Higher Education Research:

A Compilation of Journals and Abstracts 2017

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INCHER-Kassel: Higher Education Research – A Compilation of Journals and Abstracts 2017

This *Compilation of Journals and Abstracts 2017* contains 28 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. The 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 December 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).

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

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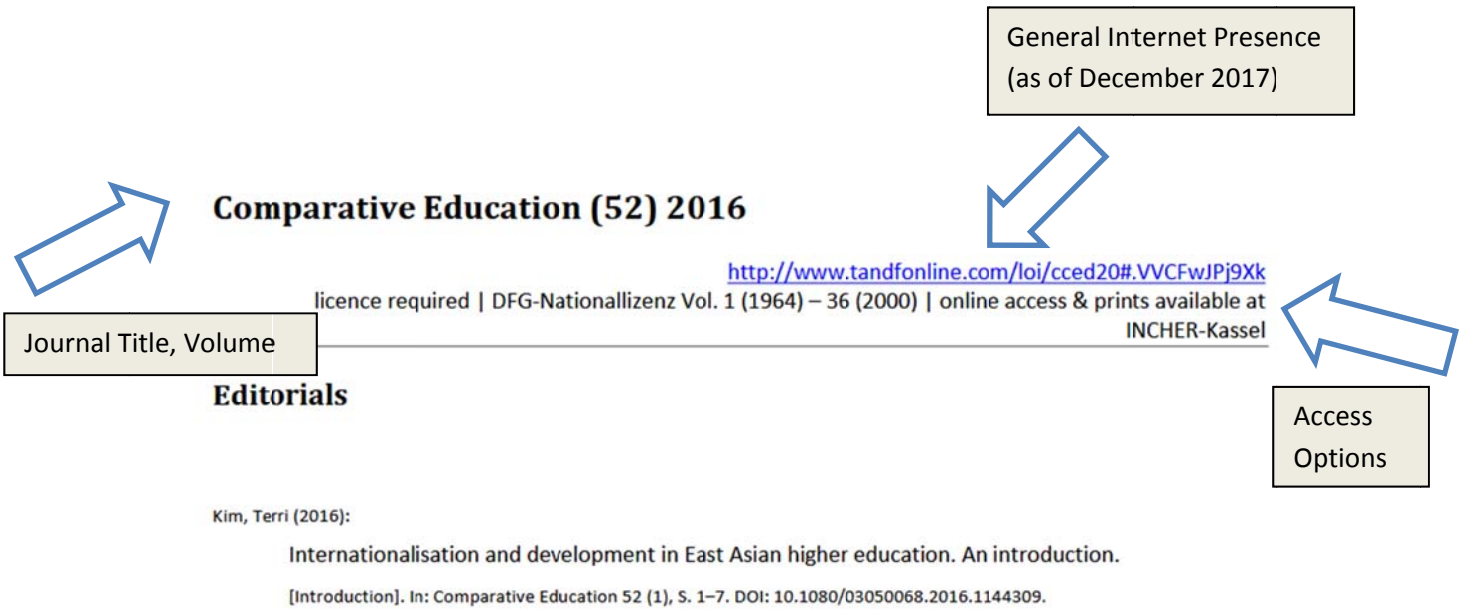

How to browse and search the document

The contents provide the full list of the 28 journals included in the *Compilation*. Skip to a journal by clicking on the title.

OR

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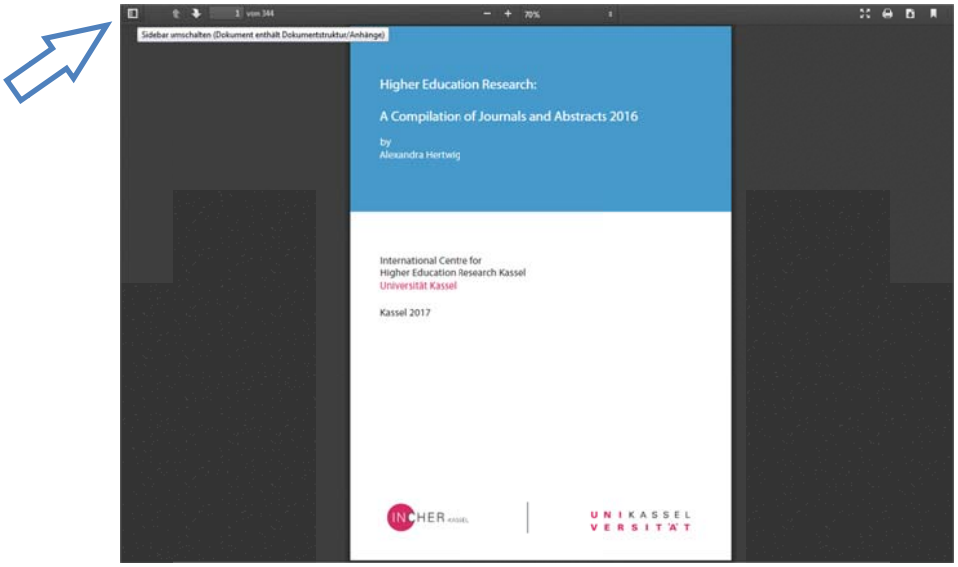

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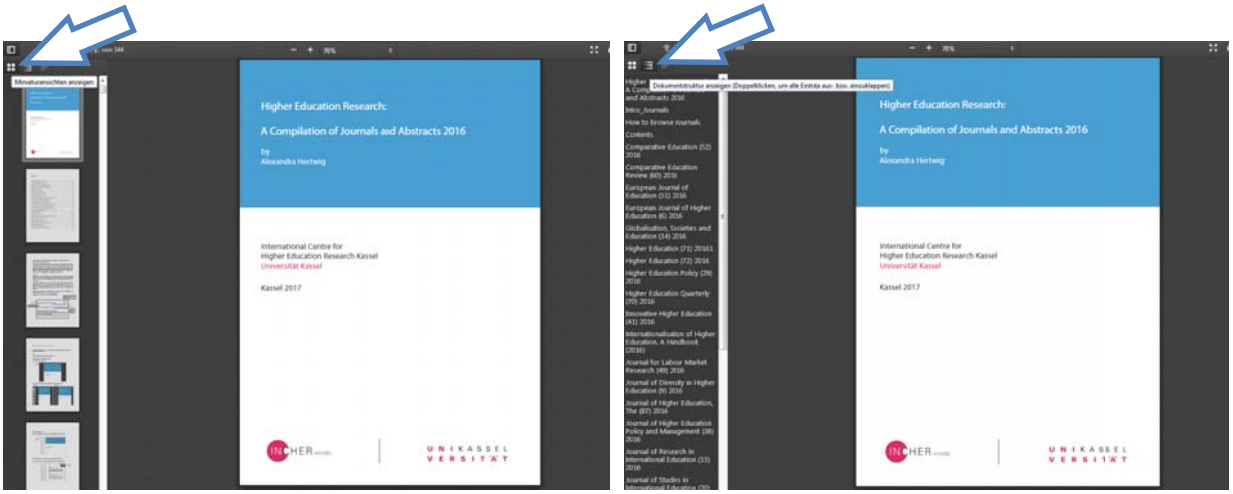

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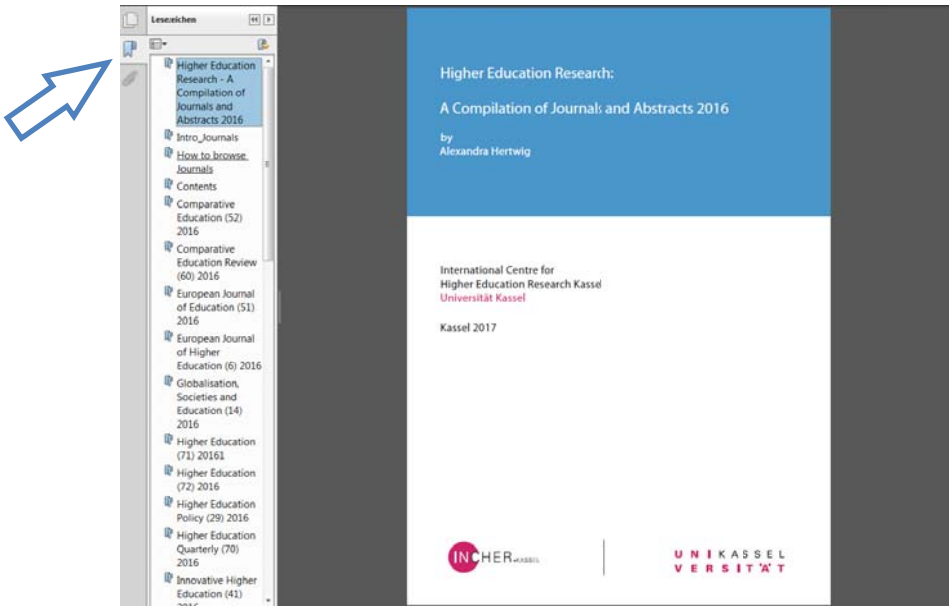

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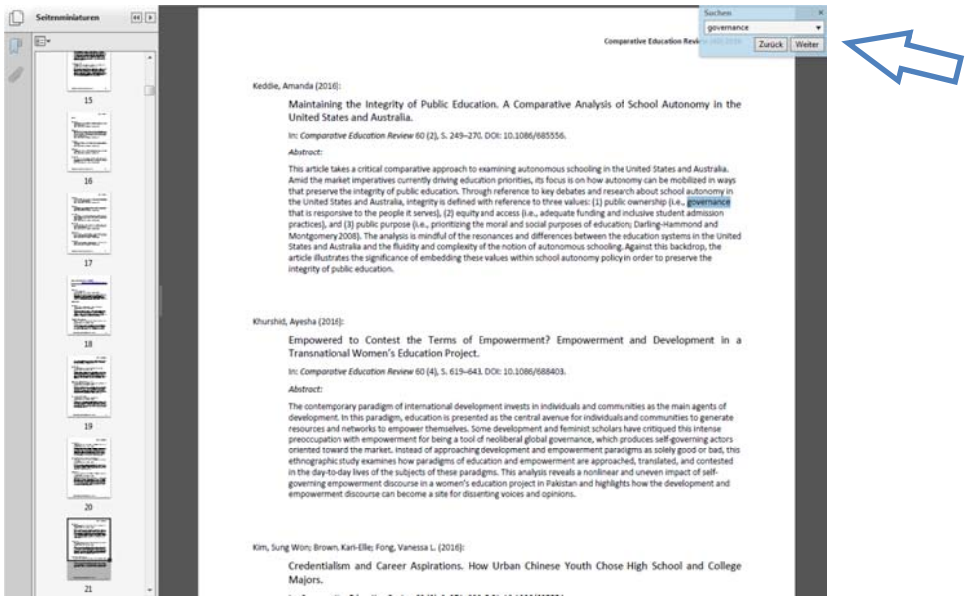

Comparative Education (53) 2017

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Editorials

Bellino, Michelle J.; Paulson, Julia; Worden, Elizabeth Anderson (2017):

Working through difficult pasts. Toward thick democracy and transitional justice in education.

[Introduction]. In: *Comparative Education* 53 (3), S. 313–332. DOI: 10.1080/03050068.2017.1337956.

Phillips, David (2017):

Colin Brock.

[Editorial]. In: *Comparative Education* 53 (2), S. 165. DOI: 10.1080/03050068.2017.1300438.

Original Articles

Adamson, Bob; Forestier, Katherine; Morris, Paul; Han, Christine (2017):

PISA, policymaking and political pantomime. Education policy referencing between England and Hong Kong.

In: *Comparative Education* 53 (2), S. 192–208. DOI: 10.1080/03050068.2017.1294666.

Abstract:

Since the mid-1980s, a number of East Asian societies have consistently performed well in international tests, and their education systems have emerged as models of best practice', including Hong Kong, which has been extensively referenced by politicians and their advisers in England. In parallel, local dissatisfaction with the education system in Hong Kong has prompted major education reforms. This mismatch between the perceptions of the Hong Kong education system of the two policy communities is explored using documentary analysis and interviews with policymakers and other key stakeholders. We analyse the ways in which features of Hong Kong's education system are reconstructed and projected in policymaking in England and argue that the referencing to Hong Kong in England is akin to a form of political theatre, reminiscent of a pantomime, with stereotyped villains, heroes and fairy godmothers, narratives of good conquering evil, and comical set-pieces. We argue that these elements provide the means for both constructing and validating simple causal claims and their associated policy actions.

Allais, Stephanie (2017):

Towards measuring the economic value of higher education. Lessons from South Africa.

In: *Comparative Education* 53 (1), S. 147–163. DOI: 10.1080/03050068.2017.1254985.

Abstract:

A crisis of student funding has led to most South African universities being closed for weeks, after protests in 2015 and again in 2016. A policy response to these events requires insight into relationships between higher education, society, and the economy. This paper interrogates the assumptions which underpin current approaches to measuring higher education in South Africa. It argues that analyses of labour market relationships, associated with forms of measurement linked to rates of return, graduate tracer studies, and employer requirements and satisfaction studies, give us a snapshot of relatively contemporary data, but do not tell much about the dynamics of causation. They contain interesting information but should not be used to overclaim about the relationship between higher education and the economy. Taken together with other approaches to higher education evaluation, they tell us more about how labour markets are looking for distinctions between candidates than about the value that higher education adds to societies and economies. A clear public policy response needs better forms of measurement and better tools of analysis.

Bentrovato, Denise (2017):

Accounting for genocide. Transitional justice, mass (re)education and the pedagogy of truth in present-day Rwanda.

In: *Comparative Education* 53 (3), S. 396–417. DOI: 10.1080/03050068.2017.1317997.

Abstract:

Vigorous debate has recently arisen on the particular contribution of education to transitional justice (TJ). This article, focusing on the case of post-genocide Rwanda, raises the question of the possibilities, limitations and desirability of approaches which seek to impose, through education, top-down forms of reconciliation. The article employs the concepts of mass (re)education' and pedagogy of truth' to characterise the approach used by Rwanda's post-genocide government to reshape and reconcile society, and reflects on the extent to which the past thus taught can be employed in furthering TJ goals. Drawing on extensive fieldwork, the study evaluates Rwanda-style practices by examining history and civic education programmes alongside young people's utterances on the truth' of historical wrongs. Concluding, it casts doubt on the transformative and conciliatory value of pedagogies of truth' that seek to recast identities and inter-group relations, especially in light of state-imposed selective understandings of legitimate truth, justice, memory and identity.

Chankseliani, Maia (2017):

Charting the development of knowledge on Soviet and post-Soviet education through the pages of comparative and international education journals.

In: *Comparative Education* 53 (2), S. 265–283. DOI: 10.1080/03050068.2017.1293407.

Abstract:

This paper examines 126 research articles from three comparative education journals to chart the development of knowledge within comparative education on the Soviet Union and post-Soviet countries. Thematic, theoretical, discursive, and methodological aspects of scholarship are linked with changing geopolitical realities in a systematic analysis of scholarship published since the late 1950s. A new framework of multi-layered colonialism is introduced to explore different features of the double disadvantage that comparative education knowledge production on post-Soviet countries has faced - Russian imperialism and Western academic colonialism. The paper contributes to comparative education knowledge creation by historicising our understanding of Western academic output and outlining a potential future direction in the development of knowledge on post-Soviet systems, policies, and practices of education.

Clark, David A. (2017):

Valuing and revaluing education. What can we learn about measurement from the South African poor?

In: *Comparative Education* 53 (1), S. 54–80. DOI: 10.1080/03050068.2017.1254954.

Abstract:

This paper reflects on the identification of relevant aspects of education for measurement purposes. It begins by reviewing some detailed lists of educational capabilities from disparate literatures. It then considers how ordinary South Africans perceive education by drawing on two open-ended surveys, and attempts to reconcile their views with different education lists. The main finding is that most abstract lists need to say more about the practical side of education (skills, information and knowledge for everyday living). They also need to embrace a more joined-up view of education that can incorporate linkages between different aspects of education and between education and other aspects of well-being (including mental states and material things). The final part of the paper makes the case for embracing the complexity and imprecision involved in measuring education and briefly sketches a methodological framework that can achieve this end.

Dahya, Negin; Dryden-Peterson, Sarah (2017):

Tracing pathways to higher education for refugees. The role of virtual support networks and mobile phones for women in refugee camps.

In: *Comparative Education* 53 (2), S. 284–301. DOI: 10.1080/03050068.2016.1259877.

Abstract:

In this paper, we explore the role of online social networks in the cultivation of pathways to higher education for refugees, particularly for women. We compare supports garnered in local and offline settings to those accrued through online social networks and examine the differences between women and men. The paper draws on complementary original data.

Davies, Lynn (2017):

Justice-sensitive education. The implications of transitional justice mechanisms for teaching and learning.

In: *Comparative Education* 53 (3), S. 333–350. DOI: 10.1080/03050068.2017.1317999.

Abstract:

This article introduces the notion of justice-sensitive education' - derived from the ideals and practices of transitional justice (TJ) in countries emerging from conflict. It describes three mechanisms for this: structural reforms (relating to inequity and division); curriculum change (the treatment of history, human rights and citizenship) and institutional culture (critical thinking and democratic, participatory pedagogy). A case study of Sri Lanka provides fresh illustrations of actual or potential work in these three areas. There appear five challenges to a justice-sensitive education: the wider context of schooling; willingness of educators to confront the past; barriers to introducing the critical thinking required for new norms and values to take root; programming and planning; and difficulties in measuring the impact of TJ measures in education. Yet however imperfect, TJ mechanisms indicate a society that wants to learn from past mistakes and show that some form of justice is possible in the future.

Gomez-Suarez, Andrei (2017):

Peace Process Pedagogy. Lessons from the no-vote victory in the Colombian peace referendum.

In: *Comparative Education* 53 (3), S. 462–482. DOI: 10.1080/03050068.2017.1334425.

Abstract:

Is there a need for a new field within Peace Education that looks at the complex dynamics of transitional societies in the post-truth era? What formal and informal pedagogical strategies might be best suited for transforming emotional anti-peace mindsets'? Drawing on practical examples from the complex political contingencies in Colombia, this article positions the concept of Peace Process Pedagogy within discussions in Critical Peace Education and Critical Contemplative Pedagogy. It encourages critical pedagogues to develop strategies to dismantle misinformation about peace policies, to engage in open conversations about emotions, and to work with embodied action.

Hannum, Emily; Liu, Ran; Alvarado-Urbina, Andrea (2017):

Evolving approaches to the study of childhood poverty and education.

In: *Comparative Education* 53 (1), S. 81–114. DOI: 10.1080/03050068.2017.1254955.

Abstract:

Social scientists have conceptualised poverty in multiple ways, with measurement approaches that seek to identify absolute, relative, subjective, and multi-dimensional poverty. The concept of poverty is central in the comparative education field, but has been empirically elusive in many large, international educational surveys: these studies have not typically included measures that correspond to prevalent conceptualisations or measurement strategies in the poverty literature. In this paper, we contrast poverty conceptualisation and measurement in the poverty literature with socio-economic measures prominent in major international educational surveys. Disconnects between these approaches, and implications for understanding how the disadvantages of poverty in childhood are reflected in educational surveys, are considered. We discuss key challenges that continue to shape possibilities for incorporation of poverty-related concepts into educational surveys. We close with a set of recommendations and considerations.

Komatsu, Hikaru; Rappleye, Jeremy (2017):

A new global policy regime founded on invalid statistics? Hanushek, Woessmann, PISA, and economic growth.

In: *Comparative Education* 53 (2), S. 166–191. DOI: 10.1080/03050068.2017.1300008.

Abstract:

Several recent, highly influential comparative studies have made strong statistical claims that improvements on global learning assessments such as PISA will lead to higher GDP growth rates. These claims have provided the primary source of legitimation for policy reforms championed by leading international organisations, most notably the World Bank and OECD. To date there have been several critiques but these have been too limited to challenge the validity of the claims. The consequence is continued utilisation and citation of these strong claims, resulting in a growing aura of scientific truth and concrete policy reforms. In this piece we report findings from two original studies that invalidate these statistical claims. Our intent is to contribute to a more rigorous global discussion on education policy, as well as call attention to the fact that the new global policy regime is founded on flawed statistics.

Lee, Jeongmin; Zuilkowski, Stephanie Simmons (2017):

Conceptualising education quality in Zambia. A comparative analysis across the local, national and global discourses.

In: *Comparative Education* 53 (4), S. 558–577. DOI: 10.1080/03050068.2017.1348020.

Abstract:

Building on the Education for All movement, the 2030 Agenda for Sustainable Development re-emphasises quality education as a discrete goal. Contextualising the discussion surrounding this goal in Zambia, this study examines how education quality is conceptualised by educational stakeholders at local, national, and global levels. Triangulating teacher survey and interview data with policy documents from the government of Zambia and UNESCO, we found simultaneous convergence and divergence regarding the concepts of education quality espoused at each level. Convergence was shown in the critical influence of the economic tradition within education and the perceived role of schools in fostering resilient individuals and communities. Divergence was observed through the varying meanings assigned to similar concepts and the dissimilar influences of the humanistic and organisational management traditions at different levels. We discuss the implications of our findings for fostering collective efforts among key partners toward the achievement of quality education in Zambia.

Lewis, Steven (2017):

Policy, philanthropy and profit. The OECD's PISA for Schools and new modes of heterarchical educational governance.

In: *Comparative Education* 53 (4), S. 518–537. DOI: 10.1080/03050068.2017.1327246.

Abstract:

This paper examines the development and administration of Programme for International Student Assessment (PISA) for Schools – a new testing instrument of the Organisation for Economic Cooperation and Development – to demonstrate the relevance of heterarchical processes to educational governance. Drawing suggestively across new 'relational' thinking around policy networks, and new spatialities associated with globalisation, the research shows how PISA for Schools helps constitute new spaces and relations of, and for, educational governance. Informed by policy documents and interviews conducted with 33 key actors across the PISA for Schools policy cycle, I show how PISA for Schools typifies contemporary educational policy-making and governance via the export of 'statework' to private actors and agencies, including intergovernmental organisations, philanthropic foundations and edu-businesses. I conclude by considering how treating PISA for Schools, and other similar education services, as a 'product' produces a potentially dangerous blurring of public and private benefits, with the potential that (private) profit might ultimately trump (public) education.

Li, Jun (2017):

Ideologies, strategies and higher education development. A comparison of China's university partnerships with the Soviet Union and Africa over space and time.

In: *Comparative Education* 53 (2), S. 245–264. DOI: 10.1080/03050068.2017.1294650.

Abstract:

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

Matasci, Damiano (2017):

Assessing needs, fostering development. UNESCO, illiteracy and the global politics of education (1945-1960).

In: *Comparative Education* 53 (1), S. 35–53. DOI: 10.1080/03050068.2017.1254952.

Abstract:

In the aftermath of the World War II, United Nations Educational, Scientific and Cultural Organization (UNESCO) launched an ambitious campaign to improve access to education and to fight illiteracy worldwide. The Universal Declaration of Human Rights of 1948 had legitimised international action to raise educational and living standards in the 'underdeveloped' areas of the world, many of which were still under colonial rule. Based on primary archival material, this article sheds light on UNESCO's efforts to assess educational levels in these territories, notably by collecting, standardising and processing data and statistics. The analysis shows how the work UNESCO undertook to measure inequalities contributed to the reappraisal of the economic and social role of literacy thus laying the foundations of a number of pedagogical programmes designed for developing countries. The limits of UNESCO's global policies are also considered. Against the background of the Cold War and decolonisation, UNESCO's assessment of educational needs in colonial areas raised highly political problems, which significantly affected the global concern for the right to education.

Menashy, Francine; Shields, Robin (2017):

Unequal partners? Networks, centrality, and aid to international education.

In: *Comparative Education* 53 (4), S. 495–517. DOI: 10.1080/03050068.2017.1323822.

Abstract:

Following the 2005 Paris Declaration on Aid Effectiveness, international development policy discourses have focused on partnership as an overarching principle. With a focus on participation and non-hierarchical relationships, new partnerships aim to reconstitute the aid relationship in a way that obviates power inequality and hegemony. However, empirical studies of these partnerships are scarce. This paper uses social network analysis to analyse relationships between organisations involved in prominent partnerships for education in international development. Our analysis of an original dataset demonstrates that bilateral donors, civil society organisations, and international organisations are most likely to occupy central positions in this network, meaning that they enjoy high levels of connectivity to many organisations. Literature on international networks suggests that these organisations would therefore shape the flow of information and ideas between organisations, influence the distribution of resources among members, and determine normative preferences of the partnerships. In contrast, recipient governments, private businesses, and universities occupy peripheral positions. We contextualise these findings with respect to literature on aid in international education and privatisation in the political economy of educational development.

Meyer, Heinz-Dieter (2017):

The limits of measurement. Misplaced precision, phronesis, and other Aristotelian cautions for the makers of PISA, APPR, etc.

In: *Comparative Education* 53 (1), S. 17–34. DOI: 10.1080/03050068.2017.1254981.

Abstract:

Quantitative measures of student performance are increasingly used as proxies of educational quality and teacher ability. Such assessments assume that the quality of educational practices can be unambiguously quantitatively measured and that such measures are sufficiently precise and robust to be aggregated into policy-relevant rankings like league tables or employment-relevant effectiveness scores for teachers. In this paper I direct attention to a theoretical tradition which casts a long shadow of doubt over this enterprise. Drawing on Aristotelian and pragmatist scholarship, I argue that the classroom is a domain of practical knowledge or phronesis where quality is best assessed by a jury of experienced practitioner's context-sensitive judgment. This is because phronesis is predominantly tacit and resists codification. It cannot be made explicit without major distortions. The current worldwide drive that aims at measuring educational quality in precise quantitative terms commits the fallacy of misplaced precision and violates the rule of "requisite variety" which suggests that an assessment regime is at least as complex as the system it assesses. The discussion is placed in the history of the controversy between proponents of educational efficiency, which was opposed by pragmatist philosophers like John Dewey and William James.

Paulson, Julia; Bellino, Michelle J. (2017):

Truth commissions, education, and positive peace. An analysis of truth commission final reports (1980-2015).

In: *Comparative Education* 53 (3), S. 351–378. DOI: 10.1080/03050068.2017.1334428.

Abstract:

Transitional justice and education both occupy increasingly prominent space on the international peacebuilding agenda, though less is known about the ways they might reinforce one another to contribute towards peace. This paper presents a cross-national analysis of truth commission (TC) reports spanning 1980–2015, exploring the range of educational work taken on by one of the most prominent forms of transitional justice. We find that TC engagement with education is increasing over time and that TCs are incorporating the task of 'telling the truth about education' into their work. However, when TCs engage with education, they tend to recommend forwards looking reforms, for instance decontextualised human rights and peace education. We argue that this limits the contribution that TCs might make towards positive peace by failing to use their backwards looking, truth telling work to insist on transformation in the educational sector.

Sarvarzade, Somaye; Wotipka, Christine Min (2017):

The rise, removal, and return of women. Gender representations in primary-level textbooks in Afghanistan, 1980–2010.

In: *Comparative Education* 53 (4), S. 578–599. DOI: 10.1080/03050068.2017.1348021.

Abstract:

Nearly four decades of instability and fragility have led to many changes in the status of women and girls in Afghanistan. Yet, little research focuses on these changes within the education system. To understand the country's stance toward gender issues in formal practice, we examine gender representations in Afghan primary-level Dari language arts textbooks. Using a qualitative content analysis and longitudinal data, we examine how ideologies about gender have been politicised in Afghanistan and are reflected in school textbooks from 1980 to 2010. Findings suggest that tumultuous political events and power struggles in the recent history of Afghanistan have led to many changes in how the daily social and working lives of Afghan women and girls have been portrayed in textbooks. As seen in the textbooks, it appears that efforts are being made within the current regime to balance competing gender norms. We conclude with suggestions for policy-makers.

Shepler, Susan; Williams, James H. (2017):

Understanding Sierra Leonean and Liberian teachers' views on discussing past wars in their classrooms.

In: *Comparative Education* 53 (3), S. 418–441. DOI: 10.1080/03050068.2017.1338641.

Abstract:

Various curricular and textbook initiatives exist to aid in the national processes of coming to terms with past violence, often serving the political goals of the victors, sometimes supported by international transitional justice institutions. Sierra Leone and Liberia each experienced a devastating civil war during the 1990s and into the 2000s, and each is struggling to rebuild shattered education systems. In addition, each country has experienced a set of post-conflict transitional justice initiatives: Truth and Reconciliation Commissions in each, and a Special Court for Sierra Leone. Although their respective ministries of education have attempted to address peace education through UNICEF-sponsored curriculum revision processes, those efforts have not yet reached the majority of serving teachers, so a discussion of teachers' actual practices is vital. This article uses interviews with teachers in rural and urban Sierra Leone and Liberia to discuss whether and how teachers talk about past war in their classrooms; whether they think it is important to discuss past conflicts, and if so, why; and what kind of curricular support would help them better teach about the wars. The article discusses how and why teachers embrace or subvert official efforts through their classroom practices, and compares the Sierra Leone and Liberia contexts and results. This research will help us to understand teachers' own perspectives on addressing past conflict in their classrooms, and perhaps help policy-makers better implement their peace education initiatives.

Stromquist, Nelly P. (2017):

The professoriate. The challenged subject in US higher education.

In: *Comparative Education* 53 (1), S. 132–146. DOI: 10.1080/03050068.2017.1254975.

Abstract:

Developments in the academic world – particularly among research universities – have been pushing US institutions of higher education towards structures and practices that defy the very values of equity and quality they profess to uphold. This is evident in the increasing quantification of scholarly productivity as well as in the growing division of the professoriate into permanent and contingent forms of employment. These two developments feed upon each other to produce a stark differentiation of organisational functions with research separated from teaching, with teaching devalued, and with shared governance a convenient but empty trope. Focusing on the concept of agency, this article describes these developments in detail, and explores the causes of the considerable loss of professional autonomy, as agency is weakly manifested to protect a more sensitive assessment of academic excellence, and even much less to defend the exploited contingent faculty. Exogenous forces have reduced the professoriate's discretionary powers, yet there is still room for action.

Tan, Charlene (2017):

Chinese responses to Shanghai's performance in PISA.

In: *Comparative Education* 53 (2), S. 209–223. DOI: 10.1080/03050068.2017.1299845.

Abstract:

This article analyses the public responses in China to Shanghai's performance in the 2012 Programme for International Student Assessment (PISA). Based on data obtained from media accounts and other materials published between 2013 and 2016, the research findings show that the responses in China are generally reflective, measured and self-critical. Drawing upon Gadamer's notions of 'tradition', 'horizon' and 'prejudice', this paper contends that the responses reflect the prevailing worldviews in China that perceive Shanghai's education system to be academically rigorous but too exam-oriented and burdensome. It is further argued that Confucian knowledge traditions and structures in China shape the Chinese interpretations of the PISA assessment format, leading them to downplay Shanghai's success. This study introduces the metaphor of 'triadic eyes' and highlights the mediating effects of the 'local eyes' of policy actors in an era of global educational governance.

Tibbitts, Felisa L.; Weldon, Gail (2017):

History curriculum and teacher training. Shaping a democratic future in post-apartheid South Africa?

In: *Comparative Education* 53 (3), S. 442–461. DOI: 10.1080/03050068.2017.1337399.

Abstract:

Issues of transitional justice are central to countries moving away from identity-based conflict. Research tends to focus on the most well-known forms of transitional justice, like truth commissions. Far less attention has been given to education as a form of transitional justice, and even less to teacher professional development, even though education is central to signalling the new society and teachers are expected to become agents of change in their classrooms. This article focusses on history curriculum change in post-apartheid South Africa. We show how the post-apartheid South African government developed a human rights-based history curriculum but failed to support teachers to implement it. Aspects of these inadequacies included a failure to take into account the de-skilling of a large segment of the teaching population under apartheid and teachers' personal legacies of that era. Through a review of the teacher professional development programme, Facing the Past, this article demonstrates the possibility to implement teacher training programmes attuned to the particular needs of a transitional justice environment.

Unterhalter, Elaine (2017):

Negative capability? Measuring the unmeasurable in education.

In: *Comparative Education* 53 (1), S. 1–16. DOI: 10.1080/03050068.2017.1254945.

Abstract:

This introductory article to the special issue of Comparative Education on measuring the unmeasurable in education considers measurement as reflecting facts and uncertainties. The notion of negative capability is used metaphorically to depict some limits of what is measurable, and portray aspects of the process of education, associated with uncertainty and public scrutiny of complexity. Four overarching questions – what, when, why and how – have guided the reflections of the authors who have contributed to the special issue. What are we measuring when we try to measure the unmeasurable in education and what are we not measuring? When have attempts been made to measure the unmeasurable in education, what metrics have been adopted in which contexts, and with what outcomes? Why have measures been adopted as indicators of the unmeasurable, such as human rights? How have particular historically located organisations approached the problem of measuring the apparently unmeasurable in education, with what epistemological, normative and conceptual resources, and consequences? The introductory article looks at measurement as a form of negative capability in some discussions of history of social statistics in education, the current debate over indicators for the Sustainable Development Goals, and how to measure gender equality in education.

Versmesse, Indra; Derluyn, Ilse; Masschelein, Jan; Haene, Lucia de (2017):

After conflict comes education? Reflections on the representations of emergencies in 'Education in Emergencies'.

In: *Comparative Education* 53 (4), S. 538–557. DOI: 10.1080/03050068.2017.1327570.

Abstract:

Over the last decade, education has been advanced as a new and legitimate core of the humanitarian crisis response. 'Education in Emergencies' (EiE) developed into an institutionalised field of humanitarian practice, advocacy, and scholarly work. Identifying how emergency discourses have been critiqued to operate as 'social imaginaries', in this paper the 'emergency imaginary' as it develops in the particular discursive context of EiE is analysed. We scrutinise how emergencies are represented in this EiE-discourse by pointing to the socio-ideological and economic drivers of conflict, how the interconnections between education and these drivers are pictured, and the educational changes subsequently advocated for. We conclude that, while EiE has been called a 'new field of academic and policy research', the discourse might reiterate prevailing power relations, leading to an adverse portrayal of crisis-affected communities and a legitimation of a global status-quo.

Winters, Niall; Oliver, Martin; Langer, Laurenz (2017):

Can mobile health training meet the challenge of 'measuring better'?

In: *Comparative Education* 53 (1), S. 115–131. DOI: 10.1080/03050068.2017.1254983.

Abstract:

Mobile learning has seen a large uptake in use in low- and middle-income countries. This is driven by rhetorics of easy scaling, reaching the hard-to-reach and the potential for generating analytics from the applications used by learners. Healthcare training has seen a proliferation of apps aimed at improving accountability through tracking and measuring workplace learning. A view of the mobile phone as an agent of change is thus linked with a technocentric approach to measurement. Metrics, initially created as proxies for what gets done by health workers, are now shaping the practices they were intended to describe. In this paper, we show how, despite some valiant efforts, 'measuring better' remains difficult to achieve due to entrenched views of what measurement consists of. We analyse a mobile health (mHealth) classification framework, drawing out some implications of how it has been used in training health workers. These lead us to recommend moving away from a view of mobile learning linked tightly to accountability and numbers. We suggest a focus on an alternative future, where 'measuring better' is promoted as part of socio-cultural views of learning and linked with a social justice conceptualisation of development.

Worden, Elizabeth Anderson; Smith, Alan (2017):

Teaching for democracy in the absence of transitional justice. The case of Northern Ireland.

In: *Comparative Education* 53 (3), S. 379–395. DOI: 10.1080/03050068.2017.1334426.

Abstract:

In many cases, political circumstances do not allow formal for transitional justice processes to occur in countries undergoing a transition from a violent past. In this paper, we ask if education can become a default front line of transitional justice work in the absence of explicit action by the state to address past injustices. Drawing from interviews with educators and using a new citizenship education programme in Northern Ireland as our case study, we argue that several factors, including organisational constraints within the education system, limit the potential of the programme for supporting transitional justice goals. While the effectiveness in this particular case is limited, Northern Ireland provides an example of a citizenship education programme that has moved away from an emphasis on national identity and embraced human rights. Other divided societies might find this model to be an effective conduit in which to promote transitional justice.

You, Yun (2017):

Comparing school accountability in England and its East Asian sources of ‘‘borrowing’.

In: *Comparative Education* 53 (2), S. 224–244. DOI: 10.1080/03050068.2017.1294652.

Abstract:

Education reforms in England are increasingly justified by borrowing ‘best practices’ of high-performing East Asian societies, including Hong Kong, Singapore and Shanghai. However, taking the reforms of school accountability as an illustrative example, this article argues that there are serious variations between England and its East Asian sources of ‘borrowing’ with regard to the ways in which schools are held to be accountable. How school accountability is organised and operationalised in practice deeply depends on socio-political priorities of each society. Therefore, education policy borrowing from East Asia to England is potentially extremely difficult. Furthermore, this article remains alert to the possibility that the claim (about improving the education system in England through imitating East Asian models) is symbolic rather than practical – symbolic in the sense of producing legitimacy for pre-existing policy agendas.

Reviews

Angermuller, Johannes (2017):

La grande course des universités, by Christine Musselin, Paris, Sciences Po, 2017, 304 pp., €19.00 (softcover), ISBN 2-7246-2055-0.

[Review]. In: *Comparative Education* 53 (4), S. 603–605. DOI: 10.1080/03050068.2017.1361238.

Corbett, Anne (2017):

New languages and landscapes of higher education, edited by Peter Scott, Jim Gallacher, and Gareth Parry, Oxford, Oxford University Press, 2017, 304 pp., $85.00; £55.00 (hardcover), ISBN 9780198787082.

[Review]. In: *Comparative Education* 53 (4), S. 601–603. DOI: 10.1080/03050068.2017.1361230.

Cowen, Robert (2017):

Teaching Comparative Education trends and issues informing practice edited by Patricia K. Kubow and Allison H. Blosser. Oxford, Symposium Books, 2016, 212 pp., £36.00, ISBN 978-1-873927-82-3.

[Review]. In: *Comparative Education* 53 (2), S. 302–304. DOI: 10.1080/03050068.2017.1298349.

Cowen, Robert (2017):

The design of the university: German, American, and ‘world class’, by Heinz-Dieter Meyer, Routledge, New York and London, 2016, 232 pp., £95.00 (hardback), ISBN 978-1-138-80250-6.

[Review]. In: *Comparative Education* 53 (4), S. 600–601. DOI: 10.1080/03050068.2017.1361235.

Gombrich, Carl (2017):

The academic Caesar: university leadership is hard, by Steve Fuller, London, Sage, 2016, 120 pp., $77.00 (hardcover), ISBN 9781473961784.

[Review]. In: *Comparative Education* 53 (4), S. 607–609. DOI: 10.1080/03050068.2017.1361232.

Marini, Giulio (2017):

Re-becoming universities? Higher education institutions in network knowledge societies, edited by David Hoffman and Jussi Välima, Dordrecht, Springer, 2016, 490 pp., €99.99 (hardcover), ISBN 978-94-017-7369-0.

[Review]. In: *Comparative Education* 53 (4), S. 605–606. DOI: 10.1080/03050068.2017.1361237.

Schweisfurth, Michele (2017):

International higher education's scholar-practitioners bridging research and practice by Bernhard Streitwieser and Anthony C. Ogden (Editors), Oxford, Symposium, 2016, 340 pp., £39.00 (paperback), ISBN 978-1-873927-77-9.

[Review]. In: *Comparative Education* 53 (2), S. 307–308. DOI: 10.1080/03050068.2017.1296251.

Scott, Peter (2017):

Global perspective on higher education by Philip G. Altbach, Baltimore, JohnsHopkins University Press, 2016, 332 pp., $34.95 (paperback), ISBN 9781421419268.

[Review]. In: *Comparative Education* 53 (2), S. 308–311. DOI: 10.1080/03050068.2017.1296249.

Unterhalter, Elaine (2017):

The Routledge handbook of international education and development by Simon McGrath and Qing Gu (Editor), London, Routledge, 2015, 496 pp., £130.00 (hardcover), ISBN 9780415747547.

[Review]. In: *Comparative Education* 53 (2), S. 304–306. DOI: 10.1080/03050068.2017.1298351.

Specials

Logan, Tricia; Murphy, Karen (2017):

Reflections on education and transitional justice. Notes from the field.

[Commentary]. In: *Comparative Education* 53 (3), S. 483–494. DOI: 10.1080/03050068.2017.1339424.

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Editorials

CER Editorial Team (2017):

On Methodology in Comparative and International Education.

[Editorial]. In: *Comparative Education Review* 61 (4), S. 669–674. DOI: 10.1086/694217.

Nordtveit, Bjorn H. (2017):

The Comparative Education Review at 60. Still Pondering "Which Way Is Up?".

[Editorial]. In: *Comparative Education Review* 61 (2), S. 237–239. DOI: 10.1086/691164.

Original Articles

Adelman, Melissa; Holland, Peter; Heidelk, Tillmann (2017):

Increasing Access by Waiving Tuition. Evidence from Haiti.

In: *Comparative Education Review* 61 (4), S. 804–831. DOI: 10.1086/693904.

Abstract:

Despite recent gains in increasing access, an estimated 58 million children worldwide are still out of school. Abolishing school fees has increased enrollment rates in several countries where enrollments were low and fees were high. However, such policies may be less effective, or even have negative consequences, when supply-side responses are weak. This article evaluates the impacts of a tuition waiver program in Haiti, which provided public financing to nonpublic schools conditional on not charging tuition. We conclude that a school's participation in the program results in more students enrolled, more staff, and slightly higher student-teacher ratios. The program also reduces grade repetition and the share of overage students. While the increase in students does not directly equate to a reduction in the number of children out of school, it does demonstrate strong demand from families for the program and a correspondingly strong supply response from the nonpublic sector.

Aman, Robert (2017):

Colonial Differences in Intercultural Education. On Interculturality in the Andes and the Decolonization of Intercultural Dialogue.

In: *Comparative Education Review* 61 (S1), S103–S120. DOI: 10.1086/690459.

Abstract:

This article pushes for the possibility of alternative ways of thinking about the concept of interculturality depending on where and by whom it is being articulated (the geopolitics and body politic of knowledge). To illustrate this, the focus is

shifted away from the policies of the European Union and UNESCO to the Andean region of Latin America where the notion of interculturalidad is not only a subject on the educational agenda but has also become a core component of indigenous social movements' demands for decolonization. Part of the argument of this article is that interculturalidad, with its roots in the historical experience of colonialism and in the particular, rather than in assertions of universality, offers a perspective on interculturality that relies on other epistemologies. It concludes by arguing that interculturality should be seen as interepistemic rather than simply intercultural.

Assie-Lumumba, N'Dri Therese (2017):

The Ubuntu Paradigm and Comparative and International Education. Epistemological Challenges and Opportunities in Our Field.

In: *Comparative Education Review* 61 (1), S. 1–21. DOI: 10.1086/689922.

Abstract:

This article interrogates assumptions of comparative education research and international education in the transfer of policies and practices generally in North-South relations within the context of structural inequality. The pursuit of learning in different educational traditions and the quest for comparison are examined. Aspects of meanings of individual sociogeographic and intellectual journeys within the global context are analyzed in articulating the patterns of contradictions in temporality and epistemology in knowledge production, focusing on agency, legitimacy, and ownership. Issues critically examined include what ought to be the guiding principles toward new transformative relational theories and methodologies of understanding education in formerly colonized societies, including Africa. The Ubuntu paradigm is articulated as an alternative framework for defining relations within and across the borders of local and global spaces, as a permanent corrective measure that can offer possibilities of growth and renewal to the field of comparative and international education.

Becker, Matthew Thomas (2017):

How Do Schools Affect Ethnic Saliency Levels of Students in Bosnia and Herzegovina?

In: *Comparative Education Review* 61 (1), S. 83–110. DOI: 10.1086/689831.

Abstract:

This article measures the role of schools in the ethnic socialization and identity formation processes of high school seniors in Bosnia and Herzegovina (BiH) via ordinary least squares regression analysis and attempts to contribute to a better understanding of educational transitions in the postsocialist space and youth identity formation in a postconflict society. BiH has three ethnonational curricula (Bosniak, Croat, and Serb), each with an ethnocentric focus. Although nationality and school curricula are highly correlated in BiH, in the case of the Serbs, it was found that students who do not study the "appropriate" Serbian curriculum experienced a statistically significant effect on lowering ethnic saliency levels ($P < .001$ and $P < .05$). Data were gathered via field surveys of high school seniors at 78 high schools in 53 cities and towns located across the country, the selection of which was based on a nonprobability sampling approach.

Benavot, Aaron (2017):

Response to Steven Klees's Review of the 2016 GEM Report.

In: *Comparative Education Review* 61 (3), S. 634–639. DOI: 10.1086/692651.

Abstract:

This essay is a response to Steven Klees, "Will We Achieve Education for All and the Education Sustainable Development Goal?" originally published in Comparative Education Review volume 61, number 2. Steven's essay, as well as complete publication details for the 2016 GEM Report, can be found at http://www.journals.uchicago.edu/doi/abs/10.1086/691193.

Bray, Mark (2017):

Schooling and Its Supplements. Changing Global Patterns and Implications for Comparative Education.

In: *Comparative Education Review* 61 (3), S. 469–491. DOI: 10.1086/692709.

Abstract:

Schooling has become a standard component in the daily lives of families, and education is typically the largest item in government budgets. Many scholars have documented the spread of schooling and have analyzed the implications of that spread. Recent decades have brought great expansion of supplementary education alongside schooling. Some of this supplementary education mimics schooling as a shadow, and some complements schooling with elaborate and/or different curricula. The supplementary education is commonly a substantial component of household budgets. This essay examines the nature of changing patterns of schooling and supplementary education around the world. It views the topic through the lenses of (in)equalities, remarking on bidirectional influences between schooling and its supplements. Among major intensifying forces in supplementary education have been governmental achievements in expansion of schooling and in reductions of inequalities. Supplementary education then to some extent resists reforms by restoring and maintaining inequalities. The essay concludes with remarks about the implications for comparative analysis of both schooling and supplementary education.

Carnoy, Martin; Marotta, Luana; Louzano, Paula; Khavenson, Tatiana; Guimaraes, Filipe Recch Franca; Carnauba, Fernando (2017):

Intranational Comparative Education. What State Differences in Student Achievement Can Teach Us about Improving Education — the Case of Brazil.

In: *Comparative Education Review* 61 (4), S. 726–759. DOI: 10.1086/693981.

Abstract:

Implicit in much of comparative and international education research is that education is a creature of the nation-state, shaped largely by economic, political, and social forces defined by national boundaries. However, in federal nation-states, primary and secondary schooling is the juridical responsibility of the constituent states, not the national government. We make the case in this article that in comparative education analysis, there is persuasive support in political theory to consider subnational state comparisons in federalist nations and that such comparisons can yield valuable insights for improving education in the federal nation-state as a whole. We focus on one federal country, Brazil, and on the possible differences in the "effectiveness" of state education administrations in delivering education. We measure state effectiveness by students' mathematics achievement gains on a national test in 1999–2013. We also examine the possible reasons why gains differ greatly in states with similar demographic characteristics.

Dryden-Peterson, Sarah; Mulimbi, Bethany (2017):

Pathways toward Peace. Negotiating National Unity and Ethnic Diversity through Education in Botswana.

In: *Comparative Education Review* 61 (1), S. 58–82. DOI: 10.1086/689614.

Abstract:

This study examines how education can disrupt threats of conflict, specifically in the presence of ethnic diversity. We present a historical analysis of Botswana, using methods of process tracing drawing on documents, in-depth interviews, and Afrobarometer survey data. Postindependence Botswana engaged in redistribution of educational access across ethnic groups and promotion of common civic principles of social harmony. At the same time, it constructed through schools ethnically based national identity, which excluded many minorities. Lack of recognition for ethnic minorities remains a persistent challenge, yet it exists in a context of high commitment to unity and the nation-state, even among minority groups, which may have allowed recent dissent to happen peacefully. The article defines mechanisms by which educational redistribution and recognition can disrupt resource-based and identity-based inequalities that often lead to conflict. This model holds promise for conflict avoidance and mitigation in multiethnic states globally.

Ganimian, Alejandro J.; Alfonso, Mariana; Santiago, Ana (2017):

More Than Words. Expressed and Revealed Preferences of Top College Graduates Entering Teaching in Argentina.

In: *Comparative Education Review* 61 (3), S. 581–606. DOI: 10.1086/692545.

Abstract:

School systems are trying to attract top college graduates into teaching, but we know little about what dissuades this group from entering the profession. We provided college graduates who applied to a selective alternative pathway into teaching in Argentina with information on what their working conditions and pay would be if they were admitted into the program. Then we observed whether they reported that they wanted to go into teaching and whether they did so. We found that individuals who received information about working conditions or pay were more likely to report that they no longer wanted to pursue their application to the alternative pathway but no more likely to drop out of the program's selection process. This could be due to prominence effects. Students with higher GPAs were more likely to drop out if they received information on working conditions but not if they received information on pay.

Guglielmi, R. Sergio; Brekke, Nancy (2017):

A Framework for Understanding Cross-National and Cross-Ethnic Gaps in Math and Science Achievement. The Case of the United States.

In: *Comparative Education Review* 61 (1), S. 176–213. DOI: 10.1086/689656.

Abstract:

Comparative international assessments of academic achievement consistently indicate that US students trail behind many peers, particularly those from east Asia, in math and science. Traditional efforts to explain this finding have focused on identifying characteristics that might differentiate the United States from top-performing countries. Limitations of this descriptive, atheoretical strategy include: the ecological fallacy of inferring individual-level relations from aggregate-level data, the context specificity of predictors examined, and overreliance on simplistic methodological/analytic approaches. We advocate shifting the emphasis from cataloguing cross-national differences to: identifying core psychological achievement predictors that are stable across national settings, modeling mediators and moderators of the relations between those predictors and academic performance, and using more sophisticated analytic strategies that do justice to the complexity of the problem. We outline such an approach and then discuss how it might be used to understand the math-science achievement gap and reduce persistent ethnic disparities in educational outcomes both within and between countries.

Hartong, Sigrid; Nikolai, Rita (2017):

Observing the "Local Globalness" of Policy Transfer in Education.

In: *Comparative Education Review* 61 (3), S. 519–537. DOI: 10.1086/692503.

Abstract:

This article contributes to a growing body of research on global policy transfer and flows in education, arguing that a large number of such research has too often viewed nation-states as uniform policy containers, focusing mainly on national-level policy changes or using binary understandings of reform adaptation versus reform resistance. Consequently, it often neglected the internal complexities of nation-states, which include ambiguous modes of ongoing global-local recontextualization, local meanings of reforms, but also (changing) influence of national and local actors who may operate as policy brokers. Using data from an empirical case study on the German state Bremen, we illustrate how global-local policy dynamics played out locally in sequences of school structural reforms between 2002 and 2010. Hereby, we combine the theory of path dependency with the conceptualization of policy fields to better understand the various complexities and dynamics within a multilevel educational reform movement.

Hotam, Yotam (2017):

Theocracy and Pedagogy. Public Education in a "Postsecular" Israel.

In: *Comparative Education Review* 61 (3), S. 538–557. DOI: 10.1086/692502.

Abstract:

The return of religion and religiosity, on almost all social, cultural, and political fronts, has informed the academic agenda of the last decade. It is marked by a growing scholarly use of the concept of the "postsecular." Against this background, this article brings the concept of the postsecular to bear on the transformation of contemporary Jewish national education in Israel. Its main argument is that the arrangements currently on display between secular and sacral notions in national Jewish education illustrate the rise of a new theocratic vision for Israel. This neoreligious thrust challenges the former interplay between secular and religious notions, which has served as the basis for Jewish national (i.e., Zionist) education. The article also places the notion of a postsecular emergent society within a particular social and political context, pointing to a broader and much richer phenomenon than hitherto suggested.

Huang, Min-Hsiung (2017):

Excellence without Equity in Student Mathematics Performance. The Case of Taiwan from an International Perspective.

In: *Comparative Education Review* 61 (2), S. 391–412. DOI: 10.1086/691091.

Abstract:

As Taiwanese students progress from elementary to junior high school, there is a remarkable increase in the inequality of achievement in mathematics. This increase is of a magnitude not seen in other countries. Findings show that the widening-gap phenomenon is accompanied by an exceptional increase in the percentage of students reaching the advanced international benchmark and a significant growth in the influence of family background on student performance. In Taiwan, the widening-gap phenomenon commonly manifests among students of different school entry cohorts, genders, and residential areas; the phenomenon occurs mainly within classrooms. Taiwanese students from more favorable family backgrounds are seen to improve significantly more in mathematics as they progress through the school grades, and they experience a less significant widening-gap phenomenon among themselves. This study explains the widening-gap phenomenon in relation to a national senior high school entrance examination administered to nearly all Taiwanese ninth graders.

Khoja-Moolji, Shenila (2017):

Pedagogical (Re)Encounters. Enacting a Decolonial Praxis in Teacher Professional Development in Pakistan.

In: *Comparative Education Review* 61 (S1), S146–S170. DOI: 10.1086/690298.

Abstract:

This article illustrates the complexities as well as the promises of enacting a decolonial praxis in the context of teacher professional development. Focusing on a specific case of teacher professional development workshops in Pakistan, and drawing on the methodology of narrative inquiry, I outline some of the pedagogical (re)encounters that I created to reclaim local knowledge ecologies. It entailed examining the current moment of coloniality, including acknowledging internalized "extraversion" or westward orientation; an active reengagement with local landscapes, intellectual productions, and teacher selves, including a critique of hegemonic relations of domination; and finally, becoming hunarmand (skillful) in taking up, twisting, and molding dominant pedagogical models toward anti- and decolonial ends.

Knutsson, Beniamin; Lindberg, Jonas (2017):

Studying "the Political" in International Aid to Education. Methodological Considerations.

In: *Comparative Education Review* 61 (4), S. 701–725. DOI: 10.1086/693924.

Abstract:

The point of departure of this article is an apparent antinomy. On the one hand, there is the powerful argument in political theory on the emergence and consolidation of a post-political condition. On the other hand, research in international and comparative education demonstrates how conflicts and power asymmetries continue to characterize education aid. Attempting to move beyond this antinomy we engage in a methodological discussion on how to study "the political" in education aid landscapes with strong post-political features. By reviewing the two sets of literature, and bringing them into conversation, we extract five methodological tenets: (i) taking "the political" seriously, (ii) looking beyond face value when scrutinizing policy arrangements, (iii) exploring everyday wars of position, (iv) focusing on subjects and situated practices, and (v) moving beyond scales by analyzing connections across territorial entities. The article primarily makes a methodological contribution but ultimately the findings can also be relevant to the world of policy making.

Komatsu, Hikaru; Rappleye, Jeremy (2017):

A PISA Paradox? An Alternative Theory of Learning as a Possible Solution for Variations in PISA Scores.

In: *Comparative Education Review* 61 (2), S. 269–297. DOI: 10.1086/690809.

Abstract:

Variations in mean PISA scores have not been adequately explained to date, suggesting the limits of our current understanding of the relationship between educational practices and students' performance. In contrast to previous research that applies existing theories to explain observed variations, this study attempts to extend our existing theoretical horizon using PISA-derived data. We first introduce findings of PISA-Science data that run counter to the fundamental assumptions of both student-centered and teacher-centered learning theories; namely, countries having lower levels of students' initiative to design and carry out their own projects had higher scores. We then propose an alternative theory of learning (Type II learning) to explain this counterexample by rethinking the learning process at its philosophical and ontological depths. We conclude by noting a surprising paradox: the Type II learning made visible through PISA data appears to undermine the core premise of the OECD's whole approach to PISA itself.

Kondratjeva, Olga; Gorbunova, Elena V.; Hawley, Joshua D. (2017):

Academic Momentum and Undergraduate Student Attrition. Comparative Analysis in US and Russian Universities.

In: *Comparative Education Review* 61 (3), S. 607–633. DOI: 10.1086/692608.

Abstract:

Student attrition in postsecondary education is a significant public policy problem. Nations invest substantial resources in college systems, and when students leave, this investment is lost. To understand the factors that influence student attrition in US and Russian public universities, we use the perspective of academic momentum, defined empirically as measures representing student enrollment and study progress. Using a discrete-time event history analysis of samples of eight US and two Russian universities, we provide support for the central claims of the academic momentum theory that undergraduate students who progress through college more rapidly have a lower likelihood of attrition. However, a more detailed analysis reveals variability in the relationship between several academic momentum measures and student attrition, depending on a university's selectivity and the student's chosen academic field and gender.

Liu, Zixi; Ting, Kwok-Fai (2017):

Deconstruction and Reconstruction of Legal Education in China. Legitimacy and Diffusion of an Academic Discipline from 1949 to 2012.

In: *Comparative Education Review* 61 (3), S. 558–580. DOI: 10.1086/692546.

Abstract:

Using documentary data, we investigate the evolution of legal education in China from 1949 to 2012. During this period, legal education evolved from an illegitimate practice to a legitimate practice over three distinct periods of nullification, reconstruction, and rationalization. Textual data suggest that the legitimization of legal education has been constituted and driven by three social forces: organizational ecology, the domestic institutional environment, and world culture. Their functioning and interplay have shaped the institutionalization of legal education in China. Our analysis indicates that the legitimacy granted to legal education by the state is the key force in driving institutionalization, that the world society provides models for imitation, and that the influence of organizational ecology is derived largely from state initiatives. The findings point to a more holistic picture of the diffusion of educational practices operating at multiple levels in a socialist society.

Mabokela, Reitumetse Obakeng; Mlambo, Yeukai Angela (2017):

Access and Equity and South African Higher Education. A Review of Policies after 20 Years of Democracy.

In: *Comparative Education Review* 61 (4), S. 780–803. DOI: 10.1086/693913.

Abstract:

The demise of apartheid in 1994 introduced many changes to the social, political, and economic sectors of South Africa with similar changes in the higher education sector. This article offers an integrative review and analysis of higher education policies implemented and legislation passed that significantly impacted the nature of the South African system of higher education. While the primary interest is on policies implemented since South Africa's transition to democracy in 1994, the analysis begins with an evaluation of the Extension of University Education Act (No. 45) of 1959, the seminal legislation that created the hyper-segregated system of higher education, the detrimental effects of which most of the policies implemented post-1994 sought to address. We employ content analysis as a research approach and critical policy analysis as a theoretical framework to examine the aforementioned legislation and two post-1994 policy papers, the "Education White Paper 3" and the "National Plan for Higher Education," which provided a framework for creating a new, equitable system of higher education. While there has been modest success emanating from the implementation of these policies, there are deep-seated challenges in the higher education sector that persist 20 years into the new democracy.

Menashy, Francine (2017):

The Limits of Multistakeholder Governance. The Case of the Global Partnership for Education and Private Schooling.

In: *Comparative Education Review* 61 (2), S. 240–268. DOI: 10.1086/690839.

Abstract:

This study investigates collective decision making within a multistakeholder partnership through a case study of the Global Partnership for Education (GPE). Analyzed through the theoretical framework of sociological institutionalism, this study applies the issue of private schooling as a lens to understand policy-related decision making between very different stakeholders within a single forum. A process-tracing analysis of document and interview data shows that the GPE has not substantively engaged with the issue of private education, indicative of "strategic avoidance" due to concerns that a debate could destabilize the partnership. Such avoidance is argued to potentially engender harmful impacts on the GPE. The absence of dialogue reflects broader GPE governance issues, where policy-related debates are rare. This conclusion is in accordance with evaluations of other similarly structured multistakeholder partnerships, calling into question the effectiveness of the partnership-based model.

Park, Jae (2017):

Knowledge Production with Asia-Centric Research Methodology.

In: *Comparative Education Review* 61 (4), S. 760–779. DOI: 10.1086/693980.

Abstract:

Taiwanese cultural critic Kuan-Hsing Chen has elaborated and promoted an "Asia and the rest" worldview for over a decade. His opus magnum Asia as Method argues for a paradigm shift to observe Asian reality with a de-imperialized, de-colonized, and de–Cold War mentality. The work has produced academic discussions among advocates and antagonists in social science and humanities. This article critically examines its main tenets and education scholars' reaction to them: whether Chen's deconstruction of "the West and the rest" offers a substantive and distinctive Asia-centric research methodology to the field of education in its content, pedagogy, and knowledge production.

Psaki, Stephanie R.; Mensch, Barbara S.; Soler-Hampejsek, Erica (2017):

Associations between Violence in School and at Home and Education Outcomes in Rural Malawi. A Longitudinal Analysis.

In: *Comparative Education Review* 61 (2), S. 354–390. DOI: 10.1086/691117.

Abstract:

Growing evidence of the prevalence of school-related gender-based violence (SRGBV) has raised concerns about negative effects on education. Previous quantitative research on this topic has been limited by descriptive and cross-sectional data. Using longitudinal data from the Malawi Schooling and Adolescent Study, we investigate associations between school and domestic violence and three education outcomes: absenteeism, learning, and dropout. Half of respondents had experienced both SRGBV and domestic violence by ages 18–21. Associations between violence and education were mixed: school-related sexual violence was associated with poorer subsequent education outcomes for males and, to a lesser extent, for females; domestic violence was associated with higher absenteeism for males and subsequent dropout for females; and physical violence was associated with lower absenteeism and better subsequent numeracy performance for females. Additional longitudinal research is needed and should integrate a broad understanding of the influence of gender norms and experiences of violence on young people's educational success.

Ross, Karen (2017):

Untangling the Intervention-Context Dyad through Horizontal Comparison. Examples from Israeli Peacebuilding Organizations.

In: *Comparative Education Review* 61 (2), S. 327–353. DOI: 10.1086/691092.

Abstract:

In this article, I argue for the importance of conducting comparative studies of educational interventions implemented within the same sociopolitical environment. Taking into account both arguments for comparative research in education and recent calls for context-rich vertical case studies, I suggest that horizontal comparisons in a single environment provide a nuanced view of divergent programmatic approaches and outcomes and allow us to better understand the agency of actors in the educational realm. I draw on the concept of multilevel opportunity structure to explore the work of two encounter organizations in Israel bringing together Jewish and Palestinian youth—Peace Child Israel and Sadaka Reut—and explain why the responses of each organization to shifting political environments in the Israeli context over the past 30 years, especially post-2000, led to different outcomes in terms of organizational survival. My analysis demonstrates how methodological choices affect the potential for theory building in comparative education and points to the importance of examining educational initiatives at an organizational level in order to better understand the relationship between educational initiatives and the broader sociopolitical context.

Schaub, Maryellen; Henck, Adrienne; Baker, David P. (2017):

The Globalized "Whole Child". Cultural Understandings of Children and Childhood in Multilateral Aid Development Policy, 1946-2010.

In: *Comparative Education Review* 61 (2), S. 298–326. DOI: 10.1086/690811.

Abstract:

Current global conceptions of childhood dictate that all children are entitled to a childhood that provides protection, preparation, and child development for the whole child. We analyze 65 years of policy documents from the influential multilateral agency UNICEF focusing on how cultural ideas have changed over time and how they have blended into the contemporary idea of the child and childhood that is distinctly different from the period immediately following World War II. The results present a rich description of these trends including the greater elaboration of educational development during childhood, movement from an image of the simple unidimensional child to greater complexity and multiple dimensions, the whole child, and a shift away from imagining children as creations of particular local cultural contexts to a global, one-size-fits-all child with universal requirements and rights to human development, the globalized whole child.

Shahjahan, Riyad A.; Ramirez, Gerardo Blanco; Andreotti, Vanessa De Oliveira (2017):

Attempting to Imagine the Unimaginable. A Decolonial Reading of Global University Rankings.

In: *Comparative Education Review* 61 (S1), S51–S73. DOI: 10.1086/690457.

Abstract:

This article presents a collaboration among critical scholars of color grappling with the challenges of reimagining global university rankings (GURs) in an effort to rethink the field of comparative education from a decolonial perspective. We start with an empathetic review of scholarship on rankings. This effort evidenced that rankings are embedded and sustained within a broader dominant imaginary of higher education, circumscribed by what is deemed possible and desirable within modern institutions. Seeking inspiration to explore beyond the current limits of our modern imagination, we turned to the teachings of the Dagara as a mirror that cast a different light on our investments in the very onto-epistemic structures that sustain the GURs. Being taught by Dagara's teachings led us to realize that rankings are symptomatic of a much broader crisis shaking the ontological securities of modern institutions and that it is only through the loss of our satisfaction with these securities that we can start to imagine otherwise.

Silova, Iveta; Millei, Zsuzsa; Piattoeva, Nelli (2017):

Interrupting the Coloniality of Knowledge Production in Comparative Education. Postsocialist and Postcolonial Dialogues after the Cold War.

In: *Comparative Education Review* 61 (S1), S74–S102. DOI: 10.1086/690458.

Abstract:

The article explores the coloniality of knowledge production in comparative education in and about (post)socialist spaces of southeast/central Europe and the former Soviet Union after the Cold War. We engage in a particular form of decoloniality, or what Walter Mignolo terms "delinking," to fracture the hegemony of Western-centric knowledge and enable comparative education to gain a global viewpoint that is more inclusive of different voices. Our critique is threefold. First, we engage in rethinking and rewriting socialist past(s) through new and multiple frames to reveal possibilities for imagining postsocialist future(s). Second, we show the relations and the intertwined histories of the spatially partitioned world. Third, we examine how coloniality has shaped our own identities as scholars and discuss ways to reclaim our positions as epistemic subjects who have both the legitimacy and capacity to look at and interpret the world from our own origins and lived realities.

Steer, Liesbet; van Fleet, Justin W. (2017):

The Education Commission's Response to Steven Klees's Review of the The Learning Generation.

In: *Comparative Education Review* 61 (3), S. 640–643. DOI: 10.1086/692784.

Abstract:

This essay, written by the directors of the International Commission on Financing Global Education Opportunity, is a response to Steven Klees, "Will We Achieve Education for All and the Education Sustainable Development Goal?" originally published in Comparative Education Review volume 61, number 2. Steven's essay, as well as complete publication details for The Learning Generation report, can be found at http://www.journals.uchicago.edu/doi/abs/10.1086/691193.

Stein, Sharon (2017):

The Persistent Challenges of Addressing Epistemic Dominance in Higher Education. Considering the Case of Curriculum Internationalization.

In: *Comparative Education Review* 61 (S1), S25–S50. DOI: 10.1086/690456.

Abstract:

The recent growth of internationalization at colleges and universities in the Global North has amplified the need to address the ongoing colonial politics of knowledge in these institutions. In this article I argue that a failure to denaturalize and interrupt long-standing patterns of curricular Euro-supremacy may result in internationalization becoming yet another means of economic expansion and epistemic erasure. However, rather than offer a prescriptive roadmap for epistemic decolonization, this article is an effort to consider the paradoxes, challenges, and difficulties that often arise in efforts to do this work.

Takayama, Keita; Sriprakash, Arathi; Connell, Raewyn (2017):

Toward a Postcolonial Comparative and International Education.

In: *Comparative Education Review* 61 (S1), S1–S24. DOI: 10.1086/690455.

Abstract:

This article, which serves to introduce the special issue on "Contesting Coloniality: Rethinking Knowledge Production and Circulation in Comparative and International Education," brings to the fore the rarely acknowledged colonial entanglements of knowledge in the field of comparative and international education (CIE). We begin by showing how colonial logics underpin the scholarship of one of the field's founding figures, Isaac L. Kandel. These logics gained legitimacy through the Cold War geopolitical contexts in which the field was established and have shaped subsequent approaches including the much-debated world-culture approach to globalization in education. The article then reviews decolonial, postcolonial, and southern theory scholarship as an intellectual resource upon which CIE scholars and practitioners can draw to tackle these active colonial legacies. We situate the contribution of this special issue within this larger intellectual movement and call for a major collective rethinking of the way CIE knowledge is produced and circulated on a global scale.

Tarlau, Rebecca (2017):

State Theory, Grassroots Agency, and Global Policy Transfer. The Life and Death of Colombia's Escuela Nueva in Brazil (1997–2012).

In: *Comparative Education Review* 61 (4), S. 675–700. DOI: 10.1086/693923.

Abstract:

This article analyzes the transfer and 15-year policy trajectory of Colombia's "global best practice" Escuela Nueva in Brazil. This program, initially transferred to Brazil in 1997 with the help of the World Bank, was largely unknown for the first decade of its life span. Then, between 2008 and 2011, after the World Bank stopped funding the program, Escuela Nueva / Escola Ativa suddenly became one of the most well funded and controversial programs in the Brazilian Ministry of Education. Continual protest and unrest concerning the program led to its termination in 2012. This article argues that it is only possible to understand these developments through an explicit theory of the "contested" state, wherein the state's purpose is understood as both social reproduction and mediating class conflicts. Drawing on the global policy transfer literature, this framework emphasizes the role of elite actors, transnational agencies, and grassroots mobilization in determining educational policy trajectories.

Tikly, Leon (2017):

The Future of Education for All as a Global Regime of Educational Governance.

In: *Comparative Education Review* 61 (1), S. 22–57. DOI: 10.1086/689700.

Abstract:

The article considers the future of Education for All (EFA) understood as a global regime of educational governance. The article sets out an understanding of global governance, world order, power, and legitimacy within which EFA is embedded. It explains what is meant by EFA as a regime of global governance and as part of a "regime complex" along with other regimes that affect education and development. The article traces the genealogy of EFA, focusing on key tensions and contradictions. The emphasis is on understanding the effects of different kinds of power linked to broader global interests within a changing world order. The article concludes by considering the future of EFA. It is suggested that EFA since the Incheon Declaration and Framework for Action is giving way to a new global regime of educational governance in which education and in particular learning is linked to sustainable development, albeit in contradictory ways.

Tom, Miye Nadya; Suarez-Krabbe, Julia; Caballero Castro, Trinidad (2017):

Pedagogy of Absence, Conflict, and Emergence. Contributions to the Decolonization of Education from the Native American, Afro-Portuguese, and Romani Experiences.

In: *Comparative Education Review* 61 (S1), S121–S145. DOI: 10.1086/690219.

Abstract:

This article employs the pedagogy of absence, conflict, and emergence (PACE), as an analytical approach to study concrete contributions to the decolonization of education. PACE seeks to transcend Eurocentric knowledge construction, and hence one of its fundamental efforts is to think from and for places, experiences, temporalities, and life projects otherwise rendered absent or negated in dominant education. The nonformal education projects studied are SNAG magazine in the Native American community of San Francisco, California (United States); efforts to "standardize" education among Romani communities in Córdoba, Spain; and hip-hop culture in Lisbon, Portugal. By challenging received practices of education and contributing to thinking of diversity from frameworks unconfined to dominant Eurocentric understandings, the case studies provide important insights to the multifaceted process of decolonization. The article concludes that PACE's implications for educational research involve the methodological recentralization of the realities ignored by Eurocentric colonial education.

Valentine, Jessa Lewis; Barham, Brad; Gitter, Seth; Nobles, Jenna (2017):

Migration and the Pursuit of Education in Southern Mexico.

In: *Comparative Education Review* 61 (1), S. 141–175. DOI: 10.1086/689615.

Abstract:

Educational attainment in rural Mexico is increasingly structured by migration opportunities. The rise in adult US migration increases potential funding for adolescents to stay in school but may also decrease incentives for them to do so. Domestic migration flows can fund schooling locally, and may also support students' own movement for education when opportunities in rural communities are limited. We study these processes using survey and focus group data from rural villages in southern Mexico undergoing rapid changes in migration and education opportunities. We find evidence that education trajectories are intimately linked with adolescents' exposure to migration in their communities, and that gender plays an important role in structuring these effects. We also document the increasing importance of adolescent movement to peri-urban and urban centers to complete secondary education, a pathway of schooling acquisition that is itself influenced by adult migration patterns in their communities.

van de Werfhorst, Herman G. (2017):

Vocational and Academic Education and Political Engagement. The Importance of the Educational Institutional Structure.

In: *Comparative Education Review* 61 (1), S. 111–140. DOI: 10.1086/689613.

Abstract:

It is hardly disputed that educational institutions carry responsibility for the education of democratic citizens through the enhancement of civic and political engagement. Despite the wealth of studies on civic and citizenship education, scholars

have not yet examined the relevance of national educational institutional factors. This study examines to what extent elements of national educational systems, in particular early tracking and a vocational orientation, are related to political engagement of young adult citizens. Using pooled European Social Survey data collected between 2002 and 2012 from 24 European countries, and examining electoral participation, political interest, and political activism, it is shown that people educated in vocational programs had lower levels of political engagement than people educated in general/academic education. Moreover, these differences were greater in strongly tracked educational systems relative to comprehensive/untracked systems. These results suggest that educational institutions that differentiate students early and rigidly may form a threat to democratic equality.

Zapp, Mike; Dahmen, Clarissa (2017):

The Diffusion of Educational Ideas among International Organizations. An Event History Analysis of Lifelong Learning, 1990-2013.

In: *Comparative Education Review* 61 (3), S. 492–518. DOI: 10.1086/692607.

Abstract:

This article investigates the precipitants of the diffusion of lifelong learning among 88 governmental and nongovernmental international organizations from 1990 to 2013 within an event history framework. Research on the diffusion of educational ideas among and within international organizations usually uses small-n approaches. This work looks at the large-scale interorganizational diffusion of lifelong learning, an important concept that has until now only been analyzed at the national level where worldwide adoption has occurred around the millennium. This study identifies astonishingly rapid and wide contagious diffusion of lifelong learning originating in core large, global, and Northern organizations with a long history before spreading to smaller, regional, more peripheral and younger ones. Recently, established organizations enter a world rife with legitimized educational models ready to be adopted. This article argues that the massive interest in lifelong learning needs to be explained by the highly institutionalized character of education and the hierarchical organization of the field around core and peripheral knowledge producers.

Reviews

Acton, Karen S. (2017):

Leading Schools in Challenging Circumstances: Strategies for Success by Philip Smith and Les Bell. London: Bloomsbury, 2014. 171 pp. $42.95. ISBN 978-1-4411-8405-4.

[Review]. In: *Comparative Education Review* 61 (1), S. 222–225. DOI: 10.1086/690063.

Alstete, Jeffrey W. (2017):

Creating a New Public University and Reviving Democracy: Action Research in Higher Education by Morten Levin and Davydd J. Greenwood. New York: Berghahn Books, 2016. 230 pp. $90.00 (cloth). ISBN 978-178533-321-7.

[Review]. In: *Comparative Education Review* 61 (3), S. 655–658. DOI: 10.1086/692537.

Bingen, Jim (2017):

Sustaining Literacy in Africa: Developing a Literate Environment by Peter Easton. Paris: UNESCO, 2014. 295 pp. $40.00. ISBN: 9-789230-012304.

[Review]. In: *Comparative Education Review* 61 (2), S. 448–451. DOI: 10.1086/691180.

Chami, Julie (2017):

> The Rising Price of Objectivity: Philanthropy, Government, and the Future of Education Research by Michael J. Feuer. Cambridge, MA: Harvard Education Press, 2016. 194 pp. $29.00. ISBN-13: 978-1-61250-957-0.
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> [Review]. In: *Comparative Education Review* 61 (4), S. 849–852. DOI: 10.1086/694267.

Charalambous, Constadina (2017):

> The Promise of Integrated, Multicultural and Bilingual Education by Z. Bekerman. Oxford: Oxford University Press, 2016. 368 pp. $69.95 (cloth). ISBN 978-019933-651-7.
>
> [Review]. In: *Comparative Education Review* 61 (3), S. 644–646. DOI: 10.1086/692584.

Cho, Hye Seung (2017):

> Constructing Modern Asian Citizenship edited by Edward Vickers and Krishna Kumar. London and New York: Routledge, 2015. 365 pp. $163.00 (£95.00). ISBN 978-0415855785.
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> [Review]. In: *Comparative Education Review* 61 (4), S. 844–846. DOI: 10.1086/693979.

Dryden-Peterson, Sarah (2017):

> Learning to Live Together: Education for Conflict Resolution, Responsible Citizenship, Human Rights and Humanitarian Norms edited by Margaret Sinclair. Doha, Qatar: Protect Education in Insecurity and Conflict (PEIC), 2013.
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> [Review]. In: *Comparative Education Review* 61 (2), S. 441–444. DOI: 10.1086/691182.

Fry, Gerald W. (2017):

> The Political Economy of Schooling in Cambodia: Issues of Quality and Equity edited by Yuto Kitamura, D. Brent Edwards Jr., James H. Williams, and Chhinh Sitha. New York: Palgrave Macmillan, 2016. 245 pp. $100.00 (cloth). ISBN 9781-137-45599-4.
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> [Review]. In: *Comparative Education Review* 61 (2), S. 445–448. DOI: 10.1086/691168.

Gordon, Pierce; Hopson, Rodney; Leung, Crystal (2017):

> Owners of Learning: The Nyae Nyae Village Schools over Twenty-Five Years by Jennifer Hays Basel: African Books Collective, 2016. 282 pp. $37.37. ISBN 978-3-905758-60-3.
>
> [Review]. In: *Comparative Education Review* 61 (4), S. 842–844. DOI: 10.1086/694233.

Klees, Steven J. (2017):

Education for People and Planet: Creating Sustainable Futures for All by UNESCO. The Global Education Monitoring Report. Paris: UNESCO, 2016.

https://en.unesco.org/gem-report/report/2016/education-people-and-planet-creating-sustainable-futures-all/page#sthash.SDYhmB9I.dpbs.

[Review]. In: *Comparative Education Review* 61 (2), S. 425–440. DOI: 10.1086/691193.

Lindsay, Julie Chami (2017):

Presidents, Congress, and the Public Schools: The Politics of Education by Jack Jennings. Cambridge, MA: Harvard Educational Press, 2015. 272 pp. $35.00. ISBN 978-1-61250-796-5.

[Review]. In: *Comparative Education Review* 61 (2), S. 452–454. DOI: 10.1086/691181.

Menashy, Francine (2017):

The Privatization of Education: A Political Economy of Global Education Reform by Antoni Verger, Clara Fontdevila, and Adrián Zancajo. New York: Teachers College Press, 2017. 244 pp. $42.95. ISBN 9780807757598.

[Review]. In: *Comparative Education Review* 61 (4), S. 840–841. DOI: 10.1086/693978.

Sobe, Noah W. (2017):

Crafting a Global Field: Six Decades of the Comparative and International Education Society by Erwin H. Epstein (Editor). Hong Kong: Springer, 2016. 316 pp. $89.00. ISBN 978-3-319-33185-0.

[Review]. In: *Comparative Education Review* 61 (1), S. 225–226. DOI: 10.1086/690122.

Stromquist, Nelly P. (2017):

The Learning Generation: Investing in Education for a Changing World; A Report by the International Commission on Financing Global Education Opportunity. September 2016. 176 pp.

[Review]. In: *Comparative Education Review* 61 (1), S. 214–217. DOI: 10.1086/690064.

Thomas, Matthew A. M. (2017):

Teaching Comparative Education: Trends and Issues Informing Practice by Patricia K. Kubow and Allison H. Blosser (Editors). Oxford: Symposium Books Ltd., 2016. 212 pp. $72.00. ISBN 978-1-873927-82-3.

[Review]. In: *Comparative Education Review* 61 (1), S. 217–220. DOI: 10.1086/690060.

Vickers, Edward (2017):

Schooling Selves: Autonomy, Interdependence and Reform in Japanese Junior High Education by Peter Cave. Chicago: University of Chicago Press, 2016. 287 pp. $35.00 (paper). ISBN 978-022636-786-6.

[Review]. In: *Comparative Education Review* 61 (3), S. 646–650. DOI: 10.1086/692538.

Water, Glen (2017):

The Critical Global Educator: Global Citizenship Education as Sustainable Development by Maureen Ellis. New York: Routledge, 2016. 246 pp. $163.00 (cloth). ISBN 978-1-138-88780-0.

[Review]. In: *Comparative Education Review* 61 (1), S. 220–222. DOI: 10.1086/690062.

Wiehe, Elsa (2017):

Education and the Arab Spring: Resistance, Reform and Democracy edited by Eid Mohamed, Hannah R. Gerber, and Slimane Aboulkacem. Rotterdam: Sense Publishers, 2016. 157 pp. ISBN 978-9-463-00469-5.

[Review]. In: *Comparative Education Review* 61 (3), S. 650–652. DOI: 10.1086/692693.

Zhu, Gang (2017):

Who's Afraid of the Big Bad Dragon? Why China Has the Best (and Worst) Education System in the World by Yong Zhao. San Francisco: Jossey-Bass, 2014. 272 pp. $26.95 (cloth). ISBN 978-1-118-48713-6.

[Review]. In: *Comparative Education Review* 61 (3), S. 652–654. DOI: 10.1086/692649.

Yin, Xiaoqin (2017):

Recalibrating Careers in Academia: Professional Advancement Policies and Practices in Asia-Pacific edited by Libing Wang and Wesley Teter. Bangkok: United Nations Educational, Scientific and Cultural Organization, 2017. 402 pp. ISBN 978-92-9223-574-1.

[Review]. In: *Comparative Education Review* 61 (4), S. 847–849. DOI: 10.1086/694253.

Specials

Anderson-Levitt, Kathryn (2017):

Comparative Education Review Guide to Searching for World Literature 2017.

[Bibliographic Essay]. In: *Comparative Education Review* 61 (4), S. 832–839. DOI: 10.1086/693961.

Easton, Peter B. (2017):

Closing the Shop. A Retrospective on Comparative Education Review Bibliographies, 1959-2015.

[Bibliographic Essay]. In: *Comparative Education Review* 61 (2), S. 413–424. DOI: 10.1086/691156.

Kim, Sung Won; Brown, Kari-Elle; Fong, Vanessa L. (2017):

Credentialism and Career Aspirations. How Urban Chinese Youth Chose High School and College Majors (vol 60, pg 271, 2016).

[Erratum]. In: *Comparative Education Review* 61 (2), S. 468. DOI: 10.1086/692455.

Abstract:

In “Credentialism and Career Aspirations: How Urban Chinese Youth Chose High School and College Majors” by Sung won Kim, Kari-Elle Brown, and Vanessa L. Fong (CER vol. 60, no. 2: 271–92), the acknowledgment note was omitted from the article. The full note appears below. The publisher regrets the error.

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http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1465-3435
[licence required | online access & prints available at INCHER-Kassel]

Editorials

Benavot, Aaron (2017):

Education for people, prosperity and planet. Can we meet the sustainability challenges?

[Editorial]. In: *European Journal of Education* 52 (4), S. 399–403. DOI: 10.1111/ejed.12248.

Caspersen, Joakim; Frolich, Nicoline (2017):

Higher education learning outcomes - transforming higher education?

[Editorial]. In: *European Journal of Education* 52 (1), S. 3–7. DOI: 10.1111/ejed.12204.

Desjardins, Richard; Looney, Janet; Keyes, Christina (2017):

2017 - Letter from the Joint Editors.

[Letter to the Editor]. In: *European Journal of Education* 52 (1), S. 1–2. DOI: 10.1111/ejed.12206.

Könings, Karen D.; McKenney, Susan (2017):

Participatory design of (built) learning environments.

[Editorial]. In: *European Journal of Education* 52 (3), S. 247–252. DOI: 10.1111/ejed.12232.

Michel, Alain; Pons, Xavier (2017):

Mirror, mirror on the wall, tell me I'm right!

[Editorial]. In: *European Journal of Education* 52 (2), S. 119–123. DOI: 10.1111/ejed.12215.

Original Articles

Bhandari, Rajika (2017):

Post-secondary scholarships for students from developing countries. Establishing a global baseline.

In: *European Journal of Education* 52 (4), S. 533–545. DOI: 10.1111/ejed.12235.

Abstract:

With the goal of informing progress towards Sustainable Development Goal target 4.b which focuses on the provision of global scholarships for students from the developing world, this article analyses the current state of global data on scholarships available at the tertiary level for individuals from developing countries. In addition to assessing the status of and gaps in the data, the analysis explores the feasibility of creating a baseline against which future progress towards target 4.b can be monitored at the global level. It reviews a broad range of scholarship programmes that are sponsored by government institutions, non-profit organisations, and corporations in order to inform the analysis, identify challenges, and propose solutions. Data gaps are especially apparent with regard to the national origins and socio-demographic characteristics of scholarship recipients. Despite the severe limitation of the data, a tentative baseline against which the progress of target 4.b can be measured is proposed. This baseline estimates that currently there are approximately 22,487 tertiary students from the developing world who are receiving scholarships from developed and developing countries. This figure accounts for just under 1% of the 2.5 million students from the developing world who are globally mobile. In addition to providing a framework for organising and monitoring global scholarship programmes, the article provides recommendations for the steps that can be put in place in order to ensure better data collection on the provision of scholarships for students from the developing world.

Bialecki, Ireneusz; Jakubowski, Maciej; Wisniewski, Jerzy (2017):

Education policy in Poland. The impact of PISA (and other international studies).

In: *European Journal of Education* 52 (2), S. 167–174. DOI: 10.1111/ejed.12216.

Abstract:

The impact of the PISA study on Polish education policy has been significant, but probably different from any other country. Poland has not experienced the so-called PISA shock', but its education system has been benefiting considerably from PISA. For experts and policy makers, it has been a useful and reliable instrument that has made it possible to measure the effects of consecutive reforms of the school education system. Moreover, PISA and other international studies have influenced the perception of education policy in Poland. The latter has shifted from an ideology-driven, centralised policy to an evidence-informed policy, developed with the involvement of multiple stakeholders, although this has mostly affected the thinking of experts and policy makers rather than the general public. The new government (in power from 2015), following public opinion polls, has reversed most of the previous education reforms, eliminating lower secondary schools introduced in 1999.

Bleiklie, Ivar; Frolich, Nicoline; Sweetman, Rachel; Henkel, Mary (2017):

Academic Institutions, Ambiguity and Learning Outcomes as Management Tools.

In: *European Journal of Education* 52 (1), S. 68–79. DOI: 10.1111/ejed.12200.

Abstract:

Specifying learning outcomes (LOs) in higher education as part of the European Qualification Framework (EQF) has resulted in a variety of experiences in the national contexts of England and Norway, as well as in different institutional and disciplinary settings. This article contributes to a contextualised understanding of the kind of management tools that higher education learning outcomes (HELOs) are, based on a conceptually-informed comparative empirical analysis. The comparison is based on two types of disciplines (the humanities and STEM) in two national contexts (Norway and England) at two research-intensive universities in each country. These settings offer an opportunity to look for evidence - inspired by public administration literature - as to whether HELOs have some specific characteristics as management tools. HELOs share the characteristics that afflict most reform policies - that of ambiguity and the potential of being shaped by a number of circumstantial factors. Higher education institutions are highly dependent on, and embedded in, multiple relationships to the environment. Hence, as decision making structures, they are 'penetrated' and influenced in ways that are likely to vary across countries, types of institutions and academic disciplines. Because institutions and disciplinary groups are embedded in different policy (varying degrees and forms of state steering and policy implementation) and organisational environments (different degrees and forms of hierarchical leadership, managerial control, and autonomy) and different disciplines (different perceptions of scientific-, professional-, educational mission, and relationships to external stakeholders) they also constitute different organisational spaces for participation and engagement in shaping and using HELOs.

Cabus, Sofie; Cornelisz, Ilja (2017):

Competition, student sorting and performance gains in local education markets. The Dutch secondary sector.

In: *European Journal of Education* 52 (3), S. 365–386. DOI: 10.1111/ejed.12221.

Abstract:

This article empirically examines the implications of competition among Dutch secondary schools: (1) regarding the sorting of students by performance levels in schools at the begiining of secondary education; and (2) regarding performance gains in the secondary school career, controlling for the aforementioned sorting patterns. We used data from about 13,000 students enrolled at 102 school locations in The Netherlands. Using differences in the distribution of competition intensity across local education markets, we applied Kernel estimation techniques to match students from relatively high- to low-competitive markets on the basis of student and household characteristics. Our results indicate that, with increasing competition, relatively more schools target the group of high-achieving students. As a result, schools will arguably have to enrol more students at the margin' to ensure sufficient enrolment rates. To conclude, we observed that, accounting for sorting patterns, competition was related to small negligible improvements in academic achievement at the bottom of the distribution of student performance within the first three years of secondary education. Furthermore, a negative result for competition was found for categorical academic classrooms settings.

Calero, Jorge; Choi, Alvaro (2017):

The distribution of skills among the European adult population and unemployment. A comparative approach.

In: *European Journal of Education* 52 (3), S. 348–364. DOI: 10.1111/ejed.12222.

Abstract:

The most painful effect of the Great Recession in European countries has been the surge in unemployment rates during a period that has been characterised by an increase in income inequality and the heterogeneous pattern of this inequality by educational level. Thus, workers with low levels of educational attainment were among the first to lose their jobs. This article addresses two main research questions: first, it estimates the importance of the level of skills and education on the probability of being unemployed, disentangling the extent of the effects of human capital and signalling theories of education; and, second, it provides evidence of the impact of inequalities in the previous socioeconomic and cultural background of individuals on the probability of being unemployed. These two objectives are assessed using data for 24 jurisdictions that participated in the first round of the OECD's Programme for the International Assessment of Adult Competencies (PIAAC). Skill levels play a central role in explaining unemployment in Europe and act as an indirect channel via which a family's sociocultural background has an impact on its labour market status. Combining the results of alternative models, we identify those European labour markets that are most sensitive to human capital.

Carvalho, Luis Miguel; Costa, Estela; Goncalves, Catarina (2017):

Fifteen years looking at the mirror. On the presence of PISA in education policy processes (Portugal, 2000-2016).

In: *European Journal of Education* 52 (2), S. 154–166. DOI: 10.1111/ejed.12210.

Abstract:

This article describes and discusses what happens when knowledge for policy generated within PISA is received by its target audience: what have the Portuguese policy actors been doing with PISA data and analysis when they consider, express and justify their choices? Drawing on previous and current studies, using interview materials and formal and informal policy documents, as well as texts published in the written press, the article analyses two main phenomena related to the reception of PISA and how this has evolved between 2001 and 2012 in Portugal: the consolidation of PISA's credibility as a source for policy processes and texts; the emergence of new actors and modes of intervention in the production of knowledge for national policy, drawing on PISA. Finally, it presents an analysis of the reception of PISA 2015 in the Portuguese media, focusing on the interventions by political actors in the Portuguese daily and weekly written press. Two main elements emerge from our content analysis as the main common elements of that reception: the consecration of PISA's credibility; and the practices of qualification and disqualification of educational policies and perspectives. The article

concludes by emphasising the regulatory role of PISA in Portuguese policy processes and the relevant contribution played by the politics of reception in legitimising this role.

Caspersen, Joakim; Frolich, Nicoline; Muller, Johan (2017):

Higher education learning outcomes - Ambiguity and change in higher education.

In: *European Journal of Education* 52 (1), S. 8–19. DOI: 10.1111/ejed.12208.

Abstract:

The emerging interdependent world order poses new challenges for States and citizens alike. For States, interdependence has meant a new concern with integration, whilst for citizens and authorities alike, greater mobility has raised new concerns about recognition of competences, qualifications, quality and transparency. The introduction of learning outcomes is one of the principal instruments to achieve this in higher education. This article analyses how the implementation of higher education learning outcomes (HELOs) can be seen as ambiguous governance and management tools, manifested as parts of international policy development and policy trends. These ambiguous tools intertwine with different disciplinary and stakeholder networks. The desire to implement HELOs in a more or less uniform way across as diverse contexts (countries, disciplines, institutions) as possible has led to a design strategy that favours generic definitions of learning outcomes. In the implementation process, these generic HELOs are experienced as ambiguous, meaning that they are characterised by an openness to different interpretations. This opens up a space of discretionary and interpretational latitude, either because HELOs are assimilated to traditional path dependencies, or because they allow institutional agents (such as institutional leaders and others) the space to introduce change. The ambiguity of HELOs simultaneously provides the flexibility for contextually-diverse implementation, ensures less comparability than initially envisaged, and opens up the possibility for change, although change is contingent on structures and processes that are external to the policy process itself. HELOs are thus a paradigm case of the centrality of context in policy implementation studies.

