, and assessment of writing in the portfolio-based classroom.

In: *Studies in Higher Education* 41 (11), S. 1900–1917. DOI: 10.1080/03075079.2014.999317.

Abstract:

Assessment for learning has been extensively researched in the past two decades. However, its applications as a means of classroom-based assessment, especially for promoting teaching and learning of writing, have been underrepresented in English as a Foreign Language (EFL) portfolio settings. This paper aims to critically review the extent to which assessment as learning (AaL), used as an alternative to high-stakes assessment, can support writing instruction and student learning. Drawing upon the evidence from educational assessment and EFL writing, the paper argues that AaL, when advocated in classroom-based portfolios, can promote teacher competence in teaching writing, student motivation for learning, and text improvement. AaL hereby refers to students' ongoing development of cognitive and metacognitive capacity in self-evaluating their writing ability within a portfolio-based environment. Implications regarding how AaL can be successfully

utilized to facilitate the development of students' language awareness, self-assessment skills, and self-reflection in EFL portfolio-based classrooms are discussed.

Larcombe, Wendy; Finch, Sue; Sore, Rachel; Murray, Christina M.; Kentish, Sandra; Mulder, Raoul A. et al. (2016):

Prevalence and socio-demographic correlates of psychological distress among students at an Australian university.

In: *Studies in Higher Education* 41 (6), S. 1074–1091. DOI: 10.1080/03075079.2014.966072.

Abstract:

This research contributes to the empirical literature on university student mental well-being by investigating the prevalence and socio-demographic correlates of severe levels of psychological distress. More than 5000 students at a metropolitan Australian university participated in an anonymous online survey in 2013 that included the short form of the Depression, Anxiety and Stress Scales (DASS-21). Comparisons with published research show that our respondents' DASS results were substantially higher than those observed in studies with general community samples, but comparable to other studies targeting university students. Of the explanatory variables analysed, the student's field of study, the number of hours spent studying per week and the number of hours spent caring for family members were all strongly associated with scores in the severe or extremely severe range for each of the DASS scales. These findings provide guidance for policy development, service delivery and further research in higher education.

Lehtomaki, Elina; Moate, Josephine; Posti-Ahokas, Hanna (2016):

Global connectedness in higher education. Student voices on the value of cross-cultural learning dialogue.

In: *Studies in Higher Education* 41 (11), S. 2011–2027. DOI: 10.1080/03075079.2015.1007943.

Abstract:

The study explores how sense of global connectedness can be enhanced by creating opportunities for cross-cultural dialogue in higher education. Thematic analysis of randomly selected 15 learning journals, students' reflections on their learning during an international seminar was used to identify students' significant learning experiences. The results emphasise the added value of diversity (geographical, disciplinary, cultural and social) among students, faculty and invited presenters for creating meaningful learning. Furthermore, they suggest that designing an integrated approach of contents, contexts and activities for critical engagement in global dialogue and knowledge generation in higher education can open up new perspectives to students in education and thereby increase their sense of global connectedness. The research addresses internationalisation of higher education, contributes to the development of international study programmes and provides means to enhance inclusion of global issues in higher education policies, curricula and practice.

Leisyte, Liudvika (2016):

New public management and research productivity - a precarious state of affairs of academic work in the Netherlands.

In: *Studies in Higher Education* 41 (5, SI), S. 828–846. DOI: 10.1080/03075079.2016.1147721.

Abstract:

New Public Management reforms have fostered universities to focus on performance and competition which has resulted in different pressures to perform and disruption of strong teaching-research balance at universities. The imbalanced division of teaching research workloads may be gendered and can strengthen the differences in research productivity among male and female academics. This study uses survey data of Dutch academics carried out in 2015 at selected three universities to understand how pressure to perform has influenced the workload balance and what is the relationship between teaching-research balance and research productivity of female and male academics across different disciplines in different organizational contexts. The findings support the Hattie and Marsh's Common Wisdom model and show that balanced teaching research workloads improve research productivity across gender groups. Further, we show that the perception of managerialism at a university is an important mediating factor of gender balance in research productivity.

Li, Xiaoqing; Roberts, Joanne; Yan, Yanni; Tan, Hui (2016):

Management of cultural differences under various forms of China-UK higher education strategic alliances.

In: *Studies in Higher Education* 41 (4), S. 774–798. DOI: 10.1080/03075079.2014.966664.

Abstract:

International strategic alliances are notorious for their high failure rate. Increased inter-partner conflict resulting from ineffective cross-cultural management is perceived to be one of the key reasons for unsatisfactory alliance performance. Driven by globalization, universities are extending into foreign markets through the establishment of various types of strategic alliances (SAs). Through an empirical investigation, this study reveals that although cultural differences (CDs) exist in China-UK higher education (HE) SAs their impact depends on the structure of the SA. Although cultural conflicts occur more frequently in equity joint ventures than in non-equity modes, the impact of conflict arising from CDs is more serious and significant in non-equity arrangements. Moreover, partners perceive CDs as sources of mutual interest. The findings imply that the negative impact of CDs can be ameliorated to varying degrees depending on the type of China-UK HE SA.

Lourenco, Mirta Edith (2016):

Gender equality in media content and operations. Articulating academic studies and policy - a presentation.

In: *Studies in Higher Education* 41 (5, SI), S. 927–931. DOI: 10.1080/03075079.2016.1147726.

Abstract:

In this article, Mirta Lourenco explains the prospects when higher education studies interface with UNESCO for policy change. The baseline is that education institutions' articulation with media organizations, media professionals, policy-makers, and civil society groups is essential to achieve gender equality in and through media.

Lueg, Rainer; Lueg, Klarissa; Lauridsen, Ole (2016):

Aligning seminars with Bologna requirements. Reciprocal peer tutoring, the solo taxonomy and deep learning.

In: *Studies in Higher Education* 41 (9), S. 1674–1691. DOI: 10.1080/03075079.2014.1002832.

Abstract:

Changes in public policy, such as the Bologna Process, require students to be equipped with multifunctional competencies to master relevant tasks in unfamiliar situations. Achieving this goal might imply a change in many curricula toward deeper learning. As a didactical means to achieve deep learning results, the authors suggest reciprocal peer tutoring (RPT); as a conceptual framework the authors suggest the SOLO (Structure of Observed Learning Outcomes) taxonomy and constructive alignment as suggested by Biggs and Tang. Our study presents results from the introduction of RPT in a large course. The authors find that RPT produces satisfying learning outcomes, active students, and ideal constructive alignments of the seminar content with the exam, the intended learning outcomes, and the requirements of the Bologna Process. Our data, which comprise surveys and evaluations from both faculty and students, suggest that RPT fosters deeper learning than does teacher-led instruction. Based on these findings, the authors also offer guidelines regarding how to implement RPT and how to overcome barriers.

Machado-Taylor, Maria de Lourdes; Soares, Virgilio Meira; Brites, Rui; Brites Ferreira, Jose; Farhangmehr, Minoo; Rocha Gouveia, Odilia Maria; Peterson, Marvin (2016):

Academic job satisfaction and motivation. Findings from a nationwide study in Portuguese higher education.

In: *Studies in Higher Education* 41 (3), S. 541–559. DOI: 10.1080/03075079.2014.942265.

Abstract:

Academic staff is a key resource in higher education institutions (HEIs) and therefore has a major role in the achievement of the objectives of these institutions. Satisfied and well-motivated academic staff can build a national and international reputation for themselves and their institutions. Moreover, the performance of academic staff impacts student learning. In this context, the study of academic staff job satisfaction and motivation to perform their professional activities becomes crucial, especially as higher education is traversed by multiple changes. The purpose of this paper is to present and analyze the findings of a nationwide study on satisfaction and motivation of academics. All academics working in Portuguese HEIs were invited to complete a survey online. The data obtained from 4529 academics were extensively analyzed and findings are presented here along with their implications for HEIs in Portugal.

Mampaey, Jelle; Huisman, Jeroen (2016):

Defensive stakeholder management in European universities. An institutional logics perspective.

In: *Studies in Higher Education* 41 (12), S. 2218–2231. DOI: 10.1080/03075079.2015.1029904.

Abstract:

Earlier studies on stakeholder management in European universities focused on proactive strategies, that is, substantive organizational practices to establish and maintain mutually beneficial exchanges between universities and their stakeholders. We argue that the literature on stakeholder management has to be extended by theorizing defensive strategies (i.e. verbal or symbolic accounts in response to stakeholder criticism). Drawing on the institutional logics perspective, we investigate how and why a highly reputed, research-intensive European university deploys defensive strategies in the mass media. Our single-case study demonstrates that defensive strategies vary depending on the type of stakeholder criticism. Our study indicates that the relations between universities and their critical stakeholders can be consensual, but only if stakeholders criticize organizational values belonging to the institutional logic(s) from which universities operate.

Marshall, Stephen (2016):

Technological innovation of higher education in New Zealand. A wicked problem?

In: *Studies in Higher Education* 41 (2), S. 288–301. DOI: 10.1080/03075079.2014.927849.

Abstract:

New Zealand, like many countries, faces the challenge of building and sustaining an educated population. Particular challenges are posed by the need to educate an increasing proportion of the population to higher levels in order to support the growth of a modern skills and knowledge economy, as opposed to an economy built on low-cost labour and commodities. New Zealand higher education faces a challenging combination of political and economic drivers that interact to create a wicked problem obstructing and complicating innovation in the models used to educate adults. This paper explores the wicked character of New Zealand higher education and considers what strategies potentially offer ways of addressing and minimising the extent of the wickedness, and potentially enable progress in the quality, efficiency and impact of education in New Zealand society.

McCaig, Colin (2016):

The retreat from widening participation? The National Scholarship Programme and new access agreements in English higher education.

In: *Studies in Higher Education* 41 (2), S. 215–230. DOI: 10.1080/03075079.2014.916672.

Abstract:

This article critically analyses the impact of reforms to the student financial support system in English higher education. Comparative analysis of financial support mechanisms and patterns of outreach engagement with groups underrepresented in higher education show a marked deterioration in the levels of cash support available and an increasingly focus on the brightest poor students (in the form of merit aid) at the expense of the generality of poorer students since the new support programme came into place. This can be seen as part of a wider policy shift away from

generic widening participation to the targeting of specific cohorts to raise the attainment level of intakes or to meet recruitment shortfalls. The findings are located in a context of a (near) trebling of tuition fees, stagnation in overall student numbers and the promotion of market mechanisms, all of which can be seen as a challenge to the notion of social justice through the higher education system.

Morley, Louise; Crossouard, Barbara (2016):

Women's leadership in the Asian Century. Does expansion mean inclusion?

In: *Studies in Higher Education* 41 (5, SI), S. 801–814. DOI: 10.1080/03075079.2016.1147749.