Caspersen, Joakim; Smeby, Jens-Christian; Aamodt, Per Olaf (2017):

Measuring learning outcomes.

In: *European Journal of Education* 52 (1), S. 20–30. DOI: 10.1111/ejed.12205.

Abstract:

The growing interest for measurement of learning outcomes relates to long lines of development in higher education, the request for accountability, intensified through international reforms and movements such as the development and implementation of qualifications frameworks. In this article, we discuss relevant literature on different approaches to measurement and how learning outcomes are measured, what kinds of learning outcomes are measured, and why learning outcomes are measured. Three dimensions are used to structure the literature: Whether the approaches emphasise generic or disciplinary skills and competence, self-assessment or more objective test based measures (including grades), and how the issue of the contribution from the education program or institution (the value-added) are discussed. It is pointed out that large scales initiatives that compare institutions and even nations seem to fall short because of the implicit and explicit differences in context, whilst small-scale approaches suffer from a lack of relevance outside local contexts. In addition, competence (actual level of performance) is often confused with learning (gain and development) in many approaches, laying the ground for false assumptions about institutional process-quality in higher education.

Ceri Jones, Hywel (2017):

Celebrating 30 years of the Erasmus programme.

In: *European Journal of Education* 52 (4), S. 558–562. DOI: 10.1111/ejed.12251.

Abstract:

This is an edited version of 2 speeches given by Hywel Ceri Jones during 2017 which constitutes the story of the birth and development of the Erasmus programme to its present status as Erasmus +. In this text the place of education and training in the political and legal context of the development of the EU is highlighted. This presentation coincides with the

widespread celebration of the thirtieth official anniversary of the Erasmus programme and with the growing political support for its expansion as key part of the EU's post 2020 strategy of development.

Chua, Kenn (2017):

Skill achievement and returns in developing countries. Evidence from adult skills surveys.

In: *European Journal of Education* 52 (4), S. 498–510. DOI: 10.1111/ejed.12236.

Abstract:

Using novel adult skills surveys, this article analyses cross-country patterns in skill achievement and labour market returns, comparing the outcomes for a subset of developing countries with the results previously found for high-income economies. Apart from displaying lower average cognitive skills, developing countries also exhibit wider disparities in levels of skills by subgroups of educational attainment, gender, and parental education. Meanwhile, baseline estimates of returns to skills reveal that a one-standard deviation increase in literacy skills is associated with an earnings increase of 14.6% in developing countries, which is statistically indistinguishable from the average returns of 17.7 estimated for developed countries. Nonetheless, there is considerable heterogeneity in the returns across developing countries, with the lowest estimates found in Armenia and Ukraine at 2% (not statistically significant) and 6%, respectively, and the highest reported in Kenya at above 30%. Differences in the type of employment opportunities and the degree of employment selection in these labour markets are important determinants of the observed gap in returns. International comparisons of returns should take this into consideration.

Daehlen, Marianne (2017):

Completion in vocational and academic upper secondary school. The importance of school motivation, self-efficacy, and individual characteristics.

In: *European Journal of Education* 52 (3), S. 336–347. DOI: 10.1111/ejed.12223.

Abstract:

A vast amount of research is devoted to identifying factors that predict early school leaving. However, there is no simple explanation because the results show that young people leave education prematurely for various reasons, such as their level of school involvement, their background characteristics and different school systems. This article investigates the importance of school motivation, self-efficacy and the characteristics of students and their families for completing school and examines students in the vocational and academic tracks separately. With a focus on school completion, this study is guided by the following research question: Do students who obtain an upper secondary diploma have greater motivation and stronger beliefs about their abilities than those who choose to leave early? When adjusting for background characteristics, the results indicated no, or a relatively low, relationship between school motivation/self-efficacy and completion. The most predictable variable is prior school performances, particularly for students in the vocational track.

Halasz, Gabor (2017):

The Spread of the Learning Outcomes Approaches across Countries, Sub-systems and Levels. A special focus on teacher education.

In: *European Journal of Education* 52 (1), S. 80–91. DOI: 10.1111/ejed.12201.

Abstract:

This article is based on the outcomes of the study entitled “The application of learning outcomes approaches across Europe”, which was funded by Cedefop and completed in 2015 (Wiśniewski et al, 2015). The study, aiming at exploring the implementation of the learning outcomes approach in European countries, addressed two major questions: (1) to what extent and how the shift to learning outcomes has been influencing education and training policies and strategies at macro (national) level and teaching practices at micro (institutional) level in EU and EFTA member countries, and (2) to what extent and how political priority given to learning outcomes has influenced institutional practices in the training of education and training professionals. The study, covering 33 EU and EFTA member countries and all sub-systems of education, used empirical evidence from country case studies and also from a limited number of institutional case studies

focusing on initial teacher education. The study demonstrated a significant progress in the use of the learning outcomes approach in most countries and in all sub-systems, but also major implementation challenges. This article presents the outcomes of the study using an analytical framework combining three analytical perspectives: (1) curriculum development and delivery (2) European integration, and (3) governance and policy implementation.

Hopfenbeck, Therese N.; Goergen, Kristine (2017):

The politics of PISA. The media, policy and public responses in Norway and England.

In: *European Journal of Education* 52 (2), S. 192–205. DOI: 10.1111/ejed.12219.

Abstract:

Using the PISA 2015 releases in Norway and England, this article explores how PISA has been presented in the media and how the policy level has responded to the results. England will be used as an example for comparison. The article presents early media responses from the 20 most circulated daily newspapers in the two countries and discusses them in relation both to the national PISA reports in Norway and England, as well as the international report of the OECD. The media responses are further interpreted in light of previous research in both countries, with a particular focus upon Norway, where previous Ministers of Education have been interviewed about assessment policy and education reforms.

Janssen, Fred J. J. M.; Konings, Karen D.; van Merrienboer, Jeroen J. G. (2017):

Participatory educational design. How to improve mutual learning and the quality and usability of the design?

In: *European Journal of Education* 52 (3), S. 268–279. DOI: 10.1111/ejed.12229.

Abstract:

Many educational change proposals, designed to improve student learning, fail to be implemented in classrooms, which is a threat to the impact of educational policy on educational practice. This has led to a call for participatory educational design in which different stakeholders are involved in the generation and consideration of alternative learning environments, including physical spaces that better support learning. The development of tools to effectively engage non-professional designers in design activities is still in its early stages. In this article, we present two tools that can improve mutual learning of those involved in the design process and the quality and usability of both learning environments and supportive physical spaces: the laddering tool and the building block tool. Both are based on a new conception of teaching as bounded rational design in which a teaching practice is seen as a design to attain multiple goals simultaneously in a complex classroom context with limited available resources. By presenting a case from biology teaching, we illustrate how educational design processes between teachers unfold when they use these two tools. We argue and demonstrate that these tools are important for facilitating effective use of diverse contributions from different stakeholders, and also when involving students and architects in a participatory design process.

Jimenez, Jeremy David; Lerch, Julia; Bromley, Patricia (2017):

Education for global citizenship and sustainable development in social science textbooks.

In: *European Journal of Education* 52 (4), S. 460–476. DOI: 10.1111/ejed.12240.

Abstract:

This article reviews the state of research and data on relevant content, broadly understood as sustainable development, in social science textbooks worldwide. Specifically, it examines the extent to which these textbooks could help learners to acquire the knowledge, skills and values that are needed to meet goal 4.7 of the United Nation's Sustainable Development Goals: 'By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development'. It reviews relevant literature and analyses three cross-national, longitudinal databases containing information that is coded from textbook content to assess the current state of knowledge. In addition to analysing measures concerning the environment and sustainable development, this article also

focuses on areas of human rights, global citizenship, gender equality, and multiculturalism/social diversity. We find that textbook discussions of these variables have, in general, steadily increased since the middle of the 20th century. The article concludes by indicating where future research efforts are most needed, identifying geographic and substantive needs, and considering monitoring mechanisms that could encourage on-going evaluation and monitoring of textbook content.

Joshi, Priyadarshani (2017):

A perspective on education's importance for urban development.

In: *European Journal of Education* 52 (4), S. 421–426. DOI: 10.1111/ejed.12234.

Abstract:

The 21st century has been called the 'age of the city'. The concentration of human activity is what makes cities such an important space of opportunity and challenge. This article views urban development challenges from an education perspective and argues that education must be viewed as an important intermediary for capitalising on the physical, intellectual and social capital available in cities. The distribution of educational opportunity within cities must be monitored to ensure that education plays a role in reducing and not exacerbating urban inequalities. Making sure that the city works for all requires improving how we plan cities and making urban planning processes more inclusive through knowledge-based participation. There needs to be more appreciation of education's role in transformative urban development and stronger advocacy by education stakeholders to gain a seat in the circles that wield the most power in the urban futures debates.

Koenings, Karen D.; Bovill, Catherine; Woolner, Pamela (2017):

Towards an interdisciplinary model of practice for participatory building design in education.

In: *European Journal of Education* 52 (3), S. 306–317. DOI: 10.1111/ejed.12230.

Abstract:

It is recognised that educational environments influence learning experiences, so it is important to ensure that educational buildings are designed to be fit for purpose. In order to ensure that educational buildings meet the needs of those who use them, all relevant stakeholders should be involved in the design process. However, this is not straightforward and much remains unclear about how involvement in such complex design processes should proceed. This article presents the findings of four small heterogeneous groups of architects, educational designers, teachers and students from the UK and The Netherlands, discussing how they would envision optimal collaboration and involvement of stakeholders in the process of (re)designing educational buildings and instructional methods. Presentations from the four groups were transcribed and analysed. Informed by a review of existing models and frameworks, our findings were synthesised into a new interdisciplinary model of participatory building design in education. This new model focuses on an iterative design process with different stakeholders involved in different ways at different times. We propose that this model can inform policy and practice in educational building design, as well as within co-creation of curricula, learning, teaching and assessment.

Koutamanis, Alexander; Heuer, Jos; Koenings, Karen D. (2017):

A visual information tool for user participation during the lifecycle of school building design. BIM.

In: *European Journal of Education* 52 (3), S. 295–305. DOI: 10.1111/ejed.12226.

Abstract:

User participation is a key element in decision processes concerning the accommodation of dynamic organisations such as schools. This article addresses the discrepancy between the perspectives of the architects and engineers, as the makers of school buildings, and school management, teachers and students, as the users of the buildings, and proposes that productive and efficient participatory design of school buildings requires appropriate information tools. Visual information technology tools, such as Building Information Modelling (BIM), already used in interaction between architects, engineers, consultants, etc., are proposed to support school managers, teachers and students in participating in all stages of the life cycle of their school building. The proposed use of BIM is compared to a retrospective analysis of a Dutch school which

realised a completely new secondary education building. The article concludes with recommendations to increase the impact of visual information technology tools such as BIM in the design of school buildings in Europe and beyond.

Magni, Giorgia (2017):

Indigenous knowledge and implications for the sustainable development agenda.

In: *European Journal of Education* 52 (4), S. 437–447. DOI: 10.1111/ejed.12238.

Abstract:

With the adoption of the 2030 Agenda for Sustainable Development, the international community committed to address a great number of challenges. Among those emphasised by the SDGs, some are highly relevant for indigenous groups. Education, poverty, access to justice and climate change are only a few of the issues affecting indigenous people's lives. Yet, indigenous groups are not passive actors. Despite being at the mercy of climate hazards and misleading political decisions, the knowledge system they have developed throughout the centuries has helped them to successfully respond to ecological and development challenges. By exploring indigenous cultures and their knowledge systems in greater depth, this article aims to understand how the sustainable development agenda can benefit from these different forms of traditional knowledge. More particularly, it will attempt to explain the main notions in which traditional knowledge is rooted and analyse means of knowledge maintenance and transmission. It will then explore the relationship between indigenous knowledge, sustainable practices and land and resource management, as well as climate change adaptation and disaster risk reduction strategies. These ideas will be supported by a discussion on the need to guarantee indigenous people full access to land and justice in order for them to fully realise their rights. The conclusion reflects on the importance of fostering an integrated system of knowledge in which indigenous groups are involved in knowledge sharing practices and decision making processes.

Michel, Alain (2017):

The contribution of PISA to the convergence of education policies in Europe.

In: *European Journal of Education* 52 (2), S. 206–216. DOI: 10.1111/ejed.12218.

Abstract:

The international comparative studies on students' outcomes have initiated analyses that have had a growing influence on national and sub-national education policies in industrialised and developing countries. It is particularly the case of the OECD's Programme for International Student Assessment (PISA) which started in 2000 and has organised surveys every 3 years, so that the 2015 survey was the 6th. Its influence has been particularly important for several reasons: 1) it assesses the basic competences in reading literacy, maths and science of 15 year-olds students, i.e. around the end of compulsory education in many countries; 2) the assessment is based on a reliable methodology and the tests are completed by qualitative surveys and studies; 3) and the results lead to recommendations and are amplified by the media in most countries. However, it is not easy to evaluate the real impact of PISA because of the existence of other international studies such as IEA's TIMSS and, particularly in Europe, the influence of the recommendations and benchmarks of the EU that has been growing steadily in the last 25 years. Our analysis of the impact of PISA and EU policy focuses on the evolution of the education policy in France, but also studies its evolution in a few other European countries. Finally, we underline the limits of the influence of PISA and international standards in education towards a convergence of education systems because of the importance of their specific historic and cultural contexts.

Michelsen, Svein; Vabo, Agnete; Kvilhaugsvik, Hanne; Kvam, Endre (2017):

Higher Education Learning Outcomes and their Ambiguous Relationship to Disciplines and Professions.

In: *European Journal of Education* 52 (1), S. 56–67. DOI: 10.1111/ejed.12199.

Abstract:

This article highlights the significance of professional and disciplinary spaces in the shaping of Learning Outcomes (Los) in higher education. It is based on empirical studies of three programmes (engineering, the humanities and medicine) at two

Norwegian universities. The results demonstrate both similarities and differences in the dynamics of learning outcomes formation. In the humanities and engineering they were translated into learning objectives, closing in on course rationalisation and portfolio coherence. Whilst the focus in the humanities remained internal in orientation, in engineering, internal processes of implementation merged with quality assurance and external development processes mediated by the engineering profession. In medicine, the introduction and implementation of learning outcomes were mediated by prior experiences with problem-based learning practices. During that process, learning outcomes became oriented towards professional identity and conformity to international quality standards. In that sense, learning outcomes could function as regulatory mechanisms sheltering medical education from outside interference rather than as a tool for structuring learning. Within the framework of learning outcomes, professional compliance with external scrutiny through the display of standards has become more important, but also more linked to the university as an organisational actor.

Niemann, Dennis; Martens, Kerstin; Teltemann, Janna (2017):

PISA and its consequences. Shaping education policies through international comparisons.

In: *European Journal of Education* 52 (2), S. 175–183. DOI: 10.1111/ejed.12220.

Abstract:

As the field of education has become a highly internationalised policy field in the last decade, international organisations such as the OECD play an ever more decisive role in the dissemination of knowledge, monitoring of outcomes, and research in education policy. Although the OECD lacks any binding governance instruments to put coercion on States or to provide material incentive, it has successively expanded its competences in this field. OECD advanced its status as an expert organisation in the field of education mainly by designing and conducting the international comparative PISA study. With PISA, the OECD was able to greatly influence national education systems. Basically, States were faced with external advice based on sound empirical data that challenged existing domestic policies, politics, and ideas. One prominent case for the impact of PISA is Germany. PISA was a decisive watershed in German education policy-making. Almost instantly after the PISA results were publicised in late 2001, a comprehensive education reform agenda was put forward in Germany. The experienced reform dynamic was highly surprising because the traditional German education system and politics were characterised by deep-rooted historical legacies, many involved stakeholders at different levels, and reform-hampering institutions. Hence, a backlog of grand education reforms have prevailed in Germany since the 1970s. The external pressure exerted by PISA completely changed that situation.

Owens, Taya Louise (2017):

Higher education in the sustainable development goals framework.

In: *European Journal of Education* 52 (4), S. 414–420. DOI: 10.1111/ejed.12237.

Abstract:

Agenda 2030 for sustainable development focuses attention on lifelong learning opportunities for all. The new targets expand on their predecessors, the Millennial Development Goals, by both widening and deepening the scope of system-wide quality education systems. Whilst the Millennial Development Goals focused attention on universal primary attainment, the Sustainable Development Goals introduce tertiary education into the global development agenda. Higher education was an important consideration in the 2000 Dakar framework, but it was not included as a target. Instead, it appeared indirectly as a supportive pathway to other goals such as youth skills or quality teacher. Now, higher education plays a key role as a means to achieving Goal 4 on education: inclusive, equitable and quality education for all. This article evaluates the introduction of higher education into the development agenda and the introduction of the SDGs into the parallel but fragmented multilateral and university agendas. It concludes by specifying two factors that are essential if higher education is to play a revitalised role in the sustainable development framework: publicly-funded research and regional higher education partnerships.

Persaud, Amlata (2017):

Integrated planning for education and development.

In: *European Journal of Education* 52 (4), S. 448–459. DOI: 10.1111/ejed.12233.

Abstract:

This article addresses the issue of integrated planning for education in a post-2015 international development paradigm. It argues that there has been a growth in the opportunity space for education stakeholders at both global and local levels to pay greater attention to the links between education and other development sectors. It uses a boundary-spanning policy framework to present an analysis of this trend, pointing to political, economic and social factors that have intersected to create a conducive environment for consideration of integrated approaches. It proposes three 'dimensions' of integration, namely, horizontal integration of the education sector with other development sectors such as health and social protection; vertical integration across national and sub-national levels; and lateral integration of state and non-state actors. The article focuses on horizontal integration and draws on the theoretical literature on collaborative management to highlight the contextual, personal, structural and technical factors that can present risks and challenges to policy makers and practitioners in implementing integrated approaches in the education sector.

Pons, Xavier (2017):

Fifteen years of research on PISA effects on education governance. A critical review.

In: *European Journal of Education* 52 (2), S. 131–144. DOI: 10.1111/ejed.12213.

Abstract:

This article provides a literature review on the effects of the OECD's Programme for International Student Assessment (PISA) on education governance and policy process across participating countries. This review seemed necessary because there has been a growing body of literature on this topic since 2003, especially since 2010, because this literature is not always well-known and because the discourse on the so-called 'PISA shock' remains important, even if it is more of a metaphor than a concept and may be politically partial.

The article exploits a dataset of 87 references which show that PISA introduced major changes in the governance of education worldwide. Driven by soft power strategies and new policy transfers, this governance is based on data and measurement tools which redefine the scales of education policies. It also shows that PISA has a strong influence on a variety of national reforms, as illustrated in many case studies. However, this influence strongly depends on domestic policy contexts that scholars intended to capture through different theoretical frameworks. Nonetheless, few propose overarching theorisations of the political meaning of PISA effects on education governance and policy processes. The article concludes by stressing three main challenges for the subsequent studies on these PISA effects: better conceptualising these effects, preserving an epistemology of uncertainty in order to avoid taken for granted views and normalising the research on PISA effects not to perpetually and artificially rediscover its so-called novelty.

Proitz, Tine S.; Havnes, Anton; Briggs, Mary; Scott, Ian (2017):

Learning outcomes in professional contexts in higher education.

In: *European Journal of Education* 52 (1), S. 31–43. DOI: 10.1111/ejed.12207.

Abstract:

With the policy of developing a, transparent and competitive European higher education sector, learning outcomes (LOs) are attributed a foundation stone role in policy and curriculum development. A premise for their implementation is that they bear fundamental similarities across national, institutional or professional/disciplinary contexts. In contrast, detractors suggest that LOs cannot communicate precisely across programmes or national boundaries. With this as a backdrop, this article analyses how LOs are used to communicate what students are to learn and the extent to which their use drives standardisation. The analysis is based on a case study of how LOs are formulated in study programme documents in two professional education programmes in Norway and the UK. The findings indicate that LOs can be considered to drive standardisation through the same presentation using bullet points. The study also finds that LOs are framed in different ways in the two countries and within the different study programmes and in a web of interconnected documents. This 'local' structural use of LOs disrupts their 'foundation stone' role as a vehicle for standardisation and weakens the establishment of sameness across institutions and nations.

Raikes, Abbie (2017):

Measuring child development and learning.

In: *European Journal of Education* 52 (4), S. 511–522. DOI: 10.1111/ejed.12249.

Abstract:

The Sustainable Development Goal's 'Education 2030' agenda includes an explicit focus on early childhood development. Target 4.2 states that all children are 'developmentally on track' at the start of school. What does it mean for a child to be developmentally on track, and how should it be measured, especially in an international context? In this article, principles of child development with implications for measurement are described, together with issues in accurately capturing the complex nature of early development with feasible, cost-effective measures. Three measures are described, with an emphasis on identifying the policy relevance, feasibility, and methodologies that influence their potential usefulness for measuring progress towards global education goals. Directions for measuring early childhood development and learning are outlined.

Read, Nicholas (2017):

Measures of learning and teaching material availability and use in sub-Saharan Africa and other low-income countries.

In: *European Journal of Education* 52 (4), S. 523–532. DOI: 10.1111/ejed.12242.

Abstract:

This article reviews the accuracy and relevance of the national monitoring mechanisms currently used to establish national learning and teaching material (LTM) availability indicators. In many countries, only very basic LTM monitoring requirements are provided. These are not updated regularly and are usually not designed specificially to support effective LTM provision. One of the most disturbing conclusions emerging from recent research is the very widespread lack of investment in the provision of reading books and reading materials for use in schools and the equally widespread lack of usable data on the availability of reading books in relevant languages at any levels in the education systems of most developing countries, particularly in lower primary and pre-school grades. Effective LTM provision requires reliable information on a number of different activities and inputs that must operate efficiently in sequence. This sequence of activities is often referred to as the Book Chain. If one of the links in the chain is dysfunctional, then there is a risk that the whole system will function ineffectively or inefficiently—or both! Most countries aim to collect their EMIS data, including LTM-related data, on a national basis by drawing information from every school and then consolidating the data gathered on a sub-district, district, regional and eventually national basis. The combination of large numbers of schools located in different regions, often with radically different facilities and operational environments, with large numbers of titles supplied in differing quantities based on grade level enrolments and supply assumptions and potentially in different languages, is very difficult to manage on a manual basis with non-specialist managers. Investments in more sophisticated computerised information management systems are recommended to ensure that decisions can be made quickly, based on good information, sound future planning and adequate financial allocations to maintain textbook, teachers' guides and other essential hard copy LTM supplies equitably at target levels for every school and grade level in the country. Although bespoke, computerised information management systems probably represent the way ahead in terms of reliable annual provision of accurate LTM-related data they are expensive and there are immediate changes that can be introduced at low cost which will improve the usefulness of the data collected. In most countries, a review needs to take place to ascertain exactly what data need to be collected, how often, and in what formats different MOE departments require this information. This review should be accompanied by a plan for reducing the duplication of work, district/school administration overhead and data collection methodology.

Rincon, Virginia; Barrutia, Jon (2017):

International Demand For Spanish University Education. An analysis in the context of the European Higher Education Area.

In: *European Journal of Education* 52 (1), S. 104–117. DOI: 10.1111/ejed.12198.

Abstract:

In the current context of globalisation it seems inevitable that the international openness of universities would also lead to efforts to attract foreign students. In the case of Spain, this is more necessary, insofar as the drop in population, the

existence of other quality educational offerings, and the greater number of public and private universities have made students a target to compete for. Cutbacks in public funds have accentuated this trend. This article analyses the international demand at Spanish universities in order to determine whether there are significant differences because of the level of local competition faced by universities and public or private ownership. The Herfindhal index and analysis of variance are used to this end. Using data from the Statistics on University Students for the 2005-2006 and 2011-2012 academic years, we found that the creation of the European Higher Education Area partially affected international demand at Spanish universities. The overall international attractiveness of the Spanish university system improved considerably and universities have assumed an international view, regardless of the competition in their respective areas. Therefore, local competition is no longer a decisive factor to explain the international demand. In contrast, although public or private ownership does not determine the international attractiveness of universities, it does serve to explain their type of international demand.

Roman-Martinez, Isabel; Gomez-Miranda, Maria-Elena; Sanchez-Fernandez, Juan (2017):

University research and the creation of spin-offs. The Spanish case.

In: *European Journal of Education* 52 (3), S. 387–398. DOI: 10.1111/ejed.12231.

Abstract:

The backbone of the European innovation strategy is knowledge transfer from universities to companies, the programmes supporting the creation of university spin-offs being one of its pillars. In order to achieve a better understanding of this kind of entrepreneurial activity in Spain, this article analyses the relationship between research activity and the creation of spin-offs and identifies the factors which can be linked to the level of technology used by these companies. Consulting the websites of Spanish universities and their respective Technology Transfer Offices (TTO) led to the identification of 499 spin-offs. We analysed two groups of universities, correlating their number and technological nature with the research potential of the parent university, the general economic situation and the assistance received in creating this type of company. We found a positive relation between the creation of university spin-offs and the average number of projects achieved by the university. In addition, their technological nature is positively related to the number of patents awarded to the university. This article focuses on Spain. However, the aspects addressed are common to other countries and its results may therefore be of interest to universities and policy makers wishing to promote the commercialisation of research outcomes.

Sanchez-Gelabert, Albert; Figueroa, Mijail; Elias, Marina (2017):

Working whilst studying in higher education. The impact of the economic crisis on academic and labour market success.

In: *European Journal of Education* 52 (2), S. 232–245. DOI: 10.1111/ejed.12212.

Abstract:

An analysis of the phenomenon of combining work and study amongst university students is made using data obtained from surveys of graduates carried out four years after finishing their degrees. First, the article reviews the evolution of the phenomenon over the last ten years, taking into account the Catalan University Quality Assurance Agency (AQU) labour market insertion surveys for 2005, 2008, 2011 and 2014. Second, the 2008 and 2014 waves are compared to analyse the impact of the economic crisis. In this case, how combining work and study affects academic results and labour market insertion is studied, in addition to whether or not differences occur according to the family's educational background. A random stratified two-stage sampling is used to obtain the results; descriptive and ANOVA analyses with different factors are performed. The evolution shows how the numbers of students who combine work and study has increased, especially among those whose parents have little education. Furthermore, this means that lower marks are obtained and that there is a greater degree of inequality in labour market insertion, depending on the educational background of the family of origin. In general, the relationship between the different variables shows how combining work and study has negative effects on marks but positive effects on labour market insertion, especially if the work experience whilst at university is related to the studies.

Sarabhai, Kartikeya; Vyas, Purvi (2017):

The leapfrogging opportunity. The role of education in sustainable development and climate change mitigation.

In: *European Journal of Education* 52 (4), S. 427–436. DOI: 10.1111/ejed.12243.

Abstract:

Recognising that the current paradigm of development which is fossil fuel based and high on consumption and waste is not a viable option for the future, developing countries need to take an alternative path towards sustainable development. All too often, they merely imitate solutions which are already being discarded in the West. The confidence levels in their own traditions and good practices are often low. With the knowledge which is available today, it is possible to leapfrog from low levels of development to sustainable development without going through conventional fossil fuel-based economies. Education plays a key role in this transition. This article gives three examples—the Bus Rapid Transit System, the adoption of decentralised solar energy systems, and a large scale adoption of renewable energy—of how education plays a vital role in this process.

Schleicher, Andreas (2017):

Seeing education through the prism of PISA.

In: *European Journal of Education* 52 (2), S. 124–130. DOI: 10.1111/ejed.12209.

Abstract:

International comparisons are never easy and they are not perfect. But PISA shows what is possible in education and it helps countries to see themselves in the mirror of student performance and educational possibilities in other countries. This article summarises key policy insights from PISA. It highlights how excellence and improving equity need not be conflicting policy objectives, but that they tend to be jointly achieved only when deliberate policies are in place that match resources with needs and when stratification and grade repetition are contained. The article also shows how a number of countries have been able to raise learning outcomes and moderate the impact of social background in the last decade and highlights some of the policies and practices that characterise these countries.

Sweetman, Rachel (2017):

HELOs and student centred learning - where’s the link?

In: *European Journal of Education* 52 (1), S. 44–55. DOI: 10.1111/ejed.12202.

Abstract:

Learning outcomes are presented as a tool that can enhance teaching and learning in higher education, in particular by fostering student-centred learning. However, the ways in which this change can and should take place and the specific kinds of enhancement involved are often unclear. This article analyses common claims about the advantages of learning outcomes for teaching and learning and their relationship to student-centred learning. The potential links between these concepts are investigated, based on interviews with teachers and students from a range of degree programmes at Norwegian and English universities. The interviews with 29 teachers and students suggest that learning outcome approaches are influencing course planning and some aspects of teaching practice, supporting more transparency and clear communication with students and offering a way to address particularly weak or traditional teaching. However, there is limited evidence that learning outcome approaches promote student-centred learning, and the analysis identifies several tensions between the challenges student-centred learning ideals pose to traditional teaching practices, in terms of transferring power and choice to students, and perceived pressures to specify and assess learning outcomes. It also suggests that teachers’ and students’ beliefs about the conditions and practices that lead to the most satisfying and successful elements of learning in degree courses are unlikely to be addressed through either learning-outcome or student-centred reforms.

Tasaki, Noritomo (2017):

The impact of OECD-PISA results on Japanese educational policy.

In: *European Journal of Education* 52 (2), S. 145–153. DOI: 10.1111/ejed.12217.

Abstract:

The author describes the results of PISA, including those of 2015 and Japan's reaction, as well as their impact. Highly-ranked in PISA, Japan has always tried to improve its education system. The promotion of reading comprehension remains an important issue and low interest and motivation to learn subjects are crucial problems. The author discusses these questions and reform policies from a Japanese point of view. He explains the latest reform plan which will be implemented in 2020. The Japanese peculiarity in education is referred to in the conclusion.

Tiana Ferrer, Alejandro (2017):

PISA in Spain. Expectations, impact and debate.

In: *European Journal of Education* 52 (2), S. 184–191. DOI: 10.1111/ejed.12214.

Abstract:

PISA, which was launched by OECD, is one of the most significant and successful initiatives on which education systems have recently collectively embarked. However, although it is a well-coordinated international programme, its reception differs according to country. There is therefore a need to analyse specific national circumstances in order to gain a deeper understanding of the undertaking as a whole. This article specifically considers Spain's participation in PISA and focuses on a number of aspects: a) the expectations created when it joined the programme, in parallel to the implementation of its own national education evaluation system; b) the impact PISA has had, both in the media and in political and discursive spheres; and c) the technical and scientific debates generated in Spanish academic media. Finally, it is argued that, in the last few years, PISA has met with a certain disenchantment among specialists and the public opinion because of its limitations as a ranking tool, the difficulty in explaining its findings, and its inability to prescribe education policies that are suitable for very different contexts.

Tondeur, Jo; Herman, Frederik; Buck, Maud de; Triquet, Karen (2017):

Classroom biographies. Teaching and learning in evolving material landscapes (c. 1960-2015).

In: *European Journal of Education* 52 (3), S. 280–294. DOI: 10.1111/ejed.12228.

Abstract:

Despite growing interest in redesigning the material landscape of education, relatively little is known about the impact of these evolving classrooms. This study aimed to gain insight into the physical learning environment and the potential pedagogical impacts thereof. A 'biographical approach' (c.1963-2015) was used to explore the long-term socio-material landscapes where teachers and pupils, classroom material and spatiality, and teaching practices were entangled. Stimulated recall interviews were conducted in Flanders (Belgium) with primary school teachers. Teacher-generated floorplans detailing their material classroom over time, transcribed oral accounts elaborating on these, and supportive data sources were aggregated and analysed by theme. The resulting identification of six key themes shed light on the evolving architectural and infrastructural developments, as well as triggers and teaching impacts thereof amongst the interviewed teachers. Findings show that negative school evaluations urging school intervention, and teachers' proactive engagement within their classrooms, were the main catalysts of change. Moreover, evolving classroom layouts, in addition to the affordances of upgraded equipment, can be associated to changes in teachers' practices. It can be concluded that the classroom is becoming an action context as the result of the inextricable mediating agencies identified.

van Merrienboer, Jeroen J. G.; McKenney, Susan; Cullinan, Dominic; Heuer, Jos (2017):

Aligning pedagogy with physical learning spaces.

In: *European Journal of Education* 52 (3), 253–267. DOI: 10.1111/ejed.12225.

Abstract:

The quality of education suffers when pedagogies are not aligned with physical learning spaces. For example, the architecture of the triple-decker Victorian schools across England fits the information transmission model that was dominant in the industrial age, but makes it more difficult to implement student-centred pedagogies that better fit a modern knowledge society. Yet, very little is known about how to reach powerful alignment of pedagogies and physical learning spaces. This article aims to fill this gap by describing a participatory design process to help to realise physical spaces and school buildings that optimally support specific visions of learning and pedagogy. Three phases are distinguished in this design process: (1) specifying the pedagogy, (2) aligning the pedagogy with seating arrangements and physical learning spaces, and (3) realising the school building. Particular attention is given to the core tasks relating to pedagogy (phases one and two), and especially the second phase, in which school management, teachers and students on the one hand, and architects and interior designers on the other must collaborate in a participatory design process. Illustrations are given from two schools, UCL Academy in London, UK, and De Werkplaats Kindergemeenschap in Bilthoven, The Netherlands.

Vera-Toscano, Esperanza; Rodrigues, Margarida; Costa, Patricia (2017):

Beyond educational attainment. The importance of skills and lifelong learning for social outcomes. Evidence for Europe from PIAAC.

In: *European Journal of Education* 52 (2), S. 217–231. DOI: 10.1111/ejed.12211.

Abstract:

Empirical evidence suggests that educational attainment nurtures people's social outcomes and promotes active participation in society and stability. However, it is unclear to what extent other types of human capital also correlate with social outcomes. Hence, we explored the opportunity offered by the PIAAC survey through its provision of information on educational attainment, observed individual key skills proficiency, and participation in adult education and training (adult lifelong learning). We therefore studied the association between these human capital variables and social outcomes, and more specifically interpersonal trust and participation in volunteering activities. Results revealed that these social outcomes were affected not only by the formal qualification obtained, determined by the education variable, but also throughout the life-cycle. Indeed, education and training when undertaken during adult life have a significant impact, especially on volunteering. The fact that the skill proficiency also plays a significant role is extremely relevant, as skills are more likely to change over the life-cycle, either in a positive or negative way. Whilst the formal education received is constant after exiting the educational system, skills reflect competences more accurately: first, because those with the same level of education may have different skill levels because of differences in the quality of education or ability; second, because skills can vary over time. For example, they may increase with work experience or informal education, or decrease as a result of depreciation and ageing. These findings suggest that social outcomes are prone to be affected by many factors other than formal education, suggesting that policy makers can implement recommendations even after formal education has been completed.

Wals, Arjen E. J.; Benavot, Aaron (2017):

Can we meet the sustainability challenges? The role of education and lifelong learning.

In: *European Journal of Education* 52 (4), S. 404–413. DOI: 10.1111/ejed.12250.

Abstract:

Education and lifelong learning are increasingly being mobilised to address the global environmental crisis and accompanying sustainability challenges. This article discusses the many roles of education about and for sustainable development, drawing on evidence and arguments put forward in the 2016 Global Education Monitoring Report, Education for People and Planet. It highlights specific viewpoints, values and ways of thinking that best characterize effective learning for sustainability. It also emphasises the importance of a 'whole school' or 'whole institutional' approach to education for sustainability.

Wiborg, Susanne; Larsen, Kristina R. (2017):

Why School Choice Reforms in Denmark Fail. The blocking power of the teacher union.

In: *European Journal of Education* 52 (1), S. 92–103. DOI: 10.1111/ejed.12203.

Abstract:

This article investigates why school choice is exercised to a limited degree by parents despite major government initiatives to enhance diversity, competition and choice in the Danish education system. Denmark has had 20 years of centre-right governments, promoting choice reforms perhaps even more vigorously than the other Nordic countries, yet school choice is seldom used – only 12% of parents choose a public school that differs from the one that is allocated to them. The literature on school choice in Denmark argues that this is primarily due to a general lack of parental interest because of the relatively high similarity across schools. In this article, we argue that the main reason is to be found in the politics of vested interests, namely municipalities' persistent use of pupil assignment schemes supported by powerful teacher union branches at the local level.

Yemini, Miri; Hermoni, Julie; Holzmann, Vered; Shokty, Liron; Jayusi, Wurud; Natur, Nazeh (2017):

The implementation of internationalisation in Israeli teacher training colleges.

In: *European Journal of Education* 52 (4), S. 546–557. DOI: 10.1111/ejed.12239.

Abstract:

Higher education institutions worldwide are increasingly investing in 'internationalisation', although its meanings and measures differ significantly between contexts, countries, and institutions. This article analyses the implementation of internationalisation in three second-tier higher education institutions specialising in teacher training programmes in Israel under an EU-funded TEMPUS (Trans-European Mobility Programme for University Studies) project. We show how internationalisation is implemented at these institutions, where diverse motivations, power relations, and ideas intervene. We discuss the main themes that emerged through semi-structured interviews with the colleges' leadership, supporting our findings with a content analysis of the colleges' strategic plans. Our study provides new insights, revealing how the EU internationalisation agenda is interpreted locally in such settings, thereby highlighting the importance of the particular context in this process.

Zaval, Lisa; Cornwell, James F. M. (2017):

Effective education and communication strategies to promote environmental engagement.

In: *European Journal of Education* 52 (4), S. 477–486. DOI: 10.1111/ejed.12252.

Abstract:

Communicators of climate science seek ways to better educate and motivate individuals to personally commit to sustainable, energy-saving activities. However, critical psychological and social barriers to conservation make this task challenging. Behavioural scientists are well aware of the difficulties that individuals and groups have in responding effectively to information surrounding climate change and have used these insights to develop a number of techniques to aid in persuading people of the importance of the issue and motivating adaptive behavioural responses. This article consolidates research findings from behavioural economics, decision science, and social psychology to explore key insights and evidence around effective climate change education strategies aimed at enhancing conservation behaviours, including analyses of cognitive bias, social influences, values, and communication strategies. In addition, we note international, academic-private partnerships that have used interventions suggested by behavioural science to dramatic effects. We conclude by addressing implications for policymakers.

Zhou, Kai (2017):

Non-cognitive skills. Potential candidates for global measurement.

In: *European Journal of Education* 52 (4), S. 487–497. DOI: 10.1111/ejed.12241.

Abstract:

Skills are widely considered as key elements that contribute to the sustainable development of nations and the well-being of individuals. Given the increasing interests in the international comparisons of skills for informing educational policy, it is necessary to understand the definitions, measurement, and development of key skills. Using literature from economics, sociology, and psychology, this article focuses on non-cognitive skills that have a positive effect on life outcomes and can be better developed through education and training. Three non-cognitive skills – grit, self-control and social skills are illustrated and thoroughly reviewed here. Although some progress has been made in developing and measuring non-cognitive skills, there is currently no systematic global measure. Several factors hinder the global monitoring of non-cognitive skills and inhibits effective non-cognitive skills assessment across countries. These include a lack of solid evidence showing which soft skills predict academic and workforce outcomes and how does the strength of this relationship differ by situation.

Specials

Hall, Tony (2017):

Architecting the 'third teacher'. Solid foundations for the participatory and principled design of schools and (built) learning environments.

[Commentary]. In: *European Journal of Education* 52 (3), S. 318–326. DOI: 10.1111/ejed.12224.

Abstract:

This issue of the European Journal of Education examines a crucially important, though largely overlooked, area in educational design research: architecting and building physical educational environments. Effective policymaking in school design necessitates the negotiated, shared and timely input of key educational stakeholders, including policymakers, architects, educational designers, pupils, teachers, and parents. Furthermore, practical, participatory and principled examples of the design and construction of bespoke learning spaces are warranted to guide those formulating and implementing policy, particularly the commissioning and construction of built educational environments. The articles exemplify how to engage diverse, key stakeholders in participatory design of school buildings, whilst practically illustrating design innovations in context. This commentary article offers reflections on the respective articles, informed by extant, relevant research on the history and praxis of school building design internationally. This includes the Reggio Emilia Schools' socio-material concept of 'the third teacher', a philosophy that is particularly germane to the participatory design of contemporary (built) learning environments. The article concludes with design sensitivities and SEAM framework (space, engagement, aestheticity and media), which can be used to explore and extend further the concepts, methods and technologies outlined in this issue.

Nordquist, Jonas; Watter, Maria (2017):

Participatory design beyond borders.

[Commentary]. In: *European Journal of Education* 52 (3), S. 327–335. DOI: 10.1111/ejed.12227.

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Editorials

Fernex, Alain; Vries, Erica de; Lima, Laurent (2017):

Articulating perspectives on international and social mobility in higher education.

[Introduction]. In: *European Journal of Higher Education* 7 (1), S. 3–14. DOI: 10.1080/21568235.2017.1265740.

Abstract:

Transformations affecting higher education are manifold; amongst others one can mention the massification of higher education, trends towards privatization, and changing policy guidelines with a view to unification at the international level. The mobility phenomena accompanying all these transformations represent a challenge for researchers, practitioners, policy-makers, and students in the higher education field. In this article, we first define different types of mobility. Mobility, in its most obvious form, can be understood as geographical movement, national and international, of students and academics. However, the concept of mobility in higher education can also be understood as change in the course of a lifetime for an individual, or change, for an individual, in regard to social, economic, and cultural background. We focus on these two types of international and social mobility and shortly present the articles in this special issue. Finally, we pinpoint methodological considerations and theoretical implications of combining and/or articulating perspectives on international and social mobility in higher education.

Klemenčič, Manja (2017):

Introducing a new book reviews editor and changes to the Editorial Board.

[Editorial]. In: *European Journal of Higher Education* 7 (1), S. 1–2. DOI: 10.1080/21568235.2017.1277604.

Zhu, Chang; Cai, Yuzhuo; Shen, Wen-Qin; François, Karen (2017):

Reforms and collaborations in Europe–China doctoral education.

[Introduction]. In: *European Journal of Higher Education* 7 (3), S. 219–226. DOI: 10.1080/21568235.2017.1290857.

Abstract:

This special issue focuses on the reforms and collaborations in Europe–China doctoral education. The articles in this special issue provide an insightful picture of the recent reforms in doctoral education in China and EU countries. Next to the structural reforms in Europe and China, the special issue papers have also specifically focused on EU–China cooperation in doctoral education, such as the current cooperation models, quality assurance in joint programmes and student experiences. In additions to an introduction of seven papers included in the special issue, the introduction provides necessary background information concerning Europe–China doctoral education as well as a reflection on the general issues, challenges and their implications.

Original Articles

Aittola, Helena (2017):

Doctoral education reform in Finland – institutionalized and individualized doctoral studies within European framework.

In: *European Journal of Higher Education* 7 (3), S. 309–321. DOI: 10.1080/21568235.2017.1290883.

Abstract:

In Europe, doctoral education systems have been systematically reformed. These reforms are aimed at improving the quality of research and the competitiveness of European countries. In Finland, the reform project of doctoral education started vigorously in the mid-1990s which has contributed significantly to the emergence of more structured doctoral training. The starting point for this article was a recent national follow-up evaluation of doctoral education in Finland. The results are based on qualitative analysis of a survey and interview data collected in the evaluation. The results showed that Finnish universities are launching the university-wide graduate school model. Each university is building a single or several graduate schools consisting of doctoral programmes compatible with the university's research strategies and profiles. Today, there is an apparent need to increase doctoral students' participation in the reform processes. It can be argued that there is discrepancy between the official statements of the doctoral students' key position in promoting research excellence within the European context and the actual doctoral training practices at institutional level. Therefore, we need to explore doctoral students' study conditions from their own perspective, in order to get a better picture of how the new university-wide graduate schools and doctoral programmes promote doctoral graduation in academic, pedagogical and cultural terms.

Bartkute, Darija (2017):

Lithuanian students' choice of university. A consumer value approach.

In: *European Journal of Higher Education* 7 (2), S. 173–187. DOI: 10.1080/21568235.2017.1296368.

Abstract:

Increasing competition within the Lithuanian educational market has paved the way for an analysis of the complex choice processes enrollees undergo in selecting a higher education institution. This research examines the concept of consumer value and its interpretation in the Lithuanian higher education setting. Based on data collected from 445 students of 6 state universities, this study aims to assess the differential impacts of consumer value dimensions and to examine segment-based differences by conducting discriminant analysis. The results indicate that university choice is determined by vocational rather than economic or image-related preferences. However, increasing awareness of the financial aspect is an indication of more informed choices by enrollees to secure a place at university as well as the financial constraints that individual choices impose on the decision-maker. This study contributes to the literature by highlighting the applicability of consumer value theory to the higher education sector and encourages a possible re-evaluation of marketing strategies that directly affect prospective enrollees.

Bonnard, Claire; Calmand, Julien; Giret, Jean-François (2017):

International mobility of French Ph.D.s.

In: *European Journal of Higher Education* 7 (1), S. 43–55. DOI: 10.1080/21568235.2017.1257479.

Abstract:

This research investigates the determinants of international mobility of Ph.D.s upon graduation. It is based on a survey of 400 young Ph.D.s who graduated in France between 2003 and 2008, half of whom were still abroad more than six years after graduating. The impacts of personal, occupational and scientific characteristics on the successive mobility decisions after graduating were scrutinized. The findings show that motivations for going abroad relate principally to the difficulty in finding employment on the French labour market. The choices as to longer term expatriation are more fragmented and can be less readily unravelled. By contrast, readiness to return to France is often accounted for by family factors.

Dorenkamp, Isabelle; Süß, Stefan (2017):

Work-life conflict among young academics. Antecedents and gender effects.

In: *European Journal of Higher Education* 7 (4), S. 402–423. DOI: 10.1080/21568235.2017.1304824.

Abstract:

Aligning work and private life is a significant challenge for young academics because of demanding working conditions (e.g. high workload, low job security). It is particularly strong for young female academics due to growing family responsibilities. Our study aims to identify the factors influencing the work-life conflict of young academics and to test whether their effects are different according to gender. Thereby we differentiate between a conflict that arises in the work domain (work-to-life conflict) and a conflict that has its origins in the private-life domain (life-to-work conflict). Our analysis of an online survey in Germany shows that career insecurity and lacking mentor support increases both types of conflicts. Excessive working hours and attempts to segment work and private life increase the work-to-life conflict, while children increase a life-to-work conflict. We find that young female academics experience the conflict-intensifying effects of long work hours and lack of mentor support more strongly than their male counterparts do.

Georg, Werner; Bargel, Ernst (2017):

Parental qualifications as determinants of university entrance and choice of a field of study in Germany.

In: *European Journal of Higher Education* 7 (1), S. 78–95. DOI: 10.1080/21568235.2017.1265777.

Abstract:

Against the background of Bourdieu's reproduction theory, the choice of field of study was addressed above all as topic of social inequality in tertiary education. It was supposed that 'title inflation' led to a relocation of the distinctive advantage of the upper classes from the vertical to the horizontal dimension of inequality in the choice of field of study. Previous studies only showed a weak effect of social background on the choice of medical and legal studies. However, what had not before been analysed was the continuation of family traditions in academic and non-academic fields, which operate as mediator between social origin and the choice of field of study. The present study analyses this connection with a newly developed instrument from the German Student Survey, which is conducted by the Research Group on Higher Education at the University of Konstanz. As a result, it can be shown that the father's education has only a weak effect on the student's choice of field of study. However, the probability of a similar choice of field of study increases between 10% and 20% if the familial training traditions are considered.

Hasanefendic, Sandra; Birkholz, Julie M.; Horta, Hugo; van der Sijde, Peter (2017):

Individuals in action. Bringing about innovation in higher education.

In: *European Journal of Higher Education* 7 (2), S. 101–119. DOI: 10.1080/21568235.2017.1296367.

Abstract:

This article addresses academics who innovate in higher education and their characteristics. We undertake a qualitative case study of six individuals who implemented disruptive and transformative pedagogical approaches and curricular practices in their departments and/or at their institutions. Our findings point to six common characteristics – motivation to change institutionalized practices, interest in change, experience in the field, multi-embeddedness, authority to act, and the strategic use of social networks – which seem to play a role at individual levels in driving these disruptive and transformative approaches. While acknowledging studies in higher education that address innovation as a response to exogenous influences, this study highlights the role of individuals with certain characteristics in driving innovation and processes of endogenous change in higher education institutions. These findings are also relevant for higher education practitioners in their desire to foster innovative initiatives in institutional settings.

Jimenez Vivas, Amparo; Menendez Alvarez-Hevia, David (2017):

Paths, patterns and factors that influence the entry of university graduates into the labour market.

In: *European Journal of Higher Education* 7 (4), S. 388–401. DOI: 10.1080/21568235.2017.1370383.

Abstract:

This article provides an overview of the literature that contributes to the study of the key factors that explain the process by which university graduates enter the labour market. It is approached from the standpoint of the Spanish experience but also discussesother European initiatives. Understanding this process is paramount for the modernization of the university offering. The entry of university graduates into the labour market is characterized by complex and multiple interrelations of factors that include both contextual/social and individual/personal variables. This study argues that a multidimensional analysis of the process and the different variables involved contributes to the development of appropriate career plans and university employability strategies. The article focuses on discussing the personal variables that shape individual paths and presents an analysis of a number of categories and elements that are essential if the transition from university to the labour market is to take place successfully.

Kivistö, Jussi; Pekkola, Elias; Siekkinen, Taru (2017):

Latest reforms in Finnish doctoral education in light of recent European developments.

In: *European Journal of Higher Education* 7 (3), S. 291–308. DOI: 10.1080/21568235.2017.1290881.

Abstract:

Doctoral education as a policy field is an important link between educational, research and innovation policies. It is gaining importance in European and national policy discussions. Doctoral education policies are increasingly formulated at the supranational level, even though the European Commission does not possess formal competence in terms of authority over the educational policies. Consequently, policy steering is mostly performed at the national level. In this article, we examine Finnish doctoral education from the steering perspective in a European context. We describe the development and steering of Finnish doctoral education, as well as the current doctoral education policies and instruments used to implement it. We analyse the main steering documents of Finnish doctoral education policy and provide insights into the implementation of the European doctoral education agenda through a case study from the University of Jyväskylä. We argue that directing policy in terms of information is the most important instrument for developing doctoral studies. Furthermore, we conclude that the supranational steering directly affects Finnish higher education institutions.

Kushnir, Iryna (2017):

The development of a system of study credits in Ukraine. The case of policy layering in the Bologna Process.

In: *European Journal of Higher Education* 7 (2), S. 188–202. DOI: 10.1080/21568235.2016.1262781.

Abstract:

The Bologna Process is an intergovernmental initiative aimed to make higher education degrees compatible in Europe. Previous research into the implementation of the Bologna objectives (or action lines) views the influence of the context as a challenge. This article suggests a different approach for analysing the implementation of the Bologna action lines. By applying the policy layering perspective, this article suggests positioning change in Bologna, and the influence of the context and its established policy conventions as two interconnected potentially productive powers that converge in one policy process. This article invites to view the context not only as a restraining problem but also as a co-moulder of Bologna implementation. To achieve this aim, the article relies on the findings from a case study of one of the Bologna action lines in Ukraine – a system of study credits in Ukraine.

Labrosse, Julie; Gaudreault, Marco; Picard, France (2017):

School choice options limit access to higher education for various groups of students in Quebec.

In: *European Journal of Higher Education* 7 (1), S. 56–77. DOI: 10.1080/21568235.2017.1265788.

Abstract:

The choice of selected school options by pupils in secondary school, particularly mathematics and physical sciences, have implications for future educational pathways in higher education [Felouzis, G. (1997). L'efficacité des enseignants, Sociologie de la relation pédagogique. Paris: Presses Universitaires de France; Moreau, G. (2005). "Jeunesse et travail: le paradoxe des apprentis." Formation-emploi 89: 35–46]. With the massification of education, educational inequality has moved to another field, the inequalities in educational choices [Duru-Bellat, M. (2002). Les inégalités sociales à l'école, genèse et mythes. Paris: Presses Universitaires de France]. To study the issue of school choice options and social inequality, the theoretical framework developed by Raymond Boudon [(1979). La logique du social. Paris: Hachette] was selected. The French sociologist describes the inequalities in education as a reflection of social and sexual differentiated behaviours. Three thousand five hundred and forty graduates from high school and newcomers to higher education responded to a questionnaire from the first weeks of their entry. According to our results, some groups of students are at a disadvantage given the diversification and amount of mathematics tracking in high school where they are more likely to opt for the tracking that limits future prospects.

Maloshonok, Natalia; Terentev, Evgeniy (2017):

The mismatch between student educational expectations and realities. Prevalence, causes, and consequences.

In: *European Journal of Higher Education* 7 (4), S. 356–372. DOI: 10.1080/21568235.2017.1348238.

Abstract:

This article aims to answer three questions concerning (1) the prevalence of the mismatch between student expectations and real university life, (2) factors influencing this mismatch, and (3) the effect of the expectation-reality mismatch on academic performance during the first year of study at university. The results of this study suggest that a large share of first-year students overestimate their future academic experience. However, this mismatch cannot be predicted by personal background characteristics and motivation at the beginning of study. According to the findings, three mismatch characteristics affect students' academic outcomes: (1) a mismatch between expected and real grades, (2) a mismatch between expected and real levels of interest in studying, and (3) a mismatch between expected and real time for extracurricular activities at university.

Murdoch, Jake; Guégnard, Christine; Koomen, Maarten; Imdorf, Christian; Kamanzi, Canisius; Meyer, Thomas (2017):

Pathways fostering mobility to higher education for vulnerable immigrants in France, Switzerland and Canada.

In: *European Journal of Higher Education* 7 (1), S. 29–42. DOI: 10.1080/21568235.2017.1254918.

Abstract:

In this article we wish to clarify not only if, but also how – through which institutional settings – higher education (HE) is accessed by students from vulnerable immigrant groups in France, Switzerland and Canada. We are interested in the possible educational mobility that immigrant youths can experience arising from country-specific educational policies designed to increase the enrolment in HE, particularly the flow from upper-secondary vocational educational tracks to HE ones. We analyse using panel data in each country the accessibility of different pathways to HE while taking into account the characteristics of the students. In terms of educational mobility, in France the democratization of the educational system, including the development of the vocational baccalauréat, has enabled more youths of immigrant background to access HE. In Switzerland and Canada there is more 'cooling down' and down-streaming of their educational aspirations towards non HE and more labour market-oriented pathways.

Myrtveit, Solbjørg Makalani; Askeland, Kristin Gärtner; Knapstad, Marit; Knudsen, Ann Kristin; Skogen, Jens Christoffer (2017):

The Norwegian student introductory week. Who takes part, and is participation associated with better social integration and satisfaction among students?

In: *European Journal of Higher Education* 7 (2), S. 136–152. DOI: 10.1080/21568235.2016.1252933.

Abstract:

Norwegian universities and university colleges yearly arrange an introductory week to welcome new students. This study provides new insight about who takes part in the event, to what degree students are satisfied with the event, and whether participation is associated with social integration. Data from the Norwegian study of students' health and well-being was used. Satisfaction with the introductory week and other variables of interest were described for individuals taking part, partly taking part and not taking part in the event. The associations between participation, satisfaction and social integration were investigated (linear regression). More than 70% of students were satisfied with the introductory week and the opportunity it provided for getting to know other students. Participation in the event was associated with higher satisfaction with the student community and student city, and better social integration. Individuals who were younger, single and had moved to the student city were more likely to participate in the event, alcohol abstainers were less likely to participate. Though the introductory week is associated with beneficial outcomes with regards to satisfaction and social integration, the event might be in danger of excluding individuals who cannot or do not want to consume alcohol.

Pyhältö, Kirsi; McAlpine, Lynn; Peltonen, Jouni; Castello, Montserrat (2017):

How does social support contribute to engaging post-PhD experience?

In: *European Journal of Higher Education* 7 (4), S. 373–387. DOI: 10.1080/21568235.2017.1348239.

Abstract:

Social support from the supervisor and the researcher community has been identified as one of the determinants for successful completion of doctoral studies. Still surprisingly little is known about the function of social support for early career Post-PhD researchers. Even less is known about the individual variation in experienced social support among Post-PhD researchers. This study explores the function of social support in terms of experienced research engagement, burnout and abandonment intentions among Post-PhD researchers. Altogether, 282 Post-PhD researchers from UK and Spanish universities completed the survey. The cluster analysis was applied. Results show that the majority of participants experienced high levels of supervisory and researcher community support. Researchers representing an Adequate Support profile were less likely to experience burnout or to consider abandonment; they also experienced a higher degree of research engagement than their less fortunate counterparts. Further, Post-PhD researchers working in research groups were more likely to display the Adequate Support profile than those working primarily on their own. Strikingly, scientists were more likely than social scientists to be represented in the Reduced Support profile. Interestingly, there were no statistically significant differences between the UK and Spanish Post-PhD or female and male researchers in support profiles.

Qin, Lin (2017):

Structuralization of doctoral education in Germany. An interdisciplinary comparison.

In: *European Journal of Higher Education* 7 (3), S. 261–275. DOI: 10.1080/21568235.2017.1290876.

Abstract:

Taking the establishment of structured doctoral programmes in Germany as an example, this paper focuses on how knowledge production in certain academic fields reshapes their doctoral education in a widely changing policy context. Based on case studies of eight graduate schools in three research fields, namely economics, life sciences, and literature–cultural studies, this paper illustrates the different components of structured doctoral programmes in the above three fields, and analyses the heterogeneity in the motivation and pathways of doctoral education reform. This paper concludes that the structured doctoral programmes in Germany manifest several characteristics of the new mode of knowledge production. However, these characteristics have very different implications for different academic fields, which should be taken into consideration when making relevant policies.

Rump, Markus; Esdar, Wiebke; Wild, Elke (2017):

Individual differences in the effects of academic motivation on higher education students' intention to drop out.

In: *European Journal of Higher Education* 7 (4), S. 341–355. DOI: 10.1080/21568235.2017.1357481.

Abstract:

The present study investigated individual differences in the effects of academic motivation based on self-determination theory (SDT), particularly intrinsic motivation, as well as identified, introjected, and external regulation on higher education students' intention to drop out. Based on previous research, we challenged the assumption of a single global relationship between academic motivation and the intention to drop out and hypothesized there would be at least two groups or subpopulations, each of them with a unique group-specific academic motivation-intention to drop out relationship. A sample of 1002 first semester bachelor students from nine different German higher education institutions were analysed with the person-oriented approach of clusterwise linear regression analysis. Supporting our expectation, we identified three subpopulations of students. Results showed that intrinsic motivation was the strongest significant predictor in each of the three groups, whereas in none of the groups external regulation did significantly predict the intention to drop out. Moreover, our results revealed that the stronger the group-specific effect of intrinsic motivation, the higher the group-specific average intention to drop out. Results are discussed in terms of theoretical and practical implications for higher education institutions.

Sabzalieva, Emma (2017):

The policy challenges of creating a world-class university outside the global 'core'.

In: *European Journal of Higher Education* 7 (4), S. 424–439. DOI: 10.1080/21568235.2017.1292856.

Abstract:

Although the idea of the world-class university is not a new one, it has become increasingly commonplace in public policies around the globe, also gaining traction in states outside the global 'core'. Kazakhstan, the only Central Asian member of the European Higher Education Area, is no exception as it too aspires to have a world-class university. This paper examines the policies of the Kazakhstani government towards a recently founded institution, Nazarbayev University, as it seeks to position Kazakhstan as a credible global knowledge economy, but also use the university as a means of fulfilling domestic nation-building objectives. Addressing the policy challenges of creating a world-class university in this particular Central Asian context, the paper contributes to a reshaping of our understanding of how certain states currently outside the global 'core' are using higher education as a neoliberal development strategy. This paper offers the prospect that there might not just be multiple paths to the creation of a world-class university, but also multiple interpretations of what it means to be a world-class university.

Shen, Wen-Qin; Liu, Dong; Chen, Hongjie (2017):

Chinese Ph.D. students on exchange in European Union countries. Experiences and benefits.

In: *European Journal of Higher Education* 7 (3), S. 322–335. DOI: 10.1080/21568235.2017.1290885.

Abstract:

In the past decade, thousands of Chinese doctoral students received funding from the China Scholarship Council (CSC) to start a 1–2-year exchange study in European universities. Do these Chinese doctoral students significantly improve their academic skills and publications through such an overseas experience? What are the influencing factors for them to receive such benefits? Through a large-scale investigation, we confirmed the expectation that Chinese doctoral students did indeed receive benefits from these study abroad experiences in Europe, and identified several critical factors such as advisor and institution ranking for them to receive such benefits. These results confirmed our expectation that the advisor is the most important factor contributing to a successful abroad studying experience; such a conclusion is of important policy implications that CSC shall pay more attention to exchange Ph.D. students' collaborative supervisor and his/her research team.

Siekkinen, Taru; Kuoppala, Kari; Pekkola, Elias; Välimaa, Jussi (2017):

Reciprocal commitment in academic careers? Finnish implications and international trends.

In: *European Journal of Higher Education* 7 (2), S. 120–135. DOI: 10.1080/21568235.2016.1248990.

Abstract:

This study explores the nature of reciprocal commitment in academic careers. The article is based on a survey conducted in autumn 2013 among fixed-term employees at eight major universities in Finland (N = 810). The analysis is focusing on researchers who have a doctoral degree and who are working on a fixed-term contract at their university (n = 308). According to our study, researchers experience their working conditions are insecure and many of them have considered leaving their universities. Despite the fact that they find their work meaningful their uncertain and poor working conditions are related to their thoughts of leaving the university. In addition in many of the cases leaving the university is not a choice of the researcher – they wish they would not have to leave. Based on our findings, higher education institutions should carefully consider if both the benefits of fixed-term contracts and their transaction costs are related to academics' well-being and motivational issues. Our study highlights the importance of reciprocity and dialogue between employers and employees in the making of academic careers.

Teichler, Ulrich (2017):

Internationally mobile academics. Concept and findings in Europe.

In: *European Journal of Higher Education* 7 (1), S. 15–28. DOI: 10.1080/21568235.2017.1254921.

Abstract:

Information on the international mobility of persons in charge of teaching and/or research at institutions of higher education is by no means abundant. Most official statistics provide only information on their current citizenship. A closer look reveals that international mobility can be enormously varied – for example, migration initiated by their parents or other factors, periods of training and short-term employment abroad, short visits, and last but not least long-term or permanent professional mobility. Surveys have been undertaken addressing modes and sequences of international mobility during the life-course. They suggest that more than a quarter of academics in Europe have spent a substantial period of their life in other countries than that of their current employment and more than half at least short periods abroad. This seems to have some beneficial effects on their international views and activities as well as beyond their academic life. However, in some respects the effects are small, and a relatively large proportion of academics believe that international mobility have not boasted their academic employment situation and career in general. Future research might show whether internationality of academic life is on the way to become so much common that career advantages cannot be expected anymore.

Widiputera, Ferdi; Witte, Kristof de; Groot, Wim; van den Brink, Henriëtte Maassen (2017):

The attractiveness of programmes in higher education. An empirical approach.

In: *European Journal of Higher Education* 7 (2), S. 153–172. DOI: 10.1080/21568235.2016.1275976.

Abstract:

Higher education institutions have experienced an increase in student enrolment over the past decades. At the same time, universities increasingly attempt to attract students by offering a variety of study programmes. Using a Dutch panel data set of 1300 programmes in 50 institutions, this study investigates what explains the attractiveness of study programmes. We hypothesize that the distance of study programmes plays a major role in student decisions to attend. Based on an instrumental variables identification strategy, we demonstrate that the closest distance between similar programmes offered and competition between programmes have significant effects on the enrolment of students in higher education. The results indicate that a one-kilometer increase in the closest distance between similar programmes decreases the number of students to enrol in a programme by – seven students after controlling for programme type and other characteristics.

Wu, Rui (2017):

Academic socialization of Chinese doctoral students in Germany. Identification, interaction and motivation.

In: *European Journal of Higher Education* 7 (3), S. 276–290. DOI: 10.1080/21568235.2017.1290880.

Abstract:

Socialization has become a common discourse to view doctoral students' development in long-term academic training. Using this concept and the four-stage model by Stein and Weidman, the research examines the academic socialization of 53 Chinese doctoral students in Germany selected from 8 universities across 7 federal states. A combination of quantitative and qualitative methods has been applied. Findings show that the academic socialization takes place in three aspects of students' life, namely the identification of their doctoral status, the interaction with supervisor and their motivation of doing research. Based on that, the clearness of identification, effectiveness of interaction and steadiness of motivation are displayed as necessary conditions for a comparatively high level of academic socialization in German academic field.

Zheng, Gaoming; Cai, Yuzhuo; Ma, Shaozhuang (2017):

Towards an analytical framework for understanding the development of a quality assurance system in an international joint programme.

In: *European Journal of Higher Education* 7 (3), S. 243–260. DOI: 10.1080/21568235.2017.1290877.

Abstract:

This paper intends to construct an analytical framework for understanding quality assurance in international joint programmes and to test it in a case analysis of a European–Chinese joint doctoral degree programme. The development of a quality assurance system for an international joint programme is understood as an institutionalization process of an organizational innovation, and the institutionalization process is also interpreted as a process of reconciling different institutional logics in the institutional changes. Based on these understandings, in the paper we construct an analytical framework by combining insights on conceptions of quality, the institutional logics perspective, and organizational innovation studies. The framework constructed aims mainly to tackle two issues: first, changes in multiple institutional logics underlying the quality assurance system, and second, factors facilitating/impeding the logics changes in the institutionalization process. In the empirical analysis, we take an international joint doctoral programme between a Chinese university and a Portuguese university as an example to analyse the initiation and implementation of a quality assurance system in the programme. While developing a system accommodating the traditions and needs of both sides is not an easy task, we found that several factors, namely profitability, compatibility and the agency of institutional entrepreneurs, may facilitate the process.

Zhu, Chang; Cai, Yuzhuo; François, Karen (2017):

Perceptions of European and Chinese stakeholders on doctoral education in China and Europe.

In: *European Journal of Higher Education* 7 (3), S. 227–242. DOI: 10.1080/21568235.2017.1290866.

Abstract:

This study investigates perceptions of European and Chinese stakeholders on doctoral education (DE) in China and Europe, particularly the cooperation between the two sides. Data were collected through online and paper survey from both European and Chinese stakeholders (N = 946). The results provide insights for policy-makers, university administrators, doctoral students and their supervisors when planning and engaging in DE in collaboration between European and Chinese higher education institutions (HEIs). Various cooperation models are currently implemented between Chinese and European HEIs. European respondents reported a higher awareness level of cooperation issues compared to the Chinese respondents. Significant differences were found between the Chinese and European respondents regarding their perceptions, perceived advantages and challenges, as well as expectations on cooperation in DE.

Reviews

Esterhazy, Rachelle (2017):

Emerging strategies for supporting student learning. A practical guide for librarians and educators, by Barbara Allan, London, Facet Publishing, 2016, 178 pp., GBP 49.95 (paperback), ISBN: 978-1-78330-070-9.

[Review]. In: *European Journal of Higher Education* 7 (4), S. 450–452. DOI: 10.1080/21568235.2017.1345055.

Friedrich, Philipp (2017):

The New Flagship University: changing the paradigm from global ranking to national relevancy ed. by John Aubrey Douglas, New York, Palgrave Macmillan, 2016, 217 pp., ISBN 978-1-137-50048-9.

[Review]. In: *European Journal of Higher Education* 7 (3), S. 336–340. DOI: 10.1080/21568235.2017.1304174.

Haddock-Fraser, Janet (2017):

Higher education in a sustainable society: a case for mutual competence building ed. by Hans Christian Garmann Johnsen, Stina Torjesen and Richard Ennals, Springer, 2015, ISBN 978-3-319-15918-8.

[Review]. In: *European Journal of Higher Education* 7 (2), S. 214–217. DOI: 10.1080/21568235.2017.1296334.

Jungblut, Jens (2017):

The political economy of higher education finance. The politics of tuition fees and subsidies in OECD countries, 1945–2015, by Julian L. Garritzmann, London, Palgrave Macmillan, 2016, 320 pp., ISBN 978-3-319-29912-9.

[Review]. In: *European Journal of Higher Education* 7 (1), S. 96–99. DOI: 10.1080/21568235.2017.1265789.

Solanas, Facundo (2017):

Global regionalisms and higher education. Projects, processes, politics, edited by Susan L. Robertson, Kris Olds, Roger Dale and Que Anh Dang, Cheltenham, UK – Northampton, MA, USA, Edward Elgar Publishing, 2016, 311 pp., £90.00 (cased), ISBN 978 1 78471 234 1.

[Review]. In: *European Journal of Higher Education* 7 (4), S. 452–455. DOI: 10.1080/21568235.2017.1345056.

Specials

Corrigendum to Manuela Hugentobler, 2017.

[Corrigendum] (2017). In: *European Journal of Higher Education* 7 (4), S. 456.

Abstract:

Manuela Hugentobler, 2017. Private funding and its dangers to academia: an experience in Switzerland European Journal of Higher Education, DOI: 10.1080/21568235.2016.1275975. When the above article was first published online, the authors' affiliation were incorrect. This has now been corrected in the online version.

Habibi, Nader (2017):

Higher education policies and overeducation in Turkey.

[Essay]. In: *European Journal of Higher Education* 7 (4), S. 440–449. DOI: 10.1080/21568235.2017.1308832.

Abstract:

In the past two decades Turkey has experienced a rapid increase in higher education student enrollment. This sharp increase in access to higher education has satisfied a strong social demand for university education but it has led to a growing surplus of university graduates who cannot find adequate jobs. As a result Turkey has entered an overeducation phase with high rates of unemployment and underemployment for university graduates. The higher education policies of the AKP government since 2002 have played an important role in this rapid increase in student enrollment and the resulting overeducation phase.

Hugentobler, Manuela; Müller, Markus; Morrissey, Franz Andres (2017):

Private funding and its dangers to academia. An experience in Switzerland.

[Debate Section]. In: *European Journal of Higher Education* 7 (2), S. 203–213. DOI: 10.1080/21568235.2016.1275975.

Abstract:

Academic freedom, a deep-rooted right in the Swiss Constitution, is endangered. Private sponsorship agreements, secretly negotiated between university leaders and big companies, become increasingly vital for universities in Switzerland. Swiss authorities are pushing this development: not only are they taking austerity measures, but also rewarding growth in private third-party funding with even more federal subsidies. This essay presents, after citing a few examples, a short overview of the state of academic freedom with regard to private monies in Switzerland. Introducing academic freedom as a constitutional obligation, it analyses the dangers of private sponsorship for independent universities and then tries to give some insight into the development of necessary framework conditions.

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Editorials

Giampapa, Frances; Canagarajah, Suresh (2017):

Skilled migration and global English.

[Editorial]. In: *Globalisation Societies and Education* 15 (1), S. 1–4. DOI: 10.1080/14767724.2017.1296658.

Komljenovic, Janja; Robertson, Susan Lee (2017):

Making global education markets and trade.

[Introduction]. In: *Globalisation Societies and Education* 15 (3), S. 289–295. DOI: 10.1080/14767724.2017.1330140.

Original Articles

Abbott, Anita (2017):

Nature of the Indonesia-United States education relationship.

In: *Globalisation Societies and Education* 15 (4), S. 545–560. DOI: 10.1080/14767724.2016.1195724.

Abstract:

This article discusses the nature of the education relationship between Indonesia and the US. The article examines two hypotheses. The first hypothesis is that transnational education constitutes a new type of imperialism by perpetuating knowledge dependency and financial dependency through the transfer of knowledge and foreign aid in education. Of particular interest will be the themes of knowledge dependency' and financial dependency'. In contrast to the first hypothesis, the second holds that transnational education advances learning about and from other states, and has the potential to improve relationships, and promote international understanding. This article concludes that although the one-way transfer of knowledge from, and dependence on, foreign experts is evident, the Indonesian government has attempted to reduce dependence on foreign countries, whether that reliance was on knowledge or on finance. Although the Indonesia-US education relationship is politically motivated towards serving the interests of each, most respondents believed that any US political agendas were unacceptable. The experiences of both Indonesian and American respondents show that the relationship enhances and improves understanding between Indonesia and the US through academic exchanges and scientific and research links.

Ali, Sajid (2017):

The sphere of authority. Governing education policy in Pakistan amidst global pressures.

In: *Globalisation Societies and Education* 15 (2), S. 217–237. DOI: 10.1080/14767724.2015.1127575.

Abstract:

The authority of the nation states and their capacity to govern their education policy has been reconfigured by the processes of globalisation. This paper examines recent education policy in Pakistan in order to reveal the nature of national authority in education policy-making in a challenging context. The central piece of analysis is the pre-policy text issued by the Ministry of Education, Pakistan - the White Paper. This analysis is further supported through interviews with senior policy actors and other significant policy texts. The paper identifies several tensions caused by the interaction of global and national education policy priorities and explores how the national government of Pakistan seeks to expand its SoA through 'soft' governance approaches despite the material and financial constraints within which it operates.

Amanti, Cathy (2017):

''This education is not for our students". Responses of Mexican educators to globalising education policies and practices.

In: *Globalisation Societies and Education* 15 (4), S. 531–544. DOI: 10.1080/14767724.2017.1303363.

Abstract:

This article explores the relationship between travelling education policies and a 2008 Mexican high-school reform from the perspective of Mexican educators. Using an ethnographic approach, consisting of interviews, classroom and community observations, and document analysis, study findings show that the educators participating in this study contest the notion that education policies and practices can be seamlessly transferred from one locale to another. They also suggest that when they are transferred, locally responsive practices may be threatened.

Bailey, Adrian J.; Mupakati, Liberty; Magunha, Farai M. (2017):

Misplaced. Language, remitting and development practice among Zimbabwean migrants.

In: *Globalisation Societies and Education* 15 (1), S. 5–28. DOI: 10.1080/14767724.2014.937404.

Abstract:

While skilled migrants make influential contributions to development through remitting cash and exchanging knowledge, we argue for greater scrutiny of the role of language in the so-called migration-development nexus'. Noting the transnational context within which the everyday life of many migrants proceeds, we develop a broader reading of language use which is attentive to its potential role in transforming social, cultural and spatial relations. Adopting a relational ontology to everyday practice, we describe how professional Zimbabweans used and experienced English, Shona and Ndebele in making various development contributions. While 82% of our respondents remitted, and most felt English was essential for employment success, our results also highlight how the placed nature of language use intensifies social and cultural vulnerabilities. We further explore how an emerging language practice addresses vulnerability through valuing a cross-cultural communicative competency which reworks spatial relations. That language use and practice are entwined with the economic, social, cultural and spatial reproduction of the migration-development nexus that has implications for critical accounts of globalisation and for policy on development and social cohesion.

Bialostocka, Olga (2017):

Dialogic education as an approach to multiculturalism for social cohesion in Namibia.

In: *Globalisation Societies and Education* 15 (2), S. 271–281. DOI: 10.1080/14767724.2016.1169515.

Abstract:

The paper explores approaches to cultural diversity and its relation to the concept of social cohesion in the context of a multicultural school community. It uses insights from an empirical research on multicultural education conducted in Namibia as context for a discussion on tools in educational practice that would support diversity while working towards a greater integration of a pluralistic society. Looking into the African concept of Ubuntu and the corresponding teachings of the philosophers of dialogue, this theoretical paper suggests dialogic learning as an approach to multiculturalism that can enhance tolerance among peoples and produce a society united through understanding.

Bromley, Patricia; Cole, Wade (2017):

A tale of two worlds. The interstate system and world society in social science textbooks, 1950-2011.

In: *Globalisation Societies and Education* 15 (4), S. 425–447. DOI: 10.1080/14767724.2016.1195730.

Abstract:

There is a great and longstanding divide in visions of the international arena. Some assert that states are the most relevant actors in international politics, and others emphasise the importance of non-state actors as vehicles through which shared ideas and identities are enacted. Typically, cross-national scholarship adopts one of these positions and seeks to support the attendant theoretical claims; our approach is entirely different. We treat these varied conceptions of the international arena not as antecedent explanatory frameworks, but rather as outcomes to be explained in their own right. To this end, we draw on data consisting of 539 high-school social science textbooks (history, civics, social studies, and geography) from 73 countries published between 1950 and 2011, coded to shed light on how the international arena is discussed in national education systems. We use multilevel modelling to determine how characteristics of textbooks and countries are linked to different visions of the international arena. Stronger national emphases in books promote a vision of the interstate system, as does a country's level of democracy. Emphases on world society emerge particularly in recent decades and in books and countries most exposed to educational and social globalisation. Our findings provide initial support for arguments that world society and the interstate system are distinct, leading to multiple forms of inequality in the international arena.

dos Santos, Julio Goncalves; da Silva, Rui (2017):

Theory and praxis. Reflections and lessons from a bilateral educational aid programme in Guinea-Bissau.

In: *Globalisation Societies and Education* 15 (2), S. 202–216. DOI: 10.1080/14767724.2016.1195722.

Abstract:

This article examines Portuguese official aid (POA) in Guinea-Bissau, based on the experience of a bilateral educational aid Programme - PASEG (2000-2012). It explores the theory and praxis (understood as instructed action) of PASEG as a complex and transversal intervention in a context of fragility and political uncertainty. It discusses the transition from an aid programme which focused mainly on the individual dimension at the school level to an approach which tried to integrate the organisational dimension and capitalise on the enabling environment. Drawing attention to the idiosyncrasy of the political, historical, cultural and social aspects of Guinea-Bissau, the article highlights the tensions which arise in the attempt to reconcile the technical/academic dimensions of project implementation with the political agendas of POA.

Enright, Bryony; Facer, Keri (2017):

Developing Reflexive identities through collaborative, interdisciplinary and precarious work. The experience of early career researchers.

In: *Globalisation Societies and Education* 15 (5), S. 621–634. DOI: 10.1080/14767724.2016.1199319.

Abstract:

This paper explores the experiences of 24 Early Career Researchers working in interdisciplinary and precarious employment conditions in which they are managing collaborations with multiple partners beyond the university as part of the AHRC's 'Connected Communities' Programme. These conditions emerge from conflicting sources – from critical and emancipatory moves in knowledge production as well as from globalising neoliberal education policies. The paper draws on Archer's concept of reflexive identity to identify four different reflexive orientations developed by ECRs in these conditions: the disciplinarian, the freelancer, the worker bee and the social activist.

Gimenez, Julio; Morgan, W. John (2017):

Academics across borders. Narratives of linguistic capital, language competence and communication strategies.

In: *Globalisation Societies and Education* 15 (1), S. 68–95. DOI: 10.1080/14767724.2014.937402.

Abstract:

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

Hajisoteriou, Christina; Angelides, Panayiotis (2017):

Adopting and implementing globalised policies of intercultural education. The example of Cyprus.

In: *Globalisation Societies and Education* 15 (5), S. 721–737. DOI: 10.1080/14767724.2016.1264292.

Abstract:

Globalisation has heavily influenced the terrain of intercultural education policy development and implementation in multiple countries around the world. To this end, in this article, we seek to introduce a broader focus of analysis encompassing not only the development of globalised policies of intercultural education, but also the adoption, implementation, and enactment of such policies. Our aim is to bridge the macro–micro gap by providing an in-depth and multi-level examination of the issue of intercultural education by moving the locus of analysis from the macro-structures of the supranational state to both the level of the national state and the micro-level of the school. To do so, we focus on the phases of adoption and implementation of globalised intercultural education policies by critically examining and reflecting upon the findings of previous research carried out in the context of Cyprus.

Haque, Eve (2017):

Neoliberal governmentality and Canadian migrant language training policies.

In: *Globalisation Societies and Education* 15 (1), S. 96–113. DOI: 10.1080/14767724.2014.937403.

Abstract:

In this paper, I will explore how links between migration, official language proficiency and labour market needs are being forged within the context of an increasing neoliberal agenda for immigration. Specifically, I will examine how the stated need for immigrant labour has made the official language proficiency of newcomers a site of increasing concern and regulation for the Canadian Government. Foucault's notion of governmentality as the conduct of conduct will frame my analysis as I examine how the immigrant language learner is subject not only to institutional processes of management but is also constituted as responsible immigrant language learners in terms of how they self-manage and control their own learning.

Hartmann, Eva (2017):

Quality assurance and the shift towards private governance in higher education. Europeanisation through the back door?

In: *Globalisation Societies and Education* 15 (3), S. 309–324. DOI: 10.1080/14767724.2017.1330138.

Abstract:

This contribution focuses on quality assurance (QA) agencies in the sphere of higher education. It develops a theoretical framework that interrelates systems theory with Gramsci's theory of hegemony with a view to situating this new control of universities in the broader context of a further differentiation of society and emerging heterarchical modes of governance. A closer study of the emerging European market of QA agencies highlights the European dimension of this differentiation and the role of the market in advancing a variable geometry in the context of the European Higher Education Area.

Hayes, Aneta (2017):

Deconstructing the 'magnetic' properties of neoliberal politics of education in Bahrain.

In: *Globalisation Societies and Education* 15 (2), S. 175–187. DOI: 10.1080/14767724.2016.1169516.

Abstract:

This article makes contributions to questions of why international transfers of programmes do not lead to the outcomes that nations engaging in them expect to gain. Using Bahrain as an example, it is argued that tensions arising from policy borrowing are rooted in the complexities of the political incoherence between the new teaching policies, the Kingdom's economic vision and educational aspirations of many locals that have been shaped by old political and employment settlements within the nation state. The research shows that educating for global development is not a 'magnet' that equally attracts everyone.

Hurst, Ellen (2017):

Local villages and global networks. The language and migration experiences of African skilled migrant academics.

In: *Globalisation Societies and Education* 15 (1), S. 50–67. DOI: 10.1080/14767724.2014.937400.

Abstract:

African skilled migrants and their circular and return migration strategies have received relatively little attention in the literature, with the previous focus of much African migration literature being on the net loss of skills to countries with developed economies in the global north. This article considers 13 interviews with African skilled migrant academics on topics of migration, networks and language resources. The majority of the participants migrated to major receiving countries and then returned to the African continent to take up employment as academics in South Africa. In the migration trajectories of these African academics, their language expertise, specifically in English as the current global language of academia, is central to their strategies and migrant routes. It emerges that the paths of migration from their home countries (Zambia, Malawi, Nigeria, Ghana, DRC, Kenya, Uganda and Zimbabwe) are connected to language, resources and networks. African skilled migrant academics are caught, physically and metaphorically between the local, linked to the concept of village, and the global, linked to the concept of network in Castells' terms. In language terms, this implies particular responsibilities for home languages on the one hand and English as a transnational language on the other hand.

Jordan, Steven Shane; Wood, Elizabeth J. (2017):

The qualitative imagination. Neoliberalism, 'blind drift' and alternative pathways.

In: *Globalisation Societies and Education* 15 (2), S. 147–159. DOI: 10.1080/14767724.2015.1099423.

Abstract:

In this paper, we argue that the non-positivist origins that provided the impetus for the qualitative imagination over the past half century in educational research has undergone subtle, but nevertheless profound change and transformation as neoliberal forms of governmentality have increasingly colonised social and educational research. We examine contemporary responses and challenges to this process from within and outside the academy. It is our contention that unless educational researchers critically engage with these new methodologies, particularly as they are generated by and through social movements, qualitative research is likely to become subject to what CW Mills (Mills) referred to as 'blind drift'.

Jules, Tavis D. (2017):

‘Mature regionalism’ and the genesis of ‘functional projects’. ‘Educational regionalism’ in small (and micro-states).

In: *Globalisation Societies and Education* 15 (4), S. 482–498. DOI: 10.1080/14767724.2016.1264289.

Abstract:

This article advances that the movement towards ‘deeper’ Caribbean integration has generated a shift from ‘immature’ regionalism to a ‘mature’ form of regionalism. Thus, mature regionalism, a new governance mechanism, in regulating the institutional and legal framework of Caribbean Single Market and Economy is drastically altering national education governance within the Caribbean Community. In focusing on the functional aspects integration, this article suggests that mature regionalism in education is built upon collaborative governance and encompasses multipartner governance arrangement – with the state, private sector, civil society, and the community as well as hybrid public–private and private–social partnerships and co-management regimes. It concludes that the instrumentalisation of mature regionalism in education is giving way to ‘educational regionalism’ defined by the movement towards structured institutional mechanisms, to facilitate the deepening of Caribbean integration.

Kabel, Scott (2017):

A critique of Koh’s (2014) ‘Doing class analysis in Singapore’s elite education’.

In: *Globalisation Societies and Education* 15 (2), S. 282–288. DOI: 10.1080/14767724.2016.1169513.

Abstract:

Aaron Koh contributed to a collection of multi-site global ethnographic articles published here (2014, Vol. 12, No. 2) that present class reproduction as operationalised in elite education. While the collection adds to the current international critique of meritocracy, a close look at Koh’s contribution reveals that critical ethnography can lose its representational and persuasive power if muddled by theoretical and methodological haziness and if it fails to forefront participants’ voices. This response is meant to encourage Koh to re-present his data and position so as to sure up his comment on this important issue.

Karam, Fares J.; Monaghan, Christine; Yoder, Paul J. (2017):

‘The students do not know why they are here’. Education decision-making for Syrian refugees.

In: *Globalisation Societies and Education* 15 (4), S. 448–463. DOI: 10.1080/14767724.2016.1222895.

Abstract:

This case study, conducted collaboratively between education scholars and education practitioners, describes and analyses the ways in which Syrian refugee teachers and an NGO are developing and implementing non-formal education (NFE) programming in three refugee settlements in Lebanon. Utilising the INEE Minimum Standards for Education in Emergencies, we analyse teachers’ and programme administrators’ decision-making processes regarding curriculum, language of instruction, and pedagogy as well as how and why these decisions are made in the absence of a guiding framework or policy for NFE. We also consider the ways in which the nation-state writ large still helps to influence these decisions in the global era’.

Kester, Kevin (2017):

The contribution (or not) of UN higher education to peacebuilding. An ethnographic account.

In: *Globalisation Societies and Education* 15 (4), S. 464–481. DOI: 10.1080/14767724.2017.1303364.

Abstract:

This paper examines the role of United Nations (UN) peace academics in teaching for peace within the UN higher education system, and questions what contribution, if any, UN peacebuilding education makes to the broader field of peace and conflict studies education, and in the lives of the people it touches. The study draws on ethnographic data collected over a

six-month period at one UN university in 2015. The data collection period involved participant observation, interviews with faculty and postgraduate students, document analysis, and surveys with learners. Findings suggest tensions and contradiction in the university around issues of UN mimicry, Western-centrism, state domination, and institutional capitalism. Implications are briefly addressed and recommendations provided.

Klees, Steven J. (2017):

The political economy of education and inequality. Reflections on Piketty.

In: *Globalisation Societies and Education* 15 (4), S. 410–424. DOI: 10.1080/14767724.2016.1195731.

Abstract:

Piketty's Capitalism in the twenty-first century provides a superb, detailed historical analysis of the evolution of income and wealth inequality. Piketty demonstrates vast and increasing inequality that he argues might possibly be tempered in the future by economic growth and educational expansion supplemented by government redistributive policies. However, Piketty has little understanding of the reproductive nature of education, the limits of economic growth, or the fundamental problems of capitalism. In this paper, I depart from a political economy perspective to examine the bankruptcy of the underlying neoclassical economic theory he relies upon. In particular, I discuss how Piketty mistakenly sees capitalism as, in large part, a meritocracy, and the implications for education.

Komljenovic, Janja (2017):

Market ordering as a device for market-making. The case of the emerging students' recruitment industry.

In: *Globalisation Societies and Education* 15 (3), S. 367–380. DOI: 10.1080/14767724.2017.1330136.

Abstract:

This paper focuses on market-making in the higher education sector and particularly on the role of the market ordering processes. The entry point to examine relations between market ordering and market-making is a private company called ICEF GmbH from Germany. ICEF is engaged in selling particular kinds of education services, delivered by orchestrating market encounters between education institutions and international student recruitment agents. The novelty of ICEF's approach to making markets is that it draws on two existing markets in order to be able to monetise the particular market encounters. The first market is the higher education sector as an export industry, which ICEF both promotes and also legitimates. The second market concerns international student recruitment agents, in which ICEF actively constructs market ordering mechanisms. In doing so, ICEF is expanding their own opportunities for making profits at the same time as expanding higher education markets more broadly.

Martin, Fran (2017):

Mobile self-fashioning and gendered risk. Rethinking Chinese students' motivations for overseas education.

In: *Globalisation Societies and Education* 15 (5), S. 706–720. DOI: 10.1080/14767724.2016.1264291.

Abstract:

This article complicates dominant instrumentalist understandings of international student motivation by focusing on Chinese female tertiary students in Australia. Based on longitudinal fieldwork with 56 such students, it analyses motivations described by students and their parents in interviews, showing that these far exceed instrumentalism and engage tactics of both gendered risk management and cosmopolitan self-fashioning. Discussion of the gendered risks in post-socialist China that students seek to mitigate through study abroad illustrates the complexity of students' motivations, and underlines the limitations of western European sociological theories of risk society which assume that gender inequality tends to decrease in late modernity.

Miguel Martinez-Rodriguez, Francisco; Fernandez-Herreria, Alfonso (2017):

Is there life beyond neoliberalism ? Critical socio-educational alternatives for civic construction.

In: *Globalisation Societies and Education* 15 (2), S. 135–146. DOI: 10.1080/14767724.2016.1195726.

Abstract:

How far does the neoliberal system pervade social and educational fields in its attempt to colonise the world of life? Neoliberalism is increasingly penetrating every aspect of human existence. From this context, this paper presents a set of alternative socio-educational experiences which are subtly constructing new latent revolutionary subjectivities. Critical educators, as transformative intellectuals, should use this crisis as an opportunity to social transformation by joining theory and praxis. Many people are now building ways of dialogic learning, new social relationships, commitment and collaborative ventures. This makes citizens more aware and critical, proving them with experiences of empowerment and cooperative work.

Morgan, Clara (2017):

Constructing educational quality in the Arab region. A bottom-up critique of regional educational governance.

In: *Globalisation Societies and Education* 15 (4), S. 499–517. DOI: 10.1080/14767724.2017.1356704.

Abstract:

The article challenges the deficit view in which education in the Arab region is portrayed by examining the process of educational regionalisation. It takes as its case study the Arab Regional Agenda for Improving Educational Quality in order to explore the construction of an educational quality space that uses data as a governance model. Drawing on critical theory and evidence collected from 70 interviews, I argue that such approaches promote globalised versions of what quality education means remaining blind to context. I suggest that improving educational quality in the region entails creating responsive approaches grounded in political and socio-economic contexts.

Mousumi, Manjuma Akhtar; Kusakabe, Tatsuya (2017):

The dynamics of supply and demand chain of English-medium schools in Bangladesh.

In: *Globalisation Societies and Education* 15 (5), S. 679–693. DOI: 10.1080/14767724.2016.1223537.

Abstract:

This research concerns English-medium schools (EMSs), which are emerging as a popular new educational sector in Bangladesh. Because these schools have gained immense popularity, we seek to identify how these schools respond to parental demand and retain their clientele. In addition to English language demand, our findings reveal a symmetrical relationship between the supply of EMSs and parental demand. EMSs' strategic business planning and market forces, which emphasise deficiencies in the supply chain of Bangla-medium schools (BMSs), have motivated parents to send their children to EMSs. We conclude that although English-medium education is a high-cost educational alternative, its introduction as a new educational initiative is based on its transnational quality and acceptance.

Munoz-Garcia, Ana Luisa; Chiappa, Roxana (2017):

Stretching the academic harness. Knowledge construction in the process of academic mobility in Chile.

In: *Globalisation Societies and Education* 15 (5), S. 635–647. DOI: 10.1080/14767724.2016.1199318.

Abstract:

In this article, we analyse the impact of academic mobility on the construction of knowledge for Chilean scholars who have studied abroad. We conducted 41 semi-structured interviews with Chilean-born scholars in the social sciences and humanities, who accepted jobs at national research universities in Chile after receiving their doctorates abroad. Findings

show that international academic mobility allowed these participants to question legitimised ways of doing knowledge, where they can stretch the academic harness that increasingly rules their knowledge construction. Our main argument is that knowledge construction process is neither linear nor unidimensional and it occurs as a rhizomatic process in a multidimensional space.

Regmi, Kapil Dev (2017):

World Bank in Nepal's education. Three decades of neoliberal reform.

In: *Globalisation Societies and Education* 15 (2), S. 188–201. DOI: 10.1080/14767724.2016.1169517.

Abstract:

This paper critically analyses key educational policy documents produced by the World Bank mainly from the mid-1980s to 2010 with regard to implementing major educational projects in Nepal. Using critical policy sociology as a methodological tool, the paper explores how a small Himalayan nation with per capita income of about US$730 (2014) plunged into neoliberal world order during the early 1980s. The paper argues that Bank's educational policy recommendations are guided by some underlying assumptions of neoliberalism mainly marketisation, privatisation, and decentralisation. The paper concludes that neoliberal orientation in education has almost no potential in addressing Nepal's development challenges.

Rezai-Rashti, G.; Segeren, A.; Martino, W. (2017):

The new articulation of equity education in neoliberal times. The changing conception of social justice in Ontario.

In: *Globalisation Societies and Education* 15 (2), S. 160–174. DOI: 10.1080/14767724.2016.1169514.

Abstract:

In this paper, we draw attention to the impact of neoliberal globalisation in rearticulating conceptions of equity within the Ontario context. The Ontario education system has been hailed for its top performance on Programme for International Student Assessment (PISA) as a high-equity/high-quality education system and created 'PISA envy' in the international context. Our aim in this paper is to provide some critical analysis of the neoliberal rationality and to examine its manifestations for rearticulating conceptions of social justice. Drawing on equity education policies in Ontario and one in-depth interview with an equity practitioner in one of Ontario's large and most diverse school boards, this paper illustrates how a redefinition of equity has been made possible through neoliberal systems of accountability and performativity involving measurement and facticity. As a result of these strategies, equity policy in education has been concerned with outcome measurement and boys' underachievement, while racial and class inequalities have become invisible. While this paper is focused on Ontario equity policy, we believe that it serves much broader interest given the current context of global education policy field.

Riep, Curtis B. (2017):

Making markets for low-cost schooling. The devices and investments behind Bridge International Academies.

In: *Globalisation Societies and Education* 15 (3), S. 352–366. DOI: 10.1080/14767724.2017.1330139.

Abstract:

This paper explores the market-making devices behind Bridge International Academies: a for-profit education company aiming to school millions of nursery and primary aged-students living on less than $2 per day. A wide variety of devices are utilised by Bridge International Academies to construct mass markets for low-cost schooling, including GPS devices that map low-income communities, smartphones that automate administrative functions, and computer devices that perform the duties of a teacher. Moreover, this paper also outlines the network of investors supplying the company with the necessary capital to put market devices into practice and hence, build markets for low-cost schooling.

Robertson, Susan L. (2017):

Making education markets through global trade agreements.

In: *Globalisation Societies and Education* 15 (3), S. 296–308. DOI: 10.1080/14767724.2017.1345408.

Abstract:

This paper uses the global trade negotiations and agreements, which include education sectors as potentially tradable services, to show the complex processes at work in making global education markets. Drawing on the work of Jens Beckert and others, I focus on the micro-processes of making capitalist orders and the challenges at hand in bringing decommodified sectors, like education, with distinctly different narratives to sustain their purpose. These processes include reimagining and offering alternative narratives to the idea of education as a public service; the reformatting of the education into the language of trade and legal documents; the use of devices, such as forecasting to represent the gains to be had into the future of trade agreements, or dispute settlement mechanisms to manage claims; and the strategic use of space and time as political resources to minimise frictions and lock in a preferred future for investors. I conclude by arguing that the ongoing circulation of alternative narratives about education makes instituting education particularly challenging, so that the future for investors is in no more way certain, despite efforts to reorient expectations.

Rosa Garrido, Maria; Codo, Eva (2017):

Deskilling and delanguaging African migrants in Barcelona. Pathways of labour market incorporation and the value of ‘‘global’ English.

In: *Globalisation Societies and Education* 15 (1), S. 29–49. DOI: 10.1080/14767724.2014.944757.

Abstract:

This article analyses the labour and social trajectories of seven multilingual and well-educated young men from Africa in the Barcelona area (Catalonia, Spain) over a 5-year period. Our data consist of life history interviews combined with ethnographic observations in a settlement non-governmental organisation (NGO). We adopt a critical sociolinguistic perspective on language and mobility which underlines the time–space dimension of migrants' emplacement and understands the value of global languages in relation to socio-economic and linguistic normativity regimes. Our findings suggest that English does not play a role in the local emplacement of these migrants, with the exceptions of the dwindling NGO sector and tourism in Barcelona. However, it indexes their transnational flows, connections and orientations. We argue that the ‘ideologies of integration’ of the NGOs examined background migrants' global language capitals while funnelling them into the non-qualified labour market. These agencies draw on tabula-rasa discourses that delanguage and, more generally, deskill migrants. In the current crisis, they have adopted new discourses of migration as a learning opportunity to gain experience, make contacts and learn skills. In the absence of paid work, voluntary labour is construed as intensive language practice and an opportunity to expand migrants' networks.

Russell, Susan Garnett; Quaynor, Laura (2017):

Constructing citizenship in post-conflict contexts. The cases of Liberia and Rwanda.

In: *Globalisation Societies and Education* 15 (2), S. 248–270. DOI: 10.1080/14767724.2016.1195723.

Abstract:

In post-conflict and fragile contexts, one central aim of education is to prepare citizens to rebuild society and manage conflict. In this paper, we discuss the ways that citizenship education, students’ civic attitudes, and student civic practices vary across two post-conflict contexts in Africa: Liberia and Rwanda. First, we consider the historical and current complexities of citizenship education in these countries drawing on a post-colonial framework and Osler and Starkey’s three dimensions of citizenship. Next, we discuss survey and interview data from secondary students based on separate multi-level case studies in the respective countries. We note differences and similarities in student conceptions of good citizenship, civic identity, classroom climate, and civic engagement across the two countries, as well as variation by school type and gender. Some notable findings included less active conceptions of citizenship and openness to discussing controversial issues in Rwanda than in Liberia, and less participation in out of school activities among young women than young men. These and other results highlight differing contextual values of development, security, freedom of speech, and civic action and the overall importance of citizenship education in a post-conflict context.

Salter, Peta; Halbert, Kelsey (2017):

Constructing the [parochial] global citizen.

In: *Globalisation Societies and Education* 15 (5), S. 694–705. DOI: 10.1080/14767724.2016.1264290.

Abstract:

Cultural exchange is privileged in many higher education programs across the globe. The Australian government's New Colombo Plan refers to a 'Third Wave' of globalisation which foregrounds global interrelatedness through developing student capabilities to live, work and contribute to global communities and aims to make the global an 'everyday' experience for students. Mobility programs are promoted as the main strategy for fostering global perspectives, contradicting the idea of the global as an everyday experience. This paper unpacks constructs of global citizenship that underpin Australia's recent international and global engagement policies, and implications for the 'global' wave in 'local' parochial contexts.

Savva, Maria (2017):

The personal struggles of 'national' educators working in 'international' schools. An intercultural perspective.

In: *Globalisation Societies and Education* 15 (5), S. 576–589. DOI: 10.1080/14767724.2016.1195728.

Abstract:

This paper looks at how personal struggles associated with the overseas setting caused changes in the intercultural perspective of 30 Anglophone educators working in international schools. Situated within a social constructivist framework, interview methods were utilised to build a collective narrative shared by educators. Findings reveal that although prolonged exposure to new cultural norms elicited changes in intercultural perspective, these changes were not related to traditional notions of cultural immersion but – rather paradoxically – to educators' inability to integrate into the host cultures. Obstacles educators faced while abroad included a lack of language proficiency, living in countries that were sometimes antithetical to Western ideals and discriminatory practices based on national and/or race affiliation.

Schneider, Claudia (2017):

Transnationalisation within school education. The interconnection between actors, structures and mechanisms.

In: *Globalisation Societies and Education* 15 (5), S. 607–620. DOI: 10.1080/14767724.2016.1195725.

Abstract:

The current literature of school education, transnationalisation and migration explores actors, structures and social mechanisms, however, tends to focus on these analytical levels separately. This article advocates a more explicit analysis of the interconnections of structures, actors and mechanisms within and across schools and wider national and inter-national levels in the context of transnationalisation of school education. The article adds to the theoretical discussion of transnationalisation and school education by presenting a conceptual tool, which identifies gaps in the current literature and may help to structure future research and policy development.

Sellar, Sam (2017):

Making network markets in education. The development of data infrastructure in Australian schooling.

In: *Globalisation Societies and Education* 15 (3), S. 341–351. DOI: 10.1080/14767724.2017.1330137.

Abstract:

This paper examines the development of data infrastructure in Australian schooling with a specific focus on interoperability standards that help to make new markets for education data. The conceptual framework combines insights from studies of

infrastructure, economic markets and digital data. The case of the Australian National Schools Interoperability Program is analysed, drawing on a corpus of web-based technical and promotional documents and supporting interviews. The paper shows that Australia has well-developed data infrastructure in schooling that is creating new relations between schools, school systems and commercial vendors within network markets for data-driven educational technologies.

Smith, William C.; Fraser, Pablo; Chykina, Volha; Ikoma, Sakiko; Levitan, Joseph; Liu, Jing; Mahfouz, Julia (2017):

Global citizenship and the importance of education in a globally integrated world.

In: *Globalisation Societies and Education* 15 (5), S. 648–665. DOI: 10.1080/14767724.2016.1222896.

Abstract:

As national borders dissipate and technology allows different cultures and nationalities to communicate on a regular basis, more individuals are self-identifying as a global citizen. Using Social Network Analysis and multi-level modelling, this study explores factors associated with global citizen affinity and finds that education plays an important, perhaps the most important, role in individual's affinity towards this self-identification. Results clearly indicate that more education, not national economic or social integration, is more closely associated with an individual's positive identity as a global citizen. Additionally, the magnitude of the education effect is greater in more socially integrated societies.

Sumida, Sugata (2017):

Agenda setting in multilateral contexts. The example of the Decade of Education for Sustainable Development.

In: *Globalisation Societies and Education* 15 (4), S. 381–396. DOI: 10.1080/14767724.2017.1356706.

Abstract:

A number of papers have focused on UN policy formulation processes, but little is known about how particular issues come to policy-makers' attention in the first place. This very early stage of policy formulation, called agenda setting, remains under-researched and more so in multilateral contexts. Applying Kingdon's multiple streams model to the example of the Decade of Education for Sustainable Development (DESD), this study analyses the trajectory of the policy from being just an idea to the point of being placed on the UN agenda. This paper goes on to argue that there are three conditions that supported the successful trajectory of DESD: a funding-backed policy entrepreneur, policy oligopoly, and a highly predictable policy window. Its theoretical contribution is to fill the gap between current studies and theories by presenting an analysis of one policy in a multilateral context.

Tan, Charlene (2017):

Constructivism and pedagogical reform in China. Issues and challenges.

In: *Globalisation Societies and Education* 15 (2), S. 238–247. DOI: 10.1080/14767724.2015.1105737.

Abstract:

This article critically discusses the constructivist ideas, assumptions and practices that undergird the current pedagogical reform in China. The pedagogical reform is part of a comprehensive curriculum reform that has been introduced across schools in Mainland China. Although the official documents did not specify the underpinning theories for the pedagogical reform, Chinese scholars and educators have identified constructivism as a dominant theory. The essay argues that the acceptance of constructivist views and logics has generated three key challenges for Chinese educators with respect to the content, teaching approach and assessment. The challenges are the concern that constructivism will undermine content mastery, the perceived incompatibility between constructivism and the traditional transmission approach, and the misalignment between constructivism and the prevailing assessment system in China. The example of China adds to the international body of literature on the attraction and borrowing of 'modern' educational theories and practices, and the tensions and difficulties engendered in the process.

Tran, Ly Thi; Vu, Thao Thi Phuong (2017):

'Responsibility in mobility'. International students and social responsibility.

In: *Globalisation Societies and Education* 15 (5), S. 561–575. DOI: 10.1080/14767724.2016.1195729.

Abstract:

Enhancing the educational experience and social connectedness for international students is the responsibility of different involved parties among whom international students themselves and host institutions play a key role. However, the question of how the condition of cross-border mobility has shaped and re-shaped international students' responsibility towards the home and host country and other social relationships that have been formed via their mobility experiences is often neglected. This paper examines the social nature of international students' responsibility. It is derived from a research project funded by the Australian Research Council that includes fieldwork and semi-structured interviews with 155 staff and international students from 25 institutions in Australia over 4 years. Using positioning theory as a conceptual framework, the study shows that it is important to take into account the tangible aspects of transnational mobility in understanding international student responsibility rather than merely locating their responsibility in simple cultural, personal or institutional parameters. The study suggests the important roles of host institutions and community in creating conducive conditions and opportunities for international students to exercise responsibility as social members and intercultural learners. Enhancing student social responsibility and capacity for enacting responsibility is essential for nurturing meaningful transnational citizenship.

Trilokekar, Roopa Desai; El Masri, Amira (2017):

The '[h]unt for new Canadians begins in the classroom'. The construction and contradictions of Canadian policy discourse on international education.

In: *Globalisation Societies and Education* 15 (5), S. 666–678. DOI: 10.1080/14767724.2016.1222897.

Abstract:

In Canada's first-ever strategy, international education (IE) is linked to immigration policy with international students (IS) recruited as 'ideal' immigrants. This paper engages in policy sociology and Ball's concepts of 'policy as text' and 'policy as discourse' (10). It follows three stages of critical policy discourse analysis. The first a simple tally of the most commonly used words/phrases in the Strategy; the second analyses it using Van Leeuwen's framework and the third presents results from a study on the perception and experiences of IS, exposing the gap between policy rhetoric and practice. The paper concludes that critical discourse analysis is a powerful tool to uncover policy values/ideologies, identify legitimation strategies and reveal perpetuation of power relations/status quo within Canadian society.

Verger, Antoni; Steiner-Khamsi, Gita; Lubienski, Christopher (2017):

The emerging global education industry. Analysing market-making in education through market sociology.

In: *Globalisation Societies and Education* 15 (3), S. 325–340. DOI: 10.1080/14767724.2017.1330141.

Abstract:

This paper addresses the rise and consequences of an emerging global education industry (GEI), which represents new forms of private, for profit involvement in education across the globe. The paper explores the emergence within the GEI of new and varied, largely transnational, markets in education by focusing on three examples of the GEI at work. The first example addresses the issue of Charter Schools, what they have come to represent, how they have been implemented, and, especially, the impact they have had on public schooling more broadly. While they have taken different forms in different places, they have succeeded in installing the idea of quasi-markets in education, which has been directly instrumental in opening up opportunities for private investment in education. The second example concerns the ways that the increasingly global standardisation of education policies, provision and practices, presents lucrative opportunities for investment and profit. The forms and consequences of such standardisation are described in the contrasting cases of Qatar, Mongolia and Indonesia. The third example concerns low-fee private schools in the Global South. Far from such schools being seen as local initiatives, the paper shows how they have become a major opportunity for profitable investment by international corporations.

Ververi, Olga (2017):

The Council of Europe's citizenship conception in ''Education for Democratic Citizenship'. A critical discourse analysis of two textbooks.

In: *Globalisation Societies and Education* 15 (4), S. 518–530. DOI: 10.1080/14767724.2017.1335594.

Abstract:

This paper presents a neocommunitarian conception of citizenship identified in two textbooks of the programme 'Education for Democratic Citizenship', organised by the Council of Europe. Critical discourse analysis is applied to the key themes of the textbooks T-Kit 7: Under construction: Citizenship Youth and Europe and Compass Manual enclosing citizenship and human rights discourses, respectively. An intra-disciplinary discussion follows drawing on critical political economy. The findings of the analysis are that the textbooks exhibit an abstract representation of social reality as well as moral relativism stemming from neoliberal communitarianism. The identification of the neocommunitarian conception of citizenship reveals the power of citizenship education today.

Victoria, Mabelle Paderez (2017):

English. Its role as the language of comity in an employment programme for Canadian immigrants.

In: *Globalisation Societies and Education* 15 (1), S. 114–134. DOI: 10.1080/14767724.2014.937401.

Abstract:

This study explores the experiences of a culturally and linguistically diverse group of immigrant adult students as they attended a 12-week employment preparation course for newcomers to Canada. The main aim of the course was to equip the immigrants with knowledge and skills, including English for employment purposes, which are necessary to be competitive in the labour market. Using ethnographic methods, mainly participant observation with audio recording, to collect data, this paper analyses the communicative strategies that this group of multilingual speakers and their Canadian teachers deployed to discursively construct a 'heterotopia' defined here as 'intensely affective spaces that redefine the experiential feeling of being and becoming'. Analysis of transcribed audio recordings reveals that despite differences in communication conventions and sociocultural backgrounds, the research participants from Congo, Haiti, India, Bangladesh, Jordan and the Philippines managed to establish a socially cohesive team that emphasises shared relational identity and in-group membership. The findings show how they creatively mobilised previously acquired pragmatic strategies and resources from their L1 to suit the demands of the ongoing interaction in English. It is suggested that language teaching in the context of preparing immigrants for labour market integration entails a pedagogical approach that foregrounds the affordances of English not only as the language of employment but perhaps more importantly as the 'language of comity'. It is therefore suggested that the teaching of the host country's language should focus less on grammatical correctness and focus more on providing the adult learners with opportunities to activate existing pragmatic resources and strategies which have to do with establishing rapport and friendly relations.

Wang, Carol Chunfeng; Whitehead, Lisa; Bayes, Sara (2017):

The real 'cost' of study in Australia and the ramifications for China, Australia, and the Chinese nursing students. What do these three players want? A narrative review.

In: *Globalisation Societies and Education* 15 (5), S. 590–606. DOI: 10.1080/14767724.2016.1195727.

Abstract:

Australia attracts international nursing students from China to maintain its economic advantage and to alleviate the projected nursing shortage; conversely, China needs its best and brightest citizens who have trained abroad in nursing to return to cope with current challenges within its healthcare system and nursing education. This paper explores whether China can lure its foreign-trained nurses home to achieve its goals; whether China or Australia will win the nursing talent war; and do Chinese nursing students want to remain abroad or return home. The insight gained can support the development of successful human capital investment for all parties involved.

Zembylas, Michalinos (2017):

The quest for cognitive justice. Towards a pluriversal human rights education.

In: *Globalisation Societies and Education* 15 (4), S. 397–409. DOI: 10.1080/14767724.2017.1357462.

Abstract:

This paper turns to the work of the Portuguese sociologist Boaventura de Sousa Santos and explores how a set of concepts he developed over the years may constitute valuable tools in the task of decolonising and pluriversalising Human Rights Education (HRE). Informed by decolonial theory, Santos highlights that the struggle for global social justice is inseparable from the struggle for cognitive justice, namely, the recognition of epistemic diversity. This paper makes a contribution to the efforts that view the pluriversalisation of HRE as inextricable parts of the wider task of decolonising knowledge and education and struggling for social justice.

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Editorials

Saarinen, Taina (2017):

Policy is what happens while you're busy doing something else. Introduction to special issue on "language" indexing higher education policy.

[Editorial]. In: *Higher Education* 73 (4), S. 553–560. DOI: 10.1007/s10734-016-0002-3.

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

Airey, John; Lauridsen, Karen M.; Rasanen, Anne; Salo, Linus; Schwach, Vera (2017):

The expansion of English-medium instruction in the Nordic countries. Can top-down university language policies encourage bottom-up disciplinary literacy goals?

In: *Higher Education* 73 (4), S. 561–576. DOI: 10.1007/s10734-015-9950-2.

Abstract:

Recently, in the wake of the Bologna Declaration and similar international initiatives, there has been a rapid increase in the number of university courses and programmes taught through the medium of English. Surveys have consistently shown the Nordic countries to be at the forefront of this trend towards English-medium instruction (EMI). In this paper, we discuss the introduction of EMI in four Nordic countriesn (Denmark, Finland, Norway and Sweden). We present the educational setting and the EMI debate in each of these countries and summarize relevant research findings. We then make some tentative suggestions for the introduction of EMI in higher education in other countries. In particular, we are interested in university language policies and their relevance for the day-to-day work of faculty. We problematize one-size-fits-all university language policies, suggesting that in order for policies to be seen as relevant they need to be flexible enough to take into account disciplinary differences. In this respect, we make some specific suggestions about the content of university language policies and EMI course syllabuses. Here we recommend that university language policies should encourage the discussion of disciplinary literacy goals and require course syllabuses to detail disciplinary-specific language-learning outcomes.

Angermuller, Johannes (2017):

Academic careers and the valuation of academics. A discursive perspective on status categories and academic salaries in France as compared to the US, Germany and Great Britain.

In: *Higher Education* 73 (6), S. 963–980. DOI: 10.1007/s10734-017-0117-1.

Abstract:

Academic careers are social processes which involve many members of large populations over long periods of time. This paper outlines a discursive perspective which looks into how academics are categorized in academic systems. From a discursive view, academic careers are organized by categories which can define who academics are (subjectivation) and what they are worth (valuation). The question of this paper is what institutional categorizations such as status and salaries can tell us about academic subject positions and their valuation. By comparing formal status systems and salary scales in France with those in the U.S., Great Britain and Germany, this paper reveals the constraints of institutional categorization systems on academic careers. Special attention is given to the French system of status categories which is relatively homogeneous and restricts the competitive valuation of academics between institutions. The comparison shows that academic systems such as the U.S. which are characterized by a high level of heterogeneity typically present more negotiation opportunities for the valuation of academics. From a discursive perspective, institutional categories, therefore, can reflect the ways in which academics are valuated in the inter-institutional job market, by national bureaucracies or in professional oligarchies.

Barnett, Ronald; Guzman-Valenzuela, Carolina (2017):

Sighting horizons of teaching in higher education.

In: *Higher Education* 73 (1), S. 113–126. DOI: 10.1007/s10734-016-0003-2.

Abstract:

This conceptual paper tackles the matter of teaching in higher education and proposes a concept of 'horizons of teaching'. It firstly offers an overview of the considerable empirical literature around teaching-especially conceptions of teaching, approaches to teaching and teaching practices-and goes on to pose some philosophical and social theoretical considerations that open further the territory around teaching in university. Against this background, we propose the concept of 'horizons of teaching'. Horizons of teaching provide a context in which it makes sense for teachers to give themselves to the teaching enterprise and to go on giving themselves to teaching. Horizons include diverse and intricate layers at both micro- and macro-levels that interact in a permanent and dynamic way; they involve persons and collectivities; and they concern structures and agency. The paper concludes by proposing that horizons of teaching configure and delineate curricula and the pedagogical relationship in a way that might contain a revolutionary potentiality in recasting teaching in higher education.

Barron, Gary R. S. (2017):

The Berlin Principles on Ranking Higher Education Institutions. Limitations, legitimacy, and value conflict.

In: *Higher Education* 73 (2), S. 317–333. DOI: 10.1007/s10734-016-0022-z.

Abstract:

University rankings have been widely criticized and examined in terms of the environment they create for universities. In this paper, I reverse the question by examining how ranking organizations have responded to criticisms. I contrast ranking values and evaluation with those practiced by academic communities. I argue that the business of ranking higher education institutions is not one that lends itself to isomorphism with scholarly values and evaluation and that this dissonance creates reputational risk for ranking organizations. I argue that such risk caused global ranking organizations to create the Berlin Principles on Ranking Higher Education Institutions, which I also demonstrate are decoupled from actual ranking practices. I argue that the Berlin Principles can be best regarded as a legitimizing practice to institutionalize rankings and symbolically align them with academic values and systems of evaluation in the face of criticism. Finally, I argue that despite dissonance between ranking and academic evaluation, there is still enough similarity that choosing to adopt rankings as a strategy to distinguish one's institution can be regarded as a legitimate option for universities.

Bendermacher, G. W. G.; Egbrink, M. G. A. Oude; Wolfhagen, I. H. A. P.; Dolmans, D. H. J. M. (2017):

Unravelling quality culture in higher education. A realist review.

In: *Higher Education* 73 (1), S. 39–60. DOI: 10.1007/s10734-015-9979-2.

Abstract:

There is a growing belief that higher education institutions should nurture a 'quality culture' in which structural/managerial and cultural/psychological elements act in synergy to continuously improve education. Notwithstanding the positive connotation of the 'quality culture' concept, its exact configuration remains subject to debate. A realist review was conducted to identify inhibiting and promoting organisational context elements impacting quality culture, its working mechanisms and associated outcomes. Leadership and communication were identified as being of key importance in binding structural/managerial and cultural/psychological elements. Leaders are central 'drivers' of quality culture development through their ability to influence resource allocation, clarify roles and responsibilities, create partnerships and optimise people and process management. Adequate communication is considered a prerequisite to diffuse quality strategies and policies, evaluate results and identify staff values and beliefs. It is proposed that the working mechanisms of quality culture comprise increased staff commitment, shared ownership, empowerment and knowledge. Associated outcomes related to these mechanisms are positive effects on staff and student satisfaction, continuous improvement of the teaching-learning process and student and teacher learning and development. Institutions striving for the development of a quality culture should best operate from a contingency approach, i.e. make use of quality management intervention approaches which are tailored to the organisational context.

Blasi, Brigida; Romagnosi, Sandra; Bonaccorsi, Andrea (2017):

Playing the ranking game. Media coverage of the evaluation of the quality of research in Italy.

In: *Higher Education* 73 (5), S. 741–757. DOI: 10.1007/s10734-016-9991-1.

Abstract:

University rankings have raised huge interest in the social sciences because of their methodological foundations and impact. Rankings have also gained popularity in the media system. In this article we analyze the coverage offered by the media to the Italian Research Evaluation exercise-VQR 2004-2010. Even though this evaluation did not have university rankings as its main goal, it did include this kind of information in conformity with the law requirements and intention of the government to use the ranking for the purpose of funding allocation to universities. After the presentation of the results, we examined all the articles published in newspapers, magazines and specialized websites in order to understand what type of information had been extracted from the evaluation exercise and offered to readers. A set of descriptive hypotheses on the structure and dynamics of the media coverage of VQR information at the aggregate level was tested by a content analysis of the articles. We found that the enormous amount of information produced by the VQR project was virtually ignored and that ranking type is the only information that finds its way into the media. The article concludes by suggesting implications for future evaluation exercises and related communication strategy.

Bloch, Roland; Mitterle, Alexander (2017):

On stratification in changing higher education. The "analysis of status" revisited.

In: *Higher Education* 73 (6), S. 929–946. DOI: 10.1007/s10734-017-0113-5.

Abstract:

This article seeks to shed light on current dynamics of stratification in changing higher education and proposes an analytical perspective to account for these dynamics based on Martin Trow's work on "the analysis of status." In research on higher education, the term "stratification" is generally understood as a metaphor that describes a stable vertical order. In sectors that are experiencing considerable change, such an order is still in the making. In following Trow, we propose to look at stratification as an open ordering process that constructs verticality. We distinguish between sector and field stratification, i.e., between stratification through coercive regulation by the state and through status judgements by a wide range of stakeholders. Within the last decade, field stratification has grown in importance as governments in continental Europe have provided universities with more leeway. Specific devices (rankings, etc.) channel such judgements and construct images of how a field appears. By applying this concept to two empirical cases from German higher education, we will show how devices redefine verticality in higher education through specific field images. First, master rankings in business administration/economics expand the topological boundaries to include degree programs outside national sectors, raise

the importance of alumni and increase the recruitment of female students. Second, the Excellence Initiative triggers the construction of a new unregulated sector of doctoral education; excellent graduate schools model themselves along the scales of the field image as selective, interdisciplinary, international, and part of a holistic university image.

Bornmann, Lutz (2017):

Measuring impact in research evaluations. A thorough discussion of methods for, effects of and problems with impact measurements.

In: *Higher Education* 73 (5), S. 775–787. DOI: 10.1007/s10734-016-9995-x.

Abstract:

Impact of science is one of the most important topics in scientometrics. Recent developments show a fundamental change in impact measurements from impact on science to impact on society. Since impact measurement is currently in a state of far reaching changes, this paper describes recent developments and facing problems in this area. For that, the results of key publications (dealing with impact measurement) are discussed. The paper discusses how impact is generally measured within science and beyond, which effects impact measurements have on the science system and which problems are associated with impact measurement. The problems associated with impact measurement constitute the focus of this paper: Science is marked by inequality, random chance, anomalies, the right to make mistakes, unpredictability and a high significance of extreme events, which might distort impact measurements. Scientometricians as the producer of impact scores and decision makers as their consumers should be aware of these problems and should consider them in the generation and interpretation of bibliometric results, respectively.

Bouchard, Julie (2017):

Academic media ranking and the configurations of values in higher education. A sociotechnical history of a co-production in France between the media, state and higher education (1976-1989).

In: *Higher Education* 73 (6), S. 947–962. DOI: 10.1007/s10734-017-0121-5.

Abstract:

Before the 2000s and the buzz surrounding global rankings, many countries witnessed the emergence and development, starting in the 1970s, of academic media rankings produced primarily by press organisations. This domestic, media-based production, despite the relative lack of attention paid by the social sciences, has been progressively integrated into the functioning of higher education institutions. Examining the emergence and production of academic media rankings in two French magazines between 1976 and 1989, this paper analyses how the media has become a legitimate producer of academic rankings. A micro, sociotechnical history of this production, inspired by the theory of academic capitalism, by communication and media studies and by valuation studies, highlights three principal ideas: First, the production of academic media rankings in France relies on the ability of media organisations to involve the state and the academic institutions themselves. Second, a multidimensional market is instituted by the production of academic media rankings. Third, the concept of "configuration of values" is proposed, with three configurations identified: the configuration of value of opinion, the configuration of value of productivity and the configuration of value of activity.

Braendle, Tobias; Lengfeld, Holger (2017):

Drifting apart or converging? Grades among non-traditional and traditional students over the course of their studies. A case study from Germany.

In: *Higher Education* 73 (2), S. 227–244. DOI: 10.1007/s10734-016-0010-3.

Abstract:

Since 2009, German universities were opened by law to freshmen who do not possess the traditional graduation certificate required for entry into University, but who are rather vocationally qualified. In this article, we track the grades of these so-called non-traditional students and compare them to those of traditional students using a longitudinal design. Based on assumptions about differences in competencies, family background and the cultural closeness of academia, we derive hypotheses on differences concerning the progression of students' grades. These hypotheses have been tested using

examination data from an undergraduate degree program at one German university. Analyzing a sample of 723 students, we show that over the course of their studies, non-traditional students perform worse than their fellow students who have general university entrance qualifications. Moreover, there is no trend toward convergence between the students' performances. Additionally, repeated measures ANOVAs reveal the influence of socio-demographic characteristics and study practice on progression of students' grades.

Brahm, Taiga; Jenert, Tobias; Wagner, Dietrich (2017):

The crucial first year. A longitudinal study of students' motivational development at a Swiss Business School.

In: *Higher Education* 73 (3), S. 459–478. DOI: 10.1007/s10734-016-0095-8.

Abstract:

In Switzerland, every student graduating from grammar school can begin to study at a university. This leads to high dropout rates. Although students' motivation is considered a strong predictor of performance, the development of motivation during students' transition from high school to university has rarely been investigated. Additionally, little is known about the relation of motivational aspects with other influences on study performance. The present longitudinal study addresses this research gap and examines the development of economics and management students' study motivation. It encompasses four waves of data collected throughout the first year, using quantitative online surveys. In total, the sample consists of 820 students. Data is analysed using latent change modelling. Results indicate that students start at a higher level of intrinsic motivation compared to extrinsic motivation. The variability of the starting value of the two constructs is also differing. The analysis also shows a gradual decline in students' motivation. Above all, the transition from secondary to higher education seems to be a driver for this decline.

Budd, Richard (2017):

Undergraduate orientations towards higher education in Germany and England. Problematizing the notion of 'student as customer'.

In: *Higher Education* 73 (1), S. 23–37. DOI: 10.1007/s10734-015-9977-4.

Abstract:

There is a great deal of discussion in the academic literature around how the current conditions in higher education frame students as customers. Observers are of the view that rankings and marketing, an increased focus on student satisfaction, and particularly tuition fees, encourage an instrumental, passive attitude towards a university education. Given the volume of attention directed towards this topic, it is perhaps surprising that there is relatively little scholarship that examines it empirically. Some who have addressed it presumed a customer/consumer orientation in students and have been somewhat-but not entirely successful-in generating evidence to confirm those assumptions. It appears that the expectations of this instrumental, passive orientation are being realised in part, but that this is also mediated by other dispositions. What could be considered to be missing from the analysis thus far is an exploration of how students make university-related decisions (not simply what choices are based on) and how they understand the respective roles of the student and university. This study begins to fill that gap, exploring the orientations towards university of undergraduates in Germany and England, two countries where the diffusion of market conditions in higher education policies has been somewhat contrasting. Distinctions between the German and English students did emerge, but these were less based on those countries' unequal engagement with tuition fees and rankings and more to do with other aspects of their university cultures and the world beyond their degrees. This suggests that how people approach their time as students is more complex than some of the literature assumes. Furthermore, at the very least, any consideration of this topic must include an analysis of how students themselves understand and experience their higher education and broader social contexts.

Coertjens, Liesje; Brahm, Taiga; Trautwein, Caroline; Lindblom-Ylanne, Sari (2017):

Students' transition into higher education from an international perspective.

In: *Higher Education* 73 (3), S. 357–369. DOI: 10.1007/s10734-016-0092-y.

Abstract:

In introducing the special issue on students' transition into higher education, we emphasise the importance of expanding our understanding of students' enculturation in higher education. Next to this, the editorial presents a working definition on transition and takes stock of the existing empirical lines of research on the subject of students' transition into higher education. Further, we evidence that research primarily stems from Western countries and predominantly applies either a quantitative or a qualitative approach. We argue that a more international perspective and studies using different methodologies (including mixed-method approaches) are fruitful to advance this field further. Finally, we give an introduction on the nine empirical contributions in this special issue, stemming from an equal number of countries and applying quantitative, qualitative and mixed methods.

Coertjens, Liesje; Donche, Vincent; Maeyer, Sven de; van Daal, Tine; van Petegem, Peter (2017):

The growth trend in learning strategies during the transition from secondary to higher education in Flanders.

In: *Higher Education* 73 (3), S. 499–518. DOI: 10.1007/s10734-016-0093-x.

Abstract:

As in many OECD countries, the first year in Flemish Higher Education is a major hurdle. Research on the experience of the transition period from secondary to higher education highlights the importance of the change in students' teaching/learning environment. Though this change is hypothesised to affect students' learning strategies, and hereby students' chances of study success, studies examining the change in learning strategies during the transition period are absent. The present research is innovative in the way that it investigates the average and differential growth in learning strategies during the transition from secondary to higher education. All students from 36 secondary schools were logged onto the Inventory of Learning Styles-Short Version, and their progress was tracked over five waves from the beginning of the last year at secondary school to the beginning of their second year at a higher education establishment. Six hundred and thirty students were retained for analysis. Results indicate that students on average increased their self-regulated and deep learning during the transition. The results also showed an increase in students' degree of analysing and lack of regulation. Furthermore, for all the scales except the memorizing scale, the evolution over time varied from student to student.

Cole, James S. (2017):

Concluding comments about student transition to higher education.

In: *Higher Education* 73 (3), S. 539–551. DOI: 10.1007/s10734-016-0091-z.

Abstract:

This special issue of Transition to Higher Education contained studies from nine countries across the globe. The following provides a brief review of all nine studies, identifying common themes. These common themes include the importance of student expectations regarding their first-year experiences, as well as the importance of student academic and social integration. Another common theme was first-year stagnation, where some students experience little to no growth regarding motivation or deep approaches to learning. This section concludes by stressing the need for campuses to utilize their local data to better understand the factors that facilitate or undermine successful student transition on their campus.

Fabricius, Anne H.; Mortensen, Janus; Haberland, Hartmut (2017):

The lure of internationalization. Paradoxical discourses of transnational student mobility, linguistic diversity and cross-cultural exchange.

In: *Higher Education* 73 (4), S. 577–595. DOI: 10.1007/s10734-015-9978-3.

Abstract:

This paper scrutinizes a set of paradoxes arising from a mismatch between contemporary discourses that praise and promote mobility in and internationalization of higher education, and the everyday effects of mobility and

internationalization on university teaching and learning practice. We begin with a general characterization of the discourse of mobility and internationalization in a European context and then turn to Denmark as a specific case in which we unfold and discuss three paradoxes in turn: internationalization and linguistic pluralism, internationalization and intercultural understanding and, finally, internationalization and competitiveness. We then link our deconstruction of the three paradoxes to a critique of the concept of "parallel language policy," widely promoted in the Nordic context, and show how it potentially undermines the ideals of internationalization.

Fryer, Luke K. (2017):

(Latent) transitions to learning at university. A latent profile transition analysis of first-year Japanese students.

In: *Higher Education* 73 (3), S. 519–537. DOI: 10.1007/s10734-016-0094-9.

Abstract:

During the past decade, quantitative researchers have examined the first-year university experience from both variable-centred and person-centred perspectives. These studies have, however, generally been cross-sectional and therefore often failed to address how student learning changes during this transition. Furthermore, research has been undertaken chiefly with Western students, creating a significant gap considering the fact that students from a Confucian cultural heritage are a significant portion of the international higher education population. The present study seeks to address these weaknesses in the existing literature by employing a longitudinal person-centred approach to understanding the latent subgroups within a first-year student population at one Japanese university. Survey and achievement data from students (n = 920) attending one private university in western Japan at the beginning and end of their first academic year were analysed. Latent profile transition analysis (LPTA) identified three latent groups at time 1 and at time 2. LPTA mover-stayer modelling highlighted a pattern of students moving towards less adaptive groups over time. In particular, the least adaptive group increased in size, and no students from the low group managed to transition to the highest group during the course of their first year at a university.

Ghignoni, Emanuela (2017):

Family background and university dropouts during the crisis. The case of Italy.

In: *Higher Education* 73 (1), S. 127–151. DOI: 10.1007/s10734-016-0004-1.

Abstract:

The Italian university system has long been characterised by high non-completion rates, though aggregate data show a slight reduction of dropouts in recent years. The most straightforward theoretical explanation for this lies in the lowering opportunity cost of studying due to the financial and economic crisis. Nonetheless, this interpretation is likely to be partly misleading. Indeed, when the crisis hit Italy, enrolment rates had been declining for years and the sample of freshmen has become increasingly selected according to family 'social class', family cultural background, type of high school diploma and individual ability. Since a good family background, as well as other individual characteristics, significantly increases students' probability of succeeding, the recent decline in dropout rates could partly depend on sample selection. By applying probit selection models and decomposition techniques to a sample of Italian university students enrolled in different periods of time, I find that changes in students' background and students' characteristics play a major role in the recent reduction of the aggregate dropout rate.

Guloy, Sheryl; Salimi, Farimah; Cukierman, Diana; Thompson, Donna McGee (2017):

Insights on supporting learning during computing science and engineering students' transition to university. A design-oriented, mixed methods exploration of instructor and student perspectives.

In: *Higher Education* 73 (3), S. 479–497. DOI: 10.1007/s10734-016-0097-6.

Abstract:

Using a design-based orientation, this mixed-method study explored ways to support computing science and engineering students whose study strategies may be inadequate to meet coursework expectations. Learning support workshops, paired

with university courses, have been found to assist students as they transition to university learning, thereby contributing to lower attrition rates. Unfortunately, at-risk students are less likely to attend paired learning support initiatives. To broaden participation, incentives can be provided to all students. However, doing so entails that learning support workshops provide students, in general, with relevant insights on learning. Our first research question involved determining the kind of learning support deemed valuable within the discipline by juxtaposing students' perceptions of their coursework challenges, study strategies, motivation, and attitudes with instructors' expectations for student learning. Aligned with a design-based orientation, our second research question explored those aspects of learning that the design of our learning support workshop should address. One hundred fifty-four students responded to an online questionnaire and five instructors were interviewed. Our findings provided us with insights on disciplinary learning, which are to be supported by our workshop design. Specifically, the meta-inference themes of give it a real try; disciplinary craft; and learn from/with others reflect aspects of learning that computing science and engineering students are encouraged to develop. We recommend future research into instructors' disciplinary learning beliefs and how paired learning support can be designed to initiate first-year students into those aspects of learning valued by their respective disciplinary fields.

Jang, Eun-Young (2017):

Sustainable internationalization in South Korean higher education. Languages and cultures in a foreign professor's course.

In: *Higher Education* 73 (5), S. 673–689. DOI: 10.1007/s10734-016-9987-x.

Abstract:

In recent decades, recruiting foreign professors (FPs) has become a noticeable trend at South Korean higher education institutions (HEIs) as they attempt to internationalize. However, little scholarly attention has been paid to the question of what is actually happening in classrooms as a result of this rapid influx of FPs and the associated proliferation of English-only courses. The aim of this study is to understand internationalization's real impacts on teaching and learning by examining professor-student interactions and instructional practices in a so-called "internationalized" university course (i.e., an English-speaking Canadian professor's computer architecture course for domestic Korean students). I adopt the theoretical lens of sustainability framed within an ecological perspective and focus on languages and cultures in the HEI context, while resisting market-based HEI internationalization driven by economic considerations. This study finds that Prof. Dave's course was characterized by linguistic and cultural reciprocity and equitable relations among the participants, revealing its vast potential for sustainable internationalization. Further, the course acknowledged and empowered various funds of student knowledge, including content knowledge, English capability, and Korean capability, which led to fun and effective learning. Although this successful symbiosis suggests a promising future for sustainable internationalization in Korean HEIs, I also highlight the pressing need for institution-level programs or services to assist both FPs and domestic students in FP courses.

Jessop, Bob (2017):

Varieties of academic capitalism and entrepreneurial universities.

In: *Higher Education* 73 (6), S. 853–870. DOI: 10.1007/s10734-017-0120-6.

Abstract:

This article begins with a brief review of research on the development of ideas about the knowledge-based economy (analysed here as 'economic imaginaries') and their influence on how social forces within and beyond the academy have attempted to reorganize higher education and research in response to real and perceived challenges and crises in the capitalist order since the mid-1970s. This provides the historical context for three 'thought experiments' about other aspects of the development of academic capitalism. The first involves a reductio ad absurdum argument about different potential steps in the economization, marketization and financialization of education and research and is illustrated from recent changes in higher education. The second maps actual strategies of the entrepreneurial university and their role in shaping academic capitalism. The third speculates on possible forms of 'political' academic capitalism and their changing places in the interstices of the other trends posited in these thought experiments. The article ends with suggestions for a research agendum that goes beyond thought experiments to substantive empirical investigations.

Khan, Md. Shahadat Hossain; Markauskaite, Lina (2017):

Approaches to ICT-enhanced teaching in technical and vocational education. A phenomenographic perspective.

In: *Higher Education* 73 (5), S. 691–707. DOI: 10.1007/s10734-016-9990-2.

Abstract:

This paper presents the results of a study undertaken from a phenomenographic perspective, which examines teachers' approaches to information communication technology (ICT)-enhanced teaching in vocational tertiary education. Twenty-three teachers from three Australian Technical and Further Education (TAFE) institutions participated in semi-structured in-depth interviews about their ways of experiencing the use of ICT in various vocational courses. The findings revealed two strategies with five main orientations to ICT-enhanced teaching distributed along a continuum from teacher-focused approaches: comprising information-oriented, feedback-oriented and practice-oriented to student-focused approaches: consisting of activity-oriented and industry-oriented teaching. The identified strategies and orientations extend the frameworks of teachers' approaches to ICT-enhanced teaching revealed in the previous phenomenographic studies in tertiary education. The paper discusses theoretical and practical implications of these findings for TAFE sector and tertiary education in general.

Kim, Dongbin; Roh, Jin-young (2017):

International doctoral graduates from China and South Korea. A trend analysis of the association between the selectivity of undergraduate and that of US doctoral institutions.

In: *Higher Education* 73 (5), S. 615–635. DOI: 10.1007/s10734-016-9984-0.

Abstract:

This study explores whether patterns of doctorate attainment among Chinese and Korean international students in the USA have changed over time, both in terms of quantity (i.e., number of international students) and quality (i.e., the selectivity of the undergraduate and doctoral institutions), and whether these changes reflect the improvements in higher education sectors in China and South Korea. By analyzing data from the Survey of Earned Doctorates by the National Science Foundation in the USA, this study expands our understanding of the historical trends of transnational mobility as well as the link between the quality of students' undergraduate and doctoral institutions which goes beyond the US context. The study found that the number of doctorates from both China and South Korea consistently increased in the USA over four decades. However, while China continued to increase its proportional representations in the 2000s, South Korea experienced decreases in the proportional representations of US doctorates, from 12.2 % in 1990s to 10.7 % in the 2000s. This study also found that the quality of international students' undergraduate institutions is positively associated with the quality of doctoral institutions. In particular, the association between the selectivity of undergraduate and doctoral institutions among Korean doctoral graduates in engineering became stronger from the 1990s to the 2000s. By exploring the short- and long-term implications of quality improvements in higher education sectors in China and South Korea, the US higher education system will be better prepared for changes in the volume and quality of students that it receives.

Kim, Keuntae; Kim, Jong-Kil (2017):

Inequality in the scientific community. The effects of cumulative advantage among social scientists and humanities scholars in Korea.

In: *Higher Education* 73 (1), S. 61–77. DOI: 10.1007/s10734-015-9980-9.

Abstract:

The primary goal of this paper is to provide a balanced perspective for understanding inequality in research productivity among Korean scholars in humanities and social sciences. Specifically, we examine cumulative advantage over the careers of a sample of Korean social scientists and humanities scholars (N = 8933). Descriptive analyses indicated that the level of inequality among junior humanists and social scientists rivals that found among similar scholars in the USA, and among engineers and natural scientists in Korea. Inequality indices examined over 25 years reveal a U-shaped trajectory for social scientists and an L-shaped trajectory for humanities scholars. In both disciplines, female scholars averaged fewer publications than their male counterparts at any given time in their respective careers. Furthermore, according to results from generalized estimating equations, age at receipt of doctorate and years to doctoral degree completion were

negatively associated with the number of publications. The prestige of scholars' undergraduate and graduate schools also appears to be associated with productivity, though to a greater extent in the social sciences than in the humanities. The results imply that the incentive structure in Korean academia does not necessarily lead to an increase in the number of publications. Rather, it appears that, in the later career stages, activities outside the university become more important than scholarly performance, perhaps due to the tradition of basing wage and promotion systems on seniority.

Kim, Terri (2017):

Academic mobility, transnational identity capital, and stratification under conditions of academic capitalism.

In: *Higher Education* 73 (6), S. 981–997. DOI: 10.1007/s10734-017-0118-0.

Abstract:

Academic mobility has existed since ancient times. Recently, however, academic mobility—the crossing of international borders by academics who then work 'overseas'—has increased. Academics and the careers of academics have been affected by governments and institutions that have an interest in coordinating and accelerating knowledge production. This article reflects on the relations between academic mobility and knowledge and identity capital and their mutual entanglement as academics move, internationally. It argues that the contemporary movement of academics takes place within old hierarchies among nation states, but such old hierarchies intersect with new academic stratifications which will be described and analysed. These analytical themes in the article are supplemented by excerpts from interviews of mobile academics in the UK, USA, New Zealand, Korea and Hong Kong as selected examples of different locales of academic capitalism.

Lavy, Shiri (2017):

Who benefits from group work in higher education? An attachment theory perspective.

In: *Higher Education* 73 (2), S. 175–187. DOI: 10.1007/s10734-016-0006-z.

Abstract:

Several studies have pointed to the benefits of learning in groups. However, surprisingly little research has been conducted regarding what role relationship-related personality traits play in the effectiveness of this kind of student learning. Such personality factor can potentially buffer the students' effectiveness in groups. The present study focused on attachment orientations—personal characteristics of individuals that reflect internal models of relationships—and assessed their impact on different aspects of students' feelings and functioning in higher-education study groups. It was hypothesized that individuals with interpersonal difficulties (characterized by high attachment anxiety or avoidance) will not benefit from a learning group and that they may exhibit poorer performance in group projects. Participants (N = 244) were college students enrolled in courses that included a group project. They completed measures of their attachment orientations, instrumental and socio-emotional functioning in the group, and satisfaction from the group. Additionally, their GPA and grade in the group project were assessed. Results indicated negative associations of attachment anxiety and avoidance with students' self-reported instrumental and socio-emotional functioning in the group. However, attachment anxiety was associated with higher grades in the group task. Attachment avoidance was not associated with students' grades. The study's findings generally suggest that attachment insecurities do not obscure students' actual performance in group projects, contrary to students' self-perceptions. Implications for group learning are discussed.

Lee, Kent; Lee, Hikyoung (2017):

Korean graduate students' perceptions of guidance and professional development.

In: *Higher Education* 73 (5), S. 725–740. DOI: 10.1007/s10734-016-9988-9.

Abstract:

Past studies have indicated shortcomings in the training of graduate students in the US, especially for practical career skills, teaching skills, and non-academic careers. Students thus find professional development and guidance lacking for the demands of the modern marketplace. This study extends this research to the unique situation of current graduate students

in Korea, who represent an under-studied population and face further challenges from the demands of internationalization. From survey data at one representative university, this study examines (1) whether Korean graduate students feel that they receive sufficient guidance, training, and support for professional development and (2) whether Korean graduate students feel prepared for specific academic and professional careers and career skills. Additionally, English skills, motivation, and other factors are examined. Various shortcomings in these areas are reported, which parallel those found in the US, while unique problems also arise from the demands of English for academic and professional purposes. Korean graduate students require additional support and professional development programs to address these shortcomings.

Levatino, Antonina (2017):

Transnational higher education and international student mobility. Determinants and linkage. A panel data analysis of enrolment in Australian higher education.

In: *Higher Education* 73 (5), S. 637–653. DOI: 10.1007/s10734-016-9985-z.

Abstract:

Transnational higher education (TNHE) is one of the most important, even if often neglected, aspects in the internationalisation of higher education. TNHE constitutes a strategy for universities to expand recruitment. Nonetheless, it is often argued that TNHE could constitute a way for the countries where it is implemented to retain their students and to become themselves destinations for students from abroad. Numerous questions about TNHE's potential to substitute traditional international student mobility currently feed the debate among scholars and stakeholders. The scarcity of data makes it difficult to answer these questions. This paper offers a macro-level panel data analysis of enrolment in Australian higher education within Australia, i.e. onshore, and abroad, i.e. offshore. Two goals are pursued: first, to investigate whether and to what extent the macro-determinants of traditional student mobility, as identified by the previous research, are also related to offshore enrolment and second, to examine the relation between the two phenomena in order to assess whether they could be considered substitutes. The results indicate that the macro-factors which influence onshore enrolment are also related to offshore enrolment, even if some of these relations occur in different ways and with different strengths. Studying abroad seems to be connected particularly with the lack of labour market opportunities in the home country. No substitutive linkage is found between offshore and onshore enrolment, confirming, as hypothesised by the previous research, that the two types of enrolment are absorbing different segments of international students.

Lo, William Yat Wai (2017):

The recalibration of neoliberalisation. Repoliticising higher education policy in Hong Kong.

In: *Higher Education* 73 (5), S. 759–773. DOI: 10.1007/s10734-016-9989-8.

Abstract:

This article analyses a recent policy change in higher education in Hong Kong to determine the significance of politics in the conceptual understanding of higher education governance. To achieve this objective, the article examines the tension between the global agenda, which is characterised by neoliberal ideology and practices, and local needs, which explain the political interests of governments in higher education policy and justify government intervention in higher education. The article initially delineates neoliberal reforms in the 2000s and subsequently reviews the ideology of governance and the regulatory regime in the Hong Kong higher education system. Then, it analyses the recent policy change. Based on this analysis, the article argues that higher education governance in the city is undergoing a paradigm shift, with which the essence of governance has shifted from managing globalisation to managing the tension embedded in the global-local dynamics of agenda setting in higher education policy.

Maesse, Jens (2017):

The elitism dispositif. Hierarchization, discourses of excellence and organizational change in European economics.

In: *Higher Education* 73 (6), S. 909–927. DOI: 10.1007/s10734-016-0019-7.

Abstract:

From the 1990s onwards, economics departments in Europe have changed toward a culture of "excellence." Strong academic hierarchies and new forms of academic organization replace "institutes" and "colleges" by fully equipped "economics departments." This article seeks to demonstrate how and why hierarchization, discourses of excellence and organizational change takes place in European economics departments. The concept of "elitism dispositif" will be developed in order to understand these changes as a discursive as well as power-related phenomenon based on rankings, on the formation of new academic classes as well as on the construction of an elite myth. An elitism dispositif is defined as a discursive power apparatus that transforms symbolic differences among researchers, constructed by rankings, into material inequalities, based on an unequal distribution of academic capital between departments and researchers. Based on an empirical study, the article will focus on a selection of economics departments in Germany and in the UK, in order to study the emergence of an "elite class" as well as the functioning of an "excellence culture" that is based on discourses of power and inequality.

Marini, Giulio (2017):

New promotion patterns in Italian universities. Less seniority and more productivity? Data from ASN.

In: *Higher Education* 73 (2), S. 189–205. DOI: 10.1007/s10734-016-0008-x.

Abstract:

The new habilitation (ASN), established in Italy in 2010 and launched in 2012, was introduced to filter eligible candidates in the competition of associate and full professorships. Its purpose is to cut off poor candidates on the basis of individual scientific productivity before they might be hired in competitions where patronage may favor them. This study considers four disciplinary fields—physics; engineering; law; economics. The main hypothesis is that candidates' current positions and seniority (years after last promotion) should play no part in determining the award of eligibility since only indicators of output should be considered by evaluating committees. Considering only the applications to full professorships and after controlling for such indicators as publications (three different indicators of), data regarding affiliation with committee members, age, gender, current position and time since last promotion show better predictors of attaining the eligibility to be: (1) quality of scientific output (H index and articles in top-ranked journals); (2) current ladder rank; (3) younger age, especially within people of the same ranks. As a result, the traditional seniority pattern appears to be yielding place before quicker and steeper career paths for the more productive.

McGhie, Venicia (2017):

Entering university studies. Identifying enabling factors for a successful transition from school to university.

In: *Higher Education* 73 (3), S. 407–422. DOI: 10.1007/s10734-016-0100-2.

Abstract:

The South African higher education sector is faced with high attrition and low retention rates. Studies conducted by the Council on Higher Education in South Africa have found that 50% of black students who access university study drop out, and the majority of dropouts occurred in the first year of study. While these studies revealed what the challenges were and why they occurred, not much has been done to overcome or prevent the challenges. Therefore, knowledge on how first-year students could be assisted and guided to adjust successful to the university environment is paramount. The goal of this article is to determine which factors enable new students' successful adjustment to the university environment. Identifying these factors was deemed important because they could be used to assist and guide new student cohorts. Thirty-two first-year students were the research participants, and data were collected from all of them through a questionnaire, two written reflective pieces, the students' results and individual interviews. Content analysis, using a three-stage open coding process, was used to categorize the findings into themes and sub-themes. The findings revealed that 20 of the 32 students had difficulty overcoming their transition challenges and failed some or all their subjects at the end of their first year of study. The remaining 12 students overcame their challenges and achieved study success. They identified three overall factors that enabled them to adjust and integrate successfully to the university environment.

McNally, Brenton; Chipperfield, Janine; Dorsett, Pat; Del Fabbro, Letitia; Frommolt, Valda; Goetz, Sandra et al. (2017):

Flipped classroom experiences. Student preferences and flip strategy in a higher education context.

In: *Higher Education* 73 (2), S. 281–298. DOI: 10.1007/s10734-016-0014-z.

Abstract:

Despite the popularity of the flipped classroom, its effectiveness in achieving greater engagement and learning outcomes is currently lacking substantial empirical evidence. This study surveyed 563 undergraduate and postgraduate students (61 % female) participating in flipped teaching environments and ten convenors of the flipped courses in which the student sample was enrolled. Results suggest that higher education students can be differentiated based on their preferences for elements of a flipped classroom, resulting in two clusters of students: those who embrace most aspects of a flipped classroom environment as well as prefer it (labelled “Flip endorsers”) and those who are close to neutral on some elements of a flipped classroom environment but who especially do not endorse the pre-learning aspects (labelled “Flip resisters”). Flip endorsers were found to have more positive attitudes towards the course activities (both pre-class and in-class) and to have felt more involved and engaged in the content. These findings shed some light on the types of students who might prefer flipped classrooms, but more importantly identify those who are likely to resist a change to a flipped classroom environment. The findings also suggest that although students may find the flipped classroom more difficult, student outcomes and active participation in class activities do improve when course convenors (a) use a theoretical perspective to inform their flipped teaching strategy, (b) integrate assessment into the design of their flipped classroom, and (c) flip the entire course.

Meeuwisse, Marieke; Meijer, Lonneke A. L. de; Born, Marise Ph; Severiens, Sabine E. (2017):

The work-study interface. Similarities and differences between ethnic minority and ethnic majority students.

In: *Higher Education* 73 (2), S. 261–280. DOI: 10.1007/s10734-016-0012-1.

Abstract:

Given the poorer academic outcomes of non-Western ethnic minority students compared to ethnic majority students, we investigated whether differences exist in work-study interface between ethnic groups. We tested a work-study interface model, in which the work-related factors work-study congruence, job control, job demands, work hours, job involvement and job support were antecedents to work-study facilitation (WSF) and work-study conflict (WSC). WSC and WSF, in turn, were expected to predict students' study effort and subsequently students' grades. This model fitted well for the full sample and both non-Western ethnic minority students (N = 167) and ethnic majority students (N = 666) separately at a large Dutch university. Results showed that work-study congruence, job control, job involvement and job support led to WSF, which in turn led to more study effort and higher grades. Job control decreased WSC and both job demands and the number of work hours increased WSC. WSC was negatively associated with study effort which resulted in lower grades. These structural relationships, as depicted in the conceptual model of work-study interface, were similar for both the group of non-Western ethnic minority students and the group of ethnic majority students. However, ethnic minority students worked more hours per week than ethnic majority students, which partly explained-via WSC and study effort-the lower academic outcomes for this group.

Meyer, Heinz-Dieter; Zhou, Kai (2017):

Autonomy or oligarchy? The changing effects of university endowments in winner-take-all markets.

In: *Higher Education* 73 (6), S. 833–851. DOI: 10.1007/s10734-017-0109-1.

Abstract:

This paper directs attention to important changes in the role and funding of elite private universities in the USA. At the center of these changes is the private endowment—an institution that has for much of its history been a pivotal element of innovation and autonomy, but which is recently tilting towards the production and reproduction of oligarchic institutional conditions. In the context of an explosion of wealth inequality in winner-take-all markets where elite higher education serves to provide coveted access to rare positional goods, the in perpetuity endowment—as currently configured—allows a small group of globally leading institutions to become rentiers who can support themselves nearly exclusively through the returns on their endowed capital. With that, a century-old dynamic of innovation and change of American higher education is at risk of collapsing. Where the elite private universities used to act as the head of Riesman’s snake-like procession,

pulling the majority of American universities along in a process of isomorphic emulation, the emerging gulf between a handful of academic rentiers and the rest of the academic body (including many world-renowned, but not super-rich universities) threatens to cut that head off from the body, leaving the majority of the remaining institutions scrambling for survival at the mercy of the dictates of academic capitalism. We review policy options capable of taming the run-away endowment and place the issue in the larger context of the tension between Madisonian and Jeffersonian democratic imperatives.

Oertel, Simon; Soell, Matthias (2017):

Universities between traditional forces and modern demands. The role of imprinting on the missions of German universities.

In: *Higher Education* 73 (1), S. 1–18. DOI: 10.1007/s10734-016-0013-0.

Abstract:

Universities find themselves faced with the conflicting institutional demands of being cathedrals of learning and research as well as introducing managerial and corporate-like structures. Despite many studies in higher education research that focus on how this situation affects the mission of universities, the role of imprinting has not received considerable attention yet. Our study aims at closing this research gap by analyzing the influence of institutional founding conditions on mission statements of universities. Results show that imprinting does not affect the introduction of mission statements, but rather their contents. The role of imprinting is, however, moderated by the power and the reputation of universities. In discussing these findings within the context of higher education research, our study contributes to a better understanding of developments in the field of universities.

Pereira, Diana; Niklasson, Laila; Flores, Maria Assuncao (2017):

Students' perceptions of assessment. A comparative analysis between Portugal and Sweden.

In: *Higher Education* 73 (1), S. 153–173. DOI: 10.1007/s10734-016-0005-0.

Abstract:

This paper aims at investigating students' perceptions about assessment, especially the ways in which it is put into practice. Data were collected through questionnaires in different programmes in Portugal and Sweden. In total, 173 students from Portugal and 72 from Sweden participated in the study. Findings showed that students had similar ideas about assessment, such as verification of knowledge and learning, tests and grades. Their experiences of assessment methods used varied in the two countries, which can partly be explained by differences in national education systems. A learner-oriented perspective is prominent in the use of assessment methods, but at the same time student influence on assessment is perceived as low in both countries. Implications of the findings are analysed, namely issues regarding a learner-oriented perspective and the effectiveness, influence, trust, times and methods of assessment.

Postareff, Liisa; Mattsson, Markus; Lindblom-Ylanne, Sari; Hailikari, Telle (2017):

The complex relationship between emotions, approaches to learning, study success and study progress during the transition to university.

In: *Higher Education* 73 (3), S. 441–457. DOI: 10.1007/s10734-016-0096-7.

Abstract:

The demands and pressures during the first study year at university are likely to arouse a variety of emotions among students. Nevertheless, there are very few studies on the role of emotions in successful studying during the transition phase. The present study adopts a person-oriented and mixed-method approach to explore, first, the emotions individual students experience during the first year at university. Hierarchical cluster analysis was used to group students (n = 43) on the basis of the emotions they described in an interview. Second, the study investigates how the students in the different clusters scored on approaches to learning (as measured on the Learn questionnaire) and how they succeeded (GPA) and progressed (earned credits per year) in their studies. Three emotion clusters were identified, which differed in terms of the deep and surface approaches to learning, study success and study progress: (1) quickly progressing successful students

experiencing positive emotions, (2) quickly progressing successful students experiencing negative emotions and (3) slowly progressing students experiencing negative emotions. The results indicate that it is not enough to focus on supporting successful learning, but that attention should also be paid to promoting students' positive emotions and well-being at this time.

Ramezanzadeh, Akram; Zareian, Gholamreza; Adel, Seyyed Mohammad Reza; Ramezanzadeh, Ramin (2017):

Authenticity in teaching. A constant process of becoming.

In: *Higher* Education 73 (2), S. 299–315. DOI: 10.1007/s10734-016-0020-1.

Abstract:

This study probed the conceptualization of (in)authenticity in teaching and the way it could be enacted in pedagogical practices. The participants were a purposive sample of 20 Iranian university teachers. Data were collected using in-depth interviews, field notes, and observation. The collected data were analyzed through the lens of hermeneutic phenomenology. The results revealed that authenticity in teaching consisted of themes of being one's own self, pedagogical relationships, contestation, and ultimate meaning which were enacted in the participants' practices through their sense of responsibility, awareness of their possibilities, understanding of pedagogical relationships, self-reflection, critical reflection, and critical hope. Inauthenticity was also conceptualized as teacher-centered classroom manifested in the monologic discourse and traditional assessment which could confirm the dialogical nature of authenticity in teaching. For the participants of the present study, authenticity involved the constant process of becoming that deepened their understanding of themselves and others. Further findings are discussed in the paper.

Reitz, Tilman (2017):

Academic hierarchies in neo-feudal capitalism. How status competition processes trust and facilitates the appropriation of knowledge.

In: *Higher Education* 73 (6), S. 871–886. DOI: 10.1007/s10734-017-0115-3.

Abstract:

The article offers a socio-economic explanation of the much-discussed proliferation of evaluations, performance indicators, rankings and ratings in higher education and research. The aim is to show that these social technologies not only restructure the word of knowledge via status competitions but also serve to align academic stratification with socio-economic inequality. The theoretical framework is derived from critical analyses of the knowledge economy and from the credentialist theory of Randall Collins. Both accounts are further elaborated. With regard to the knowledge economy, the argument is that status hierarchies enable a privileged and profitable use of knowledge even where it is not feasible to establish intellectual property rights. In order to establish this argument, credentialism is extended from a theory about the labour market privileges of graduates to a theory about the social valuation of knowledge producers, knowledge products and knowledge institutions in general. Three main propositions are developed and defended: (1) A capitalist knowledge economy can only work as a status economy where income levels of qualified work and the exploitation of intellectual assets depend on accepted entitlements; (2) basic infrastructures of assessing the status of knowledge and knowledge workers are cultivated in higher education and research; (3) by codifying trust in knowledge, these academic (e)valuations facilitate its private appropriation in reputational capitalism.

Rhoads, Robert A.; Zheng, Mi; Sun, Xiaoyang (2017):

The methodological socialization of social science doctoral students in China and the USA.

In: *Higher Education* 73 (2), S. 335–351. DOI: 10.1007/s10734-016-0023-y.

Abstract:

This qualitative study reports findings from a comparative analysis of the methodological socialization of doctoral students in the social sciences at two universities: one in China and one in the USA. Relying primarily on theories of organizational socialization, the study focuses on formal and informal processes students report as part of developing their methodological knowledge and skills toward the goal of successfully completing their dissertations. The primary goal is to

generate insight potentially helpful to university reform efforts in China and the quest to build world-class research universities. As China further seeks to upgrade research capacity and quality at its leading research universities, it is likely that greater attention will need to be given to doctoral education.

Saarinen, Taina; Taalas, Peppi (2017):

Nordic language policies for higher education and their multi-layered motivations.

In: *Higher Education* 73 (4), S. 597–612. DOI: 10.1007/s10734-015-9981-8.

Abstract:

Language policies have been drafted in Nordic higher education with the obvious, but unproblematised and unchallenged motivation caused by internationalisation. In this article, we analyse the various motivations for drafting language policies in Nordic higher education and the ideological implications of those motivations. We do this by approaching the question from multiple (macro, meso and micro) viewpoints, in order to make visible some of the undercurrents in higher education language policy. We are particularly interested in the explicit motivations for language policy change, and the explicit and implicit actors and action represented in our data. We will first discuss the background for internationalisation in Nordic higher education and then move on to our analysis of policy documents, survey data on the motivations for language policy drafting in Nordic higher education institutions. Our results indicate that internationalisation turns into a national question in the motivations. It also appears that the institutions are reactive (rather than active) in responding to perceived needs to draft a language policy.

Sapir, Adi; Oliver, Amalya (2017):

Loose coupling, conflict, and resistance. The case of IPR policy conflict in an Israeli university.

In: *Higher Education* 73 (5), S. 709–724. DOI: 10.1007/s10734-016-9992-0.

Abstract:

This paper investigates a conflict that erupted during the years 2003–2005 between faculty and management at an Israeli research university, over the introduction of new intellectual property rights (IPR) regulations. The introduction of new IPR regulations triggered contention and resistance among faculty members and raised debates over questions of academic freedom, labor relations, and the mission of the university, as well as struggles over financial remunerations and overhead expenses. We draw on the analytical perspectives of loose coupling and framing within new institutional theory to explore the processes and outcomes of organizational conflicts within universities and the background and implications of changes in IPR regulations. Our study identifies a repertoire of coupling processes and framing strategies in the context of organizational conflict within a university, and discusses the specific significance of loose coupling in academic settings.

Schulze-Cleven, Tobias; Olson, Jennifer R. (2017):

Worlds of higher education transformed. Toward varieties of academic capitalism.

In: *Higher Education* 73 (6), S. 813–831. DOI: 10.1007/s10734-017-0123-3.

Abstract:

This article explores the changing character and consequences of state authorities' evolving relationships with universities in the United States, Germany, and Norway—typical cases for different national worlds of higher education. It argues that across the three OECD countries, welfare states have strengthened market principles in university governance, yet shaped competition in different ways. This conceptualization of institutional changes makes two seemingly conflicting perspectives compatible: one diagnosing national convergence on academic capitalism and one arguing for lasting divergence across national political economic regimes. Upon proposing ideal-typical trajectories of market-making institutional liberalization, the article explores path-dependent movement toward varieties of academic capitalism in the three countries. The findings on the socio-economic effects of this transformation suggest the need to moderate expectations on the ability of reformed higher education systems to contain contemporary societies' centrifugal forces.

Schulze-Cleven, Tobias; Reitz, Tilman; Maesse, Jens; Angermuller, Johannes (2017):

The new political economy of higher education. Between distributional conflicts and discursive stratification.

In: *Higher Education* 73 (6), S. 795–812. DOI: 10.1007/s10734-017-0114-4.

Abstract:

The higher education sector has been undergoing a far-reaching institutional re-orientation during the past two decades. Many adjustments appear to have strengthened the role of competition in the governance of higher education, but the character of the sector's emerging new political economy has frequently remained unclear. Serving as the introduction for the special issue, this article makes the case for a multidimensional strategy to probe higher education's competitive transformation. In terms of conceptualizing the major empirical shifts, we argue for analyzing three core phenomena: varieties of academic capitalism, the discursive construction of inequality, and the transformation of hierarchies in competitive settings. With respect to theoretical tools, we emphasize the complementary contributions of institutional, class-oriented, and discourse analytical approaches. As this introduction elaborates and the contributions to the special issue demonstrate, critical dialog among different analytical traditions over the interpretation of change is crucial for improving established understandings. Arguably, it is essential for clarifying the respective roles of capitalist power and hierarchical rule in the construction of the sector's new order.

Seema, Riin; Udam, Maiki; Mattisen, Heli; Lauri, Liia (2017):

The perceived impact of external evaluation. The system, organisation and individual levels-Estonian case.

In: *Higher Education* 73 (1), S. 79–95. DOI: 10.1007/s10734-016-0001-4.

Abstract:

The purpose of this article is to provide an overview of how the employees of higher education institutions perceive the impact of external evaluations. The study was conducted using the concurrent mixed method and involved 361 employees from Estonian universities and professional higher education institutions. The results indicated that evaluation is mostly deemed necessary at the levels of the organisation and the system; from the personal viewpoint of an employee, positive effects of external evaluations are perceived to a lesser degree. The negative influences mentioned were increased bureaucracy, extra work and stress. Top managers of institutions most often saw the positive influences from external evaluations since they help to implement reorganisations and development activities within an organisation. Managers perceived the positive effects of external evaluations on their everyday work as well, more than other employees did. Researchers felt the positive effects of external evaluations least. Nearly a quarter of all employees of higher education institutions do not perceive the effects of external evaluations on their everyday work at all. Employees of professional higher education institutions perceive the positive effects of external evaluations to a greater extent than employees of universities do, indicating that external evaluation has contributed to the development of their organisations. The differences in opinions of the employees of higher education institutions regarding perceived positive and negative impacts of external evaluations—whether on individual, organisation or system points of view—indicate that employees do not identify closely enough with the organisation and its strategic goals.

Sin, Cristina; Amaral, Alberto (2017):

Academics' and employers' perceptions about responsibilities for employability and their initiatives towards its development.

In: *Higher Education* 73 (1), S. 97–111. DOI: 10.1007/s10734-016-0007-y.

Abstract:

This paper reports the results of preliminary research into how Portuguese academics and employers perceive the responsibility of different higher education stakeholders—students, teaching staff, higher education institutions, employers, and policy-makers—for developing graduate employability. The study was conducted 8 years after the implementation of the Bologna Process, the reform that placed employability firmly on the agenda of higher education institutions (HEIs) in Portugal. This paper aims to assess the extent to which higher education is held responsible for developing employability, and to characterize the activities undertaken by the two actors to achieve that end. In particular,

with respect to academics, we characterize curricular and other changes to study programmes, and, with respect to employers, their participation in activities undertaken by HEIs meant to ease the transition of students to the labour market. The data comes from a survey responded to by 684 Portuguese academics and 64 employers. Academics and employers alike were found to attribute high responsibility for developing employability to higher education, suggesting that the political message of the Bologna Process regarding the relation between higher education and the labour market has been assimilated. However, the activities reported by both types of respondents indicate only an average commitment to developing employability. Here, the low participation of employers in internal institutional activities is noteworthy, suggesting that the recognition of employers as stakeholders in higher education, as advocated by policy-makers, has yet to happen in Portugal.

Smolentseva, Anna (2017):

Universal higher education and positional advantage. Soviet legacies and neoliberal transformations in Russia.

In: *Higher Education* 73 (2), S. 209–226. DOI: 10.1007/s10734-016-0009-9.

Abstract:

The great expansion of participation in higher education in Russia in the post-Soviet period was the layered and contradictory result of both conditions established in the Soviet period, and the structuring of reforms after the collapse of the Soviet Union in 1992. The Soviet government was strongly committed to the expansion of education across the country, and gender equality was achieved at that time. In the 1990s and 2000s enrolments more than doubled, though the growth of numbers has been reversed since 2008 because of demographic decline of the relevant age cohorts. Employing Trow's analysis of the growth of higher education systems and Hirsch's concept of positional goods, among other conceptual approaches, as well as statistical, national, and comparative survey data, this paper analyses social dynamics of the process of increasing participation and equalization of opportunity in Russia. The dramatic higher education expansion in Russia was largely associated with the positional value of higher education credentials, in a society in which the Soviet system of social status had been discontinued, and a new system of status was being built on the basis of post-Soviet rules (which are still evolving). Driven by family aspirations and resources, massification has largely rested on the part-privatisation of the costs of higher education, part of a neoliberal reform package common to the post-Soviet countries. However, higher education expansion has not brought about greater social equity. Expansion, fee-based financing and policy measures such as university excellence initiatives have tended to strengthen the institutional and social stratification of the higher education system, weakening social mobility and social equality.

Takamine, Kurt (2017):

Minds online. Teaching effectively with technology.

In: *Higher Education* 73 (5), S. 789–791. DOI: 10.1007/s10734-016-9986-y.

Abstract:

"Minds online: teaching effectively with technology" by Michelle Miller examines the impact of digital technology in higher education. The author draws connections between educational neuroscience, cognitive psychology, educational technology, and learning theories. The emphasis is on deep learning, and Miller brings proven online practices into the virtual classroom environment, cognitively optimizing the student experience.

Tett, Lyn; Cree, Viviene E.; Christie, Hazel (2017):

From further to higher education. Transition as an on-going process.

In: *Higher Education* 73 (3), S. 389–406. DOI: 10.1007/s10734-016-0101-1.

Abstract:

This paper argues that transition is not a one-off event that occurs when students first enter universities but is an on-going process that is repeated over time. We draw on qualitative data from a longitudinal project on "non-traditional" students who entered a research-intensive university in Scotland direct from further education colleges. This cohort of 45 was asked

about their views on college and university learning in a study that was conducted throughout their time at university; a sub-sample of 15 was then followed up 10 years later. Our data suggest that four significant transitions, or set of critical moments, can be identified: the loss of a sense of belonging on coming to university, learning to fit in by the end of the first year, changing approaches to learning and belonging in the final years of study and changing selves in the years following graduation. At each point, positive relationships with peers and staff made a significant difference to how these transitions were managed. Moreover, the changes experienced continued to have an impact on the personal and professional lives of the cohort.

Trautwein, Caroline; Bosse, Elke (2017):

The first year in higher education-critical requirements from the student perspective.

In: *Higher Education* 73 (3), S. 371–387. DOI: 10.1007/s10734-016-0098-5.

Abstract:

While study success and completion rates are important issues in educational policy, research highlights the particular relevance of the first year in higher education (HE) for students' future academic performance and achievement. In Germany, the recent reform of degree programmes appears to have created new challenges related to students' transition to HE, yet little is known about the specific requirements students perceive as critical for their first-year experience. The present study, therefore, seeks to explore the first-year challenges in German HE from the student perspective focusing on the nexus of the individual and institutional factors relevant for successful transition. Following the critical incident technique, data collection consisted of semi-structured interviews with 25 students from all six faculties of a German university. We employed the qualitative content analysis to examine first-year challenges in terms of the critical requirements emerging from the interviews. First, the thematic analysis of the data resulted in identifying a broad range of personal, organisational, content-related and social requirements students perceived as critical for transition to HE. Second, the quantitative analysis of code occurrence suggested that personal and organisational requirements are most relevant from the students' perspectives. Finally, the single-case analysis of the interviews disclosed that individual students experience an accumulation of first-year challenges revealing the interconnectedness of critical requirements. In sum, the findings offer a systematic overview of the first-year challenges as well as provide detailed insights on how the interplay of institutional and individual factors contributes to the transition to HE.

Ulriksen, Lars; Holmegaard, Henriette T.; Madsen, Lene Moller (2017):

Making sense of curriculum-the transition into science and engineering university programmes.

In: *Higher Education* 73 (3), S. 423–440. DOI: 10.1007/s10734-016-0099-4.

Abstract:

Research on students' transition, retention and experiences in science, technology, engineering and mathematics (STEM) has increasingly focused on identity formation and on students' integration in the study programmes. However, studies focusing on the role of the curriculum in this process at the level of higher education are scarce. The present article analyses how the students' transition into STEM higher education and their construction of a disciplinary identity is affected by the design of the curriculum. Twenty students entering a STEM higher education programme were followed through consecutive narrative interviews from the end of upper-secondary school and 1–3 times during first year at higher education. The data was analysed using a framework based on Bernstein's concepts of classification and framing. Most students experienced strongly classified and strongly framed higher education programmes where the modules were isolated from each other, and the sequencing and pace made it difficult to experience the courses as meaningful. This impeded the students' construction of a disciplinary identity. There are indications that weaker classification and framing offer the students a transition into first year where the students experienced the programmes as more meaningful.

Vergolini, Loris; Vlach, Eleonora (2017):

Family background and educational path of Italian graduates.

In: *Higher Education* 73 (2), S. 245–259. DOI: 10.1007/s10734-016-0011-2.

Abstract:

In this paper, we analyse social inequalities along the horizontal dimension of education in Italy. More precisely, we focus on the role of family background in completing specific fields of study at both secondary and tertiary levels of education. To mitigate the limitations of the traditional sequential model, we construct a typology of educational paths based on two axes: the prestige of one's choice of high school track (academic or vocational) and the labour market returns of the university field of study in terms of monthly net income (high or low). We identify four paths: academic-high, academic-low, vocational-high, and vocational-low. We investigate the influence of social inequalities on educational path using data from the Istat "Survey on the transition to work of University graduates" regarding cohorts of university graduates in 1995, 1998, 2001, 2004 and 2007. Results obtained from multinomial logistic regressions confirm predictions based on rational action theory. We find that family background, defined in terms of parental education, is positively and significantly associated with the completion of the most advantageous educational path. Moreover, we find that high-performing students from lower socio-economic backgrounds show a higher probability of completing the vocational-high path. This result suggests that a vocational upper secondary degree could be perceived as a sort of safety option for students from less wealthy families, which allows them to invest in the most lucrative and risky fields at university.

Wieczorek, Oliver; Beyer, Stephanie; Muench, Richard (2017):

Fief and benefice feudalism. Two types of academic autonomy in US chemistry.

In: *Higher Education* 73 (6), S. 887–907. DOI: 10.1007/s10734-017-0116-2.

Abstract:

In this article, we apply Max Weber's ideal types of fief and benefice feudalism to elite and non-elite chemistry departments in the USA. We develop a theoretical analogy of academic feudalism in regard to three dimensions: power relations, engagement with companies, and the impact of structural changes on the autonomy of scholars. We use a mixed methods approach to track changes in productivity and industrial collaboration on a departmental level and the researcher's understanding of research autonomy on the individual level. On the departmental level, our findings suggest that scholars located at elite departments are able to utilize federal and industrial resources to increase publications over time. On the individual level, we establish that researchers in both segments perceive their autonomy as being very high, whereas practical autonomy differs according to department. While scholars at elite departments remain relatively autonomous in practice, scholars at non-elite departments often tend to tailor their research to specific requirements to receive funding.

Zhou, Ji; Cole, Darnell (2017):

Comparing international and American students. Involvement in college life and overall satisfaction.

In: *Higher Education* 73 (5), S. 655–672. DOI: 10.1007/s10734-016-9982-2.

Abstract:

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

Reviews

Clifford, Valerie (2017):

Cosmopolitan learning for a global era: higher education in an interconnected world Routledge by Sarah Richardson. London, 2016, 174 p.

[Review]. In: *Higher Education* 73 (2), S. 353–355. DOI: 10.1007/s10734-016-0015-y.

Yigitoglu, Nur (2017):

ESL readers and writers in higher education: understanding challenges by N. W. Evans, N. J. Anderson and W.G. Eggington, providing support Routledge/Taylor & Francis, New York, 2015, 243pp.

[Review]. In: *Higher Education* 73 (5), S. 793–794. DOI: 10.1007/s10734-016-9997-8.

Specials

Janssen, Yoka (2017):

Erratum to: Higher Education, Volume 70, Issue (4 & 6).

[Erratum]. In: *Higher Education* 73 (4), S. 613. DOI: 10.1007/s10734-016-0064-2.

Abstract:

Erratum to: High Educ (2015) 70:611–627 DOI 10.1007/s10734-014-9832-z (2015) 70:1033–1050 DOI 10.1007/s10734-015-9882-x

Unfortunately, these articles were not included in the special issue “Language indexing higher education policy”. 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.

Marini, Giulio (2017):

Erratum to: New promotion patterns in Italian universities: Less seniority and more productivity? Data from ASN.

[Erratum]. In: *Higher Education* 73 (2), S. 207. DOI: 10.1007/s10734-016-0018-8.

Abstract:

Unfortunately, the author has missed to include the acknowledgement in the original publication of the article. The acknowledgment is provided here.

Acknowledgments

I would like to thank Professor Guy Neave for having helped me in an earlier stage of this work.

Oertel, Simon; Soell, Matthias (2017):

Universities between traditional forces and modern demands. The role of imprinting on the missions of German universities (vol 73, pg 1, 2017).

[Erratum]. In: *Higher Education* 73 (1), S. 19–21. DOI: 10.1007/s10734-016-0021-0.

Abstract:

Unfortunately, there was a compositor's error (format error) in Tables 2 and 3 in the original publication…

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Original Articles

Adam, Lee; Anderson, Vivienne; Spronken-Smith, Rachel (2017):

'It's not fair'. Policy discourses and students' understandings of plagiarism in a New Zealand university.

In: *Higher Education* 74 (1), S. 17–32. DOI: 10.1007/s10734-016-0025-9.

Abstract:

Plagiarism is a concept that is difficult to define. Although most higher education institutions have policies aimed at minimising and addressing student plagiarism, little research has examined the ways in which plagiarism is discursively constructed in university policy documents, or the connections and disconnections between institutional and student understandings of plagiarism in higher education. This article reports on a study that explored students' understandings of plagiarism in relation to institutional plagiarism discourses at a New Zealand university. The qualitative study involved interviews with 21 undergraduate students, and analysis of University plagiarism policy documents. The University policy documents revealed moral and regulatory discourses. In the interviews, students predominantly drew on ethico-legal discourses, which reflected the discourses in the policy documents. However, the students also drew on (un)fairness discourses, confusion discourses, and, to a lesser extent, learning discourses. Notably, learning discourses were absent in the University policy. Our findings revealed tensions between the ways plagiarism was framed in institutional policy documents, and students' understandings of plagiarism and academic writing. We suggest that, in order to support students' acquisition of academic writing skills, plagiarism should be framed in relation to 'learning to write', rather than as a moral issue.

Afdal, Hilde W. (2017):

"Research-based" and "profession-oriented" as prominent knowledge discourses in curriculum restructuring of professional programs.

In: *Higher Education* 74 (3), S. 401–418. DOI: 10.1007/s10734-016-9998-7.

Abstract:

This article questions what kind of actors become involved and analyzes what forms of knowledge are activated, when discourses such as "research-based" and "profession-oriented" become basic preconditions in national curriculum change processes in Norway. A "mapping" is conducted, comprised of actors and ideas, played out in two national curriculum change processes in Norway, namely "the Integrated Master Program in Teacher Education" and "the Bachelor Program in Engineering." The analysis shows that actors and the roles they were able to play may have had an effect on what kind of knowledge forms was prioritized in the curriculum change processes. In both, curriculum process integration of discipline-based/theoretical knowledge and practical and context-specific knowledge are emphasized. However, in the teacher education process, principled knowledge about specific professional problems and theory-based decisions are highlighted as important, while, in the engineering education process, procedural knowledge about how to solve problems and innovative capacity is more emphasized. The analysis shows a relationship between such curriculum change processes and the composite "epistemology" of the wider and contextually developed policy space. It is also demonstrated, in the two cases, that the knowledge base for professional work is subject to negotiations far beyond the academic community and is embedded in a wider set of social, professional, and political institutions and frames.

Alleman, Nathan F.; Haviland, Don (2017):

"I expect to be engaged as an equal". Collegiality expectations of full-time, non-tenure-track faculty members.

In: *Higher Education* 74 (3), S. 527–542. DOI: 10.1007/s10734-016-0062-4.

Abstract:

Nationally, non-tenure-track faculty (NTTF) represent the new majority. Efforts to move the full-time NTTF role from expendable labor to sustainable professional position have led to improvements in policy and working conditions at many institutions. Still, the profession broadly has just begun to grapple with the implications of this shifting labor market on aspects of the profession traditionally reserved for tenure system faculty, such as collegiality. In this qualitative study we use Bess's (High Educ Handb Theory Res 8:1-36, 1992) framework of structure, culture, and behavior to analyze the collegial expectations of 38 full-time, NTTF members. Participant accounts point to a desire for parity despite differentiation, and highlight the fundamental contradictions of a professional virtue that requires the independence of faculty for it to be fully expressed.

Bearman, Margaret; Dawson, Phillip; Bennett, Sue; Hall, Matt; Molloy, Elizabeth; Boud, David; Joughin, Gordon (2017):

How university teachers design assessments. A cross-disciplinary study.

In: *Higher Education* 74 (1), S. 49–64. DOI: 10.1007/s10734-016-0027-7.

Abstract:

There are dissonances between educators' aspirations for assessment design and actual assessment implementation in higher education. Understanding how assessment is designed 'on the ground' can assist in resolving this tension. Thirty-three Australian university educators from a mix of disciplines and institutions were interviewed. A thematic analysis of the transcripts indicated that assessment design begins as a response to an impetus for change. The design process itself was shaped by environmental influences, which are the circumstances surrounding the assessment design, and professional influences, which are those factors that the educators themselves bring to the process. A range of activities or tasks were undertaken, including those which were essential to all assessment design, those more selective activities which educators chose to optimise the assessment process in particular ways and meta-design processes which educators used to dynamically respond to environmental influences. The qualitative description indicates the complex social nature of interwoven personal and environmental influences on assessment design and the value of an explicit and strategic ways of thinking within the constraints and affordances of a local environment. This suggests that focussing on relational forms of professional development that develops strategic approaches to assessment may be beneficial. The role of disciplinary approaches may be significant and remains an area for future research.

Boevé, Anja J.; Meijer, Rob R.; Bosker, Roel J.; Vugteveen, Jorien; Hoekstra, Rink; Albers, Casper J. (2017):

Implementing the flipped classroom. An exploration of study behaviour and student performance.

In: *Higher Education* 74 (6), S. 1015–1032. DOI: 10.1007/s10734-016-0104-y.

Abstract:

The flipped classroom is becoming more popular as a means to support student learning in higher education by requiring students to prepare before lectures and actively engaging students during lectures. While some research has been conducted into student performance in the flipped classroom, students' study behaviour throughout a flipped course has not been investigated. This study explored students' study behaviour throughout a flipped and a regular course by means of bi-weekly diaries. Furthermore, student references to their learning regulation were explored in course evaluations. Results from the diaries showed that students' study behaviour in the flipped course did not appear to be very different from that of students in a regular course. Furthermore, study behaviour did not appear strongly related to student performance in both the flipped and the regular course. Exploration of student references to their learning regulation in the course evaluations showed that some students experienced the flipped course design as intended to support their learning process. Other students, however, demonstrated resistance to changing their study behaviour even though changing study behaviour is expected in order to benefit from the flipped classroom. Further research on the relationship between students' learning regulation and actual study behaviour and course results is necessary to understand when and why implementing the flipped classroom is successful. Recommendations that may help more effective flipped classroom implementation include considering the prior history between students and instructor(s), the broader curriculum context,

and frequent expectation communication especially with large numbers of students and non-mandatory lecture attendance.

Buckner, Elizabeth S. (2017):

The changing discourse on higher education and the nation-state, 1960-2010.

In: *Higher Education* 74 (3), S. 473–489. DOI: 10.1007/s10734-016-0056-2.

Abstract:

This article examines changing ideas about the relationship between the nation-state and the university in international higher education development discourse through a quantitative content analysis of over 700 academic articles, conference proceedings and research reports published by the United Nations Educational, Scientific and Cultural Organization (UNESCO). It finds that since the 1990s, emphasis on the private sector grows, the nation-state's role shifts from one of manpower planning to strategic planning, and higher education is increasingly expected to promote standardized development goals and economic competitiveness in the global arena. However, it also finds that the role of the nation-state does not disappear-although no longer portrayed as the primary funder and provider of higher education, the nation-state is imbued with important regulatory functions.

Burger, Roland (2017):

Student perceptions of the fairness of grading procedures. A multilevel investigation of the role of the academic environment.

In: *Higher Education* 74 (2), S. 301–320. DOI: 10.1007/s10734-016-0049-1.

Abstract:

The purpose of this study is to examine the effects of assessment method (essays vs. examinations) and instruction method (seminars vs. lectures) on student perceptions of the fairness of the assessment process. Department-specific combinations of these factors give a unique profile to the assessment process and to the way students interact with faculty. It is argued that the conditions thus created place students in some departments in a more advantageous position when it comes to meeting justice-related expectations. The variables of interest are procedural justice (PJ) and informational justice (IJ). For PJ, aspects regarding the amount of control students can exert on the grading process (PJ-C) are distinguished from aspects regarding the perceived validity of grading procedures (PJ-V). The sample consists of 1549 students from 48 departments of a German university. Analysis is done via multilevel mixed effects models. Models also check for cross-level interactions between effects of the academic environment and student socioeconomic status (SES). Results show that PJ-C and PJ-V are significantly affected by the assessment method. Higher proportions of essays relative to examinations in a department lead to higher ratings of PJ-C, while they decrease ratings of PJ-V. Ratings of IJ are higher as well if assessment is more essay-based, although this only affects low-SES students. Regarding the instruction method, a higher proportion of seminars was found to significantly increase PJ-C and IJ. Again, effects on IJ are moderated by parental SES. Policy implications for reducing feelings of injustice are discussed.

Castelló, Montserrat; Pardo, Marta; Sala-Bubaré, Anna; Suñe-Soler, Núria (2017):

Why do students consider dropping out of doctoral degrees? Institutional and personal factors.

In: *Higher Education* 74 (6), S. 1053–1068. DOI: 10.1007/s10734-016-0106-9.