Abstract:

This paper draws on British Council commissioned research in response to concerns about women's absence from senior leadership positions in higher education in South Asia. The study sought existing knowledge from literature, policies, and available statistics and collected original interview data from 30 academics in Afghanistan, Bangladesh, India, Nepal, Pakistan, and Sri Lanka. A central finding was that gender is not a category of analysis in higher education policy, research or statistical data in the region. Our interview data suggest that leadership was frequently not an object of desire for women. Being associated with particular types of masculinities, leadership often carried a heavy affective load for those women who transgressed patriarchal socio-cultural norms and disrupted the symbolic order of women being led by men. Leadership was frequently perceived and experienced by women in terms of navigating a range of ugly feelings and toxicities that depleted aspirations, well-being and opportunities.

Murray, Neil; Nallaya, Shashi (2016):

Embedding academic literacies in university programme curricula. A case study.

In: *Studies in Higher Education* 41 (7), S. 1296–1312. DOI: 10.1080/03075079.2014.981150.

Abstract:

As the number of students entering higher education continues to increase, many English-medium universities have been looking carefully at how to more effectively ensure that those for whom English is not a first language have the opportunity to develop the academic literacies they require to successfully engage with and complete their studies as communicatively competent individuals. Their efforts, in part, reflect concern at the language problems faced by a (sometimes significant) proportion of this cohort, despite their having met English language entry criteria typically stipulated in terms of scores on high-stakes gatekeeping tests such as IELTS. This article describes an approach adopted at an Australian university characterised by a very diverse student body. It takes as its starting point the notion that all students require tuition that helps them develop conversancy in the academic literacies of their particular disciplines and that such tuition should thus be embedded in the curriculum.

Nguyen, ThuyUyen H.; Charity, Ian; Robson, Andrew (2016):

Students' perceptions of computer-based learning environments, their attitude towards business statistics, and their academic achievement. Implications from a UK university.

In: *Studies in Higher Education* 41 (4), S. 734–755. DOI: 10.1080/03075079.2014.950562.

Abstract:

This study investigates students' perceptions of computer-based learning environments, their attitude towards business statistics, and their academic achievement in higher education. Guided by learning environments concepts and attitudinal theory, a theoretical model was proposed with two instruments, one for measuring the learning environment and the other for measuring student attitude. Data were collected from 453 postgraduate business students in a UK university. Factor analyses were carried out to validate the instruments, whilst structural equation modelling was employed to validate the proposed model. The results demonstrate the importance of students' perceptions of subject integration within the learning environment and the relationship between their perceptions of cohesiveness, task orientation, and anxiety. The findings show that attitude towards statistics is significantly related to achievement, explaining almost 40% of

variation, whilst perception of the learning environment (indirectly) explains about 29% of the achievement. Implications for teaching business statistics in higher education are discussed.

Nielsen, Kjetil L.; Hansen, Gabrielle; Stav, John B. (2016):

How the initial thinking period affects student argumentation during peer instruction. Students' experiences versus observations.

In: *Studies in Higher Education* 41 (1), S. 124–138. DOI: 10.1080/03075079.2014.915300.

Abstract:

The authors have compared students discussing multiple-choice quizzes during peer instruction with and without the initial thinking period before discussion. Video clips of students engaged in peer discussion in groups of three of varying group combinations, a total of 140 different students in all, were compared to students' own experiences extracted from group interviews (16 students in groups of four and a total of seven interviews) and survey results (109 responses). The initial thinking period was found to increase argumentation time during discussion, consistent with students' own experiences. However, while students felt that the initial thinking period increased participation and contribution of ideas among all group members, the authors only found significantly improved discussion for two out of three group members, those already most active. The research did not find any statistically significant difference for the least active students with or without the inclusion of the initial thinking period.

Nielsen, Mathias Wullum (2016):

Gender inequality and research performance. Moving beyond individual-meritocratic explanations of academic advancement.

In: *Studies in Higher Education* 41 (11), S. 2044–2060. DOI: 10.1080/03075079.2015.1007945.

Abstract:

Academic debates addressing the persistent gender gap in science reveal considerable contestation of the relevance and extent of the problem. Particular attention has been given to the question of whether women's high attrition rates should be ascribed to the structural and cultural barriers inherent to the academic system or instead individualistic matters, such as personal motivation, performance and merit. In order to contribute to a more nuanced understanding of this particular issue, this cross-sectional bibliometric study investigates the link between gender and research performance in the Danish context. More specifically, it compares the citation and self-citation rates, source normalized impact per publication scores and collaborative patterns of 3293 male and female researchers at a Danish university and provides evidence challenging the widespread assumption of a persistent performance gap in favour of male researchers. The result has implications for research organizations and managers, as it raises concerns about the validity of individual-meritocratic explanations of the skewed gender distributions in academia.

O'Connor, Pat; O'Hagan, Clare (2016):

Excellence in university academic staff evaluation. A problematic reality?

In: *Studies in Higher Education* 41 (11), S. 1943–1957. DOI: 10.1080/03075079.2014.1000292.

Abstract:

This article is concerned with the macro-cultural ideal or institutional myth of excellence as defined and used in the evaluation of academic staff as part of an institutional logic. Such logics prescribe what constitutes legitimate behaviour and provide taken-for-granted conceptions of what goals are appropriate and what means are legitimate to achieve these goals' as stated by Pache and Santos Insead. In the case study university, this logic is reflected in the identification of ostensibly objective, gender-neutral key performance indicators of excellence. Lamont suggests that evaluation is necessarily subjective. Drawing on 23 qualitative interviews with those involved in such evaluation, this article looks at variation in the definition of excellence and in the evaluative practices in decision-making fora. It raises questions about the implications of this for gender inequality and for the myth of excellence and ultimately for the legitimacy of the organisation.

Osman, Ruksana; Hornsby, David J. (2016):

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

In: *Studies in Higher Education* 41 (10, SI), S. 1835–1853. DOI: 10.1080/03075079.2016.1221659.

Abstract:

The present paper reports on early-career academics' (ECAs) experiences of support for teaching in a research-intensive university in Africa. Through conducting a questionnaire and follow up in-depth interviews greater insight into how ECAs perceive and experience support for developing their teaching practice, is gained. Our analysis suggests that most academics interviewed began their first teaching position with no preparation for all that teaching involves. Many struggled to balance the demands associated with teaching and research, in addition to familiarizing oneself with institutional teaching norms and cultures. Almost all found support from within their discipline, although such support was incidental and spontaneous rather than planned. We offer the idea of communities of practice as an approach to institutionalize support for ECAs and draw on the scholarship of teaching and learning as the theoretical framing for this study and experience from a South African institution.

Pandian, Ambigapathy; Baboo, Shanthi Balraj; Mahfoodh, Omer Hassan Ali (2016):

Influence of multiculturalism on the study programs in Malaysian public universities. International students' perceptions.

In: *Studies in Higher Education* 41 (7), S. 1133–1152. DOI: 10.1080/03075079.2014.968538.

Abstract:

In response to the emphasis on the benefits of enhanced multicultural educational experiences of international students in higher education, this study examined international students' perceptions of the influence of multiculturalism on the study programs in Malaysian public universities. Both quantitative and qualitative data were collected. The respondents were 794 international students from 11 Malaysian public universities. Results show that international students perceive that the content of the courses had little consideration for including topics from countries of international students. In addition, the results reveal that the presence of international students in the study programs can be one of the factors to encourage lecturers to bring updated contents from international materials. Furthermore, the results reveal that motivation for learning, encouragement for active participation, and improvement of intellectual atmosphere in the study programs can be enhanced by the presence of international students. Practical implications for universities are provided.

Pearson, Margot; Evans, Terry; Macauley, Peter (2016):

The diversity and complexity of settings and arrangements forming the “experienced environments” for doctoral candidates. Some implications for doctoral education.

In: *Studies in Higher Education* 41 (12), S. 2110–2124. DOI: 10.1080/03075079.2015.1019449.

Abstract:

A significant feature of contemporary doctoral education is the continuing trend for research and research education to migrate beyond discipline-based institutional teaching and research structures. The result is a more diverse array of settings and arrangements for doctoral education linked to an increasingly global research enterprise. Recognising the complexity of what is a distributed environment challenges some commonly held assumptions about doctoral education and its practice. Drawing on data gathered in an Australian study of PhD programme development in Australia carried out in 2006–2009, the article describes the fluid and complex arrangements forming the experienced environments' for doctoral candidates, an environment that can afford them varying opportunities and challenges for completing their candidacy. Some implications for doctoral education are discussed.

Pedro, Eugenia; Franco, Mario (2016):

The importance of networks in the transnational mobility of higher education students. Attraction and satisfaction of foreign mobility students at a public university.

In: *Studies in Higher Education* 41 (9), S. 1627–1655. DOI: 10.1080/03075079.2014.999321.

Abstract:

Advancing the understanding of academic mobility becomes essential since this phenomenon is gaining prominence in the context of the internationalization of European higher education, with repercussions in economic terms for the host institution itself and its surrounding region. From a network theory perspective, this study intends to understand what motivates students in transnational mobility (TM) to seek certain Institutions of Higher Education rather than others. In keeping with the state-of-the-art, the aim is also to obtain indications that associate, or not, those students' previous contact with social networks. Through research of a quantitative, exploratory nature, this study presents results referring to 81 TM students at a Portuguese state university, University of Beira Interior. From these results, it can be inferred that the public and private reasons that attract and perpetuate the TM of higher education students are associated with the adoption of social networks. Some implications for theory and practice are also presented.

Peng, Lijun; Zhang, Shulin; Gu, Jibao (2016):

Evaluating the competency mismatch between Master of Engineering graduates and industry needs in China.

In: *Studies in Higher Education* 41 (3), S. 445–461. DOI: 10.1080/03075079.2014.942268.

Abstract:

This study investigates the mismatch between the educational attainment of a graduate with a Master of Engineering (MEng) degree and the industry needs in China. A competency list for MEng graduates from the perspective of industry needs was constructed. And a survey was conducted among MEng graduate students, alumni, and employers to assess the listed items. The analysis of the survey data yielded five competencies. Mismatches were found for all five factors. Each discrepancy is discussed in detail in this paper.

Pirog, Danuta (2016):

The impact of degree programme educational capital on the transition of graduates to the labour market.

In: *Studies in Higher Education* 41 (1), S. 95–109. DOI: 10.1080/03075079.2014.914916.

Abstract:

The article aims to empirically verify the impact of educational capital on the success or failure of higher education graduates' transitions. The paper uses the example of geography graduates in Poland who took part in a nationwide survey in 2012, six months after their graduation. This allowed the author to collect detailed data on the characteristics of the respondents' educational capital and their situation in the job market. Discriminant function analysis was used to establish that the following variables are best predictors of one's situation in the labour market: specialisation and study cycle (BA or MA). Other variables, including the final grade of the degree and the self-assessment of one's competences were found not to be statistically significant in discriminating between the group of working and unemployed graduates.

Pitman, Tim (2016):

Understanding 'fairness' in student selection. Are there differences and does it make a difference anyway?

In: *Studies in Higher Education* 41 (7), S. 1203–1216. DOI: 10.1080/03075079.2014.968545.