Abstract:

Despite the increasing popularity of doctoral education, many students do not complete their studies, and very little information is available about them. Understanding why some students consider that they do not want to, or cannot, continue with their studies is essential to reduce dropout rates and to improve the overall quality of doctoral programmes. This study focuses on the motives students give for considering dropping out of their doctoral degree. Participants were 724 social sciences doctoral students from 56 Spanish universities, who responded to a questionnaire containing doctoral degree conditions questions and an open-ended question on motives for dropping out. Results showed that a third of the sample, mainly the youngest, female and part time students, stated that they had intended to drop out. The most frequent

motives for considering dropping out were difficulties in achieving a balance between work, personal life and doctoral studies and problems with socialization. Overall, results offer a complex picture that has implications for the design of doctoral programmes, such as the conditions and demands of part-time doctoral studies or the implementation of educational proposals that facilitate students' academic and personal integration into the scientific community in order to prevent the development of a culture of institutional neglect.

Cattaneo, Mattia; Horta, Hugo; Malighetti, Paolo; Meoli, Michele; Paleari, Stefano (2017):

Effects of the financial crisis on university choice by gender.

In: *Higher Education* 74 (5), S. 775–798. DOI: 10.1007/s10734-016-0076-y.

Abstract:

This study analyses the university choices of male and female students in Italy over the 2003–2012 period and for two sub-periods before (2003–2008) and after (2009–2012) the 2008 financial crisis. The analysis is guided by human capital, signalling and preference theories and implemented through a competing destinations model that controls for the socio-economic features of both the region of origin and destination. The findings show that in the post-crisis period, males became more career-oriented in their university choices due to increasingly constrained and competitive labour markets. The constrained post-crisis labour markets led females to focus more on the educational experience than on future employability prospects. Our results suggest that the financial crisis maintained or even widened gendered social roles as they relate to university choices; specifically, males assumed an even greater career-centred family role, whereas females adopted more adaptive lifestyles that potentially place them at a disadvantage in the labour market and in society in years to come.

Chi, Xianglan; Liu, Jinlan; Bai, Yin (2017):

College environment, student involvement, and intellectual development. Evidence in China.

In: *Higher Education* 74 (1), S. 81–99. DOI: 10.1007/s10734-016-0030-z.

Abstract:

China's higher education system has been marked by dramatic growth since 1999. In response to calls for quality assurance, substantial efforts have been made to improve collegiate environments and enhance student learning. However, only limited empirical research has been conducted to investigate the effects of the college environment on student gains in the Chinese context. Drawing on data from 1121 students at a prestigious four-year university, this study investigated how college environmental factors (i.e., course challenge, faculty guidance, academic climate, and interpersonal relationships) and student involvement affected students' intellectual development. The results of the structural equation modeling indicated that academic involvement mediated the relations between college environmental factors and intellectual development. Among the four environmental factors studied, faculty guidance was the strongest predictor of intellectual development. The results highlight the pivotal role of teachers in student involvement and development. Practical implications for the design of college environments conducive to student learning are discussed.

Dean, Kathy Lund; Wright, Sarah (2017):

Embedding engaged learning in high enrollmentlecture-based classes.

In: *Higher Education* 74 (4), S. 651–668. DOI: 10.1007/s10734-016-0070-4.

Abstract:

Engaged learning opportunities have become powerful foundations upon which students build lifelong skills and organizational capacities. Research has empirically validated the long-term positive learning impacts of active and experiential learning opportunities for students. As such, institutional administrators and external stakeholders have encouraged and, in some cases, required that faculty use engaged teaching methods. At the same time, difficult economic circumstances continue to batter higher education, with class sizes increasing to improve efficiencies and reduce instructional costs. The confluence of those two trends has resulted in calls to integrate engaged learning opportunities in large higher education classes, engendering special challenges for educators. It is within this particular gap-practical

guidance for transforming passive course designs to active ones-that our article contributes to the international higher education literature. We share our experiences implementing engaged learning practices into large university classes over a 4-year period, guided by an experiential learning theoretical framework. By analyzing text from our individual teaching journals and collaborative post-mortems, we are able to introduce an integrative model highlighting important contextual and logistical issues that must be considered: pre-class planning, in-class facilitation, assessments and feedback, training and renorming student expectations, and institutional context. We end the article with caveats and ethical considerations when introducing engaged learning into large classes.

Dirk, Wayne Peter; Gelderblom, Derik (2017):

Higher education policy change and the hysteresis effect. Bourdieusian analysis of transformation at the site of a post-apartheid university.

In: *Higher Education* 74 (2), S. 341–355. DOI: 10.1007/s10734-016-0051-7.

Abstract:

In this article we focus on constraints to post-apartheid transformation in the higher education sector of South Africa via a case study of an attempt to introduce a new curriculum for the Bachelor of Education. Thirty-one semi-structured interviews were the main data-gathering method. We use Pierre Bourdieu's concepts of field, capital, habitus and hysteresis to explain why transformation proved difficult in this case. We analyse the higher education field that gave rise to this curriculum with a brief historical overview of the position of Afrikaners as the dominated part of the dominant white group in the early years of the twentieth century. Their lack of cultural, economic and intellectual capital gave rise to a position-taking that placed Afrikaans language universities in general and Faculties of Education in particular into the heteronomous part of the higher education field. At first the curriculum, and their intellectual habitus, was in synch. However, it started to drift apart because of a number of economic and political changes that made their position at the heteronomous part of the higher education field increasingly untenable. Because of their insulation from the wider higher education field, academics in the Faculty of Education were at first only vaguely aware of the implications of these changes. However, when a dean was appointed in 2000 with a mandate to transform the curriculum for the BEd, they experienced hysteresis, and they were no longer feeling at home in the field. This explains why the new curriculum was consequently substantially subverted.

Ellery, Karen (2017):

Conceptualising knowledge for access in the sciences. Academic development from a social realist perspective.

In: *Higher Education* 74 (5), S. 915–931. DOI: 10.1007/s10734-016-0085-x.

Abstract:

Whilst arguing from a social realist perspective that knowledge matters in academic development (AD) curricula, this paper addresses the question of what knowledge types and practices are necessary for enabling epistemological access. It presents a single, in-depth, qualitative case study in which the curriculum of a science AD course is characterised using Legitimation Code Theory (LCT). Analysis of the course curriculum reveals legitimation of four main categories of knowledge types along a continuum of stronger to weaker epistemic relations: disciplinary knowledge, scientific literacies knowledge, general academic practices knowledge and everyday knowledge. These categories are 'mapped' onto an LCT(Semantics) (how meaning relates to both context and empirical referents) topological plane to reveal a curriculum that operates in three distinct but interrelated spaces by facing towards both the field of science and the practice of academia. It is argued that this empirically derived differentiated curriculum framework offers a conceptual means for considering the notion of access to 'powerful' knowledge in a range of AD and mainstream contexts.

Escardíbul, Josep-Oriol; Afcha, Sergio (2017):

Determinants of the job satisfaction of PhD holders. An analysis by gender, employment sector, and type of satisfaction in Spain.

In: *Higher Education* 74 (5), S. 855–875. DOI: 10.1007/s10734-016-0081-1.

Abstract:

We analyze the determinants of job satisfaction of PhD holders in Spain. Specifically, we consider overall job satisfaction as well as basic and motivational satisfaction, following Herzberg's typology (based on Maslow's hierarchy of needs). Using representative data for Spain's PhD population—collected from the Spanish Survey on Human Resources in Science and Technology (2009)—we report an analysis by gender and the institutional sector (university and non-university) in which employees work. We employ Ordinary Least Squares (OLS) regressions to identify the determinants of basic and motivational satisfaction in the workplace and an ordered logit model for overall job satisfaction. Results do not allow us to confirm Herzberg's factor differentiation for Spanish PhD holders since the factors of basic motivation (including salary or working conditions—needs of "safety") have a bearing on all types of job satisfaction (and not solely on the basic satisfaction of PhD holders). Our results do not show any significant differences by gender. However, it seems that meeting these "basic" needs is less important for the job satisfaction of PhD holders working in universities. The results seem reasonable in a Southern European country where the monetary conditions of the labor market are worse than those in other developed countries.

Farcas, Diana; Bernardes, Sonia Figueira; Matos, Madalena (2017):

The research-teaching nexus from the Portuguese academics' perspective. A qualitative case study in a school of social sciences and humanities.

In: *Higher Education* 74 (2), S. 239–258. DOI: 10.1007/s10734-016-0046-4.

Abstract:

This paper reports on a study conducted as part of an action-research project-INTEGRA I&E-aiming to promote the research and teaching (R&T) nexus at the School of Social Sciences and Humanities of a Research University in Lisbon, Portugal (Instituto Universitario de Lisboa, ISCTE-IUL). This study set out to investigate a multi-informant perspective of the academics' rhetoric (conceptions, perception of barriers/facilitators and consequences) concerning the nexus, which can be considered at different levels of the curricular and organizational structure. Focus groups were conducted with 26 professors and 8 researchers from six different disciplinary areas and, afterwards, recorded and transcribed. A content analysis was used to categorize and quantify participants' responses. Four themes emerged: practices linking R&T, barriers, facilitators and consequences of the nexus. Different levels of analysis were identified for each theme, namely, the level of ISCTE-IUL, Research Centers, Departments, Courses and Classes. Some disciplinary differences were also encountered. This study contributes with a multi-informant and multi-level perspective of academics' conceptions of the R&T nexus in a Portuguese research-oriented university.

Getz, Shlomo; lev-Ari, Lilach (2017):

"Sense of place" and college placement.

In: *Higher Education* 74 (6), S. 933–948. DOI: 10.1007/s10734-016-0086-9.

Abstract:

It is generally assumed that young people with lower socioeconomic status (SES) face restricted access to higher education institutions, and particularly to those which are considered to be more prestigious. Differences in student placement in higher education institutions by place of residence are usually explained by their SES. We argue that place of residence is not only a geographical attribute, but also a social factor that influences self-identity and plays a significant role in student placement regardless of their SES. The study was conducted in Israel among first year undergraduate students, and analyzed the effect of living in four residential locality types (cities, small towns, Jewish and Arab villages) on institutional placement. The study focused on the patterns of student placement in institutions, controlling for individual SES and previous academic ability. Findings indicate that place of residence has a net effect on student placement, and it interacts with SES and with previous academic achievements. Less "successful" students, regardless of their SES, are less influenced by their residential locality. These differences in college placement are explained in part by the place of residence, which represents a way of life that creates a shared "sense of place" or "habitus" based on locality.

Ghanizadeh, Afsaneh (2017):

The interplay between reflective thinking, critical thinking, self-monitoring, and academic achievement in higher education.

In: *Higher Education* 74 (1), S. 101–114. DOI: 10.1007/s10734-016-0031-y.

Abstract:

The present study assessed the associations among higher-order thinking skills (reflective thinking, critical thinking) and self-monitoring that contribute to academic achievement among university students. The sample consisted of 196 Iranian university students (mean age = 22.05, SD = 3.06; 112 females; 75 males) who were administered three questionnaires. To gauge reflective thinking, the "Reflective Thinking Questionnaire" designed by Kember et al. (Assess Eval High Educ 25(4):380–395, 2000) was utilized. It includes 16 items measuring four types of reflective thinking (habitual action, understanding, reflection, and critical reflection). To assess critical thinking, the "Watson–Glaser Critical Thinking Appraisal"(2002) was utilized. It comprises 80 items and consists of 5 subtests (inference, recognizing unstated assumptions, deduction, interpretation, and evaluation). Self-monitoring was measured via 8 items of the self-regulation trait questionnaire designed by O'Neil and Herl (Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA, 1998). The results demonstrated that critical thinking and all components of reflective thinking positively and significantly predicted achievement with habitual action having the lowest impact and reflection exhibiting the highest influence. Self-monitoring indirectly exerted a positive influence on achievement via understanding and reflection. It was also found that among the four subscales of reflective thinking, reflection and critical reflection predicted critical thinking positively and significantly. Self-monitoring had a positive and significant impact on critical thinking. It also significantly and positively influenced understanding as well as reflection.

Goff, Lori (2017):

University administrators' conceptions of quality and approaches to quality assurance.

In: *Higher Education* 74 (1), S. 179–195. DOI: 10.1007/s10734-016-0042-8.

Abstract:

As the quality of university education garners increasingly more interest in both the public and in the literature, and as quality assurance (QA) processes are developed and implemented within universities around the world, it is important to carefully consider what is meant by the term quality. This study attempts to add to the literature empirical data from interviews conducted with senior administrators within Canada's province of Ontario. A quality assurance framework was developed by the Ontario Council of Academic Vice-Presidents in response to international trends in QA and implemented by all 21 Ontario universities in 2011. This phenomenographic study explored the conceptions of quality held by senior university administrators and their strategies for implementing QA processes. Results revealed a range of QA approaches that are employed within Ontario's universities. Rather than the two categories of retrospective QA and prospective QA that Biggs (High Educ 41:221-238, 2001) postulated, results indicate a more complex spectrum that involves three main approaches to QA: an approach aimed at defending quality, an approach aimed at demonstrating quality, and an approach aimed at enhancing quality. These approaches are considered in relation to Biggs's (High Educ 41:221-238, 2001) ideas about quality enhancement and a revision to his model is proposed.

Haarala-Muhonen, Anne; Ruohoniemi, Mirja; Parpala, Anna; Komulainen, Erkki; Lindblom-Ylänne, Sari (2017):

How do the different study profiles of first-year students predict their study success, study progress and the completion of degrees?

In: *Higher Education* 74 (6), S. 949–962. DOI: 10.1007/s10734-016-0087-8.

Abstract:

The relationship between study success and the nature of 550 first-year law students' study processes was investigated using a modified version of the Approaches to Learning and Studying Inventory. The students were classified into four study profiles according to their approaches to learning, indicating the nature of their study processes. In addition, the students were divided into six study success groups on the basis of their earned study credits and grade point average. The results showed that both approaches to learning and study success in the first study year predicted graduation time and the completion of the degree. Thus, it is important that faculties actively use measures, such as the inventory used in the present study, to promote first-year students' awareness of their study practices and support the progress of their studies.

Individual students need tailored guidance in transitioning to university studies and identifying the demands of the study programme.

He, Changqing; Gu, Jibao; Wu, Wei; Zhai, Xuesong; Song, Jun (2017):

Social media use in the career development of graduate students. The mediating role of internship effectiveness and the moderating role of Zhongyong.

In: *Higher Education* 74 (6), S. 1033–1051. DOI: 10.1007/s10734-016-0107-8.

Abstract:

This paper proves that social media use can contribute in important ways to employability outcomes. Specifically, results from a survey of 196 recent graduate students in China indicate that social media use is positively related to employability skills. Internship effectiveness serve as a mediating mechanism through which social media use affects employability skills. Zhongyong has a moderating effect on the social media use-internship effectiveness relationship. In addition to the direct moderating effect, Zhongyong is found to moderate the indirect relationship between social media use and employability skills. We discuss implications of these results for research and practice.

Hellmann, Jens H.; Jucks, Regina (2017):

The crowd in mind and crowded minds. An experimental investigation of crowding effects on students' views regarding tuition fees in Germany.

In: *Higher Education* 74 (1), S. 131–145. DOI: 10.1007/s10734-016-0033-9.

Abstract:

In higher education, just amounts of tuition fees are often a topic of heated debate among different groups such as students, university teachers, administrative staff, and policymakers. We investigated whether unpleasant situations that students often experience at university due to social crowding can affect students' views on the justified amount of tuition fees at universities. We report two experiments on whether conditions that lead to experienced crowding in higher education can affect how students cognitively deal with a given topic. Experiment 1 (N = 80) showed that the mere cognitive activation of crowdedness in text stories about situations related to student activities influenced prospective students' estimates of what are justified university tuition fees. In Experiment 2 (N = 72), student participants wrote an essay on tuition fees in a small versus large room in groups of three versus six persons. Here, results showed that students together with relatively many others in a small room estimated higher tuition fees to be justified than participants in all other experimental conditions. We discuss the implications of the present findings for the configuration of classes in higher education.

Herrmann, K. J.; Bager-Elsborg, A.; McCune, V. (2017):

Investigating the relationships between approaches to learning, learner identities and academic achievement in higher education.

In: *Higher Education* 74 (3), S. 385–400. DOI: 10.1007/s10734-016-9999-6.

Abstract:

This paper considers relationships between approaches to learning, learner identities, self-efficacy beliefs and academic achievement in higher education. In addition to already established survey instruments, a new scale, subject area affinity, was developed. The scale explores the extent to which students identify with their area of study and imagine being part of it in future. The new scale showed strong psychometric properties when it was tested on a sample of 4377 students at a research-intensive university. The new scale correlated positively with both the deep approach and self-efficacy scales. The new scale also correlated negatively with the surface approach scale. K-means cluster analysis identified seven distinct groups of students who espoused interpretable combinations of approaches, self-efficacy and subject area affinity. Cluster membership was associated with differences in academic achievement. Implications are discussed.

Holtz, Peter; Gnambs, Timo (2017):

The improvement of student teachers' instructional quality during a 15-week field experience. A latent multimethod change analysis.

In: *Higher Education* 74 (4), S. 669–685. DOI: 10.1007/s10734-016-0071-3.

Abstract:

Most studies evaluating the effectiveness of school internships have relied on self-assessments that are prone to self-presentational distortions. Therefore, the present study analyzed the improvement in the instructional quality of 102 student teachers (46 women) from a German university during a 15-week internship at a local secondary school across three rating sources: the student teachers themselves, their students, and their mentors (experienced teachers). A latent multimethod change analysis identified a significant increase in instructional quality during the practice semester. However, ratings from the three informant groups only marginally converged.

Huang, Futao (2017):

The impact of mass and universal higher education on curriculum and instruction. Case studies of China and Japan.

In: *Higher Education* 74 (3), S. 507–525. DOI: 10.1007/s10734-016-0061-5.

Abstract:

Based on case studies of China and Japan, this study undertakes comparative research on major aspects of university curriculum and instruction-teaching activities of academics, their role in curriculum development, and their perceptions of these activities-between a mass and a universal higher education system. Major findings from the APA (Academic Profession in Asia) surveys administered in the two countries in 2011-2012 with a similar questionnaire provide hard data. However, the study also explores other contextual factors and drivers which might have affected the teaching activities undertaken by academics, their involvement in curriculum development, and their views of relevant activities. The paper argues that, although differences can be found in some aspects of the curriculum and instruction and academics' participation in these activities during the shift from the mass to universal phase of higher education, seen from the two case studies, it is less clear that the differences show the impact of transforming from mass to universal education. The national contextual factors, especially the origins of higher education and ongoing national policies in both countries, appear to play a significant role in how current academics perceived the curriculum development and instruction, and their participation in these activities. More importantly, as fundamental changes do not necessarily occur in all aspects of the curriculum and instruction, as well as the academics' views across universal and mass higher education systems, Trow's research can only be partly applied to the analysis of the curriculum and instruction in both countries.

Ives, Bob; Alama, Madalina; Mosora, Liviu Cosmin; Mosora, Mihaela; Grosu-Radulescu, Lucia; Clinciu, Aurel Ion et al. (2017):

Patterns and predictors of academic dishonesty in Romanian university students.

In: *Higher Education* 74 (5), S. 815–831. DOI: 10.1007/s10734-016-0079-8.

Abstract:

Academic dishonesty in higher education is an increasingly visible problem throughout the world and in Romania in particular. A total of 1127 university students from six public Romanian universities were surveyed for their experiences and beliefs with 22 behaviors that might be considered academically dishonest. A five-factor solution to the frequencies of these behaviors was interpretable and accounted for more than half of the total variance. How acceptable students believed the behaviors were and how often students witnessed other students engage in these behaviors were consistent predictors of the frequency of the behaviors, with small to medium effect sizes. Demographic predictors of these behaviors, including gender, academic specialty, year in school, institution, grade average, and scholarship status, predicted very little variance in the behaviors. Implications and limitations of the study, as well as limitations of research in the field, are discussed.

Jackson, Denise (2017):

Developing pre-professional identity in undergraduates through work-integrated learning.

In: *Higher Education* 74 (5), S. 833–853. DOI: 10.1007/s10734-016-0080-2.

Abstract:

Pre-professional identity is a complex phenomenon spanning awareness of and connection with the skills, qualities, behaviours, values and standards of a student's chosen profession, as well as one's understanding of professional self in relation to the broader general self. It is an important, yet under-explored, aspect of graduate employability and can influence academic success, well-being and productivity. This study investigates the role of Work-Integrated Learning (WIL), more specifically work placements, in developing pre-professional identity among undergraduates. It uses qualitative data, in the form of structured reflections, gathered over two time periods from 105 business students in a Western Australian university. Findings indicate that work placements can offer a valuable platform for fostering identity construction. Students use the experience to make sense of their intended profession through observing, questioning and interacting with seasoned professionals. Appraising and reflecting on their experience, through learning activities and assessment, are highlighted as important elements of placement design and critical for students to question and make sense of what they observed and learned. Strategies are presented for industry and education practitioners to enhance pre-professional identity development among undergraduates. The study underlines the important role of work placements in preparing students for graduate-level employment, beyond the traditional focus on non-technical skill development and the application of disciplinary knowledge.

Jaeger, Kirsten; Gram, Malene (2017):

"Totally different standards". Consumer orientation in study abroad contexts.

In: *Higher Education* 74 (1), S. 33–47. DOI: 10.1007/s10734-016-0026-8.

Abstract:

The paper takes an interest in consumer behavior in international higher education (HE). It takes qualitative narratives of international student experience as a point of departure for a discussion of the degree to which students conceive of their experience in consumer terms when they evaluate their stays abroad. Intentionally, the group of informants consists of culturally diverse subjects (Danish and Chinese students). While the size of the sample does not allow for any wide-ranging conclusions on the connection between cultural background and adoption of consumer identity, it enables the researchers to evaluate whether cultural background seems to pertain to the propensity of students to think and act in a consumer-oriented manner in their experience of the different material and academic standards they were faced with in their study abroad environment. Based on an interest in the role of the student in the era of academic capitalism, the study investigates whether the fact that universities increasingly operate on market and market-like conditions influences students' way of conceiving of their study abroad experience. To what extent do students perceive themselves as consumers investing in services and products?

Jiani, M. A. (2017):

Why and how international students choose Mainland China as a higher education study abroad destination.

In: *Higher Education* 74 (4), S. 563–579. DOI: 10.1007/s10734-016-0066-0.

Abstract:

In terms of international student mobility, although Mainland China is commonly perceived as a major "sending" nation of international students, it is often overlooked as an important "receiving" nation of international students. Despite its tremendous leap to the third top destination choice of international students, existing research on the motivation and decision-making process of international students who choose to study in Mainland China is minimal. In order to address this gap in the literature, this study seeks to explain why and how 42 international students chose Mainland China as their study abroad destination. A synthesis model consisting of a three-stage process—motivation to study abroad/in China, the city/institution search and selection, the evaluation of the programme—is proposed to explain their decision-making process. Findings reveal that China's future development prospects distinctively attract students to choose China as their study abroad destination. This research also discusses the growing number of descendants of Chinese migrants who wish to return to their place of origin, China, for higher education in search of their cultural identity. Implications highlight the

need for Mainland China government to ensure high-quality education to continue attracting an increasing number of talented students from around the world. Suggestions for future research are also provided.

Kaatrakoski, Heli; Littlejohn, Allison; Hood, Nina (2017):

Learning challenges in higher education. An analysis of contradictions within Open Educational Practice.

In: *Higher Education* 74 (4), S. 599–615. DOI: 10.1007/s10734-016-0067-z.

Abstract:

Open education, including the use of open educational resources (OER) and the adoption of open education practice, has the potential to challenge educators to change their practice in fundamental ways. This paper forms part of a larger study focusing on higher education educators' learning from and through their engagement with OER. The first part of the study was a quantitative survey investigating educators' learning behaviour when they learned to use OER in their practice. The second part of the study explored qualitatively how educators engaged with OER and how they conceptualised their learning. Data were gathered through interviews with 30 higher education educators. This paper reports the analysis of these interviews. The analysis draws on the theory of self-regulated learning and cultural–historical activity theory to explore the challenges adult education practitioners encounter when changing their practice. The study tests the application of a framework that traces the discursive manifestations of contradictions, exploring how this framework can be used to examine different aspects of self-regulated learning as educators learn how to use OER. We have identified three distinct tensions in higher education educators' practice: tensions between the emerging needs of the individual (as he or she adopts new forms of practice) and organisational policies; between the transfer of responsibilities from educators to students as new practice is embedded and institutional accountability; and between cost efficiency and learning objectives. The framework for the discursive manifestations of contradictions was a useful tool used to surface these apparent tensions.

Kalfa, Senia; Taksa, Lucy (2017):

Employability, managerialism, and performativity in higher education. A relational perspective.

In: *Higher Education* 74 (4), S. 687–699. DOI: 10.1007/s10734-016-0072-2.

Abstract:

This article combines Bourdieu's concepts of field, habitus and cultural capital with Lyotard's account of performativity to construct a three-tiered framework in order to explore how managerialism has affected the academic habitus. Specifically, this article examines the adoption of group assignments as a means of developing teamwork skills in one Australian case study organisation. On a macrolevel, by viewing the employability imperative as one manifestation of managerialism in the higher education field, we argue that managerialism has created a performative culture in the case study organisation evidenced by an increasing emphasis on performance indicators. On a mesolevel, by examining how academics use group assessments to respond to demands made by governments and employers for 'employable graduates', we highlight the continuity of academic habitus. Finally, on a microlevel by drawing on alumni reflections regarding their experiences of group assessments at university, we are able to shed some light on their evaluation of this pedagogical tool.

Kember, David; Hong, Celina; Yau, Vickie W. K.; Ho, Shun Amaly (2017):

Mechanisms for promoting the development of cognitive, social and affective graduate attributes.

In: *Higher Education* 74 (5), S. 799–814. DOI: 10.1007/s10734-016-0077-x.

Abstract:

The aim of this study was to help universities promote graduate attributes by investigating mechanisms for promoting the development of cognitive, social and affective attributes which could impact upon all undergraduate students. Small group interviews were conducted with 90 final year students at a university in Hong Kong. Interview transcripts were coded for statements relating to 13 attributes. Five categories of mechanism existed: subject-independent teaching and learning activities, which provide practise in the use of the attribute; immersion in a rich campus environment; holding a value;

subject-dependent mechanisms; and, participation in an overseas exchange. These five mechanism categories were then cross-tabulated against the 13 attributes, ranked in order of student perceptions of their development. Subject-independent learning activities were the most effective mechanism, followed by exposure to a rich campus environment. For a wide range of attributes to be nurtured effectively, the curriculum and co-curriculum need to be regarded holistically.

Kenny, John (2017):

Academic work and performativity.

In: *Higher Education* 74 (5), S. 897–913. DOI: 10.1007/s10734-016-0084-y.

Abstract:

Neoliberal reforms in higher education have resulted in corporate managerial practices in universities and a drive for efficiency and productivity in teaching and research. As a result, there has been an intensification of academic work, increased stress for academics and an emphasis on accountability and performativity in universities. This paper critically examines these developments in institutions and draws on evidence from universities across the sector and a detailed case study in one university to identify the impacts of these changes on academic work. Given its ubiquity and the link of academic productivity to institutional experience, the paper argues that assumptions underpinning academic performance management need to be rethought to recognise the fundamentally intrinsic motivational nature of academic work. The paper explores the effects of performance management on individual academics as a case study in one institution and proposes a re-design of academic performance management to improve productivity based on the evidence.

Klegeris, Andis; McKeown, Stephanie Barclay; Hurren, Heather; Spielman, Lindsay Joy; Stuart, Maegan; Bahniwal, Manpreet (2017):

Dynamics of undergraduate student generic problem-solving skills captured by a campus-wide study.

In: *Higher Education* 74 (5), S. 877–896. DOI: 10.1007/s10734-016-0082-0.

Abstract:

The ability to effectively problem solve is a highly valued competency expected of university graduates, independent of their area of study. Evaluation of problem-solving skill (PSS) development is hindered by a shortage of available tools for monitoring student progress and by lack of defined instructional strategies for development of these skills. Our research is aimed at addressing these problems. We have developed an evaluation tool, which we applied to study the dynamics of undergraduate student PSS. We tested first- and upper-year students from 26 different courses (total enrollment of 2229 students). Overall improvement of PSS was detected for the first-year students over their first term of study. There were no significant differences between the PSS of first- and upper-year students, and no improvement was detected over a single term by measuring PSS in upper-year students. Only three courses were effective at facilitating PSS. Our data indicate that most of the standard lecture approaches do not develop undergraduate student PSS and that universities and individual instructors must take active steps to advance this critical skill set in university students.

Konstantinovskiy, David L. (2017):

Expansion of higher education and consequences for social inequality (the case of Russia).

In: *Higher Education* 74 (2), S. 201–220. DOI: 10.1007/s10734-016-0043-7.

Abstract:

The expansion of higher education leads to a number of consequences. The case of Russia has both specific features and features common to processes taking place in other countries. This paper offers a retrospective description of educational system manipulation and changes that have occurred due to general transformations in Russia. The new labor market required qualified specialists. At the same time, employers needed a significant number of more or less socialized young people, and these skills are considered to be acquired as a result of studying in a higher education institution (HEI). Both demands from the labor market were transmitted to families, who, in turn, translated demands to the educational system. The educational scope responded adequately to demand from families. HEIs underwent differentiation: some provided knowledge, along with socialization, confirmed by degrees; others just gave degrees plus socialization. Enrollment in HEIs grew continuously and very rapidly. Two types of consequence of the resulting situation are considered here. Using the

findings of 50 years' research, it is shown that increased HEI enrollment has led to greater uniformity in aspirations for education among young people and to their broader participation in higher education. However, this has not proved conducive to lessening social inequality in higher education. In addition, studies of HEI graduates in the labor market testify that the growth of HEI differentiation has raised inequality in the labor market.

Kwiek, Marek (2017):

De-privatization in higher education. A conceptual approach.

In: *Higher Education* 74 (2), S. 259–281. DOI: 10.1007/s10734-016-0047-3.

Abstract:

This paper seeks to conceptualize the processes of de-privatization in higher education. Trends of de-privatization (and contraction in enrolments) are highly interesting because they go against global trends of privatization (and educational expansion). De-privatization means a decreasing role for the private component in the changing public–private dynamics. The paper studies its two dimensions (funding and provision) and distinguishes between seven potential empirical organizational/geographical levels of analysis. Empirically, the paper draws from data from Central Europe. The traditional dichotomous pairing of the public and the private is shown to still be useful in specific empirical contexts, despite it becoming blurred globally. Major approaches to privatization in higher education over the last two decades are rethought and redirected toward de-privatization. An empirically informed notion of de-privatization is being developed and its usefulness is briefly tested.

Lau, Ken; Lin, Chia-Yen (2017):

Internationalization of higher education and language policy. The case of a bilingual university in Taiwan.

In: *Higher Education* 74 (3), S. 437–454. DOI: 10.1007/s10734-016-0055-3.

Abstract:

Universities worldwide, in placing a greater emphasis on global mobility, have recently seen a growing number of inbound and outbound students. Parallel to this development has been the need to internationalize individual campuses, an important aspect of which is to have a common language (or languages) used for communication. The language policies in Asian universities have been complicated by the growing presence of international students who may only understand one of the languages used as the medium of instruction, typically English. Drawing on Tinto's integration (1987) and Spolsky's language policy (2009) frameworks, this exploratory, perceptual study solicits the views from 38 international students on the implementation of a bilingual education policy, especially with respect to whether the policy facilitated these sojourners' academic and social integration at a Taiwanese university that is actively advocating internationalization. The findings suggest that Mandarin Chinese continues to be the mainstream medium of instruction and social activities, while English is used rather sparingly and on an as-needed basis. The recognition of the growing economic power of China and importance of Chinese as well as the scholarships provided may have overridden these sojourners' integration concerns and challenges arising from the underuse of English as a lingua franca.

Leibowitz, Brenda; Bozalek, Vivienne; Farmer, Jean; Garraway, James; Herman, Nicoline; Jawitz, Jeff et al. (2017):

Collaborative research in contexts of inequality. The role of social reflexivity.

In: *Higher Education* 74 (1), S. 65–80. DOI: 10.1007/s10734-016-0029-5.

Abstract:

This article reports on the role and value of social reflexivity in collaborative research in contexts of extreme inequality. Social reflexivity mediates the enablements and constraints generated by the internal and external contextual conditions impinging on the research collaboration. It fosters the ability of participants in a collaborative project to align their interests and collectively extend their agency towards a common purpose. It influences the productivity and quality of learning outcomes of the research collaboration. The article is written by fourteen members of a larger research team, which comprised 18 individuals working within the academic development environment in eight South African universities. The

overarching research project investigated the participation of academics in professional development activities, and how contextual, i.e. structural and cultural, and agential conditions, influence this participation. For this sub-study on the experience of the collaboration by fourteen of the researchers, we wrote reflective pieces on our own experience of participating in the project towards the end of the third year of its duration. We discuss the structural and cultural conditions external to and internal to the project, and how the social reflexivity of the participants mediated these conditions. We conclude with the observation that policy injunctions and support from funding agencies for collaborative research, as well as support from participants' home institutions are necessary for the flourishing of collaborative research, but that the commitment by individual participants to participate, learn and share, is also necessary.

Leihy, Peodair; Salazar, Jose M. (2017):

The moral dimension in Chilean higher education's expansion.

In: *Higher Education* 74 (1), S. 147–161. DOI: 10.1007/s10734-016-0034-8.

Abstract:

Chilean higher education has expanded greatly in recent decades, primarily through drawing on the private contributions of students and families, and an increased number and variety of institutions. In the context of attempts to address criticism that the sector is not free, public or high-quality enough, this article examines the association between education and its moral and ethical dimensions, and their separate yet complementary consideration alongside economic development, through the two centuries of the Chilean state's existence. Since the beginning of the current decade, discontent with the framing and performance of higher education as a whole has grown. The overview traces this process not as fresh crisis, but part of a social question pondered repeatedly in the past and supported with varying success through educational and political initiatives. This historical (and historiographic) approach illuminates the limits of conceiving of higher education as either an economic good or as a human right, and an overlooked need to support its benefits through policy. Not simply an interpenetration with economic thinking, but also a lack of sufficient appreciation of Chile's fundamental and singular character, present as challenges in understanding expanded access's function and its prospective contribution to growing debates around ethics and inequality.

Lev Ari, Lilach; Mula, Walid (2017):

"Us and them". Towards intercultural competence among Jewish and Arab graduate students at Israeli colleges of education.

In: *Higher Education* 74 (6), S. 979–996. DOI: 10.1007/s10734-016-0088-7.

Abstract:

The present study aims to examine the impact of encounter between two different ethnic groups, Jews and Arabs, of Israeli first-year graduate students who study in four colleges of education, on the development of their intercultural competence: (1) knowledge regarding the "other," (2) change in attitudes and behavior towards the other, and (3) multicultural educational practice. The findings point to two clear factors affecting the development of intercultural competence: the formal and informal college experience as reported by respondents, particularly the contents and tools that both Jews and Arabs acquired at the college in addition to personal characteristics and off-campus encounters. The second factor is the difference between the experiences of Jewish and Arab students: while Arab students are more knowledgeable regarding the Jewish culture and are more willing to change attitudes and educational practices in light of multiculturalism, Jewish students are less prone to make such changes. Thus, according to our findings, intercultural encounters among educators during their graduate studies could create a unique opportunity to turn the college experience transformational in terms of intercultural competence, particularly in the segregated structure of Israeli society.

Liu, Ye (2017):

Women rising as half of the sky? An empirical study on women from the one-child generation and their higher education participation in contemporary China.

In: *Higher Education* 74 (6), S. 963–978. DOI: 10.1007/s10734-016-0102-0.

Abstract:

This article explores the changing dynamics between gender, cultural capital and the state in the context of higher education expansion in contemporary China. With a particular focus on the one-child generation and women's opportunities and aspirations, I draw upon empirical evidence from a first-hand survey study and in-depth semi-structured interviews with female undergraduates from one-child families in 2007. The findings from the survey study suggest that singleton status might mediate the impact of socioeconomic status and cultural capital on students' academic performance and elite opportunities. The qualitative interview data provide further evidence on how singleton women's aspirations are related to their socioeconomic and cultural backgrounds. The most significant finding is concerned with singleton girls' strategy of applying for Chinese Communist Party membership as a way to minimize their social and gender disadvantages. I argue that there emerges a bottom-up approach of women empowerment through qualifications and political selection during China's transition. Political selection is dressed up in seemingly meritocratic selection, thus becoming more appealing to female undergraduates who, in turn, take advantage of party membership to add a silver lining of political loyalty to higher education qualifications.

Lomer, Sylvie (2017):

Soft power as a policy rationale for international education in the UK. A critical analysis.

In: *Higher Education* 74 (4), S. 581–598. DOI: 10.1007/s10734-016-0060-6.

Abstract:

This article presents the results of a textual analysis conducted on policy discourses on international students in the UK between 1999 and 2013. A number of rationales for and against increasing their numbers have been made, which have largely remained consistent over changing political administrations. One key rationale is that international students enhance the UK's global political influence through its soft power. Critical analysis indicates that a number of unsubstantiated assumptions are made, representing international higher education and students in an outdated power relation predicated on Cold War politics. Key assumptions are that international students change their political attitudes and identify with the host country as a result of positive experiences. Later they are supposed to return home and reach positions of influence, which they exert in favour of the UK. They are represented to feel the same whether on scholarship or self-funded; and behave in predictable, similar ways. These representations of students as social subjects have disciplinary implications, which should be a topic for critical debate and potentially resistance in pedagogical contexts.

McKenzie, Lara; Baldassar, Loretta (2017):

Missing friendships. Understanding the absent relationships of local and international students at an Australian university.

In: *Higher Education* 74 (4), S. 701–715. DOI: 10.1007/s10734-016-0073-1.

Abstract:

In recent years, research on higher education has increasingly examined the realities of internationalisation, with a particular focus on international students' experiences and internationalisation at home programs. These studies have explored the friendships of international students, including their relationships with both locals and internationals from other countries. However, local students' perspectives and experiences of friendship are largely absent from this literature. The few accounts examining local students' lives explicitly focus on improving their cross-cultural knowledge and engagement, or on rare cases of local–international student friendships. The overriding assumption in this literature is that the understandings and social practises of local students are major barriers to their relationships with internationals. This paper addresses this gap by exploring local students' perspectives on the absence of friendships with their international peers. We utilise findings from a research project on internationalisation at home, involving interviews and focus groups with local and international students and staff at an Australian university. Focusing on locals' discussions of potential friendships with internationals, we propose that these missing friendships are an important area of study. We find that these friendships are missing for several interrelated reasons: local–international friendships are considered unnecessary and are therefore unimagined by locals, who tend to assume that similarity and affinity naturally lead to friendships, and the structures and spaces that might facilitate friendships are absent. Ultimately, uncovering why these friendships are missing sheds fuller light on how relationships might be facilitated, potentially informing and improving universities' internationalisation initiatives.

O'Donovan, Berry (2017):

How student beliefs about knowledge and knowing influence their satisfaction with assessment and feedback.

In: *Higher Education* 74 (4), S. 617–633. DOI: 10.1007/s10734-016-0068-y.

Abstract:

Students' beliefs about the nature of knowledge and knowing frame how they interpret their educational experience and their approaches to, and perspectives on, learning, teaching and assessment. This paper draws on previous research identifying the ways of knowing of undergraduates on entry to a UK post-92 university, findings from which confirm the prevalence of absolute beliefs in which knowledge is viewed as certain, uncontested and students are largely authority-dependent. Student perspectives on assessment and feedback are explored based on thematic analysis of student responses within two main categories of beliefs, absolute/dualist versus contextual/pluralist. The paper teases out the implications of these perspectives for students' satisfaction with their assessment and feedback experience in the context of today's increasingly market-orientated higher education environment. Findings demonstrate that student perspectives on, and satisfaction with, assessment and feedback are strongly intertwined with their beliefs on knowledge and teaching. Students holding absolute/dualist beliefs considered 'good' assessment and feedback practice to entail clear and unambiguous assessment tasks, criteria and standards along with the receipt of unequivocal and corrective feedback. The paper concludes that faced with assessment tasks that move beyond established facts and demonstrable theories it may only be students who view knowledge as relative and mutable that will likely be satisfied with their assessment and feedback experience.

Pokorny, Helen; Holley, Debbie; Kane, Suzanne (2017):

Commuting, transitions and belonging. The experiences of students living at home in their first year at university.

In: *Higher Education* 74 (3), S. 543–558. DOI: 10.1007/s10734-016-0063-3.

Abstract:

In this study, our cross-case analysis of students' lives challenges the conventional home–university model of transition and highlights the importance of acknowledging the influence of this complex symbiotic relationship for students who attend university and live at home. We argue that as with stay-at-home holidays, or "staycations", which are of such crucial importance to the tourism industry, so stay-at-home students or commuter students are vital to higher education and the term utilised here is "stayeducation". Through the narratives of "stayeducation" students, we see how family and community aspects of students' lives are far more significant than previously realised, and our study suggests that these heavily influence the development of a student sense of belonging. Drawing upon biographical narrative method, this paper introduces three first-year Business and Economics students enrolled at different universities in London and explores their journeys through their transition through home, school and early university life. Ways in which key themes play out in the transition stories of our students and the challenges and obstacles for the individual are drawn out through the cross-case analysis. Findings support the existing literature around gender, class and identity; however, new insights into the importance, for these students, of family, friendships and community are presented. Our work has implications for academic staff, those writing institutional policies, and argues for the creation of different spaces within which students can integrate into their new environment.

Roksa, Josipa; Trolian, Teniell L.; Blaich, Charles; Wise, Kathleen (2017):

Facilitating academic performance in college. Understanding the role of clear and organized instruction.

In: *Higher Education* 74 (2), S. 283–300. DOI: 10.1007/s10734-016-0048-2.

Abstract:

Extensive research on college impact has identified a range of practices that enhance students' academic outcomes. One practice—clear and organized instruction—has received increasing attention in recent research. While a number of studies have shown that clear and organized instruction is related to a range of postsecondary outcomes, researchers have not considered the mechanisms that link this educational practice to student outcomes. In this study, we draw on the

constructivist theory of learning to identify potential mechanisms that may explain the relationship between clear and organized instruction and academic performance. Results from the Wabash National Study of Liberal Arts Education, including an analytical sample of 7116 students attending 38 four-year institutions in the USA, indicate that three mechanisms examined—faculty interest in teaching and student development, academic motivation, and academic engagement—explain almost two-thirds of the relationship between clear and organized instruction and first-year GPA. When students experience greater exposure to clear and organized instruction, they perceive their faculty as being more invested in their learning and development, and they report being more academically motivated and engaged in their studies. Moreover, students who enter college less academically prepared benefit more from exposure to clear and organized instruction.

Rungfamai, Kreangchai (2017):

Research-university governance in Thailand. The case of Chulalongkorn University.

In: *Higher Education* 74 (1), S. 1–16. DOI: 10.1007/s10734-016-0024-x.

Abstract:

This specific case of Chulalongkorn University (CU), Thailand, is useful to readers who are interested in comparative aspect of the experiences of research universities in the South East Asian context. This paper aims to provide a description of the environments, changes, and university stakeholders' perceptions in terms of governance arrangements when CU envisioned itself to be a comprehensive public university geared towards becoming a research-oriented university, and in line with national and international changes in the higher education landscape. The analysis framework of the institutional university governance is examined through three dimensions: (1) context-underpinning factors; (2) incentive arrangements and funding; and (3) monitoring and oversight mechanisms. The study adopted a qualitative approach, which was based on three methods of data collection: document analysis, interviews, and observations. There were 33 interviews conducted in the study. The 33 research participants could be categorized into 5 main groups: (1) 6 senior officials from governmental agencies and independent organizations; (2) 2 junior officials working for the Office of the Higher Education Commission; (3) 16 top executives of different faculties and the central administration from CU; (4) 8 academics from different faculties of CU; and (5) 1 graduate student.

Sæle, Rannveig Grøm; Dahl, Tove Irene; Sørlie, Tore; Friborg, Oddgeir (2017):

Relationships between learning approach, procrastination and academic achievement amongst first-year university students.

In: *Higher Education* 74 (5), S. 757–774. DOI: 10.1007/s10734-016-0075-z.

Abstract:

Individual differences in student learning influence academic performance, and two aspects influencing the learning process are the particular learning approach the students use and procrastination behaviour. We examined the relationships between learning approaches, procrastination and academic achievement (measured 1 year later as the grade point average (GPA)) amongst 428 first-year university students. Deep and strategic learning approaches positively predicted GPA, and a mediation analysis showed that the strategic learning approach also partly mediated the effect between deep learning approach and GPA. Less procrastination was associated with a strategic learning approach, but procrastination tendencies did not predict GPA. Recommendations are made for educating new students in cognitive and meta-cognitive strategies, helping reduce their procrastination and facilitating the use of deep and strategic learning approaches.

Schartner, Alina; Cho, Yoonjoo (2017):

'Empty signifiers' and 'dreamy ideals'. Perceptions of the 'international university' among higher education students and staff at a British university.

In: *Higher Education* 74 (3), S. 455–472. DOI: 10.1007/s10734-016-0057-1.

Abstract:

This paper reports on a mixed-methods case study investigating how higher education staff and students understand, experience and envision the 'international university'. As it is becoming clear that international student mobility is not in itself a panacea for universities seeking to internationalise, 'internationalisation at home' and 'global citizenship' are increasingly permeating university policy documents and mission statements. However, little is known about how students and staff on the ground perceive and experience these concepts. Quantitative and qualitative data were collected at one British university through focus groups (N = 19) and through an online survey (n = 148). Findings revealed a conventional mobility-focused understanding of the international university among students and staff, and a great deal of cynicism as regards 'internationalisation at home' and 'global citizenship'. We discuss implications for practice and a research agenda.

Shah, Mahsood; Cheng, Ming; Fitzgerald, Robert (2017):

Closing the loop on student feedback. The case of Australian and Scottish universities.

In: *Higher Education* 74 (1), S. 115–129. DOI: 10.1007/s10734-016-0032-x.

Abstract:

Universities have a long history of collecting student feedback using surveys and other mechanisms. The last decade has witnessed a significant shift in how student feedback is systematically collected, analysed, reported, and used by governments and institutions. This shift is due to a number of factors, including changes in government policy related to quality assurance, and the increased use of the results by various stakeholders such as governments, institutions, and potential students and employers. The collection, analysis, and reporting of results are systematically carried out in many institutions worldwide. However, how to use student feedback to effectively improve student learning experience remains an issue to be addressed. This paper will contribute to this debate by comparing how Australian and Scottish universities use student feedback results to inform improvements. Based on thematic analysis of external quality audit reports of all Australian and Scottish universities, this paper suggests that universities have systematic processes to collect student feedback using a range of mechanisms, but limited work is done to use the data to inform improvements. This paper argues the need for universities to genuinely listen to student voice by facilitating partnership between students and institutions to act on their feedback as part of quality assurance.

Smolentseva, Anna (2017):

Where Soviet and neoliberal discourses meet. The transformation of the purposes of higher education in Soviet and post-Soviet Russia.

In: *Higher Education* 74 (6), S. 1091–1108. DOI: 10.1007/s10734-017-0111-7.

Abstract:

This paper studies transformations in the role of higher education in Russia as represented in official Soviet and post-Soviet policy documents between the 1950s and 2013. The focus is on the categories defining the purposes and tasks of higher education in the larger context of society and economy. There is a basic dichotomy in relation to the purposes and role of higher education, between vocational training (which is seen as a determining factor in the economic development) and personal development/education (seen as a condition of social development). The balance of these two poles, economic instrumentalism and social instrumentalism, changes throughout the history. The Soviet documents emphasized the importance of both, with the predominance of the social instrumentalism. The transitional period of the late 1980s and early 1990s is characterized by increasing humanistic discourse in regard to higher education. Later post-Soviet documents, reflecting neoliberal policies, largely abandon social instrumentalism and more exclusively promote the economic role of higher education. Economic instrumentalism is the meeting point of two historical eras, with their respective ideologies and political agendas. Connecting Soviet and neoliberal discourses highlights the importance of historical legacies in regard to the economic, applied nature of higher education, and underlines the crucial role of the state, which facilitated acceptance of neoliberal agendas in Russian society. The analysis also contributes to further understanding of the nature of the neoliberal reforms globally and in post-socialist countries.

Spencer-Oatey, Helen; Dauber, Daniel; Jing, Jing; Lifei, Wang (2017):

Chinese students' social integration into the university community. Hearing the students' voices.

In: *Higher Education* 74 (5), S. 739–756. DOI: 10.1007/s10734-016-0074-0.

Abstract:

According to UNESCO statistics, the People's Republic of China (PRC) sends far more students to study overseas than any other country in the world. Similarly, from the receiving countries' point of view, PRC students form by far the highest proportion of international students. In many respects, this is a success story, but it also poses a number of risks to universities. This paper focuses on one of those key risks that of student dissatisfaction (including from PRC students themselves). Using a sequential mixed-method study, it addresses two research questions: (a) Chinese students' level of satisfaction with their social integration into the university community and (b) the barriers that Chinese students' perceive in becoming more socially integrated into the university student community. The research finds that many Chinese students are dissatisfied with their range of friendships and that they find it more challenging to socialise with students of other nationalities than other students do. They point out a number of barriers to integration, with cultural distance playing a major role, but also argue for the impact of individual factors. The paper concludes by considering the implications for universities and suggestions for further research.

Steinhardt, Isabel; Schneijderberg, Christian; Goetze, Nicolai; Baumann, Janosch; Kruecken, Georg (2017):

Mapping the quality assurance of teaching and learning in higher education. The emergence of a specialty?

In: *Higher Education* 74 (2), S. 221–237. DOI: 10.1007/s10734-016-0045-5.

Abstract:

The quality assurance of teaching and learning as part of universities' governance and quality management has become a major subject in higher education and higher education politics worldwide. In addition, increasing academic attention has been paid to the quality assurance of teaching and learning, as is evident from the growing number of articles in specific journals of higher education. This paper maps the development and content of research in the literature regarding the quality assurance of teaching and learning. For this mapping, a bibliometric analysis of 1610 articles from 399 different journals from 1996 to 2013 was performed using SCOPUS. The aim of this mapping is to answer the following research question: Has the quality assurance of teaching and learning become a research specialty? A co-citation analysis identifies the following four thematic clusters: an Assessment-Cluster, a Quality-Cluster, a Quality-Management-Cluster and a Student-Evaluation-of-Teaching-Cluster. Based on a categorization of the literature's core content, two distinct views on the quality assurance of teaching and learning become evident, representing an antagonistic tension in the research between an education strand and a management strand of research. Several indications from the empirical evidence in this paper suggest that the quality assurance of teaching and learning is (becoming) a specialty. The identification and awareness of a specialty as a cognitive organizing characteristic combining two and more categories of research topics are of great importance for the creation of knowledge in the complex interdisciplinary research field of higher education.

Taylor, Carol A. (2017):

Is a posthumanist Bildung possible? Reclaiming the promise of Bildung for contemporary higher education.

In: *Higher Education* 74 (3), S. 419–435. DOI: 10.1007/s10734-016-9994-y.

Abstract:

My central argument in this article is that the notion of Bildung may offer conceptual sustenance to those who wish to develop educative practices to supplement or contest the prevalence and privileging of market and economic imperatives in higher education, which configure teaching and learning as an object available to measurement. I pursue this argument by making the case for an ethical posthuman Bildung which recognises the inseparability of knowing and being, the materiality of educative relations, and the need to install an ecology of ethical relations at the centre of educational practice in higher education. Such a re-conceptualisation situates Bildung not purely as an individual goal but as a process of ecologies and relationships. The article explores Bildung as a flexible concept, via three theoretical lenses, and notes that it has always been subject to continuing revision in response to changing social and educational contexts. In proposing the possibility of, and need for, a posthuman Bildung, the articles offer a critical review of the promise of Bildung and outline

some of the radical ways that a posthuman Bildung might reinvigorate conceptualisations of contemporary higher education.

Waaijer, Cathelijn J. F.; Belder, Rosalie; Sonneveld, Hans; van Bochove, Cornelis A.; van der Weijden, Inge C. M. (2017):

Temporary contracts. Effect on job satisfaction and personal lives of recent PhD graduates.

In: *Higher Education* 74 (2), S. 321–339. DOI: 10.1007/s10734-016-0050-8.

Abstract:

In this study, we assess the effects of temporary employment on job satisfaction and the personal lives of recent PhD graduates. Temporary employment is becoming increasingly prevalent in many sectors, but has been relatively common in academia, especially for early career scientists. Labor market theory shows temporary employment to have a conspicuous negative influence on the job satisfaction and well-being of employees, but also identifies groups that may be exempt from these negative influences, such as the highly educated. Here, we study the effect of temporary employment on the highest educated group in the labor force, PhD graduates. We present findings of a survey of 1133 respondents who obtained their PhD from one of five Dutch universities between 2008 and 2012. Compared to PhDs employed on a permanent contract, PhDs on a temporary contract are less satisfied with their terms of employment, especially if they have no prospect of permanence. Temporary contracts with no prospect of permanence also decrease satisfaction with job content. Conversely, self-employment increases satisfaction with job content. Educational level required for the job also influences job satisfaction to a large degree: working below PhD level negatively affects job satisfaction. Finally, the type of contract affects different aspects of the personal lives of PhDs, such as the ability to obtain a mortgage, the stability of family life, and the possibility to start a family. In conclusion, we show that the highest educated, i.e., PhD graduates are not exempt from the negative influences of temporary employment.

Wardley, Leslie J.; Bélanger, Charles H.; Nadeau, John (2017):

A co-creation shift in learning management. Work design for institutional commitment and personal growth.

In: *Higher Education* 74 (6), S. 997–1013. DOI: 10.1007/s10734-016-0090-0.

Abstract:

Some higher education management departments have started to implement customer service orientation strategies in their marketing activities in order to solidify value exchange perceptions, differentiate themselves, and improve retention rates. However, if students are to get the most out of their academic experiences, they need to become meaningfully and psychologically involved in their studies. This research study explored the specific job context of students within the higher education environment by testing the structure of the “work of students” by utilizing job design theories. The ensuing conceptual Student Engagement Work Design Model (SEWDM) and the empirical findings provide a roadmap of how the engagement elements of autonomy, feedback, skill variety, task identity, and customer services can be utilized by universities when attempting to predict institutional commitment and personal growth needs. A co-creation approach to management education is definitely more complicated to promote and implement, but it has the larger payback as costs can be lowered through the careful design of the students’ work so it will be motivational—with students helping to create a better educational experience for their peers, the faculty, and the community resulting in more positive word-of-mouth promotions.

Wichmann-Hansen, Gitte; Herrmann, Kim Jesper (2017):

Does external funding push doctoral supervisors to be more directive? A large-scale Danish study.

In: *Higher Education* 74 (2), S. 357–376. DOI: 10.1007/s10734-016-0052-6.

Abstract:

Around the world, changing funding policies have pushed for university departments to find increased external project-based funding. While this trend is widely acknowledged, mixed views exist about implications for faculty members’ academic practices. Regarding doctoral education, researchers have raised concern that external funding will push doctoral

supervisors to be more directive in their supervision of doctoral students' research projects. However, the empirical evidence supporting such concern is limited. The aim of the current study was, first, to develop and validate a scale allowing us to measure the degree of supervisor direction. Second, the aim was to examine the hypothesis that directive supervision is more likely to occur when the doctoral student's research project is supported by external funding secured by the supervisor. A total of 1690 doctoral students at a research-intensive Danish university participated in the study. Three scales, including a directive supervision scale, were developed and validated by means of exploratory and confirmatory factor analysis. Our hypothesis could be confirmed for the health sciences, but not the natural sciences. Results from the humanities and social sciences were ambiguous.

Wong, Yi-Lee (2017):

Class differentials in getting parental assistance for seeking a second chance of getting into university. An illustration of community-college students in Hong Kong.

In: *Higher Education* 74 (1), S. 163–178. DOI: 10.1007/s10734-016-0041-9.

Abstract:

While a class gap remains in obtaining a degree despite an expansion of higher education, a variety of second chances have become available. How class matters in receiving parental assistance for seeking a second chance is of increasing importance to understanding educational inequality in an altered context of higher education, but it is under-researched. This article seeks to fill this gap by referring to a qualitative study of 85 community-college students in Hong Kong for illustration. First interviews with respondents recruited from a community college were conducted between the year 2006 and 2009 where they discussed how they desired a second chance option by studying an associate degree in community college. Encouragement and emotional support to seek this new, costly, and risky second chance was provided by parents of most respondents. And yet, as a deficit approach would have us believe, middle-class respondents received more relevant information and academic advice with financial support from their parents than working-class respondents. In spite of that fact, it seems to remain whether the middle class are indeed better able than the working class to get transferred to university through the transfer of an associate degree in Hong Kong. This illustration suggests that the availability of a second chance does not immediately imply that the middle and the working classes are equally capable of taking advantage of it to rectify their previous educational failure. This article will be concluded by discussing the implications of this study for educational inequality.

Young, Mitchell; Sorensen, Mads P.; Bloch, Carter; Degn, Lise (2017):

Systemic rejection. Political pressures seen from the science system.

In: *Higher Education* 74 (3), S. 491–505. DOI: 10.1007/s10734-016-0059-z.

Abstract:

The emphasis on competitiveness and the knowledge-based economy in European policymaking has resulted in a heightened focus on monitoring and steering the science system, particularly through metric-based instruments. Policymakers' general aims of fostering excellent research and breakthroughs are shared by researchers as well; however, below the surface is a paradox that is rarely discussed. The political system and the science system understand and pursue these concepts and objectives differently. Through two case studies on high-performing university-based research environments in Denmark and Sweden, this article uncovers the ways in which highly successful researchers often behave in ways that run counter to policy steering attempts. They do this by shielding themselves and their research group from steering pressures originating in the political system. Using Luhmann's systems theory, the cases demonstrate why the relationship between the science system and the political system needs to be understood as a horizontal rather than a vertical relationship, and using concepts from organizational theory, provides a model and terminology for identifying and analyzing the types of mechanisms and strategic responses that the science system uses to shield itself from political steering pressures.

Yusif, Hadrat; Ofori-Abebrese, Grace (2017):

Admission path, family structure and outcomes in Ghana's public universities. Evidence from KNUST students enrolled in the social sciences.

In: *Higher Education* 74 (6), S. 1069–1089. DOI: 10.1007/s10734-017-0110-8.

Abstract:

At the Kwame Nkrumah University of Science and Technology (KNUST) in Ghana, first year enrolment increased by 1466.81% from 708 in 1961/1962 to 11,093 in 2011. In the 2013/2014 academic year, the total student population was 45,897. There are now five main admission paths, comprising regular, mature, fee paying, less endowed, and protocol/staff admissions. The number of dropouts and fails has risen steeply, for example, at the end of the 2013/2014 academic year, roughly 22.11% of the 1239 students were either withdrawn or repeated at the Faculty of Social Sciences due to non-performance. This paper examined the impact of the admission path and family structure on university students' academic outcomes. A logistic model was applied to individual-level data obtained from 1000 students enrolled at the Faculty of Social Sciences in the university. The results indicated that the regular and mature admission paths have a positive impact on performance whilst the fee-paying admission path has a significant negative influence on academic performance. It was also found that the family structure (living with the father and mother and the mother only) has a significant positive influence on performance. The study recommended that lecturers should be motivated to conduct additional classes for academically weak students. Counselling units should also identify students who experienced disruption in home life and raise their aspirations.

Zhang, Liang-Cheng; Worthington, Andrew C.; Hu, Mingyan (2017):

Cost economies in the provision of higher education for international students. Australian evidence.

In: *Higher Education* 74 (4), S. 717–734. DOI: 10.1007/s10734-016-0078-9.

Abstract:

In the past few decades, the additional revenues available via higher education exports (through both relatively higher prices and increased enrolments) have attracted the attention of providers in many developed countries, not least in Anglophone countries like the USA, the UK, Canada and Australia. However, while the revenue case is strong, the institutional cost structures underlying the provision of higher education services for international students remain relatively unknown at the sector level. Accordingly, we offer a comprehensive analysis of the cost economies underlying higher education provision for international students using a sample of 37 Australian public universities over the period from 2003 to 2012. The findings suggest that it is appealing to enrol additional overseas students given their lower average and marginal costs and the significant economies of scale prevailing in higher education generally. Further, while we find evidence of economies of scope for overseas students only in smaller institutions, there is no evidence of diseconomies of scope, implying the current number of overseas students and their joint production with domestic students at the least does not lead to unnecessarily higher overall costs.

Zhao, Zhenzhou (2017):

Religion and the cultivation of citizenship in Chinese higher education.

In: *Higher Education* 74 (4), S. 635–649. DOI: 10.1007/s10734-016-0069-x.

Abstract:

A growing body of research has documented the escalating popularity of religion among student populations in China's higher education settings. Despite the changes sustained by China's religious policies throughout the post-Mao era, the state has not abandoned its long-standing approach of cultivating citizenship through Marxist–Leninist-oriented political education. The rising popularity of religion on university campuses thus reflects a complex interplay between religion and the state in the education sector. This study explores the meaning of religion as constructed in this setting by comparing (a) the political education curriculum, (b) the academic discussions of religious issues and the challenges faced by political education scholars and (c) the daily life discourse embedded in the voices of university teachers. The findings suggest that the manipulated meaning of religion in the political education arena accommodates the agenda of building a modern, secular state, but it fails to construct a cohesive and coherent understanding of religion. The state's interpretation of religion leaves space for curriculum and policy implementers to renegotiate the meaning of religion in practice.

Reviews

Harland, Tony (2017):

Bruce Macfarlane: Freedom to learn: the threat to student academic freedom and why it needs to be reclaimed. Routledge, 2017, p. 139.

[Review]. In: *Higher Education* 74 (6), S. 1109–1112. DOI: 10.1007/s10734-016-0089-6.

Jasinski, Lisa (2017):

Opportunity in Disruption. Review of Jon McGee's Breakpoint: The changing marketplace of higher education Jon McGee's Breakpoint: The changing marketplace of higher education, The Johns Hopkins University Press, Baltimore, MD, 2015.

[Review]. In: *Higher Education* 74 (6), S. 1113–1115. DOI: 10.1007/s10734-016-0103-z.

Lo, William Yat Wai (2017):

The road to privatization of higher education in China: A new cultural revolution? Li Wang: Springer, Heidelberg, 2014.

[Review]. In: *Higher Education* 74 (2), S. 381–383. DOI: 10.1007/s10734-016-0054-4.

Mattocks, Kate (2017):

The Slow Professor: challenging the culture of speed in the academy by Maggie Berg and Barbara K. Seeber, University of Toronto Press, Toronto, 2016, p. 115.

[Review]. In: *Higher Education* 74 (2), S. 377–379. DOI: 10.1007/s10734-016-0053-5.

Mei, Weihui; Ye, Yinghua (2017):

The entrepreneurship movement and the university by Creso M. Sá and Andrew J. Kretz. Palgrave Macmillan, New York, 2015, 152 pp.

[Review]. In: *Higher Education* 74 (3), S. 559–562. DOI: 10.1007/s10734-016-0058-0.

Ni, Hao; Xu, Xiaozhou (2017):

Sherry Hoskinson and Donald F. Kuratko (eds): Innovative pathways for university entrepreneurship in the 21st century Emerald, 2014, 254 pp., ISBN: 978-78350-498-5.

[Review]. In: *Higher Education* 74 (6), S. 1117–1120. DOI: 10.1007/s10734-016-0105-x.

Peng, Renzhong; Fu, Rongrong (2017):

Demystifying outcomes assessment for international educators: a practical approach by Darla Deardorff. Stylus, Sterling, 2015, 222 pp.

[Review]. In: *Higher Education* 74 (1), S. 197–199. DOI: 10.1007/s10734-017-0135-z.

Shattock, M. (2017):

Simon Marginson (2016): The Dream is Over. The Crisis of Clark Kerr's California Idea of Higher Education, University of California Press, ISBN 9780520292840 [available Open Access via https://doi.org/10.1525/luminos.17].

[Review]. In: *Higher Education* 74 (6), S. 1121–1123. DOI: 10.1007/s10734-016-0108-7.

Available Open Access via https://doi.org/10.1525/luminos.17

Ye, Yinghua; Hu, Rui (2017):

Education tools for entrepreneurship by Marta Peris-Ortiz, Jaime Alonso Gómez, Francisco Vélez-Torres, Carlos Rueda-Armengot (Editors), Springer, Switzerland, 2016, 247 pp.

[Review]. In: *Higher Education* 74 (4), S. 735–737. DOI: 10.1007/s10734-016-0083-z.

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Editorials

Kohoutek, Jan; Pinheiro, Rómulo; Čábelková, Inna; Šmídová, Michaela (2017):

The Role of Higher Education in the Socio-Economic Development of Peripheral Regions.

[Editorial]. In: *Higher Education Policy* 30 (4), S. 401–403. DOI: 10.1057/s41307-017-0068-2.

Macfarlane, Bruce; Tomlinson, Michael (2017):

Critical and Alternative Perspectives on Student Engagement.

[Editorial]. In: *Higher Education Policy* 30 (1), S. 1–4. DOI: 10.1057/s41307-016-0026-4.

Original Articles

Beerkens, Maarja; Udam, Maiki (2017):

Stakeholders in Higher Education Quality Assurance. Richness in Diversity?

In: *Higher Education Policy* 30 (3), S. 341–359. DOI: 10.1057/s41307-016-0032-6.

Abstract:

Stakeholder engagement has become a norm in higher education governance in Europe, particularly in the area of quality assurance. Diverse expectations and experiences of various stakeholder groups are expected to contribute to a more effective and comprehensive quality assurance system. This paper examines empirically the assumption that stakeholders differ in their expectations. Twelve focus group interviews with main stakeholders (university rectors, employers, academic staff, government officials, students) in Estonia demonstrate that the groups indeed have somewhat different perspectives on quality assurance, according to a predictable pattern. We link the results to a theoretical discussion on stakeholder engagement, concluding that the diversity in expectations may enrich the system, but it may also force the quality agency to clarify the limits of a public quality assurance system. Furthermore, an engagement process itself may help align the diverse expectations.

Benneworth, Paul; Young, Mitchell; Normann, Roger (2017):

Between Rigour and Regional Relevance? Conceptualising Tensions in University Engagement for Socio-Economic Development.

In: *Higher Education Policy* 30 (4), S. 443–462. DOI: 10.1057/s41307-017-0061-9.

Abstract:

Universities should place delivering societal benefits centrally within their strategic decision-making. But this comes at a time when universities face extensive pressures to transform every aspect of their institutional existence, raising questions

about whether the third mission can ever truly be a strategic objective for higher education. To understand this tension, this paper explores the ways in which national higher education policies frame the strategic latitude that universities enjoy to engage with regional partners in teaching and research activities. Presenting case studies from the Czech Republic and Norway, the paper reveals that the space for regional engagement is squeezed at every stage as universities seek to implement national directives whilst remaining true to their regional roots. We conclude by arguing better understanding the regional mission requires better understanding the processes by which regional engagement is framed as un-prestigious by wider policy fields.

Cabanda, Exequiel (2017):

Higher Education, Migration and Policy Design of the Philippine Nursing Act of 2002.

In: *Higher Education Policy* 30 (4), S. 555–575. DOI: 10.1057/s41307-017-0038-8.

Abstract:

In examining the nexus between higher education and migration policy, scholars explore the institutional level (i.e., how universities compete for students) and individual migrants' perspectives (i.e., motivations to pursue higher education and emigrate), but little is known on the role of the states in creating a policy environment for these actors to operate. From the policy design of the Philippine Nursing Act of 2002, this study accounts the state's role in promoting emigration by designing nursing policy that educates Filipino nurses for foreign employment. By identifying and accounting for the competing motivations of policy actors inside and outside the domain of higher education, it concludes that in the design of nursing policy these policy actors integrate nursing education to the overarching state policy on labor export for economic development.

Čábelková, Inna; Normann, Roger; Pinheiro, Romulo (2017):

The Role of Higher Education Institutions in Fostering Industry Clusters in Peripheral Regions. Strategies, Actors and Outcomes.

In: *Higher Education Policy* 30 (4), S. 481–498. DOI: 10.1057/s41307-017-0059-3.

Abstract:

Despite new empirical insights on the topic, the role of the universities in regional development is far from clear. Some regions with strong universities manage to benefit from technological spillovers, while others fail to develop strong industry–university connections, which leaves the research potential of the university largely unutilized. This paper investigates the role played by universities in the development of industrial clusters in two peripheral regions in Norway and the Czech Republic. In so doing, we contrast between a more and a less successful case scenario shedding light on key contextual factors, including the importance attributed to top-down versus bottom-up approaches. The paper contributes with new empirical insights on the role of higher education institutions in regional cluster development.

Capano, Giliberto; Turri, Matteo (2017):

Same Governance Template but Different Agencies.

In: *Higher Education Policy* 30 (2), S. 225–243. DOI: 10.1057/s41307-016-0018-4.

Abstract:

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

Christensen, Tom; Gornitzka, Ase (2017):

Reputation Management in Complex Environments - A Comparative Study of University Organizations.

In: *Higher Education Policy* 30 (1), S. 123–140. DOI: 10.1057/s41307-016-0010-z.

Abstract:

The times are long gone when universities were closed entities dominated by a selected group of professors. Modern universities cater to a wide variety of stakeholder groups and are hence socially embedded: they provide information, project an image of themselves, and are connected in different ways to actors in the environment who are important providers of resources, support, commitment, trust, and legitimacy. Reputation management is therefore important. We ask what is typical for the reputation management of universities? What are the core symbols and how are different types of symbols balanced? How much do universities focus on their performance record, their moral symbols (openness, trust, caring, etc.), and professional qualities? We set out to answer these questions using a comparative analysis of twenty universities in four Nordic countries. The data consist of a web census - a systematic analysis of the websites of the universities in question.

Feeney, Sharon; Hogan, John (2017):

A Path Dependence Approach to Understanding Educational Policy Harmonisation. The Qualifications Framework in The European Higher Education Area.

In: *Higher Education Policy* 30 (3), S. 279–298. DOI: 10.1057/s41307-016-0019-3.

Abstract:

This paper examines the development of a system of easily readable and comparable qualifications within a single Qualifications Framework in the European Higher Education Area (QF-EHEA) as part of the Bologna process. Employing a path dependence approach, combined with new understandings of critical junctures and incremental policy change, as our conceptual lens, we find that multiple self-reinforcing events between the 1998 Sorbonne Declaration and the 2005 Bergen Communique, in the form of Declarations and Communiques, guided implementation of the Bologna policy process, along with elements of incremental layering. We also see evidence that policy formation and implementation are self-reinforcing in the context of the development of the QF-EHEA.

Francis, Perry C.; Horn, Aaron S. (2017):

Mental Health Issues and Counseling Services in US Higher Education. An Overview of Recent Research and Recommended Practices.

In: *Higher Education Policy* 30 (2), S. 263–277. DOI: 10.1057/s41307-016-0036-2.

Abstract:

The purpose of this article is to provide an overview of mental health issues and counseling services on college campuses in the USA. The findings from several national surveys are reviewed to estimate the prevalence of anxiety and depression, suicide and suicidal ideation, and violence among college students. Common prevention and treatment programs are then described with particular attention to innovative campus-wide programs. Student outcomes research is examined to determine whether receiving counseling services is associated with academic performance and the likelihood of graduation. The article concludes with a set of recommended practices to improve the effectiveness of counseling services on campus.

Franke, Ray; Ramirez, Gerardo Blanco (2017):

Value for Money and Employability. Conceptualizing the US Federal Rating System of Postsecondary Institutions.

In: *Higher Education Policy* 30 (3), S. 299–317. DOI: 10.1057/s41307-016-0024-6.

Abstract:

This paper analyzes the development of the Postsecondary Institutions Rating System (PIRS) by the United States federal government from 2013 to 2015. PIRS generated debate and opposition, which. ultimately resulted in a significant transformation of the initiative. The present analysis identifies and explores key assumptions regarding higher education access, affordability, and quality embedded in this policy agenda. We argue that, as a rating mechanism, PIRS involves different and at times conflicting notions of quality, one of the most salient being "value for money." The ratings system also emphasizes and promotes the concept of employability through its proposed outcome measures. Analyzing PIRS requires not only an exploration of its technical implementation and potential outcomes, but also a conceptual analysis. For this, we relied on discourse analysis of documents the U.S. government has generated or made publically available, and of the responses among different policy stakeholders.

Gourlay, Lesley (2017):

Student Engagement, 'Learnification' and the Sociomaterial. Critical Perspectives on Higher Education Policy.

In: *Higher Education Policy* 30 (1), S. 23–34. DOI: 10.1057/s41307-016-0037-1.

Abstract:

The term 'student engagement' has become ubiquitous in mainstream discourses concerning higher education in the UK and beyond. The term is used to denote a desirable set of practices and orientations in students which should be worked towards or encouraged in order for teaching in higher education to be deemed successful — as such, it has enormous influence in the higher education (HE) as part of a discourse which carries powerful ideological force in the sector. However, as Kahn (Br Educ Res J 40(6):1005–1018, 2013) points out, it is a concept which is weakly theorised in the literature. This paper will interrogate the concept in order to deepen understanding of how the term operates. I will argue first that the notion often relies on typological categories which tend to posit the individual as the primary site of student engagement and secondly that this is primarily identified in interlocution or observable interaction. Drawing on the work of Gert Biesta, I will argue that this position reflects a broader trend towards 'learnification' in higher education, which positions teaching as problematic and inherently repressive. I seek to build on this critique by arguing for a reframing which recognises the sociomaterial and radically distributed nature of human and non-human agency in day-to-day student engagement.

Harrison, Neil; Waller, Richard (2017):

Success and Impact in Widening Participation Policy. What Works and How Do We Know?

In: *Higher Education Policy* 30 (2), S. 141–160. DOI: 10.1057/s41307-016-0020-x.

Abstract:

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

Hu, Mingyan; Willis, Linda-Dianne (2017):

Towards a Common Transnational Education Framework. Peculiarities in China Matter.

In: *Higher Education Policy* 30 (2), S. 245–261. DOI: 10.1057/s41307-016-0021-9.

Abstract:

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

Kahn, Peter (2017):

Higher Education Policy on Student Engagement. Thinking Outside the Box.

In: *Higher Education Policy* 30 (1), S. 53–68. DOI: 10.1057/s41307-016-0031-7.

Abstract:

It has been suggested that higher education policy across the world is currently framed by a common set of assumptions. As a result, policy makers have a restricted sense of the options that are open to them. This paper looks to the paradigm of critical realism in order to open up alternative perspectives for policy makers. The argument specifically focuses on policy around student engagement, building on earlier theorising in this area. Student engagement is seen to be constituted by the agency of learners within educational settings, supported as this is by the social relations maintained by learners. The argument opens up alternative framings for policy in ways that take account of the reflexivity and relational goods that sustain the engagement of students in their studies, addressing areas such as teaching and learning, extra-curricular activity, human resources, the character of institutions and student protest.

Karlsen, James; Beseda, Jan; Šima, Karel; Zyzak, Barbara (2017):

Outsiders or Leaders? The Role of Higher Education Institutions in the Development of Peripheral Regions.

In: *Higher Education Policy* 30 (4), S. 463–479. DOI: 10.1057/s41307-017-0065-5.

Abstract:

Policy makers' interest in higher education institutions (HEIs) as instruments for regional development has increased in recent years, but evidence on the role of HEIs in peripheral regions remains unclear. In this article, we focus on the actual practices of HEIs in such regions. Specifically, we combine theories on the roles of HEIs and regional leadership in a case study of four HEIs (two in the Czech Republic and two in Norway) and their engagement in the development of their host regions. Our analysis shows that the HEIs engage in their host regions through their primary mission of teaching.

Kelly, Paul; Fair, Nic; Evans, Carol (2017):

The Engaged Student Ideal in UK Higher Education Policy.

In: *Higher Education Policy* 30 (1), S. 105–122. DOI: 10.1057/s41307-016-0033-5.

Abstract:

The UK Government's Green Paper (BIS in Fulfilling our potential: teaching excellence, social mobility and student choice. BIS, London, 2015), White Paper (BIS in Success as a knowledge economy: teaching excellence, social mobility and student choice. BIS, London, 2016a) and Higher Education and Research Bill (http://www.publications.parliament.uk/pa/bills/cbill/2016-2017/0004/17004.pdf, 2016) appear to be premised on a normative student ideal in UK higher education policy. This ideal student presupposes a transactional model of student engagement, which relies on the accumulation of knowledge capital by a systemic subject. The current government vision forms part of a long-term shift away from the discourse of social democracy since the policies of the 1960s. This shift towards neoliberal political economy is reflected in the legislation to establish the Office for Students, United Kingdom Research and Innovation and the Teaching Excellence Framework (BIS 2015, 2016a; BIS in Teaching excellence framework: technical consultation for year two. BIS, London, 2016b). Rather than adding to the transactional view of student

engagement based on the neoliberal student ideal, this article explores the democratic idea of a higher education multitude in which there might be a more nuanced pedagogic and socio-technical understanding of student engagement for further policy developments.

Klemencic, Manja (2017):

From Student Engagement to Student Agency. Conceptual Considerations of European Policies on Student-Centered Learning in Higher Education.

In: *Higher Education Policy* 30 (1), S. 69–85. DOI: 10.1057/s41307-016-0034-4.

Abstract:

Student-centered learning (SCL) has entered center stage on the European higher education (HE) policy agenda after the Yerevan Ministerial Summit of the European Higher Education Area (EHEA) in May 2015. It has become the key principle underlying the intended reforms toward enhancing the quality of teaching and learning in European HE. Despite the universal appeal, SCL remains poorly defined in policy documents and this ambiguity potentially jeopardizes its implementation. The article addresses the different instances and evocations of the SCL approach in EHEA policies. Furthermore, it seeks to clarify the conceptual foundations of SCL. Two propositions are put forward. First, SCL should be understood as a 'meta-concept'. Such an understanding serves as a corrective to the eclectic use of SCL in association with a broad variety of policy issues. Second, the article questions the suitability of student engagement as a conceptual foundation of SCL. The main argument is that student engagement conceptually fails to sufficiently address student autonomy, self-regulation and choice, all of which have been highlighted by the literature as essential elements of SCL. The root concern of SCL is not propensity to different types of student action as implied in student engagement, but rather student agency as students' capabilities to intervene in and influence their learning environments and learning pathways.

Kohoutek, Jan; Pinheiro, Rómulo; Čábelková, Inna; Šmídová, Michaela (2017):

Higher Education Institutions in Peripheral Regions. A Literature Review and Framework of Analysis.

In: *Higher Education Policy* 30 (4), S. 405–423. DOI: 10.1057/s41307-017-0062-8.

Abstract:

This paper addresses the issue of universities' engagement in peripheral regions, taking into account both endogenous (university) and exogenous (regional peripherality) characteristics. The paper aims to deconstruct the university – periphery interplay in the form of a novel analytical framework and to pilot the framework empirically. The pilot mapping of six Norwegian and Czech universities onto the peripheral regions resulted in two implications. First, due to regional lag effects on the industrial – post-industrial development scale and institutional profiling, universities' regional role is contingent on path dependencies, suggesting that both exogenous and endogenous characteristics should be given equal consideration. Second, the universities' positioning in peripheral regional surroundings produces some variants in which universities' engagement is not pivotal for improving regional attributes. This is either because of the incapacity of unlocking the path-dependent effects of regional periphery structures or because of limitations in research capacity, constraining the respective regions' progress to the knowledge/service society paradigm. Further explorations of these issues may create an impetus for comparative studies on the role of universities in regional development, particularly with respect to peripheral units.

Macfarlane, Bruce; Tomlinson, Michael (2017):

Critiques of Student Engagement.

In: *Higher Education Policy* 30 (1), S. 5–21. DOI: 10.1057/s41307-016-0027-3.

Abstract:

Student engagement initiatives at the national, institutional and classroom level have emerged against a backdrop of rising participation rates and the marketisation of higher education. This context has informed the development of a literature that is heavily influenced by cause-effect framing and a focus on effectiveness. However, in recent years an alternative, critical literature has emerged that challenges some of the assumptions of the student engagement movement on the

grounds of student rights and freedoms as learners. This review article identifies the following six critiques of student engagement based on an analysis of the literature and arguments stemming from analyses of the effects of neoliberalism, namely performativity, marketing, infantilisation, surveillance, gamification and opposition. It is concluded that at a policy and institutional governance level, there is a need to shift the emphasis from what and how questions concerning student engagement to consider its broader political, economic and ethical implications as a means of challenging the prevailing policy narrative.

Madikizela-Madiya, Nomanesi; Le Roux, Cheryl Sheila (2017):

Space and Academic Identity Construction in Higher Education. An Open and Distance Learning Perspective.

In: *Higher Education Policy* 30 (2), S. 185–201. DOI: 10.1057/s41307-016-0013-9.

Abstract:

Research suggests that higher education changes affect the work and identity of academics. The consequent challenges often mentioned include too little time, work overload and limited autonomy among academic staff. Space is rarely mentioned, especially in relation to the context of open distance learning. This article reports on the findings from a study that was conducted in an open distance learning institution to understand how the institutional space is experienced by academics as they construct their identity. Institutional policy was examined, semi-structured interviews were conducted with academics and observations were made. The findings suggest that imagined institutional space is sometimes different from the lived space due to academics' differing preferences of space. It is recommended that the institution should find the common ground between academics' spatial needs and the institution's imagined space as provided for through institutional policy.

Pinheiro, Rómulo; Karlsen, James; Kohoutek, Jan; Young, Mitchell (2017):

Universities' Third Mission. Global Discourses and National Imperatives.

In: *Higher Education Policy* 30 (4), S. 425–442. DOI: 10.1057/s41307-017-0057-5.

Abstract:

Universities are increasingly pressurized to contribute to the socio-economic development of their societies. This has led to increasing calls for stronger societal engagement around the third mission (TM). In this paper, we contextualize developments surrounding TM by comparing policy approaches in Norway and the Czech Republic. Our analysis shows similarities as well as differences and points to the importance of assessing TM developments in the light of wider policy dynamics and priorities.

Pinho, Claudia; Franco, Mario (2017):

The Role of the CIO in Strategy for Innovative Information Technology in Higher Education Institutions.

In: *Higher Education Policy* 30 (3), S. 361–380. DOI: 10.1057/s41307-016-0028-2.

Abstract:

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

Prinsen, Gerard; Hartog, Ilse; Vink, Martijn (2017):

"It Would be Great to See an Example." Collaboration Between International NGOs and National Knowledge Institutes in Six African Countries.

In: *Higher Education Policy* 30 (2), S. 203–223. DOI: 10.1057/s41307-016-0006-8.

Abstract:

Collaboration between international development NGOs and Africa's national knowledge institutes, particularly universities, is receiving increasing support from global policy-makers and donor agencies. In spite of this, little is reported about the practice of such collaboration. This paper helps fill this lack of knowledge. It shares findings from a research project by a consortium of four international NGOs exploring the potential for collaboration with knowledge institutes in Burundi, DR Congo, Liberia, South Sudan, Sudan, and Uganda. The findings are based on analysis of interviews with NGO managers in these countries and on subsequent interviews by these NGO managers of staff in national knowledge institutes. The views of the NGO managers regarding collaboration lean towards scepticism, in keeping with the limited literature on the matter. However, after interviewing staff in the knowledge institutes, the NGO managers did find potential for collaboration based on personal relations and meeting both parties' more immediate interests.

Rabossi, Marcelo (2017):

Agency Costs in Higher Education. Evaluating an Institution Through a Comprehensive Framework.

In: *Higher Education Policy* 30 (3), S. 319–339. DOI: 10.1057/s41307-016-0025-5.

Abstract:

An agency situation is established when one of the parties involved in a transaction (the principal) delegates to a single or group of individuals (the agents) certain rights to carry out activities. In this dynamic, any number of problems and risks could arise. Problems result from informational asymmetries, high monitoring costs, and conflicting preferences between the principal (employer) and the agents (employees). Using the principal–agency theory, this study explores explicit (hiring, promotion, and salary policies) and implicit (organizational climate) labor contracts at one private university in Argentina. The study considers the extent to which this institution is attentive to mitigating agency costs. The work presents a new model to study the behavior of universities using economic logic. This deviates from the more traditional sociological and psychological approaches generally used in the analysis of faculty life.

Šima, Karel; Benneworth, Paul; Pinheiro, Romulo; Beseda, Jan (2017):

What are the Cultural Preconditions of Universities' Regional Engagement? Towards a Disciplinary Sensitive Model of the University-Region Interface.

In: *Higher Education Policy* 30 (4), S. 517–532. DOI: 10.1057/s41307-017-0056-6.

Abstract:

This paper explores the relationship between disciplinary and organisational cultures and regional engagement. Disciplinary and organisational dimensions are key factors of academic identity and have a crucial impact on the ability of higher education institutions to actively engage within regional actors. The analysis builds on empirical data from selected Czech and Norwegian case higher education institutions. We call into question the conjecture that only specific organisational settings and incentive mechanisms — the formal structural side of higher education institutions — lead to better interactions between HEIs and regions. We conclude by arguing that informal tacit dimensions (that we conceptualise as epistemological orientations and disciplinary values and postures) are also important in understanding the dynamics of university regional engagement.

Šmídová, Michaela; Šmídová, Olga; Kyllingstad, Nina; Karlsen, James (2017):

Regional Development. Lifelong Learning as a Priority in Norway and the Czech Republic?

In: *Higher Education Policy* 30 (4), S. 499–516. DOI: 10.1057/s41307-017-0060-x.

Abstract:

Lifelong learning (LLL) as part of the third mission agenda of higher education institutions (HEIs) has been prioritized yet understudied, especially regarding the implementation of supranational and national LLL strategies in institutional third mission arrangements. Addressing this limitation, the current paper aims at analyzing strategic approaches toward the institutionalization of LLL in the Czech Republic (CR) and Norway (NOR), with implications for HEIs in the Vysočina region (CR) and Agder region (NOR). More specifically, we comparatively explore the underlying characteristics of system-level LLL strategies and the extent to which those spill into the development policies of Vysočina and Agder as carried out by the regions' HEIs and regional administrations. Utilizing a mixed approach methodologically and conceptually building on models of LLL by Schuetze and Casey (2006), our findings show different national approaches and aims of LLL; NOR is a close-to-open society model, and CR is closer to a human capital model. Nevertheless, LLL practices are rather similar in both countries, and they do tend to be only partial.

Tavares, Orlanda; Lanca, Vasco; Amaral, Alberto (2017):

Academic Inbreeding in Portugal. Does Insularity Play a Role?

In: *Higher Education Policy* 30 (3), S. 381–399. DOI: 10.1057/s41307-016-0029-1.

Abstract:

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

Tomlinson, Michael (2017):

Student Engagement. Towards A Critical Policy Sociology.

In: *Higher Education Policy* 30 (1), S. 35–52. DOI: 10.1057/s41307-016-0035-3.

Abstract:

This article develops a critcal policy analysis of the student engagement agenda, exploring its establishment as a key policy framework in HE and why it has developed such momentum. Based on a critical policy sociology approach, this article analyses the levels through which student engagement can be conceptualised: macro, meso and micro. At the macro-level, the concept can be seen as partly aligned to the market-driven and massified institutional context and informed by New Public Management policy levers intended to enhance the performative value of contemporary universities. At the meso-level, student engagement has been instituted by policies and practices evaluated by a range of performance measures that purportedly capture the efficacy of engagement practices. At a micro-level, it presents issues around students' relationship with institutions in light of their changing role. If student engagement policy and practice is able to elevate students as active co-producers of self-directed learning, they may also potentially affirm their role as regulatory customers.

Wintrup, Julie (2017):

Higher Education's Panopticon? Learning Analytics, Ethics and Student Engagement.

In: *Higher Education Policy* 30 (1), S. 87–103. DOI: 10.1057/s41307-016-0030-8.

Abstract:

Is learning analytics a movement that seeks to rebalance the effects of higher education's apparent blindness to privilege, its unequal access regimes and persistent retention and attainment gaps through a more skilful and strategic use of student data? Or is it part of a larger project to surveil students and staff in higher education, in pursuit of greater efficiency and control? Both perspectives are alive and well in debates surrounding higher education's changing relationship with its students. The systematic institutional use of student-generated data known as learning analytics is raising practical, methodological and ethical questions, which are yet to be answered. However, a proposed framework for assessing and comparing the quality of learning and teaching in the UK is poised to use such data as one of its metrics. Learning analytics and its relationship to student engagement is explored through the first known research to utilise an adaptation of Kuh's National Survey of Student Engagement with people studying Massive Open Online Courses. Contrasting perspectives are offered by Siemen's theory of connectivist learning and Foucault's notion of the panopticon. If the potential of analytics is to be realised in terms of meaningful quality improvement, questions remain concerning ethics, trust, its role in engagement in learning, and the ways in which policy might effectively safeguard the longer-term individual and collective interests of students.

Zhang, Qiantao; Larkin, Charles; Lucey, Brian M. (2017):

An Empirical Study of the Innovative Culture in Ireland's Higher Education Institutions.

In: *Higher Education Policy* 30 (4), S. 533–553. DOI: 10.1057/s41307-017-0039-7.

Abstract:

This paper investigates the perception amongst insiders of the degree of innovativeness of organisational culture in Ireland's higher education institutions. While the role of higher education institutions has expanded to include being a driver of innovation, we suggest that any such body is perhaps best suited to achieve this if it itself is innovative. We review the literature on corporate innovation, discuss a recent metric of innovativeness in culture and present the results of a large-scale survey on said culture within the higher education sector in Ireland. There is a divide between the university and institutes of technology sector, with organisational culture in universities being perceived to be much more innovative than that in institutes, despite these latter being designed to be closer to industry. We also find that STEM faculty members see culture as less innovative than others. These findings raise questions around the implicit and explicit thrusts of Irish higher education policy.

Ziderman, Adrian (2017):

Financing Universities Through Vouchers. Lessons from the Republic of Georgia.

In: *Higher Education Policy* 30 (2), S. 161–184. DOI: 10.1057/s41307-016-0008-6.

Abstract:

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

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Editorials

Fumasoli, Tatiana (2017):

Systems, Organizations and Students.

[Editorial]. In: *Higher Education Quarterly* 71 (2), S. 127–128. DOI: 10.1111/hequ.12124.

Whitchurch, Celia (2017):

The landscapes of institutional life.

[Editorial]. In: *Higher Education Quarterly* 71 (4), S. 300–301. DOI: 10.1111/hequ.12146.

Whitchurch, Celia (2017):

Undercover stories.

[Editorial]. In: *Higher Education Quarterly* 71 (1), S. 3–4. DOI: 10.1111/hequ.12115.

Original Articles

Aarrevaara, Timo; Wikström, Janne; Maassen, Peter (2017):

External stakeholders and internal practices in departments of teacher education at European universities.

In: *Higher Education Quarterly* 71 (3), S. 251–262. DOI: 10.1111/hequ.12128.

Abstract:

Research-intensive universities are operating in an environment of conflicting goals and priorities. Their status in research as well as education is dependent on their performance in various global arenas where performance can be measured with relatively clear indicators. However, success in operations outside the primary tasks of the academic community, such as universities' societal relevance, is more difficult to identify. Tasks outside the core of academic work are subject to requirements that are less well defined and are more abstract. This article seeks to define these noncore requirements as external contingencies and to analyse them by means of a contingency approach.

Bentley, Duncan; Henderson, Fiona; Lim, Choon Boey (2017):

The legislative requirements for measuring quality in transnational education. Understanding divergence while maintaining standards.

In: *Higher Education Quarterly* 71 (4), S. 338–351. DOI: 10.1111/hequ.12131.