Abstract:

Universities are required to adopt 'fair' student admission practices, yet understandings of fairness in student selection are contested. This paper uses an analysis of the admission policies of Australia's public universities to critically examine the use and application of notions of fairness. A further analysis of enrolment data is used to contextualise policy rhetoric against admission practice. Three broad themes of fairness emerge: merit based, procedural and normative. Discursively, merit-based fairness is the preferred understanding of fairness. The enrolment data, however, indicate no relationship between how fairness is explicated and whether or not a university is more accessible to disadvantaged students. In practice, therefore, normative conceptualisations of fairness are the most influential, when normative fairness is understood as a reproduction of wider social inequities.

Ponnuswamy, Indra; Manohar, Hansa Lysander (2016):

Impact of learning organization culture on performance in higher education institutions.

In: *Studies in Higher Education* 41 (1), S. 21–36. DOI: 10.1080/03075079.2014.914920.

Abstract:

In this paper, an adapted version of the Dimensions of Learning Organization Questionnaire (DLOQ) was employed to investigate the perception of academic staff on learning organization culture in Indian higher education institutions. The questionnaire was sent to 700 faculty members of different universities using a non-probability purposive sampling technique. The results showed that there exists a significant and positive correlation amongst the constructs of learning organization culture, knowledge performance and research performance. Further, the results showed that knowledge performance is a statistically significant predictor of research performance. Thus, the empirical findings of this study will contribute to the literature on learning organization culture in higher education institutions, particularly with respect to the Indian scenario, an area where empirical studies are scant.

Pull, Kerstin; Pferdmenges, Birgit; Backes-Gellner, Uschi (2016):

Composition of junior research groups and PhD completion rate. Disciplinary differences and policy implications.

In: *Studies in Higher Education* 41 (11), S. 2061–2077. DOI: 10.1080/03075079.2015.1007941.

Abstract:

This paper explores the link between the composition and the performance of junior research groups. The authors argue that the heterogeneity-performance link depends on the type of heterogeneity (cultural vs. study field) and on the disciplinary area. The authors test their hypotheses on a data set of 45 junior research groups and find a U-shaped relation between cultural heterogeneity and performance in the humanities and social sciences, but no link between the two in the natural sciences. The link between study field heterogeneity and performance in the natural sciences is negative, and in the humanities and social sciences study field heterogeneity and performance are not related. Interaction within the group helps reap the benefits of heterogeneity. The study results are derived in the context of junior research groups in Germany, but are generalizable to other countries and contexts where PhD education is taking part in groups.

Putwain, David W.; Sander, Paul (2016):

Does the confidence of first-year undergraduate students change over time according to achievement goal profile?

In: *Studies in Higher Education* 41 (2), S. 381–398. DOI: 10.1080/03075079.2014.934803.

Abstract:

This study examined the changes in students' academic behavioural confidence over the course of their first year of academic study and whether changes differ by their achievement goal profile. Self-report data were collected from 434 participants in three waves: at the beginning of the first semester of their first year of undergraduate study, at the beginning of the second semester, and again at beginning of the second year of undergraduate study. At the outset of their

studies the authors identified three clusters of achievement goal profiles which differentiated between students' confidence in attaining grades, independent study and discussing course material. By the beginning of the second year any dips in confidence had disappeared which the authors construe in a positive light. The clusters of achievement goals shown at the outset of the first year of academic study does not seem to show any differentiated lasting disadvantage or advantage to students' confidence.

Quinlan, Kathleen M. (2016):

Developing student character through disciplinary curricula. An analysis of UK QAA subject benchmark statements.

In: *Studies in Higher Education* 41 (6), S. 1041–1054. DOI: 10.1080/03075079.2014.966069.

Abstract:

What aspects of student character are expected to be developed through disciplinary curricula? This paper examines the UK written curriculum through an analysis of the Quality Assurance Agency's subject benchmark statements for the most popular subjects studied in the UK. It explores the language, principles and intended outcomes that suggest students are expected to embrace or embody particular affective outcomes, values or virtues, or demonstrate social responsibility. The statements emphasise cognitive/intellectual skills, with little attention to the development of personal virtues or values. However, when present, the richest expressions are embedded in the values of the particular discipline, rather than presented as 'transferable skills'. The paper presents three examples of virtues that underpin particular disciplines, including empathy as expressed in languages and related studies and art and design; social justice and courage as expressed in social work; and humility as expressed in biosciences and sociology. Implications for higher education policy are suggested.

Read, Barbara; Kehm, Barbara M. (2016):

Women as leaders of higher education institutions. A British-German comparison.

In: *Studies in Higher Education* 41 (5, SI), S. 815–827. DOI: 10.1080/03075079.2016.1147727.

Abstract:

Across the vast majority of countries women are a significant minority in senior academic positions, and as of 2013 only 17% of vice chancellors (VCs) of UK universities and 12% of German Universities were women. This paper discusses findings from a study consisting of interviews with eight female VCs of British and German higher education institutions. The paper takes a feminist poststructuralist approach to look at the ways in which characteristics of 'ideal' leaders in academia are discursively produced in a myriad of gendered ways, and looks at the influence of dominant academic cultures, status of institutions and national policy landscapes. From an analysis of the findings we argue that in addition to increasing the numerical proportion of women leaders in academia, work also crucially needs to be done to challenge academic cultural practices and dominant gendered conceptualisations of the 'leader'.

Reddy, Sarasvathie; Searle, Ruth L.; Shawa, Lester B.; Teferra, Damtew (2016):

A balancing act. Facilitating a University Education Induction Programme for (early career) academics.

In: *Studies in Higher Education* 41 (10, SI), S. 1820–1834. DOI: 10.1080/03075079.2016.1221658.

Abstract:

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

Reed, Richard J.; Hurd, Brian (2016):

A value beyond money? Assessing the impact of equity scholarships. From access to success.

In: *Studies in Higher Education* 41 (7), S. 1236–1250. DOI: 10.1080/03075079.2014.968541.

Abstract:

This article reflects on evidence drawn from an evaluation of the impact of a scholarship programme for students from disadvantaged backgrounds at Macquarie University, Sydney. In addition to evidence of improved retention rates, the article suggests that qualitative data derived from a number of interviews with scholarship recipients highlight the substantial contribution the programme has made towards a number of positive outcomes. The key themes of the narrative evidence – including resources, belonging, security, independence, motivation, engagement and confidence – collectively describe a broad, rich notion of student success that includes enhanced academic outcomes and elements of personal growth and development. The findings add weight to emergent arguments that financial support schemes need to be seen as more than tools for incentivising enrolment, and instead as key institutional or sectoral mechanisms for encouraging and supporting the successful participation of disadvantaged students in higher education.

Ren, Xiaoni; Caudle, Darren (2016):

Walking the tightrope between work and non-work life. Strategies employed by British and Chinese academics and their implications.

In: *Studies in Higher Education* 41 (4), S. 599–618. DOI: 10.1080/03075079.2014.942277.

Abstract:

Drawing on in-depth interviews with 30 academics from various disciplines in both UK and Chinese universities, this comparative study aims to offer new insights into how academics in British and Chinese universities maintained work-life balance and the similarities and differences experienced between academics of both countries. This study finds that both British and Chinese academics adopted a range of approaches to cope with work-life imbalance, and the approaches fall into three types of coping strategies, namely behavioural, interpersonal, and intrapersonal. Whilst convergence occurs in coping strategies adopted by the two groups of academics, this study uncovers greater divergence. This can be explained by differing institutional, legal and political arrangements, and cultural values and attitudes to work and life in the two contexts. All of these have practical implications for institutions and managers in both higher education sectors.

Renda dos Santos, Luiz Miguel; Okazaki, Shintaro (2016):

Planned e-learning adoption and occupational socialisation in Brazilian higher education.

In: *Studies in Higher Education* 41 (11), S. 1974–1994. DOI: 10.1080/03075079.2015.1007940.

Abstract:

This study applies the decomposed theory of planned behaviour to explore university faculty members' e-learning adoption in Brazil. Attitude (perceived usefulness, ease of use, compatibility, and relative advantage), subjective norms (external influence and student-instructor interaction), and behavioural control (level of interactivity and resource facilitating conditions) collectively influence intention to use e-learning, which in turn determines actual behaviour. The effect of occupational socialisation was posited as a moderator to examine the differences between full-time (professors) and part-time (tutors) faculty members. A quantitative survey was conducted and 446 usable responses were received in total. The research model fitted the data well and supported most of the hypotheses. In addition, the occupational categories (professors versus tutors) had an impact on some of the paths, while latent means were greater among professors, compared with tutors. In conclusion, significant implications are discussed while important limitations are recognised and future research directions are suggested.

Rincon, Blanca E.; George-Jackson, Casey E. (2016):

STEM intervention programs. Funding practices and challenges.

In: *Studies in Higher Education* 41 (3), S. 429–444. DOI: 10.1080/03075079.2014.927845.

Abstract:

This study examines the funding practices and challenges of diversity initiatives found in the science, technology, engineering, and mathematics (STEM) fields. Interviews with 55 intervention program administrators, representing 48 unique STEM intervention programs, were conducted at nine large research-intensive universities. The interviews, which examined the design, structure, implementation, and funding challenges of STEM interventions, revealed that institutional funding priorities often run counter to national efforts to increase diversity within STEM. As institutions face budget cuts and reduced external funding, institutional support of STEM interventions reflects the university's commitment (or lack thereof) to diversifying the STEM fields. Many programs struggled with changes in funding over time, inadequate staffing and service delivery, and long-term program sustainability.

Rogers, Mary E.; Creed, Peter A.; Searle, Judy; Nicholls, Serena L. (2016):

Coping with medical training demands. Thinking of dropping out, or in it for the long haul.

In: *Studies in Higher Education* 41 (9), S. 1715–1732. DOI: 10.1080/03075079.2014.999318.

Abstract:

Medical trainees are at risk of psychological distress due to training workload demands. Dropping out of medicine has hidden and real costs to both the public and the individual. Using quantitative and qualitative methodologies, this study assessed differences in stress and coping strategies between those serious and not serious about dropping out of medicine. A total of 854 medical students and junior doctors completed a web-based survey assessing training stress, problem-solving coping, seeking support coping, avoidance coping, and risky behaviour coping. Those serious about dropping out of medicine were high on training stress, avoidance coping, and risky behaviour coping. Specifically, males were high on risky behaviour coping, and doctors were high on avoidance coping. Reasons for contemplating dropping out of medicine were professional fit, workload, work-life balance, and the medical education training system. Identification of at-risk groups can inform efforts to design and deliver wellness interventions for medical trainees.

Rosa Cossa, Eugenia Flora; Buque, Domingos Carlos; dos Santos Fringe, Jorge Jaime (2016):

Teaching experience and expectations of early-career academics in Mozambique. The case of Universidade Eduardo Mondlane.

In: *Studies in Higher Education* 41 (10, SI), S. 1772–1785. DOI: 10.1080/03075079.2016.1221655.

Abstract:

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

Schouteden, Wendy; Verburgh, An; Elen, Jan (2016):

Teachers' general and contextualised research conceptions.

In: *Studies in Higher Education* 41 (1), S. 79–94. DOI: 10.1080/03075079.2014.914915.

Abstract:

The integration of research into teaching is a new and important focus in teaching-intensive institutions in higher education. Given the paucity of empirical insight into the research-teaching relationship in teaching-intensive institutions, teachers' research conceptions are studied as a first step in understanding the research-teaching relationship. In particular, teachers' general conceptions of what attributes constitute research and the contextualised interpretation of these attributes are studied. Participants were 79 teachers from five teaching-intensive institutions. The study illuminated three categories of general research attributes: research steps, qualities of research processes, and qualities of researchers. From the perspective of their teaching context, teachers reinterpreted the attributes and differentiated between the target of research attributes as well as students' required level of mastery of research attributes.

Scott, Karen M. (2016):

Change in university teachers' elearning beliefs and practices. A longitudinal study.

In: *Studies in Higher Education* 41 (3), S. 582–598. DOI: 10.1080/03075079.2014.942276.

Abstract:

Little longitudinal research has examined change in university teachers' elearning beliefs and practices after their initial experience with elearning. This study addresses this gap by focusing on six teachers who developed and implemented an elearning resource, and the changes they made to the resource and its implementation over two years. A focus is whether the teachers' reflections on the changes provided an opportunity and stimulus for change in their elearning beliefs and practices. Findings highlight that change in elearning beliefs cannot be presumed to precede change in practices, and that changes in elearning beliefs and practices typically occur following critical unmet expectations, when students' learning preferences conflict with teachers' goals. Furthermore, teachers have sets of elearning beliefs that inform different practices in different contexts. Finally, this study has highlighted the continuing refinement and redevelopment of elearning resources that occur over time. The findings have implications for supporting teachers using elearning.

Seale, Oliver; Cross, Michael (2016):

Leading and managing in complexity. The case of South African deans.

In: *Studies in Higher Education* 41 (8), S. 1514–1532. DOI: 10.1080/03075079.2014.988705.

Abstract:

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

Sense, Andrew J. (2016):

Work-based research degrees. Systematic cultivation through a University-industry network space.

In: *Studies in Higher Education* 41 (6), S. 933–954. DOI: 10.1080/03075079.2014.966665.

Abstract:

The purpose of this paper is to expound on an innovative approach to cultivating work-based Doctorates and Masters of Philosophy degrees, which involves close collaboration between industry organisations and a tertiary institution. This paper also reports on an examination of the programme's structural ability to help develop the learning capability of the candidates involved. This network model inspires and facilitates these work-based candidates' research actions and builds individual (and organisational) knowledge while enhancing their learning capability. The primary considerations for higher

education practice revolve around work-based research degrees being actively and fittingly supported by all direct stakeholders and the management of those stakeholder relationships. This approach to fostering work-based research degrees provides tertiary institutions pragmatic avenues to be more relevant to and valued by industry, while facilitating the development of highly educated and skilled industry-based scholars.

Shams, Farshid; Huisman, Jeroen (2016):

The role of institutional dual embeddedness in the strategic local adaptation of international branch campuses. Evidence from Malaysia and Singapore.

In: *Studies in Higher Education* 41 (6), S. 955–970. DOI: 10.1080/03075079.2014.966669.

Abstract:

Past research revealed that International Branch Campuses (IBCs) are simultaneously under two types of isomorphic pressures. On the one hand, they are obliged to conform to the institutions of their host countries, which lead them towards homogenising with the local Higher Education Institutions (HEIs), hence deviate from their parent unit's model. On the other hand, they are required to maintain their parent unit's identity across borders. By adapting to the local context, IBCs gain legitimacy in their local milieus and thus reduce tensions with local stakeholders. By maintaining similarity with their parents, they differentiate from the local competitors and therefore better compete in the market place. This paper addresses the duality (between adherence to the parent's and local expectations) by studying six important Australian and British IBCs in two major higher education (HE) hubs in South East Asia. We identify the determinants of the IBCs' strategic choices and their responses to institutional pressures. The analysis suggests that IBCs have maintained a high level of similarity with their parent units in terms of curriculum, but not so much in terms of staffing. We argue that staffing will continue to be the biggest strategic challenge faced by IBCs.

Shukla, Amit; Singh, Shailendra (2016):

Facets of academic excellence in management education. Conceptualization and instrument development in India.

In: *Studies in Higher Education* 41 (11), S. 1883–1899. DOI: 10.1080/03075079.2014.999316.

Abstract:

The present work conceptualizes the idea of Academic Excellence in Management Education (AEM) in the Indian context. AEM is defined as a set of attributes that favourably and significantly contribute to a wide range of academic activities from faculty's perspective. The paper also describes grounded-theory approach for development of an instrument for measuring AEM. A total of 634 faculty members from 17 management institutes in India participated in a three-stage study by adopting a mix of qualitative and quantitative techniques. Finally, a 20-item instrument is obtained that assessed AEM across five categories and demonstrated adequate psychometric properties, viz. reliability, content validity and concurrent validity. As expected, AEM categories were found variously related to attitudes and performance of faculty members. Major implications of these findings are discussed, and future course of research is suggested.

Silva, Muthu de (2016):

Academic entrepreneurship and traditional academic duties. Synergy or rivalry?

In: *Studies in Higher Education* 41 (12), S. 2169–2183. DOI: 10.1080/03075079.2015.1029901.

Abstract:

This study investigates the influence of academic entrepreneurship on traditional academic duties carried out in a resource-constrained environment, particularly focusing on whether there is synergy or rivalry between these two activities. Using qualitative evidence, we discover that there are funding, resource, knowledge and skill and networking synergies between academic entrepreneurship and traditional academic duties. These synergies are found to be extremely important in overcoming resource barriers to conduct teaching and research. Academic entrepreneurs manage their engagement in multiple activities through symbiotic relationships with other academics. While academic entrepreneurs are the initiators who secure entrepreneurial opportunities, other academics support them as they capitalise on these

opportunities. The importance of encouraging academic entrepreneurship as a strategy to overcome resource barriers to traditional academic duties is emphasised. Implications and future research avenues are highlighted.

Sin, Cristina; Neave, Guy (2016):

Employability deconstructed. Perceptions of Bologna stakeholders.

In: *Studies in Higher Education* 41 (8), S. 1447–1462. DOI: 10.1080/03075079.2014.977859.

Abstract:

The paper analyses employability as a floating signifier - a construct that accommodates different and often contending meanings. A preliminary analysis of scholarly literature identifies two opposed interpretations of employability - an individual responsibility versus a comprehensive context-aware construct. These are subsequently applied to the discourse of the major interests in the Bologna Process: policy-makers; institutions and academics; students; and employers. Their standpoints are examined from two dimensions: How far is responsibility for employability individualised? and What is higher education's role in fostering employability? As a concept, employability commands little consensus. Rather, it is interpreted in the light of each interest group's concerns. As to higher education's role, utilitarianism characterises all but academic actors' views. Applying the concept of a floating signifier to employability as it is debated within the Bologna Process - a policy arena for competing interest groups to dispute meaning - reveals a finer, more nuanced understanding of how policy comes to be and, in particular, the importance of discourse and conflicts over meaning as factors intrinsic to it.

Small, Felicity; Attree, Kath (2016):

Undergraduate student responses to feedback. Expectations and experiences.

In: *Studies in Higher Education* 41 (11), S. 2078–2094. DOI: 10.1080/03075079.2015.1007944.

Abstract:

This research is a qualitative exploration of first and second year university students' experiences of feedback, specifically focused on their expectations and feelings. The data ($n = 46$) were collected from internal and distance-learning students in their first or second year, who are of lower socio-economic status and first in family to attend. The results suggest that students expect feedback to inform future assessments and provide sufficient explanation to help them improve. Moreover, students are also sophisticated in their use of feedback as some become more self-reflective learners using feedback rubrics to compare their assessment with the academic comments. The conclusions of this research are that students appreciate feedback when it is clear and instructive, they value the critical opinion of academics, but there are still issues of power imbalance as students may still be unwilling to contact academics if the feedback requires clarification.

Ssempebwa, Jude; Teferra, Damtew; Bakkabulindi, Fred Edward K. (2016):

'Swim or sink'. State of induction in the deployment of early career academics into teaching at Makerere University.

In: *Studies in Higher Education* 41 (10, SI), S. 1854–1868. DOI: 10.1080/03075079.2016.1221649.

Abstract:

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

Steenman, Sebastiaan C.; Bakker, Wieger E.; van Tartwijk, Jan W. F. (2016):

Predicting different grades in different ways for selective admission. Disentangling the first-year grade point average.

In: *Studies in Higher Education* 41 (8), S. 1408–1423. DOI: 10.1080/03075079.2014.970631.

Abstract:

The first-year grade point average (FYGPA) is the predominant measure of student success in most studies on university admission. Previous cognitive achievements measured with high school grades or standardized tests have been found to be the strongest predictors of FYGPA. For this reason, standardized tests measuring cognitive achievement are widely used as a tool for selective admission to higher education. The FYGPA, however, measures many markedly different aspects of student success. In this article it is shown that when the FYGPA is divided into averages that reflect performance on different types of goals, the predictive value of previous cognitive achievement differs significantly between these disentangled averages. It is therefore important to distinguish between different types of goals when considering what student success is, and which students should be admitted to particular university programmes.

Stewart, Martyn; Stott, Tim; Nuttall, Anne-Marie (2016):

Study goals and procrastination tendencies at different stages of the undergraduate degree.

In: *Studies in Higher Education* 41 (11), S. 2028–2043. DOI: 10.1080/03075079.2015.1005590.

Abstract:

Study goals and effective management of study time are both linked to academic success for undergraduates. Mastery goals in particular are associated with study enjoyment and positive educational outcomes such as conceptual change. Conversely, poor self-regulation, in the form of procrastination, is linked to a range of negative study behaviours. Many researchers have treated goal orientations and procrastination tendency as stable traits and few have examined differences across academic levels. This study reports a cross-sectional measure of study goal orientation and procrastination tendency profiles at different academic levels on two undergraduate programmes. Findings concur with other studies in revealing a significant decline in mastery goals, particularly between the first and second years of study. Procrastination tendency is significantly higher in the second year. Potential causes of these differences and their implications are discussed, alongside considerations for positive learning environments.

Stupnisky, Robert H.; Pekrun, Reinhard; Lichtenfeld, Stephanie (2016):

New faculty members' emotions. A mixed-method study.

In: *Studies in Higher Education* 41 (7), S. 1167–1188. DOI: 10.1080/03075079.2014.968546.

Abstract:

The current study developed when new faculty members spontaneously reported discrete emotions during focus groups exploring the factors affecting their success. Qualitative analysis using the framework of Pekrun's control-value theory of emotions revealed 18 different emotions with varying frequencies. A follow-up survey of 79 new faculty members showed significantly more enjoyment, pride, and boredom regarding teaching, whereas more anxiety, guilt, and helplessness were found concerning research. Sixteen of the 20 emotions significantly correlated with perceived success. Regressions revealed that several emotions (enjoyment, pride, and boredom) played a role in teaching success by mediating value; conversely, numerous emotions (enjoyment, pride, shame, and helplessness) mediated the predictive effect of control on research success. Implications for new faculty development and emotion research are discussed.

Subbaye, Reshma; Dhunpath, Rubby (2016):

Early-career academic support at the University of KwaZulu-Natal. Towards a scholarship of teaching.