Abstract:

Australian universities have been actively engaged in transnational education since the 1990s. The challenges of assuring quality have seen a changing regulatory framework increasingly designed to ensure equivalence of standards wherever a course of study is offered and however it is delivered. Transnational Higher Education has grown significantly and the issues that flow from operating across jurisdictions, cultures and contexts have been addressed primarily by institutions themselves in complying with regulation. This article identifies how the Australian quality agency TEQSA (Tertiary Education Quality and Standards Agency) has revised its Standards Framework to support divergence appropriate to local culture and context, while assuring quality provision across the student life cycle. It concludes that the maturity of the quality agency may not yet reflect the provision of transnational education in practice. The article identifies a need for significant further research so that theory and practice can reflect opportunities to better serve students in a mature quality environment.

Breier, Mignonne; Herman, Chaya (2017):

The PhD conundrum in South African academia.

In: *Higher Education Quarterly* 71 (4), S. 352–368. DOI: 10.1111/hequ.12134.

Abstract:

South African universities need more academics with PhDs, from historically disadvantaged population groups in particular, but they face a conundrum. In order to have more staff with PhDs, they need to produce more PhD graduates. But in order to produce more PhD graduates, they need more staff with PhDs to supervise. This article explores this conundrum by comparing academic qualifications with national policies and targets, by developing a quantitative profile of staff without PhDs and describing government and institutional measures to improve academic qualifications. An institution's supervisory capacity is found to be closely related to institutional history. Four main factors are identified: (a) whether or not the institution was originally established as a traditional university or as a technikon; (b) whether or not it was advantaged or disadvantaged under apartheid, which was closely related to the racial group for which it was established; (c) whether or not it was merged post 2004; and if so, (d) with what type of institution it was merged.

Elwick, Alex; Cannizzaro, Sara (2017):

Happiness in Higher Education.

In: *Higher Education Quarterly* 71 (2), S. 204–219. DOI: 10.1111/hequ.12121.

Abstract:

This paper investigates the higher education literature surrounding happiness and related notions: satisfaction, despair, flourishing and well-being. It finds that there is a real dearth of literature relating to profound happiness in higher education: much of the literature using the terms happiness and satisfaction interchangeably as if one were tantamount to the other, such conflation being due to the move towards consumerism within higher education and the marketisation of the sector. What literature there exists that actually deals with the profound happiness of students in higher education, generally argues that in the United Kingdom institutions do not currently do enough to promote happiness in higher education. These findings imply that flourishing, contentment and well-being should be regarded as legitimate goals of higher education, alongside satisfaction and related economic outcomes that are currently promoted across academic and policy literature, university rankings and the National Student Survey.

Goglio, Valentina; Regini, Marino (2017):

Processes and stages of differentiation in European higher education.

In: *Higher Education Quarterly* 71 (4), S. 320–337. DOI: 10.1111/hequ.12133.

Abstract:

In this article we discuss processes of internal differentiation that have characterised European higher education systems in the last 50years. We argue that these processes have gone through two main stages and in two different directions, each of which is showing its limits in the long run. Therefore, we expect a third stage of differentiation, which will be both internal to individual higher education institutions and multi-dimensional concerning functions performed. In the first stage (1960–1970s) the main objective was to create a vocational track, without having to profoundly modify traditional academic institutions. In the second stage (mid-1990s) the main objective was to differentiate between the more and the less competitive universities as regards the amount of financial and symbolic resources provided to them. However, large comprehensive universities are containers of smaller units whose performance may vary widely. Moreover, research is just one of the several functions that modern universities perform. The final section of the article provides some empirical evidence from United Kingdom universities to support the hypothesis of a third stage of differentiation.

Gornitzka, Åse; Maassen, Peter (2017):

European flagship universities. Autonomy and change.

In: *Higher Education Quarterly* 71 (3), S. 231–238. DOI: 10.1111/hequ.12130.

Abstract:

The article introduces this special issue of Higher Education Quarterly in which results of a research project on 'European Flagship Universities: Balancing Academic Excellence and Socio-economic Relevance' are presented and discussed. The Flagship project aimed at contributing to a better understanding of the relationship between university reform agendas, with their underlying ideologies, and university practices, especially at the departmental level. The project focused on how selected Flagship universities in continental Europe interpret and use their institutional autonomy in two areas, research management and personnel policies. For this purpose an analytical framework was developed for studying how autonomy is interpreted and used inside the university.

Gornitzka, Åse; Maassen, Peter; Boer, Harry de (2017):

Change in university governance structures in continental Europe.

In: *Higher Education Quarterly* 71 (3), S. 274–289. DOI: 10.1111/hequ.12127.

Abstract:

This article discusses changes with respect to university governance structures in six comprehensive universities in Europe. We present an analytical framework on the basis of which we conduct a comparative analysis of the university governance structures along four different dimensions: (a) the internal democratic nature of the governance structure, (b) the external involvement in university governance, (c) the level of centralisation of decision-making authority in the university and (d) the concentration of authority in an individual leadership position versus authority in a collective body or spread over various collective bodies.

Harvey, Heather Lea; Parahoo, Sanjai; Santally, Mohammad (2017):

Should Gender Differences be Considered When Assessing Student Satisfaction in the Online Learning Environment for Millennials?

In: *Higher Education Quarterly* 71 (2), S. 141–158. DOI: 10.1111/hequ.12116.

Abstract:

The majority of today’s students in online higher education are millennials and have grown up using technology. Therefore, there is a need to determine if their expectations from online learning are different from previous contextual studies and whether or not these vary across gender. This study used a mixed method approach, using focus groups, followed by online surveys of 834 undergraduate students from the University of Mauritius enrolled in an online course. Using factor analysis and structural equation modelling, the study found no significant differences based on gender for millennials, but identified

three significant antecedents of student satisfaction for both males and females: university reputation; physical facilities; and instructor empathy.

Larrán Jorge, Manuel; Andrades Peña, Francisco Javier (2017):

Analysing the literature on university social responsibility. A review of selected higher education journals.

In: *Higher Education Quarterly* 71 (4), S. 302–319. DOI: 10.1111/hequ.12122.

Abstract:

In the last 30years, different economic, political and social changes have taken place in the university sector and this has led to an extensive reform to meet the new societal challenges that these institutions are facing today. This emphasises the social dimension of universities and their important role in society as educators of future leaders and policy makers. This reveals the need to integrate social responsibility principles into the mainstream functions of universities. In view of these comments, this paper offers a review of the literature about university social responsibility during the period from 2000 to 2015. The objectives of the review are to: explore patterns in publication outlets; collect, scrutinise and critically analyse the current literature on this field; to identify gaps in the literature and make recommendations for further research in this field. To accomplish this task, data were collected from 15 specialist academic journals that focus on higher education.

Lee, Young-Joo (2017):

Understanding Higher Education Institutions' Publicness. Do Public Universities Produce More Public Outcomes than Private Universities?

In: *Higher Education Quarterly* 71 (2), S. 182–203. DOI: 10.1111/hequ.12120.

Abstract:

Higher education institutions produce a broad array of public outcomes. However, little is known about the varying levels of their contribution to the public good and what explains the variation among institutions. This study uses the theory of organisational publicness and examines how these institutions' ownership status and resource publicness explain their outcome publicness, focusing on the expenditure for teaching, research and public service activities. The analysis of four-year public and private universities in the 2012 Integrated Postsecondary Education Data System shows that universities' reliance on federal funding is positively associated with the percentages of the expenditure on all three activities and their reliance on state funding is positively associated with the percentages of teaching and public service expenses. The findings reveal that the proportion of tuition and fees revenue is negatively associated with the percentage of public service expenditure. The results suggest that declining state funding and increasing reliance on tuition and fees weaken these institutions' public service function, especially in the area of community engagement.

Maassen, Peter (2017):

The university's governance paradox.

In: *Higher Education Quarterly* 71 (3), S. 290–298. DOI: 10.1111/hequ.12125.

Abstract:

One can observe a growing external pressure on universities to become more responsive to society through proactively engaging in various types of competition—competing for students, staff, external funding, and for academic prestige and status. The ensuing reform agendas aim at changing the intra-university governance structures for stimulating the intended university responsiveness. This article discusses how intra-university governance has developed over time with a changing internal and external dynamics. It will be argued that in the university governance practice a paradox has emerged: the more university leaders take on and operate in line with the reform agenda's ideologies, the less effective they appear to be in realising some of the reform intentions. How can such a paradox be accounted for? Building on three general theories of governance, this paradox is analysed as arising from the neglect of the interplay of historical university traditions and

formal organisational–structural features of the university. The importance of this interplay will be discussed from the perspective of the prestige economy.

Maassen, Peter; Gornitzka, Åse; Fumasoli, Tatiana (2017):

University reform and institutional autonomy. A framework for analysing the living autonomy.

In: *Higher Education Quarterly* 71 (3), S. 239–250. DOI: 10.1111/hequ.12129.

Abstract:

In this article we discuss recent university reforms aimed at enhancing university autonomy, highlighting various tensions in the underlying reform ideologies. We examine how the traditional interpretation of university autonomy has been expanded in the reform rationales. An analytical framework for studying how autonomy is interpreted and used inside the university is presented, which allows us to highlight that in order to understand the implications of enhanced university autonomy, we have to go beyond the scrutiny of formal arrangements and analyse practices of autonomy within the university which we refer to as the university?s living autonomy. Finally we introduce ideas for further research on the living autonomy with the use of our analytical framework.

Mahmoud, Ali Bassam; Grigoriou, Nicholas (2017):

When empathy hurts. Modelling university students' word of mouth behaviour in public vs. private universities in Syria.

In: *Higher Education Quarterly* 71 (4), S. 369–383. DOI: 10.1111/hequ.12138.

Abstract:

This study examines and compares word of mouth (WOM) behaviour among university students in Syria. To date, little is known about this important phenomenon which is surprising given the deregulated education market in Syria that allows for private universities to compete for students alongside public universities. Using a mixed methods research design and structural equation modelling, our results show faculty individualised attention and student satisfaction were found to be positively related to university image. Further, student satisfaction and university image were found to be direct sources of students' positive WOM behaviour. We found a moderating effect of university ownership type on university image. Interestingly, we identified six themes showing how support staff empathy could be seen as a source of low student satisfaction. These were defined as deception/credibility/soft-soapers/suspiciousness: when support staff coax something out of students; confusion/role conflict: resulting from the diverse roles played by support staff while interacting with students; unfairness: when a student notices discrimination in the level of empathy between their peers; privacy: when support staff empathy can be perceived as a kind of intrusion; self-congratulatory: when a support staff member shows off or praises their empathy; and support staff/student ratio: when this ratio is seen to be small, the empathy effect reverses.

Meng, Qian; Zhu, Chang; Cao, Chun (2017):

An Exploratory Study of Chinese University Undergraduates' Global Competence. Effects of Internationalisation at Home and Motivation.

In: *Higher Education Quarterly* 71 (2), S. 159–181. DOI: 10.1111/hequ.12119.

Abstract:

Global competence is categorised into three dimensions: knowledge, skills/experience and attitudes. This study aims to investigate the global competence discrepancies of Chinese undergraduates in universities and regions of different development levels, as well as the effects of internationalisation efforts at home and students' motivation on global competence. To this end, 2,695 students within nine universities (three 985 project universities, three 211 project universities and three provincial universities) in three Chinese cities (Beijing, Nanjing and Changchun) participated in this survey. The findings revealed that Chinese undergraduates have positive global attitudes, but they seem to lack sufficient global knowledge. Students from 985 project universities reported gaining higher global competence than students from

211 project and provincial universities, and students from Beijing reported higher global competence than students from Nanjing and Changchun. Competence discrepancies concerning fields of study were also found. The results of hierarchical regression analysis suggest that gender, 985 and 211 project universities, Beijing city, social sciences and humanities, experience of contact with foreigners on campus activities, enrolment in courses related to internationalisation and students' motivation were predictive of Chinese students' global competence.

Milian, Roger Pizarro (2017):

What's for Sale at Canadian Universities? A Mixed-Methods Analysis of Promotional Strategies.

In: *Higher Education Quarterly* 71 (1), S. 53–74. DOI: 10.1111/hequ.12108.

Abstract:

The current fiscal environment has driven Canadian universities to become more entrepreneurial, seeking out and competing over new sources of funding. Despite such intensifying competition, little effort has been made to document the promotional tactics that Canadian universities are using to render themselves appealing to external audiences. This study examines the contents of the home pages of English-speaking universities in Canada. It finds that, though there are some differences in the tactics that primarily undergraduate and research-intensive universities employ, both generally strive to emulate the same institutional 'template'. Moreover, the usage of more unorthodox promotional tactics, drawing on labour market rhetoric or discourses of inclusivity, is limited. These findings are theorised in relation to contemporary work within organisational sociology and strategic management.

Rhoades, Gary; Stensaker, Bjorn (2017):

Bringing Organisations and Systems Back Together. Extending Clark's Entrepreneurial University.

In: *Higher Education Quarterly* 71 (2), S. 129–140. DOI: 10.1111/hequ.12118.

Abstract:

Burton R. Clark's 1998 book, Creating Entrepreneurial Universities, has had a major impact on the field of higher education, especially internationally. In this paper, key aspects of Clark's conceptualisation of organisational pathways of transformation are identified, speaking to its theoretical and empirical contributions to higher education studies, policy and practice. In addition, the larger corpus of Clark's work is built on to offer avenues by which considerations of systems analysis and organisational studies can be brought back together to address the strategic challenges and opportunities for individual universities and state as well as national systems of higher education.

Ross, Fiona; Woodfield, Steve (2017):

Mutuality, Metaphor and Micropolitics in Collaborative Governance. A Joint Venture in UK Higher Education.

In: *Higher Education Quarterly* 71 (1), S. 33–52. DOI: 10.1111/hequ.12110.

Abstract:

As market-led higher education systems become the 'new normal', a wider variety of organisational forms is likely to emerge. This paper reports on the findings of a qualitative and historical study that aimed to explore the meaning of collaborative governance in a unique and long-standing higher education joint venture in England. Semi-structured interviews were conducted with senior-level stakeholders from both participating institutions: architects of the joint venture, institutional leaders and faculty managers. Interviewees frequently referred to the metaphor of marriage and described the institutions as partners who don't live together but have responsibility for the children! The paper offers reflective insights on governance, leadership and management and highlights the tensions of balancing mutual interests, the use of metaphor to make sense of critical incidents and the role of micropolitics of enacting leadership at multiple levels. The paper contributes to conceptual understanding and knowledge of collaborative governance in higher education.

Schnepf, Sylke V. (2017):

How do Tertiary Dropouts Fare in the Labour Market? A Comparison between EU Countries.

In: *Higher Education Quarterly* 71 (1), S. 75–96. DOI: 10.1111/hequ.12112.

Abstract:

Dropping out of university is regularly discussed as a negative indicator. However, research on actual career trajectories of dropouts is virtually non-existent. This study estimates the association between tertiary dropouts and career chances in 15 European countries. Using data from the 2011 Programme for the International Assessment of Adult Competencies (PIAAC), estimates are derived from the application of propensity score matching taking a variety of individual background characteristics including cognitive skills into account. Results indicate that individuals are likely to fare better in the labour market if they enrol in university and drop out than if they do not enrol at all. Policy makers need to revise the notion that dropping out is purely negative.

Shattock, Michael (2017):

University governance in flux. The impact of external and internal pressures on the distribution of authority within British universities. A synoptic view.

In: *Higher Education Quarterly* 71 (4), S. 384–395. DOI: 10.1111/hequ.12132.

Abstract:

This article reviews changes in British university governance over a period of nearly a century. During this time there have been considerable changes in the way universities have distributed authority in governance although the legal frameworks, statutory and legislative, have remained largely unchanged. The article shows that there were distinct phases in the internal balances within governance structures and relates these to external pressures, mostly state driven. Critics of current trends in university governance tend to look back to a utopian traditional model but the evidence suggests that the internal balances were always to a considerable extent contingent on external conditions and fluctuated accordingly. There is no evidence that while the state applied pressure for change in various aspects of governance it substantially intervened to impose constitutional changes except in respect to the Higher Education corporation (HEC) structure for the former polytechnics in 1988 and that, in its most managerial details, was in response to demands from the polytechnic directors themselves. The changes in how authority is distributed were therefore decided by the institutions themselves albeit in response to external pressures. But the article suggests that institutions' responses were variable and that where a strong research culture existed the accumulation of social capital was such that radical changes in the distribution of authority were resisted. One consequence is that there is now much greater diversity in institutional governance structures with some pre-1992 universities leaning much more towards HEC models, some HECs edging towards more traditional models and some institutions preserving significant elements of authority which others would regard as utopian. In Britain, reputation, research success and brand image are closely associated with the latter.

Stensaker, Bjørn; Fumasoli, Tatiana (2017):

Multi-level strategies in universities. Coordination, contestation or creolisation?

In: *Higher Education Quarterly* 71 (3), S. 263–273. DOI: 10.1111/hequ.12126.

Abstract:

In contemporary research-intensive universities, strategies are not only found at the institutional level but also at various sub-levels in the organisation. In principle, such multi-level strategies are assumed to be a means for institutional coordination in the sense that more generic strategic objectives may give room for local adaptation within the broader strategic framing. Whether or not this actually is the case is another issue, and the current article analyses the links and relations between institutional and sub-level strategies in a sample of public research universities. The findings suggest that — although introduced as integrating instruments — multi-level strategies may actually increase the complexity within the university as different strategies provide different actors with leeway for opportunistic behaviour. This has implications for the coordination of the university's organisational sub-units and for the existing governance structures.

Svaikauskiene, Simona; Mikulskiene, Birute (2017):

Towards Typology of Stakeholders. A Case of Lithuanian Higher Education.

In: *Higher Education Quarterly* 71 (1), S. 97–124. DOI: 10.1111/hequ.12113.

Abstract:

The purpose of this paper is to explore internal management, advocacy and partnerships of interest groups with the aim of representing their interests in public policy formation with a view to developing a stakeholder typology. This qualitative study involves eight in-depth, semi-structured interviews with representatives from stakeholder organisations acting in Lithuania's higher education sector. The developed typology, which includes the analysed factors of capacity (organisational capacity, learning capacity, partnership capacity and advocacy capacity), comprises a description of three levels (strong, medium and weak). The suggested typology is a tool that could be used by public institutions to assess the capacity of stakeholders.

Thorpe, Andy; Snell, Martin; Davey-Evans, Sue; Talman, Richard (2017):

Improving the Academic Performance of Non-native English-Speaking Students. The Contribution of Pre-sessional English Language Programmes.

In: *Higher Education Quarterly* 71 (1), S. 5–32. DOI: 10.1111/hequ.12109.

Abstract:

There is an established, if weak, inverse relationship between levels of English language proficiency and academic performance in higher education. In response, higher education institutions (HEIs) insist upon minimum entry requirements concerning language for international applicants. Many HEIs now also offer pre-sessional English courses to bring applicants up to the designated language requirement. This paper revisits the research into language proficiency and academic performance using data on all full-time students (17,925) attending a major UK HEI in the academic year 2011–2012, 4,342 of whom were non-native English speakers. The findings confirm that while higher International English Language Testing System (IELTS) marks at entry translate into higher grade point averages (GPAs), students who undertake pre-sessional courses do notably worse in GPA terms than students who arrive with acceptable (for the course) IELTS scores. These findings suggest HEIs (and, by extension, international students) could benefit from a review regarding the appropriateness of current pre-sessional English language proficiency programmes.

Reviews

Agasisti, Tommaso (2017):

Rankings and the Reshaping of Higher Education: the Battle for World-Class Excellence by Ellen Hazelkorn, 2nd edn. London: Palgrave Macmillan. 304 pp. ISBN 978-1-137-44666-4; £24.99.

[Review]. In: *Higher Education Quarterly* 71 (2), S. 220–223. DOI: 10.1111/hequ.12111.

Cantwell, Brendan; Johnson, Nathan (2017):

Global Perspectives on Higher Education by Philip G. Altbach. Baltimore: The Johns Hopkins University Press. 332 pp. ISBN 978-4214-1926-8; £22.99.

[Review]. In: *Higher Education Quarterly* 71 (2), S. 223–228. DOI: 10.1111/hequ.12117.

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Editorials

Morris, Libby V. (2017):

Disruption in Economies, Industries, and Political Affairs. Can Postsecondary Education Be Far Behind?

[Editorial]. In: *Innovative Higher Education* 42 (1), S. 1–2. DOI: 10.1007/s10755-016-9386-3.

Morris, Libby V. (2017):

Foundations and the Advancement of Postsecondary Education.

[Editorial]. In: *Innovative Higher Education* 42 (2), S. 93–95. DOI: 10.1007/s10755-017-9390-2.

Morris, Libby V. (2017):

Letter to Parents. The Purpose of College.

[Editorial]. In: *Innovative Higher Education* 42 (3), S. 189–191. DOI: 10.1007/s10755-017-9398-7.

Morris, Libby V. (2017):

Moving beyond Critical Thinking to Critical Dialogue.

[Editorial]. In: *Innovative Higher Education* 42 (5-6), S. 377–378. DOI: 10.1007/s10755-017-9413-z.

Morris, Libby V. (2017):

Reverse Mentoring. Untapped Resource in the Academy?

[Editorial]. In: *Innovative Higher Education* 42 (4), S. 285–287. DOI: 10.1007/s10755-017-9405-z.

Original Articles

Baiduc, Rachael R.; Drane, Denise; Beitel, Greg J.; Flores, Luke C. (2017):

A Research Preparatory Program for First-Year College Students. Student Selection and Preparation Lead to Persistence in Research.

In: *Innovative Higher Education* 42 (3), S. 269–284. DOI: 10.1007/s10755-016-9377-4.

Abstract:

Undergraduate research experiences may increase persistence in STEM majors. We describe a research program that targets first-year students selected for their curiosity and attitudes towards science. We explain the implementation of the program over 3 years and present evaluation data using a group of matched controls. Participants and controls pursued STEM degrees at equivalent rates, but participants were significantly more involved in research. Initial laboratory interest and mentor pairing may have played a role in this finding. Female participants, particularly those with male laboratory mentors, engaged in more research than men.

Baker, Vicki L.; Greer, Jane; Lunsford, Laura G.; Pifer, Meghan J.; Ihas, Dijana (2017):

Documenting the Aspiration Gap in Institutional Language About Undergraduate Research, Scholarship, and Creative Work.

In: *Innovative Higher Education* 42 (2), S. 127–143. DOI: 10.1007/s10755-016-9372-9.

Abstract:

We conducted a content-analysis of the websites of 100 institutional members of the Council of Undergraduate Research in order to examine the relationship between messages communicated on websites as compared to messages expressed within institutional procedures and policies. Findings show that public research institutions were more likely than baccalaureate institutions to have an Office of Undergraduate Research. Further incentives and supports provided by such offices are predominantly directed to students. Lastly, our analysis of promotion and tenure policies reveals that only 14 institutions out of the 100 in our sample explicitly mentioned mentoring undergraduate researchers in the evaluation criteria for faculty members. We offer implications for research and practice.

Bernstein-Sierra, Samantha; Kezar, Adrianna (2017):

Identifying and Overcoming Challenges in STEM Reform. A Study of four National STEM Reform Communities of Practice.

In: *Innovative Higher Education* 42 (5-6), S. 407–420. DOI: 10.1007/s10755-017-9395-x.

Abstract:

In this article we report on our examination of the challenges faced by four successful and long-standing national STEM reform communities. Drawing primarily on interview data from a large-scale, multi-year study informed by literature on "communities of practice" (CoPs) (Wenger et al. 2002), we describe five categories of challenges faced by the communities and the solutions employed to overcome them in order to sustain themselves and meet their goals. We chose to focus on these large and dispersed CoPs because, although on-campus CoPs have received some scholarly attention, no research has been conducted on national or regional CoPs. Based on our findings, we conclude that the solutions used to address these challenges reflected a meta-theme of flexibility in matters of design, leadership, and decision-making that contributed to the communities' success and longevity.

Bowman, Nicholas A.; Trolian, Teniell L. (2017):

Is More Always Better? The Curvilinear Relationships between College Student Experiences and Outcomes.

In: *Innovative Higher Education* 42 (5-6), S. 477–489. DOI: 10.1007/s10755-017-9403-1.

Abstract:

Many higher education studies have examined linear relationships between student experiences and outcomes, but this assumption may be questionable. In two notable examples previous research that assumed a linear relationship reached different substantive conclusions and implications than did research that explored non-linear associations among the same constructs. Indeed, many relationships between college experiences and outcomes may actually be curvilinear; this study explored that possibility within a large, multi-institutional, longitudinal dataset. As expected, most of the significant positive relationships were accompanied by significant curvilinear associations, such that the magnitude of the relationship decreased with higher levels of involvement.

Chory, Rebecca M.; Horan, Sean M.; Houser, Marian L. (2017):

Justice in the Higher Education Classroom. Students' Perceptions of Unfairness and Responses to Instructors.

In: *Innovative Higher Education* 42 (4), S. 321–336. DOI: 10.1007/s10755-017-9388-9.

Abstract:

We investigated college students' perceptions of instructor unfairness and their emotional and behavioral reactions to perceived injustice. Results obtained from 397 undergraduates from three universities in the United States indicate that anger and dissent were the strongest emotional and behavioral responses to injustice. Furthermore, disgust mediated the influence of injustice on student behaviors most damaging to professors--taking action, expressing verbal aggression, and dissenting to authority. Stress mediated the effect of injustice on the most constructive student behaviors--changing their approach and engaging in the class. We discuss the implications of the results of our study for the student-instructor relationship and learning in the contemporary higher education environment.

Glass, Chris R. (2017):

Self-Expression, Social Roles, and Faculty Members' Attitudes towards Online Teaching.

In: *Innovative Higher Education* 42 (3), S. 239–252. DOI: 10.1007/s10755-016-9379-2.

Abstract:

There is a widening gap between administrators' and faculty members' attitudes towards online education. This post-positivist grounded theory study explored features of the experiences that shaped sixteen faculty members' attitudes towards online education. Two features are identified: (a) they strived to express subject matter of personal significance, and (b) they strived to take on various social roles. The degree to which these efforts were facilitated - or thwarted - shaped their attitudes towards online education. This analytical focus recognizes that online education changes not only how faculty members teach; it also introduces new activities that affect the meaning of teaching for faculty members.

Goldman, Ellen F.; Mintz, Matthew L. (2017):

Using Concepts from Complexity Science to Accelerate Curricular Revision.

In: *Innovative Higher Education* 42 (5-6), S. 437–449. DOI: 10.1007/s10755-017-9396-9.

Abstract:

Curricular revision can be an arduous and challenging process. The literature favors a rational planned process for doing so, but offers little advice regarding how to proceed when the time required for such an approach is not available. This article describes our use of four concepts from complexity science to revise a medical school curriculum in 11 months: process

emergence rather than prescription, simple rules to guide and align faculty members, consistent application of fractals to provide a coherent image of organizational activity, and continuous adaptation of the revision process. These concepts can be applied to curricular revision in any field of study.

Haggerty, Julie M.; Mueller, Megan Kiely (2017):

Animal-assisted Stress Reduction Programs in Higher Education.

In: *Innovative Higher Education* 42 (5-6), S. 379–389. DOI: 10.1007/s10755-017-9392-0.

Abstract:

This study investigated the prevalence of increasingly popular animal-assisted stress relief programs at higher education institutions across the United States. Although research on animal-assisted programs is increasing, there is still a lack of information documenting implementation of these programs. Therefore, the purpose of this study was to explore the prevalence, structure, and policies around animal-assisted programs. Data from 68 schools across the U.S. revealed that animal visitation at higher education institutions is popular, and some schools have instituted formalized programs. However, there is an overall lack of knowledge regarding standards and requirements that would increase the safety and effectiveness of these programs.

Huenneke, Laura F.; Stearns, Diane M.; Martinez, Jesse D.; Laurila, Kelly (2017):

Key Strategies for Building Research Capacity of University Faculty Members.

In: *Innovative Higher Education* 42 (5-6), S. 421–435. DOI: 10.1007/s10755-017-9394-y.

Abstract:

Universities are under pressure to increase external research funding, and some federal agencies offer programs to expand research capacity in certain kinds of institutions. However, conflicts within faculty roles and other aspects of university operations influence the effectiveness of particular strategies for increasing research activity. We review conventional approaches to increasing research, focusing on outcomes for individual faculty members and use one federally-funded effort to build cancer-related research capacity at a public university as an example to explore the impact of various strategies on research outcomes. We close with hypotheses that should be tested in future formal studies.

Hunter, Peggi E.; Botchwey, Nisha D. (2017):

Partnerships in Learning. A Collaborative Project between Higher Education Students and Elementary School Students.

In: *Innovative Higher Education* 42 (1), S. 77–90. DOI: 10.1007/s10755-016-9363-x.

Abstract:

Higher education and K-12 school partnerships are typically designed with an end-goal that serves the instructional needs of one group over the other. For this project, a university professor and elementary school instructor used problem-based and project-based learning strategies to design a curriculum that served the academic needs of both groups of students. Undergraduate students in an urban planning course partnered with elementary students from a local school to work on an interdependent civic engagement project. The partnership provided innovative, twenty-first teaching for both groups of students while also reinforcing public service.

Jackson, J. Kasi; Latimer, Melissa; Stoiko, Rachel (2017):

The Dynamic between Knowledge Production and Faculty Evaluation. Perceptions of the Promotion and Tenure Process across Disciplines.

In: *Innovative Higher Education* 42 (3), S. 193–205. DOI: 10.1007/s10755-016-9378-3.

Abstract:

This study sought to understand predictors of faculty satisfaction with promotion and tenure processes and reasonableness of expectations in the context of a striving institution. The factors we investigated included discipline (high-consensus [science and math] vs. low-consensus [humanities and social sciences]); demographic variables; and institutional support including mentoring, collegiality, work-life integration, and college commitment to faculty members' fields. High-consensus faculty members were less satisfied with promotion and tenure processes than were low-consensus faculty members (pþinspace<þinspace.01). Faculty members who were more satisfied with collegiality (pþinspace<þinspace.001) and with college commitment to their fields (pþinspace<þinspace.05) were more satisfied with promotion and tenure processes. Faculty members who were more satisfied with work-life integration and mentoring were more satisfied with reasonableness of expectations (pþinspace<þinspace.05).

Jaquett, Caroline M.; VanMaaren, Victoria G.; Williams, Robert L. (2017):

Course Factors that Motivate Students to Submit End-of-Course Evaluations.

In: *Innovative Higher Education* 42 (1), S. 19–31. DOI: 10.1007/s10755-016-9368-5.

Abstract:

We surveyed students (N = 152) in several sections of an undergraduate educational psychology course to determine what course factors would most motivate them to submit course evaluations. The survey directed students to choose among several pairs of course characteristics as to their relative impact on their decision to submit a course evaluation. After tabulating their choices, we ranked the course characteristics for the total sample and then for various demographic and performance subgroups. In general, students indicated that positive aspects of a course would motivate them to submit course evaluations more than would negative aspects.

Jones, Willis A.; Hutchens, Neal H.; Hulbert, Azalea; Lewis, Wayne D.; Brown, David M. (2017):

Shared Governance among the new Majority. Non-Tenure Track Faculty Eligibility for Election to University Faculty Senates.

In: *Innovative Higher Education* 42 (5-6), S. 505–519. DOI: 10.1007/s10755-017-9402-2.

Abstract:

Non-tenure track faculty members (NTTF) constitute what has been referred to by scholars as the new faculty majority. The growing numbers of NTTF have led to debates about the role they should play in shared governance. Currently, however, an overall lack of empirical knowledge exists regarding the status of their involvement in institutional governance. Using data from highest research activity doctoral universities, this study investigated current standards related to NTTF eligibility for election to institution-wide faculty senates. We also explored what these faculty governance standards and criteria reveal about the status and position of NTTF within the professoriate.

Jonson, Jessica L.; Thompson, Robert J.; Guetterman, Timothy C.; Mitchell, Nancy (2017):

The Effect of Informational Characteristics and Faculty Knowledge and Beliefs on the Use of Assessment.

In: *Innovative Higher Education* 42 (1), S. 33–47. DOI: 10.1007/s10755-016-9366-7.

Abstract:

Increasing the use of learning outcome assessments to inform educational decisions is a major challenge in higher education. For this study we used a sense-making theoretical perspective to guide an analysis of the relationship of information characteristics and faculty assessment knowledge and beliefs with the use of general education assessment information at three research institutions with similar organizational contexts. Study findings indicate that the likelihood of using assessment information increases when assessment evidence is action oriented and viewed as of high quality and when faculty members are knowledgeable, have positive dispositions toward assessment, and have a perception of institutional support for engagement in assessment activities.

Kaskie, Brian; Walker, Mark; Andersson, Matthew (2017):

Efforts to Address the Aging Academic Workforce. Assessing Progress Through a Three-Stage Model of Institutional Change.

In: *Innovative Higher Education* 42 (3), S. 225–237. DOI: 10.1007/s10755-016-9380-9.

Abstract:

The aging of the academic workforce is becoming more relevant to policy discussions in higher education. Yet there has been no formal, large-scale analysis of institutional efforts to develop policies and programs for aging employees. We fielded a representative survey of human resource specialists at 187 colleges and universities across the United States and found that most institutions did not identify the aging workforce as a primary concern. Still, three out of every eight campuses had made some effort to implement age-targeted policies and programs; and these efforts were more likely to occur at institutions with a greater number of employees and with human resources staff who had training in issues related to an aging workforce.

Kimmons, Royce; Veletsianos, George; Woodward, Scott (2017):

Institutional Uses of Twitter in U.S. Higher Education.

In: *Innovative Higher Education* 42 (2), S. 97–111. DOI: 10.1007/s10755-016-9375-6.

Abstract:

This study employed data mining and quantitative methods to collect and analyze the available histories of primary Twitter accounts of institutions of higher education in the U.S. (nþinspace=þinspace2411). The study comprises a sample of 5.7 million tweets, representing 62 % of all tweets created by these accounts and the entire population of U.S. colleges and universities. With this large, generalizable dataset, researchers were able to determine that the preponderance of institutional tweets are 1) monologic, 2) disseminate information (vs. eliciting action), 3) link to a relatively limited and insular ecosystem of web resources, and 4) express neutral or positive sentiment. While prior research suggests that social media can serve as a vehicle for institutions to extend their reach and further demonstrate their value to society, this article provides empirical and generalizable evidence to suggest that such innovation, in the context of institutional social media use, is limited.

Klein, Carrie (2017):

Negotiating Cultural Boundaries Through Collaboration. The Roles of Motivation, Advocacy and Process.

In: *Innovative Higher Education* 42 (3), S. 253–267. DOI: 10.1007/s10755-016-9382-7.

Abstract:

This case study investigated the roles of organizational culture and the individual in collaborative processes at a large, public university. Results indicate that individuals who are motivated by a belief in shared mission use their awareness of the collaborative process to advocate for themselves and others, leading to stronger and more cognitively complex collaborations across organizational cultural differences. These findings provide insight into the individual's role in the collaborative process and are the foundation for recommendations for ways to bridge the loosely-coupled and diverse components of higher education.

Lattuca, Lisa R.; Knight, David; Seifert, Tricia A.; Reason, Robert D.; Liu, Qin (2017):

Examining the Impact of Interdisciplinary Programs on Student Learning.

In: *Innovative Higher Education* 42 (4), S. 337–353. DOI: 10.1007/s10755-017-9393-z.

Abstract:

We investigated how learning outcomes of students majoring in interdisciplinary fields differ from those of students in discipline-based majors. We found that students in interdisciplinary majors report less change in Critical Thinking and Need For Cognition than their peers in disciplinary majors, but no difference in change in Positive Attitude Toward Literacy. Students' gains in Critical Thinking and Need For Cognition do not vary by the characteristics of the interdisciplinary major, but some program characteristics influence modest changes in Positive Attitudes Toward Literacy. Future research should address selection effects, develop measures of interdisciplinary learning, and further explore curricular and instructional patterns in interdisciplinary programs.

Mahatmya, Duhita; Morrison, Janet; Jones, Rebecca M.; Garner, Pamela W.; Davis, Shannon N.; Manske, Jill et al. (2017):

Pathways to Undergraduate Research Experiences. A Multi-Institutional Study.

In: *Innovative Higher Education* 42 (5-6), S. 491–504. DOI: 10.1007/s10755-017-9401-3.

Abstract:

The positive impact of undergraduate research experiences on students' post-secondary success is well-documented. However, these conclusions are drawn from undergraduate students who already participate; very little research has explored the pathways by which students enter these experiences. Using data from a multi-institutional survey, we examined students' reasons for participating and differences across institutions and demographic groups. Overall, students cited social and experiential reasons as key motivators for participation and a perceived lack of research readiness as a key barrier. Differences were also found across academic year. Implications from this study address issues of access, preparation, and institutional policies around undergraduate research.

Nuñez, Anne-Marie; Yoshimi, Jeffrey (2017):

A Phenomenology of Transfer. Students' Experiences at a Receiving Institution.

In: *Innovative Higher Education* 42 (2), S. 173–187. DOI: 10.1007/s10755-016-9374-7.

Abstract:

This study advances a conceptual framework to examine how students who had transferred into a four-year institution described their transition experiences. We used phenomenology as a source of theoretical constructs to interpret their experiences and as a research method. Key themes included the importance of online resources in facilitating the transfer process, the importance of supportive institutional agents, the importance of academic and career goals, and the comparative lack of emphasis on having a more social "college experience." We discuss implications of these findings for future research, policy, and practice. This study contributes to a better understanding of (a) transfer students' experiences in an understudied institutional setting, (b) the factors distinguishing persisting and non-persisting transfer students, and (c) ways that receiving institutions can be more responsive to the needs of transfer students.

O'Meara, KerryAnn; Rivera, Mark; Kuvaeva, Alexandra; Corrigan, Kristen (2017):

Faculty Learning Matters. Organizational Conditions and Contexts that Shape Faculty Learning.

In: *Innovative Higher Education* 42 (4), S. 355–376. DOI: 10.1007/s10755-017-9389-8.

Abstract:

This study explored the relationships between faculty scholarly learning, faculty teaching learning, institutional support, faculty demographics, disciplinary groups, working conditions, and career outcomes such as retention, productivity, satisfaction, and career agency. We found that the stronger the scholarly learning faculty members reported, the more institutional and unit support they perceived for learning, the more satisfied they were, the less likely they were to intend to leave their institution, and the more career agency they reported. Similarly, we found that faculty members who reported more learning related to teaching reported a decreased intent to leave the institution and increased career agency. We draw implications for the development of work environments that support scholarly and teaching learning.

Peirone, Amy; Maticka-Tyndale, Eleanor (2017):

"I Bought My Degree, Now I Want My Job!" Is Academic Entitlement Related to Prospective Workplace Entitlement?

In: *Innovative Higher Education* 42 (1), S. 3–18. DOI: 10.1007/s10755-016-9365-8.

Abstract:

Academic entitlement, a term that defines students' expectations of academic success independent of performance, has been linked with a number of maladaptive behaviors. This study examined the potential relationship between academic entitlement and prospective workplace entitlement in a sample of Canadian students (N=1024) using an online survey. Multivariate analyses produced a significant ($p<0.05$) positive relationship between academic entitlement and prospective workplace entitlement. Graduate students had higher levels of prospective workplace entitlement than did undergraduates, and those pursuing degrees in Education and Law had significantly lower levels of prospective workplace entitlement than students in other areas of study. Results support a need to develop strategies to minimize entitlement beliefs prior to an individual's entry into the workforce.

Pstross, Mikulas; Corrigan, Trudy; Knopf, Richard C.; Sung, HeeKyung; Talmage, Craig A.; Conroy, Carmel; Fowley, Cathy (2017):

The Benefits of Intergenerational Learning in Higher Education. Lessons Learned from Two Age Friendly University Programs.

In: *Innovative Higher Education* 42 (2), S. 157–171. DOI: 10.1007/s10755-016-9371-x.

Abstract:

This article focuses on the role of universities in the promotion of intergenerational learning and the facilitation of reciprocal sharing of expertise among learners of all ages. The principles of the Age Friendly University are used as a particular lens for interpreting two university programs, one in the United States and one in Ireland. Though different in operational implementation, core commonalities emerged within the nature of benefits to younger learners, older learners, the university, and the community. A review of these benefits illustrates how universities can provide opportunities for older and younger learners to co-create experiences and mutually enrich each other's lives.

Ribando, Saundra J.; Slade, Catherine P.; Fortner, C. Kevin (2017):

Once More into the Breach. Examining the Human Capital Impact of a University Consolidation over Time.

In: *Innovative Higher Education* 42 (5-6), S. 521–535. DOI: 10.1007/s10755-017-9404-0.

Abstract:

Little research examines the sociocultural aspects of consolidating two post-secondary educational institutions. In a previous study we collected baseline data and reported on the initial impact of consolidation of a research-oriented, health sciences university with a teaching-oriented, comprehensive university. In the study we report here we compared our baseline data with data collected two years after consolidation in order to explore the organization's evolving culture and the effect of that evolution on faculty members, with a focus on faculty retention. We draw lessons about the impact of consolidation for policy makers considering this avenue for reorganization within public higher education.

Ryan, Cathal; Bergin, Michael; Titze, Sylvia; Ruf, Wolfgang; Kunz, Stefan; Mazza, Riccardo et al. (2017):

Managing the Process of International Collaboration in Online Course Development. A Case-Example Involving Higher Education Institutions in Ireland, Switzerland, Austria, and the United Kingdom.

In: *Innovative Higher Education* 42 (5-6), S. 451–462. DOI: 10.1007/s10755-017-9399-6.

Abstract:

There has been significant growth recently in online learning and joint programmes of education involving collaborative partnerships between and among higher education institutions in different jurisdictions. Utilising an interdisciplinary team model (Care and Scanlan 2001), we describe in this article the process of collaboration among four European institutions in Austria, Ireland, Switzerland, and the United Kingdom in order to develop and deliver an accredited online course on the management of work-related stress for health and social care workers. This course was also one of the first to pilot a system of equivalency between two European vocational and higher education credit schemes to promote learner mobility and recognition of a new international qualification. Although this process of collaboration occurred within a pan-European context, important lessons may be drawn from this explanation that are of potential interest to the wider international audience.

Sanders-Dewey, Neva E. J.; Liszewski, Kyle (2017):

The Development of Intra-Departmental Stratification and Competition for Resources. A Case Study of a Non-Research Based Higher Education Institution.

In: *Innovative Higher Education* 42 (2), S. 145–156. DOI: 10.1007/s10755-017-9397-8.

Abstract:

Fluctuations in the financial welfare of institutions of higher education have long been tied to our country's economic well-being. For many institutions the most recent financial downturns have led to historic revenue and enrollment difficulties that have necessitated the use of cost containment strategies to conserve dwindling resources. Included in these tactics are resource allotment decisions that reflect administrative favor towards some academic departments, leading to the development of a prestige-based stratification system and competition driven funding. A case study of a non-research based institution is used to take a preliminary look at the impact of institutional resource conservation on intra-departmental competition for resources and disparate funding allocations across disciplines in this setting. Special attention is given to the trends in enrollment and the selection of particular academic majors that have occurred across time and in response to the institution's continued fiscal difficulties.

Schoepp, Kevin; Tezcan-Unal, Burcu (2017):

Examining the Effectiveness of a Learning Outcomes Assessment Program. A Four Frames Perspective.

In: *Innovative Higher Education* 42 (4), S. 305–319. DOI: 10.1007/s10755-016-9384-5.

Abstract:

Assessment of learning outcomes at the program level is essential to evaluate whether students are achieving what is expected of them as graduates. In this article we present the results of a study in which faculty focus groups were consulted so as to understand the subjective issues that surround the learning outcomes assessment program of an institution. We hope that our study contributes to continuous improvement in institutional assessment practices and to the improvement of student learning. We analysed the data through the lens provided by a leadership model since leadership is a key driver of assessment practices that lead to changes to improve student learning.

Taylor, Lori L.; Beck, Molly I.; Lahey, Joanna N.; Froyd, Jeffrey E. (2017):

Reducing Inequality in Higher Education. The Link between Faculty Empowerment and Climate and Retention.

In: *Innovative Higher Education* 42 (5-6), S. 391–405. DOI: 10.1007/s10755-017-9391-1.

Abstract:

Since 2001 the National Science Foundation's ADVANCE program has distributed over $130 million in grants to improve work climate, enhance professional success, and increase recruitment and retention of female faculty in STEM fields. The process by which each institution designs and implements these interventions is seldom studied, however. Using climate

surveys, administrative records, and a difference-in-differences regression approach, we assessed whether exposure to the design and implementation process helps explain improvements in climate and retention during the early years of ADVANCE implementation. We found that departments wherein at least one faculty member participated in ADVANCE committee work experienced significant improvements in job satisfaction among female faculty members and significant reduction in turnover among female full professors, suggesting that the ADVANCE design process was itself an intervention.

Watanabe, Megumi; Falci, Christina (2017):

Workplace Faculty Friendships and Work-Family Culture.

In: *Innovative Higher Education* 42 (2), S. 113–125. DOI: 10.1007/s10755-016-9373-8.

Abstract:

Although various work-family policies are available to faculty members, many underuse these policies due to concerns about negative career consequences. Therefore, we believe it is important to develop an academic work culture that is more supportive of work-family needs. Using network data gathered from faculty members at a Midwestern university, this study investigated the relationship between friendship connections with colleagues and perceived work-family supportiveness in the department. It also explored the role of parental status in the relationship for men and women. Results show that faculty with larger friendship networks have more positive perceptions of work-family culture compared to faculty with smaller friendship networks, for all faculty except women without children.

Williams, Robert L. (2017):

Retrospective Integration of Research Conducted on a Multi-Section Educational Psychology Course over a Fifteen-Year Period.

In: *Innovative Higher Education* 42 (3), S. 207–224. DOI: 10.1007/s10755-016-9383-6.

Abstract:

This article integrates a series of studies conducted over a 15-year period in a multi-section educational course taught by the same supervising professor and his GTAs . The purpose of each study was to determine whether particular interventions or student characteristics affected performance levels in the course. Over the extended period of research, approximately 6000 undergraduate students, with 25 to 55 students in each of more than 200 sections, participated in a variety of research projects related to student performance in the course. The principal research themes addressed were (1) critical thinking, (2) additional cognitive measures (e.g., initial course knowledge, generic vocabulary), (3) class participation, (4) in-class writing activities, and (5) cooperative learning.

Woodhead, Erin L.; Brown, Preston; Snycerski, Susan; Laraway, Sean; Bathurst, Nicholas; Feist, Greg; Rogers, Ronald F. (2017):

An Examination of the Outcomes of a Brief and Innovative Partnership. SJSU and Udacity.

In: *Innovative Higher Education* 42 (5-6), S. 463–476. DOI: 10.1007/s10755-017-9400-4.

Abstract:

In an examination of a brief and innovative partnership, we compared outcomes for two disciplines, Elementary Statistics and General Psychology, across three formats: online as part of the San José State University-Udacity partnership (termed SJSU Plus), face-to-face (FTF), and online in a redesigned course offering. We also examine predictors of student performance in the SJSU Plus courses. The first offerings of the SJSU Plus courses showed poorer performance compared to their FTF and redesigned online equivalents. Redesigned online courses and FTF courses had similar pass rates. SJSU Plus course performance was significantly improved in the second offering of the Elementary Statistics course. More completed assignments in the SJSU Plus courses were associated with higher exam scores and final grades. We conclude that mode of delivery did not contribute significantly to variations in pass rates.

Woods, Chenoa S.; Richard, Keith; Park, Toby; Tandberg, David; Hu, Shouping; Jones, Tamara Bertrand (2017):

Academic Advising, Remedial Courses, and Legislative Mandates. An Exploration of Academic Advising in Florida Community Colleges with Optional Developmental Education.

In: *Innovative Higher Education* 42 (4), S. 289–303. DOI: 10.1007/s10755-016-9385-4.

Abstract:

In this article we report on our exploration of academic advising practices at 19 community colleges in the Florida College System after the implementation of Senate Bill 1720. This bill made developmental education optional for many students and mandated that colleges provide academic advising for all new students. Descriptive statistics of survey responses from college administrators uncovered academic advising patterns across these 19 community colleges. Our findings indicated that many administrators agreed that their advising practices were effective and that most colleges used a variety of advising tools. In an era of greater student choice, colleges diversified their advising protocols and methods of guiding students in a variety of ways.

Xu, Yonghong Jade (2017):

Localizing College Retention Efforts. The Distance between Theoretical Orientation and Institution-Specific Needs.

In: *Innovative Higher Education* 42 (1), S. 49–63. DOI: 10.1007/s10755-016-9364-9.

Abstract:

The study used a theoretically guided questionnaire to examine student experience in college and to gain a better understanding about how college environment affects student persistence. Data were collected from a single four-year institution; the findings suggest that institutional control over academic quality is the most critical factor in reducing students' dropout intention along with their ability to pay for college education. The results highlight the inconsistency between the specific needs of students in their particular academic settings and the dominant theoretical frameworks that focus on academic and social engagement, and these results offer encouragement for localized retention interventions based on sufficient understanding of students' experiences.

Young, Shawna; Uy, Ana; Bell, Joyce (2017):

Student Engagement in Research, Scholarship, and Creative Activity (SERSCA) Program. Sharing a Program Model from Design and Development through Evaluation.

In: *Innovative Higher Education* 42 (1), S. 65–76. DOI: 10.1007/s10755-016-9370-y.

Abstract:

The Student Engagement in Research, Scholarship, and Creative Activity (SERSCA) Program at California State University, Stanislaus provides support for student engagement in these areas from idea conception through dissemination. Through assistantships, mini-grants, the Student Research Competition, and travel grants, the Program is designed to improve the overall quality of education and increase retention, GPA, the number of units completed, degree completion, and enrollment in graduate or professional school. In this article we provide an overview of the SERSCA Program and preliminary evaluation findings from the first year of implementation.

Internationalisation of Higher Education. A Handbook (2017)

http://handbook-internationalisation.com/
[licence required | prints available at INCHER-Kassel]

Original Articles

Aerden, Axel; Frederiks, Mark (2017):

The ECA Certificate for Quality in Internationalisation.

In: Internationalisation of Higher Education (2), S. 71–84.

Abstract:

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

Andersson, Rebecca (2017):

The Sandwich Model. A Successful Case of Capacity Building.

In: Internationalisation *of Higher Education* (1), S. 53–66.

Abstract:

Based on the experiences of the International Science Programme (ISP) at Uppsala University, Sweden, this article describes and analyses the sandwich (PhD) model, where students from lower income countries spend part of their training at their home university and part at a better resourced university abroad. The model does more than provide scholarships; it includes long-term collaboration and commitment between partners, and improvement of research environments at students' home institutions. By maintaining the connections to the home institutions throughout their training, conducting research of local relevance, and benefiting from enhanced research opportunities, graduates are facilitated to return home and continue their research after graduation.

Ashizawa, Shingo (2017):

Educational Mobility and the Role of UMAP in the Asia-Pacific Region.

In: Internationalisation of Higher Education (1), S. 95–110.

Abstract:

In 1991, leaders of governments and universities from the Asia-Pacific Region got together to establish a new international network called "University Mobility in Asia and the Pacific" (UMAP). Since then UMAP has been promoting the mobility of university students and staff members in the region over the past 25 years. UMAP (pronounced "you-map") is a voluntary association of government and non-government representatives of the higher education (university) sector in the Asia-Pacific region. It has been administering its own student exchanges and promoting research collaboration through the funding of selected projects. In January 2016, Toyo University in Tokyo began a five-year term as International Secretariat of UMAP. While we are pleased with the contributions that UMAP has made to promoting student mobility in Asia for the

last 25 years, there is still critical work to be done in order for us to achieve our goal of becoming an 'Asian Erasmus'. In this article I would like to give an overview of current UMAP activities and outline our future agenda.

Childress, Lisa K. (2017):

The Role of Academic Departments in Promoting Faculty Engagement in Internationalisation.

In: Internationalisation of Higher Education (1), S. 15–34.

Abstract:

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

Coelen, Robert (2017):

A PhD Programme at the Centre for Internationalisation of Education (CIE).

In: Internationalisation of Higher Education (3), [15]-26.

Abstract:

This contribution describes the establishment of a centre focussed on research into Internationalisation of Education. The relative paucity of empirical papers in this field, coupled with an increased interest in internationalising education and consequent introduction of much additional effort, enhances the urgency for further progress in the conduct of internationalisation interventions to be supported by empirical evidence. The Centre for Internationalisation of Education was established to help fill this important gap through the creation of a PhD programme.

Deardorff, Darla K. (2017):

Communicating Successfully Across Differences.

In: Internationalisation of Higher Education (3), [27]-36.

Abstract:

International educators, as part of their work, must navigate communication challenges inherent in intercultural relationships and situations. This article highlights key intercultural issues for international educators regarding communication, summarised from intercultural research as well as personal experience. Specifically, this article addresses intercultural communication barriers and issues, followed by action steps, strategies and an application.

Holm-Nielsen, Lauritz B. (2017):

The Sino-Danish Center for Education and Research.

In: Internationalisation of Higher Education (1), S. 1–14.

Abstract:

The Sino-Danish Center for Education and Research (SDC) is a non-profit Sino-Danish university collaboration with equal ownership and responsibility for the joint activities. Collaboration is not easy, however; it is an ongoing process to meet the educational traditions, cultures and regulations of both countries, to turn challenges into solutions, and add value to the projects. However, strong governmental support, long-term financial support and a pragmatic approach to issues

encountered were crucial for getting through the set-up phase and establishing a strong foundation for further development.

Knight, Jane (2017):

Transnational Education Terminology Chaos. Working Towards a Common TNE Classification Framework.

In: Internationalisation of Higher Education (1), S. 67–82.

Abstract:

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

Laitinen, Markus; Sandström, Anna-Malin; Caldas de Mesquita, Laura (2017):

The EAIE. Driving Responsible International Education.

In: Internationalisation of Higher Education (2), S. 59–70.

Abstract:

The European Association for International Education was founded in 1989. The Association has developed and professionalised in tandem with changes in the field of international education. Through its growth – now with over 3,000 members and 5,200 conference participants each year – the EAIE has been progressively aiming to drive positive change in the field. In an increasingly challenging political climate, advocacy and commitment from associations such as the EAIE strives to promote responsible international education throughout Europe and the world.

Lasch, Katja; Fit, Cristina (2017):

International Higher Education Marketing. Structures That Market National Higher Education Systems.

In: Internationalisation of Higher Education (2), S. 85–108.

Abstract:

This article gives an insight into the national public structures that market national higher education systems worldwide. The authors present the results of an analysis of 47 national entities promoting higher education. The article focuses on the functions of the marketing and organisational structures.The synoptic review as well as the four selected country case studies aim to support national initiatives as well as internationalisation policymakers by locating their own national marketing initiatives, developing them further or establishing new structures.

Loh, Jessica S.; Lembright, Jonathan A. (2017):

The Role of Higher Education in Fostering Civic Values.

In: Internationalisation of Higher Education (2), S. 45–58.

Abstract:

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

Musa-Oito, Everlyn Anyal (2017):

Social Responsibility of Scholarship Programmes. The Case of the Ford Foundation International Fellowships Program – IFP.

In: Internationalisation of Higher Education (3), [37]-54.

Abstract:

Scholarship programmes generally choose to focus on particular subjects, geographical areas, professional fields or a specific target group. The mission of some may be influenced by historical events, such as the Rhodes scholarship, which sought to stop the repeat of war after two world wars. Global development trends, such as the Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) may also shape programme goals. A third influence are major donors, including global development partners such as the World Bank, governments and international philanthropies whose priorities influence the direction of scholarship funding. Additionally, global education trends such as emergence of ICT as a platform for learning, the rising cost of education, privatisation and growth of education institutions play a role. However, the focus of this article is on scholarships and mobility programmes that address social justice and inclusion, using the Ford Foundation International Fellowships Program (IFP) as a case study. The author begins by reviewing the themes that are common to various types of scholarship programmes. She then examines the strategies that IFP deployed to effectively reach, inform and attract its target groups, the selection and placement processes and fellows' monitoring. Finally, the author reviews the programme's outcomes, considering the beneficiaries' marginalised backgrounds, recruitment process and various supports provided to them. The article concludes by highlighting the programme's impact.

Otieno Jowi, James (2017):

International Networks in Africa. New Opportunities and Dynamics.

In: Internationalisation of Higher Education (2), S. 109–130.

Abstract:

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

Rubin, Jon (2017):

Embedding Collaborative Online International Learning (COIL) at Higher Education Institutions.

In: Internationalisation of Higher Education (2), S. 27–44.

Abstract:

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

Scholz, Beate (2007):

Creating Equal Playing Fields. How to Foster International Competitiveness Through Better Gender Balance in Research and Higher Education.

In: Internationalisation of Higher Education (3), [55]-92.

Abstract:

Creating equal playing fields for men and women in research and higher education institutions can be seen as a major trigger for research and higher education institutions around the world in different respects, such as the global race for talents, international acquisition of research funding as well as for the improvement of research outcomes and impacts. This article outlines what is actually at stake when we talk about the participation of women in international research and higher education and related careers. It also explores how more women could be retained in research and to what extent appraisal and recruitment procedures need to be altered in order to comply with international standards and thereby to better acknowledge individual achievements, circumstances and experiences. Another focal point concerns measures and structures allowing for a better reconciliation of work and private life, an aspect of increasing importance for research and highere ducation institutions aiming at attracting the best potentials worldwide. Eventually, the question concerning which mechanisms could sustainably induce institutional and cultural change to improve the career opportunities for women will be raised.

Torenbeek, Jeroen; Meurs, Inez (2017):

Do it Yourself to Optimise Results.

In: Internationalisation of Higher Education (1), S. 83–94.

Abstract:

This article follows up on Summer School – How to Get Started (2011) which provided a basis for higher education institutions considering setting up an international summer school. The first article focused on determining the rationale for offering a summer school programme; provided an overview of different organisational models; described ways to deal with internal and external stakeholder management; and explained the relation between the university's profile and the profile of the summer school with the implications for the courses being offered. This second article describes the next steps in summer school organisation once the preparatory phase is over: A summer school model and its profile have been determined and decisions on the programme have been made. It will focus on student recruitment and its instruments, enrolment,housing, social programme, quality management and integration.

van Nguyen, Thuy Hong (2017):

Internationalising Pedagogy Through the UK-Vietnam Collaboration on CPD Programmes for Higher Education Lecturers in Vietnam.

In: Internationalisation of Higher Education (1), S. 35–52.

Abstract:

Innovative and sustainable international partnerships are considered key means for higher education institutions to achieve their internationalisation goals. Vietnam is a developing country and in the process of national educational reform

through increased internationalisation aimed at ensuring graduates that have good qualifications and skills which meet national and global requirements. In another continent, the United Kingdom's higher education institutions have already internationalised in terms of research and student mobility. Many UK institutions have a strong desire to increase this through collaboration around teaching and learning practices and research. The purposes of this article are to review the literature of continuing professional development in pedagogy, to highlight the collaboration between the UK and Vietnam on higher education pedagogy with a case study, and then to draw some implications for the internationalisation of pedagogy in Vietnam.

Wit, Hans de; Rumbley, Laura E. (2017):

Professional Development in International Education. The Example of the Boston College MA in International Higher Education.

In: Internationalisation of Higher Education (3), [1]-14.

Abstract:

The evolution of internationalisation in higher education, from ad hoc, marginal and fragmented to comprehensive and complex, demands different professional skills and experiences than in the past. Professional development has been and continues to be short-term and primarily offered by professional associations. This article makes an appeal for a more comprehensive approach to professional development, including doctoral and master programmes in internationalisation of higher education. The Master's in International Higher Education at Boston College is described as an example of such a programme. The authors state that given the fact that internationalisation has moved from the margins of higher education research, policy and practice, the professional development needs of those tasked to advance the cause of internationalisation in order to enhance the quality and relevance of higher education, locally and globally.

Woodfield, Steve (2017):

Strategic International Partnerships and the Networked International Higher Education Space.

In: Internationalisation of Higher Education (2), S. 1–26.

Abstract:

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

Journal for Labour Market Research (50/51) 2017*

http://www.iab.de/de/publikationen/Journal_for_Labour_Market_Research.aspx#Springer
[2005-Open Access]
http://link.springer.com/journal/12651
[2009-Open Access]

Original Articles

Bacher, Johann; Koblbauer, Christina; Leitgöb, Heinz; Tamesberger, Dennis (2017):

Small differences matter. How regional distinctions in educational and labour market policy account for heterogeneity in NEET rates.

In: *Journal for Labour Market Research* 51 (4), 20 S. DOI: 10.1186/s12651-017-0232-6.

Abstract:

Labour market and education policy makers and researchers are increasingly focusing on the NEET indicator as a supplement to the youth unemployment rate. Analyses of factors influencing NEET have concentrated primarily on individual characteristics such as gender and migration background on one hand, and on macro-level factors of nations such as economic growth and minimum wage regulations on the other. However, nations are not homogenous, especially when a country is divided into several federal states, as is the case with Austria. This article aims to analyse regional differences within Austria. In order to explain the differences, we define a multilevel model that contains four contextual factors: the importance of upper secondary education; the importance of dual education; vacant jobs; and expenditures for active labour market policy. Because the institutional level addresses different age groups, the analysis was split into two age groups: 15-19 and 20-24 years. The results have shown that, besides the social structure of the population, contextual factors like the upper secondary education, the dual education, vacant jobs, and expenditures for active labour market policy are also relevant for explaining regional differences in the NEET rates. But one main insight was that the impact of the contextual factors varies between different social groups.

Bächmann, Ann-Christin; Gatermann, Dörthe (2017):

The duration of family-related employment interruptions - the role of occupational characteristics.

In: *Journal for Labour Market Research* 50 (1), S. 143–160. DOI: 10.1007/s12651-017-0226-4.

Abstract:

After childbirth, women often interrupt their careers. These interruptions are associated with negative consequences for later employment, which are greatly influenced by the duration of the interruption. We analyse the influence of occupational characteristics on this duration, as occupations are crucially important for career trajectories in Germany. Specifically focusing on occupational sex segregation, the occupational wage level and the share of part-time workers in occupations, we test two competing hypotheses: on the one hand, lower wages in female-dominated occupations should lead to longer employment interruptions due to lower opportunity costs. On the other hand, a higher ratio of part-time workers should lead to shorter interruptions due to better reconciliation between family and work. In addition, we analyse whether the proportion of women in a given occupation influences the duration of employment interruptions. We test these hypotheses using data from the National Educational Panel Study (starting cohort 6), combined with occupational information from the Sample of Integrated Labour Market Biographies and the German Microcensus. We focus on family-related employment interruptions after the birth of the first child between 1992 and 2010. The results of our discrete event history models indicate that higher wages lead to shorter breaks, while the part-time rate and the proportion of women in an occupation have no significant effects.

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Die Bedeutung des Berufs für die Dauer von Erwerbsunterbrechungen nach der Geburt des ersten Kindes.

*The Journal for Labour Market Research is published Open Access. Volume 50 has been published August 2017 in accostumed manner. Volume 51, published December 2017 by Springer Open, is provided as single articles. Thus citation format changes in this overview.

Nach der Geburt eines Kindes unterbrechen viele Frauen ihre Erwerbstätigkeit. Diese familienbedingten Erwerbspausen führen zu Karrierenachteilen, deren Ausmaß entscheidend von der Dauer der Unterbrechung abhängt. Aufgrund der nachhaltigen Bedeutung des Berufs für den gesamten Erwerbsverlauf in Deutschland untersuchen wir, inwieweit berufliche Merkmale diese Dauer beeinflussen. Dabei konzentrieren wir uns auf den Effekt beruflicher Geschlechtersegregation und die damit einhergehenden Berufsmerkmale Lohnniveau und Teilzeitquote und testen gegenläufige Hypothesen: Einerseits sollte das geringere Lohnniveau in frauendominierten Berufen durch niedrigere Opportunitätskosten zu längeren Erwerbsunterbrechungen führen. Andererseits sollten sich hohe Teilzeitquoten in frauendominierten Berufen aufgrund der besseren Vereinbarkeitsmöglichkeiten verkürzend auf Erwerbsunterbrechungen auswirken. Zudem wird untersucht, ob der Frauenanteil selbst darüber hinaus einen eigenständigen Effekt auf die Unterbrechungsdauer aufweist. Wir testen diese Hypothesen anhand von Daten des Nationalen Bildungspanels (Startkohorte 6), die um berufliche Merkmale beruhend auf der Stichprobe der Integrierten Arbeitsmarktbiographien und des Mikrozensus erweitert werden. Wir betrachten dazu Erwerbsunterbrechungen nach der Geburt des ersten Kindes in den Jahren 1992 bis 2010. Anhand von diskreten Ereignisdatenmodellen zeigt sich, dass ein hohes berufliches Lohnniveau die Rückkehr von Müttern auf den Arbeitsmarkt beschleunigt, während der Teilzeitanteil und der Frauenanteil selbst keinen signifikanten Einfluss aufweisen.

Becker, Rolf; Blossfeld, Hans-Peter (2017):

Entry of men into the labour market in West Germany and their career mobility (1945-2008).

In: *Journal for Labour Market Research* 50 (1), S. 113–130. DOI: 10.1007/s12651-017-0224-6.

Abstract:

This study analyses how the long-term modernisation process as well as ups and downs of business cycles affect the entry of men into the labour market in West Germany and their career mobility. Combining longitudinal data from the German Life History Study and the ALWA study, we first reconstructed men's job histories continuously for the period between 1945 and 2008. As a measure of men's 'goodness of jobs' at entry into the labour market and across the job career, the magnitude prestige scale (MPS), has been employed. Then, we used the time series data obtained from official statistics to perform factor analysis and suggest a more substantially grounded approach than the conventional approach to the analysis of age (A), period (P) and cohort (C) effects. In particular, we assessed how the modernisation process and continuously changing labour market conditions affect men's entry into the labour market across successive cohorts. Based on their further occupational careers, we used a multi-level event-history model to study how placements in first jobs (cohort effect) and the continuously changing macro structure (period effect) influence men's upward, lateral, and downward career mobility, controlling for men's individual-level resources, such as educational attainment and changing labour force experience (life-course or age effect). This fully dynamic analysis shows that there was improvement in the quality of entry-level jobs and increased mobility across men's birth cohorts. This allows us to gain a better understanding of how long-term macroeconomic trends have influenced social inequality in West Germany across several generations.

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Berufseintritt von Männern in Westdeutschland und ihre Karrieremobilität (1945–2008). Eine Längsschnittstudie unter besonderer Berücksichtigung von Kohorten-, Perioden- und Lebenszykluseffekten

In dieser Studie wird untersucht, wie der langfristige Modernisierungsprozess und der Verlauf der Konjunkturzyklen sowohl den Arbeitsmarkteintritt von westdeutschen Männern als auch ihre Karrieremobilität beeinflusst. Mittels kombinierter Längsschnittdaten der Deutschen Lebensverlaufs- und der ALWA-Studie werden zunächst deren Karriereverläufe für die Periode von 1945 bis 2008 rekonstruiert. Für die Messung von Erfolgen beim Berufseintritt und in der Karriere wird die Magnitude-Prestige-Skala (MPS) herangezogen. Dann werden Zeitreihendaten der amtlichen Statistik herangezogen, um eine Faktorenanalyse durchzuführen, deren Ergebnisse dazu verwendet werden, in einer alternativen Art und Weise Alters-, Perioden- und Kohorteneffekte für Mobilitätsprozesse aufzudecken. Es wird für aufeinander folgende Geburtskohorten überprüft, wie sich Modernisierungsprozess und kontinuierlich verändernde Arbeitsmarktbedingungen auf den Berufseintritt auswirken. Für die weiteren Berufsverläufe wird ein dynamisches Mehrebenen-Modell verwendet, um zu untersuchen, wie die Platzierung im ersten Job (Kohorteneffekt) und die sich kontinuierlich verändernden Makrostrukturen (Periodeneffekte) die Auf- und Abwärtsmobilität sowie die laterale Mobilität unter Kontrolle individueller Ressourcen wie etwa Bildung und Berufserfahrung (Lebenszyklus- bzw. Alterseffekt) beeinflussen. Diese dynamische Analyse zeigt, dass sich in der Kohortenabfolge die Qualität der Einstiegsbeschäftigungen verbessert und die Karrieremobilität zugenommen hat. Sie deckt auf, wie langfristige makroökonomische Trends die soziale Ungleichheit in Westdeutschland über verschiedene Generationen strukturieren.

Eichhorst, Werner; Marx, Paul; Wehner, Caroline (2017):

Labor market reforms in Europe. Towards more flexicure labor markets?

In: *Journal for Labour Market Research* 51 (3), 17 S.. DOI: 10.1186/s12651-017-0231-7.

Abstract:

Labor market segmentation refers to a salient divide between secure and insecure jobs and is related to problems in important areas, including macro-economic efficiency, workers' well-being and repercussions for social cohesion. EU-28 countries have started a new wave of labor market reforms in the aftermath of the 2008/2009 crisis to tackle a number of issues, including labor market segmentation. This particularly concerns reforms in: (1) employment protection, i.e. dismissal protection and restrictions on fixed-term contracts; (2) unemployment benefit generosity and coverage; and (3) the intensity of active labor market policies. The paper provides an overview of reform patterns and tries to assess whether and to what extent these reforms have led to less dualized, more 'flexicure' labor markets in terms of dismissal protection, the provision of unemployment benefits and access to ALMPs. In particular, we will provide some evidence on potential changes in hirings on temporary contracts.

Goldschmidt, Deborah; Klosterhuber, Wolfram; Schmieder, Johannes F. (2017):

Identifying couples in administrative data.

In: *Journal for Labour Market Research* 50 (1), S. 29–43. DOI: 10.1007/s12651-017-0218-4.

Abstract:

We develop a new method for identifying married couples in administrative data. Using address and name data from the universe of employment records in Germany we find around 3.3 Mio. pairs of individuals who are living at the same location, have a matching last name and are less than 15 years apart in age. We show supporting evidence that around 89 to 94% of these pairs are indeed married couples and provide careful consistency checks. Using information from the German Microcensus, we show that our method identifies about 17% of all married couples in Germany and about 35% of couples where both spouses are in social security covered jobs or unemployed. In ongoing work this couple identifier will be made available to the research community and users for the IAB administrative data. Our method thus opens the door for household level analyses benefiting from the precision and very large number of observations available in administrative data.

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Identifizierung von Ehepaaren in administrativen Daten

Wir entwickeln eine neue Methode zur Identifizierung verheirateter Paare in administrativen Daten. Mittels Adressdaten und Nachnamen der Gesamtheit der Beschäftigungsmeldungen in Deutschland, identifizieren wir ca. 3,3 Millionen Paare von Personen die an der gleichen Adresse wohnen, deren Nachnamen übereinstimmen, und einen Altersabstand von weniger als 15 Jahren haben. Wir zeigen mittels verschiedener Konsistenzchecks, dass ca. 89 bis 94 Prozent dieser Paare tatsächlich verheiratete Paare sind. Anhand von Informationen des Mikrozensus, zeigen wir, dass unsere Methode etwa 17 Prozent aller verheirateten Paar in Deutschland identifiziert und ca. 35 Prozent aller Paare bei denen beide Partner in sozialversicherungspflichtiger Beschäftigung oder arbeitslos sind. Der Paarindikator wird der Forschungsgemeinschaft und Nutzern der IAB Daten zur Verfügung gestellt. Unsere Methode eröffnet damit neue Forschungsmöglichkeiten für Haushaltsanalysen die von der Präzision und großen Beobachtungszahlen von administrativen Daten profitieren.

Gürtzgen, Nicole; Nolte, André (2017):

Imputation rules for the implementation of the pre-unification education variable in the BASiD Data Set.

In: *Journal for Labour Market Research* 50 (1), S. 45–65. DOI: 10.1007/s12651-017-0219-3.

Abstract:

Using combined data from the German Pension Insurance and the Federal Employment Agency (BASiD), this study proposes different procedures for imputing the pre-unification education variable in the BASiD data. To do so, we exploit information on education-related periods that are creditable for the Pension Insurance. Combining these periods with information on the educational system in the former GDR, we propose three different imputation procedures, which we

validate using external GDR census data for selected age groups. A common result from all procedures is that they tend to underpredict (overpredict) the share of high-skilled (low-skilled) for the oldest age groups. Comparing our imputed education variable with information on educational attainment from the Integrated Employment Biographies (IEB) reveals that the best match is obtained for the vocational training degree. Although regressions show that misclassification with respect to IEB information is clearly related to observables, we do not find any systematic pattern across skill groups.

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Imputationsregeln für die Generierung der Bildungsvariable in den BASiD-Daten vor der Wiedervereinigung

Der vorliegende Beitrag nutzt administrative Daten der Deutschen Rentenversicherung und der Bundesagentur für Arbeit (BASiD) um die Bildungsvariable vor der Wiedervereinigung in Ostdeutschland zu imputieren. Hierfür werden rentenrechtliche Bildungsperioden genutzt. Anhand der Bildungsperioden und Informationen zum ostdeutschen Bildungssystem werden drei Imputationsalgorithmen generiert und mit externen DDR Zensusdaten validiert. Alle drei Algorithmen unterschätzten (überschätzten) den Anteil der Hochqualifizierten (Niedrigqualifizierten) unter den älteren Personen. Ein weiterer Vergleich mit Bildungsinformationen der Integrierten Erwerbsbiographie (IEB) zeigt, dass die größte Übereinstimmung mit Personen aus der Gruppe mit einer Berufsausbildung besteht. Regressionsergebnisse innerhalb der IEB Informationen ergeben des Weiteren, dass eine Missklassifizierung mit beobachteten Variablen korreliert ist. Es bestehen jedoch keine systematischen Zusammenhänge zwischen den Bildungsgruppen.

Kunze, Astrid (2017):

Types of absence from work and wages of young workers with apprenticeship training.

In: *Journal for Labour Market Research* 51 (5), 14 S. DOI: 10.1186/s12651-017-0230-8.

Abstract:

This paper explores the short-and long-term effects on wages of absence from work for young highly attached skilled male and female workers in West Germany. The analysis distinguishes different types of career absence: unemployment, maternity leave for female workers, compulsory service for male workers and other non-work spells. We find negative effects for all types of work absence, except for compulsory service for men. Compulsory service has a positive short-term wage effect. Unemployment decreases wages in the short term only, and for women more strongly than for men. Maternity leave leads to substantial losses for women. An important finding of this study is that maternity leave leads to substantially higher wage losses than other types of work absence, especially in the long term.

Lange, Martin; Pfeiffer, Friedhelm; van den Berg, Gerard J. (2017):

Integrating young male refugees. Initial evidence from an inclusive soccer project.

In: *Journal for Labour Market Research* 51 (6), 10 S. DOI: 10.1186/s12651-017-0234-4.

Abstract:

This study analyses data collected among a group of young male refugees who participated in a randomised experiment. Refugees were randomly assigned to a soccer project aimed at facilitating social and labour market integration or to a control group. We evaluate the randomisation process, discuss the design and implementation of the survey and summarize the main findings of the survey by focusing on labour market activity, pre-migration characteristics, and the monetary costs of the escape. In addition, we provide a preliminary outlook on the effectiveness of the programme.

Larsen, Mona; Pedersen, Peder J. (2017):

Labour force activity after 65. What explain recent trends in Denmark, Germany and Sweden?

In: *Journal for Labour Market Research* 50 (1), S. 15–27. DOI: 10.1007/s12651-017-0223-7.

Abstract:

In most OECD member countries labour force attachment, has increased in recent years not only in the age groups 60-64 years but also among people 65 years and older. Focus in this paper is on the trend in older workers' labour force participation in Denmark, Germany and Sweden since 2004. Main emphasis is given to people aged 65-69 years eligible for

social security retirement programs from age 65. The gender aspect is included to accommodate different trends for women and men. To explain country differences in trends, the importance of changes in retirement policies of relevance for this age group and cohort relevant changes in education and health is examined and discussed. Further, country differences in the impact from education and health is examined. Results show that the largest increase in labour force participation among people aged 65-69 years has taken place in Sweden following by Germany, while the increase in Denmark is rather small. While the increase in Germany mainly seems to be a result of policy reforms, the increase in Sweden appear to be a result of a combination of policy changes and an increasing educational level. Financial incentives seem most important in Germany and only of minor importance in Denmark, where policy changes directed towards individuals above the age of 65 appear to have been too small so far to affect retirement behaviour significantly.

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Arbeitsmarktbeteiligung von über 65-Jährigen: Ursachen für die jüngsten Entwicklungstrends in Dänemark, Deutschland und Schweden

In den meisten OECD-Mitgliedsländern ist in den letzten Jahren nicht nur die Beschäftigung in der Altersgruppe der 60–64-jährigen, sondern auch bei Personen ab 65 Jahren gestiegen. Dieser Artikel analysiert die Arbeitsmarktbeteiligung Älterer in Dänemark, Deutschland und Schweden seit 2004. Das Hauptaugenmerkt liegt dabei auf Menschen in der Altersgruppe der 65 bis 69-jährigen. Geschlechtsspezifische Unterschiede werden berücksichtigt, um unterschiedliche Entwicklungen für Frauen und Männer erfassen zu können. Um länderspezifische Unterschiede erklären zu können, werden wichtige Veränderungen in den Rentenprogrammen, die für diese Altersgruppe relevant sind, sowie Änderungen im Bildungsniveau und Gesundheitszustand dieser Alterskohorte untersucht und diskutiert. Weiterhin werden länderspezifische Unterschiede beim Einfluss von Bildung und Gesundheit untersucht. Die Ergebnisse zeigen, dass die größte Steigerung der Arbeitsmarktteilnahme unter den 65 bis 69-jährigen in Schweden stattgefunden hat, gefolgt von Deutschland, während die Steigerung in Dänemark eher gering ausfällt. Während der Anstieg in Deutschland vor allem ein Ergebnis politischer Reformen zu sein scheint, ist der Anstieg in Schweden auf eine Kombination aus politischen Reformen und einem gestiegenen Bildungsniveau zurückzuführen. Finanzielle Anreize scheinen in Deutschland den größten Einfluss gehabt zu haben. Demgegenüber waren die Rentenänderungen für über 65-jährige in Dänemark zu gering, um deren Arbeitsmarktbeteiligung signifikant zu beeinflussen.

Latina, Joelle; Ramirez, José V. (2017):

On the efficiency of school tracking. A perspective from outcomes in dual VET in Switzerland.

In: *Journal for Labour Market Research* 51 (2), 13 S. . DOI: 10.1186/s12651-017-0233-5.

Abstract:

In this paper, we examine the efficiency of the sort done by the Swiss lower secondary school tracking system, looking at students' outcomes in dual vocational education and training (VET)—the most common education type at the upper secondary level in the country. We discuss a simple Ricardian model about the process of school tracking based on the absolute advantage (i.e., the ability) of students in abstract learning, as opposed to contextualised learning which is more decisive in dual VET. The mismatch created by the tracking system for certain types of students is key to explain the relative track effect on outcomes in dual VET. Using administrative panel data for the Canton of Geneva, we estimate a series of zero inflated models. All results support the assumption of a miss-allocation of students to lower secondary school tracks. We thus conclude that the efficiency of the sort related to the tracking system could be improved, were students sorted on the basis of their comparative and not absolute advantage in each form of learning.

Lisi, Domenico; Malo, Miguel A. (2017):

The impact of temporary employment on productivity.

In: *Journal for Labour Market Research* 50 (1), S. 91–112. DOI: 10.1007/s12651-017-0222-8.

Abstract:

Recent papers in the economic literature emphasise that the use of temporary contracts (TE) could have a detrimental effect on productivity. However, there are different reasons to believe that the impact of TE might not be homogeneous across sectors. In this article, we study the impact of TE on productivity growth and, in particular, we wonder if it differs according to sectors' skill intensity. Our data set is an industry-level panel of European countries that allows to divide sectors according to the skill intensity. Our main result is that TE has a negative impact on productivity growth, but it is more damaging in skilled sectors. While an increase of 10 percentage points of the share of TE in skilled sectors would

decrease labour productivity growth of about 1–1.5%, in unskilled sectors the decrease would be of 0.5–0.8%. This result is robust to different skill intensity indexes and productivity measures, as well as to the sample composition. We also discuss policy implications of this result for labour market regulation.

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Auswirkungen befristeter Beschäftigung auf die Produktivität. Die Bedeutung der Qualifikationsintensität von Branchen

Jüngste wirtschaftswissenschaftliche Abhandlungen betonen, dass die Nutzung befristeter Arbeitsverträge einen negativen Einfluss auf die Produktivität haben könnte. Es sprechen jedoch verschiedene Gründe dafür, dass die Auswirkungen befristeter Arbeitsverträge nicht in allen Branchen gleich sind. In diesem Artikel untersuchen wir den Einfluss von befristeten Arbeitsverträgen auf das Produktivitätswachstum und fragen insbesondere, ob es je nach der Qualifikationsintensität der Branchen Unterschiede gibt. Unser Datensatz ist ein Panel europäischer Länder auf Wirtschaftszweigebene, das es uns gestattet, die Branchen nach Qualifikationsintensität zu unterscheiden. Unser wichtigstes Ergebnis ist, dass befristete Beschäftigung einen negativen Einfluss auf das Produktivitätswachstum hat, dies aber in Branchen mit hoher Qualifikationsintensität stärkere negative Auswirkungen hat. Während ein Anstieg des Anteils an befristeter Beschäftigung in qualifikationsintensiven Branchen um 10 Prozentpunkte das Produktivitätswachstum um rund 1–1,5 % senken würde, betrüge dieser Wert in weniger qualifikationsintensiven Branchen nur rund 0,5–0,8 %. Dieses Ergebnis ist stabil für verschiedene Intensitätsindices und Produktivitätsmaßnahmen sowie für die Stichprobenzusammensetzung. Des Weiteren behandeln wir politische Auswirkungen dieses Ergebnisses für die Arbeitsmarktregulierung.

Maier, Tobias; Neuber-Pohl, Caroline; Mönnig, Anke; Zika, Gerd; Kalinowski, Michael (2017):

Modelling reallocation processes in long-term labour market projections.

In: *Journal for Labour Market Research* 50 (1), S. 67–90. DOI: 10.1007/s12651-017-0220-x.

Abstract:

Long-term labour market projections are a popular tool for assessing future skill needs and the possibility of skill shortages. It is often noted that reallocation processes in the German labour market are hindered due to its strong standardization and occupational segmentation. However, it is possible that persons leave the occupation for which they have been trained for. Disregarding such reallocations and their dynamics in the projection model is likely to distort the results and lead to inaccurate practical advice.

In this article, we describe for the first time, how reallocations in the labour market can be modelled using occupational flexibility matrices and wage dynamics. Here, it is shown that employers react to labour scarcity by increasing wages to attract workers who to some extent can adjust their mobility behaviour accordingly. We analyse the aggregate impact of this implementation of a reallocation process of labour supply on the projection results by the means of scenario comparisons. Our results suggest that considering reallocations but also additionally their dynamics has substantial effects on the projection outcomes. They help draw an insightful picture of the future labour market and prevent over- or understating the potential for labour shortages in several occupations.

We conclude that the assumptions about how reallocations differ by occupation and to what extent they can be realized by wage impulses is essential for projection results and their interpretation. Furthermore, we find that in the German labour market, wage adjustments cannot balance the labour demand and supply for occupations completely.

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Modellierung von Anpassungsprozessen in langfristigen Arbeitsmarktprojektionen

Langfristige Arbeitsmarktprojektionen stellen ein beliebtes Analyseinstrument dar, um zukünftige Fachkräftebedarfe und -engpässe aufzuzeigen. Es wird oft angemerkt, dass gerade der stark standardisierte und beruflich segmentierte deutsche Arbeitsmarkt Reallokationsprozesse von Arbeitsangebot und -bedarf nach Berufen erschwert. Nichtsdestotrotz sind Wechsel aus dem erlernten Beruf keine Seltenheit und müssen bei einer langfristigen Projektion nach Berufen berücksichtigt werden, sofern keine inadäquaten Handlungsempfehlungen aus vermeintlichen Fachkräfteengpässen und -überschüssen abgeleitet werden sollen.

In diesem Artikel beschreiben wir erstmals, wie die Implementierung eines Reallokationsprozesses durch berufliche Flexibilitätsmatrizen und berufsfeldspezifischer Löhne stattfinden kann. So zeigen wir, dass Arbeitgeber auf Engpässe durch Lohnerhöhungen reagieren, woraufhin Arbeitnehmer ihr Mobilitätsverhalten anpassen. Anhand von Szenarien analysieren wir die Auswirkungen unterschiedlicher Annahmen zur Lohnentwicklung in den Berufen und deren Effekte auf das Anpassungsverhalten des Arbeitsangebots. Unsere Ergebnisse zeigen, dass sich die Berücksichtigung beruflichen Mobilitätsverhaltens sowie eine dynamische Entwicklung desselben substanziell in den langfristigen Projektionsergebnissen

niederschlagen. Hierdurch ergibt sich ein differenzierteres Bild über mögliche Fachkräfteengpässe und -überhänge sowie mögliche Handlungsempfehlungen.

Als Fazit lässt sich festhalten, dass mögliche Lohnanpassungen und damit verbundene Berufswechsel zu einem besseren Ausgleich von Arbeitsangebot und -nachfrage nach Berufen führen können und dass Annahmen über den Ablauf dieser Prozesse das Ergebnis stark beeinflussen. Zudem können wir für den deutschen Arbeitsmarkt konkludieren, dass nicht alle theoretischen Engpässe lediglich über Lohnerhöhungen lösbar sind.

Ochsenfeld, Fabian (2017):

The gender income gap and the role of family formation revisited.

In: *Journal for Labour Market Research* 50 (1), S. 131–141. DOI: 10.1007/s12651-017-0225-5.

Abstract:

This article reports the results of a replication of Bobbitt-Zeher's 2007 article "The Gender Income Gap and the Role of Education". Models that emulate the original specifications (by and large) reproduce the original results. However, models that adhere to Bobbitt-Zeher's theory concerning the gendered effect of family formation call into question her finding that "values appear to matter only modestly, while family formation has virtually no effect on the income gap".

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Ein zweiter Blick auf die Bedeutung der Familiengründung für das Zustandekommen geschlechtsspezifischer Einkommensungleichheit. Eine Replikationsstudie zu Bobbitt-Zeher (2007)

Dieser Beitrag berichtet die Ergebnisse einer Replikation von Bobbitt-Zehers 2007 erschienenem Aufsatz „The Gender Income Gap and the Role of Education". Modelle, welche die ursprünglichen Spezifikationen nachbilden, replizieren (im Großen und Ganzen) die ursprünglichen Ergebnisse. Modelle, die hingegen Bobbitt-Zehers theoretischen Ausführungen bezüglich dem geschlechtsspezifischen Effekt der Familiengründung folgen, ziehen jedoch ihren Befund in Zweifel, wonach „Werten nur eine bescheidene Bedeutung zukommt, während die Familiengründung praktisch keinen Effekt auf die Einkommensungleichheit hat".

Reinhold, Mario; Thomsen, Stephan (2017):

The changing situation of labor market entrants in Germany.

In: *Journal for Labour Market Research* 50 (1), S. 161–174. DOI: 10.1007/s12651-017-0227-3.

Abstract:

Concurrently with a steady increase of the supply of college educated workers, recent evidence for the U.S. indicated a decline in the demand for and the real wages of this group after 2000. We investigate empirically, whether there has been a similar trend in Germany. Based on comprehensive, long-run administrative data for the years 1975 to 2010, we use a set of employment indicators to analyze labor market patterns of job market entrants. Besides consideration of the developments of education attainment and wages over time, we put a particular focus on changes of the task composition, the chances of entering top-paying jobs, entry wages and wage growth, and skill premia over time. To allow for a detailed analysis, we distinguish four education groups. The empirical picture shows that since the year 2000 job entrants with higher education have experienced decreasing employment shares in top-paying positions. Moreover, starting wages and wage growth have both decreased until the end of the observation period, too. A reason for this has been the substitution of jobs that were formerly executed by lower qualifications. Our findings reveal similarities between Germany and the U.S. in terms of some declining fortunes of the young. However, whereas in the U.S. college educated workers have been affected, the results indicate that in Germany the medium-skilled and low-skilled have been particularly impaired.

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Die veränderliche Situation für Berufseinsteiger in Deutschland. Eine Langzeitanalyse von Löhnen und Beschäftigungsmustern

Jüngere empirische Evidenz für den US-amerikanischen Arbeitsmarkt zeigt, dass gleichzeitig mit dem stetigen Anstieg des Arbeitsangebots von Hochschulabsolventen die Nachfrage und die Reallöhne für diese Gruppe seit dem Jahr 2000 gesunken sind. Die vorliegende Studie untersucht, ob es einen vergleichbaren Trend auch in Deutschland gab. Auf der Grundlage umfangreicher administrativer Daten für die Jahre 1975 bis 2010 berechnen wir eine Reihe von Arbeitsmarktindikatoren, um die Beschäftigungsmuster von Berufseinsteigern zu untersuchen. Neben der Berücksichtigung

der Entwicklungen in der Bildungsbeteiligung sowie den Löhnen gehen wir hierzu auf die Änderungen in den beruflichen Tätigkeiten, den Chancen auf eine höherbezahlte Tätigkeit, die Eintrittslöhne sowie das Lohnwachstum und die Bildungsprämien ein. Darüber hinaus betrachten wir vier unterschiedliche Qualifikationsgruppen. Die empirischen Ergebnisse zeigen, dass sich der Anteil von hochqualifizierten Berufseinsteigern in höherbezahlten Tätigkeiten seit dem Jahr 2000 verringert hat. Deutlich wird überdies, dass bis zum Jahr 2010 die Einstiegsgehälter gesunken sind und sich das individuelle Lohnwachstum in den ersten fünf Berufsjahren verringert hat. Ein Grund dafür liegt in der Beschäftigung von Absolventen in Tätigkeiten, die früher von Personen mit geringeren Bildungsabschlüssen ausgeführt wurden. Unsere Ergebnisse bestätigen daher einige Ähnlichkeiten zwischen dem deutschen und dem US-amerikanischen Arbeitsmarkt bezüglich verschlechterter Arbeitsmarktchancen für Berufseinsteiger. Ein wesentlicher Unterschied liegt aber in den Bildungsniveaus: während im US-amerikanischen Arbeitsmarkt vor allem College-Absolventen von diesen Änderungen betroffen sind, sind in Deutschland vor allem die mittel- und geringqualifizierten Berufseinsteiger hinsichtlich ihrer Arbeitsmarktchancen beeinträchtigt.

Steiner, Viktor (2017):

The labor market for older workers in Germany.

In: *Journal for Labour Market Research* 50 (1), S. 1–14. DOI: 10.1007/s12651-017-0221-9.

Abstract:

The paper describes labor market developments for older workers in Germany in recent years. It provides a a summary of the main changes in labor market and pension policies in Germany which might have contributed to these developments. The main part of the paper offers, on the basis of micro data from the Socioeconomic Panel (SOEP), empirical evidence on changes in employment and long-term unemployment, early retirement as well as relative wages by age for Germany in the period 2000-2014. Based on this empirical analysis, some implications for labor market policies are discussed.

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In diesem Beitrag wird die Arbeitsmarktentwicklung für ältere Arbeitnehmer in Deutschland in den letzten Jahren beschrieben. Der Beitrag fasst wichtige Änderungen in der Arbeitsmarkt- und Rentenpolitik in Deutschland zusammen, die diese Entwicklung beeinflusst haben könnten. Im Hauptteil des Beitrags werden die Ergebnisse einer empirischen Analyse auf Basis des Sozioökonomischen Panels (SOEP) zur Entwicklung der Beschäftigung, langfristigen Arbeitslosigkeit, Frühverrentung und der Lohnentwicklung nach Altersgruppen im Zeitraum 2000–2014 präsentiert. Auf Basis dieser empirischen Analyse werden Implikationen für die Arbeitsmarktpolitik diskutiert.