In: *Studies in Higher Education* 41 (10, SI), S. 1803–1819. DOI: 10.1080/03075079.2016.1221657.

Abstract:

As the demand for, and access to, higher education increases rapidly around the globe and exponentially on the African Continent, higher education institutions are under immense pressure to recruit skilled professionals who are equally proficient in disciplinary knowledge and pedagogic skills. Institutions also have an obligation to provide professional development opportunities to enhance teaching capacity. This article, based on a survey of early-career academics (ECAs) at a South African university, examines the induction experiences of a group of new recruits to gain insights into their teaching capabilities and professional development experiences. The article finds that, consistent with international trends, at least half of the population sampled are 2nd career academics with an average age of 37. Notwithstanding their relative unfamiliarity with academic organisational culture, most respondents reported medium to high levels of confidence in their own teaching capabilities. This confidence signals the prevalence of the apprenticeship of observation as the dominant model of professional development. We argue that if the support for ECAs is to be meaningful and effective, support programmes must serve to adequately socialise academics into the prevalent organisational culture while simultaneously disrupting rituals of academic performance through a scholarship of teaching.

Svetlik, Ivan; Lalic, Alenka Bracek (2016):

The impact of the internationalisation of higher education on academic staff development - the case of Slovenian public universities.

In: *Studies in Higher Education* 41 (2), S. 364–380. DOI: 10.1080/03075079.2014.942266.

Abstract:

The internationalisation of higher education has been emphasised in recent decades. As has been frequently stressed, internationalisation has had a value per se since the foundation of medieval universities, yet it can also have wider impacts for the management of higher education institutions and for academic staff especially in the period of increasing globalisation. In this article, we analyse the impact of the internationalisation of higher education on academic staff development in Slovenian public universities. The research carried out on a sample of 406 academic staff from all three Slovenian public universities reveals that academic staff value their involvement in international activities positively and that internationalisation significantly contributes to their professional development as measured in terms of career promotion. Moreover, this could be interpreted as a positive impact of the internationalisation of higher education on the quality of higher education institutions.

Taha, Nashrawan; Cox, Andrew (2016):

International students' networks. A case study in a UK university.

In: *Studies in Higher Education* 41 (1), S. 182–198. DOI: 10.1080/03075079.2014.927851.

Abstract:

The great influx of international students into UK universities has led to internationalisation becoming an important issue. Previous studies have focused on the integration of home and international students, illustrating a lack of intercultural interaction. Yet there has been a lack of research investigating international students' networks and how these networks evolve over time. The study reported in the current paper sought to fill this gap. The research findings were interpreted through the lens of community of practice (COP) and social networks (SN) theories. Findings confirmed that international students have four distinct types of network. The class did not evolve towards a single cohesive network, rather there were changing clusters of relationship. The findings showed that although co-national factors are important at the beginning of students' learning, they are not always the main influences shaping student networks. The findings are significant for both institutions and teachers.

Teferra, Damtew (2016):

Conclusion. The era of mass early career academics and aging faculty - Africa's paradox.

In: *Studies in Higher Education* 41 (10, SI), S. 1869–1881. DOI: 10.1080/03075079.2016.1221650.

Abstract:

African higher education has witnessed phenomenal enrollment growth in the last decade - and this trend is expected to continue well into the future owing to the continent's youth bulge. In this massifying system, the academic profession faces a paradox: as the academic profession at the senior level is aging it is also concurrently growing younger at the lower level. The situation is serious in the newer institutions - which are dominated by academic neophytes - with limited guidance and role models in their midst. This trend has become a concern both inside and outside academia. This article provides a concise background on the state of higher education in Africa, discusses issues surrounding Early Career Academics in global context, and concludes with a glance of the African practice with the induction to the academic profession, with emphasis on teaching praxis.

Tenenberg, Josh (2016):

Learning through observing peers in practice.

In: *Studies in Higher Education* 41 (4), S. 756–773. DOI: 10.1080/03075079.2014.950954.

Abstract:

Learning through peer observation in higher education is most frequently investigated from the perspective of the teacher who is observed. What is under-examined is how learning arises for the observer by watching a peer in practice. This paper provides insight into this question through an interpretive-phenomenological analysis of a case study of an observer, elicited from a semi-structured interview following a peer observation. A three-part model of change resulting from observation is hypothesized, and two important social conditions unique to this peer observation are identified that appear to have causal import for learning. This paper adds to the increasing evidence about the value of peer observation for learning and development for the observer.

Thatcher, James; Alao, Hanan; Brown, Christopher J.; Choudhary, Shahriar (2016):

Enriching the values of micro and small business research projects. Co-creation service provision as perceived by academic, business and student.

In: *Studies in Higher Education* 41 (3), S. 560–581. DOI: 10.1080/03075079.2014.942273.

Abstract:

The National Committee of Inquiry into Higher Education (1996) chaired by Lord Dearing envisioned a university sector central to the UK's knowledge-based economy. With successive government support the university-business partnership ideology has been put into practice. Widening participation has increased in emphasis over recent years, providing key innovations and skills to support business growth. Yet business schools activities in business growth is marginal against other university schools. The paper reports on an empirical study analyzing the university/business values derived from one small business engagement project. Data collected through semi-structured interviews, observations, memos, and discussions were coupled with critical evaluation of work and action-based learning (ABL) literature. Analysis reveals evidence of multiple value adding factors; it emerged that the existence of knowledge, present or generated through blended learning techniques, was a key value adding element. The findings enabled the construction of a universal process model providing a project framework, detailing areas of collaborative efforts and associated recompenses; this included ease in project advancements and a noticeably advanced project outcome. The study highlights these values in terms of individual and organizational learning, originality and quality of outputs. Given the growing importance of Small to Medium-sized Enterprises (SMEs) to the UK economy, understanding the value co-created by collaborative projects in delivering both work-based and ABL for graduates/students, academics and enterprise management is important.

Thiele, Tamara; Singleton, Alexander; Pope, Daniel; Stanistreet, Debbi (2016):

Predicting students' academic performance based on school and socio-demographic characteristics.

In: *Studies in Higher Education* 41 (8), S. 1424–1446. DOI: 10.1080/03075079.2014.974528.

Abstract:

Students' trajectories into university are often uniquely dependent on school qualifications though these alone are limited as predictors of academic potential. This study endorses this, examining associations between school grades, school type, school performance, socio-economic deprivation, neighbourhood participation, sex and academic achievement at a British university. Consistent with past research, large entry-level differences between students are generally narrowed by final year at university. Students from the most deprived areas performed less well than more affluent students. Asian and black students performed less well than white students. Female students performed better than their male counterparts. Contrasting with past research, though school performance was positively associated with entry grades, students from low-performing schools were more likely to achieve the highest degree classifications. Additionally, independent school students performed less well than comprehensive school students at final year despite entering with higher grades. These variations exemplify how patterns observed nationally may differ between universities.

Tuck, Jackie (2016):

'That ain't going to get you a professorship'. Discourses of writing and the positioning of academics' work with student writers in UK higher education.

In: *Studies in Higher Education* 41 (9), S. 1612–1626. DOI: 10.1080/03075079.2014.999320.

Abstract:

A growing body of academic literacies research has enhanced our understanding of university writing as contested, institutionally situated practice with important consequences, particularly for students as they learn to negotiate the writing demands of university study. Less empirical attention has been paid to the practices of subject academics as they guide, set, and assess student writing. This paper is based on an ethnographically oriented study of 14 UK university teachers in diverse institutional and disciplinary contexts. Data presented illustrate the ways in which competing discourses of writing as 'skills' and as 'learning' are played out in individuals' practices, in their institutional contexts. Analysis shows how a dominant discourse of writing as 'skills' becomes associated with particular ideas about the value of writing work, how and by whom it should be done, and points to consequences for students, teachers and for the role of academic writing in teaching and learning at university.

Tunguz, Sharmin (2016):

In the eye of the beholder. Emotional labor in academia varies with tenure and gender.

In: *Studies in Higher Education* 41 (1), S. 3–20. DOI: 10.1080/03075079.2014.914919.

Abstract:

Expanding from the customer-service perspective, the present research investigated emotional labor, defined as service with authority, in an academic context. Drawing from previous research on display rules and power, tenure and gender were hypothesized to influence the extent to which college faculty labored to provide service with authority when interacting with entitled students. Survey results revealed that faculty low in power (untenured faculty) exhibited higher levels of emotional labor when interacting with students, as compared with colleagues high in power (tenured faculty). Additionally, tenure had a mitigating effect on emotional labor amongst male faculty, but heightened stress amongst female faculty. Together, the data suggest that, compared to customer-service settings, emotional performance requirements in academia are both different and dynamic.

Udegbe, I. Bola (2016):

Preparedness to teach. Experiences of the University of Ibadan early career academics.

In: *Studies in Higher Education* 41 (10, SI), S. 1786–1802. DOI: 10.1080/03075079.2016.1221656.

Abstract:

This research examined the experiences of early career academics (ECAs) in terms of their preparedness to teach. Using a survey design involving 104 ECAs in a large Nigeria university, quantitative and qualitative data were obtained to address the research questions raised. Findings showed that (1) prior experience and training impacted on perceptions of

competence, preparedness and job involvement; (2) there were significant relationships between perceived competence, preparedness to teach and job involvement; (3) teaching guidance, sources of influence and approaches adopted by the ECAs were largely based on external experiences from outside the institution; (4) many ECAs experienced challenges during their first time of teaching and (5) more females than males reported poor mentoring, heavy workload and little training as major obstacles in their career development. Also, the qualitative analysis yielded major themes on the challenges ECAs face with teaching. The implications of the findings were discussed and recommendations that foster skill development and career growth were highlighted.

Urbanovic, Jolanta; Wilkins, Stephen; Huisman, Jeroen (2016):

Issues and challenges for small countries in attracting and hosting international students. The case of Lithuania.

In: *Studies in Higher Education* 41 (3), S. 491–507. DOI: 10.1080/03075079.2014.942267.

Abstract:

The spread of the neo-liberal ideology internationally has encouraged increased marketisation of higher education systems right around the world. With marketisation promoting competition, efficiency and revenue generation, many countries have begun to recruit more foreign students. Higher education has moved towards becoming a profitable commodity to be traded internationally. Nowadays, also small countries are challenged to play a role in the international student market. The purpose of this article is to analyse the perspectives of key stakeholders in a small East European higher education system (Lithuania) on its ambitious internationalisation strategy to substantially increase the percentage of higher education enrolments taken by international students. The potential advantages and disadvantages of this strategy are examined and the implications for higher education institutions in small countries are discussed.

Vehviläinen, Sanna; Lofstrom, Erika (2016):

'I wish I had a crystal ball'. Discourses and potentials for developing academic supervising.

In: *Studies in Higher Education* 41 (3), S. 508–524. DOI: 10.1080/03075079.2014.942272.

Abstract:

Academic supervision of PhD dissertations and master's theses has traditionally been conceptualised as the pedagogy of the dyadic relationship between master and apprentice. Recently, researchers have argued for a more systemic approach. Yet, many communities lack practices for sharing the pedagogical responsibility of supervision. Consequently, individual teachers face the challenges of supervision alone. We have been involved in university pedagogical training where these challenges are explored. Data consist of 44 academics' learning tasks, from which we analysed to what extent and how supervision is interpreted as a social activity, and what kind of cultural elements appear in the teachers' discourses. We adopted the sociocultural approach to discourse analysis and treat the academics' experiences as reflections of their wider culture. A traditional supervisory discourse pervaded much of the challenges we identified in the academics' descriptions; however, there was also evidence of an aspiring process-orientated dialogical supervision discourse.

Venuleo, C.; Mossi, P.; Salvatore, S. (2016):

Educational subculture and dropping out in higher education. A longitudinal case study.

In: *Studies in Higher Education* 41 (2), S. 321–342. DOI: 10.1080/03075079.2014.927847.

Abstract:

The paper tests longitudinally the hypothesis that educational subcultures in terms of which students interpret their role and their educational setting affect the probability of dropping out of higher education. A logistic regression model was performed to predict drop out at the beginning of the second academic year for the 823 freshmen of a three-year bachelor degree in psychology at an Italian university. The model uses both measures of students' educational subculture and incoming levels of knowledge and skills. The probability of dropping out was used as dependent variable. Results show that the probability of dropping out is significantly associated with students' educational subculture - but not with their

incoming level of knowledge and skills. Our results suggest the need to recognize the meaning as a legitimate variable of research and of intervention in the field of educational success.

Volles, Nina (2016):

Lifelong learning in the EU. Changing conceptualisations, actors, and policies.

In: *Studies in Higher Education* 41 (2), S. 343–363. DOI: 10.1080/03075079.2014.927852.

Abstract:

This paper explores the changing conceptualisations, actors, and policies of lifelong learning (LLL) in the European Union (EU) from the time the topic first emerged and was promoted by international organisations in the 1960s. The author uses Kingdon's Multiple Streams Framework to analyse how the LLL discourse became an important part of the EU agenda from the mid-1990s onwards, ultimately resulting in numerous policy changes intended to address a wide range of economic and societal issues. The analysis is based on a critical reading of policy documents from the EU, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Organisation for Economic Co-operation and Development (OECD) and a number of other agenda-setting bodies. The results indicate that the LLL discourse has evolved from one of lifelong education intertwined with humanistic ideals promoted by UNESCO (and partly OECD), to the EU's all-encompassing neo-liberal conception of lifelong learning which has been conceived as a cure for a wide range of maladies, ranging from high unemployment, to low innovation rates and the lack of entrepreneurship.

Watermeyer, Richard (2016):

Impact in the REF. Issues and obstacles.

In: *Studies in Higher Education* 41 (2), S. 199–214. DOI: 10.1080/03075079.2014.915303.

Abstract:

This article focuses on impact' as a new condition of research assessment for UK academics. It explores a history of resistance to an impact agenda' and how impact as a component of the Research Excellence Framework (REF) - a system of performance based funding - is viewed by academics as an infringement to a scholarly way of life; as symptomatic of the marketisation of higher education; and as fundamentally incompatible and deleterious to the production of new knowledge.

Watermeyer, Richard (2016):

Public intellectuals vs. new public management. The defeat of public engagement in higher education.

In: *Studies in Higher Education* 41 (12), S. 2271–2285. DOI: 10.1080/03075079.2015.1034261.

Abstract:

Much is written apropos a rationalization for public engagement in science and technology (PEST). Less copious is a literature that considers PEST in a broader form and operationalized in the specific environment of higher education and the impact of its undertaking on the working lives of academics. This paper considers the status of public engagement in higher education (PE-HE) in the UK and the deliberations of academics, distinguished for their PE-HE activity, regarding the (im)possibility of PE-HE as an integrated and valued component of research practice and culture. This state-of-the-art' review situates a diagnosis of PE-HE being at odds with, if not defeated by, the organizational structure and institutional priorities of UK universities.

Wegener, Charlotte; Meier, Ninna; Ingerslev, Karen (2016):

Borrowing brainpower - sharing insecurities. Lessons learned from a doctoral peer writing group.

In: *Studies in Higher Education* 41 (6), S. 1092–1105. DOI: 10.1080/03075079.2014.966671.

Abstract:

Academic writing is a vital, yet complex skill that must be developed within a doctoral training process. In addition, becoming an academic researcher is a journey of changing sense of self and identity. Through analysis of a group session, we show how the feedback of peers addresses questions of structure and writing style along with wider issues of researcher identity. Thus, peer learning is demonstrated as a process of simultaneously building a text and an identity as scholarly researcher. The paper advocates 'borrowing brainpower' from peers in order to write better texts and, at the same time, 'share insecurities' during the development of the researcher identity. Based on a distributed notion of peer learning and identity, we point to the need for further research into the everyday activities of doctoral writing groups in order to understand the dynamic relationship between production of text and creation of researcher identity.

Weurlander, Maria; Scheja, Max; Hult, Hakan; Wernerson, Annika (2016):

The struggle to understand. Exploring medical students' experiences of learning and understanding during a basic science course.

In: *Studies in Higher Education* 41 (3), S. 462–477. DOI: 10.1080/03075079.2014.930122.

Abstract:

The aim of the research reported in this paper was to explore students' journey' towards conceptual understanding during an undergraduate course. The task that medical students face - to learn a substantial quantity of detailed knowledge and integrate into a coherent whole in a limited time frame - is demanding. Seven students were interviewed in a group, and 17 students gave their reflections in writing. Data was gathered from both groups on five separate occasions. The findings suggest that students seek different kinds of understandings as they get to grips with their studies. The forms of understanding were: understanding as knowing the language', knowing the map', knowing the catalogue' and experiencing an integrated whole'. Students first appeared to focus on the first two forms, and later in the course, as they learned more, they focused on the catalogue' or the integrated whole'. The findings point to potential pathways students might take towards gaining deeper understanding.

Wilkins, Stephen; Butt, Muhammad Mohsin; Kratochvil, Daniel; Balakrishnan, Melodena Stephens (2016):

The effects of social identification and organizational identification on student commitment, achievement and satisfaction in higher education.

In: *Studies in Higher Education* 41 (12), S. 2232–2252. DOI: 10.1080/03075079.2015.1034258.

Abstract:

The purpose of this research is to investigate the effects of social and organizational identifications on student commitment, achievement and satisfaction in higher education. The sample comprised 437 students enrolled in an undergraduate or postgraduate programme in business or management. A model was developed and tested using structural equation modelling. It was found that organizational identification is a stronger predictor of student commitment, achievement and satisfaction than social identification. Although organizational identification was a strong predictor of student satisfaction, student commitment was better at explaining student achievement. The implications for higher education institutions are discussed. To the knowledge of the authors, this is the first study to examine the effects of organizational identification on student commitment, achievement and satisfaction. The key contribution of the research is in providing support for the hypothesis that organizational identification can influence the attitudes and behaviour of higher education students, as it has been shown to do with employees and consumers.

Williams, Joanna (2016):

A critical exploration of changing definitions of public good in relation to higher education.

In: *Studies in Higher Education* 41 (4), S. 619–630. DOI: 10.1080/03075079.2014.942270.

Abstract:

Discussion of the relationship between higher education (HE) and public good can be traced to Kant's argument that universities critically held society to account. Mill, Newman and Arnold suggested knowledge itself was a public good. In the twentieth century, economists argued education could drive national technological progress. More recently the public good of HE has been linked to social justice through increasing social mobility. In this paper I explore how the definition of public good has shifted over time and how UK government HE policies have incorporated these changes. I argue policy shifts have had an impact in altering the social contract between universities and the state. I suggest that current policy and practice is moving universities away from Arendt's notion that educators have a moral and social responsibility to inculcate new generations into the pre-existing knowledge of society and onto more individualised outcomes.

Williams, Ross; Rassenfosse, Gaetan de (2016):

Pitfalls in aggregating performance measures in higher education.

In: *Studies in Higher Education* 41 (1), S. 51–62. DOI: 10.1080/03075079.2014.914912.

Abstract:

National and international rankings of universities are now an accepted part of the higher education landscape. Rankings aggregate different performance measures into a single scale and therefore depend on the methods and weights used to aggregate. The most common method is to scale each variable relative to the highest performing entity prior to aggregating. Other approaches involve transforming the data to allow for the different spread of the variables. This paper evaluates alternative methods and the sensitivity to weights with illustrations from the Times Higher Education and Shanghai Jiao Tong rankings of universities and the U21 rankings of national systems of higher education. The authors conclude that transforming the data clouds interpretation; the choice of included variables is more important than the weights attached to them; and there are limitations in extending ranking to a large number of universities/countries.

Williamson, Charmaine (2016):

'Views from the nano edge'. Women on doctoral preparation programmes in selected African contexts.

In: *Studies in Higher Education* 41 (5, SI), S. 859–873. DOI: 10.1080/03075079.2016.1147728.

Abstract:

The study explored the conceptual views of 'critical mass', alongside micro experiences, of women, at a practice level, on a doctoral preparation programme which was implemented within the South African Development Community (SADC) and Ethiopian contexts. At the strategising level of policies, insufficient attention has been paid to the presence of women on doctoral preparation programmes and how individual women, in mutually aligned life circumstances with other women, and men, might advance gender equality outcomes. There are also theoretical gaps in relation to grand strategies in complex development contexts, such as gender and doctoral education, in terms of attending to how women access and/or experience these programmes. Using programme evaluation documents and participant observation, the research showed that viewing gender-targeting strategies differently opens up the possibilities for nano advances to be made, even in worlds of big complexities.

Wilson, Keithia L.; Murphy, Karen A.; Pearson, Andrew G.; Wallace, Barbara M.; Reher, Vanessa G. S.; Buys, Nicholas (2016):

Understanding the early transition needs of diverse commencing university students in a health faculty. Informing effective intervention practices.

In: *Studies in Higher Education* 41 (6), S. 1023–1040. DOI: 10.1080/03075079.2014.966070.

Abstract:

The engagement and retention of commencing students is a longstanding issue in higher education, particularly with the implementation of the widening student participation agenda. The early weeks of the first semester are especially critical to student engagement and early attrition. This study investigated the perceived early transition needs of three cohorts of commencing students in their first three weeks of university study in a Health Faculty. A short survey was developed based on a systematic understanding of student transition and supplemented by open-ended qualitative data. The results showed a stable, consistent pattern of early transition needs across the cohorts, with commencing students expressing most concern about accessing resources, balancing work, family and study commitments, establishing peer relationships, and understanding the requirements and standards for early assessment tasks, particularly group tasks. Findings are discussed in terms of implications for early co-curricular and curricular interventions to enhance early student engagement and retention.

Corrigenda

Corrigendum.

[Corrigenda] (2016). In: *Studies in Higher Education* 41 (12), S. 2286.