Specials

Abraham, Martin; Auspurg, Katrin; Bähr, Sebastian; Frodermann, Corinna; Gundert, Stefanie; Hinz, Thomas (2017):

Erratum to. Unemployment and willingness to accept job offers: results of a factorial survey experiment.

[Erratum]. In: *Journal for Labour Market Research* 50 (1), S. 175. DOI: 10.1007/s12651-017-0229-1.

Journal of Diversity in Higher Education (10) 2017

http://www.apa.org/pubs/journals/dhe/index.aspx
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Original Articles

Aragón, Oriana R.; Dovidio, John F.; Graham, Mark J. (2017):

Colorblind and multicultural ideologies are associated with faculty adoption of inclusive teaching practices.

In: *Journal of Diversity in Higher Education* 10 (3), S. 201–215. DOI: 10.1037/dhe0000026.

Abstract:

Professional workshops aimed at increasing student diversity typically urge college-level science, technology, engineering, and math (STEM) educators to implement inclusive teaching practices. A model of the process by which educators adopt such practices, and the relationship between adoption and 2 ideologies of diversity is tested here. One ideology, colorblindness, downplays differences based on gender or color. The other, multiculturalism, embraces differences. Pathway modeling revealed reliable, discrete steps in the process of adoption. Independently, greater endorsement of colorblindness predicted adoption of fewer inclusive teaching practices, and multiculturalism predicted adoption of more practices. These findings inform national-level intervention efforts about the process by which educators adopt inclusive teaching practices, and suggest that interventions might consider educators' personal beliefs and approaches to diversity.

Arar, Khalid (2017):

Academic spheres, students' identity formation, and social activism among Palestinian Arab students in Israeli campuses.

In: *Journal of Diversity in Higher Education* 10 (4), S. 366–380. DOI: 10.1037/dhe0000051.

Abstract:

This article discusses the influence of studies in Israeli academic campuses on the formation of Palestinian Arab students' identity and social activism. Narrative life-story interviews with 14 Palestinian Arab students studying in Israeli academic campuses revealed that these campuses create the first opportunity for daily encounters between Palestinian Arab and Jewish students. The encounters engender interaction and open debate, stimulating the reformulation of students' identity in various circles of affiliations. The research findings also reveal Palestinian Arab students' feelings of marginality and hybridity, inspiring their social activism to produce a better society. Higher education brings new knowledge and generates elements of a new "academic" identity involving academic thinking and culture; the academic interlude empowers students and enriches their personal tools. The article concludes with implications for educators, indicating a need to create open intercultural spaces as meeting points for group interaction in multiethnic university and college settings to facilitate dialogue and mutual understanding.

Armstrong, Mary A.; Jovanovic, Jasna (2017):

The intersectional matrix. Rethinking institutional change for URM women in STEM.

In: *Journal of Diversity in Higher Education* 10 (3), S. 216–231. DOI: 10.1037/dhe0000021.

Abstract:

This article investigates the persistent challenge of how higher education institutions can support the success of underrepresented minority (URM) women in science, technology, engineering, and mathematics (STEM) fields. Our

theoretical model centers on intersectionality, and we examine the possibilities and challenges involved in taking an intersectional approach to institutional change for this group. Our National Science Foundation (NSF)-funded study focused on 18 universities that received large NSF ADVANCE Institutional Transformation (IT) grants (Cohorts 3 [2005] and 4 [2008]). There were two steps to our investigation: (a) an analysis of documents generated by IT programs as a way of identifying and categorizing "mechanisms" for supporting URM women and (b) conversations with IT leaders as a means of documenting the on-the-ground experiences of those working to institutionalize change. Our data yielded valuable results, including the identification of 5 Intersectional Facilitators, key institutional characteristics that enable change for URM women. Our results also show that while efforts intended to support URM women are typically additive (nonintersectional) in approach, when intersectional approaches are taken, most seek to intervene in the experience of individual URM faculty. We hypothesize that increased attentiveness to a "multipronged" approach—including efforts based on recruitment of URM groups and climate initiatives—will increase effectiveness. Comprehensive strategizing across the group, individual, and climate levels—particularly if the 5 Intersectional Facilitators are used to guide strategies—may not only increase intersectional efforts but also synergistically combine, maximizing the combined positive effects of all efforts to support the success of URM women in STEM fields.

Barnhardt, Cassie L.; Phillips, Carson W.; Young, Ryan L.; Sheets, Jessica E. (2017):

The administration of diversity and equity on campuses and its relationships to serving undocumented immigrant students.

In: *Journal of Diversity in Higher Education* 10 (1), S. 1–10. DOI: 10.1037/a0040025.

Abstract:

Undocumented college students in the United States face many obstacles as a function of their immigration status. This article considers the organizational and administrative practices associated with the work of campus diversity administrators (CDOs) in contributing to the educational experiences of undocumented college students. Recent scholarship has emphasized that campus administrators possess the capacity to act as institutional agents to influence how campuses respond to and support marginalized students. Our article presents an argument that begins to draw connections between substantive inclusive organizational action and everyday administrative routines. We conclude by offering a set of propositions that hold promise for how CDOs can engage in work routines that advance the cause of inclusion for undocumented students.

Bialka, Christa S.; Brown, Kara S.; Morro, Danielle; Hannah, Gregory (2017):

On their LEVEL: How participation in a university student group shapes members' perceptions of disability.

In: *Journal of Diversity in Higher Education* 10 (2), S. 117–135. DOI: 10.1037/dhe0000019.

Abstract:

This qualitative case study examines the experiences of 27 university students participating in LEVEL, a campus-based group that pairs undergraduates (enactors) and their classmates, who self-identify as having physical disabilities (recipients). The purpose of this research was to understand how enactors' perceptions of physical disability were shaped by their participation in LEVEL. The conceptual framework used to guide this research melds Gordon Allport's (1954) social theory of prejudice with disability-based constructs. In addition, it draws on Allport's contact theory to discuss ways to reduce prejudice, especially as it relates to individuals with disabilities. Findings reveal that contact promotes the formation of friendships; increased contact influences language and perceptions of disability; and physical barriers engender social barriers. Since there are few on-campus groups that bridge academic and social environments between students of all abilities in a positive and meaningful way, participation in LEVEL represents 1 such point of interaction. By creating social spaces for individuals with disabilities and their typically abled peers to connect, LEVEL offers a promising new way to think about how to meet the needs of an underserved population. Because research on social contact between college students and their peers with physical disabilities is limited, this study works to fill this void.

BrckaLorenz, Allison; Garvey, Jason C.; Hurtado, Sarah S.; Latopolski, Keely (2017):

High-impact practices and student–faculty interactions for gender-variant students.

In: *Journal of Diversity in Higher Education* 10 (4), S. 350–365. DOI: 10.1037/dhe0000065.

Abstract:

The vast amount of research on student success and engagement in college focuses on a narrative for majority student populations that does not account for unique experiences across social identities. This article examines the experiences of gender-variant students (i.e., students who do not identify as either cisgender men or women) regarding engagement in high-impact practices and student–faculty interactions using a large-scale, multi-institution quantitative data set collected from the 2014 administration of the National Survey of Student Engagement. Although high-impact practice participation was similar for gender-variant and cisgender students, positive student–faculty interaction was found to be a significant predictor for increased high-impact practice participation for gender-variant students. Results from this study may also point to chillier climates of certain major fields for gender-variant students. Implications for these findings focus on investigating major choice as a mediating factor for high-impact practice participation and advocating for the inclusion of different gender identities in surveys, institutional data, and higher-education research.

Cabrera, Nolan L.; Matias, Cheryl E.; Montoya, Roberto (2017):

Activism or slacktivism? The potential and pitfalls of social media in contemporary student activism.

In: *Journal of Diversity in Higher Education* 10 (4), S. 400–415. DOI: 10.1037/dhe0000061.

Abstract:

The emergence of social media has greatly influenced 21st-century student activism. It has also given rise to the birth of "slacktivism", an online form of self-aggrandizing, politically ineffective activism. This theoretical article delves into the conceptualizations of what constitutes student activism versus slacktivism in a digital age. While there are distinctions between the 2, we highlight how most discussions of activism describe how activism is done as opposed to what it is. Within this context, we offer 10 theoretical underpinnings of activism and slacktivism to serve as conceptual points of self-reflection that student activists can use in order to explore whether or not they are truly engaging in activism. This examination, we argue, is critically important as the distinction between slacktivism and activism becomes increasingly muddied. For student activism to realize its democratic and developmental potential, students need to be clear about whether they are engaging in activism or slacktivism.

Carpenter, Amanda M.; Pena, Edlyn Vallejo (2017):

Self-authorship among first-generation undergraduate students: A qualitative study of experiences and catalysts.

In: *Journal of Diversity in Higher Education* 10 (1), S. 86–100. DOI: 10.1037/a0040026.

Abstract:

As higher education institutions make intentional steps to include underrepresented groups and ensure their success in school, it is particularly important to understand their epistemological, intrapersonal, and interpersonal development as a key factor of supporting their academic and developmental needs. Institutions of higher education are challenged to prepare graduates for engaged citizenship in an increasingly multifaceted world that requires college graduates to demonstrate higher-level order epistemological abilities to successfully navigate in the 21st century. This qualitative study investigates self-authorship theory through the perceptions and experiences of first-generation undergraduate students, contextualizes periods of cognitive dissonance, examines contextual and environmental factors related to development, and frames these experiences as catalysts that promote self-authoring behaviors. This study captures the unique stories of 14 first-generation undergraduates at a public 4-year comprehensive liberal arts institution on the West Coast of the United States. Future research and practical application strategies to promote self-authorship are provided for higher education professionals to intentionally design supportive learning environments in an effort to better serve the developmental needs of first-generation undergraduates.

Cole, Eddie R.; Harper, Shaun R. (2017):

Race and rhetoric. An analysis of college presidents' statements on campus racial incidents.

In: *Journal of Diversity in Higher Education* 10 (4), S. 318–333. DOI: 10.1037/dhe0000044.

Abstract:

For decades, racial incidents have routinely occurred on college campuses. But today, news about them is more quickly and widely shared because of the public's access to technology. In response, it is common for senior-level administrators to release statements about racial incidents after an institution receives widespread negative publicity. This study is an analysis of 18 statements issued by college presidents. Each statement is in response to a racial incident that occurred over 3 academic years (2012–2015). Findings reveal how college presidents' statements broadly mention the racial incident itself, regularly address the group or individual who committed the racist act, but usually do not acknowledge the systemic or institutional issues that foster racial hostility on college campuses. Because racist behaviors on college campuses have been constant, the need to address concerns about racial issues will continue, and this study offers a new perspective on evaluating college presidents' responses to highly publicized racial incidents in higher education.

Dessel, Adrienne B.; Goodman, Kevin D.; Woodford, Michael R. (2017):

LGBT discrimination on campus and heterosexual bystanders: Understanding intentions to intervene.

In: *Journal of Diversity in Higher Education* 10 (2), S. 101–116. DOI: 10.1037/dhe0000015.

Abstract:

Discrimination targeting lesbian, gay, bisexual, and transgender (LGBT) students on college campuses occurs. Bystander intervention is important in supporting targeted students and improving campus climate for LGBT students. Peer-familiarity context (i.e., who the bystander knows in the situation) can play a role in bystander intervention, but researchers have not explored the nature of bystander intervention in specific peer-familiarity contexts concerning LGBT discrimination. Using hypothetical vignettes, we examine heterosexual students' (n = 1616) intention to intervene across 4 peer-familiarity contexts, namely, when the bystander knows no one, only witnesses or targets, only perpetrator, or everyone. We explore the role of student inputs (sociodemographics, self-esteem, attitudes toward LGBT people and political ideology) and experiences (LGBT social contacts, LGBT and social justice course content, and perceived and experienced campus climate) on their intentions to intervene in these contexts. Multiple regression results suggest that across all peer-familiarity contexts, being older, having higher self-esteem, having LGBT friends, taking courses with social justice content, and affirming attitudes toward LGBT people were independently associated with higher intentions to intervene. Males were more likely than females to intervene when they knew no one, while females were more likely to intervene in all other contexts. Race/ethnicity, religious affiliation, witnessing heterosexist harassment, perceptions of campus climate for LGBT students, and student standing were significant in particular peer contexts. Recommendations to promote bystander intervention and future research are presented.

Gasman, Marybeth; Nguyen, Thai-Huy; Conrad, Clifton F.; Lundberg, Todd; Commodore, Felecia (2017):

Black male success in STEM: A case study of Morehouse College.

In: *Journal of Diversity in Higher Education* 10 (2), S. 181–200. DOI: 10.1037/dhe0000013.

Abstract:

The purpose of this study is to enhance our understanding of how a Historically Black College and University (HBCU) is cultivating Black male achievement in STEM. In this in-depth qualitative case study, we explore 2 resource-intensive and successful STEM pathway programs at Morehouse College, the only all-male HBCU in this country, as an opportunity to examine the cultivation of Black male STEM scholars. Our study was guided by 2 overarching questions: What opportunities for participation in a rigorous STEM education do the programs provide? What individual and institutional practices contribute to STEM student persistence and learning?

Gloria, Alberta M.; Castellanos, Jeanett; Delgado-Guerrero, Marla; Salazar, Andrea C.; Nieves, Cecilia M.; Mejia, Araceli; Martinez, Vanessa L. (2017):

El ojo en la meta: Latino male undergraduates' coping processes.

In: *Journal of Diversity in Higher Education* 10 (1), S. 11–24. DOI: 10.1037/a0040216.

Abstract:

As Latino males are entering and graduating from higher education at significantly lower rates than their counterparts, this study focused on their educational coping processes. Interviews with five upper-division Latino male undergraduates at a large predominantly White 4-year university revealed a range of coping processes which were self-protective and that helped them persist to graduation. In particular, spirituality was explored as a central cultural coping mechanism, and results indicated that Latinos hold and understand different elements of their spirituality as a means to manage their educational experiences. Implications for gender- and culture-specific educational support for Latino undergraduates are addressed.

Griese, Emily R.; McMahon, Tracey R.; Kenyon, DenYelle Baete (2017):

A research experience for American Indian undergraduates: Utilizing an actor–partner interdependence model to examine the student–mentor dyad.

In: *Journal of Diversity in Higher Education* 10 (1), S. 39–51. DOI: 10.1037/a0040033.

Abstract:

The majority of research examining Undergraduate Research Experiences focuses singularly on student-reported outcomes, often overlooking assessment of the mentor role in student learning and outcomes after these experiences. The goal of the current study was to examine the student–mentor dyad at the beginning and end of a 10-week summer research experience for American Indian undergraduates utilizing a series of actor–partner interdependence models within SEM. Participants included 26 undergraduate interns (50% American Indian; 50% American Indian and White; M age = 24) and 27 mentors (89% White; M age = 47). Findings indicated that in accounting for all potential paths between students and mentors, the partner path between mentor beliefs at the beginning of the program and students' skills related to autonomy ($\beta = .59$, $p = .01$) and academic resilience ($\beta = .44$, $p = .03$) at the end of the program were significant. These findings suggest the important impact of mentor beliefs on student outcomes, a relationship that should be adequately assessed and continue to be important focus of undergraduate research experiences. Findings further indicate the important role of mentors for American Indian undergraduates.

Harris, Jessica C.; Patton, Lori D. (2017):

The challenges and triumphs in addressing students' intersectional identities for Black culture centers.

In: *Journal of Diversity in Higher Education* 10 (4), S. 334–349. DOI: 10.1037/dhe0000047.

Abstract:

This study examines how directors of Black culture centers (BCCs) address Black students' intersectional identities. We highlight the challenges that directors of BCCs face as they attempt to preserve a race salient agenda, while accounting for other critical facets of students' social identities. Findings explore how directors hold differing approaches to addressing the intersections of Black students' intersectional identities and the ways in which these attempts were hindered by a lack of funding and postracial ideology. From the findings, the authors provide rich recommendations to staff who work in BCCs and other identity-based centers on the theory of intersectionality and how to incorporate the theory into one's daily practice and programming.

Hode, Marlo Goldstein; Meisenbach, Rebecca J. (2017):

Reproducing whiteness through diversity: A critical discourse analysis of the pro-affirmative action amicus briefs in the Fisher case.

In: *Journal of Diversity in Higher Education* 10 (2), S. 162–180. DOI: 10.1037/dhe0000014.

Abstract:

Legal decisions about affirmative action in higher education do more than impact how admissions policies are structured. The discourse produced in these decisions structures how race is talked about, understood, and enacted in the context of higher education and beyond. However, critique of affirmative action rhetoric in the legal realm tends to focus on the anti-affirmative action constructions of race, underanalyzing rhetoric favoring affirmative action. The current project uses critical discourse analysis to explore how dominant interests are challenged, produced, and sustained by pro-affirmative action rhetoric. Specifically, this project engaged Whiteness as a theoretical and analytical lens through which to critique the amicus briefs submitted in support of race-conscious admissions policies in the recent U.S. Supreme Court case, Fisher v. University of Texas (2013). Our analysis revealed that pro-affirmative action arguments engaged the concepts of diversity and race in ways that reproduced the structural power of Whiteness, drawing upon individualism and market-driven rationales as discursive resources. The analysis suggests that even arguments supporting race-conscious admissions may inadvertently contribute to the reproduction of problematic racial hierarchies. The findings also note the potential transformative value of alternative rationales present in a small subset of amicus briefs submitted by African American organizations. Practical applications for pro-affirmative action advocates and policymakers are offered.

Jaeger, Audrey J.; Mitchall, Allison; O'Meara, KerryAnn; Grantham, Ashley; Zhang, Jingjing; Eliason, Jennifer; Cowdery, Kelly (2017):

Push and pull. The influence of race/ethnicity on agency in doctoral student career advancement.

In: *Journal of Diversity in Higher Education* 10 (3), S. 232–252. DOI: 10.1037/dhe0000018.

Abstract:

This study examined and enriched our understanding of the career choice process for doctoral students of color in science, technology, engineering, and math (STEM) fields. In addition, it explored the challenges facing all doctoral students in STEM in understanding and making meaning of diversity as it relates to individual perspectives and actions. We used an agency theoretical framework to explore career-related decisions of doctoral students. This framework captured how students "navigate, negotiate, reframe, and act" during the career decision-making process of a doctoral program.

Johnston-Guerrero, Marc P. (2017):

Reasoning through race: College students of color and the dynamics of racial authority.

In: *Journal of Diversity in Higher Education* 10 (1), S. 72–85. DOI: 10.1037/dhe0000040.

Abstract:

As racial tensions continue on college campuses across the nation, more attention is needed to understanding the ways in which students of color gain a level of authority in speaking on racial issues. Based on interviews with 31 undergraduate students of color from 2 public research universities on the U.S. West Coast, this study asked participants to reason through the concept of race. Using a constructivist grounded theory methodology along with a lens of self-authorship, the findings suggest participants' reasoning is influenced by different types of racial authority, or who or what is used to support confidence in claims made regarding what race is and how race matters. The findings inform a model of racial authority, which exists across 2 dimensions (holders and sources of authority) that lead to different outcomes. If students of color do not develop their own level of authority on racial issues, they might defer to so-called experts when reasoning through racial realities.

McGee, Ebony O.; Thakore, Bhoomi K.; LaBlance, Sandra S. (2017):

The burden of being "model". Racialized experiences of Asian STEM college students.

In: *Journal of Diversity in Higher Education* 10 (3), S. 253–270. DOI: 10.1037/dhe0000022.

Abstract:

This qualitative study used narrative methodology to investigate what becoming a scientist or engineer entails for Asian and Asian American college students stereotyped as "model minorities." We present the narratives of 23 high-achieving science, technology, engineering, and mathematics (STEM) college students who self-identified as Asian or Asian American as they focused on the social contexts in which they encountered racialized bias in their academic environments. This study was guided by epistemological and methodological assumptions and beliefs, which influence how the data were interpreted, analyzed, and reported and were based on a 5-step phenomenological research design. Results included how these students experienced, negotiated, challenged, and managed distress from externally imposed stereotypes. The students constructed personal narratives mediated by symbolic cultural systems to make meaning of their experiences, which more often disputed than confirmed the model minority stereotype. This research has larger implications for STEM college education programs throughout the United States, which should not simply accept the normalization of successful Asian STEM students without robust understanding of the stereotypes they endure.

Muller, Joel T.; Miles, Joseph R. (2017):

Intergroup dialogue in undergraduate multicultural psychology education: Group climate development and outcomes.

In: *Journal of Diversity in Higher Education* 10 (1), S. 52–71. DOI: 10.1037/a0040042.

Abstract:

We examined group climate and outcomes in 19 intergroup dialogues (IGD) focused on gender, race and ethnicity, religion and spirituality, sexual orientation, or social class at a large, public university. Group members completed pre- and postdialogue outcome measures of colorblind racial attitudes, ethnocultural empathy, and attitudes toward diversity. Following each weekly session, participants also completed a group climate measure assessing engagement, avoidance, and conflict. Across 8 weeks, group members' perceptions of engagement significantly increased and their perceptions of avoidance significantly decreased; however, there were no significant changes in perceptions of conflict. In addition, we found significant pre- to postdialogue decreases in 2 aspects of colorblind racial attitudes: blindness to racial privilege (RP) and blindness to institutional discrimination (ID), and significant increases in empathic perspective taking (EPT). Finally, change in individual group members' perceptions of group engagement over time predicted postdialogue RP, ID, and EPT, when controlling for predialogue scores on the same variables. These findings are discussed in relationship to the critical-dialogic model of IGD, and implications for research and practice are explored.

Na, Sumin; Spanierman, Lisa B.; Lalonde, Christopher E. (2017):

Exploring moderators to understand the association between vertical collectivism and psychological well-being among Asian Canadian students.

In: *Journal of Diversity in Higher Education* 10 (3), S. 288–300. DOI: 10.1037/a0039992.

Abstract:

First, the authors investigated the direct associations of vertical collectivism, ethnic identity exploration, and ethnic identity commitment with psychological well-being among first-generation Asian Canadian university students in Canada (n = 78). Second, to gain a more nuanced understanding of the association between vertical collectivism and well-being, the authors also examined potential moderating effects of ethnic identity and cultural conflict. Results indicated that ethnic identity exploration and vertical collectivism were inversely associated with psychological well-being, whereas ethnic identity commitment was positively associated with psychological well-being. Moreover, ethnic identity exploration significantly moderated the association between vertical collectivism and well-being, whereas ethnic identity commitment did not. Specifically, the authors found a buffering effect of ethnic identity exploration such that among individuals who reported high ethnic identity exploration, vertical collectivism was not associated with lower psychological well-being. Implications for research and practice are discussed.

Nixon, Monica L. (2017):

Experiences of women of color university chief diversity officers.

In: *Journal of Diversity in Higher Education* 10 (4), S. 301–317. DOI: 10.1037/dhe0000043.

Abstract:

Contemporary models of operationalizing diversity on college campuses focus on the integration of diversity goals with the overall educational mission in ways that maximize the benefits of diversity for all. A growing number of institutions have created chief diversity officer (CDO) positions to procedurally and symbolically centralize diversity capabilities. The study of CDO positions is a relatively new focus in diversity and higher education literature, with research to date addressing commonalities and distinctions in organizational structures, portfolios, and strategies. This qualitative study of 5 women of color drew on critical race theory (CRT) and critical race feminism (CRF) to build on existing research. It examined, through semistructured interviews and document analysis, the ways that women of color CDOs experienced their roles and the impact of race and gender on their experiences. Four themes emerged: the ways that the CDOs came into and approached their work connected with how they navigated educational institutions as marginalized “others,” identity- and role-related isolation affected the CDOs, navigating microaggressions and stereotypes weighed on the CDOs, and the CDOs balanced competing expectations related to identity and role. These results add to literature about CDO roles and CRF by presenting the realities and limitations of incremental change for women of color and by highlighting the importance of the outsider perspective that women of color bring to CDO positions. Institutions must recognize the particular complexities faced by women of color CDOs and appropriately support these leaders in order to create more inclusive institutions.

Quaye, Stephen John; Shaw, Mahauganee Dawn; Hill, Dominique C. (2017):

Blending scholar and activist identities. Establishing the need for scholar activism.

In: *Journal of Diversity in Higher Education* 10 (4), S. 381–399. DOI: 10.1037/dhe0000060.

Abstract:

In this article, the authors make a case for the need for scholar activism—activism by faculty members on college campuses. Through an activist group, The Mobilizing Anger Collective, this article documents the challenges, tensions, and radical potential of scholar activism as a means of addressing injustices. Using duoethnography, the authors document the embodied experience of being Black faculty responding to an expressed need for creating space to organize, express anger, and transmute hurt and pain into community. Moreover, it introduces The Mobilizing Anger Collective as an example of scholar activism and offers insights into the complexities and risks involved in such an undertaking in the bodies the authors inhabit.

Ramirez, Elvia (2017):

Unequal socialization: Interrogating the Chicano/Latino(a) doctoral education experience.

In: *Journal of Diversity in Higher Education* 10 (1), S. 25–38. DOI: 10.1037/dhe0000028.

Abstract:

This article examines the experiences of Chicano/Latino(a) doctoral students at a research-intensive doctorate-granting institution. Based on in-depth qualitative interviews with 24 Chicano/Latino(a) doctoral students across social science, humanities, education, and science disciplines, this qualitative investigation analyzed how disciplinary affiliation mediated the professional socialization experiences of Chicano/Latino(a) doctoral students. Guided by intersectionality and social capital theories, the findings reveal systemic inequities in the doctoral socialization process. Unequal access to professional development opportunities and faculty mentorship were among the most salient challenges experienced by Chicano/Latino(a) doctoral students. On the other hand, supportive peers and faculty mentors served as key socializing agents for respondents. Overall, findings suggest that institutionalized racism, sexism, and classism in the doctoral training process play a significant role in Chicano/Latino(a) doctoral socialization and professional career preparation experiences.

Shalka, Tricia R. (2017):

The impact of mentorship on leadership development outcomes of international students.

In: *Journal of Diversity in Higher Education* 10 (2), S. 136–148. DOI: 10.1037/dhe0000016.

Abstract:

The purpose of this quantitative study of 6,076 undergraduates in the United States (3,038 international and 3,038 domestic) was to examine leadership development outcomes for international students in the United States and the potential role of mentorship in this process. Data for this study were derived from the 2009 Multi-Institutional Study of Leadership. Two primary research questions guided this study: (a) Do differences in socially responsible leadership outcomes exist between domestic and international students? (b) How does mentorship contribute to socially responsible leadership development for international undergraduate students? Results of this study suggest a differential effect in which international students were not experiencing the same level of socially responsible leadership development outcomes relative to domestic peers. However, this difference appeared to be mediated with the presence of mentorship focused around personal development. As this type of mentorship increased for international students, they performed nearer and nearer to domestic students in terms of socially responsible leadership development.

Stewart, Dafina-Lazarus (2017):

Race and historiography: Advancing a critical-realist approach.

In: *Journal of Diversity in Higher Education* 10 (2), S. 149–161. DOI: 10.1037/dhe0000017.

Abstract:

This scholarly essay interrogates the seemingly necessary engagement of normative and essentialist characterizations of identity in the historical study of race in U.S. higher education. The author's study of the experiences of Black collegians in private, liberal arts colleges in the Midwestern Great Lakes region between 1945 and 1965 grounds this discussion. Although engaging racial essentialism is necessary, the author presents alternative treatments of historicizing race to illustrate the benefits of a critical-realist approach to producing a synthetic cultural educational history.

Wang, Lei; Wang, Kenneth T.; Heppner, Puncky P.; Chuang, Chi-Ching (2017):

Cross-national cultural competency among Taiwanese international students.

In: *Journal of Diversity in Higher Education* 10 (3), S. 271–287. DOI: 10.1037/dhe0000020.

Abstract:

Taiwanese international students are among 1 of the top 10 international populations on American campuses; thus, more research is needed to address the particular issues related to their transition process. This is among the first studies to empirically test the cross-national cultural competence model as a conceptual framework by examining predictors and outcome variables associated with cultural competence, which was measured by cultural intelligence (CQ). The study examined (a) the associations of CQ with predictors, such as personality factors (i.e., perseverance, curiosity, and exploration), immersion experiences (i.e., social connectedness with mainstream and ethnic community, perceived language discrimination, length of stay, subjective and objective English proficiency), and cultural reflection; (b) the relationships between CQ and psychological adjustment (i.e., satisfaction with life, depression, anxiety); and (c) the mediation role of CQ between the personality/immersion experiences/cultural reflection factors and indices of psychological adjustment. The sample consisted of 121 Taiwanese international students studying in the United States. Results indicate that (a) personality, immersion experiences, and cultural reflection factors, except TOEFL scores, were significantly correlated with level of CQ; (b) CQ was significantly associated with both satisfaction with life and depression but not anxiety; and (c) CQ significantly mediated the relationships between several predictors (i.e., personality, immersion experiences, and cultural reflection factors) and satisfaction with life. Correlations among predictors and CQ subscales were also highlighted. Limitations, practical implications, and future directions were also discussed.

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Original Articles

Bahr, Peter Riley; Jackson, Grant; McNaughtan, Jon; Oster, Meghan; Gross, Jillian (2017):

Unrealized Potential. Community College Pathways to STEM Baccalaureate Degrees.

In: *Journal of Higher Education* 88 (3), S. 430–478. DOI: 10.1080/00221546.2016.1257313.

Abstract:

Our understanding of community college pathways to baccalaureate degrees in science, technology, engineering, and math (STEM) is remarkably incomplete, despite growing recognition of the sizeable role that community colleges stand to play in increasing the number of students who enter STEM baccalaureate programs, particularly underrepresented students. Here, we drew from data on nearly 3 million students to analyze participation in and navigation of the STEM transfer curriculum in community colleges, while focusing primarily on the fields of math, chemistry, and physics. We found that a large number of students enrolled in college-level STEM coursework, and many of these students were of demographic groups that are underrepresented in STEM fields. Yet, comparatively few students progressed into advanced STEM coursework. Moreover, the contribution of community colleges to resolving longstanding demographic inequities in STEM is constrained by pronounced gender and racial/ethnic differences in points of entry into the STEM curriculum, pathways through STEM, and manner of exit from STEM. As a result, much of the considerable potential of community colleges to improve STEM baccalaureate production and equity of opportunity in STEM remains largely unrealized at this point. We conclude with practical recommendations and a detailed research agenda to guide future inquiry on this subject.

Brower, Rebecca; Bertrand Jones, Tamara; Tandberg, David; Hu, Shouping; Park, Toby (2017):

Comprehensive Developmental Education Reform in Florida. A Policy Implementation Typology.

In: *Journal of Higher Education* 88 (6), S. 809–834. DOI: 10.1080/00221546.2016.1272091.

Abstract:

This study identified the policy perspectives of “street-level bureaucrats” in higher education (in this case, community college personnel) and linked them to a typology of 4 policy implementation patterns. The context for this qualitative study is state legislation in Florida (Florida Senate Bill 1720, 2013) that fundamentally reformed developmental education in the 28 state colleges (formerly community colleges) in the Florida College System (FCS). Study participants included 518 administrators, faculty, academic advisors, support staff, and students at 10 institutions in the FCS. The study employed Kluge’s (2000) 4-step methodology for deriving an empirically grounded qualitative typology. The 4 implementation patterns in the typology include oppositional, circumventing, satisficing, and facilitative implementation. Our study highlights implications for developmental education reform efforts nationwide and identifies the dynamics that predispose street-level bureaucrats to adopt either oppositional or facilitative implementation behaviors.

Canche, Manuel S. Gonzalez (2017):

Community College Scientists and Salary Gap. Navigating Socioeconomic and Academic Stratification in the US Higher Education System.

In: *Journal of Higher Education* 88 (1), S. 1–32. DOI: 10.1080/00221546.2016.1243933.

Abstract:

More than 4 decades of research on community colleges has indicated that students who begin in these institutions realize lower levels of educational attainment than initial 4-year entrants. In terms of labor market outcomes, studies have overwhelmingly focused on comparing 2-year entrants to high school graduates who did not attend college. In contrast, this study concentrated on 2-year entrants who became scientists in science, technology, engineering, and mathematics (STEM) fields and compared their individual and professional characteristics and monetary compensation during a 10-year period to those of scientists who entered college in the 4-year sector. The data analyzed came from 2 National Science Foundation longitudinal and nationally representative samples of doctorate recipients. The analytic techniques relied on the instrumental variables approach for dynamic panel data and propensity score weighting. Findings consistently revealed that 2-year entrants came from lower-income backgrounds and had lower mean salary and lower salary growth than their 4-year sector counterparts. Despite these negative salary-based effects, data showed that the 2-year sector has had an active function in the early formation of scientists. As the competition for science and technology development tightens worldwide, initiatives should identify understudied venues to increase the production of STEM graduates. Considering its scope, the 2-year sector could be one of them.

Chingos, Matthew M.; Griffiths, Rebecca J.; Mulhern, Christine; Spies, Richard R. (2017):

Interactive Online Learning on Campus. Comparing Students' Outcomes in Hybrid and Traditional Courses in the University System of Maryland.

In: *Journal of Higher Education* 88 (2), S. 210–233. DOI: 10.1080/00221546.2016.1244409.

Abstract:

Massively open online courses (MOOCs) have received a great deal of attention, but little research exists on how they might fit into the existing system of higher education. We studied the impacts on learning outcomes of hybrid courses redesigned using online materials from MOOCs created on the Coursera platform and digital materials created by the Open Learning Initiative (OLI), relative to existing versions of the same courses. We found that student performance was about the same in both sections, as measured by pass rates and scores on common assessments. This finding held across a variety of disciplines and subgroups of students. We found no evidence supporting the worry that disadvantaged or academically underprepared students were harmed by taking hybrid courses with reduced class time. Despite the similar student outcomes produced by the two course formats, students in the hybrid sections reported considerably lower satisfaction with their experience.

Cox, Bradley E.; Reason, Robert D.; Tobolowsky, Barbara F.; Brower, Rebecca L.; Patterson, Shawna; Luczyk, Sarah; Roberts, Kari (2017):

Lip Service or Actionable Insights? Linking Student Experiences to Institutional Assessment and Data-Driven Decision Making in Higher Education.

In: *Journal of Higher Education* 88 (6), S. 835–862. DOI: 10.1080/00221546.2016.1272320.

Abstract:

Despite an increasing focus on issues of accountability, assessment, and data-driven decision making (DDDM) within the postsecondary context, assumptions regarding their value remain largely untested. The current study uses empirical data from 114 senior administrators and 8,847 students at 57 institutions in five states to examine the extent to which institutional assessment and data-driven decision making shape the experiences of first-year students. Nearly all these schools regularly collect some form of assessment data, and more than half report using assessment data to inform decision making. However, the institutional adoption of policies related to the collection of assessment data or the application of data-driven decision making appears to have no relationship with student experiences or outcomes in the first year of college. Thus, findings from the current study are consistent with the small, but growing, body of literature questioning the effectiveness of accountability and assessment policies in higher education.

Darolia, Rajeev (2017):

Assessing the College Financial Aid Work Penalty.

In: *Journal of Higher Education* 88 (3), S. 350–375. DOI: 10.1080/00221546.2016.1271696.

Abstract:

Working has become commonplace among college students in the United States; however, this activity can have unexpected financial consequences. Federal formulas implicitly tax the amount of financial aid some students are eligible to receive by as much as 50 cents for each marginal dollar of income. In this article, I document this college financial aid "work penalty" and discuss the related incentives for some college students to reduce their income. Using data from a national sample of financially independent college students in the United States, I did not find evidence to suggest that students meaningfully reduce earnings because of implicit taxes. Lack of knowledge, abstruse formulas, and the timing of aid receipt likely limit responses. The reduction in aid has the potential to burden low-income students who need to both work and receive financial aid to afford college expenses.

Doyle, William R.; Skinner, Benjamin T. (2017):

Does Postsecondary Education Result in Civic Benefits?

In: *Journal of Higher Education* 88 (6), S. 863–893. DOI: 10.1080/00221546.2017.1291258.

Abstract:

Public support for higher education depends in part on the idea that additional postsecondary education results in civic benefits including voting, volunteering, and donating to non-profit causes. We expanded on the literature on civic benefits of higher education by utilizing a rich set of location-based instruments to identify the relationship between additional postsecondary education and civic behaviors. Using data from the National Longitudinal Survey of Youth 1997, we estimated the impact of postsecondary education on civic behaviors for a group of young people aged 29 to 33 years by 2013. These new estimates indicated that an additional year of higher education increased the probability of voting by 7.7% in the 2010 election. We also found statistically significant though substantively small impacts of postsecondary education on volunteerism and donations to nonprofits, with effect sizes of .1 for voluntarism and .13 for donations.

Flores, Stella M.; Park, Toby J.; Baker, Dominique J. (2017):

The Racial College Completion Gap. Evidence From Texas.

In: *Journal of Higher Education* 88 (6), S. 894–921. DOI: 10.1080/00221546.2017.1291259.

Abstract:

This analysis focuses on the college completion gap between underrepresented minority students and White students, or the Hispanic -White and Black -White racial college completion gaps, given the unprecedented demographic growth of these populations in the United States as well as the nation's public K -12 schools and postsecondary institutions. Using a variance decomposition method, we find that precollege characteristics (a combination of individual and high school context factors) contribute upward of 61% of the total variance for both Hispanic and Black students as compared with their White student counterparts. That is, more than half of the completion gap is explained by precollege characteristics. Postsecondary factors explained approximately 35% of the total variance. Additional analyses accounting for attending Hispanic-Serving Institution or an Historically Black College or University are also provided. The data suggest that college completion and accountability analyses should be approached from beyond a postsecondary perspective.

Gandara, Denisa; Rippner, Jennifer A.; Ness, Erik C. (2017):

Exploring the 'How' in Policy Diffusion. National Intermediary Organizations' Roles in Facilitating the Spread of Performance-Based Funding Policies in the States.

In: *Journal of Higher Education* 88 (5), S. 701–725. DOI: 10.1080/00221546.2016.1272089.

Abstract:

Numerous studies have examined “whether” and “why” policies diffuse, or the reasons for the adoption in a given government of a policy that exists in another government. This study explored the “how” of policy diffusion by focusing on college completion policies, especially performance funding. In particular, we examined the roles that intermediaries play in state-level college completion policy diffusion. Data are from 3 states and include observations of policy events, documents, and interviews with 56 participants, including state policy actors and intermediary representatives. This analysis, grounded in conceptual models of policy diffusion, revealed that diffusion occurs at various stages of the policy process, not just adoption. The study also demonstrated the coercive roles that intermediaries can play in promoting policies and revealed how intermediaries facilitate, and sometimes limit, policy learning, which is one of the primary mechanisms by which policies diffuse. By focusing on an underexplored conceptual model of policy diffusion, the national interaction model, this analysis shed light on the role played by intermediaries in state-level college completion policymaking.

Haviland, Don; Alleman, Nathan F.; Allen, Cara Cliburn (2017):

‘Separate but Not Quite Equal’. Collegiality Experiences of Full-Time Non-Tenure-Track Faculty Members.

In: *Journal of Higher Education* 88 (4), S. 505–528. DOI: 10.1080/00221546.2016.1272321.

Abstract:

Collegiality, which indicates respect, a voice in decision making, and a commitment to the common good, is central to academic governance and faculty culture. However, as faculty work is increasingly unbundled, little is known about how concepts traditionally applied to tenure-track faculty, such as collegiality and the collegium (to which access is granted through recognition of expertise), apply to newer categories such as full-time non-tenure-track faculty (NTTF). This interview study investigated collegiality experiences among 38 full-time NTTF in a public comprehensive university and a religiously affiliated research university. A framework blending symbolic interaction (Blumer, 1980; Snow, 2001) and role ambiguity (Bess, 1992) was used to understand the experiences of NTTF with collegiality. Findings suggest that with little opportunity to earn recognition as experts based on scholarship, NTTF experiences with collegiality are at best conditional and at worst deficient. Interactions with colleagues, institutional structures, and professional/academic culture reflect substantial role ambiguity that creates a “separate but not quite equal” status for NTTF. The practice of maintaining NTTF on the periphery of collegiality and the collegium may well compromise the health and vitality of an increasingly differentiated faculty body and the ability of universities to accomplish their academic missions.

Johnson, David R.; Peifer, Jared L. (2017):

How Public Confidence in Higher Education Varies by Social Context.

In: *Journal of Higher Education* 88 (4), S. 619–644. DOI: 10.1080/00221546.2017.1291256.

Abstract:

Some research suggests a crisis of public confidence in universities and colleges in the United States. But approaches to theorizing confidence in higher education do not examine how confidence varies across social contexts, while empirical efforts to document confidence are characteristically limited by weak construct validity. Drawing on a nationally-representative survey of 10,241 Americans, we develop a conceptual framework that examines how political ideology, religion, parental career encouragement, and demographic factors correlate with confidence in higher education. Only fourteen percent of the US public reports “a great deal” of confidence in higher education. Evangelical Protestants, Catholics, Jews, individuals who perceive a conflict between science and religion (and are on the side of religion), and political conservatives are significantly less likely to report confidence in higher education, while parents who report the strongest encouragement of professional career paths for their children are significantly more likely to report confidence in higher education.

Kelchen, Robert; Goldrick-Rab, Sara; Hosch, Braden (2017):

The Costs of College Attendance. Examining Variation and Consistency in Institutional Living Cost Allowances.

In: *Journal of Higher Education* 88 (6), S. 947–971. DOI: 10.1080/00221546.2016.1272092.

Abstract:

Discussions of college costs often focus on tuition and fees, but living cost allowances for room, board, and other expenses account for more than half of the total cost of attending college. The allowances, developed by colleges and universities, also affect student eligibility for federal financial aid and the accuracy of accountability systems. This study examined institutional variation in living cost allowances and assessed the consistency of allowances by comparing them to living cost estimates specific to the college's region. Results across multiple specifications indicated that nearly half of all colleges provide living-cost allowances at least 20% above or below estimated county-level living expenses.

Kezar, Adrianna; Gehrke, Sean (2017):

Sustaining Communities of Practice Focused on STEM Reform.

In: *Journal of Higher Education* 88 (3), S. 323–349. DOI: 10.1080/00221546.2016.1271694.

Abstract:

The purpose of this article is to describe the strategies that four undergraduate faculty science, technology, engineering, and mathematics reform communities of practice use to sustain themselves to scale up reforms in higher education. The study was informed by literature on communities of practice and analyzed data gathered through document analysis, interviews, and observations. The resulting sustainability model for these communities emphasizes the following features: (a) leadership development, distribution, and succession planning; (b) a viable financial model; (c) a professionalized staff; (d) feedback and advice mechanisms; (e) research and assessment; and (f) an articulated community strategy. Implications for future community development are discussed.

Lee, Jaekyung; Weis, Lois; Liu, Keqiao; Kang, Chungseo (2017):

Which Type of High School Maximizes Students' College Match? Unequal Pathways to Postsecondary Destinations for Students From Varying High School Settings.

In: *Journal of Higher Education* 88 (4), S. 529–560. DOI: 10.1080/00221546.2016.1272327.

Abstract:

Through multilevel analyses of Educational Longitudinal Study and National Center for Education Statistics (NCES)-Barron's data sets, this study examined unequal chances for college enrollment for students from different high school types and locations. The study shows that students from more privileged high school sectors are able to maximize attendance at better academically matched colleges and that the structural type and location of high school both as hierarchically ranked and as providing varied opportunities and norms are key factors in college matching. The problem of undermatching is more prevalent among students in urban public open schools, suburban disadvantaged public schools, and rural schools. In contrast, students in urban magnet test-in schools, suburban advantaged public schools, Catholic schools, and independent private schools exhibit markedly better patterns of college matching. Our findings reveal nuanced differences within each location and sector, and we explore mechanisms by which the diverse opportunity structure and culture of such varied high schools produce different college-matching results.

Loes, Chad N.; An, Brian P.; Saichaie, Kem; Pascarella, Ernest T. (2017):

Does Collaborative Learning Influence Persistence to the Second Year of College?

In: *Journal of Higher Education* 88 (1), S. 62–84. DOI: 10.1080/00221546.2016.1243942.

Abstract:

The purpose of this study was to determine whether engaging in collaborative learning influences persistence to the 2nd year of college among 2,987 college freshmen at 19 institutions. Considering potential confounders such as sex, race, precollege academic ability, type of institution attended, college coursework taken, academic motivation, and the clustered nature of the data, those students who engage in collaborative learning are significantly more likely than students who do not learn collaboratively to persist to the 2nd year of college. The results of our analyses suggest the influence of collaborative learning on persistence affects students similarly, regardless of individual differences by sex, race, or tested precollege academic ability. Lastly, the influence of collaborative learning on persistence appears to be mediated by peer interactions. That is, learning collaboratively leads to greater levels of positive peer interactions, which in turn is associated with greater odds of persisting to the 2nd year of college.

Loes, Chad N.; Pascarella, Ernest T. (2017):

Collaborative Learning and Critical Thinking. Testing the Link.

In: *Journal of Higher Education* 88 (5), S. 726–753. DOI: 10.1080/00221546.2017.1291257.

Abstract:

In this study, we investigated whether exposure to collaborative-learning activities during the 1st year of college influences the development of critical-thinking skills. To explore this issue, we analyzed longitudinal data from 1,455 freshmen at 19 institutions throughout the United States. With statistical controls in place for a host of potential confounders, including a parallel pretest critical-thinking measure, we found that exposure to collaborative-learning activities was associated with gains in critical thinking at the end of the freshman year of college, but only for White students and those who were the least well prepared academically for college. Lastly, the results of a 3-way interaction suggested that exposure to collaborative learning among Whites who also have relatively low levels of tested precollege academic preparation is positively associated with gains in critical-thinking skills.

McKinney, Lyle; Hagedorn, Linda Serra (2017):

Performance-Based Funding for Community Colleges. Are Colleges Disadvantaged by Serving the Most Disadvantaged Students?

In: *Journal of Higher Education* 88 (2), S. 159–182. DOI: 10.1080/00221546.2016.1243948.

Abstract:

Texas recently adopted a new performance-based funding (PBF) model for community colleges. Using institutional student unit record data, this study applied the metrics from this PBF model to examine enrollment outcomes among 5,900 students attending a large, racially/ethnically diverse community college system in the state. Our findings revealed stark differences in PBF apportioned to the college as a function of students' characteristics. On average, students who were Asian, age 19 or younger, pursuing academic/transfer degrees, enrolled full-time, Pell Grant recipients, and assigned to the highest-levels (i.e. closest to college-level) of developmental math procured the most PBF for the college. Conversely, African American, older adults, part-time students, GED holders, and students assigned to the lowest level of developmental math secured much less funding. To assuage undesirable consequences on institutional behavior, we recommend modifications to Texas' PBF model that could help ensure community colleges are not discouraged from serving less advantaged students.

Miller, Graham N. S.; Morphew, Christopher C. (2017):

Merchants of Optimism. Agenda-Setting Organizations and the Framing of Performance-Based Funding for Higher Education.

In: *Journal of Higher Education* 88 (5), S. 754–784. DOI: 10.1080/00221546.2017.1313084.

Abstract:

This article explores the diffusion and adoption of performance-based funding policies using framing theory. Specifically, the authors examine the role of philanthropic foundations and policy organizations in generating and exporting performance-based funding in state contexts. Findings from an analysis of policy publications suggest that the organizations analyzed advance a specific policy narrative, while hindering alternative policy options. Analysis of policy adoption in specific state contexts supports this conclusion, indicating that states readily adopt the policy frame advanced by philanthropic foundations and policy organizations and consider few, if any, policy alternatives.

Niehaus, Elizabeth; Holder, Courtney; Rivera, Mark; Garcia, Crystal E.; Woodman, Taylor C.; Dierberger, Julie (2017):

Exploring Integrative Learning in Service-Based Alternative Breaks.

In: *Journal of Higher Education* 88 (6), S. 922–946. DOI: 10.1080/00221546.2017.1313086.

Abstract:

The purpose of this study was to explore how students integrate learning from one particular experience, participating in a service learning-based alternative break (AB), with other postsecondary experiences and to identify the conditions that may facilitate integrative learning. Using qualitative case studies combined with narrative analysis, we analyzed data from interviews with 38 AB participants. Consistent with Barber's (2012) theory of integrative learning, we found evidence that students were engaging in the processes of connecting, applying, and synthesizing learning from their ABs. We identified the importance of interacting with diverse others in facilitating integrative learning, but also noted barriers to integration such as difficulty connecting information across disparate contexts. Through exploring integrative learning in one particular context, the findings from this study can inform our understanding of how students are engaging in integration and improve our understanding of how educators can best support integration in higher education.

O'Meara, KerryAnn; Kuvaeva, Alexandra; Nyunt, Gudrun (2017):

Constrained Choices. A View of Campus Service Inequality From Annual Faculty Reports.

In: *Journal of Higher Education* 88 (5), S. 672–700. DOI: 10.1080/00221546.2016.1257312.

Abstract:

Time is a valuable resource in academic careers. Empirical evidence suggests women faculty spend more time in campus service than men. Yet some studies show no difference when relevant variables are included. The primary source of data for most workload studies is cross-sectional surveys that have several weaknesses. This study investigated campus service inequality and factors that predict it at 1 research university using a novel and more comprehensive source of data - annual faculty reports. The investigation was guided by Kanter's work on the role of power and representation and Lewis and Simpson's rereading of Kanter's work to focus on gender, power, and representation. The authors examined 1,146 records of faculty campus service during 2 years. In both years, women faculty reported more total campus service than men while controlling for race, rank, science, technology, engineering, and mathematics (STEM), and the critical mass of women in a department. When considering levels of service, women reported higher numbers of service activities at the department and university levels. Women in male-dominated fields tended to have service workloads more like their peers and less like women in non-STEM fields. The article concludes with considerations regarding implications for organizing practices that maintain inequity between men and women in campus service.

Olivera-Aguilar, Margarita; Rikoon, Samuel H.; Robbins, Steven B. (2017):

Using Latent Profile Analysis to Identify Noncognitive Skill Profiles Among College Students.

In: *Journal of Higher Education* 88 (2), S. 234–257. DOI: 10.1080/00221546.2016.1244413.

Abstract:

Most research examining the relationship between noncognitive variables and academic performance has tended to focus on developing linear prediction models. However, a more holistic understanding of academic success can be achieved by examining the noncognitive profiles of students and their relationship with academic outcomes. In the present study, we used latent profile analysis to explore the noncognitive profiles of 5,120 college students. To better understand the nature

of the profiles, the effect of covariates on class membership was examined. Results indicated that there were 6 latent profiles underlying the noncognitive skills of college students in our sample and that profile membership was associated with different collegiate grade point average levels. Our results have practical implications for the development of interventions intended to improve academic performance, which may be customized toward the specific needs of students presenting with diverse profiles.

Rhoades, Gary (2017):

Bread and Roses, and Quality Too? A New Faculty Majority Negotiating the New Academy.

In: *Journal of Higher Education* 88 (5), S. 645–671. DOI: 10.1080/00221546.2016.1257310.

Abstract:

This study of 252 collective bargaining agreements examined language negotiated in "class cancellation fee" provisions addressing "just-in-time" employment of adjunct faculty. The analysis focused on the balance between managerial discretion and professional rights and on whether and how contract language addresses remuneration (bread) and respect (roses) as well as quality, which are at the heart of the contingent faculty labor movement's mantra about faculty's working conditions being students' learning conditions. Comparing the language in 64 bargaining units that cover only adjunct faculty to language in 188 units that combine part- and full-time faculty, and considering the language negotiated in Service Employees International Union "metro campaign" contracts, I found that provisions are both markers of precarious employment and of adjunct faculty's agency to countermobilize and improve the quality of their working conditions, particularly in part-time-only units and in the new metro campaigns, though not in terms of language explicitly invoking quality concerns.

Ris, Ethan W. (2017):

The Education of Andrew Carnegie. Strategic Philanthropy in American Higher Education, 1880-1919.

In: *Journal of Higher Education* 88 (3), S. 401–429. DOI: 10.1080/00221546.2016.1257308.

Abstract:

In the decades around the turn of the 20th century, American business leaders took their first sustained interest in higher education. This historical article, based on archival analysis, challenges the traditional understanding of these wealthy individuals' philanthropy as either passive or ill-intentioned. Using Andrew Carnegie as a case study, the article shows the evolution of one very visible industrialist from a critic of American higher education who oriented his philanthropy elsewhere to one of its most ardent supporters. In between those extremes, Carnegie became a reformer who administered his largesse strategically and helped to bring American colleges and universities into closer connection with the interests and ethos of the business world. His evolving project ultimately bolstered the legitimacy and stability of both sectors.

Rockenbach, Alyssa N.; Mayhew, Matthew J.; Bowman, Nicholas A.; Morin, Shauna M.; Riggers-Piehl, Tiffani (2017):

An Examination of Non-Muslim College Students' Attitudes Toward Muslims.

In: *Journal of Higher Education* 88 (4), S. 479–504. DOI: 10.1080/00221546.2016.1272329.

Abstract:

The current study enhances the understanding of campus climate for religious and worldview diversity by examining how non-Muslim college students perceive Muslims and Islam and what predispositions, environmental factors, and experiences predict their attitudes toward Muslims. Results indicate that informal engagement with diverse peers, interfaith engagement, and space for spiritual expression on campus are positively related to appreciative attitudes toward Muslims. With respect to specific worldviews, Unitarian Universalist and agnostic students tended to have more positive attitudes toward Muslims (relative to peers of other religions), and Eastern Orthodox and evangelical Christian students tended to have less appreciative attitudes.

Roksa, Josipa; Kilgo, Cindy Ann; Trolian, Teniell L.; Pascarella, Ernest T.; Blaich, Charles; Wise, Kathleen S. (2017):

Engaging with Diversity. How Positive and Negative Diversity Interactions Influence Students' Cognitive Outcomes.

In: *Journal of Higher Education* 88 (3), S. 297–322. DOI: 10.1080/00221546.2016.1271690.

Abstract:

Although a growing body of research has demonstrated the value of interacting with diverse peers, a number of questions remain about the relationship between the quality of students' diversity interactions and their cognitive development. In a longitudinal study following 3 cohorts of students from entry into college through the end of their 4th year, we examined how students' positive and negative diversity interactions were related to 2 different outcomes: need for cognition and critical thinking skills. The results indicated that negative diversity interactions were strongly related to both outcomes, and that was the case for students of color and their white peers. Positive diversity interactions, on the other hand, were related to students' need for cognition but not their critical thinking skills, and these interactions disproportionately benefitted white students. We conclude by considering the implications for understanding students' cognitive development and implementing policies and practices that can facilitate positive outcomes on college campuses.

Sax, Linda J.; Lehman, Kathleen J.; Jacobs, Jerry A.; Kanny, M. Allison; Lim, Gloria; Monje-Paulson, Laura; Zimmerman, Hilary B. (2017):

Anatomy of an Enduring Gender Gap. The Evolution of Women's Participation in Computer Science.

In: *Journal of Higher Education* 88 (2), S. 258–293. DOI: 10.1080/00221546.2016.1257306.

Abstract:

Given growing interest in computing fields, as well as a longstanding gender gap in computer science, this study used nationwide survey data on college students during 4 decades to: (a) document trends in aspirations to major in computer science among undergraduate women and men; (b) explore the characteristics of women and men who choose to major in computer science and how this population has evolved over time; and (c) identify the key determinants of the gender gap in the selection of computer science majors during the past 4 decades. The data included 8 million students attending 1,225 baccalaureate-granting institutions from 1971 to 2011, with selected-year multivariate analyses of 18,830 computer science majors (and 904,307 students from all other majors). The results revealed heavy fluctuations in students' interest in computer science from 1971 to 2011, with trends highlighting a significant downturn between the late 1990s and 2011 as well as a persistent, sizeable underrepresentation of women across all years. The study also showed that while some of the traditional explanations for the gender gap in computer science held true, there have been distinctive shifts in who pursues computer science and why some students may be particularly interested in or dissuaded from the major.

Schmidt, Stephen; Pardo, Manuel (2017):

The Contribution of Study Abroad to Human Capital Formation.

In: *Journal of Higher Education* 88 (1), S. 135–157. DOI: 10.1080/00221546.2016.1243951.

Abstract:

Studying abroad may allow students to form human capital in ways not possible at home and may enable them to earn higher incomes. On the other hand, study abroad has been criticized as insufficiently rigorous. Little is known about how study abroad affects skills and earnings in the long term. Using a data set of 3,155 students over a range of 43 years from a single college, we investigated the effects of study abroad and found it has no net effect on earnings compared with study at home. The advantages and disadvantages of study abroad are approximately balanced; human capital formed by study abroad is not more or less than that formed in residence. Colleges need not emphasize study abroad more than study on campus, but they also need not worry that study abroad is unproductive. Study abroad and study at home appear equally effective at forming human capital.

Shields, Katherine A.; O'Dwyer, Laura M. (2017):

Remedial Education and Completing College. Exploring Differences by Credential and Institutional Level.

In: *Journal of Higher Education* 88 (1), S. 85–109. DOI: 10.1080/00221546.2016.1243943.

Abstract:

This study compared the postsecondary outcomes of students who enrolled in remedial (sometimes called "developmental") courses in college and their peers who did not. The analysis examined the relationship between postsecondary remediation and the odds of achieving 3 postsecondary outcomes and explored how these relationships varied between students attending colleges at the 2-year and 4-year levels. Multilevel multinomial logistic regression analyses were performed on interview and transcript data from the Beginning Postsecondary Students Longitudinal Study (2004/2009) for 3,510 students starting at 230 2-year colleges and 6,820 students at 440 4-year colleges. Four-year college students who took any number of remedial courses were significantly less likely to complete a bachelor's degree; for students who started at a 2-year college, taking 3 or more such courses had a negative association with bachelor's degree completion. However, remedial education did not exhibit a statistically significant relationship with remaining enrolled or earning an associate's degree in either population.

Stupnisky, Robert H.; Hall, Nathan C.; Daniels, Lia M.; Mensah, Emmanuel (2017):

Testing a Model of Pretenure Faculty Members' Teaching and Research Success. Motivation as a Mediator of Balance, Expectations, and Collegiality.

In: *Journal of Higher Education* 88 (3), S. 376–400. DOI: 10.1080/00221546.2016.1272317.

Abstract:

With the aim of advancing the growing research literature on faculty development, a model of pretenure faculty success in teaching and research was proposed. Building from the early-career faculty literature and self-determination theory, we hypothesized that balance, clear expectations, and collegiality predict success by supporting autonomy, competence, and relatedness that, in turn, promote intrinsic motivation and success for teaching and research. The model was evaluated using path analyses on 105 pretenure faculty members' survey responses from two research universities. With respect to teaching success, the benefits of collegiality were mediated by relatedness. For research success, the advantages of good balance were mediated by autonomy and competence. Satisfying these needs within their respective domains positively predicted intrinsic motivation that, in turn, led to greater perceived and expected success. These results have implications for both pretenure faculty development and achievement motivation research literatures, as well as institutional efforts to promote faculty development.

Tachine, Amanda R.; Cabrera, Nolan L.; Bird, Eliza Yellow (2017):

Home Away From Home. Native American Students' Sense of Belonging During Their First Year in College.

In: *Journal of Higher Education* 88 (5), S. 785–807. DOI: 10.1080/00221546.2016.1257322.

Abstract:

Native American students are an underrepresented population in higher education with discouraging low 1st-year persistence rates when compared with the general population. Using the peoplehood model, this analysis employed the Indigenous methodology sharing circles to explore Native American students' sense of belonging (n = 24) and factors that influence it during their critical 1st year in college at Southwest University (pseudonym). Findings indicated that many Native students experienced racial microaggressions and structured disconnections from their home communities. Family and the Native student center on campus provided a "home away from home" environment. Although these were important in helping students create a localized sense of belonging, they only were necessary to the extent that the culture of the institution served to invalidate the Native students' peoplehood. To support Native students' sense of belonging, institutions must validate and incorporate Native culture and perspectives within the ingrained Eurocentric cultures of non-Native colleges and universities.

Tandberg, David A.; Fowles, Jacob T.; McLendon, Michael K. (2017):

The Governor and the State Higher Education Executive Officer. How the Relationship Shapes State Financial Support for Higher Education.

In: *Journal of Higher Education* 88 (1), S. 110–134. DOI: 10.1080/00221546.2016.1243945.

Abstract:

Researchers have shown renewed interest during the past decade in the relationships among politics, policy, finance, and governance of higher education at the state level. Little attention, however, has been paid to state higher education executive officers (SHEEOs), the individuals responsible for leading the agencies that oversee higher education in the 50 states. Of noteworthy interest is the fact that the states vary in regard to the nature of the institutional relationship between the SHEEO and the governor, who has been shown in the literature to exert a strong influence over state higher education policy and finance. To explore the relationship, we developed measures that capture relevant dimensions of the relationship between the 2 actors and tested the impact of these measures on state spending for higher education using a unique panel of state-level data spanning more than 2 decades. We found that the institutional relationship between the SHEEO and the governor has a significant impact on state support for higher education.

Tienda, Marta; Zhao, Linda (2017):

Institutional and Ethnic Variations in Postgraduate Enrollment and Completion.

In: *Journal of Higher Education* 88 (4), S. 561–592. DOI: 10.1080/00221546.2016.1272332.

Abstract:

Using the Baccalaureate and Beyond Survey of 1992/93 longitudinal cohort survey, we investigated (a) whether and how much variations in the timing of enrollment, the type of undergraduate institution attended, and type of graduate program pursued contribute to observed racial and ethnic differentials in postbaccalaureate enrolment; and (b) whether the observed enrollment differentials carry over to degree attainment. Dynamic event history methods that account for both the timing of matriculation and the hazard of enrolling revealed that compared with Whites, underrepresented minorities enrolled earlier and were more likely to enroll in doctoral and advanced professional degree programs relative to nonenrollment. Our results revealed sizable differences in the cumulative probability of advanced-degree attainment according to the undergraduate institutional mission, with graduates from research institutions enjoying a decided advantage over liberal arts college graduates. The conclusion discusses limitations of the analysis, directions for further research, and implications for strengthening the minority pipeline to graduate school.

Wang, Xueli; Sun, Ning; Lee, Seo Young; Wagner, Brit (2017):

Does Active Learning Contribute to Transfer Intent Among 2-Year College Students Beginning in STEM?

In: *Journal of Higher Education* 88 (4), S. 593–618. DOI: 10.1080/00221546.2016.1272090.

Abstract:

This study explored whether and how beginning 2-year college students' engagement in active learning within science, technology, engineering, and mathematics (STEM) classrooms is related to their intent to transfer to a 4-year institution. Despite the potentially important role active learning experiences play in shaping 2-year college students' intent to transfer upward, there is a dearth of research to investigate this relationship. To fill this gap, we explored the linkage between active learning and intent to transfer. In addition, we explored whether and how transfer self-efficacy may mediate this relationship. Based on survey data collected from a statewide sample of 1st-year 2-year college students beginning in STEM programs or courses and controlling for student entry characteristics and postsecondary factors, a path analysis of mediation revealed that active learning is directly related to transfer intent and exerts an indirect relationship through its positive influence on transfer self-efficacy.

Weisburst, Emily; Daugherty, Lindsay; Miller, Trey; Martorell, Paco; Cossairt, Jana (2017):

Innovative Pathways Through Developmental Education and Postsecondary Success. An Examination of Developmental Math Interventions Across Texas.

In: *Journal of Higher Education* 88 (2), S. 183–209. DOI: 10.1080/00221546.2016.1243956.

Abstract:

This study assessed alternative course delivery for developmental education (DE) math and student outcomes in community colleges in Texas. We examined 2 innovative interventions: (a) study skills courses offered alongside DE math and (b) DE math courses that are shorter than a full semester. Our model leveraged detailed demographic information and DE placement exam scores to compare students in these interventions to similar students in traditional DE math. We found that students in shorter courses were 12% more likely to pass DE math and 2% more likely to pass a first college-level (FCL) math course within a year. Likewise, students also enrolled in a study skills course were 4% more likely to pass DE math, 1% more likely to pass FCL math within a year, and 4% more likely to persist to the next college year. These findings suggest that emerging reforms to DE show promise and deserve further study.

Zusman, Ami (2017):

Changing Degrees. Creation and Growth of New Kinds of Professional Doctorates.

In: *Journal of Higher Education* 88 (1), S. 33–61. DOI: 10.1080/00221546.2016.1243941.

Abstract:

Since 1990, new types of doctoral degrees—most in professions that never had doctorates before—surged into the higher education scene in the United States and elsewhere. In the United States, new “professional practice doctorates” were created in more than a dozen fields, and programs for these doctorates skyrocketed from near 0 in 2000 to about 650 by 2015. In some fields, aspiring professionals who once completed master’s degrees now either must or increasingly are expected to complete doctorates to enter practice. This article examines the creation and expansion of these doctorates and the forces driving them. Using comparative case-study analysis of 3 professional fields, the study revealed that professional associations or professional school administrators spearheaded the creation of new doctoral credentials. The study concluded that these associations or administrators did so primarily to increase the professions’ or practitioners’ status, autonomy, and income or to raise institutional standing—rather than to respond to labor market needs or more complex professional work environments. Once the new doctoral titles were established, many programs quickly converted from master’s degrees to doctoral awards, despite program costs and uncertainties. These new doctorates raise important policy questions about professional access, institutional resources, quality of client care, and the meaning of a doctorate.

Reviews

Hu, Shouping (2017):

Economics of higher education: Background, concepts, and applications by Toutkoushian, R. K., and Paulsen, M. B. Dordrecht, The Netherlands: Springer. 390 pp. ISBN: 978-94-017-7504-5.

[Review]. In: *Journal of Higher Education* 88 (2), S. 294–296. DOI: 10.1080/00221546.2016.1271124.

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Editorials

Bentley, Peter; Graham, Carroll (2017):

Letter from the editors.

[Editorial]. In: *Journal of Higher Education Policy and Management* 39 (3), S. 213–215. DOI: 10.1080/1360080X.2017.1309776.

Bentley, Peter; Graham, Carroll (2017):

Letter from the editors.

[Editorial]. In: *Journal of Higher Education Policy and Management* 39 (4), S. 359–360. DOI: 10.1080/1360080X.2017.1330823.

Bentley, Peter; Graham, Carroll (2017):

Letter from the editors.

[Editorial]. In: *Journal of Higher Education Policy and Management* 39 (5), S. 469–470. DOI: 10.1080/1360080X.2017.1356326.

Bentley, Peter; Graham, Carroll (2017):

Letter from the editors.

[Editorial]. In: *Journal of Higher Education Policy and Management* 39 (6), S. 591–592. DOI: 10.1080/1360080X.2017.1382173.

Dobson, Ian R. (2017):

Letter from the Editor.

[Editorial]. In: *Journal of Higher Education Policy and Management* 39 (1), S. 1–3. DOI: 10.1080/1360080X.2017.1254377.

Jones, Sandra; Harvey, Marina (2017):

Letter from the guest editors.

[Editorial]. In: *Journal of Higher Education Policy and Management* 39 (2), S. 121–125. DOI: 10.1080/1360080X.2017.1276664.

Original Articles

Asare, Samuel; Nicholson, Helen; Stein, Sarah (2017):

You can't ignore us. What role does family play in student engagement and alienation in a Ghanaian university?

In: *Journal of Higher Education Policy and Management* 39 (6), S. 593–606. DOI: 10.1080/1360080X.2017.1377968.

Abstract:

Much of the existing literature on student engagement focuses on what happens within the higher education environment or what the institution has direct control over, restricting understanding of how issues outside of the institution affect engagement. This paper argues that efforts to improve student engagement should be broadened to incorporate issues relating to the family. It employed a case study design in order to develop a broad and more in-depth understanding of how family influences the amount of time and effort students invest in their learning in a large public university in Ghana. It was established that engagement is influenced by family expectation, financial and social support, as well as monitoring of students' academic performance. The unique contribution of the study is that it broadens current understandings of engagement because it adds an aspect that has not been highlighted in current work on engagement, making a case for institutions to work more with families to get a broader understanding of challenges students face in order to provide comprehensive support.

Bailey, Janis; Troup, Carolyn; Strachan, Glenda (2017):

Part-time work and advancement. A study of female professional staff in Australian universities.

In: *Journal of Higher Education Policy and Management* 39 (3), S. 282–295. DOI: 10.1080/1360080X.2017.1298200.

Abstract:

One focus of gender equity policies in universities has been the creation of 'retention' part-time work for professional staff, which allows employees to move between full-time and part-time hours at their request. This paper examines whether such 'good' part-time jobs can contribute to or at least not impede women's career advancement. The paper examines the correlation between job classification and part-time work, and whether a period of part-time work acts as a significant 'brake' on a woman's career trajectory. This study uses data from the 2011 Work and Careers in Australian Universities survey. Part-time work is used extensively by lower-classified women, but rarely by those in higher classifications. Part-time work stalls career advancement compared to working full-time, but this brake is reduced if a woman transitions back to full-time work.

Basir, Siti Arni; Davies, John; Douglas, Jacqueline; Douglas, Alexander (2017):

The influence of academic culture on quality management system ISO 9001 maintenance within Malaysian universities.

In: *Journal of Higher Education Policy and Management* 39 (3), S. 320–340. DOI: 10.1080/1360080X.2017.1298199.

Abstract:

This study investigates the influence of the elements of academic culture on quality management system ISO 9001 maintenance within Malaysian universities. There is a dearth of empirical studies on maintaining ISO 9001, particularly in

the higher education context. From the literature review, academic culture was classified according to four elements – academic freedom, individualism, professionalism and collegiality. Two case studies were conducted within Malaysian universities that had been ISO 9001-certified for 5 years. At the time of this research, these two were the only universities that had certification for their entire organisation. (Most organisations gain certification for specific departments). The findings showed that academic freedom, individualism and collegiality had worked against ISO 9001 maintenance, while professionalism had influenced ISO 9001 maintenance both positively and negatively. The opposites of individualism (teamwork) and collegiality (managerialism) had supported ISO 9001 maintenance in one of the cases.

Beckmann, Elizabeth A. (2017):

Leadership through fellowship. Distributed leadership in a professional recognition scheme for university educators.

In: *Journal of Higher Education Policy and Management* 39 (2), S. 155–168. DOI: 10.1080/1360080X.2017.1276663.

Abstract:

Researchers in the field of teaching and learning in higher education have identified concerns with top-down leadership models. Distributed (or shared) leadership approaches may provide more successful engagement with institutional change agendas, and provide more options to reward and recognise staff leading teaching and learning initiatives. Through empirical research, Jones and colleagues have conceptualised the key criteria, dimensions and values that constitute effective distributed leadership in the Action Self-Enabling Reflective Tool (ASERT), together with benchmarks through which action taken to enable distributed leadership can be evaluated. Opportunities for distributed leadership were incorporated into the design of an Australian university's professional recognition scheme for university educators. Through analysis of this case study in the context of the ASERT attributes and the benchmarks for distributed leadership, this paper explores the potential for systematic professional recognition of university educators to build institutional leadership capacity in the context of university teaching and learning.

Bradford, Henry; Guzman, Alexander; Trujillo, Maria-Andrea (2017):

Determinants of successful internationalisation processes in business schools.

In: *Journal of Higher Education Policy and Management* 39 (4), S. 435–452. DOI: 10.1080/1360080X.2017.1330798.

Abstract:

We analyse the internationalisation process in business schools as a response to the globalisation phenomena and argue that environmental pressures, isomorphic forces, the pool of internal resources and the alignment of the process with the institution's general strategic plan are the main determinants of a successful internationalisation process. These determinants, two external and two internal, find support in different theoretical frameworks such as contingency, isomorphism, resource-based view and strategic management theories. We use these theoretical approaches to discuss four propositions that explain the implementation of an appropriate internationalisation process for a business school. This paper contributes to the literature concerned with the internationalisation processes in higher education institutions highlighting the main factors that should be taken into account by school deans, university provosts, university boards and educational policymakers in guiding internationalisation process at institutional and national/sector levels.

Bray, Nathaniel J.; Williams, Laine (2017):

A quantitative study on organisational commitment and communication satisfaction of professional staff at a master's institution in the United States.

In: *Journal of Higher Education Policy and Management* 39 (5), S. 487–502. DOI: 10.1080/1360080X.2017.1354757.

Abstract:

This study examined communication satisfaction and organisational commitment for professional staff at an American Master's institution using two quantitative surveys: Downs and Hazen's Communication Satisfaction Questionnaire and Meyer and Allen's TCM Employee Commitment Survey. One hundred and sixty-eight full-time and part-time staff participated in this single-institution survey. Descriptive statistics, correlations and linear regression analysis were used.

This study resulted in three overarching conclusions. First, a relationship exists between organisational commitment and communication satisfaction in an American higher education context. Second, communication climate can predict normative organisational commitment. Third, participants in this study had a high level of affective commitment.

Brew, Angela; Boud, David; Lucas, Lisa; Crawford, Karin (2017):

Responding to university policies and initiatives. The role of reflexivity in the mid-career academic.

In: *Journal of Higher Education Policy and Management* 39 (4), S. 378–389. DOI: 10.1080/1360080X.2017.1330819.

Abstract:

How do academics make sense of university policies and strategic nitiatives and act on them? Interviews were conducted with 27 id-career academics in different disciplines, different esearch-intensive university environments and two countries (England nd Australia). Data were analysed iteratively utilising a critical ealist perspective, specifically, Archer's modes of reflexivity. The aper argues that individuals' responses to university policies and nitiatives, to changes in policy and policy conflicts, can at least artially be understood through interrogating the modes of reflexivity tey employ.

Browning, Lynette; Thompson, Kirrilly; Dawson, Drew (2017):

From early career researcher to research leader. Survival of the fittest?

In: *Journal of Higher Education Policy and Management* 39 (4), S. 361–377. DOI: 10.1080/1360080X.2017.1330814.

Abstract:

The higher education sector is a dynamic environment where universities compete on a global basis for resources, students, and high-quality staff. The impending retirement of the baby boomer generation will create increased competition for research leaders. One way to address this is to develop research leaders from existing researchers. However, little is known about what it takes to transition from a leading researcher to a research leader, so there is much to be learned from the experiences of those who have successfully navigated those transitions. To explore the transition from early career researcher to leading researcher to research leader, we undertook a mixed methods study involving 30 senior research leaders and administrators from a range of organisations across Australia. In this paper, we describe how the career paths of these research leaders developed in a highly competitive research environment and discuss how universities can attract, retain, develop, and promote their researchers.

Carbone, Angela; Evans, Julia; Ross, Bella; Drew, Steve; Phelan, Liam; Lindsay, Katherine et al. (2017):

Assessing distributed leadership for learning and teaching quality. A multi-institutional study.

In: *Journal of Higher Education Policy and Management* 39 (2), S. 183–196. DOI: 10.1080/1360080X.2017.1276629.

Abstract:

Distributed leadership has been explored internationally as a leadership model that will promote and advance excellence in learning and teaching in higher education. This paper presents an assessment of how effectively distributed leadership was enabled at five Australian institutions implementing a collaborative teaching quality development scheme called the Peer Assisted Teaching Scheme. The Scheme brings together expertise from teams of academics, coordinators, and institutional learning and teaching portfolio holders to the shared goal of enhancing learning and teaching quality. A distributed leadership benchmarking tool was used to assess the Scheme's effectiveness, and we found that (i) the Scheme is highly consistent with the distributed leadership benchmarks, and that (ii) the benchmarking tool is easily used in assessing the alignment (or otherwise) of teaching and learning quality initiatives with distributed leadership benchmarks. This paper will be of interest to those seeking to assess implementations of distributed leadership to improve teaching quality and leadership capacity.

Cherry, Brian D.; Grasse, Nathan; Kapla, Dale; Hamel, Brad (2017):

Analysis of academic administrators' attitudes. Annual evaluations and factors that improve teaching.

In: *Journal of Higher Education Policy and Management* 39 (3), S. 296–306. DOI: 10.1080/1360080X.2017.1298201.

Abstract:

This article examines academic administrators' attitudes towards the academic evaluation process in the US and those factors that are utilised to improve teaching. We use path regressions to examine satisfaction with evaluation procedures, as well as the direct and indirect effects of these factors on perceptions of whether the evaluation process facilitates quality instruction. With increased pressure for accountability being placed on higher education, it is important to ensure that we are meeting both public and academic expectations. The evaluation process is an important tool to ensure the university's goals and values are articulated and that academics can be successful in their individual career paths. The problem is most research finds flaws with the current method of evaluation, and academics and academic administrators are sceptical about the process and results. We find there are environmental factors that influence academic administrators' perceptions of academic evaluations and the ability to improve classroom instruction.

Coupet, Jason (2017):

Strings attached? Linking Historically Black Colleges and Universities public revenue sources with efficiency.

In: *Journal of Higher Education Policy and Management* 39 (1), S. 40–57. DOI: 10.1080/1360080X.2016.1254427.

Abstract:

Historically Black Colleges and Universities (HBCUs), a set of US higher education institutions historically tasked with educating African–American students, receive both state and federal funding. However, state governments often assert operational control through the political process, potentially influencing how key resources are used. Do these different sources of publicness have competing effects on efficiency? Using a 5-year panel of financial and organisational data of HBCUs, this study explores the relative effect of each of these revenue sources on efficiency. The study finds that the efficiency of HBCUs is negatively impacted by higher proportions of state revenue, and that higher proportions of federal revenue have a positive effect on efficiency. This suggests that state governments should consider their political roles in assessing the performance of HBCUs, and that HBCUs might look to lessons from other organisations for methods to reduce the impact of state external control.

Curran, Tara M.; Prottas, David J. (2017):

Role stressors, engagement and work behaviours. A study of higher education professional staff.

In: *Journal of Higher Education Policy and Management* 39 (6), S. 642–657. DOI: 10.1080/1360080X.2017.1377964.

Abstract:

The study used data provided by 349 professional staff employees from 17 different US higher education institutions to assess aspects of their working conditions that could influence their own work engagement and the work-related behaviours of their colleagues. Relationships among three role stressors (role ambiguity, role conflict and role overload), work engagement, organisational citizenship behaviours, and in-role behaviours were examined using correlation, regression and relative weight analyses. The higher participants' perceptions of role ambiguity, conflict and overload, the lower were the levels of their own work engagement and organizational citizenship and in-role behaviours of their colleagues. Work engagement partially mediated the relationships between role ambiguity, conflict and overload and both organizational citizenship and in-role behaviours. The analysis indicated that role ambiguity had the strongest relationship with work engagement, organisational citizenship and in-role behaviours, followed by role conflict and then by role overload. Practical implications are discussed and managerial interventions suggested.

Dziewanowska, Katarzyna (2017):

Value types in higher education - students' perspective.

In: *Journal of Higher Education Policy and Management* 39 (3), S. 235–246. DOI: 10.1080/1360080X.2017.1299981.

Abstract:

The purpose of the paper is to propose the service-dominant logic in marketing as a framework for analysing the value co-creation process in the higher education sector and present the results of a quantitative study (a survey) conducted among business students from four Polish public universities. The results of the study led to identification of 40 factors of importance, later classified into seven value types expected by business students from their universities: functional, relational, intrinsic, epistemic, conditional, extrinsic and emotional value, with the first three types of value being the most important from students' perspective. These findings lead to several managerial implications regarding the teaching methods and academic curriculum design, which are presented in the final section of the paper.

Fincher, Mark; Katsinas, Stephen (2017):

Testing the limits of the price elasticity of potential students at colleges and universities. Has the increased direct cost to the student begun to drive down higher education enrolment?

In: *Journal of Higher Education Policy and Management* 39 (1), S. 31–39. DOI: 10.1080/1360080X.2016.1211975.

Abstract:

Higher education enrolment has long been known to rise and fall counter to the current economic situation. This counter-cyclical enrolment response represents an economic principle where a price-elastic consumer is more likely make a consumption choice when another valuable use of resources is not available. Higher unemployment has historically led to increased enrolment as fewer prospective students have had attractive employment opportunities as an alternative use of the resource of time. This consumer decision was possible students generally had the ability to pay the cost. This trend has now ended as enrolment is no longer rising with increased unemployment. This indicates that ability of many students to pay has now been exceeded by the cost of tuition and other fees.

Finn, Mairead; Darmody, Merike (2017):

Examining student immobility. A study of Irish undergraduate students.

In: *Journal of Higher Education Policy and Management* 39 (4), S. 423–434. DOI: 10.1080/1360080X.2017.1335265.

Abstract:

This paper explores student mobility among Irish higher education students. It specifically focuses on the profile of 'stayers', that is, students who have no plans to study abroad, thus addressing an underexplored topic in existing literature on student mobility. The article aims to identify factors that impact on students' decisions not to pursue study abroad. Drawing on a national survey of students, Eurostudent V, the findings demonstrate that immobility is predicted by mother's level of education and family income, showing the salience of socio-economic factors. Age and language proficiency are also visible factors, with the main obstacles to mobility being finances, language barriers and not wanting to separate from family and friends. Trends are also visible in the education institution a student is enrolled in, with those in institutes of technology more likely to be immobile than those in universities.

Gearin, Christopher A. (2017):

New higher education president integration. Change and resistance viewed through social power bases and a change model lens.

In: *Journal of Higher Education Policy and Management* 39 (5), S. 559–574. DOI: 10.1080/1360080X.2017.1354768.

Abstract:

This study investigates how new presidents of higher education institutions struggle to understand their organisations, paying special attention to campus resistance, and how new presidents manage institutional dynamics and expectations. A qualitative study using a phenomenological approach is conducted with 11 single-campus presidents of four-year institutions, all of whom had been in post for less than four years. Lewin's change model, along with French and Raven's bases of power model, provides the conceptual framework for the study. Participant responses are categorised into four themes: disequilibrium, change/transition, resistance and change readiness. The results show that institutional discord was common and all presidents struggled to navigate the change process. All presidents found their position to be more challenging than expected. Presidents who utilised good data presentation and communication alongside transparent leadership often earned referential or expert power; these presidents were better prepared to influence change efforts and reduce resistance to change initiatives.

Gunn, Andrew; Mintrom, Michael (2017):

Evaluating the non-academic impact of academic research. Design considerations.

In: *Journal of Higher Education Policy and Management* 39 (1), S. 20–30. DOI: 10.1080/1360080X.2016.1254429.

Abstract:

Evaluation of academic research plays a significant role in government efforts to steer public universities. The scope of such evaluation is now being extended to include the 'relevance' or 'impact' of academic research outside the academy. We address how evaluation of non-academic research impact can promote more such impact without undermining academic freedom and research excellence. Five questions on evaluation design are considered: (1) What should be the object of measurement? (2) What should be the timeframe? (3) How should non-academic users of research inform evaluation processes? (4) How should controversial impacts be managed? (5) When in funding cycles should impact evaluation occur? We conclude that non-academic impact should be selectively promoted and evaluated. This is how greater gains from research might be best captured without imposing misguided and onerous reporting requirements on individuals and institutions.

Heagney, Margaret; Benson, Robyn (2017):

How mature-age students succeed in higher education. Implications for institutional support.

In: *Journal of Higher Education Policy and Management* 39 (3), S. 216–234. DOI: 10.1080/1360080X.2017.1300986.

Abstract:

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

Heffernan, Troy A. (2017):

A fair slice of the pie? Problematising the dispersal of government funds to Australian universities.

In: *Journal of Higher Education Policy and Management* 39 (6), S. 658–673. DOI: 10.1080/1360080X.2017.1377965.

Abstract:

A common theme in higher education research is the factors that affect university funding. Studies frequently examine how universities cope with funding cuts and the changes that have stemmed from operating in a neoliberal age, a period that

now sees institutions commonly functioning on a cost/benefit basis. This paper offers an original contribution by using the Australian Federal Government Department of Education and Training's document, Finance 2015: Financial Reports of Higher Education Providers, to problematise the financial assistance individual Australian public universities received from the federal government. The paper acknowledges the factors that can account for some institutions receiving more funding than others but nonetheless highlights the substantial discrepancies concerning government financial contributions that exist between Australia's highest and lowest funded universities. At a time when a performative culture has increasingly become part of higher education, and an institution's research performance is calculable and rankable, it is crucial to Australia's long-term research success that all its universities remain competitive in the race for research and government funding.

Jones, Sandra; Harvey, Marina (2017):

A distributed leadership change process model for higher education.

In: *Journal of Higher Education Policy and Management* 39 (2), S. 126–139. DOI: 10.1080/1360080X.2017.1276661.

Abstract:

The higher education sector operates in an increasingly complex global environment that is placing it under considerable stress and resulting in widespread change to the operating context and leadership of higher education institutions. The outcome has been the increased likelihood of conflict between academics and senior leaders, presaging the need for more engaged and broader approach to leadership. Based on empirical research into the Australian university sector, this paper contends that a distributed leadership (DL) approach is appropriate for the higher education sector and offers value for supporting effective change. In acknowledging the paradigm change needed to implement a DL approach successfully, the authors present a process model to underpin the shift from a leader-centric to a DL approach. The Sustainable Enabling and Evaluating Reflective DL change process model presents a synthesis of how a systemic change to DL in higher education can occur.

Jones, Sandra; Harvey, Marina; Hamilton, Jillian; Bevacqua, John; Egea, Kathy; McKenzie, Jo (2017):

Demonstrating the impact of a distributed leadership approach in higher education.

In: *Journal of Higher Education Policy and Management* 39 (2), S. 197–211. DOI: 10.1080/1360080X.2017.1276567.

Abstract:

Higher education is under pressure to advance from a singular focus on assessment of outputs (measurements) to encompass the impact (influence) of initiatives across all aspects of academic endeavour (research, learning and teaching, and leadership). This paper focuses on the implications of this shift for leadership in higher education. Demonstrating the impact of leadership in higher education requires taking a step beyond measuring the skills, behaviours, and achievements of individual leaders to demonstrating how universities can evaluate the impact of actions taken to build leadership capacity across the institution. The authors extend the outcome of empirical research into how a distributed leadership approach can be enabled and evaluated in Australian higher education – to analyse the effectiveness of these processes for both measuring output and assessing the impact and influence of practice.

Kenny, John; Fluck, Andrew Edward (2017):

Towards a methodology to determine standard time allocations for academic work.

In: *Journal of Higher Education Policy and Management* 39 (5), S. 503–523. DOI: 10.1080/1360080X.2017.1354773.

Abstract:

An online survey of workload activities was circulated to academics across Australia seeking estimates for the time to undertake a range of academic-related tasks associated with teaching, research and service. This article summarises the most important findings from the teaching data of the 2059 respondents. This detail of workload data has not been reported before across the Australian university sector. The findings showing that most academics work more than 50 h per week are consistent with previous studies. Although the estimates of the individuals varied greatly, statistical inquiry indicated the median time required does not vary by experience and online teaching generally requires more preparation

time than on-campus teaching. The paper proposes this methodology as a credible means to derive realistic time-based standards for other aspects of academic work and will assist university managers by providing an external benchmark upon which to develop local academic workload models.

Li, Ian W.; Mahuteau, Stephane; Dockery, Alfred M.; Junankar, P. N. (2017):

Equity in higher education and graduate labour market outcomes in Australia.

In: *Journal of Higher Education Policy and Management* 39 (6), S. 625–641. DOI: 10.1080/1360080X.2017.1377966.

Abstract:

The rate of higher education participation in Australia has increased over the past decade for individuals from disadvantaged backgrounds. This study contributes to the knowledge on the outcomes of disadvantaged individuals who complete higher education by looking at the labour market outcomes of university graduates from equity groups. The number of Indigenous graduates and graduates with disabilities was found to be very low, suggesting that more needs to be done to improve higher education completion for these two groups. The labour market outcomes for other equity groups are mixed, with those from low socio-economic status backgrounds and regional and remote Australia performing well in the labour market, while graduates from non-English-speaking backgrounds and female graduates in science, technology, engineering and mathematics fields experience substantial disadvantage in the labour market. The findings suggest that selection processes prior to the graduates' entry into the labour market are important.

Liu, Xu (2017):

The governance in the development of public universities in China.

In: *Journal of Higher Education Policy and Management* 39 (3), S. 266–281. DOI: 10.1080/1360080X.2017.1300122.

Abstract:

This paper examines institutional governance of the public university in China, investigating the extent to which government has sponsored the autonomy of universities since the inception of the opening up reforms of 1978. The paper sets out to explain how the party governance system of China is interconnected with aspects of the university's governance, little commented upon in academic literature outside of China. In particular, it explores how the Presidential Accountability System under the leadership of the University Committee of Communist Party (UCCP) operates.

Lozano, Jon; Hughes, Rodney (2017):

Representation and conflict of interest among students on higher education governing boards.

In: *Journal of Higher Education Policy and Management* 39 (6), S. 607–624. DOI: 10.1080/1360080X.2017.1377961.

Abstract:

Student participation in higher education governance is commonplace in many countries around the globe. This participation can take many forms, but one prevalent form is through the inclusion of students as members of institutional governing boards, commonly called student trustees. This practice is not without critique with governance scholars often cautioning against student board membership. They cite the potential for student members to engage in representative behaviour, which may lead them to focus primarily on student issues or cast votes which may be in the best interest of themselves or their fellow students as the primary objection to student board members. This study of student trustees in the United States examines the extent to which these individuals engage in such behaviours, examining interactions between student board members and students at their institutions for signs of whether these oft states concerns have a basis in practice.

Martinez-Bello, Vladimir E.; Martinez-Rojas, Angela; Molina-Garcia, Javier (2017):

Health-related messages about physical activity promotion. An analysis of photographs on social networking sites of universities.

In: *Journal of Higher Education Policy and Management* 39 (1), S. 75–88. DOI: 10.1080/1360080X.2016.1254428.

Abstract:

The main aim of this study was to examine how different physical activity domains are represented on the official social media sites of Spanish universities, through a content analysis of the photographs. Our results show that the representation of different physical activity domains is not balanced. While the analysed images do promote a message of gender equality in sedentary and leisure time physical activity behaviour, pictures illustrating active commuting and disabled groups were under-represented. We conclude that Internet-based physical activity promotion in university settings must to be guided by the principles of 'health-promoting universities' in the sense of promoting a comprehensive view on healthy behaviours in every action carried out with the university community, and in particular including diversity as a norm rather than the exception. Professionals should be aware of their responsibility in the design of the built online environment and their influence on the welfare of the university community.

McClure, Kevin R. (2017):

Arbiters of effectiveness and efficiency. The frames and strategies of management consulting firms in US higher education reform.

In: *Journal of Higher Education Policy and Management* 39 (5), S. 575–589. DOI: 10.1080/1360080X.2017.1354753.

Abstract:

A growing number of public colleges and universities in the United States have hired management consulting firms to help develop strategies aimed at increasing institutional effectiveness and efficiency. The purpose of this paper is to explore the frames and strategies of consultants in US public higher education reform efforts. Drawing upon a range of documentary evidence, the paper examines four consulting firms (Accenture, Bain & Company, Deloitte and McKinsey & Company) and their perspectives on higher education reform. The paper analyses the consultative process with two public universities and two state higher education systems to determine possible avenues by which consultants exert influence. Through reference to theory on academic capitalism and new institutionalism, the paper reveals the ways in which consultants circulate crisis narratives and diffuse private sector management ideas among public colleges and universities that are seeking both financial solvency and legitimacy.

McManus, Richard; Haddock-Fraser, Janet; Rands, Peter (2017):

A methodology to understand student choice of higher education institutions. The case of the United Kingdom.

In: *Journal of Higher Education Policy and Management* 39 (4), S. 390–405. DOI: 10.1080/1360080X.2017.1330806.