Abstract:

Lehtomäki, E., J. Moate, and H. Post-Ahokas. 2015. "Global Connectedness in Higher Education: Student Voices on the Value of Cross-cultural Learning Dialogue." *Studies*

in Higher Education. <http://dx.doi.org/10.1080/03075079.2015.1007943>

When the above article was first published online, E. Lehtomäki's affiliation was listed in error as Department of Education, University of Jyväskylä, Jyväskylä, Finland. This has now been corrected in both the print and online versions to Faculty of Education, University of Jyväskylä, Jyväskylä, Finland.

Williamson, C. (2016):

'Views from the nano edge'. Women on doctoral preparation programmes in selected African contexts (vol 41, pg 859, 2016).

[Corrigendum]. In: *Studies in Higher Education* 41 (10, SI), S. 1882. DOI: 10.1080/03075079.2016.1190164.

Abstract:

Williamson, C. (2016) 'Views from the nano edge': women on doctoral preparation programmes in selected African contexts *Journal of Studies in Higher Education*, 2016

<http://www.tandfonline.com/doi/full/10.1080/03075079.2016.1147728>.

When the above article was first published online, the author incorrectly expanded SADC as South African Development Community. The correct expansion is Southern African Development Community.

The author apologises for this error.

Original Articles

Abreu Pederzini, Gerardo (2016):

Responding to regulatory jolts in the English higher education sector.

In: *Tertiary Education and Management* 22 (4), S. 316–332. DOI: 10.1080/13583883.2016.1233452.

Abstract:

Throughout the world universities are having to face constantly changing environments. A particular type of important change is public policy reforms or regulatory jolts. The English higher education sector is an example of the latter, where constant regulatory jolts have been seen in past decades. Leaders at universities have needed to interpret these environmental changes and decide how to cope with them. In this paper, the case of the post-Browne Review reforms in England's higher education sector is used in order to explore how senior leaders in universities make sense of regulatory jolts. Based on primary qualitative research, which involved 47 semi-structured interviews with senior university leaders in England, including 24 vice-chancellors, I explore how senior leaders in universities interpreted, or made sense of, the post-Browne Review regulatory jolt. The paper suggests that senior university leaders' interpretations might be deeply intertwined with their identity interpretations of who they are throughout these periods of turbulence.

Aili, Carola; Nilsson, Lars-Erik (2016):

Preparing higher education students for the new landscape of governance.

In: *Tertiary Education and Management* 22 (3), S. 249–265. DOI: 10.1080/13583883.2016.1196725.

Abstract:

Studies have demonstrated that neoliberal governance dismantles professionals' will to critique, counteracting efforts to improve quality by preventing professionals in all sectors of the labour market from grounding work in their professional convictions. Managing attempts at governance has therefore become an important professional competence. This paper investigates how higher education prepares students for work under neoliberal forms of control. How are they trained to analyse and describe the effects of governance and prepared to work with the standards, manuals and documentation that influence quality in their lines of work? 'Interruptive focus group conversations' were performed with students from various professional programmes at a Swedish university. Student reasoning about governance is explored using theories of governance and subjectification. The results demonstrate that students are aware of the ways in which their professions are governed, the need to conduct discretionary work, but do not have skills to deal with governance critically. This attitude for pedagogical intervention is underutilized.

Alach, Zhivan (2016):

Performance measurement and accountability in higher education. The puzzle of qualification completions.

In: *Tertiary Education and Management* 22 (1), S. 36–48. DOI: 10.1080/13583883.2015.1122828.

Abstract:

This study explores difficulties in the conceptual positioning of the higher education performance indicator of qualification completion within a standard logic model taken from the public sector performance literature, involving inputs, processes,

impacts and outcomes. Organisations are held to be more accountable for the delivery of outputs than the achievement of impacts. Two differing perspectives - (1) that completions are an output measure, and (2) that completions are an impact/outcome measure for tertiary institutions - are explored. Close analysis indicates that the differing perspectives derive from quite different conceptualisations of the student: (1) that the student is a simple customer of educational services, and (2) that the student is a co-producer with the institute. Given their potential impact on institutional accountability, these different perspectives have significant implications for systems of educational policy, specifically in relation to the application of external performance standards to universities.

Balduzzi, Giacomo; Rostan, Michele (2016):

Organizing the 'productive transformation of knowledge'. Linking university and industry in traditional manufacturing areas.

In: *Tertiary Education and Management* 22 (1), S. 19–35. DOI: 10.1080/13583883.2015.1120340.

Abstract:

The article aims at underlining the role played by extra-academic and autonomous organizations strongly connected with university institutions and researchers in producing, acquiring, transferring and transforming knowledge. The study examines a particular Italian case, the Politecnico Calzaturiero, a private institution providing technical training and research services operating in North-eastern Italy. The analysis of this experience suggests that, in traditional manufacturing areas, organizations playing a key role in managing the 'productive transformation of knowledge' may be neither universities nor firms. 'Special organizations', like the one discussed in this article, are deeply embedded in their economic and institutional environment, are closely interconnected within a dense and extended network of various actors, engage in complex and time-consuming processes, and can be understood as organizational rele, that is entities which are able to connect structures that are usually not connected. For these reasons, they represent an underestimated resource for universities' third mission and its management.

Bice, Sara; Coates, Hamish (2016):

University sustainability reporting. Taking stock of transparency.

In: *Tertiary Education and Management* 22 (1), S. 1–18. DOI: 10.1080/13583883.2015.1115545.

Abstract:

This paper interrogates the case for improved and broadened public sustainability reporting by universities, and explores whether and how global performance measures capture the institutional attitudes and activities pertinent to universities' contributions to sustainability. The analysis explores all stand-alone, English language reports produced by universities world-wide since 2007. The analysis focuses primarily on the Global Reporting Initiative (GRI) index. The paper finds that those universities which have adopted the GRI share a distinct conceptualisation of their role in society. The GRI framework is helpful in capturing universities' environmental impacts and benefits, but is lacking in relation to universities' human rights and social concerns. The paper identifies value in universities adopting a globally accepted sustainability reporting framework and makes specific suggestions as to how the framework might be better adapted for universities.

Borghi, Sulyana; Mainardes, Emerson; Silva, Erika (2016):

Expectations of higher education students. A comparison between the perception of student and teachers.

In: *Tertiary Education and Management* 22 (2), S. 171–188. DOI: 10.1080/13583883.2016.1188326.

Abstract:

Higher education institutions are ever more interested in the development of tools that enable them to evaluate and manage the expectations of their students with the purpose of attracting and keeping them satisfied. This research compares what the faculty believes the students expect from a higher education institution with the expectations of students entering higher education. A quantitative study was performed with students from a higher education institution through the application of a questionnaire covering 32 different expectations. The perceptions of the faculty were also

collected through the same questionnaire, suitably adapted. The results of the investigation demonstrated differences in thinking between students and professors, with 19 variables representing student expectations that showed statistically significant mean differences. In 13 variables the students had greater expectations than the faculty believed, while for six variables the faculty indicated higher expectations than the students declared. Identifying the existence of this gap in knowledge will allow the higher education institution to adjust its services to the expectations of students, leading them to greater satisfaction.

Crookes, Patrick A.; Smith, Kylie M.; Else, Fabienne C.; Crookes, Ellie (2016):

Articulating performance expectations for scholarship at an Australian regional university.

In: *Tertiary Education and Management* 22 (1), S. 82–97. DOI: 10.1080/13583883.2016.1151071.

Abstract:

With an academic workforce undergoing transformation, it is vital that universities rethink how they define and value scholarship through their processes for academic promotion. A key part of this rethink is to review and refine existing documentation about promotion to reflect changing conceptions of scholarly work, in a way that enables scholars from non-traditional academic pathways to be valued equally through the promotion process with their more traditional counterparts. This process of reviewing scholarship was the aim of a promotions review project which began at the University of Wollongong in 2011 and concluded with the production of an Academic Performance Framework (APF). This framework outlines a new way of articulating performance expectations in order to recognise scholarship more broadly, as well as to emphasise more clearly the imperative for academics to be able to articulate evidence of the impact of their work.

da Costa, Fabio Reis; Pelissari, Anderson Soncini (2016):

Factors affecting corporate image from the perspective of distance learning students in public higher education institutions.

In: *Tertiary Education and Management* 22 (4), S. 287–299. DOI: 10.1080/13583883.2016.1225227.

Abstract:

New information technologies enable different interactions in the educational environment, affecting how the image of educational institutions adopting distance-learning programmes is perceived. This article identifies factors affecting the perception of corporate image from the viewpoint of distance-learning students at public higher education institutions. The results indicate that the institution's image is a translation of impressions generated from the individual's interaction with various organisational components, based on relevant cognitive and affective aspects according to the way of observing the environment. The study demonstrated both the multidimensionality of the image and that the institution's overall image is associated most strongly with its affective image. The study also demonstrated that the virtual environment was the factor most strongly associated with affective image.

Erhardt, Dominik; Kotzebue, Alexander von (2016):

Competition unleashed. Horizontal differentiation in German higher education.

In: *Tertiary Education and Management* 22 (4), S. 333–358. DOI: 10.1080/13583883.2016.1233993.

Abstract:

Unlike in the US and other western countries, the higher education market in Germany has been sheltered from competition. This changed recently, when a governmental 'excellence initiative' began to allocate substantial supplementary funds dependent on higher education institutions' performance, in 2005. This study is aimed at assessing differentiation tendencies arising from the acute need to become more discernible in an increasingly competitive environment. Based on a content analysis of the full sample of German higher education institutions' mission statements, we measure the degree of horizontal differentiation among institutions, applying correspondence and cluster analysis techniques. We conclude that horizontal differentiation is not incisive to date, and identify idle potential for creating a more perceptible brand personality.

Freitas, Maria Ester de; Bertero, Carlos Osmar; Leme Fleury, Maria Tereza; Mariotto, Fabio Luiz; Silva, Andre Luis (2016):

Process of internationalization of business schools in Latin America. The case of EAESP/FGV, Brazil.

In: *Tertiary Education and Management* 22 (4), S. 267–286. DOI: 10.1080/13583883.2016.1222630.

Abstract:

This article analyzes the theoretical and practical aspects of the academic internationalization process, through the main events and pathways developed over the 60 years of the EAESP/FGV, the Sao Paulo Business School of the Getulio Vargas Foundation (Brazil). A survey was conducted of former directors, coordinators of the main international programs and all school faculty (266 professors) about their training and international activities. EAESP/FGV has developed a diverse and consolidated international career, surpassing the activities related to teaching and student mobility. However, there are some opportunities to deepen internationalization as a strategic brand of the institution.

Frolich, Nicoline; Trondal, Jarle; Caspersen, Joakim; Reymert, Ingvild (2016):

Managing mergers - governancing institutional integration.

In: *Tertiary Education and Management* 22 (3), S. 231–248. DOI: 10.1080/13583883.2016.1196235.

Abstract:

Despite striking similarities, the adoption and implementation of policy shifts regarding higher education governance vary considerably across the globe, suggesting a mixed picture of diversification and isomorphism both within and across national higher education systems. By unpacking one particular structural reform process, this paper focuses on mergers as both a governance tool and a governance result in higher education. The paper analyzes the strategic decisions taken by Norwegian higher education institutions during 2014 in the light of a proposed national reform to merge institutions in order to enhance quality in higher education. The empirical basis of the paper consists of analyses of the commissioned self-evaluations of the higher education institutions, and the strategic choices and dilemmas they expressed. The process can be seen as organizational engineering in the sense that it emerges from the self-evaluation process, but is also subject to governancing on the part of the ministry.