Abstract:

The need to understand how prospective students decide which higher education institution to attend is becoming of paramount importance as the policy context for higher education moves towards market-based systems in many countries. This paper provides a novel methodology by which student preferences between institutions can be assessed, using the United Kingdom as a case study. It applies both revealed preference and discrete choice modelling techniques to estimate the priority attributes and potential trade-offs of students choosing between different UK universities. Whereas the former methodology has the advantage of being based on actual decisions, the latter provides an experimental setting for more nuanced findings to be elicited; the combination of approaches allows for a rich and detailed set of results. This methodology can also be used to ask detailed strategic questions of higher education institutions and further applied to other international markets.

Michell, Dee; Szorenyi, Anna; Falkner, Katrina; Szabo, Claudia (2017):

Broadening participation not border protection. How universities can support women in computer science.

In: *Journal of Higher Education Policy and Management* 39 (4), S. 406–422. DOI: 10.1080/1360080X.2017.1330821.

Abstract:

Computer science, like technology in general, is seen as a masculine field and the under-representation of women an intransigent problem. In this paper, we argue that the cultural belief in Australia that computer science is a domain for men results in many girls and women being chased away from that field as part of a border protection campaign by some males – secondary school teachers, boys and men playing games online and young men on campus at university. We draw on American feminist philosopher, Iris Marion Young's analysis of the 'five faces' of oppression to suggest strategies whereby Australian universities could support women in computer science and educate men about respectful behaviour and gender equity.

Opesade, Adeola Omobola; Famurewa, Kofoworola Folakemi; Igwe, Ebelechukwu Gloria (2017):

Gender divergence in academics' representation and research productivity. A Nigerian case study.

In: *Journal of Higher Education Policy and Management* 39 (3), S. 341–357. DOI: 10.1080/1360080X.2017.1306907.

Abstract:

Gender equity is increasingly seen as an indicator of development and global acceptance in networks of higher education. Despite this, gender divergence in research productivity of academics coupled with under-representation of women in science has been reported to beset female's scholarly activities. Previous studies provide differing results, hence a need for each academic institution to know its status for the purpose of formulating appropriate policy towards achieving gender equity without trading off productivity. Using a scientometric method, the present study investigates the representation and research productivity of male and female lecturers in the Faculty of Science, University of Ibadan. The study shows that while female lecturers are significantly less represented in the faculty and publish in journals having lower impact factors, their research productivity in terms of number of publications and citation impact are significantly not different from those of their male counterparts.

Opstrup, Niels (2017):

When and why do university managers use publication incentive payments?

In: *Journal of Higher Education Policy and Management* 39 (5), S. 524–539. DOI: 10.1080/1360080X.2017.1354756.

Abstract:

Pay-for-performance schemes have become a widespread management strategy in the public sector. However, not much is known about the rationales that trigger the adoption of performance-related pay provisions. This article examines managerial and organisational features of university departments in Denmark that use publication incentive payments. Most often it is used when heads of department outside the humanities think it is a good idea to reward scholars financially for publications. In-depth analysis of the cases reveals, however, that department heads cannot simply be divided between 'believers' and 'non-believers'. Almost half expressed confidence in that publication incentive payments motivate researchers to perform better, not because of the monetary reward, but because of the positive feedback signalled by the pay supplement.

Sangiumvibool, Payear; Chonglerttham, Supasith (2017):

Performance-based budgeting for continuing and lifelong education services. The Thai higher education perspective.

In: *Journal of Higher Education Policy and Management* 39 (1), S. 58–74. DOI: 10.1080/1360080X.2016.1211977.

Abstract:

This study presents analyses of panel data from 2007 to 2011 from various authoritative sources of information on public universities in Thailand. The focus is on factors that influence the budgetary decision-making process in providing educational services to the general public under a recently implemented performance-based budgeting system. Results from fixed effect regression models show that student headcount, political influence and economic conditions are not statistically significant variables in the decision-making process, which establish budgetary expenditures for educational services. These findings seem to contradict those in existing literature that have relied on analyses of data from surveys, interviews and questionnaires. This study contributes to the literature by providing quantitative data analysis and providing accurate information that could assist university administrators in preparing their universities' budgets.

Schmidt, Evanthia Kalpazidou (2017):

Quality assurance policies and practices in Scandinavian higher education systems. Convergence or different paths?

In: *Journal of Higher Education Policy and Management* 39 (3), S. 247–265. DOI: 10.1080/1360080X.2017.1298194.

Abstract:

Because there is close cooperation on quality assurance in the Scandinavian countries, one would expect there to be convergence of quality assurance policies and practices in Scandinavian higher education. Few studies have analysed these quality assurance policies and practices from a comparative viewpoint. Based on empirical evidence produced in connection with studies of recent quality reforms in Scandinavia and an approach based on linking diffusion and translation theories with institutionalist perspectives focusing on path dependency, the paper contributes to the current debate on Scandinavian quality assurance. The debate is compelling with regard to the Swedish case in particular, with its 'one size fits all' approach and exclusive focus on outcomes which has been heavily criticised by the higher education institutions and has turned out to be controversial from the European viewpoint.

Sharma, Manjula D.; Rifkin, Will; Tzioumis, Vicky; Hill, Matthew; Johnson, Elizabeth; Varsavsky, Cristina et al. (2017):

Implementing and investigating distributed leadership in a national university network - SaMnet.

In: *Journal of Higher Education Policy and Management* 39 (2), S. 169–182. DOI: 10.1080/1360080X.2017.1276660.

Abstract:

The literature suggests that collaborative approaches to leadership, such as distributed leadership, are essential for supporting educational innovators in leading change in teaching in universities. This paper briefly describes the array of activities, processes and resources to support distributed leadership in the implementation of a network, the Science and Mathematics Network of Australian University Educators – SaMnet. The research study investigated participating educational innovators' experiences of distributed leadership using a mixed method approach after 2 years of immersion in SaMnet. Fifty innovators from 100 were surveyed and data analysed to obtain influences of the teams, the institution and SaMnet. Focus groups were used to extract rich descriptions of the experiences of the innovators. The study suggests that distributed leadership as the approach underpinning SaMnet cultivated leadership helping to complement team and institutional influences in a measurable way and to support educational innovators in leading change in university science and mathematics teaching.

Shephard, Kerry (2017):

Discovering tertiary education through others' eyes and words. Exploring submissions to New Zealand's review of its tertiary education sector.

In: *Journal of Higher Education Policy and Management* 39 (1), S. 4–19. DOI: 10.1080/1360080X.2016.1254430.

Abstract:

A general inductive analysis was applied to 98 submissions made to a recent review of New Zealand's tertiary education system, primarily to enable those interested to engage with multiple viewpoints about this highly complex educational

system. The analysis yielded three substantial themes that reoccur throughout the submissions and that may warrant further research. The three themes relate to: competition, incorporating willingness and ability to compete at different levels in the sector; trust, incorporating expectations of being trusted to provide high-quality educational support for all learners as well as, to varying degrees, an expectation that the broad outcomes of this high-quality educational support should be trusted, rather than measured, by all stakeholders; and the purpose of the educational endeavour being considered and whether or not different parts of the sector do, or should, emphasise different purposes. The analysis yielded a model or theory about the underlying structure of the experiences illustrated by the 98 submissions that may assist those interested in tertiary education to address the new models of tertiary education being considered by the review.

Soh, Kaycheng (2017):

The seven deadly sins of world university ranking. A summary from several papers.

In: *Journal of Higher Education Policy and Management* 39 (1), S. 104–115. DOI: 10.1080/1360080X.2016.1254431.

Abstract:

World university rankings use the weight-and-sum approach to process data. Although this seems to pass the common sense test, it has statistical problems. In recent years, seven such problems have been uncovered: spurious precision, weight discrepancies, assumed mutual compensation, indictor redundancy, inter-system discrepancy, negligence of indicator scores and inconsistency between changes in ranking and Overall'. These issues render the validity of ranking results suspect. Moreover, discussion on problems in world university ranking has been conducted mostly at the verbal level with little substantiation of supporting statistics. It is argued that discussion on ranking issues needs statistical evidential support. Modifications to the approach of processing ranking data are suggested.

Upton, Stevie; Warshaw, Jarrett B. (2017):

Evidence of hybrid institutional logics in the US public research university.

In: *Journal of Higher Education Policy and Management* 39 (1), S. 89–103. DOI: 10.1080/1360080X.2017.1254380.

Abstract:

While the ascendancy of market behaviours in public research universities is well documented, the extent to which universities have transformed themselves into industry-like organisations has been called into question. So to what extent are universities displaying transformation in their core values? The concept of institutional logics, with its focus on the relationship between organisational design and underlying beliefs and values, shows potential to address this question. Yet study of institutional logics at the campus level has to date been limited. This paper presents an empirical analysis of three US research universities' organising principles as expressed in key mission and planning documents over a 15-year period. Of the multiple strategies at play in the universities' responses to potentially competing values, the creation of new, hybrid logics is of particular interest. The concept of hybrid logics suggests a promising framework for understanding how universities can and do manage tensions in their mission.

Uslu, Baris (2017):

The influence of organisational features in high-ranked universities. The case of Australia.

In: *Journal of Higher Education Policy and Management* 39 (5), S. 471–486. DOI: 10.1080/1360080X.2017.1354755.

Abstract:

This article examines the influence of major institutional components, academic support mechanisms and organisational climate on scholarly productivity in high-ranked universities. Qualitative data were collected from senior academics working in high-ranked Australian universities. The data were examined using thematic descriptive and content analysis techniques. The results indicate that academic support practices help save time by providing excelled knowledge related to new pedagogies and research preparation and by offering project management support. Results also show that a participatory work environment and fair institutional policies and practices generate intrinsic and extrinsic incentives to enhance academic role performance. Accordingly, to promote their institutional prestige, university managers should

operate selective financial and human resource investment strategies. To elevate the ranking of their institutions, they need to establish essential academic support structures and institute multi-directional communication networks with less bureaucracy, simplified hierarchical structures, effective reward systems, well-designed career planning and informative performance reviews.

Waring, Matt (2017):

Management and leadership in UK universities. Exploring the possibilities of change.

In: *Journal of Higher Education Policy and Management* 39 (5), S. 540–558. DOI: 10.1080/1360080X.2017.1354754.

Abstract:

This paper considers the case for reform of management structures in UK universities and offers proposals for change. The model of top-down, performance-led management that characterises many institutions is both outmoded and ill-suited to the challenges of an increasingly turbulent higher education sector. Drawing on the experiences of a university that introduced a new scheme of performance management, I explore alternative approaches to leadership and management, collaborative or partnership working designed to improve employee voice and the need to re-evaluate approaches to Human Resource Management. I conclude with a five-point model for change.

Wekullo, Caroline Sabina (2017):

Outsourcing in higher education. The known and unknown about the practice.

In: *Journal of Higher Education Policy and Management* 39 (4), S. 453–468. DOI: 10.1080/1360080X.2017.1330805.

Abstract:

Outsourcing or privatising services in higher education is a common practice, but what do we really know about it? Is outsourcing effective? It is imperative that these questions be addressed since outsourcing is becoming a norm in higher education institutions. Scholars, institutional administrators and policymakers need to understand the outsourcing phenomenon and whether it is beneficial. However, there has been little research documenting the cost-effectiveness or difference in the quality of service associated with outsourcing. This study reviews 30 empirical articles to find out whether outsourcing is effective, examines the knowns and unknowns about outsourcing, and the theories often used in outsourcing in higher education. The findings show that the effect of outsourcing varies across the institution, and ranges from the positive, negative, mixed, to no effect. Over time, outsourcing may become expensive for both institutions and students because of the profit factors intrinsic within private enterprises.

Wirihana, Lisa; Welch, Anthony; Williamson, Moira; Christensen, Martin; Bakon, Shannon; Craft, Judy (2017):

The provision of higher education in regional areas. An integrative review of the literature.

In: *Journal of Higher Education Policy and Management* 39 (3), S. 307–319. DOI: 10.1080/1360080X.2017.1298196.

Abstract:

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

Youngs, Howard (2017):

A critical exploration of collaborative and distributed leadership in higher education. Developing an alternative ontology through leadership-as-practice.

In: *Journal of Higher Education Policy and Management* 39 (2), S. 140–154. DOI: 10.1080/1360080X.2017.1276662.

Abstract:

Since the turn of the millennium, interest in collaborative and distributed conceptualisations of leadership has gathered momentum, particularly in education. During the same period, higher education institutions have been embedded in practices shaped by New Public Management. The resultant reconfiguration of structural arrangements within institutions has led to the existence of two staff groups, professional and academic. The former is often aligned to the rise in managerial practices over claimed academic collegial practices, thus creating conditions for a possible dualistic positioning with the two groups. Distributed leadership and collaboration are claimed to be approaches that overcome this dualism, yet they may also be susceptible to maintaining this dual state and subtly reaffirm embedded interests and structures. As an alternative, a leadership-as-practice approach ontologically shifts the way in which sense is made of organisations. The practice-based model for understanding organisations presented in this paper offers a theoretical and applied framework that incorporates and also goes beyond collaborative and distributed leadership due to its association with practice theory.

Reviews

Mayer, Chris (2017):

Lesson plan: an agenda for change in American higher education by Michael G. Bowen and Michael S. McPherson, Princeton, Princeton University Press, 2016, xii + 163 pp., US$17.43, CAN$30.87 (hardback), ISBN 978-0-69117-210-1.

[Review]. In: *Journal of Higher Education Policy and Management* 39 (1), S. 116–118. DOI: 10.1080/1360080X.2017.1254378.

Specials

Call for Abstracts for 2018 Special Issue of the Journal of Higher Education Policy and Management. International learning communities in uncertain times.

[Call] (2017). In: Journal of Higher Education Policy and Management 39 (6), S. 674–675. DOI: 10.1080/1360080X.2017.1380750

Corrigendum.

[Corrigendum] (2017). In: Journal of Higher Education Policy and Management 39 (5), S. 590. DOI: 10.1080/1360080X.2017.1353286

Abstract:

A correction to the article "Demonstrating the impact of a distributed leadership approach in higher education," in a 2017 issue is presented.

Corrigendum.

[Corrigendum] (2017). In: Journal of Higher Education Policy and Management 39 (6), v-v. DOI: 10.1080/1360080X.2017.1383038

Field, L.; Greenwood, V. (2017):

Appraising academic appraisal in the new public management university (vol 37, pg 172, 2015).

[Corrigendum]. In: *Journal of Higher Education Policy and Management* 39 (1), S. 119. DOI: 10.1080/1360080X.2016.1261652.

Gunn, A.; Mintrom, M. (2017):

Evaluating the non-academic impact of academic research. Design considerations (vol 39, pg 20, 2016).

[Erratum]. In: *Journal of Higher Education Policy and Management* 39 (1), V. DOI: 10.1080/1360080X.2016.1266751.

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Original Articles

Asoodar, Maryam; Atai, Mahmood Reza; Baten, Lut (2017):

Successful Erasmus Experience. Analysing Perceptions before, during and after Erasmus.

In: *Journal of Research in International Education* 16 (1), S. 80–97. DOI: 10.1177/1475240917704331.

Abstract:

This study explored the expectations, perceptions and experiences of students involved in Erasmus programs. The objective was to achieve a better understanding of students' cultural and intercultural needs in order to underpin the development of teaching materials in Intercultural Education Resources for Erasmus Students and their Teachers (IEREST). To this end a questionnaire was distributed among students in the three stages of their experience: before, during and after participating in an Erasmus programme. 3557 students from universities located in Italy, United Kingdom, Finland, Slovenia, and Belgium took part in this study. Findings from the open-ended question and the closed questions were compared and contrasted to determine the essential factors that learners believed important in making an Erasmus experience successful. Results showed that becoming more independent, gaining another perspective on the way things are at home, and interacting with people from different origins were important factors for the learners. Findings also showed significant differences across gender and fields of study.

Azzam, Ziad (2017):

Dubai's Private School Fees Framework. A Critical Discussion.

In: *Journal of Research in International Education* 16 (2), S. 115–130. DOI: 10.1177/1475240917721149.

Abstract:

90% of the Dubai's K-12 educational provision is in the hands of the private sector, with the majority of schools operating on a for-profit basis. Demand for private schooling is unabated. In its attempt to strike a balance between consumer protection and continuing to attract private investment to address the shortage of school places, Dubai's newly appointed regulator, the Knowledge and Human Development Authority (KHDA), introduced the School Fees Framework (SFF) in 2012. This article explores the circumstances that led to the framework's creation, and attempts to document its development. It also analyses the SFF's objectives, how these relate to KHDA's strategic aspirations, and the extent to which the SFF's objectives are indeed achievable. Through linking fee increases with school ratings, the KHDA had hoped to achieve one of its main goals: raising educational standards. Early evidence suggests that this approach has in fact caused a widening of the achievement gap between 'rich' and 'poor' schools in an industry that is already highly stratified by pricing.

Bedenlier, Svenja (2017):

Internationalization within higher education and its influence on faculty. Experiences of Turkish academic staff.

In: *Journal of Research in International Education* 16 (2), S. 185–196. DOI: 10.1177/1475240917724272.

Abstract:

In this article, findings are reported from a phenomenology-oriented study on prolonged international mobility and the effects of internationalization on the professional lives of six academic faculty at a Turkish research university. Drawing on

research on international mobility of faculty and the present context of Turkish higher education, this investigation identifies three distinct phases of the sojourn abroad – motivation to go abroad, being abroad, repatriating to Turkey – being framed by the supportive and demanding culture of the specific institution. For the participants, ambivalently perceived effects at the individual, institutional and national level include networks gained, the imperative to publish in English, and the lack of a comprehensive national policy for internationalization.

Belal, Susie (2017):

Participating in the International Baccalaureate Diploma Programme. Developing international mindedness and engagement with local communities.

In: *Journal of Research in International Education* 16 (1), S. 18–35. DOI: 10.1177/1475240917702789.

Abstract:

Although the rapidly expanding International Baccalaureate Diploma Programme (IBDP) is a well-recognized program perceived to offer best practices in education, including developing international mindedness in students and engaging with the local communities, there is little empirical evidence to support these outcomes. This mixed methods case study investigates if and how a diverse student body in one school (School X) contributes to the achievement of the International Baccalaureate Organization's aims, and in what ways student participation in the IBDP engages them with the diverse local community. This study concludes that engagement with the diverse local community was not perceived by participants as one of the main outcomes of offering the IBDP whereas the diversity of the school student body was perceived as an integral factor in helping students develop a wider worldview and international mindedness. Allport's social contact theory was used as a framework to explain the impact of diversity and help to understand it in the context of the IBDP.

Blaj-Ward, Lia (2017):

From language learner to language user in English-medium higher education. Language development brokers outside the language classroom.

In: *Journal of Research in International Education* 16 (1), S. 55–64. DOI: 10.1177/1475240917694109.

Abstract:

This article explores, from within the social constructivist paradigm and drawing on data from twenty-one semi-structured interviews with international postgraduate university students approaching the end of a one-year full-time taught Masters degree in the UK, the range of language development brokers that have had an impact on these students' trajectory from language learner to language user. Students from a range of first language backgrounds contributed insights about key people, outside formal language teaching contexts, who supported and resourced their language development. While existing research has tended to focus on formal language instruction settings, this article puts forward insights to inform the fine tuning of language development provision in English-medium instruction (EMI) contexts outside traditional language classrooms, and to contribute to EMI students' academic and professional success.

Burke, Lydia E. Carol-Ann (2017):

Casting a critical eye on the positioning of the Western expatriate teacher.

In: *Journal of Research in International Education* 16 (3), S. 213–224. DOI: 10.1177/1475240917743428.

Abstract:

This article contributes to the body of research addressing the challenges of expatriate teaching appointments. It is written in the form of a critical incident analysis. Rather than focus the lens of concern on the preparedness, adaptability, and potential culture shock of the teacher who travels into an unfamiliar work context, postcolonial theory is used to focus on the knowledge-power dynamics that come into play when Western teachers take up positions in once-colonised countries of lower economic status than the teacher's home country.

Dickson, Anisah; Perry, Laura B.; Ledger, Susan (2017):

How accessible is IB schooling? Evidence from Australia.

In: *Journal of Research in International Education* 16 (1), S. 65–79. DOI: 10.1177/1475240917696037.

Abstract:

This study examines access to International Baccalaureate schools in Australia. It is important to examine whether, as a highly regarded form of rigorous academic education, IB programmes are available to a wide range of students. We examine the location of schools in Australia that offer one or more of the IB Primary Years Programme, Middle Years Programme or Diploma Programme, their fees and admissions policies, and what types of students they enrol. The findings show that most schools in Australia that offer any of these three IB programmes are located in affluent communities of large cities, are privately-funded, charge moderate to high fees, and enrol mostly students from privileged socioeconomic backgrounds.

Emenike, Nkechi W.; Plowright, David (2017):

Third culture indigenous kids. Neo-colonialism and student identities in Nigerian international schools.

In: *Journal of Research in International Education* 16 (1), S. 3–17. DOI: 10.1177/1475240917692757.

Abstract:

This study examines the extent to which indigenous Nigerian students attending international schools in their own country are able to successfully negotiate their identities from conflictual perspectives within their schools and home communities. Using a sample of 66 students aged 12 to 18 years, from two international schools in Nigeria, the findings show the students appeared to display different identities in relation to the degree to which they conformed to expectations of both environments. The article argues that the negotiating of indigenous students' identities results in the forming of a third space within which they are subjected to ideological and cultural pressures. They are thus referred to as third culture indigenous kids (TCIKs).

Fanning, Sean; Burns, Edgar (2017):

How an Antipodean Perspective of International Schooling Challenges Third Culture Kid (TCK) Conceptualisation.

In: *Journal of Research in International Education* 16 (2), S. 147–163. DOI: 10.1177/1475240917722277.

Abstract:

This article recounts the story of Jack's primary and secondary schooling career across several countries and eventual relocation and tertiary education in Victoria, Australia. His narrative is described here as an antipodean educational trajectory. What is meant by antipodean education is contrasted to the long established concept of the third culture kid (TCK). There are overlaps in these concepts. The argument is made, however, that Jack's travelling and multiple education cultural mix gives him a different sense of himself that is not fully accounted for in the TCK literature. Global movement of people for employment and other reasons such as politics, governmental or service professions, continues today, Taking children with working and mobile parents has long been characterised as creating third culture kids who do not belong to either originating or hosting societies. Today, however, it is less the case that this can be adequately described as travel 'out from' and 'back to' the geo-political centres. This changing socio-cultural reality means re-examining what kinds of educational opportunities and experiences children are exposed to and the effects of these on young people.

Frangie, Maha (2017):

The negotiation of the relationship between home and school in the mind of grade 6 students in an international school in Qatar.

In: *Journal of Research in International Education* 16 (3), S. 225–235. DOI: 10.1177/1475240917746032.

Abstract:

This paper aims at deepening the understanding of how the relation between home and school is negotiated in the mind of Grade 6 students attending an International Baccalaureate (IB) school in Qatar. Students reported mainly frustration and confusion. The Thematic Coding Analysis used in the study revealed two strategies students use to negotiate between the different settings, including submitting to parental authority and raising their parents' awareness about IB. The analysis also highlighted the importance of student voice in bridging the gap between home and school.

Jeannin, Loïse (2017):

The adaptation process of international lecturers in a South African university. The centrality of agency and collegiality.

In: *Journal of Research in International Education* 16 (3), S. 236–247. DOI: 10.1177/1475240917746035.

Abstract:

Teaching in a new country initiates a process of adaptation requiring emotional, cognitive and behavioural adjustments. This qualitative study explores international lecturers' perceptions of their adaptation process in a South African university. The findings, based on semi-structured interviews with six lecturers from six different countries, indicate that teachers' agency and collegiality are crucial interrelated factors of adaptation. Agency and collegiality enabled lecturers to receive context-relevant information and decide how to modify their pedagogical practices. The description of the adaptation process provides new insights for staff induction programmes.

Machin, Denry (2017):

The Great Asian International School Gold Rush. An economic analysis.

In: *Journal of Research in International Education* 16 (2), S. 131–146. DOI: 10.1177/1475240917722276.

Abstract:

The number of international schools is growing, especially in Asia. This presents competitive challenges; most obviously for student recruitment and retention. However, demand for places at these schools is also growing. As a result, while international schooling may feel competitive, aggregate economic data show that growing numbers do not axiomatically equate to fierce competition; many schools enjoy benign market pressures. This observation, the paper concludes, encourages a more nuanced view of international school competition across Asia – and of its gold rush conditions.

Matthews, Blair (2017):

"I wouldn't imagine having to go through all this and still be the same person. No way". Structure, reflexivity and international students.

In: *Journal of Research in International Education* 16 (3), S. 265–278. DOI: 10.1177/1475240917745611.

Abstract:

International students at universities away from their home context experience a significant change to the way they engage with the world, as they think, reflect and act in response to the new context. Drawing on Archer's concept of reflexivity (2003; 2007; 2012), this paper demonstrates that international students are compelled into reflexive deliberation, which precipitates a change in agency. This paper provides empirical evidence of specific generative mechanisms of the international student experience, which contribute to the conditioning of agency.

Poole, Adam (2017):

Interpreting and implementing the IB Learner Profile in an internationalised school in China. A shift of focus from the 'Profile as text' to the 'lived Profile'.

In: *Journal of Research in International Education* 16 (3), S. 248–264. DOI: 10.1177/1475240917742534.

Abstract:

This article presents findings from a case study that explored the way Sophie, an expatriate International Baccalaureate Diploma art teacher in an internationalised school in Shanghai, China, interpreted and implemented the International Baccalaureate Learner Profile. The findings challenge the view that the Profile exerts a regulatory force on teachers' behaviour by showing that Sophie not only reshaped the Profile according to her beliefs about teaching and learning, but also resisted what she perceived to be underlying patriarchal and westernising discourses. Findings suggest that the notion of a regulatory discourse should focus on both the Profile as text and also what could be called the lived Profile. Finally, this article offers tentative recommendations for professional development that incorporate both the Profile as text and the lived Profile.

Prickarts, Boris (2017):

Shifting borders. A case study of internationalisation of education within a Dutch school group in Amsterdam.

In: *Journal of Research in International Education* 16 (2), S. 164–184. DOI: 10.1177/1475240917722627.

Abstract:

This article focuses on a case study of internationalisation of education, a process of change pertaining to the mission, vision and delivery of education. Teachers working in international schools can be understood as gearing a student's disposition towards the ability and preparedness to handle and value differences and diversity. In an effort to cope with a number of challenges from within and outside of the Netherlands, a Dutch school group in Amsterdam embarked on a process of change by adopting an international dimension to the students' experience. Instead of these schools becoming more similar to each other, i.e. converging towards an internationalising 'master-viewpoint', the schools' alignment under pressure showed a process of 'anisomorphism': their education's primary function, approach, tasks, role and objectives for society were changing into different internationalising directions. However, the pragmatic expectations and actions, particularly of the parents and the students, were creating new boundaries and rationales for the schools as bargaining zones. The 'shifting borders' between the schools were becoming more connected with a growing international focus, yet had different pragmatic and ideological implications for each of them. The result was that these borders became permeable, a nominal erosion of differences between the 'international' school selectively catering for children of internationally mobile families and the other schools catering for all children in the Netherlands. ?International schools' became places where students were trained to engage with difference and diversity and where the students had not necessarily been crossing geographical borders. This raises the issue of the role of education in a multicultural and globalising society, as – in this case – an increase in institutional diversity within the specific Dutch national context, and an increased uncertainty about the multiple aims of education, stretched the educational as well as social boundaries which constrain the futures for which students are being prepared.

Skaife, Sally; Reddick, Dean (2017):

Issues facing postgraduate international students. A view from an international students' group on a Masters programme in Art Psychotherapy.

In: *Journal of Research in International Education* 16 (3), S. 279–292. DOI: 10.1177/1475240917746030.

Abstract:

This paper describes case study research of four years of a support group for self-identified international students on an MA Art Psychotherapy programme. The research sought to understand the role of the group in the processing of international students' issues, to broaden thinking on the internationalising of curricula. A key finding was that the students' experiences were dependent on the relationship between them and the whole learning community, and that this was inseparable from a history of post colonialism.

Solano-Campos, Ana (2017):

Language Ideologies in a U.S. State-Funded International School. The Invisible Linguistic Repertoires of Bilingual Refugee Students.

In: *Journal of Research in International Education* 16 (1), S. 36–54. DOI: 10.1177/1475240917692759.

Abstract:

In this study, I investigated language ideologies in a state-funded International Baccalaureate Primary Years Programme school in the United States. I conducted ethnographic observations, focus groups, and interviews in a fourth grade classroom in one of the largest refugee resettlement areas in the country. Findings indicate that although the school positioned bilingualism as linguistic capital, the linguistic repertoires of multilingual refugee students were made invisible by three inter-related processes: linguistic tokenism, linguistic subordination, and linguistic compartmentalization. These results highlight the urgency for schools offering the IB PYP to implement language policy, curriculum, and instruction that explicitly support immigrant and refugee children's multiple linguistic backgrounds.

Reviews

Brown, Ceri (2017):

Children's Rights, Educational Research and the UNCRC: past, present and future by Vicki Coppock and Jenna Gillett-Swan (eds), Oxford: Symposium Books, 2016, ISBN 978-1-873927-95-3.

[Review]. In: *Journal of Research in International Education* 16 (3), S. 293–297. DOI: 10.1177/1475240917744286.

Cambridge, James (2017):

Revisiting Insider-Outsider Research in Comparative and International Education by Michael Crossley, Lore Arthur and Elizabeth McNess (eds), Oxford: Symposium Books, Bristol Papers in Education 6, 2015, ISBN: 978-1-873927-67-0.

[Review]. In: *Journal of Research in International Education* 16 (2), S. 205–207. DOI: 10.1177/1475240917708970.

Hacking, Elisabeth Barratt (2017):

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The Creativity Challenge: How We Can Recapture American Innovation by K H Kim, New York: Prometheus Books, 2016.

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The Critical Global Educator: Global Citizenship Education as Sustainable Development by Ellis Maureen, London: Routledge, 2015.

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Civics and Citizenship Education in Australia: Challenges, Practices and International Perspectives by Andrew Peterson and Libby Tudball (eds), London: Bloomsbury Books, 2016.

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The SAGE Handbook of Research in International Education (2nd edition) by Mary Hayden, Jack Levy and Jeff Thompson (eds), London: SAGE Publications Ltd, 2015, ISBN 9781446298442.

[Review]. In: *Journal of Research in International Education* 16 (3), S. 297–299. DOI: 10.1177/1475240917744288.

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Academic Capitalism in the Age of Globalization by Brendan Cantwell and Ilkka Kauppinen (eds), Baltimore: Johns Hopkins University Press, 2014, ISBN 978-1-4214-1538-3.

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Hirsch, Sally E. (2017):

Understanding the relationship between teacher and organizational intercultural competency in international schools. A mixed methods study.

[Thesis Abstract]. In: *Journal of Research in International Education* 16 (3), S. 307. DOI: 10.1177/1475240917746300.

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Recognizing the complexity of service-learning and community engagement efforts. Facilitator standpoints from International Baccalaureate Organization secondary schools in Kenya, Ethiopia, and South Africa.

[Thesis Abstracts]. In: *Journal of Research in International Education* 16 (1), S. 110. DOI: 10.1177/1475240917691221.

Maher, Ed (2017):

How and why universal primary education was selected as a Millennium Development Goal. A case study.

[Thesis Abstracts]. In: *Journal of Research in International Education* 16 (1), S. 111. DOI: 10.1177/1475240916675100.

Meyer, Heather (2017):

The Global Imaginary of International School Communities. A Case Study from Germany.

[Thesis Abstract]. In: *Journal of Research in International Education* 16 (2), S. 209. DOI: 10.1177/1475240917723235.

O'Boyle, Éanna (2017):

Adolescents' perceptions of how creativity is fostered by teachers in the curriculum.

[Thesis Abstract]. In: *Journal of Research in International Education* 16 (2), S. 210. DOI: 10.1177/1475240917723234.

Picton, Oliver (2017):

International school students' experiences of their local environment. A case study from Qatar.

[Thesis Abstract]. In: *Journal of Research in International Education* 16 (2), S. 208. DOI: 10.1177/1475240917723236.

Pletser, Jayne (2017):

Removing barriers to learning, enabling international schools to respond to diverse needs. Identifying the climate and conditions.

[Thesis Abstracts]. In: *Journal of Research in International Education* 16 (1), S. 106–107. DOI: 10.1177/1475240916675089.

Prickarts, Boris (2017):

Shifting borders. A case study of internationalisation of education within a Dutch school group in Amsterdam.

[Thesis Abstracts]. In: *Journal of Research in International Education* 16 (1), S. 109. DOI: 10.1177/1475240916671615.

Young, Jonathan Gerald (2017):

An investigation into how a globalised lifestyle, international capital and an international schooling experience influence the identities and aspirations of young people.

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Editorials

Lilley, Kathleen (2017):

Special Issue. Global Citizenship.

[Editorial]. In: *Journal of Studies in International Education* 21 (1), S. 3–5. DOI: 10.1177/1028315316671198.

Original Articles

Abdullah, Doria; Abd Aziz, Mohd Ismail; Mohd Ibrahim, Abdul Latiff (2017):

The Stories They Tell. Understanding International Student Mobility Through Higher Education Policy.

In: *Journal of Studies in International Education* 21 (5), S. 450–466. DOI: 10.1177/1028315317720766.

Abstract:

The movement of students across borders has had profound impact on higher education policy development. This article seeks to unpack international student mobility through a discourse approach, using five policy documents on international student mobility from well-established recruiters of international students. Eight headline findings are presented in this article. It was found that there are many different types of international students. Higher education institutions are located at the heart of the action, and provide a broad range of services across four distinctive stages of the students' sojourn. Governments reaffirm their commitment in providing good higher education experience to the international student population. However, there are signs that the students' presence has shaped higher education policies to be more service-, market-, and reputation driven. The ethics of care concept is proposed to balance the present role of higher education as "wealth creation agents," and to ensure both institutions and students reap the benefits of international higher education.

Ahmad, Ahmad Bayiz; Hassan, Hemin Ali; Al-Ahmedi, Mustafa Wshyar Abdulla (2017):

Motivations of Government-Sponsored Kurdish Students for Pursuing Postgraduate Studies Abroad. An Exploratory Study.

In: *Journal of Studies in International Education* 21 (2), S. 105–119. DOI: 10.1177/1028315316662982.

Abstract:

This study examines the motivations of government-sponsored Kurdish students to study abroad and the reasons for choosing a particular country as their destination choice. Based on data we collected through an online survey and follow-up interviews, we compare demographic differences to explore the diversity among this cohort. The findings of the study show that motivations for overseas education are mainly related to career advancement and experiencing a good quality education. The study also shows that social agents have less influence on Kurdish students who tend to be older and more independent than most study abroad students.

Aktas, Fatih; Pitts, Kate; Richards, Jessica C.; Silova, Iveta (2017):

Institutionalizing Global Citizenship. A Critical Analysis of Higher Education Programs and Curricula.

In: *Journal of Studies in International Education* 21 (1), S. 65–80. DOI: 10.1177/1028315316669815.

Abstract:

While higher education internationalization efforts have traditionally been associated with the expansion of study abroad experiences, the recruitment of international students and scholars, as well as the growth of area studies and language programs, the past decade has seen an increase in a variety of multi-disciplinary approaches to "global citizenship" programs. These programs typically involve international service learning, international internships, study abroad, and academic study, which all work to provide students with "global" experiences. The aim of these experiences is to enhance students' academic, professional, and personal development and expand their horizons to prepare them to function effectively in the "global" world. Building on Andreotti's concept of critical global citizenship, this study examines how universities institutionalize global citizenship in their curricula by analyzing program mission statements, goals, and curriculum materials. Focusing on degree- and certificate-granting global citizenship programs, the study examines the different ways of conceptualizing "global citizenship" and discusses their implications for social justice and equity at both the theoretical and programmatic levels.

Allen, Ryan M. (2017):

A Comparison of China's "Ivy League" to Other Peer Groupings Through Global University Rankings.

In: *Journal of Studies in International Education* 21 (5), S. 395–411. DOI: 10.1177/1028315317697539.

Abstract:

This article analyzes the People's Republic of China's elite-making higher education policies that began in the early 1990s, notably with the 211 Project and then 985 Project, which led to the formation of the C9 League, a group of nine leading institution's dubbed China's "Ivy League." This elite grouping is compared with other Chinese universities in terms of global rankings from 2003 to 2015 to ascertain the separation by these top tiered institutions. Furthermore, the C9 League will be compared with other global elite coalitions in the United States, Canada, Australia, and the United Kingdom over the same period. University rankings, despite considerable criticism, have provided the Chinese leadership with key benchmarks for their vision of world-class higher education. This article finds that the C9 League has made some separation from other Chinese universities and has also caught up with its Western peers (notably passing Canada's U15) in terms of international rankings.

Boni, Alejandra; Calabuig, Carola (2017):

Education for Global Citizenship at Universities. Potentialities of Formal and Informal Learning Spaces to Foster Cosmopolitanism.

In: *Journal of Studies in International Education* 21 (1), S. 22–38. DOI: 10.1177/1028315315602926.

Abstract:

This article explores how three different learning spaces could be appropriate for developing a sense of global citizenship among university students. We draw on an interview study conducted at the Universitat Politècnica of Valencia (UPV) between 2010 and 2012. The spaces analyzed were two electives devoted to international cooperation, a mobility program that took place mainly in Latin American countries and a student-led university group. We examined the three spaces in terms of expansion of capabilities and agency related to global citizenship and cosmopolitanism using a conceptual framework that synthesizes Nussbaum's and Sen's capability approach with Delanty's critical cosmopolitanism to explore the limits and potentialities of those three spaces. Although the exploratory character of our study cannot allow us to generalize our findings, what we can affirm is each of these areas has the potentiality to enhance global citizenship but with nuances, differences, and complementarities. The electives appear to be good spaces for the critical learning capability, while international mobility (Meridies) is a strong enabler for narrative imagination capabilities. Students belonging to Mueve (student led group) showed elements of these capabilities plus a very strong emphasis on agency, which does not occur in the other two learning spaces. Critical cosmopolitan process happened both in Mueve and Meridies. In the student-led group, this cosmopolitan process begins with the local, while in the internships it was the global encounter that initiates a cosmopolitan reflection.

Copeland, Jacqueline Marie; McCrink, Carmen L.; Starratt, Gerene K. (2017):

Development of the Community College Internationalization Index.

In: *Journal of Studies in International Education* 21 (4), S. 349–374. DOI: 10.1177/1028315317697541.

Abstract:

To address the shortage of skilled workers in the 21st century, shifting demographics, competition for education funding, and the need to better serve underrepresented student populations, colleges and universities in the United States seek to increase internationalization efforts. While a number of instruments exist for measuring internationalization at the university level, few instruments are designed for measuring campus-level institutionalization, particularly at public community colleges. Moreover, current community college instruments are based on outdated literature or make use of qualitative tools that are not necessarily applicable in all settings. This study utilized an exploratory sequential mixed-method design to construct a quantitative instrument to measure institutional-level internationalization in public community college settings. Qualitative data were used to develop a theory of community college internationalization, from which the Community College Internationalization Index was developed. The CCII will be valuable for tracking public community colleges' progress in internationalization efforts.

Graf, Lukas; Powell, Justin J. W.; Fortwengel, Johann; Bernhard, Nadine (2017):

Integrating International Student Mobility in Work-Based Higher Education. The Case of Germany.

In: *Journal of Studies in International Education* 21 (2), S. 156–169. DOI: 10.1177/1028315316687010.

Abstract:

Dual study programs are hybrid forms of work-based higher education that have expanded very rapidly in Germany—a country traditionally considered a key model in both higher education (HE) and vocational education and training (VET). The continued expansion of these hybrid programs increasingly raises questions if, how, and why they may be internationalized. Although comparative research suggests that this could be challenging due to the uniqueness of the German education and training system, strong forces support internationalization. This study examines the current state and the future prospects of internationalization of such innovative dual study programs by focusing on student mobility, a key dimension of internationalization. We find growing interest in but still relatively little mobility related to dual study programs, whether among German (outgoing) or international (incoming) students. Based on expert interviews and document analysis, we extend existing typologies of student mobility regarding specific features of work-based HE programs. Furthermore, we discuss opportunities—at home and abroad—for increasing student mobility in this rapidly expanding sector.

Hayes, Aneta (2017):

The Teaching Excellence Framework in the United Kingdom. An Opportunity to Include International Students as "Equals"?

In: *Journal of Studies in International Education* 21 (5), S. 483–497. DOI: 10.1177/1028315317720768.

Abstract:

Research on international students in British higher education points to marginalization of their unique perspectives in university classrooms. The aim of the article is to consider how the most recent policy changes, particularly the teaching excellence framework (TEF), continue to do so. The article also argues that the TEF, being a major higher education reform, can lead to change in attitudes toward international students and contribute to their more equal status. The article discusses how this could be done and proposes changes to the TEF that would distance universities from policy moves that have contributed to the "peripheral" status of international students for many years. Despite being British-based, the analysis has international implications as it points to a series of ways in which the scope and nature of metrics used in national evaluations of teaching quality can affect the status of international students in higher education.

Jooste, Nico; Heleta, Savo (2017):

Global Citizenship Versus Globally Competent Graduates. A Critical View From the South.

In: *Journal of Studies in International Education* 21 (1), S. 39–51. DOI: 10.1177/1028315316637341.

Abstract:

This article will critically analyze the global citizen concept in the world full of deep-rooted historical injustices and past and present structural inequalities. We will explore higher education's (HE) engagement with the concept and whether this is polarizing HE and distracting its attention from the critical internationalization and transformational activities. The article will further explore whether it is worthwhile to spend time and resources on vague rhetoric and attempts to popularize buzzwords while the majority of students in the global South live in an unjust world. We will argue that the South needs to focus on development of globally competent graduates who are fully aware of their roles in the quest for a better tomorrow for their communities, countries, regions, and the world as a whole.

Kahn, Hilary E.; Agnew, Melanie (2017):

Global Learning Through Difference. Considerations for Teaching, Learning, and the Internationalization of Higher Education.

In: *Journal of Studies in International Education* 21 (1), S. 52–64. DOI: 10.1177/1028315315622022.

Abstract:

By clarifying what global learning is and how it is essential to higher education, this article considers what global learning provides for teaching, learning, and internationalization in higher education. It demonstrates how the global nature of knowledge and learning in the 21st century requires a re-definition of classrooms and learning environments that recognizes how knowledge production today is a collective, global, and diverse process. The article suggests a number of foundational principles for global learning, including relational approaches, reflection, contextualized knowledge, perspective shifting, disorientation, responsibility, and an ability to navigate the general and the particular. It concludes by revealing how a global learning framework has benefits beyond teaching and learning and how it can contribute to the deliberate internationalization of higher education.

Kim, Jeongyeon; Choi, Jinsook; Tatar, Bradley (2017):

English-Medium Instruction and Intercultural Sensitivity. A Korean Case Study.

In: *Journal of Studies in International Education* 21 (5), S. 467–482. DOI: 10.1177/1028315317720767.

Abstract:

This case study examined the reactions of local students to the diversity in student population. Specifically, it investigated how the local students' intercultural sensitivity to the international students is interrelated with their perception of the English-medium instruction (EMI) policy. The quantitative and qualitative analyses of the questionnaire responses of 213 college students and the subsequent interviews with 15 students revealed a lack of intercultural sensitivity which was correlated with their perception of EMI. The findings indicated that the local students' different perceptions of the policy interplayed, directly and indirectly, with their sensitivity to the cultures of international students. The implications of these findings are discussed in terms of cultivating intercultural sensitivity in an English as a lingua franca context.

Kim, Seon-Joo (2017):

Leveraging Process Evaluation for Project Development and Sustainability. The Case of the CAMPUS Asia Program in Korea.

In: *Journal of Studies in International Education* 21 (4), S. 315–332. DOI: 10.1177/1028315317696961.

Abstract:

CAMPUS Asia (Collective Action for Mobility Program of University Students in Asia) is a student-exchange program designed to promote student mobility between South Korea, China, and Japan. Begun in 2011, the program aims to foster the next generation of leaders in Asia by nurturing young talents with shared visions. This article provides an overview of the CAMPUS Asia pilot program and the major findings of its comprehensive process evaluation in Korea using five criteria. The evaluation indicates that the CAMPUS Asia program has evolved into a unique program that promotes dual degrees, creates new learning models, and develops in-depth discussions of substantial collaborations among consortia. The need to develop mechanisms for applying the lessons learned and insights gained through the evaluation is addressed; implications and recommendations for sustainable development of the CAMPUS Asia pilot program are offered, as are the benefits of implementing a process evaluation in one's own practice.

Kotake, Masako (2017):

An Analytical Framework for Internationalization Through English-Taught Degree Programs. A Dutch Case Study.

In: *Journal of Studies in International Education* 21 (3), S. 213–229. DOI: 10.1177/1028315316662983.

Abstract:

The growing importance of internationalization and the global dominance of English in higher education mean pressures on expanding English-taught degree programs (ETDPs) in non-English-speaking countries. Strategic considerations are necessary to successfully integrate ETDPs into existing programs and to optimize the effects of internationalization. Previous studies have proposed that innovation theory might explain effectively how to achieve this. This article examines the validity of innovation theory as a framework for understanding the institutionalization of ETDPs and identifies determining factors of successful outcomes. A case study was conducted in Dutch universities to identify factors influencing the institutionalization of ETDPs. A qualitative analysis of 15 interviews with academics demonstrated that an innovation theory-based framework can enable a systematic understanding of the institutionalization of ETDPs and can be effective in analyzing the influencing factors. Analyses utilizing this framework can contribute to strategic planning and policy-making for internationalization at national and institutional levels.

Lam, Jason M. S.; Tong, David Yoon Kin; Ariffin, Ahmad Azmi M. (2017):

Exploring Perceived Risk and Risk Reduction Strategies in the Pursuit of Higher Education Abroad. A Case of International Students in Malaysia.

In: *Journal of Studies in International Education* 21 (2), S. 83–104. DOI: 10.1177/1028315316662980.

Abstract:

While past studies have merely focused on perceived risks that influence how students select the destination of international education best suited to their needs, research on perceived risk regarding post-purchase behavior remains limited. This study attempts to extend and redefine the perceived risk paradigm by uncovering the underlying elements of perceived risk among international students who are studying in Malaysian universities. Furthermore, it seeks to explore how demographic factors and risk reduction strategies can be applied to the perception of risk. Results for a sample group of 515 international students reveal that there are seven dimensions of perceived risk. Of all demographic factors tested, only place of residence (while studying in Malaysia) was found to influence perceived risk. Seeking information from the relevant authorities, proper savings plans, well organized study schedules, and advice from family members or peers are considered important to reduce students' perceptions of risk. This implies that perceived risk theory could also be applied to the higher education context in the post-purchase behavior.

Lee, Jenny; Jon, Jae-Eun; Byun, Kiyong (2017):

Neo-Racism and Neo-Nationalism Within East Asia. The Experiences of International Students in South Korea.

In: *Journal of Studies in International Education* 21 (2), S. 136–155. DOI: 10.1177/1028315316669903.

Abstract:

This research, based in South Korea, compares the experiences of international students from within and outside the Asian region and then examines Chinese international students' perceptions of discrimination. Utilizing the concept of neo-nationalism, survey findings revealed that Asian students reported greater difficulties and unfair treatment compared with students coming from Europe, North America, and other regions. The interviews further revealed anti-Chinese sentiments resulting in verbal aggression, challenges securing housing, discriminatory employment practices, and more.

Lee, Se Woong (2017):

Circulating East to East. Understanding the Push-Pull Factors of Chinese Students Studying in Korea.

In: *Journal of Studies in International Education* 21 (2), S. 170–190. DOI: 10.1177/1028315317697540.

Abstract:

Every year, substantial numbers of students choose to study abroad, and China is one of the largest exporters of international students. Interestingly, instead of choosing English-speaking countries, increasingly more Chinese students are choosing nearby Asian countries as their destination to study abroad, particularly Korea. Despite this emerging trend, little is known regarding why Chinese students have begun to choose Korea and its universities or their level of educational satisfaction with their study-abroad choices. Extrapolating from the push–pull model, this study utilized a combination of quantitative and qualitative research methods to examine factors affecting students' choice to study in Korea. Notably, this study concluded that although low institution selectivity is a strong pull factor, that selectivity is also a determinant of students' study-abroad satisfaction. This study contributes to the limited research by exploring the distinct push–pull factors of Chinese students who are studying in Asia—East to East—particularly in Korea.

Lilley, Kathleen; Barker, Michelle; Harris, Neil (2017):

The Global Citizen Conceptualized. Accommodating Ambiguity.

In: *Journal of Studies in International Education* 21 (1), S. 6–21. DOI: 10.1177/1028315316637354.

Abstract:

Universities' aims for educating global citizens are rarely supported by a theoretical underpinning or evidence of outcomes. This study explored how international higher education experts conceptualize the global citizen or related terms representing the "ideal global graduate." A global notion of citizenship was accepted by the majority (24/26) of participants. Four participants used other terms to describe the "ideal global graduate," yet the knowledge, skills, and attitudes described by all participants were highly consistent and provide a close "fit" with the epistemology and ontology of moral and transformative cosmopolitanism. This evidence could suggest that terms describing the "ideal global graduate" are of less consequence than the underpinning values and mind-set they represent. This article suggests that the inevitable ambiguity surrounding the global citizen term could be tolerated. As such, future discourse and research could be directed toward organizational and pedagogical strategies that foster ethical and transformative thinking citizens and work-ready professionals.

Mawer, Matt (2017):

Approaches to Analyzing the Outcomes of International Scholarship Programs for Higher Education.

In: *Journal of Studies in International Education* 21 (3), S. 230–245. DOI: 10.1177/1028315316687009.

Abstract:

International scholarship programs for higher education attract a substantial body of funding each year from national governments, supranational bodies, large charitable foundations, higher education institutions, and many smaller organizations. With aims variously shaped by international development and public diplomacy considerations, international scholarships fund students at higher education institutions worldwide. As the investment in, and scope of, scholarship programs has expanded, concurrent commitment to analysis and evaluation of their outcomes—both to improve policy making and justify further funding—has increased. This article explores several of the key methodological and conceptual challenges in the evaluation of international scholarship outcomes, focusing on the relationship between aims and

outcomes, difficulties with “attribution” and “contribution,” and scholarship programs in comparison with their alternatives. The relationship between evidence gathering and policy making is considered in context of international scholarship programs, and several potentially useful future developments in evaluation approaches are suggested.

Mizzi, Robert C. (2017):

Bridging Borders. Toward a Pedagogy of Preparedness for Visiting Faculty.

In: *Journal of Studies in International Education* 21 (3), S. 246–260. DOI: 10.1177/1028315316687011.

Abstract:

This analytical article largely draws on the experiences of visiting faculty teaching at post-secondary institutions overseas. What is largely understood in the literature is that visiting faculty need to navigate the sociocultural, professional, and contextual differences that shape the work context. Drawing on the theory of border pedagogy, this article takes the scholarship further by proposing and elaborating on a pedagogy of preparedness that may help to facilitate visiting faculty acculturation and analyze dominant and marginal narratives in the new work situation. This pedagogy is based on (a) pre-departure learning, (b) deconstruction of transnational teacher and teaching background, and (c) decolonizing learning spaces.

Petzold, Knut (2017):

Studying Abroad as a Sorting Criterion in the Recruitment Process. A Field Experiment Among German Employers.

In: *Journal of Studies in International Education* 21 (5), S. 412–430. DOI: 10.1177/1028315317697543.

Abstract:

As the experience of studying abroad can signal general and transnational human capital, it is considered to be increasingly important for professional careers, particularly in the context of economies’ internationalization. However, studies using graduate surveys face problems of self-selection and studies on employers’ opinions face problems of social desirability. To overcome endogeneity problems and to investigate the employers’ decisions directly, a particular field experimental design of a correspondence test was applied. Two hundred thirty-one applications of a real student with systematically varied studying abroad and professional working experience were randomly sent out for true internship offers of German employers. The time provided for the response and invitations for job interviews was measured, and additional publicly available information on the employers were collected. Results show that studying abroad decreases the days required until response and slightly increases the probability of invitation. However, at least in this field experiment, studying abroad is considered to be more of a sorting criterion by the employers with foreign branches than by those without.

Reid, Robin; Garson, Kyra (2017):

Rethinking Multicultural Group Work as Intercultural Learning.

In: *Journal of Studies in International Education* 21 (3), S. 195–212. DOI: 10.1177/1028315316662981.

Abstract:

This article presents our findings of an exploration of students’ perceptions of multicultural group work when specific changes in pedagogy and methods of evaluation were made to include the processes students navigate, instead of merely the end product of their collaboration. Shifting demographics and increasing cultural diversity in higher education classrooms have presented the need for educators to rethink the formation, preparation, and evaluation of group work. This paper argues for learning to include the process of working with others rather than merely the product of group work. The findings from this study support previous literature advocating for more intentional approaches by providing evidence that changes to the preparation of groups, the formation of groups, and the evaluation of group work enhanced intercultural learning and improved the experience of working in a multicultural group for the majority of the participants.

Sin, Cristina; Tavares, Orlanda; Neave, Guy (2017):

Student Mobility in Portugal. Grappling With Adversity.

In: *Journal of Studies in International Education* 21 (2), S. 120–135. DOI: 10.1177/1028315316669814.

Abstract:

The article examines how far the key Bologna objective of student mobility has been achieved in Portuguese higher education institutions and the main factors shaping it. It analyzes credit mobility, outgoing and incoming, between Portugal and Europe. Although mobility overall has risen, incoming mobility has grown faster, making Portugal an importer country. Portugal's attraction power is explained mainly by its location, climate, and leisure opportunities. For outgoing mobility, employability is the main driver, explained by high unemployment and an uncertain home labor market. The main obstacle is financial, so country choice is increasingly based on proximity and living costs. Another important constraint is curricular inflexibility of Portuguese higher education institutions. The findings suggest that mobility in Portugal is far from reflecting Bologna's policy goals, making the 2020 mobility target of 20% an ideal rather than an achievement.

Toohey, Danny; McGill, Tanya; Whitsed, Craig (2017):

Engaging Academic Staff in Transnational Teaching. The Job Satisfaction Challenge.

In: *Journal of Studies in International Education* 21 (4), S. 333–348. DOI: 10.1177/1028315317697523.

Abstract:

Transnational education (TNE) is an important facet of the international education learning and teaching landscape. Ensuring academics are positively engaged in TNE is a challenging but necessary issue for this form of educational provision if the risks inherent in TNE are to be successfully mitigated. This article explores job satisfaction for academics using the job characteristics model (JCM) to better understand the conditions that influence their involvement with TNE. The results highlight the important role that teaching-related interaction with host-country students and staff (the Feedback and Task Significance JCM dimensions) plays in academics' satisfaction. Feelings of ownership and control of the TNE course (Autonomy and Task Identity) were also shown to be important determinants of satisfaction. It is therefore recommended that these aspects of TNE be encouraged and supported through university procedures and policies. Similarly, those aspects of TNE teaching that contribute to dissatisfaction, such as additional administration, need to be better understood, managed, and their impact mitigated where possible.

Tran, Ly Thi; Soejatminah, Sri (2017):

Integration of Work Experience and Learning for International Students. From Harmony to Inequality.

In: *Journal of Studies in International Education* 21 (3), S. 261–277. DOI: 10.1177/1028315316687012.

Abstract:

The integration of work experience and learning in tertiary education is a complex issue for different stakeholders, including students, institutions, and employers. The provision of course-related work experience for international students is far more challenging as it involves issues of visa status, different cultural expectations, recognition/misrecognition of skills and experiences across cultures, English language competency, and local employers' attitudes toward international students. Even though there is a significant body of scholarly research on work-integrated learning in tertiary education, empirical research on this issue related to international students remains scarce. This article responds to a critical gap in the literature by examining the provision of course-related work experience for international students from both the teachers' and students' perspectives. It is derived from a 4-year research project funded by the Australian Research Council that includes 155 interviews with staff and international students and fieldwork from the Australian vocational education and training (VET) sector. Drawing on Bourdieu's notions of habitus and field as conceptual tools to interpret the empirical data, the research found work-integrated learning is unevenly distributed and inconsistently implemented across institutions. The article addresses the complex interplay between the student habitus and the habitus within the institutional field and the workplace field in shaping international students' work-integrated learning access and experience. Practical implications for institutions on how to improve access and experience to course-related work experience for international students are discussed in light of the findings of this research.

Waterval, Dominique; Tinnemans-Adriaanse, Marjolijn; Meziani, Mohammed; Driessen, Erik; Scherpbier, Albert; Mazrou, Abdulrahman; Frambach, Janneke (2017):

Exporting a Student-Centered Curriculum. A Home Institution's Perspective.

In: *Journal of Studies in International Education* 21 (3), S. 278–290. DOI: 10.1177/1028315317697542.

Abstract:

Numerous, mainly Anglo-Saxon, higher education institutions have agreements with foreign providers to deliver their curricula abroad. This trend is gradually making inroads into the medical domain, where foreign institutions undertake to offer their students learning experiences similar to those of the home institution. Not an easy feat, as the national health care contexts differ greatly between institutions. In a bid to export the curriculum, institutions risk compromising their financial resilience and reputation. This article presents an instrumental case study of a home institution's perspective on the establishment of a cross-border student-centered curriculum partnership. It provides the reader with a practical discourse on dimensions that need to be bridged between home and host contexts, and on new working processes that need to be integrated within the home institution's existing organizational structure. We describe the advantages and disadvantages based on our experiences with a centralized organizational approach, and advocate for a gradual move toward decentral interfaculty communities of practice.

Whatley, Melissa (2017):

Financing Study Abroad. An Exploration of the Influence of Financial Factors on Student Study Abroad Patterns.

In: *Journal of Studies in International Education* 21 (5), S. 431–449. DOI: 10.1177/1028315317697798.

Abstract:

This study examines the role of financial aid variables, namely, student loan and grant amounts, expected family contribution, and financial need, on the decision to study abroad among students in the University System of Georgia. Findings indicate that, generally, student loans negatively influence the likelihood of a student studying abroad whereas grant aid increases the likelihood. Students with higher levels of expected family contribution are less likely to participate in study abroad, as are those with more financial need. This study adds to our knowledge of factors that predict student study abroad participation in that it accounts for financial factors that have not yet been examined in the study abroad literature. Findings have important implications for students, study abroad practitioners, and institutions alike in terms of student access to international experiences, and also point to several directions for future research on the influence of students' finances on their international educational experiences.

Wilkins, Stephen; Butt, Muhammad Mohsin; Annabi, Carrie Amani (2017):

The Effects of Employee Commitment in Transnational Higher Education. The Case of International Branch Campuses.

In: *Journal of Studies in International Education* 21 (4), S. 295–314. DOI: 10.1177/1028315316687013.

Abstract:

Higher education is a labor intensive activity and strong organizational performance depends upon employee commitment. This study analyses antecedents and consequences of employee commitment in universities that are involved in transnational higher education, with a focus on identifying differences between the employees at home and foreign branch campuses. The data for the study were obtained using a questionnaire that was completed by both teaching and non-teaching staff at three institutions in the United Kingdom, three institutions in Malaysia, and two institutions in the United Arab Emirates. A conceptual model was proposed and tested using structural equation modeling. The results indicate that employees at international branch campuses are not as motivated and committed to their organizations as their counterparts at home campuses. The findings suggest that institutions need to employ different and customized human resource strategies at home and foreign campuses, specifically with the aim of improving employee commitment and performance at the foreign campuses.

Yonezawa, Yukako (2017):

Internationalization Management in Japanese Universities. The Effects of Institutional Structures and Cultures.

In: *Journal of Studies in International Education* 21 (4), S. 375–390. DOI: 10.1177/1028315317706412.

Abstract:

This study examines approaches to the internationalization of Japanese universities by focusing on the effects of institutional structures and cultures. Using a qualitative case study method, the research examines the following question: "How do institutional structures and cultures affect the internationalization of education in Japanese universities?" While its philosophical importance has acquired wider recognition, institutional trials for internationalization vary extremely. By considering different factors, the study's findings shed light on the internationalization strategies, approaches, and management techniques suited to different university types in Japan. Three arguments are advanced. First, four possible patterns of approaches to institutional internationalization are explored based on structural approaches and patterns of cultural behaviors. Second, senior leadership, the roles of international offices, and internal communication are examined as important factors in the practice of institutional internationalization. Third, a more intensive effort to interrelate structural and cultural aspects is required for the further advancement of institutional internationalization.

Journal of the European Higher Education Area. Policy, Practice and Institutional Engagement (2017)

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Original Articles

Bach, Thomas; Gut, Melanie; Kern, Silke; Mahrt, Katharina (2017):

Collaboration Between Student Quality Assurance Pools. Embedding Improvement and Enhancing Quality of Student QA Pools in Germany, Switzerland and Austria.

In: Journal of the European Higher Education Area (2), S. 105–124.

Abstract:

The internationalisation of quality assurance in the European higher education area greatly impacts students' participation. Since 2000, several student unions in Europe have established 'student quality assurance pools' (QA pools) to enhance student expertise and participation in higher education quality assurance (QA). With the increase in internationalisation, we see a need for collaboration between these QA pools. In this article we present the collaboration between student expert pools in Austria, Germany and Switzerland (DACH). We demonstrate the advantages of better training events and regular exchanges of experience within the DACH collaboration to increase awareness of student participation in QA procedures. Additionally, we provide detailed information about the challenges that should be addressed by the DACH collaboration, including limited resources, insufficient knowledge transfers and the lack of tools for international QA training. This article could help other countries, agencies and organisations in QA to establish and support such collaborations.

Boström, Bengt-Ove; Kettis, Åsa (2017):

Introducing a New National Quality Assurance System in Sweden. A Discussion on Opportunities and Challenges.

In: Journal of the European Higher Education Area (2), S. 77–88.

Abstract:

Over the last decades higher education in Sweden has been subject to a number of different national quality assurance systems. Now and then, they have been met with criticism. In 2012, the Swedish Association of Higher Education (SUHF) decided to take a constructive and long-term position on the issue. The position proved to be successful, and now a new national system is being launched. This paper discusses the opportunities and challenges that this new system brings with it, not least because the political decision about the system means that parts of the old system will be kept in the new system – which may cause unwanted effects.

Chvorostov, Alexander (2017):

Being 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 (1), S. 69–96.

Abstract:

The article is the second part of a three-part sociological essay published exclusively in the Journal of the European Higher Education Area and continues presenting outcomes of the fifth wave of the pan-European survey EUROSTUDENT implemented in 29 EHEA countries from 2012–2014. It is titled "Being a Student in Europe" and describes survey results regarding key aspects of student life. It starts with the discussion of health-related issues. Further topics covered in this part are students' households and accommodation options, balancing students' incomes and expenses, employment and time budget. The concluding sub-chapter outlines students' assessment of their study programmes.

Chvorostov, Alexander (2017):

Having Been a Student in Europe: Life After Diploma. A Comparative Social Portrait of Students in the Major Regions of the European Higher Education Area.

In: Journal of the European Higher Education Area (3), S. 1–22.

Abstract:

The article is the third and final piece of the three-part sociological essay. It presents several key outcomes of the fifth wave of the pan-European survey EUROSTUDENT that was implemented in 29 countries of the European higher education area (EHEA) from 2012 to 2014. It depicts the situation of EHEA students' international academic mobility and describes students' plans for their future after graduation. The article contains a section that analyses the options for continued studies and another section discusses the students' projections of their employment opportunities. This part of the article summarises findings that have been made throughout the entire three-part essay and concludes the series with an overview of practical implications.

Dakovic, Goran; Loukkola, Tia (2017):

The Relevance of International Evaluators in Capturing the National Higher Education Context in Institutional Evaluations.

In: Journal of the European Higher Education Area (2), S. 89–104.

Abstract:

This paper aims to contribute to the ongoing discussions of whether international experts can correctly grasp the system-level features when evaluating higher education institutions. The analysis ofa sample from EUA's Institutional Evaluation Programme (IEP), which only uses international experts in its evaluations, shows that international experts accurately capture the system-level features. Moreover, they bring an additional value to institutions by referring to the European frame-work policies and practices by addressing the feasibility of these policies and practices for the individual institution. The results thus, support the view that the internationalisation of quality assurance has the potential to generate new perspectives in external quality assurance.

Hopbach, Achim (2017):

External Quality Assurance of Joint Programmes. Policies Envisaged by the Bologna Conference in Yerevan.

In: Journal of the European Higher Education Area (1), S. 1–18.

Abstract:

The article presents an overview of the European Approach for Quality Assurance of Joint Programmes as adopted at the EHEA ministerial conference in Yerevan 2015, which aimed at facilitating the implementation of joint programmes in the EHEA. In the second part, it analyses the main features of the European Approach and explains why its relevance goes beyond practicalities of external quality assurance. The European Approach contributes not only to defining joint degree programmes but introduces a quality assurance apporoach that might directly replace national regulations. Finally the article deliberates on necessary framework conditions for the successful implementation of this tool at the national level.

Innola, Maija; Pyykkö, Riitta (2017):

Lessons Learned from Finland's Tuition Fee Trial from 2010–2014.

In: Journal of the European Higher Education Area (1), S. 39–52.

Abstract:

Finland introduced a minimum annual tuition fee of €1,500 for non-EU/EEA students starting their studies in and after autumn 2017. The tuition fees apply to bachelor's or master's degree programmes offered in English, and there are no fees for doctoral studies or degree programmes offered in Finnish or Swedish. The Parliament decision was preceded by more than ten years of discussion and reflection on the matter, as well as a trial of tuition fees between 2010 and 2014. In this paper we discuss the implementation of the trial period, experiences gained and the possible impact on the internationalisation of degree education.

Kacaniku, Fjolla (2017):

The Impact of the Bologna Process in Kosovo. Prospects and Challenges.

In: Journal of the European Higher Education Area (4), S. 57–76.

Abstract:

The Bologna Process has brought widespread developments in higher education throughout the European continent and beyond. There are even countries that have adopted the Bologna Process without being a signatory of the Bologna Declaration. Kosovo is such a case. Kosovo started implementing the Bologna Process in 2001 although it was never formally admitted as a member.This article explores why Kosovo implements the Bologna Process despite not being a member country and explains how Kosovo decided to adopt the Bologna Process. It discusses the reforms undertaken, and the improvements in the national higher education system triggered by these Bologna reforms. It also points out the challenges that Kosovo is facing, resulting from the fact that the country is not a formal member of the Bologna Process. Finally, the article argues that Kosovo has adopted the Bologna Process as a model of reforming its higher education system, and concludes that it would hugely encourage the country if it became an official member of the Bologna Process and thus the EHEA.

Maier, Kathrin; Raggautz, Andreas; Weirer, Wolfgang (2017):

Research Evaluation – Reality, Burden or Future Prospect? Reflecting the Experience at the University of Graz.

In: Journal of the European Higher Education Area (3), S. 103–122.

Abstract:

At the University of Graz, one of the key quality management procedures of research is peer evaluation. In the first section, this paper shows the embedding of the research evaluation in the university's quality system as well as the purposes of the system. Section II describes the beginnings of the research evaluation. After the first two cycles of evaluation, with different perceptions within the university, University of Graz is currently conducting the third cycle with a considerably revised procedure and additional new aims. Major changes and effects will be outlined through using the faculty of theology as an example. The article presents the advancement of evaluation purposes and illustrates how to get people to take more responsibility for evaluations. The lessons learnt from the two cycles of research evaluation and their impacts on quality management in research will be discussed at the institutional level.

Maikämper, Moritz; Jenet, Gunnar; Hendriks, Birger (2017):

The Merger of a University. The Case of Brandenburg University of Technology (BTU), Germany.

In: Journal of the European Higher Education Area (3), S. 81–101.

Abstract:

In 2013, the Brandenburg University of Technology Cottbus and the University of Applied Sciences of Lusatia were merged due to a decision by the parliament of the Federal State of Brandenburg, Germany. This article explains the background to this merger, the specific reasons and aims. Furthermore, it presents the phases of the merger and experiences from different perspectives. The case of BTU proves that a merger of two higher education institutions takes time, additional budget and huge engagement of all actors involved.

Messas, Linda; Prchal, Martin (2017):

How to Make Quality Assurance Processes More Meaningful to Teaching Staff. A Proposal From the Field of Music.

In: Journal of the European Higher Education Area (2), S. 17–32.

Abstract:

This paper addresses a challenge that is often referred to in quality assurance processes: the involvement in these processes of teaching staff. The authors suggest that this challenge can be approached effectively by creating a common language based on a concept of quality culture, which addresses both (artistic) standards and educational quality. Furthermore, an understanding of a diversity of disciplines and the need for a diversity of quality assurance tools supporting this understanding are described as essential elements to increase the relevance of quality assurance processes to teachers.

Mitchell, Jayne; Levell, Joseph; Sayers, Ruth; Thomson, Claire (2017):

Students Creating Change.

In: Journal of the European Higher Education Area (3), S. 23–44.

Abstract:

The article presents Bishop Grosseteste University's (BGU) experience of introducing and embedding an innovative whole-university student engagement initiative into a small, traditional university. The article describes the development of an institutional-wide Students Creating Change scheme, where staff and students were coached and supported to research and create change in the learning opportunities and experiences of students. The scheme also includes the development of a framework, designed to identify and embed institutional enhancement in student representation, ensure that the learning, teaching and assessment strategy is meeting the needs of students, and embed student engagement as a key part of the student experience. The article highlights the challenges, benefits, lessons learned and approaches to gaining the support and participation of the Students' Union, student body, senior university leaders and academic and professional services staff in the process.

Nguyen, Huu Cuong (2017):

Professional Development in Quality Assurance. An Exploration of the Competency Frameworks for External Quality Assurance Practitioners.

In: Journal of the European Higher Education Area (3), S. 45–58.

Abstract:

This paper explores the quality assurance professional competency frameworks developed by quality assurance networks, agencies and scholars. The study begins by highlighting the concepts related to the external quality assurance profession and external quality assurance practitioners. The paper then reviews professional competencies essential for external quality assurance practitioners, followed by an analysis of current quality assurance professional competency frameworks. Lastly, the study provides discussion and recommendations. The results of this research are expected to clarify the core professional competencies needed for staff working in external quality assurance agencies.

Rostas, Iulius (2017):

Get Roma Education to Do Better. Identity and Leadership in Higher Education.

In: Journal of the European Higher Education Area (4), S. 1–18.

Abstract:

The paper aims to understand the reasons behind the limited impact of the measures to support Roma's access to higher education. They have had inspurring social change in Roma communities by analysing the institutional settings currently in place for facilitating the access of Roma individuals to tertiary education in selected countries as well as in institutions operating regionally. The author argues that there is a need to revise the theory of change and incorporate as well as this new perspective within the programmes and measures that support Roma's access to higher education while also strengthening identity and leadership components. This paper will discuss two components of institutional programmes which were established with the goal of supporting Roma access to higher education, yet are also identified by experts as challenges: the manner that these settings incorporate identity and leadership within their structures and the selection procedures used for choosing beneficiaries. Based on his experience as Chair of Romani Studies at CEU, he will conclusively offer possible solutions for tackling these challenges.

Salmhofer, Gudrun; Scheer, Lisa (2017):

Raising Awareness for Teaching Quality Through a Teaching Portfolio. Lessons From a Pilot Project at the University of Graz.

In: Journal of the European Higher Education Area (2), S. 33–50.

Abstract:

In 2015, a teaching portfolio pilot project was conducted at the University of Graz, Austria. This paper's aims are to give an outline of the project and its evaluation, including the national and institutional context of teaching and learning, to share insights and lessons learned and to point at possible challenges when implementing teaching portfolios. Even though parameters may vary strongly at European Higher Education Institutions (HEIs), some general conclusions case study can be drawn from this. Through the analysis of the pilot project, the authors try to indicate the usefulness of teaching portfolios as an instrument to support the development of academics and contribute to quality development in European HEIs.

Schammann, Hannes; Böhm, Thomas (2017):

Refugees in Higher Education. Constraints, Challenges and Lessons Learned from Early Surveys and Practical Experiences.

In: Journal of the European Higher Education Area (4), S. 19–32.

Abstract:

From 2015 onwards, German universities started to develop a broad range of activities for refugees with academic aspirations. In this article we focus on the institutional changes that go along with those developments. While our main focus is in Germany, we also consider developments in some other European countries. Firstly, we reflect on some of the most important challenges refugees face when pursuing higher education. Secondly, we highlight central characteristics and tendencies of the newly established pre-study programmes at universities funded by the Federal Ministry of Education. Finally, we present some recommendations that might be of interest to decision makers in higher education beyond German borders.

Short, Angela (2017):

Confessing, Professing and Assessing … Exploring the Reflective Portfolio in Teacher Professional Learning.

In: Journal of the European Higher Education Area (4), S. 95–112.

Abstract:

A persistent problem highlighted in the literature onteacher continuing professional development (CPD) is the lack of real evidence of how CPD actually impacts on classroom practice and student learning. Traditionally teacher CPD has taken the form of structured 'spray and pray' workshops delivered on an ad hoc basis at locations away from the classroom. The Teaching Portfolio represents a valid alternative to the workshop due in part to its capacity to capture authentic learning in real life settings. Designed to develop the process of reflection in general and critical reflection in particular, it encourages the deliberate and conscious interrogation of what are often subconsciously held and unchallenged teacher beliefs about their practice. However, despite its increasing popularity and varied applications in teacher preparation and accreditation, the reliability of the assessment of portfolios has rarely been addressed. Portfolios may be viewed as products for use in formal structured processes of accreditation or career progression. Alternatively, the portfolio can serve as a process in a continuous journey towards enhanced professional practice. However, the purpose for which the portfolio is intended, and if and how it is assessed, can unduly influence the candour of the teacher's reflection. There is a risk that when used for high stakes purposes, such as staff promotions, that the portfolio process becomes more of an exercise in strategic impression management than authentic professional growth. This paper explores the dilemmas associated with the summative assessment of portfolios arguing that formative feedback is more in keeping with CPD aims. However, it is acknowledged that some form ongoing feedback is required in recognition of teacher engagement and effort. In this regard, the support of a mentor who would work with groups of collaborating teachers as they compile their portfolios is recommended.

Spiteri, Alexander (2017):

Developing a National Quality Culture in Malta in Higher Education Using ESG 2015.

In: Journal of the European Higher Education Area (1), S. 19–38.

Abstract:

In July 2015 Malta inaugurated its National Quality Assurance Framework for Further and Higher Education to foster a comprehensive quality culture in the sector. This is the first quality assurance framework within the European higher education area that covers further, higher and adult formal educational provisions. The framework is based on the 2015 version of the ESG, enriched with elements of European quality assurance in vocational education & training (EQAVET). This synthesis was possible due of Malta's characteristics as a post-colonial microstate. This paper will discuss how Malta's characteristics informed the development of Malta's QA Framework, and how the framework itself was developed and piloted.

Susnjar, Aleksandar (2017):

Student-Centred Learning – Why and How?

In: Journal of the European Higher Education Area (4), S. 77–94.

Abstract:

Student-centred learning (SCL) is a concept that is gaining more and more prominence and interest across higher education in Europe. This article presents the European Students' Union's perspective on student-centred learning and its implementation through several different areas: its purpose, areas and aspects of higher education where it can be implemented, ways and methods of implementation, and noted misconceptions.

Taajamaa, Ville; Majanoja, Anne-Maarit; Bagiati, Aikaterini; Guo, Xing; Leppänen, Ville (2017):

University Education as a Pathway to Innovation. Perspective on Building Students Innovation Capabilities in Sino-European Education Set-up.

In: Journal of the European Higher Education Area (3), S. 59–80.

Abstract:

The focus of this study is to shed light on how activating teaching methods coupled with design thinking processes can promote innovation capabilities among university students. The study adopts the perspective of new product development

in engineering education. The data for the study were drawn from an international master's course focusing on the Fuzzy Front End of product development. Based on the literature and the course learning outcomes, we identified the teaching methods that facilitate learning the required skills and mindset to enhance students' innovation capabilities.

van Zoonen, Liesbet (2017):

Challenges and Opportunities for European Graduate Schools in Social Sciences and Humanities.

In: Journal of the European Higher Education Area (1), S. 53–68.

Abstract:

European graduate schools in the social sciences and humanities encounter serious challenges and mixed results by offering interdisciplinary training, accommodating an international community of PhD candidates and achieving intersectoral collaboration. This article describes these challenges in terms of PhD candidates, staff, curriculum and the organisation of these schools and identifies some opportunities for improvement.

Walsh, James A. (2017):

Evaluation of Curriculum Reform at Maynooth University.

In: Journal of the European Higher Education Area (2), S. 51–76.

Abstract:

The literature on tertiary level curriculum change has tended to focus strongly on how change processes are initiated, designs for alternatives and the resources required for implementation. The monitoring, review and evaluation of the outcomes from major curriculum reform has received much less attention. This paper draws upon recent experience in Maynooth University to develop a research and evaluation framework for monitoring the impacts of a comprehensive university-wide reform of the curriculum. The focus is on the purpose of an evaluation in this context, what should be evaluated and how, who should be included and at what stages in a project should the research and evaluation occur?

Wikman, Anniina (2017):

Developing Engaging Quality Assurance Processes. A Practice-Based Case Study Relating to Academic Partnerships.

In: Journal of the European Higher Education Area (2), S. 1–16.

Abstract:

What should be taken into account when developing university quality assurance policies to ensure maximum engagement leading to successful implementation? How can the resistance for developing yet another QA policy be minimised through engaging the relevant academic staff and professional services at the policy development stage? This paper is based on a review of the development processes of three quality assurance policies relating to academic partnerships at a mid-sized,modern university in London, and how the relevant academic or administrative members of staff at the university were engaged in the development process. The aim of the paper is to develop a model whereby the policies are ranked based on the complexity of stakeholder engagement, i.e. the level of resistance the development of the policies met among the teams responsible for implementing them. The paper also introduces lessons learned and best practice to address the different levels of complexity to ensure the policies would be implemented successfully.

Xing, Xin; Dervin, Fred; Fan, Pingjun (2017):

Truths, Omissions and Illusions in the Era of Marketization. Chinese University Leaders' Perceptions of Finnish Education.

In: Journal of the European Higher Education Area (4), S. 33–56.

Abstract:

The study aims to explore Chinese university leaders' (CULs) perceptions of Finnish education after a three-week training programme in Finland. A sample of six CULs was selected from a group of 20 people. The qualitative data were collected through six learning reports, four interviews and summary sessions after completing the programme in 2015, followed by a thematic analysis. CULs were positively surprised by the discourses about the principles behind the Finnish education system as well as by the education and learning environments. Meanwhile, they saw challenges in terms of balancing 'equality and marketization' in Finnish higher education, and in sufficient resources. CULs were empowered to be critically reflective of their previous thoughts and practices. In general, the training provided a useful platform for CULs to learn about Finnish education. In conclusion, the authors argue that ethical issues must be taken into consideration for sustainable Finnish education export to China, and to reflect the potential truths, omissions and illusions emerging from this training programme. The article is relevant for those who work on other contexts of edu-business, especially between Europe and China.

Minerva (55) 2017

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Original Articles

Aagaard, Kaare (2017):

The Evolution of a National Research Funding System. Transformative Change Through Layering and Displacement.

In: *Minerva* 55 (3), S. 279–297. DOI: 10.1007/s11024-017-9317-1.

Abstract:

This article outlines the evolution of a national research funding system over a timespan of more than 40 years and analyzes the development from a rather stable Humboldt-inspired floor funding model to a complex multi-tiered system where new mechanisms continually have been added on top of the system. Based on recent contributions to Historical Institutionalism it is shown how layering and displacement processes gradually have changed the funding system along a number of dimensions and thus how a series of minor adjustments over time has led to a transformation of the system as a whole. The analysis also highlights the remarkable resistance of the traditional academically oriented research council system towards restructuring. Due to this resistance the political system has, however, circumvented the research council system and implemented change through other channels of the funding system. For periods of time these strategies have marginalized the role of the councils.

Brint, Steven; Carr, Cynthia E. (2017):

The Scientific Research Output of U.S. Research Universities, 1980–2010. Continuing Dispersion, Increasing Concentration, or Stable Inequality?

In: *Minerva* 55 (4), S. 435–457. DOI: 10.1007/s11024-017-9330-4.

Abstract:

Extending and expanding Geiger and Feller's (1995) analysis of increasing dispersion in R&D expenditures during the 1980s, the paper analyzes publication and citation counts as well as R&D expenditures for 194 top producers using Web of Science data. We find high and stable levels of inequality in the 1990s and 2000s, combined with robust growth both in the system and on individual campuses, considerable opportunities for short-range mobility and very limited opportunities for long-range mobility. Initial investments in research, private control, and the capacity of wealthy institutions to attract productive faculty are associated with high levels of scientific output. New entrants to the system and those that leave the system are both clustered near the bottom of the hierarchy.

Bühlmann, Felix; Benz, Pierre; Mach, André; Rossier, Thierry (2017):

Mapping the Power of Law Professors. The Role of Scientific and Social Capital.

In: *Minerva* 55 (4), S. 509–531. DOI: 10.1007/s11024-017-9333-1.

Abstract:

As a scientific discipline and profession, law has been for centuries at the heart of social and political power of many Western societies. Professors of law, as influential representatives of the profession, are important powerbrokers between academia, politics and the corporate world. Their influence is based on scientific reputation, institutional mandates inside and outside academia or privileged network connections with people in powerful positions. In this study, based on a full

sample of all Swiss law professors in the years 1957, 1980 and 2000 (n = 311), we contrast two theories of the distribution of power among law professors: Bourdieu's thesis on the trade-off between scientific reputation and (extra)-academic institutional power vs. the thesis of an opposition between a group of established incumbents and socio-demographically marginal challengers who try to gain access to the profession. We show that among Swiss law professors the endowment with scientific capital is not opposed to the possession of institutional power within (or outside) academia. Our findings reveal rather an opposition between a challenging group of professors devoid of resources and an incumbent fraction with a high amount of scientific, institutional and social capital alike. In the conclusion we discuss a series of explanations of this specific power structure, including the specific status scientific reputation and social capital can have for law professors.

Cambrosio, Alberto; Bourret, Pascale; Keating, Peter; Nelson, Nicole (2017):

Opening the Regulatory Black Box of Clinical Cancer Research. Transnational Expertise Networks and "Disruptive" Technologies.

In: *Minerva* 55 (2), S. 161–185. DOI: 10.1007/s11024-017-9324-2.

Abstract:

Building on previous work on "regulatory objectivity," the paper examines recent translational research and cancer genomics to explore the bundle of scientific and regulatory activities that generate and manage the platforms at the core of clinical trials, the "gold standard" of clinical research and evidence-based medicine. In particular, the paper explores the activities of a chain of mediators within a seamless regulatory web characterized by the interaction of endogenous and hybrid regulatory activities that are neither hierarchical nor linear. We contend that a full understanding of the dynamics of regulation in the biomedical domain ought to consider this chain of mediations; that their analysis necessitates understanding the content of the practices they regulate; and that in addition to examining the interactions between different regulatory modalities, we need to pay attention to their development insofar as regulation, far from being mere routine, leads to the emergence of novelty by coproducing the entities it regulates. These activities include not only setting out the conditions that must be respected in order to produce reliable test results, but also the conditions that define the relations (within a clinical context) between the different components of diagnosis as well as the consequences of such relations on clinical judgment. This is why we cannot treat organizational practices as distinct from the content of bio-clinical activities.

Demortain, David (2017):

Expertise, Regulatory Science and the Evaluation of Technology and Risk. Introduction to the Special Issue.

In: *Minerva* 55 (2), S. 139–159. DOI: 10.1007/s11024-017-9325-1.

Abstract:

Regulating technologies, innovations and risks is an activity that, as much as scientific research needs proofs and evidence. It is the site of development of a distinct kind of science, regulatory science. This special issue addresses the question of the standards of knowledge governing how we test, assess and monitor technologies and their effects. This topic is relevant and timely in the light of problematics of regulation of innovation, regulatory failure and capture. Given the enormous decisions and stakes regulatory science commends, it becomes crucial to ask where its standards come from and gain credibility, but also what valuations of technology and appreciations of their risks or benefits do they embed, and who controls them? This paper introduces the four contributions comprising the special issue, and outlines a perspective from which to question the construction of regulatory science or, in the terminology adopted here, the authorization and standardization of regulatory knowledge, particularly the role of networks of scientific experts therein.

Downer, John (2017):

The Aviation Paradox. Why We Can 'Know' Jetliners But Not Reactors.

In: *Minerva* 55 (2), S. 229–248. DOI: 10.1007/s11024-017-9322-4.

Abstract:

Publics and policymakers increasingly have to contend with the risks of complex, safety-critical technologies, such as airframes and reactors. As such, 'technological risk' has become an important object of modern governance, with state regulators as core agents, and 'reliability assessment' as the most essential metric. The Science and Technology Studies (STS) literature casts doubt on whether or not we should place our faith in these assessments because predictively calculating the ultra-high reliability required of such systems poses seemingly insurmountable epistemological problems. This paper argues that these misgivings are warranted in the nuclear sphere, despite evidence from the aviation sphere suggesting that such calculations can be accurate. It explains why regulatory calculations that predict the reliability of new airframes cannot work in principle, and then it explains why those calculations work in practice. It then builds on this explanation to argue that the means by which engineers manage reliability in aviation is highly domain-specific, and to suggest how a more nuanced understanding of jetliners could inform debates about nuclear energy.

Faulkner, Alex; Poort, Lonneke (2017):

Stretching and Challenging the Boundaries of Law. Varieties of Knowledge in Biotechnologies Regulation.

In: *Minerva* 55 (2), S. 209–228. DOI: 10.1007/s11024-017-9326-0.

Abstract:

The paper addresses the question of adaptation of existing regulatory frameworks in the face of innovation in biotechnologies, and specifically the roles played in this by various expert knowledge practices. We identify two overlapping ideal types of adaptation: first, the stretching and maintenance of a pre-existing legal framework, and second, a breaking of existing classifications and establishment of a novel regime. We approach this issue by focusing on varieties of regulatory knowledge which, contributing to and parting of political legitimacy, in principle enable the making of legally binding decisions about risks and benefits of technologies. We base the discussion around two case studies, one of animal biotechnology ethical regulation, the other of 'advanced therapy' medicinal product regulation, both in the context of European Union frameworks. Specifically, we explore the knowledge configurations constituting expert committees and other institutional formations of expert regulatory knowledge in their political context. We show that where sectoral and moral boundaries are challenged, different modes of regulatory knowledge beyond scientific forms – legal, procedural, moral, economic and industrial – can shape regulatory innovations either by maintenance of regimes through commensuration and stretching, or through differentiation and separation creating new frameworks. We conclude that establishing an essential techno-scientific difference between pre-existing and novel technologies does not in itself require new regulatory structures, and that the regulatory strategy that is followed will be determined by a combination of different forms of knowledge.

Grundmann, Reiner (2017):

The Problem of Expertise in Knowledge Societies.

In: *Minerva* 55 (1), S. 25–48. DOI: 10.1007/s11024-016-9308-7.

Abstract:

This paper puts forward a theoretical framework for the analysis of expertise and experts in contemporary societies. It argues that while prevailing approaches have come to see expertise in various forms and functions, they tend to neglect the broader historical and societal context, and importantly the relational aspect of expertise. This will be discussed with regard to influential theoretical frameworks, such as laboratory studies, regulatory science, lay expertise, post-normal science, and honest brokers. An alternative framework of expertise is introduced, showing the limitations of existing frameworks and emphasizing one crucial element of all expertise, which is their role in guiding action.

Hammarfelt, Björn; Rijcke, Sarah de; Wouters, Paul (2017):

From Eminent Men to Excellent Universities. University Rankings as Calculative Devices.

In: *Minerva* 55 (4), S. 391–411. DOI: 10.1007/s11024-017-9329-x.

Abstract:

Global university rankings have become increasingly important 'calculative devices' for assessing the 'quality' of higher education and research. Their ability to make characteristics of universities 'calculable' is here exemplified by the first proper university ranking ever, produced as early as 1910 by the American psychologist James McKeen Cattell. Our paper links the epistemological rationales behind the construction of this ranking to the sociopolitical context in which Cattell operated: an era in which psychology became institutionalized against the backdrop of the eugenics movement, and in which statistics of science became used to counter a perceived decline in 'great men.' Over time, however, the 'eminent man,' shaped foremost by heredity and upbringing, came to be replaced by the excellent university as the emblematic symbol of scientific and intellectual strength. We also show that Cattell's ranking was generative of new forms of the social, traces of which can still be found today in the enactment of 'excellence' in global university rankings.

Hauray, Boris (2017):

From Regulatory Knowledge to Regulatory Decisions. The European Evaluation of Medicines.

In: *Minerva* 55 (2), S. 187–208. DOI: 10.1007/s11024-017-9323-3.

Abstract:

Medicines regulators have generally adopted a scientistic view of medicines evaluation, which they present as an exercise that should—and indeed can—be purely "objective," based only on knowledge produced through validated research protocols. The growing body of social science literature analyzing the regulation of medicines has questioned this pretense of objectivity and underlined the socio-political construction of evidence on the risks and benefits of medicines. But while the European Medicines Agency has become the dominant regulatory body in Europe and a key player at world level, very few studies have investigated its actual practices. Based on interviews with European regulators, but also on direct observations of several meetings of the European Medicines Agency's main expert committee, this article aims to analyze how regulatory knowledge is defined and then transformed into regulatory decisions. First, it describes the main characteristics of European medicines regulation and the historical definition of what can count as "objective" evidence on the safety and efficacy of medicines. Second, it demonstrates that experts use many different types of knowledge in building their opinions: the results of studies, but also knowledge about firms' past and present strategies, about patients' needs and future behavior, about the state of research and clinical practices, and about legal and policy-making issues. Third, it explains why, in spite of the various forms of knowledge involved, experts manage to produce consensual opinions on medicines and why these opinions are considered genuine decisions in the sector.

Heidler, Richard (2017):

Epistemic Cultures in Conflict. The Case of Astronomy and High Energy Physics.

In: *Minerva* 55 (3), S. 249–277. DOI: 10.1007/s11024-017-9315-3.

Abstract:

The article presents an in-depth analysis of epistemic cultures in conflict by exemplifying the epistemic conflict between high energy physics (HEP) and astronomy which emerged after the discovery of "dark energy" and the accelerating expansion of the universe. It suggests a theoretical framework combining Knorr-Cetina's concept of epistemic cultures with Whitley's theory of dependencies in the sciences system, which explains that epistemic conflicts occur, if the strategic and functional dependency of two incommensurable epistemic cultures is suddenly growing. The pre-history of the conflict is discussed on a micro-level for the two research groups involved in the breakthrough. The analysis of the consequent epistemic conflict on a macro-level reveals that it embraces the preferred epistemic strategy, the collaboration style, the instrumental concepts and the question how social legitimacy can be generated.

Laudel, Grit (2017):

How do National Career Systems Promote or Hinder the Emergence of New Research Lines?

In: *Minerva* 55 (3), S. 341–369. DOI: 10.1007/s11024-017-9314-4.

Abstract:

Early career researchers are faced with the expectation of their scientific communities to conduct independent research, which is reflected in the development of independent new research lines. This change must take place under conditions that vary between national career systems. Case studies for a chair system (Germany) and two tenure systems, one with strong hierarchies (the Netherlands) and one with flat hierarchies (Australia) were conducted. The career conditions created by universities and funding agencies during this transition phase towards independence are systematically compared for two fields, molecular biology and history. Despite their different structures functional equivalents lead to similar outcomes: Only a small group of the potential elite had sufficient 'protected space' to start new research lines without delay. The majority of early career researchers encountered limitations of their 'protected space.' Differences between the systems occurred due to the increasing importance of the external funding system for the creation of 'protected space': researchers were better off in a rich funding landscape with higher grant success rates.

Moessner, Nicola; Kitcher, Philip (2017):

Knowledge, Democracy, and the Internet.