Gebremeskel, Haftu Hindeya; Feleke, Kibrom Mengistu (2016):

Exploring the context of Ethiopian higher education system using Clark's triangle of coordination.

In: *Tertiary Education and Management* 22 (2), S. 99–120. DOI: 10.1080/13583883.2016.1149739.

Abstract:

Over the last two decades, Ethiopian higher education has been undergoing considerable changes in response to government reforms. This accelerated change has affected the system, its mode of operation and its academics. Accordingly, this article examines how the reforms have affected the ways in which the system is coordinated by using Clark's triangle of coordination as a framework for analysis. In doing so, the study employed a qualitative approach, historical policy study, looking into different historical eras. Evidence was drawn from various documentary sources. The article argues that state has been the sole influential actor in both the monarchical and military periods; while, since 1991, both state and market have been playing a significant role in shaping the system with the state still taking the dominant role. The academic oligarchy has not, however, had a significant influence at any time.

Hladchenko, Myroslava (2016):

The organizational identity of Ukrainian universities as claimed through their mission statements.

In: *Tertiary Education and Management* 22 (4), S. 376–389. DOI: 10.1080/13583883.2016.1236144.

Abstract:

After the Revolution of Dignity (2014), Ukraine signed an Association Agreement with the European Union. In the context of European integration, new legislation on higher education has been adopted. Changes in the institutional environment expect responses from higher education institutions, in particular changes in the organizational identities of Ukrainian

universities that are claimed through the mission statements. As Ukrainian universities are in the stage of transition from the Soviet past to the European future, it is of primary importance how they interpret and respond to the changes in the institutional environment, claiming their organizational identity through mission statements. To answer this question, sociological institutionalism is applied as a theoretical framework for the exploration of how institutions shape the organizational identities of universities. A content analysis of the mission statements of 46 Ukrainian universities was conducted: 26 defined before the adoption of the new legislation on higher education in 2014 and 20 formulated after this date.

Lipnicka, Magdalena (2016):

How was the Bologna Process in Poland, the Netherlands and Flanders implemented?

In: *Tertiary Education and Management* 22 (4), S. 359–375. DOI: 10.1080/13583883.2016.1234640.

Abstract:

The Bologna Process is an important factor which has had an impact on higher education in Europe. In this paper the implementation of the Bologna Process in Poland, the Netherlands and Flanders is discussed, to show how the different contexts influenced its realization. In order to study the transformation of higher education, new institutionalism and resource dependence theory were applied. Research focuses on six case studies - different universities, which are seen as organizations operating in a specific context and which respond to changes in this context.

Lovakov, Andrey (2016):

Antecedents of organizational commitment among faculty. An exploratory study.

In: *Tertiary Education and Management* 22 (2), S. 149–170. DOI: 10.1080/13583883.2016.1177583.

Abstract:

Faculty are the main asset of a university and determine its success. The attitudes of faculty toward their institution play an especially important role in the academic profession. This study examines the specific antecedents of affective, normative and continuance commitment of faculty to their university. This study is an online survey of 317 faculty of Russian higher education institutions. The results of the regression analysis showed that being an undergraduate inbred (i.e. working at the university from which one graduated) predicted affective and normative commitment toward the university, while having a post at another higher education institution predicted only affective commitment. Faculty who work at several universities have lower levels of emotional attachment to the primary university.

Macheridis, Nikos; Paulsson, Alexander (2016):

Governance of higher education - the role of proximity in teaching quality.

In: *Tertiary Education and Management* 22 (3), S. 202–217. DOI: 10.1080/13583883.2016.1183036.

Abstract:

The starting point of this article is the relation between teaching quality and expectations by different governance actors in higher education. Managing a department in a public university is, to a large extent, about the coordination of governance actors, involving government authorities as well as the university and the faculty. Internally, the departmental management has to act strategically to achieve this coordination, especially in relation to teachers who expect resource allocation to ensure teaching quality, expressed in terms of academic requirements. To explore this, the concept of proximity is introduced. The study points out the importance of organizing teaching activities to create proximity, as well as that the context and conditions for creating proximity are important for teaching quality, thus achieving coordination with governance actors.

Milian, Roger Pizarro (2016):

Modern Campuses, Local Connections and Unconventional Symbols. Promotional Practises in the Canadian Community College Sector.

In: *Tertiary Education and Management* 22 (3), S. 218–230. DOI: 10.1080/13583883.2016.1193764.

Abstract:

Canadian community colleges operate within a trying market environment. They compete against a diversified group of post-secondary institutions, ranging from small and relatively unknown for-profit vocational colleges to larger and more prestigious public universities. To date, there has been no effort to empirically examine how Canadian community colleges market their services within this contemporary environment. This study provides a first empirical look at how Canadian community colleges render themselves appealing through promotional materials. Using novel web-scraping techniques and a combination of quantitative and qualitative content analysis procedures, it finds that this institutional type primarily showcases their: (1) linkages to their local community, and (2) modern physical facilities to convey an attractive organizational image. Canadian community colleges are also found to (3) rely primarily on unconventional organizational symbols.

Nguyen, David J. (2016):

Whose knowledge counts in international student assessments. Examining the AHELO epistemic community of economics experts.

In: *Tertiary Education and Management* 22 (2), S. 121–133. DOI: 10.1080/13583883.2016.1154597.

Abstract:

International student assessments have become the ‘lifeblood’ of the accountability movement in educational policy contexts. Drawing upon Stuart Hall’s concept of representation, I critically examined who comprises epistemic communities responsible for developing the Organization for Economic Co-operation and Development’s Assessment of Higher Education Learning Outcomes economics strand. Through my analysis, I identify homogeneity among test-makers, missing voices, and western concepts as represented ideas that become fixed and circulated through policy channels. In an era of accountability and comparison, comparative international student assessments are becoming increasingly normative in educational settings. As scholars, policymakers, and educators use these test results, we must critically examine who is responsible for producing these tests.

Pearce, Joshua (2016):

Are you overpaying your academic executive team? A method for detecting unmerited academic executive compensation.

In: *Tertiary Education and Management* 22 (3), S. 189–201. DOI: 10.1080/13583883.2016.1181198.

Abstract:

University tuition fees and student debt have risen in part due to rapid expansion of university administration compensation. This study provides a novel methodology for detecting inappropriate executive compensation within universities. The usefulness of academic ideas is openly ranked using the h-index. By comparing the ratio of academic executive pay to their h-index a dollar per value of academic impact can be found. If the university compensation system is appropriately calibrated, the impact/ increases with faculty rank and continues to improve into the executive team. Analysis is provided for vice presidents of research of the ten largest state universities in America. The results suggest that 50% of these public universities are overcompensating their executives. A case study is presented of the most egregious discrepancy around compensation of >3.1 million/year. The methodology was shown to be a quick and inexpensive way to ascertain if further investigation is necessary at an individual university.

Sin, Cristina; Tavares, Orlanda; Amaral, Alberto (2016):

Who is responsible for employability? Student perceptions and practices.

In: *Tertiary Education and Management* 22 (1), S. 65–81. DOI: 10.1080/13583883.2015.1134634.

Abstract:

The paper examines to whom Portuguese students attribute responsibility for the development of employability, and what extra-curricular activities they undertake to improve their employability. Particular focus lies upon how far students internalise responsibility for employability and if/how they seek to position themselves in the job market. The data was obtained through a survey of 828 Portuguese students. The analysis explored differences among student groups (higher education sector, gender, age and discipline). The attribution of responsibility was primarily to students themselves and to higher education institutions as key vehicles for employability development, echoing the theoretical conceptualisation which sees employability as an individual ability/responsibility. Yet, the observed variations provide empirical support for the conceptualisation of employability as complex and multi-dimensional. The study also revealed relatively high engagement with extra-curricular activities, evidencing that students not only assume responsibility for employability, but are proactively seeking to gain positional advantage in the job market.

Storen, Anne Liv; Wiers-Jenssen, Jannecke (2016):

Transition from higher education to work. Are master graduates increasingly over-educated for their jobs?

In: *Tertiary Education and Management* 22 (2), S. 134–148. DOI: 10.1080/13583883.2016.1174290.

Abstract:

In this paper we address the transition from higher education to work among graduates with a master's degree, with a particular focus on over-education. We relate to an ongoing debate on whether too many students undertake a master's degree, and the consequences a surplus of graduates may have. Our data show that the transition from higher education to work has not become much more difficult during the period 1995-2013, despite a huge increase in the number of graduates. Unemployment rates fluctuate, but were lower at the end of the period than at the beginning. Regarding over-education, we find an increase at the beginning of the observation period, but a striking stability in years when the number of graduates rose sharply. When considering all educational groups together, we find no association between the number of graduates, business cycles and the prevalence of over-education. However, we find some exceptions when looking at different subject fields.

Yu, Baohua; Wright, Ewan (2016):

Socio-cultural adaptation, academic adaptation and satisfaction of international higher degree research students in Australia.

In: *Tertiary Education and Management* 22 (1), S. 49–64. DOI: 10.1080/13583883.2015.1127405.

Abstract:

The number of international higher degree research students has grown at a significant rate in recent years, with Australia becoming a hub for attracting such students from around the world. However, research has identified that international higher degree research students often encounter a wide range of academic and socio-cultural challenges in adapting to their new environment, which can have a significant bearing on their levels of satisfaction with their studies. This paper outlines the findings of a mixed method study exploring the experiences and perceptions of international higher degree research students from five different countries in Australia. Findings revealed that the most important issues in terms of satisfaction were not directly related to academic studies. Instead, factors such as integration into the community, interacting with other students, relationships with supervisors, and the provision of adequate desk space were often given the greatest weight. Implications for how university policy can better support international doctoral students are discussed.

Yu, Baohua; Zhang, Kun (2016):

'It's more foreign than a foreign country'. Adaptation and experience of Mainland Chinese students in Hong Kong.

In: *Tertiary Education and Management* 22 (4), S. 300–315. DOI: 10.1080/13583883.2016.1226944.

Abstract:

Recent years have witnessed an increasing number of Mainland students crossing the border to pursue tertiary studies in Hong Kong, a Special Administrative Region of the People's Republic of China. In contrast to those who have chosen to study in foreign countries, such as United States, United Kingdom or Germany, the Mainland group are studying and living in a society that is both familiar and strange to them due to unique political and sociocultural relationships between Hong Kong and the Mainland. Previous research has mainly focused on Mainland students' motivations for choosing Hong Kong as their academic destination, but questions as to how they adapt to the university setting and host society have been under-researched. Adopting a qualitative approach, this study reports on the findings of focus groups exploring Mainland students' adaptation to life and study in Hong Kong. Findings revealed that linguistic adaptation, social network, political identification and discrimination were the most significant acculturative stressors reported by Mainland students. Implications for how Mainland students can best adjust and how universities can better support them are discussed.