In: *Minerva* 55 (1), S. 1–24. DOI: 10.1007/s11024-016-9310-0.

Abstract:

The internet has considerably changed epistemic practices in science as well as in everyday life. Apparently, this technology allows more and more people to get access to a huge amount of information. Some people even claim that the internet leads to a democratization of knowledge. In the following text, we will analyze this statement. In particular, we will focus on a potential change in epistemic structure. Does the internet change our common epistemic practice to rely on expert opinions? Does it alter or even undermine the division of epistemic labor? The epistemological framework of our investigation is a naturalist-pragmatist approach to knowledge. We take it that the internet generates a new environment to which people seeking information must adapt. How can they, and how should they, expand their repertory of social markers to continue the venture of filtering, and so make use of the possibilities the internet apparently provides? To find answers to these questions we will take a closer look at two case studies. The first example is about the internet platform WikiLeaks that allows so-called whistle-blowers to anonymously distribute their information. The second case study is about the search engine Google and the problem of personalized searches. Both instances confront a knowledge-seeking individual with particular difficulties which are based on the apparent anonymity of the information distributor. Are there ways for the individual to cope with this problem and to make use of her social markers in this context nonetheless?

Montgomery, Kathleen; Oliver, Amalya L. (2017):

Conceptualizing Fraudulent Studies as Viruses. New Models for Handling Retractions.

In: *Minerva* 55 (1), S. 49–64. DOI: 10.1007/s11024-016-9311-z.

Abstract:

This paper addresses the growing problem of retractions in the scientific literature of publications that contain bad data (i.e., fabricated, falsified, or containing error), also called "false science." While the problem is particularly acute in the biomedical literature because of the life-threatening implications when treatment recommendations and decisions are based on false science, it is relevant for any knowledge domain, including the social sciences, law, and education. Yet current practices for handling retractions are seen as inadequate. We use the metaphor of a virus to illustrate how such studies can spread and contaminate the knowledge system, when they continue to be treated as valid. We suggest drawing from public health models designed to prevent the spread of biological viruses and compare the strengths and weaknesses of the current governance model of professional self-regulation with a proposed public health governance model. The paper concludes by considering the value of adding a triple-helix model that brings industry into the university-state governance mechanisms and incorporates bibliometric capabilities needed for a holistic treatment of the retraction process.

Novotny, Adam (2017):

The Heterogeneity of the Academic Profession. The Effect of Occupational Variables on University Scientists' Participation in Research Commercialization.

In: *Minerva* 55 (4), S. 485–508. DOI: 10.1007/s11024-017-9321-5.

Abstract:

Do academics who commercialize their inventions have a different professional character than those who do not? The author conducted a nationwide survey in Hungary including 1,562 academics of hard sciences from 14 universities. According to the cluster analysis based on their participation in research commercialization (RC), university scholars can be divided into three distinct groups: 'traditional faculty' (56%), 'market-oriented faculty' (22%), and 'academic entrepreneurs' (22%). Traditional faculty members typically do not participate in RC, while, within the framework of the university, market-oriented academics are engaged in RC the most frequently. Academic entrepreneurs, in addition to their university positions, work for spin-off firms that commercialize research findings. Multinomial logistic regressions revealed that university scientists in various engineering fields, and especially in chemical technology, as well as in biotechnology and pharmaceutics have a considerably greater potential to engage in RC, similar to scholars with industry work experience, high number of publications, and professorial rank. Discipline, work experience, scientific performance, and academic rank seem to outweigh the effect of the university and its location on RC behavior. These findings underscore the inherent diversity of the academic profession and question the necessity of implementing uniform RC policies such as the Bayh–Dole model across universities, disciplines, and segments of university scientists.

Olson, Rebecca E.; Brosnan, Caragh (2017):

Examining Interprofessional Education Through the Lens of Interdisciplinarity. Power, Knowledge and New Ontological Subjects.

In: *Minerva* 55 (3), S. 299–319. DOI: 10.1007/s11024-017-9316-2.

Abstract:

Interprofessional education (IPE) – students of different professions learning together, from and about each other – is increasingly common in health professional degrees. Despite its explicit aims of transforming identities, practices and relationships within/across health professions, IPE remains under-theorised sociologically, with most IPE scholarship focussed on evaluating specific interventions. In particular, the significance of a shared knowledge base for shaping professional power and subjectivity in IPE has been overlooked. In this paper we begin to develop a framework for theorising IPE in allied health, by drawing parallels with a cognate area in which there has already been fruitful conceptual development: interdisciplinarity. Specifically, we offer a worked example of how the two areas may be brought into dialogue, by deploying Barry, Born and Weszkalnys' (2008) conceptualisation of interdisciplinarity as a lens for understanding IPE. Following Barry et al. (2008) we delineate a number of 'modes' and 'logics' of knowledge-production that emerge both in IPE literature and in our own empirical study of IPE. Our empirical data are drawn from 32 semi-structured interviews with 19 allied health students participating in an IPE curriculum at one Australian university. Findings point to the emergence of interprofessional practitioner identities among students that have the potential to undermine traditional epistemological boundaries and transcend role-based distinctions in future health profession(al)s. We argue that Barry et al.'s 'logic of ontology' sheds light on previously unidentified processes of transformation within IPE, and offers a theoretical framework that can explain the importance of a shared pan-professional knowledge base for the reflexive individual construction of new interprofessional ontological subjects.

Powell, Justin J.W.; Dusdal, Jennifer (2017):

Science Production in Germany, France, Belgium, and Luxembourg. Comparing the Contributions of Research Universities and Institutes to Science, Technology, Engineering, Mathematics, and Health.

In: *Minerva* 55 (4), S. 413–434. DOI: 10.1007/s11024-017-9327-z.

Abstract:

Charting significant growth in science production over the 20th century in four European Union member states, this neo-institutional analysis describes the development and current state of universities and research institutes that bolster Europe's position as a key region in global science. On-going internationalization and Europeanization of higher education

and science has been accompanied by increasing competition as well as collaboration. Despite the policy goals to foster innovation and further expand research capacity, in cross-national and historical comparison neither the level of R&D investments nor country size accounts completely for the differential growth of scientific productivity. Based on a comprehensive historical database from 1900 to 2010, this analysis uncovers both stable and dynamic patterns of production and productivity in Germany, France, Belgium, and Luxembourg. Measured in peer-reviewed research articles collected in Thomson Reuters' Science Citation Index Expanded, which includes journals in the fields of Science, Technology, Engineering, Mathematics, and Health, we show the varying contributions of different organizational forms, especially research universities and research institutes. Comparing the institutionalization pathways that created the conditions necessary for continuous and strong growth in scientific productivity in the European center of global science emphasizes that the research university is the key organizational form across countries.

Roedder, Simone (2017):

The Climate of Science-Art and the Art-Science of the Climate. Meeting Points, Boundary Objects and Boundary Work.

In: *Minerva* 55 (1), S. 93–116. DOI: 10.1007/s11024-016-9312-y.

Abstract:

This paper reports experiences from an art-science project set up in an educational context as well as in the tradition of placing artists in labs. It documents artists' and scientists' imaginations of their encounter and analyses them drawing on the concepts of "boundary object" and "boundary work". Conceptually, the paper argues to broaden the idea of boundary objects to include inhibitory boundary objects that hinder rather than facilitate communication across boundaries. This focus on failures to link social worlds brings the boundary object concept closer to Gieryn's boundary work and allows for a co-application of the two concepts in the analysis of cross-boundary communication. Empirically, the paper provides an in-depth ethnographic description of an art-science project as a resource for future practice. In conclusion, the art-science encounter included meeting points as well as multiple levels of boundary work which engaged the artists in a different way than as illustrators of scientific representations of climate change. The closer they got to the research practice the more the public and policy construct of climate change disappeared. Rather than political activism, the approach triggered explorations of the scientific context, including affirmative as well as critical re-imaginations of research practices. Artists and scientists acted as publics for one another, as resources to draw on for reflection and self-identification. But instead of cutting back or renegotiating standards of one's own practice, especially the artists engaged in boundary work creating space to produce a piece of art according to their own criteria of quality and relevance.

Sapir, Adi (2017):

Protecting the Purity of Pure Research. Organizational Boundary-Work at an Institute of Basic Research.

In: *Minerva* 55 (1), S. 65–91. DOI: 10.1007/s11024-016-9309-6.

Abstract:

Research institutions and universities are positioned in a state of inherent struggle to reconcile the pressures and demands of the external environment with those of the scientific community. This paper is focused on one contested area, the division between basic and applied research, and explores how universities work to balance organizational legitimacy and scientific reputation. Building on an in-depth case study of the Weizmann Institute of Science, established as an institute of basic research in the context of the new Israeli state, I explore how managers and scientists at the Institute engaged in organizational experimentation to demarcate basic and applied research during the 1950s–1970s. In analyzing the case of the Weizmann Institute, the paper draws on the concept of boundary-work and explores organizational strategies of boundary-work focused on the demarcation of activities and units and creation of new organizational forms.

Shah, Esha (2017):

Who is the Scientist-Subject? A Critique of the Neo-Kantian Scientist-Subject in Lorraine Daston and Peter Galison's Objectivity.

In: *Minerva* 55 (1), S. 117–138. DOI: 10.1007/s11024-017-9313-5.

Abstract:

The main focus of this essay is to closely engage with the role of scientist-subjectivity in the making of objectivity in Lorraine Daston and Peter Galison's book Objectivity, and Daston's later and earlier works On Scientific Observation and The Moral Economy of Science. I have posited four challenges to the neo-Kantian and Foucauldian constructions of the co-implication of psychology and epistemology presented in these texts. Firstly, following Jacques Lacan's work, I have argued that the subject of science constituted by the mode of modern science suffers from paranoia. It is not the fear of subjectivity interfering with objectivity but the impossibility of knowing the truth of the real that causes paranoia. Here, I have argued that it is not the ethos of objectivity that drives epistemology as Daston and Galison suggest, but the pathos of paranoia. The second challenge builds upon Kant's own denial that the perfect correspondence between the human will and the moral law is possible. Kant himself thought that an ethical human act is impossible without the component of "pathology." This questions Daston and Galison's argument that there is always ethical imperative at the core of epistemic virtue. The third challenge contests the way Daston and Galison take appearance for being in their application of the Foucauldian concept of technologies of the self in modeling the master scientist-self. The fourth challenge questions the notion of the psychological and unconscious in the making of epistemology in Daston's later and earlier work. Against this background, I aim to make a claim that understanding and disclosing "entities" in the scientific domain presupposes an understanding of "being" in general. My goal is to open up the discussion for an alternative conception of the scientist-subject and thereby an affective and existential formulation of science.

Tao, Yu; Hong, Wei; Ma, Ying (2017):

Gender Differences in Publication Productivity Among Academic Scientists and Engineers in the U.S. and China. Similarities and Differences.

In: *Minerva* 55 (4), S. 459–484. DOI: 10.1007/s11024-017-9320-6.

Abstract:

Gender differences in science and engineering (S&E) have been studied in various countries. Most of these studies find that women are underrepresented in the S&E workforce and publish less than their male peers. The factors that contribute to gender differences in experience and performance in S&E careers can vary from one country to another, yet they remain underexplored. This paper is among the first to systematically compare gender differences in the publication productivity of academic scientists and engineers with doctoral degrees in the U.S. and China. Findings from negative binomial regressions show that women publish less than their male counterparts in science but not in engineering in the U.S. In China, women do not differ from men in publication productivity in science but publish more than their male counterparts in engineering. In addition, we find that some background variables affect men's and women's publication productivity differently. The findings are analyzed in the context of the different cultures of the two fields (science vs. engineering) and of the two countries (the U.S. and China). Limitations and policy implications are also discussed.

Vuolanto, Pia; Laiho, Anne (2017):

The Gender Perspective in Nursing Research. A Theoretical Treasure Chest or a 'Thorn' in the Side?

In: *Minerva* 55 (3), S. 371–390. DOI: 10.1007/s11024-017-9318-0.

Abstract:

This article contributes to the current discussion on interdisciplinarity in the health research field. It focuses on the relationship between nursing research and gender research. Nursing research is a 'health sciences' field which draws from the social sciences, the humanities, and biomedicine. Previous research shows the difficulties that social scientists face in their efforts to integrate with biomedical scientists. The aim of this article is to analyse nursing researchers' views about one potential collaboration partner in the social sciences and humanities: gender research. The study draws its theoretical insights from research within the sociology of science. It uses ideas about the intertwining of power and knowledge, which is especially emphasised in the works of Pierre Bourdieu. The research material consists of 180 abstracts of nursing research articles that argue in some way about the relationship between nursing research and gender research. The Scopus database was selected because it covers nursing research in a broad sense. The scope (28 years) of the study is long. The close reading of abstracts is inspired by rhetorical discourse analysis. We found three clearly different but also overlapping discourses that justified gender perspectives in nursing research: Gender research helps to highlight the socio-political context in nursing research; Gender research develops or reforms the nursing research tradition; and Gender research

exists as a form of critique within nursing research. Most of the nursing research abstracts regard gender research positively for both external and internal reasons. The abstracts also demonstrate the tensions in the relationship and discuss the views and reasons that generate scepticism towards gender research in nursing research.

Wright, Claire; Ville, Simon (2017):

Visualising the Interdisciplinary Research Field. The Life Cycle of Economic History in Australia.

In: *Minerva* 55 (3), S. 321–340. DOI: 10.1007/s11024-017-9319-z.

Abstract:

Interdisciplinary research is frequently viewed as an important component of the research landscape through its innovative ability to integrate knowledge from different areas. However, support for interdisciplinary research is often strategic rhetoric, with policy-makers and universities frequently adopting practices that favour disciplinary performance. We argue that disciplinary and interdisciplinary research are complementary, and we develop a simple framework that demonstrates this for a semi-permanent interdisciplinary research field. We argue that the presence of communicating infrastructures fosters communication and integration between disciplines and the interdisciplinary research field to generate innovative knowledge. We apply this to the experience of economic history in Australia in the second half of the twentieth century to demonstrate the life cycle of a semi-permanent interdisciplinary research field.

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Editorials

Preface.

[Preface] (2017). In: *Organization Studies* 38 (5), S. 667.

Abstract:

[Annotation to ISRF Essay Competition]

Smith, Wendy K.; Erez, Miriam; Jarvenpaa, Sirkka; Lewis, Marianne W.; Tracey, Paul (2017):

Adding Complexity to Theories of Paradox, Tensions, and Dualities of Innovation and Change. Introduction to Organization Studies Special Issue on Paradox, Tensions, and Dualities of Innovation and Change.

[Introduction]. In: *Organization Studies* 38 (3-4), S. 303–317. DOI: 10.1177/0170840617693560.

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

Abdelnour, Samer; Hasselbladh, Hans; Kallinikos, Jannis (2017):

Agency and Institutions in Organization Studies.

In: *Organization Studies* 38 (12), S. 1775–1792. DOI: 10.1177/0170840617708007.

Abstract:

Agency and institutions are essential concepts within institutional theory. In this Perspectives issue, we draw on a select group of Organization Studies articles to provide an overview of the topic of agency and institutions. We first consider different ways of defining agency and institutions and examine their implications for institutional theory. We then analyse the relationship of actors and institutions through four lenses – *the wilful actor, collective intentionality, patchwork institutions and modular individuals.* Our analysis leads us to dissociate agency from individuals and view it as a capacity or quality that stems from resources, rights and obligations tied to the roles and social positions actors occupy. Roles and social positions are institutionally engineered. It is social actors qua occupants of roles and positions (not individuals) that enter the social 'stage' and exercise agency.

Annosi, Maria Carmela; Foss, Nicolai; Brunetta, Federica; Magnusson, Mats (2017):

The Interaction of Control Systems and Stakeholder Networks in Shaping the Identities of Self-Managed Teams.

In: *Organization Studies* 38 (5), S. 619–645. DOI: 10.1177/0170840616679454.

Abstract:

Team identity has received little research attention even though an increasing number of firms are moving to team-based organizations and there is evidence that teams form identities. We explore the extent to which team identity can be institutionalized as a central organizing principle of team-based firms. We argue that managerial and stakeholder interventions shape the self-construction of team identity as well as the team's commitment to specific work objectives. We also suggest that team identity becomes isomorphic to organizational identity because of pressures related to: (1) the presence of a dense network of managers and stakeholders, which orients teams towards a focus on certain aspects of the higher-order identity; (2) the use of team routines and regular feedback loops, which force alignment with the organizational identity; and (3) the use of coordinating roles aimed at promoting, ratifying and reinforcing the convergence of identity within the team. We analyse multiple cases from a major multinational corporation in the telecommunications industry, which we examine through the lens of a multi-level model of controls involving the micro, meso and macro organizational levels. We expand and refine the model in the process.

Bailey, Diane E. (2017):

Shifting Practices: Reflections on Technology, Practice, and Innovation by Giovan Francesco Lanzara. Cambridge, MA: MIT Press, 2016. 287 pp.

In: *Organization Studies* 38 (3-4), S. 564–567. DOI: 10.1177/0170840616673806.

Barinaga, Ester (2017):

Tinkering with Space. The Organizational Practices of a Nascent Social Venture.

In: *Organization Studies* 38 (7), S. 937–958. DOI: 10.1177/0170840616670434.

Abstract:

The article seeks to further our understanding of the process of organizing nascent social ventures. It builds upon current research on the political and collaborative nature of the social entrepreneurial process, and takes an ANT-inspired processual approach to follow the organizational practices carried by a nascent social venture in its efforts to mobilize stakeholders, bring about collaboration and ultimately secure resources. It draws upon empirical material generated during the first year of a social venture I founded and continue to chair. Findings highlight the adaptive and fluid nature of the organizational practices involved in nascent organizations and indicate that the capacity to continuously adjust the qualities of the eventual venture to the stakes of potential partners is instrumental to start up the venture. The article suggests the notion of tinkering to underscore the fluidity, the ongoing and piecemeal everyday work of such organizing processes. Further, findings highlight the extent to which social ventures, as well as the engaged scholar, are caught in the networks that contribute to reproduce the social problem they aim to change.

Battard, Nicolas; Donnelly, Paul F.; Mangematin, Vincent (2017):

Organizational Responses to Institutional Pressures. Reconfiguration of Spaces in Nanosciences and Nanotechnologies.

In: *Organization Studies* 38 (11), S. 1529–1551. DOI: 10.1177/0170840616685359.

Abstract:

The literature on organizational responses to institutional pressures describes responses ranging from compliance to resistance via different modes of decoupling. However, although these studies provide a greater understanding of the phenomenon, they tend to consider the different elements separately. Through a comparative case study of six research teams in the area of nanosciences and nanotechnologies, we offer three contributions. Our first contribution is to the decoupling literature by way of a complementary and cohesive framework, which shows that organizations vary in their responses by reconfiguring their physical (policy and materiality), mental (meaning) and social (identity) spaces, and that each space can be reconfigured at the core or periphery, or not be reconfigured. Our second and third contributions are through descriptions of two modes of organizational responses to institutional pressures and two factors explaining the variety of responses.

Bednarek, Rebecca; Paroutis, Sotirios; Sillince, John (2017):

Transcendence through Rhetorical Practices. Responding to Paradox in the Science Sector.

In: *Organization Studies* 38 (1), S. 77–101. DOI: 10.1177/0170840616655486.

Abstract:

Organizations are often required to meet contradictory but interrelated objectives. An important response to such paradoxes is transcendence: the ability to view both poles of the paradox as necessary and complementary. Despite the centrality of transcendence to existing frameworks within the paradox literature, we still know little about its practice. We address this gap by surfacing and analysing rhetorical practices across three science organizations. We outline four rhetorical practices that constitute transcendence (Ordering, Aspiring, Signifying, and Embodying) as well as the underlying features of these practices that explain how they construct a response to paradox. In particular, we show that transcendence entailed balancing the enabling features of focus (paradoxical content/context), time (stability/change) and distance (maintaining/reducing). Finally, we develop a dynamic view of transcendence as a process of oscillation, showing how these practices are bundled together and interrelate to construct moments of transcendence.

Belfrage, Claes; Hauf, Felix (2017):

The Gentle Art of Retroduction. Critical Realism, Cultural Political Economy and Critical Grounded Theory.

In: *Organization Studies* 38 (2), S. 251–271. DOI: 10.1177/0170840616663239.

Abstract:

This article, first, proposes critical grounded theory (CGT) as a way to develop systematically an array of methods and theoretical propositions into a coherent critical methodology for organization studies (and beyond). Second, it demonstrates CGT's usefulness through a case study of competing recovery projects from the Icelandic financial crisis. CGT is developed in engagement with the emerging paradigm of cultural political economy (CPE) and its preferred method of critical discourse analysis (CDA). CPE analyses the evolution of 'economic imaginaries' in both their structural/material and semiotic/discursive dimensions. This requires a critical realist, multi-dimensional research strategy which emphasizes ethnographic methods and substantial theoretical and historical work. The proposed methodology of CGT enables a retroductive research process that combines deductive theoretical deskwork with inductive fieldwork enabled by grounded theory tools to analyse organizational process, stability and change.

Beyes, Timon (2017):

Colour and Organization Studies.

In: *Organization Studies* 38 (10), S. 1467–1482. DOI: 10.1177/0170840616663240.

Abstract:

Colour is inescapable. It fills and forms the world, shaping what can be felt and known, desired and expressed. It thus becomes social technology and organizational tool. At the same time, however, colour betrays, undermines and subverts the attempts to manage it. Based on an understanding of colour as aesthetic force and medium of transformation, the essay presents a montage of scenes that set up encounters with what colour does: how it affects organization, and how it is affected by organization; how it organizes what is given to perception, knowledge and organization itself, and how it is reorganized in return.

Boussebaa, Mehdi; Brown, Andrew D. (2017):

Englishization, Identity Regulation and Imperialism.

In: *Organization Studies* 38 (1), S. 7–29. DOI: 10.1177/0170840616655494.

Abstract:

What are the power/identity implications of the increasing Englishization of non-Anglophone workplaces around the world? We address this question using an analytical framework that combines a focus on micro/meso-level processes of identity regulation with attentiveness to the macro-level discourse of English as a global language. Drawing on reflexive fieldwork conducted at a major French university, we show how Englishization is bound up with processes of normalization, surveillance and conformist identity work that serve to discipline local selves in line with the imperative of international competitiveness. Concomitantly, we also show that Englishization is not a totalizing form of identity regulation; it is contested, complained about and appropriated in the creative identity work of those subject to it. Yet, moving from the micro/meso- to the macro-level, we argue that Englishization is ultimately 'remaking' locals as Anglophones through a quasi-voluntary process of imperialism in the context of a US-dominated era of 'globalization' and 'global English'. We discuss the theoretical implications of these insights and open some avenues for future research.

Boutinot, Amélie; Joly, Iragaël; Mangematin, Vincent; Ansari, Shaz (2017):

Exploring the Links between Reputation and Fame. Evidence from French Contemporary Architecture.

In: *Organization Studies* 38 (10), S. 1397–1420. DOI: 10.1177/0170840616670433.

Abstract:

Why are some organizations famous? We argue that fame results from a conjunction of several audience-specific reputations. Expert reputation (i.e. reputation among members of a knowledgeable group, such as a cultural elite or critics) acts as a mediator for achieving fame for organizations held in high esteem by their peers and clients. Based on a unique database of 103 architectural companies in France, our analysis uses structural equation modelling (SEM) combined with mediation effects to reveal that expert reputation can lead to fame by mediating peer and client reputations. We contribute to the literature by explaining why only some organizations already reputed among peers and clients are famous in society at large.

Bristow, Alexandra; Robinson, Sarah; Ratle, Olivier (2017):

Being an Early-Career CMS Academic in the Context of Insecurity and 'Excellence'. The Dialectics of Resistance and Compliance.

In: *Organization Studies* 38 (9), S. 1185–1207. DOI: 10.1177/0170840616685361.

Abstract:

Drawing on a dialectical approach to resistance, we conceptualise the latter as a multifaceted, pervasive and contradictory phenomenon. This enables us to examine the predicament in which early-career Critical Management Studies academics find themselves in the current times of academic insecurity and 'excellence', as gleaned through this group's understandings of themselves as resisters and participants in the complex and contradictory forces constituting their field. We draw on 24 semi-structured interviews to map our participants' accounts of themselves as resisters in terms of different approaches to tensions and contradictions between, on the one hand, the interviewees' Critical Management Studies alignment and, on the other, the ethos of business school neoliberalism. Emerging from this analysis are three contingent and interlinked narratives of resistance and identity – diplomatic, combative and idealistic – each of which encapsulates a particular mode (negotiation, struggle, and laying one's own path) of engaging with the relationship between Critical Management Studies and the business school ethos. The three narratives show how early-career Critical Management Studies academics not only use existing tensions, contradictions, overlaps and alliances between these positions to resist and comply with selected forces within each, but also contribute to the (re-)making of such overlaps, alliances, tensions and contradictions. Through this reworking of what it means to be both Critical Management Studies scholars and business school academics, we argue, early-career Critical Management Studies academics can be seen as active resisters and re-constituters of their complex field.

Calabretta, Giulia; Gemser, Gerda; Wijnberg, Nachoem M. (2017):

The Interplay between Intuition and Rationality in Strategic Decision Making. A Paradox Perspective.

In: *Organization Studies* 38 (3-4), S. 365–401. DOI: 10.1177/0170840616655483.

Abstract:

Both intuition and rationality can play important roles in strategic decision making. However, a framework that specifically accounts for the interplay between intuition and rationality is still missing. This study addresses this gap by using a paradox lens and conceptualizes the intuition–rationality duality as a paradoxical tension. We draw on seven case studies of innovation projects to empirically derive a three-step process for managing this intuition–rationality tension through paradoxical thinking. Our empirical data suggest that management of the tension starts with preparing the ground for paradoxical thinking by creating managerial acceptance for the contradictory elements of rational and intuitive approaches to decision making. The process then continues by developing decision-making outcomes through the integration of intuitive and rational practices. Finally, the outcomes of paradoxical thinking are embedded into the organizational context. For each step of the model, we indicate a set of practices that, by leveraging intuitive or rational characteristics of decision making, practitioners can use to deal with this cognitive tension in the different steps of our model.

Cassell, Catherine; Lee, Bill (2017):

Understanding Translation Work. The evolving interpretation of a trade union idea.

In: *Organization Studies* 38 (8), S. 1085–1106. DOI: 10.1177/0170840616670435.

Abstract:

This paper uses data from a longitudinal, seven-year, cross-national study to explore the translation of a trade union idea. The aim of the paper is to examine and explicate the nature of the translation work undertaken to translate a trade union idea in a multi-organizational setting. In examining how the idea of the learning representative initiative was translated into the New Zealand context we draw upon a narrative analysis to reveal the complexities of the dynamic and ongoing translation of the idea and identify the nature of the translation work required. As such we contribute to the literature on the translation of ideas firstly by explicating the concept of real-time translation work in a novel empirical context, and secondly theoretically, by drawing attention to the distinctive characteristics of trade union translation work. In doing so we argue that translation work in this distinctive socio-political context requires ongoing vigilance and proprietorship of the idea by trade union actors and that such proprietorship is crucial in other cases where translators are coming from subordinate positions.

Cock, Christian de; O'Doherty, Damian (2017):

Ruin and Organization Studies.

In: *Organization Studies* 38 (1), S. 129–150. DOI: 10.1177/0170840616640311.

Abstract:

In this paper we offer a preliminary study of the various ways in which 'ruin' has significance for organization studies. One important motif associated with both modern and romantic treatments of ruins concerns the revelatory impressions they make. In this respect the tradition of ruin writing will talk of their 'beauty', their 'strangeness' or their capacity to 'intimidate', which somehow never fails to strike a responsive nerve in us. In order to attend to this elusive phenomenon we must necessarily breach some of the self-imposed boundaries of our 'discipline'. Taking up this challenge we follow W. G. Sebald in his use of contiguity as both method and textual structuring device, allowing us to drift across iconic ruin images, ruin theories and our own ruinous research experiences. This helps us learn how to 'dwell' in the ruin – without any impatient reaching after fact or explaining away ruins in the terms of an established tradition of theorizing in organization – and open up new analytic spaces and associations for organizational researchers. These concern specifically (a) a distinctive approach to time, history and memory; (b) an increased awareness of the multiplicity of forces impinging on organization, forces from which we so easily retreat behind the cordon sanitaire of organization-studies-as-usual; and (c) a cognisance of how the very way we write is a mode of doing organization that is crucial for our ability and willingness to look into 'all corners of reality' so that we might better grasp organizational phenomena.

Courpasson, David (2017):

Beyond the Hidden/Public Resistance Divide. How Bloggers Defeated a Big Company.

In: *Organization Studies* 38 (9), S. 1277–1302. DOI: 10.1177/0170840616685363.

Abstract:

In recent decades, organizational research on resistance has been largely characterized by a strict divide between hidden and public forms of resistance. We contend that this division impedes a full understanding of how resistance can be efficacious. We suggest that hidden and public forms of resistance are in fact interrelated and mutually reinforced along processes of struggle. In order to study this relationship, we analyze the four-and-a-half-year struggle of a group of dismissed employees against their former employer. This study aims to contribute to the literature in three ways. First, we show that the development of public resistance is nourished by discrete individualistic and non-confrontational expressions of dissent. Second, we demonstrate how the efficacy of resistance is influenced by the meaningfulness of the resisting space constituted by the blog, because of the intricacies between private lives and public roles. Finally, we show that the outcome of resistance is also influenced by the politics of the resisters themselves. We analyze resistance as a dynamic and ambivalent process during which the resisting group can disagree on strategy, thus triggering diverging initiatives that can develop into radicalization.

Courpasson, David (2017):

The Politics of Everyday.

In: *Organization Studies* 38 (6), S. 843–859. DOI: 10.1177/0170840617709310.

Abstract:

Stealing, doing something unauthorized, occupying places, feeling silly and on the edge… how can we account for these practices that make the everyday? Why would the notion of everyday be interesting for understanding people's experiences at work? How can we make sense of the myriad of disconnected actions, gestures and encounters that make the everyday? This essay takes its inspiration from Henri Lefebvre and Michel de Certeau's specific investigations of everyday life to draw a picture of current workplaces; it aims to capture some particulars of symbolic and material life at work, as well as some representations of lived experiences that are shared by people at work. We defend a dialectical view of the everyday by showing the link between forces of alienation and forces of emancipation. We draw from interviews to suggest the extraordinary influence of the ordinary actions over our lives.

Cuganesan, Suresh (2017):

Identity Paradoxes. How Senior Managers and Employees Negotiate Similarity and Distinctiveness Tensions over Time.

In: *Organization Studies* 38 (3-4), S. 489–511. DOI: 10.1177/0170840616655482.

Abstract:

Employee identity is shaped by a need to feel similarity to, as well as distinctiveness from, others in organizations. While this paradoxical tension is important we know little about how it is managed over time, especially when senior managers prioritize one element of the paradox over the other. Consequently I investigate how senior managers and employees negotiate the similarity–distinctiveness identity paradox over time, doing so through a longitudinal case study of a police organization undergoing change. The study contributes to prior paradox literature in two significant ways. First, it reveals how senior managers and employees negotiate tensions in employee identity between similarity and distinctiveness as an emergent and cyclical process of identity regulation and heterogeneous identity work. This shows how the balance between similarity and distinctiveness is both elusive to achieve for all organizational participants and difficult to sustain over time. Second, it highlights how defensive approaches to identity paradox may lead to positive outcomes, with this contingent on organizational participants' ability to make strong claims about the importance of the paradox element they favour for the organization's future.

Cui, Lin; Di Fan; Liu, Xiaohui; Li, Yi (2017):

Where to Seek Strategic Assets for Competitive Catch-up? A configurational study of emerging multinational enterprises expanding into foreign strategic factor markets.

In: *Organization Studies* 38 (8), S. 1059–1083. DOI: 10.1177/0170840616670441.

Abstract:

Emerging multinational enterprises (EMNEs) often engage in strategic-asset-seeking foreign direct investment (FDI) for competitive catch-up. This study explores the linkages between an EMNE's competitive scenario consisting of a configuration of its awareness-motivation-capability (AMC) conditions and the comparative institutional advantages of its strategic-asset-seeking destination. Our configurational analyses of Chinese FDIs in the technology-intensive industries of OECD countries reveal a taxonomy of four distinct asset-seeking strategies of EMNEs. Our findings shed novel insights into the strategic variations within EMNEs based on a theoretically and methodologically extended AMC framework. This study also extends the varieties of capitalism literature by addressing the implications of comparative institutional advantages for foreign entrants, rather than domestic incumbent firms.

Daskalaki, Maria; Kokkinidis, George (2017):

Organizing Solidarity Initiatives. A Socio-spatial Conceptualization of Resistance.

In: *Organization Studies* 38 (9), S. 1303–1325. DOI: 10.1177/0170840617709304.

Abstract:

This paper offers a spatial conceptualization of resistance by focusing on the practices through which solidarity initiatives constitute new resistance socio-spatialities. We discuss two solidarity initiatives in Greece, WCNA and Vio.Me.SI, and explore how they institute distinctive local and translocal organizational practices that make the production of new forms of resistance possible. In particular, we adopt a productive and transformative view of resistance. First, we identify three local practices of organizing solidarity initiatives, namely, the organization of general assembly meetings, the constitution of resistance laboratories and the (re)articulation of socio-spatial relations in local sites. Then, we turn to flows, movements and translocal social formations, and examine the role of solidarity mobilizations, the material and symbolic co-production of resources and members' mobility in the production of resistance. We conclude that new resistance socio-spatialities become constitutive of a broader reconfiguration of political agencies, a creative process that challenges existing relations and invites alternative ways of working and organizing.

Delacour, Helene; Leca, Bernard (2017):

The Paradox of Controversial Innovation. Insights From the Rise of Impressionism.

In: *Organization Studies* 38 (5), S. 597–618. DOI: 10.1177/0170840616663237.

Abstract:

This article considers the strategies developed by a coalition of innovators and supporters to contribute to the consecration of a controversial innovation that transgresses the established codes. It does so through the analysis of Impressionism (1874–1900) that provoked a dramatic shift from classical to modern art. The case study suggests that such consecration can be achieved while claiming the distinctiveness of the controversial innovation, instead of toning it down. The findings reveal the importance of distributed strategies developed by loosely coordinated coalition members. More specifically, they point to simultaneous, and potentially contradictory, strategies: strategies aimed to enforce the distinctiveness of this controversial innovation, and strategies aimed to extend support for it, insisting that contradictory tensions between those strategies can prove useful in achieving consecration. Overall, the article contributes to research on the consecration of controversial innovations, as well as to the literature on framing and brokerage.

Farias, Carine (2017):

Money is the Root of All Evil - Or Is It? Recreating Culture through Everyday Neutralizing Practices.

In: *Organization Studies* 38 (6), S. 775–793. DOI: 10.1177/0170840616685356.

Abstract:

Alternative organizations exist within the prevalent social order which they simultaneously attempt to resist. To construct and maintain alternative cultural practices, they must continuously deal with symbolic threats. By illuminating processes of cultural creation stemming from the day-to-day neutralization of threats associated with money, this ethnographic study of an intentional community moves the question of boundaries beyond issues of exclusion/inclusion. Instead, it argues for a full appreciation of the role of transgression and disorder in the shaping of organizational cultures. Two sets of everyday neutralizing practices – distancing and re-appropriating – have been identified as factors that facilitate the emergence of a relational and politicized culture of exchange.

Farias, Carine (2017):

That’s What Friends Are For. Hospitality and affective bonds fostering collective empowerment in an intentional community.

In: *Organization Studies* 38 (5), S. 577–595. DOI: 10.1177/0170840616670437.

Abstract:

Processes of collective empowerment are essentially concerned with the production of social and emotional configurations fostering a mutual awareness that social change is both desirable and feasible. Using an ethnographic study of an intentional community of activists, this paper analyses how friendship practices produce enduring forms of empowerment based on democratic praxis. The analysis shows that nurturing affective bonds of friendship facilitates the prefiguration of alternative ways of life through the experience of living together. This is supported by the cultivation of hexis as a political frame, which reassesses the centrality of human beings’ otherness and fosters complex equality within relationships.

Fernandez, Pablo D.; Marti, Ignasi; Farchi, Tomas (2017):

Mundane and Everyday Politics for and from the Neighborhood.

In: *Organization Studies* 38 (2), S. 201–223. DOI: 10.1177/0170840616670438.

Abstract:

Social movement scholars and activists have recognized the difficulties of mobilizing people for the long haul, moving from the exuberance of the protest to the dull and ordinary work necessary to produce sustainable change. Drawing on ethnographic work in La Juanita, in Greater Buenos Aires, we look at local actions for and from the neighborhood in order

to resist political domination, taken by people who have been unemployed for long periods of time. We identified concrete and local practices and interventions—which we call mundane and everyday politics – that are embedded in a territory and go beyond the typical practices of social movements and the expected infrapolitical activity in allowing the disfranchised to engage in the political process.

Fleming, Peter (2017):

The Human Capital Hoax. Work, Debt and Insecurity in the Era of Uberization.

In: *Organization Studies* 38 (5), S. 691–709. DOI: 10.1177/0170840616686129.

Abstract:

Human capital theory – developed by neoclassical economists like Gary Becker and Theodore Schultz – is widely considered a useful way to explain how employees might enhance their value in organizations, leading to improved skill, autonomy and socio-economic wellbeing. This essay argues the opposite. Human capital theory implies that employees should bear the costs (and benefits) of their investment. Highly individualized training and work practices are an inevitable corollary. Self-employment, portfolio careers, the 'gig economy' and on-demand business models (including Uber and Deliveroo) faithfully reflect the assumptions that inform human capital theory. I term this the radical responsibilization of the workforce and link it to growing economic insecurity, low productivity, diminished autonomy and worrying levels of personal debt. The essay concludes by proposing some possible solutions.

Flyverbom, Mikkel; Reinecke, Juliane (2017):

The Spectacle and Organization Studies.

In: *Organization Studies* 38 (11), S. 1625–1643. DOI: 10.1177/0170840616685366.

Abstract:

The aim of this essay is to revisit Guy Debord's critical theory of the spectacle as formulated 50 years ago in the 'Society of the Spectacle' in light of the contemporary production of spectacles. Debord's arguments about appearance, visibility and celebrity are echoed in the way organizations increasingly focus on their brand, image, impression, and reputation. Yet, the role of spectacles in organizational life has remained under-researched in organization studies. As the boundaries between fact and fiction, reality and representation, substance and appearance become increasingly blurred, questions about the production and effects of spectacles seem more pertinent than ever. Are representations faithful mirrors of reality, or attempts to conceal reality? Do they replace reality, or bring new realities into being? By articulating three possible understandings of the spectacle, as fetishism, hyper-reality or performativity, this essay invites organization scholars to examine the organization of the real and the making of organizations through processes of spectacular representation including discursive practices, visual images and theatrical performances.

Ford, Jackie; Harding, Nancy Helen; Gilmore, Sarah; Richardson, Sue (2017):

Becoming the Leader. Leadership as Material Presence.

In: *Organization Studies* 38 (11), S. 1553–1571. DOI: 10.1177/0170840616677633.

Abstract:

This paper seeks to understand leaders as material presences. Leadership theory has traditionally explored leaders as sites of disembodied traits, characteristics and abilities. Our qualitative, mixed method study suggests that managers charged with the tasks of leadership operate within a very different understanding. Their endogenous or lay theory understands leadership as physical, corporeal and visible, and as something made manifest through leaders' material presence. This theory-in-practice holds that leadership qualities are signified by the leader's physical appearance: the good leader must look the part. Actors consequently work on their own appearance to present an image of themselves as leader. They thus offer a fundamental challenge to dominant exogenous, or academic, theories of leadership. To understand the unspoken assumptions that underpin the lay theory of leadership as material presence, we interrogate it using the new materialist theory of Karen Barad and the object relations theory of Christopher Bollas. This illuminates the lay theory's complexities and sophisticated insights. In academic terms it offers a theory of how sentient and non-sentient actors intra-act and

performatively constitute leadership through complex entanglements that enact and circulate organizational and leadership norms. The paper's contribution is thus a theory of leadership micro-dynamics in which the leader is materialized through practices of working on a corporeal self for presentation to both self and others.

Friesl, Martin; Silberzahn, Raphael (2017):

Managerial Coordination Challenges in the Alignment of Capabilities and New Subsidiary Charters in MNEs.

In: *Organization Studies* 38 (12), S. 1709–1731. DOI: 10.1177/0170840617693271.

Abstract:

Subsidiary-level change requires the alignment of subsidiary charters and capabilities. Yet, the mechanisms through which the alignment of charters and capabilities unfolds are not yet well understood. In this paper, we investigate alignment from the perspective of managerial coordination. Drawing on a longitudinal study of a global IT firm, we identify three coordination mechanisms (charter-, experience-, and interaction-based coordination). By tracing the shifts in these coordination mechanisms over time and by specifying the implications of each mechanism for capability level change, we explain how managerial coordination influences alignment via subsidiary level capability change as well as alignment via the potential renegotiation of charters. This also allows us to provide new insights into situations of misalignment by explaining that particular mechanisms of coordination may become a source of decoupling between subsidiary actions and HQ mandates and may also result in capability level inertia. Moreover, while prior research has already acknowledged the role of interaction-based coordination for capability level change we show how and why such a mechanism of coordination emerges.

Gagnon, Suzanne; Collinson, David (2017):

Resistance through Difference. The Co-Constitution of Dissent and Inclusion.

In: *Organization Studies* 38 (9), S. 1253–1276. DOI: 10.1177/0170840616685362.

Abstract:

This article argues that the discursive construction of difference can shape resistance in organizations. Drawing on an inductive study of international teams in a global leadership programme, the paper reveals how difference is discursively produced and reproduced in team members' talk. In conditions of normalizing control, the majority of teams engage in individuating practices that reinforce internal differences, preclude group cohesion and marginalize certain members. One team, however, explicitly resists programme stipulations in ways that express members' heterogeneity and simultaneously reinforce group solidarity and inclusion. Referring to these oppositional practices as 'resistance through difference', the article describes how dissent challenges the hierarchies and disciplinary practices embedded in the leadership programme, and theorizes the co-constitution of inclusion and resistance. By examining the construction of difference not as 'a problem', but as a productive resource, the paper also addresses the generative outcomes of this managerial resistance. We argue that 'resistance through difference' is an important form of dissent that could well become more prevalent as globalized business processes expand.

Garrett, Lyndon E.; Spreitzer, Gretchen M.; Bacevice, Peter A. (2017):

Co-constructing a Sense of Community at Work. The Emergence of Community in Coworking Spaces.

In: *Organization Studies* 38 (6), S. 821–842. DOI: 10.1177/0170840616685354.

Abstract:

As more individuals are working remotely, many feel increasingly isolated and socially adrift. To address this challenge, many independent workers are choosing to work in coworking spaces – shared spaces where individuals do their own work but in the presence of others with the express purpose of being part of a community. In this qualitative, single case study, we analyze how members of a coworking space work together to co-construct a sense of community through their day-to-day interactions in the space. We apply a relational constructionist lens to unpack the processes of 'community work' as an interactive, agentic process. We identify three types of collective actions, or interacts, that contribute to a sense of

community: endorsing, encountering, and engaging. These interacts represent different forms of community work that members interactively accomplish to maintain a desired community experience. The rapidly growing coworking movement offers insights, as uncovered in this study, on how to integrate a sense of community into the world of work.

Giorgi, Simona; Palmisano, Stefania (2017):

Sober Intoxication. Institutional Contradictions and Identity Work in the Everyday Life of Four Religious Communities in Italy.

In: *Organization Studies* 38 (6), S. 795–819. DOI: 10.1177/0170840616685355.

Abstract:

This study explores how organization members manage institutional contradictions in their everyday life without aiming at change-oriented agency. Drawing on interviews, observations, and archival data from four religious communities in Italy, we find that when organization members experience institutional contradictions between two logics that provide conflicting identity prescriptions but to which they are emotionally attached, they engage in identity work that helps them ameliorate – but not eliminate – tensions that surface when identity elements do not align. More specifically, identity work proved integral to reaching a temporary identity truce, or reconciliation of experienced contradictions, through distancing from illegitimate others and embedding of one's identity within an established tradition. These findings draw attention to the role of contradictions in institutional maintenance, extending theory that has tended to focus on the experience of contradictions as a source of institutional change. We discuss implications for managing institutional contradictions in everyday organizational life.

Gond, Jean-Pascal; Nyberg, Daniel (2017):

Materializing Power to Recover Corporate Social Responsibility.

In: *Organization Studies* 38 (8), S. 1127–1148. DOI: 10.1177/0170840616677630.

Abstract:

Through the development of CSR ratings, metrics and management tools, corporate social responsibility is currently materialized at an unprecedented scale within and across organizations. However, the material dimension of CSR and the inherent political potential in this materialization have been neglected. Drawing on insights from actor-network theory and the critical discussion of current approaches to power in CSR studies, we offer an alternative sociomaterial conceptualization of power in order to clarify how power works through materialized forms of CSR. We develop a framework that explains both how power is constituted within materialized forms of CSR through processes of 'assembling/disassembling', and how power is mobilized through materialized forms of CSR through processes of 'overflowing/framing'. From this framework, we derive four tactics that clarify how CSR materializations can be seized by marginalized actors to 'recover' CSR. Our analysis aims to renew CSR studies by showing the potential of CSR for progressive politics.

Griffin, Martyn; Harding, Nancy; Learmonth, Mark (2017):

Whistle While You Work? Disney Animation, Organizational Readiness and Gendered Subjugation.

In: *Organization Studies* 38 (7), S. 869–894. DOI: 10.1177/0170840616663245.

Abstract:

This paper introduces the concept of 'organizational readiness': socio-cultural expectations about working selves that prepare young people (albeit indirectly and in complex and multi-faceted ways) for their future life in organizations. This concept emerges from an analysis of Disney animations and how they constitute expectations about working life that may influence children through their representations of work and gendered workplace roles. The paper's exploration of Disney's earlier animations suggests they circulated norms of gender that girls should be weak and avoid work. In contrast, its contemporary productions circulate gender norms that suggest girls should be strong and engage in paid work. In this reading, the continued circulation of earlier alongside contemporary animations may convey to young viewers a paradox: girls must and must not work; they must be both weak and strong. We thus offer new insights into the puzzle of the

continued relegation of women to the sidelines in organizations; more optimistically, we also point to ways in which future generations of employees may forge ways of constituting forms of gendered selves as yet hardly imaginable.

Harding, Nancy Helen; Ford, Jackie; Lee, Hugh (2017):

Towards a Performative Theory of Resistance. Senior Managers and Revolting Subject(ivitie)s.

In: *Organization Studies* 38 (9), S. 1209–1232. DOI: 10.1177/0170840616685360.

Abstract:

This article develops a performative theory of resistance. It uses Judith Butler's and Karen Barad's theories of performativity to explore how resistance (to organizational strategies and policies) and resistants (those who resist such strategies and policies) co-emerge, within and through complex intra-actions of entangled discourses, materialities, affect and space/time. The article uses empirical materials from a case study of the implementation of a talent management strategy. We analyse interviews with the senior managers charged with implementing the strategy, the influence of material, non-sentient actors, and the experiences of the researchers when carrying out the interviews. This leads to a theory that resistance and resistants emerge in moment-to-moment co-constitutive moves that may be invoked when identity or self is put in jeopardy. Resistance, we suggest, is the power (residing with resistants) to say 'no' to organizational requirements that would otherwise threaten to render the self abject.

Hargrave, Timothy J.; van de Ven, Andrew H. (2017):

Integrating Dialectical and Paradox Perspectives on Managing Contradictions in Organizations.

In: *Organization Studies* 38 (3-4), S. 319–339. DOI: 10.1177/0170840616640843.

Abstract:

We present a typology and process model that integrate dialectical and paradox perspectives on managing contradictions in organizations. Whereas paradox research depicts tensions between contradictory elements as irreconcilable and best managed through acceptance and synergy, the dialectical perspective portrays the relationship of such elements as adversarial and transformed through conflict. Our integrated typology and process model account for both dialectical and paradox approaches to managing contradictions and also identify two approaches, assimilation and adjustment, which combine the two. The model also identifies a key contingency, the expected distribution of power between contradictory elements, as a key influence on actors' approaches to managing contradictions. For paradox researchers our integrated model emphasizes the need for more attention to the political, institutional, and social contexts of contradictions, practices for managing conflict, and transformation of organizational contradictions. Our integrated model suggests that dialectics researchers pay attention to the strategies managers use to productively manage tensions between contradictory elements, take a contingent view of transformation, and recognize that acceptance of contradiction may play a role in transformation. Hence our integrated model suggests a broadened agenda for both paradox and dialectics researchers.

Hotho, Jasper; Saka-Helmhout, Ayse (2017):

In and Between Societies. Reconnecting Comparative Institutionalism and Organization Theory.

In: *Organization Studies* 38 (5), S. 647–666. DOI: 10.1177/0170840616655832.

Abstract:

Recently, the state and future of organization theory have been widely debated. In this Perspectives issue, we aim to contribute to these debates by suggesting that organizational scholarship may benefit from greater understanding and consideration of societal institutions and their effects on the collective organizing of work. We also illustrate that the literature on comparative institutionalism, a strand of institutional thought with a rich tradition within Organization Studies, provides useful insights into these relations. We highlight several of these insights and briefly introduce the articles collected in the associated Perspectives issue of Organization Studies on comparative institutionalism1. We end with a call for greater cross-fertilization between comparative institutionalism and organization theory at large.

Huber, Guy; Brown, Andrew D. (2017):

Identity Work, Humour and Disciplinary Power.

In: *Organization Studies* 38 (8), S. 1107–1126. DOI: 10.1177/0170840616677632.

Abstract:

How are people's identities disciplined by their talk about humour? Based on an ethnographic study of a New York food co-operative, we show how members' talk about appropriate and inappropriate uses of humour disciplined their identity work. The principal contribution we make is twofold. First, we show that in their talk about humour people engaged in three types of identity work: homogenizing, differentiating and personalizing. These were associated with five practices of talk which constructed co-op members as strong organizational identifiers, respectful towards others, flexible rule followers, not 'too' serious or self-righteous, and as autonomous individuals. Second, we analyse how this identity work (re)produced norms regulating the use of humour to fabricate conformist selves. Control, we argue, is not simply a matter of managers or other elites seeking to tighten the iron cage through corporate colonization to manufacture consent; rather, all organizational members are complicit in defining discourses, subject positions and appropriate conduct through discursive processes that are distributed and self-regulatory.

Huq, Jo-Louise; Reay, Trish; Chreim, Samia (2017):

Protecting the Paradox of Interprofessional Collaboration.

In: *Organization Studies* 38 (3-4), S. 513–538. DOI: 10.1177/0170840616640847.

Abstract:

We studied an interprofessional collaboration to understand how professionals engaged with paradox in collective decision-making. At the beginning of our study, we observed vicious cycles in which conflict led to negative tension. Professionals were holding tightly to a particular pole of the paradox, and the higher-status pole was consistently overrepresented in collective decision-making. By the end of our study we observed the presence of virtuous cycles, where conflict led to more positive tension, and where professionals engaged in collective decision-making with more equal representation of conflicting approaches. We call this change process protecting the paradox and we identify three strategies that support this process: (1) promoting equality of both poles, (2) strengthening the weaker pole, and (3) looking beyond the paradox by focusing on desired outcomes. We contribute to the paradox literature by showing how vicious cycles can be shifted to virtuous cycles, how professionals and managers can work together to protect a paradox, and how status differences between poles can be redistributed.

Jarzabkowski, Paula A.; Le, Jane K. (2017):

We Have To Do This and That? You Must be Joking. Constructing and Responding to Paradox Through Humor.

In: *Organization Studies* 38 (3-4), S. 433–462. DOI: 10.1177/0170840616640846.

Abstract:

This paper adopts a practice approach to paradox, examining the role of micro-practices in shaping constructions of and responses to paradox. Our approach is inductively motivated. During an ethnographic study of an organization implementing paradoxical goals we noticed a strong incidence of humor, joking, and laughter. Examining this practice closely, we realized that humor was used to surface, bring attention to, and make communicable experience of paradox in the moment by drawing out some specific contradiction in their work. Humor thus allowed actors to socially construct paradox, as well as—in interaction with others—construct potential responses to the multiple small incidences of paradox in their everyday work. In doing so, humor cast the interactional dynamics that were integral in constructing two response paths: (i) entrenching a response, whereby an existing response was affirmed, thereby continuing on a particular response path, and (ii) shifting a response, whereby actors moved from one response to paradox to another, thereby altering how the team collectively responded to paradoxical issues. Drawing on these findings, we reconceptualize paradox as a characteristic of everyday life, which is constructed and responded to in the moment.

Jenkins, Sarah; Delbridge, Rick (2017):

Trusted to Deceive. A Case Study of ‘‘Strategic Deception’ and the Normalization of Lying at Work.

In: *Organization Studies* 38 (1), S. 53–76. DOI: 10.1177/0170840616655481.

Abstract:

Lying is an endemic feature of social life but has remained under-researched in organization studies. This paper examines the case of VoiceTel, a market leader in the high-quality virtual reception business that practised ‘strategic deception’ (Patwardhan et al., 2009). Receptionists concealed that they were not physically located in their clients’ premises and lying was an intrinsic and enduring feature of their work. We adapt and extend Ashforth and Anand’s (2003) ‘normalization of corruption’ framework to develop a new model of the ‘normalization of lying’. We examine how lying becomes institutionalized, rationalized and socialized into the structure and culture of an organization such that it becomes embedded, maintained and strengthened over time as a legitimate and integral part of the job. Our model of normalization integrates organizational and group levels to examine the significance and interaction of ‘bottom-up’ as well as ‘top-down’ processes. Employees gained recognition from their proficiency in deception and drew considerable satisfaction, self-esteem and status as employees who are ‘trusted to deceive’.

Jung, Jiwook; Mun, Eunmi (2017):

Does Diffusion Make an Institutionally Contested Practice Legitimate? Shareholder Responses to Downsizing in Japan, 1973–2005.

In: *Organization Studies* 38 (10), S. 1347–1372. DOI: 10.1177/0170840616677631.

Abstract:

Despite predictions to the contrary, institutionally contested practices are sometimes disseminated broadly. Does diffusion indicate they have achieved legitimacy in the eyes of key constituents? The conventional view regards diffusion as a process of legitimization and suggests that unconventional practices gain legitimacy following diffusion. Building on recent studies that view diffusion as an outcome of political struggle, we instead argue that political contestation ramps up as controversial practices are disseminated, making it difficult for them to gain wide acceptance. Their diffusion threatens the stability of preexisting institutional arrangements, and constituents who remain supportive of the status quo react negatively. We test our argument by examining shareholders’ response to downsizing in Japan, a practice that is highly controversial given the deeply entrenched norm of lifetime employment. Our analysis of panel data on 1,791 Japanese firms between 1973 and 2005 shows that neither domestic financial institutions nor foreign investors responded positively to downsizing as it became broadly disseminated. Domestic financial institutions actually responded in increasingly negative ways in the 1990s, while they did not in the 1970s when downsizing was conducted within the framework of the long-term relationship between Japanese firms and their main banks. These results suggest that the relationship between diffusion and legitimacy can be contingent, in that the diffusion of institutionally contested practices can trigger reactions that differ from those of institutionally supported practices.

Kameo, Nahoko (2017):

A Culture of Uncertainty. Interaction and Organizational Memory in Software Engineering Teams under a Productivity Scheme.

In: *Organization Studies* 38 (6), S. 733–752. DOI: 10.1177/0170840616685357.

Abstract:

Drawing on an ethnography of software engineering teams that introduced a new and empowerment-centered productivity scheme, this study delineates how, despite management’s affirmation of its commitment, software engineers produced and reproduced a ‘culture of uncertainty’ characterized by constant doubt about how long the scheme would last. Engineers shared previous experiences of failed productivity schemes and collectively used this organizational memory to understand their new situation. Workers drew on this organizational memory in everyday interaction to sustain a culture in which everyday management decisions served as indicators of management’s potential abandonment of the scheme; as a result, workers remained uncommitted to the scheme. Workers interactionally employed organizational memory as a resource that they used to interpret and respond to changes. Analysis of this process shows the links between organizational memory, culture creation, and culture’s influence on productivity scheme changes.

Keller, Joshua; Loewenstein, Jeffrey; Yan, Jin (2017):

Culture, Conditions and Paradoxical Frames.

In: *Organization Studies* 38 (3-4), S. 539–560. DOI: 10.1177/0170840616685590.

Abstract:

Organizational contexts establish conditions that seem paradoxical, but it is unclear when and why individuals notice and respond to paradoxes. This paper examines how culture and conditions interact to shape whether individuals adopt paradoxical frames. We used cooperation and competition among American and Chinese people as an empirical setting. Using lay categories as a theoretical framework, we predicted that specific types of conditions, colleagues' outperforming and out-helping each other, can be interpreted as instances of both cooperation and competition. Study 1 found that Chinese people were more likely than Americans to adopt paradoxical frames in just these types of conditions and that the cross-cultural difference was attributed to differences in paradox mindset. Study 2 found that in just these types of conditions, Chinese people were more likely to engage in simultaneously cooperative and competitive behavior and this was attributed to differences in the use of paradoxical frames. Thus, culture and conditions interact to influence when people invoke and apply paradoxical frames.

Kirkpatrick, Ian; Altanlar, Ali; Veronesi, Gianluca (2017):

Corporatisation and the Emergence of (Under-Managered) Managed Organisations. The Case of English Public Hospitals.

In: *Organization Studies* 38 (12), S. 1687–1708. DOI: 10.1177/0170840617693273.

Abstract:

An enduring feature of New Public Management in many countries has been the move to create more autonomous, 'complete' organisations such as universities, hospitals and social service agencies. Often referred to as 'corporatisation', this process is assumed to be leading to the emergence of new organisational forms with dedicated management functions and a greater focus on strategy. However, these assumptions remain largely untested and rely heavily on 'technical' accounts of organisational re-structuring, ignoring the potential influence of institutional pressures and internal political dynamics. In this paper, we address this concern focusing on the case of acute care public hospitals that have undergone corporatisation (to become Foundation Trusts) in the English National Health Service. Using administrative data spanning six years (2007–2012), the analysis shows that corporatisation is having mixed effects. While it is associated with a shift in the focus of managers to strategic concerns, it has not led to an expansion of management functions overall. Both tendencies are found to be mediated by institutional pressures, in the form of media scrutiny, and, indirectly, by the involvement of clinical professions in management. These results advance ongoing debates about the emergence of new organisational forms in the public sector, highlighting the limitations of technical accounts of change and raising the possibility that corporatisation is leading to organisations that are both more managed and under-managered at the same time.

Kislov, Roman; Hyde, Paula; McDonald, Ruth (2017):

New Game, Old Rules? Mechanisms and Consequences of Legitimation in Boundary Spanning Activities.

In: *Organization Studies* 38 (10), S. 1421–1444. DOI: 10.1177/0170840616679455.

Abstract:

Despite the increasing deployment of formalized boundary spanning roles and practices, the mechanisms and dynamics of their legitimation remain under-explored. Using the Bourdieusian lens, we theorize legitimation of boundary spanning as accumulation, mobilization and conversion of several forms of capital unfolding in a configuration of intersecting fields. Drawing on a qualitative longitudinal case study of a collaborative partnership between a university and healthcare organizations, we describe changes in the structure, sources and mutual convertibility of capital assets over time. We also analyse the implications of this evolution for the relationships between the intersecting fields and the social trajectory of boundary spanners. We argue that legitimation of boundary spanning roles and practices is a highly transformative, collective and political process that increases the capital endowments and authority of individual boundary spanning agents but may lead to the erosion of the very same roles and practices that were being legitimized.

Knight, Eric; Paroutis, Sotirios (2017):

Becoming Salient. The TMT Leader's Role in Shaping the Interpretive Context of Paradoxical Tensions.

In: *Organization Studies* 38 (3-4), S. 403–432. DOI: 10.1177/0170840616640844.

Abstract:

How do paradoxical tensions become salient in organizations over time? Ambidexterity and paradox studies have, thus far, primarily focused on how tensions inside organizations are managed after they have been rendered salient for actors. Using a longitudinal, embedded case study of four strategic business units within a media organization, we theorize the role of the top management team leader's practices in enabling tensions to become salient for their respective lower-level managers when there are initial differences in how tensions are interpreted across levels. Our findings extend a dynamic equilibrium model of organizing by adding interpretive context as an enabling condition that shapes the emergence of salience through the provision of a constellation of cues that guide sensemaking. Informed by a practice-based perspective on paradox, we also contribute a conceptual model of leadership as practice, and outline the implications for ambidexterity studies.

Kornberger, Martin (2017):

The Values of Strategy. Valuation Practices, Rivalry and Strategic Agency.

In: *Organization Studies* 38 (12), S. 1753–1773. DOI: 10.1177/0170840616685365.

Abstract:

The concept of value is held dear by strategy theorists and practitioners alike as they share a concern about value creation, value propositions, value add, value chains, shareholder value and a plethora of other value constructs. Yet, despite its centrality, the concept of value has attracted limited attention in strategy scholarship. Most commonly, notions of value as profit or utility, inherited from economic theory, are assumed rather than analyzed. This paper advances the discussion of value in the strategy discourse by conceptualizing value as a correlate of valuation practices. Following this view, value is neither understood as the property of an object nor as a subjective preference; rather, values are constituted through valuation practices including rankings, ratings, awards, reviews and other valuation mechanisms that bestow values upon things in the first place. The paper explores this idea through analyzing valuation practices and their constitutive mechanisms; and it exploits this idea for the conceptualization of rivalry and strategic agency. The learnings are two-fold: because goods are ordered, hierarchized and "appreciated" by consumers, critics, competitors and others through mediating valuation practices, it follows that (1) rivalry takes place at the level of valuation practices as they constitute the spaces in which accounts of worth are constructed and contested; and that (2) strategic agency may be understood in relation to an actor's capacity to cope with and influence these valuation practices.

Kornberger, Martin; Meyer, Renate E.; Brandtner, Christof; Hollerer, Markus A. (2017):

When Bureaucracy Meets the Crowd. Studying "Open Government" in the Vienna City Administration.

In: *Organization Studies* 38 (2), S. 179–200. DOI: 10.1177/0170840616655496.

Abstract:

Open Government is en vogue, yet vague: while practitioners, policy-makers, and others praise its virtues, little is known about how Open Government relates to bureaucratic organization. This paper presents insights from a qualitative investigation into the City of Vienna, Austria. It demonstrates how the encounter between the city administration and "the open" juxtaposes the decentralizing principles of the crowd, such as transparency, participation, and distributed cognition, with the centralizing principles of bureaucracy, such as secrecy, expert knowledge, written files, and rules. The paper explores how this theoretical conundrum is played out and how senior city managers perceive Open Government in relation to the bureaucratic nature of their administration. The purpose of this paper is twofold: first, to empirically trace the complexities of the encounter between bureaucracy and Open Government; and second, to critically theorize the ongoing rationalization of public administration in spite of constant challenges to its bureaucratic principles. In so doing, the paper advances our understanding of modern bureaucratic organizations under the condition of increased openness, transparency, and interaction with their environments.

Kulkarni, Subodh; Ramamoorthy, Nagarajan (2017):

The Psychological Foundations of Supervisor–Subordinate Information Asymmetry.

In: *Organization Studies* 38 (10), S. 1445–1466. DOI: 10.1177/0170840616679453.

Abstract:

Information asymmetry in an employment relationship is much researched in the organization studies literature because of its consequences for employment contracts, compensation, and rent appropriation by the involved parties. However, its psychological antecedents have not been adequately addressed so far. We conceptually investigate the psychological drivers of supervisor–subordinate information asymmetry by primarily invoking social exchange theory. Whereas agency theory examines how information distribution is driven by self-interest seeking, social exchange theory emphasizes how individuals may be motivated to fulfill social obligations and not by exclusive self-interest seeking. This paper advances several propositions regarding the influence of a subordinate's and supervisor's psychological variables, such as relational identification, disposition for relational trust, assumed similarity, and the shaping techniques used by a supervisor on information asymmetry. In doing so, it highlights the underlying social exchange (social attraction and reciprocity), and the cognitive, affective, and behavioral processes. The influence of the psychological variables on information asymmetry may be moderated by contextual factors, such as interactional justice climate in teams, agency costs, and the type of employment relationship.

Lamprou, Eleni (2017):

Spatiality as Care. A Heideggerian Perspective on Sociomaterial Practices.

In: *Organization Studies* 38 (12), S. 1733–1752. DOI: 10.1177/0170840617693267.

Abstract:

The relationship between technological artefacts and the social settings of their design, production and use has received considerable attention in recent years, particularly through the emergence of the sociomateriality literature. This paper reviews extant conceptualizations and discusses the contribution of a Heideggerian perspective to the study of sociomaterial practices. Drawing on insights from Heidegger's 'existential spatiality', an alternative view of spatiality is presented, namely, spatiality as care rather than physical extendedness. Then, the sensitizing concepts of 'theoretical significance' and 'practical significance' of technological artefacts are introduced grounded in these insights. Finally, implications of spatiality as care for the emergence and change of sociomaterial practices are discussed.

Lander, Michel W.; Heugens, Pursey P.M.A.R. (2017):

Better Together. Using Meta-Analysis to Explore Complementarities between Ecological and Institutional Theories of Organization.

In: *Organization Studies* 38 (11), S. 1573–1601. DOI: 10.1177/0170840616677629.

Abstract:

While sharing intellectual ancestry, organizational ecology and institutionalism are rarely used conjointly to explain population dynamics. A rapprochement would nevertheless be fruitful, as the parsimonious models developed by ecologists are better able to explain organizational founding and failure when enriched with institutional variables. We present a meta-analysis of density dependence theory, which predicts a non-monotonic relationship between population density and organizational vital events. We show that ecology and institutionalism are 'better together' by extending this ecological framework in four institutionalism-inspired ways. First, we show that the effects of density on organizational vital rates are moderated by two conceptions of time: ecological 'clocks' and institutional 'eras'. Second, we argue that the socio-political legitimacy of organizational forms, a concept with strong institutional roots, exacerbates density-related founding while attenuating failure. Third, we illustrate how the emergence of prototypical categories in organizational fields can increase the magnitude of density effects. Fourth, we highlight how these socio-political legitimacy and categorization effects are conditioned by ecological clock time. We close by proposing a concise agenda for future research, aimed at finding a better balance between the generality and explanatory power of our most trusted organizational theories.

Lewellyn, Krista B.; Fainshmidt, Stav (2017):

Effectiveness of CEO Power Bundles and Discretion Context. Unpacking the 'Fuzziness' of the CEO Duality Puzzle.

In: *Organization Studies* 38 (11), S. 1603–1624. DOI: 10.1177/0170840616685364.

Abstract:

Decades of research on the effectiveness of CEO duality as a governance mechanism have produced inconsistent results, providing support and non-support for agency and stewardship theories. To better understand the duality puzzle, we first conceptualize CEO duality as a governance mechanism conferring structural power and board discretion upon a CEO. We then use the concept of complementarity and open-systems logic to evaluate the effectiveness of CEO duality in conjunction with other, concurrent sources of CEO power and discretion. Using fuzzy-set qualitative comparative analysis and data on 241 U.S. firms, we show that CEO duality combines in a variety of ways with other sources of CEO power into power bundles, and that particular power bundles configure with elements of the organizational and industry discretion context into four effective and four ineffective governance configurations. Consequently, our study suggests that the effectiveness of either a dual or separated leadership structure is reinforced or compensated for by other types of power and discretion arising from the context in which the CEO is embedded. Based on our findings we elaborate theory on plausible mechanisms underlying the complex patterns we observe and thus offer new insights for governance research.

Lucas, Kristen; Manikas, Andrew S.; Mattingly, E. Shaunn; Crider, Cole J. (2017):

Engaging and Misbehaving. How Dignity Affects Employee Work Behaviors.

In: *Organization Studies* 38 (11), S. 1505–1527. DOI: 10.1177/0170840616677634.

Abstract:

While there has been a growing body of research on workplace dignity, the majority of studies tend to focus on how dignity is experienced by organizational members, paying considerably less attention to consequences for organizations. In this study, we explore the influence of workplace dignity on employee work behaviors that affect organizational performance. Framing our inquiry with Sharon Bolton's yet-untested multidimensional theory of dignity, we analyze Randy Hodson's content-coded ethnographic data to reveal that increases in workplace dignity tend to predict increases in employee engagement, yet have mixed effects on counterproductive workplace behaviors. Following a post-hoc ethnographic reimmersion, we identify the critical role of safe and secure working conditions in enabling and constraining employees' ability to redress or resist workplace indignities with counterproductive workplace behaviors.

Makarius, Erin E.; Stevens, Charles E.; Tenhiälä, Aino (2017):

Tether or Stepping Stone? The Relationship between Perceived External Reputation and Collective Voluntary Turnover Rates.

In: *Organization Studies* 38 (12), S. 1665–1686. DOI: 10.1177/0170840617693269.

Abstract:

Signaling theory suggests that resources such as firm reputation can send multiple signals that create dual pressures on stakeholders. These tensions are apparent when examining the relationship between a firm's reputation and the collective voluntary turnover rates it experiences. On the one hand, a favorable reputation may tether employees to the firm due to the perceived desirability of working for a reputable company, resulting in lower voluntary turnover rates. On the other hand, a favorable reputation may make employees believe they are more marketable and thus may serve as a stepping stone relating to higher voluntary turnover rates. The purpose of this study is to investigate whether and when reputation acts as a signal of desirability or a signal of ease of movement in predicting collective voluntary turnover rates. We find some evidence for an overall tethering effect for more reputable firms. In addition, our findings demonstrate that reputation is more likely to result in stepping stone effects in certain signaling environments including when firms are in more munificent industries, are younger, and have higher pay levels. Tethering effects are observed when firms are in less munificent industries, are older, and have lower pay levels.

Martin, Graham; Currie, Graeme; Weaver, Simon; Finn, Rachael; McDonald, Ruth (2017):

Institutional Complexity and Individual Responses. Delineating the Boundaries of Partial Autonomy.

In: *Organization Studies* 38 (1), S. 103–127. DOI: 10.1177/0170840616663241.

Abstract:

Research highlights how coexisting institutional logics can sometimes offer opportunities for agency to enterprising actors in organizational fields. But macro- and micro-level studies using this framework diverge in their approach to understanding the consequences of institutional complexity for actor autonomy, and correspondingly in the opportunities they identify for agents to resist, reinterpret or make judicious use of institutional prescriptions. This paper seeks to bridge this gap, through a longitudinal, comparative case study of the trajectories of four ostensibly similar change initiatives in the same complex organizational field. It studies the influence of three dominant institutional logics (professional, market and corporate) in these divergent trajectories, elucidating the role of mediating influences, operating below the level of the field but above that of the actor, that worked to constrain or facilitate agency. The consequence for actors was a divergent realization of the relationship between the three logics, with very different consequences for their ability to advance their interests. Our findings offer an improved understanding of when and how institutional complexity facilitates autonomy, and suggests mediating influences at the level of the organization and the relationship it instantiates between carriers of logics, neglected by macro- and micro-level studies, that merit further attention.

Massa, Felipe G. (2017):

Guardians of the Internet. Building and Sustaining the Anonymous Online Community.

In: *Organization Studies* 38 (7), S. 959–988. DOI: 10.1177/0170840616670436.

Abstract:

Online communities have displaced or become complements to organizations such as churches, labor unions and political groups which have traditionally been at the center of collective action. Yet, despite their growing influence and support of faster, cheaper and more flexible organizing, few empirical studies address how online communities are built and become enduring agents of social change. Using Internet-based ethnographic methods, this inductive field study examines how an online community called Anonymous transitioned from being a small gathering of contributors focused on recreation to becoming a community of trolls, activists and hackers incubating myriad projects. Findings reveal that the interplay of digital technology and a culture of transgression supported experimentation that culminated with the adoption of a resilient organizing platform that enabled several community factions to coexist in continuous engagement. This paper infuses community building research with an important emphasis on the role of the techno-cultural, highlighting how online formation and maintenance processes are shaped and shape mutually contingent technologies and cultures.

Min, Jungwon (2017):

Sensitivity of Alliance Termination to Prealliance Conditions. Expectation Effects of Alliance Partners.

In: *Organization Studies* 38 (7), S. 917–936. DOI: 10.1177/0170840616663244.

Abstract:

Alliances are formed according to firms' expectations about postalliance value generated by partners, which are based on certain conditions during the processes of selecting a partner and forming an alliance (i.e., the prealliance conditions). This study predicts that alliance terminations are likely to occur when such expectations are not satisfied, which is likely when partners' postalliance characteristics are inferior to their prealliance levels, or when firms have heightened expectations of alliance partners because they have forgone superior potential partners before alliance formation. Results of an analysis using data of codeshare alliances in the global airline industry show that alliance termination results from reduced market complementarity or a reduced number of common partners relative to prealliance levels, and from the presence of not-chosen prealliance potential partners characterized by high market complementarity or large numbers of common partners. The results also show a general propensity for these effects to diminish as alliance duration increases.

Muller, Monika (2017):

‘‘Brand-Centred Control’. A Study of Internal Branding and Normative Control.

In: *Organization Studies* 38 (7), S. 895–915. DOI: 10.1177/0170840616663238.

Abstract:

In this article I present brand-centred control as a new form of normative control and examine the ways in which it affects employees. To do so, I draw on the results of a qualitative case study of a consumer products company with a strong corporate culture and brand, and examine internal branding as an extension of culture management. The key insights of the case study show that brand-centred control – unlike traditional normative control that typically works inside the company – also engages an external audience (customers, fans, and the wider public) as an additional source of normative control. As employees internalise the brand image of this external audience, they turn into brand representatives even in absence of face-to-face interactions with others and in their private lives. Brand-centred control thus blurs the boundaries between work and employees’ private lives in unprecedented ways. I discuss the ways in which employees respond to and resist brand-centred control and point to further research on brand-centred control as a significant new form of normative control.

Mumby, Dennis K.; Thomas, Robyn; Martí, Ignasi; Seidl, David (2017):

Resistance Redux.

In: *Organization Studies* 38 (9), S. 1157–1183. DOI: 10.1177/0170840617717554.

Abstract:

The last 15 years have witnessed renewed interest in resistance in and around organizations. In this essay, we offer a conceptual framework to thematize this burgeoning conceptual and empirical terrain. We critically explore scholarship that examines resistance in terms of its manifestations and political intent or impact. We offer four fields of possibility for resistance scholarship: individual infrapolitics, collective infrapolitics, insubordination, and insurrection (the “four I’s” of resistance). We conclude by considering the relationship between resistance theory and praxis, and pose four questions, or provocations, for stimulating future resistance research and practice.

Olsen, Tricia D. (2017):

Rethinking Collective Action. The Co-Evolution of the State and Institutional Entrepreneurs in Emerging Economies.

In: *Organization Studies* 38 (1), S. 31–52. DOI: 10.1177/0170840616670440.

Abstract:

Why do groups form to influence policy outcomes? Classic notions of collective action tell us that a small number of homogeneous individuals are more likely to organize and thus achieve their preferred policy outcomes. Yet, this is not always reflected in the empirical record as external factors, such as the state, influence the costs of organizing. Instead, the traditional collective action literature largely assumes a purely rational or passive state. While the institutional entrepreneurship literature highlights the key role these actors can play in shaping institutions and, at times, organizational fields, it does not seek to explain why change agents appear in some instances and not others. This article seeks to fill this theoretical gap by drawing on the co-evolution literature, which helps explain the variation in group formation by underscoring how the state and institutional entrepreneurs shape one another. Utilizing rich qualitative data from the microfinance industry in Brazil and Mexico, this research asserts that the formation of microfinance associations is a function of actors’ ability to access the state, which results in distinct processes: co-evolution by isolation or co-optation. This process has subsequent implications for institutional change, policy outcomes, and, ultimately, the distribution of power and prospects of development within emerging economies.

Parker, Martin (2017):

Tower Cranes and Organization Studies.

In: *Organization Studies* 38 (7), S. 989–1004. DOI: 10.1177/0170840616663246.

Abstract:

This is a paper about different ways of revealing materials, and a theory of organization. It moves through a kaleidoscope of perspectives which reveal the tower crane as made through its relations with a series of different ways of seeing – engineering and mathematics, capitalist economics, and a workplace labour process. It employs a wide variety of sources, including some interviews that I have done with crane drivers. I then move into an account of the modernist fascination with technology, particularly Soviet constructivism. The latter provides the theoretical scaffolding which allows me to see the crane as a temporary stabilization of structure, and structure as an arrangement of planes and lines of force which allows certain moves just as it prevents others. This is a way of saying that an adequate understanding of 'organization' requires thinking multiples and relations. Nodding towards Deleuze and Guattari towards the end, I suggest that cranes are good to think with for these multiple purposes, but that any assemblage would do.

Parmar, Bidhan Lalit (2017):

Disobedience of Immoral Orders from Authorities. An Issue Construction Perspective.

In: *Organization Studies* 38 (10), S. 1373–1396. DOI: 10.1177/0170840616670439.

Abstract:

The purpose of this study is to examine how disobedience to immoral orders from an authority emerges in organizations. Using organizational discourse analysis to analyze the verbal communication of the original participants in Stanley Milgram's obedience to authority experiments, I show how participants constructed the same experimental situation differently by analyzing their communication. Disobedient participants were more likely to display two different communication patterns: assessing consequences or self-referential objections. In contrast, obedient participants were more likely to seek guidance on the experimental procedure and interrupt the learner's protests. Overall, I present a process model of how disobedience emerges in situations. This study's findings also expand our understanding of moral imagination, moral decision making, and employee voice in organizations primarily by demonstrating how people can exercise agency in equivocal situations by constructing the situations they face.

Pouthier, Vanessa (2017):

Griping and Joking as Identification Rituals and Tools for Engagement in Cross-Boundary Team Meetings.

In: *Organization Studies* 38 (6), S. 753–774. DOI: 10.1177/0170840616685358.

Abstract:

This article explores the role of griping and joking behaviors in cross-boundary teams. Those socio-emotional behaviors often go unnoticed in studies of team communication, as does more broadly the work of building relationships. Given the growing recognition that the quality of connections among team members significantly influences the quality of coordinating and knowledge-sharing practices in cross-boundary teams, this seems an important lacuna to address. Drawing on a qualitative study of a cross-occupational team responsible for palliative care and oncology patients, I illustrate how those mundane, recurrent communicative activities, which may appear tangential to the task at hand, have important relational and emotional consequences for the functioning of cross-boundary teams. Based on the observed characteristics and effects of a variety of griping and joking behaviors, I propose to conceptualize those communicative activities as identification rituals. I discuss the implications of this work for both research on the production of positive relational realities in cross-boundary teams and the study of organizational griping and humor.

Rogan, Michelle; Mors, Marie Louise (2017):

Managerial Networks and Exploration in a Professional Service Firm.

In: *Organization Studies* 38 (2), S. 225–249. DOI: 10.1177/0170840616663243.

Abstract:

A firm's growth and survival depends on the ability of its managers to explore for new business and knowledge; yet, exploration is challenging for most large, established firms. Extending prior research into networks and exploration, we propose that a key characteristic of managers' external networks – the extent to which their networks include relationships built using predominately individual rather than firm resources – is positively related to managers' abilities to explore for new business and knowledge in large firms. We propose that networks with more individual ties provide more diverse knowledge, enable greater autonomy and ease access to resources from contacts, hence facilitating exploration. Analysis of an original dataset of external networks of 77 senior managers in a large global consulting firm provides support for our arguments. We find that individual ties are positively related to exploration and, furthermore, that the positive (negative) relationship between sparse (dense) networks and exploration increases with the number of individual ties in managers' networks.

Sharma, Garima; Bansal, Pratima (2017):

Partners for Good. How Business and NGOs Engage the Commercial-Social Paradox.

In: *Organization Studies* 38 (3-4), S. 341–364. DOI: 10.1177/0170840616683739.

Abstract:

Businesses and NGOs are collaborating more frequently to address social issues with commercial solutions, yet not all collaborations work well. We wanted to know why some collaborations struggle where others succeed. We studied five projects in India in which businesses bought goods and services from NGOs that employed disadvantaged people. Two of these five projects met the expectations of both parties, whereas the other three did not. By drawing on the paradox literature, we argue that the project's success indicates that the business and NGO engaged the commercial-social paradox. We found that in the projects that worked well, the two parties held fluid categories, i.e. they saw differences between business and NGO as contextual and aimed to find creative workarounds to emergent problems. In the projects that did not work well, businesses and NGOs imposed categorical imperatives, i.e. they saw sharp differences that they intensified by imposing standardized and familiar solutions on their partner. We contribute to the literature on paradox to show how cognition and action create generative or limited outcomes. We also weigh in on the ontological foundations of paradox, arguing that actors that assume that paradoxes are a social construction are more likely to engage paradoxes than actors that assume paradoxes are a social reality.

Sheep, Mathew L.; Fairhurst, Gail T.; Khazanchi, Shalini (2017):

Knots in the Discourse of Innovation. Investigating Multiple Tensions in a Reacquired Spin-off.

In: *Organization Studies* 38 (3-4), S. 463–488. DOI: 10.1177/0170840616640845.

Abstract:

We examine the case of a corporate spin-off, in which its reacquisition by the parent firm radically changed its structure and culture. Employing a discourse lens, we study paradoxical tensions of innovation as key members "talk into being" the paradoxical circumstances of their environment. From our analysis, we develop the concept of tensional "knots," discursive formulations in which members construct tensions, not only as co-occurring, but as Gordian (inseparable) entanglements of interdependence. Knotted tensions can be amplifying (exacerbating) or attenuating (improving) in their effects on one another, but with very different consequences to innovative action. Specifically, knotted tensions and the way in which members manage them set up counter-intuitive logics that serve to justify courses of innovative action or inaction. We propose a process model advancing understanding of interlinked tensions in more complex ways than current paradox theory allows. We conclude with a discussion of our contributions to paradox theory in innovative contexts, along with suggestions for future research.

Shu, Ei; Lewin, Arie Y. (2017):

A Resource Dependence Perspective on Low-Power Actors Shaping Their Regulatory Environment. The Case of Honda.

In: *Organization Studies* 38 (8), S. 1039–1058. DOI: 10.1177/0170840616670432.

Abstract:

The central focus of this paper is a largely unexplored research domain relating to how low-power for-profit actors can shape their political and regulatory environment and create economic opportunities that affect their survival and growth. The paper builds on and extends the concept of "negotiating the environment" and on how organizations create their environment, with an emphasis on low-power actors. Resource dependence theory (RDT) has been very influential in exploring the many ways in which firms can decrease or overcome resource vulnerabilities in their environment with a focus on high-power actors (large companies, resource-rich companies, industrial associations, and political power of highly endowed companies). However, whether and how low-power actors can shape their political, regulatory, and economic environment was not central to RDT analysis, which is the focus of this paper. The empirical context for this research is the emergence and enactment of automobile emissions standards in Japan following the adoption in the United States of the Clean Air Act in December 1970. The focal firm is the Honda Motor Company, which, at that time, was a negligible competitor in the Japanese automobile industry and had no legitimate political or institutional standing. Yet the company was successful in undoing the cartel-like dominance of the two largest Japanese automobile manufacturers and the Japanese Environmental Protection Agency. The focus of this paper is describing the phenomenon and developing new theoretical insights relating to how low-power for-profit actors are able to negotiate their environment.

Stevens, Simon (2017):

Life and Letting Die. A Story of the Homeless, Autonomy, and Anti-Social Behaviour.

In: *Organization Studies* 38 (5), S. 669–690. DOI: 10.1177/0170840616686130.

Abstract:

If I were to say that the architecture in our public spaces is 'really speaking to us', you would be forgiven for thinking this is a piece about the aesthetics of our cities. In some ways in fact, it is, but not in any artistic sense. I am not discussing a collection of monuments, town houses or grandiose buildings. Alas, the architecture I talk of is more humble and yet perhaps more sinister. There is a message encoded into it, within our parks, streets and centres, which seems to be part of a wider narrative. This essay is an attempt to read it, find out what it says, and consider how that may affect our concept of autonomy, but also, to encourage us to reflect on how we choose to read it: to think on what theoretical framework we should discuss homelessness. The aim is not to necessarily reconceptualize something then, but is more in the tradition of making the familiar seem unfamiliar: not only in what we think, but how we come to think what we do and the extent to which the former is limited by the latter. To achieve this, the leading question I therefore ask is: what does the organization of public space in reaction to a homeless presence tell us about autonomy, and how we think about autonomy?

Toubiana, Madeline; Oliver, Christine; Bradshaw, Patricia (2017):

Beyond Differentiation and Integration. The Challenges of Managing Internal Complexity in Federations.

In: *Organization Studies* 38 (8), S. 1013–1037. DOI: 10.1177/0170840616670431.

Abstract:

In this paper we examine the management of internal complexity in federations as a means of shedding new light on how the challenges inherent in governing these forms of inter-organizational networks are managed. Our analysis reveals that these networked organizations differed as a function of their approach to four complexity management activities: *perspective shifting, shaping interactions, managing standards and constructing commitment*. Based on the use of these four activities we identify three approaches to complexity management in this study – *leveraging complexity, suppressing complexity and disengaging from complexity*. Each of these approaches differed in their focus on differentiation or integration in the implementation of complexity management activities. We found that only *leveraging complexity* went beyond separate management activities aimed at differentiation or integration and employed policies and activities that possessed the capacity to optimize both simultaneously. In doing so, our study highlights new possibilities for complexity

management by revealing the ways in which management activities can be designed to optimize both integration and differentiation.

Vesa, Mikko; Hamari, Juho; Harviainen, J. Tuomas; Warmelink, Harald (2017):

Computer Games and Organization Studies.

In: *Organization Studies* 38 (2), S. 273–284. DOI: 10.1177/0170840616663242.

Abstract:

Computer games and organizations are becoming increasingly interwoven in the 21st century. Sophisticated computer games connected by networks are turning into spaces for organizing. Therefore, it may not be surprising that conventional organizations are now scrounging these games for novel ways to enhance efficiency. The result is the formation of game/organization hybrids; uneasy recontextualizations of partly incompatible ideas, values and practices. We begin this essay by elucidating what it is socially that makes something a game by exploring the notion's anthropological foundations. We then introduce two examples of actual game/organization hybrids; raiding in computer games and gamification in formal organizations. We conclude by discussing the implications of such hybridization and suggest venues for how organization and management scholars can benefit from studying computer games and theories of play.

Weeks, John; Ailon, Galit; Brannen, Mary Yoko (2017):

Introduction to the Special Issue. The Day-to-Day Lives of Cultures and Communities.

In: *Organization Studies* 38 (6), S. 723–732. DOI: 10.1177/0170840617709311.

Abstract:

In a sense, the study of everyday life epitomizes the challenges and opportunities of ethnography. The papers in this Special Issue show how the close examination of the day-to-day lives of people in idiosyncratic settings can shed light on universal questions, complicate the elegant narratives we tell ourselves about what we know, enrich our theories, and expand our sphere of empathy. Although the study of everyday life can be traced back at least as far back as the turn of the 20th century, reaching its apogee after the middle of the century, especially in the writings of Erving Goffman and Harold Garfinkel, it remains as uncommon as its object is commonplace. That is because it is easy to overlook the importance of what is happening when 'nothing' is happening and difficult to uncover what is significant about 'the dust of social activity'. We argue—and the papers that follow show—that the details of the day-to-day can not only be unexpectedly interesting in their specifics but also a source of general theoretical insights about communities, organizations, and teams: their continuity, change and contradictions. What the papers have in common (with each other and with Goffman's work) is an attention to the work that people do every day to sustain their particular self-image in the face of ongoing, mundane challenges of various sorts to the ways they like to think of and present their world and their place within it. This work to maintain the edges of meaning hides in plain sight and occupies us constantly, whether we are part of a public organization, a religious organization, a profit-seeking organization, a profit-resisting organization, an organization-less organization, or we are students of organizations marking the unremarkable.

Ybema, Sierk; Horvers, Martha (2017):

Resistance Through Compliance. The Strategic and Subversive Potential of Frontstage and Backstage Resistance.

In: *Organization Studies* 38 (9), S. 1233–1251. DOI: 10.1177/0170840617709305.

Abstract:

Cynicism, gossip, foot-dragging, simulation of productivity, etc. have been regarded by some scholars as manifestations of resistance that are subtle and unobtrusive, but still real and effective. Denying their strategic and subversive potential, others have argued that such informal, indirect or infrapolitical demonstrations of subversion are risk-free and ineffective, and, because members shy away from acting on their critique, that they should be re-evaluated as mere compliance. Refuting an either–or framework, we ask the more pertinent, empirically grounded, and underexplored question of how resistant and compliant behaviours are performed in situ. This allows us to discern and examine different forms and effects

of infrapolitical strategies. Building on an ethnographic case-analysis of a planned change programme in the Amsterdam municipality's Department of Work and Income (DWI), this paper explores in detail how organizational actors subtly synthesize compliance and resistance in their situated positionings vis-a-vis a change initiative, and how such ambiguous positioning becomes consequential. We describe two distinct infrapolitical strategies, which we term frontstage and backstage resistance. While frontstage resistance derives its subversive potential from mixing open protest with implicit complaisance, backstage resistance functions via a benign appearance of carefully staged compliant behaviour.

Reviews

Besharov, Mary (2017):

Organizing Organic: Conflict and Compromise in an Emerging Market by Michael A. Haedicke. Redwood City, CA: Stanford University Press, 2016. 240pp. ISBN 978-0804795906.

[Review]. In: *Organization Studies* 38 (2), S. 285–288. DOI: 10.1177/0170840616673802.

Czarniawska, Barbara (2017):

Organizing Networks: An Actor-Network Theory of Organizations by Andréa Belliger & David J. Krieger.Bielefeld: transcript Verlag, 2016. 272 pp. ISBN: 978-3-8376-3616-1. and Network Theory: Trials, Trails and Translations by Mike Michael London: SAGE, 2017. 188 pp. ISBN: 978-1-4462-9395-9 (hbk); 978-1-4462-9396-6 (pbk).

[Review]. In: *Organization Studies* 38 (10), S. 1483–1484. DOI: 10.1177/0170840617721670.

Dobusch, Leonhard (2017):

Palmer, Donald; Smith-Crowe, Kristin & Greenwood, Royston (Eds.) Organizational Wrongdoing: Key Perspectives and New Directions, Cambridge: Cambridge University Press, 2016, 519 pp.

[Review]. In: *Organization Studies* 38 (12), S. 1793–1795. DOI: 10.1177/0170840617727710.

Harley, Bill (2017):

Transforming Relationships for High Performance: The Power of Relational CoordinationStanford by Jody Hoffer Gittell. Stanford University Press, 2016. x + 307 pp. ISBN: 9780804787017.

[Review]. In: *Organization Studies* 38 (9), S. 1327–1329. DOI: 10.1177/0170840617696424.

Hinings, C. R. (2017):

Hyper-Organization: Global Organizational Expansion by Bromley Patricia and Meyer John W. Oxford: Oxford University Press, 2015.

[Review]. In: *Organization Studies* 38 (6), S. 861–864. DOI: 10.1177/0170840616678365.

Logue, Danielle (2017):

The Oxford Handbook of Sociology and Organization Studies: Classical Foundations and The Oxford Handbook of Sociology, Social Theory and Organization Studies: Contemporary Currents by Adler Paul S. (Ed.) : Oxford University Press, 2009. xii + 679 pp.

[Review]. In: *Organization Studies* 38 (8), S. 1149–1152. DOI: 10.1177/0170840617696423.

Pentland, Brian T. (2017):

The SAGE Handbook of Process Organization Studies Langley, Ann & Tsoukas, Haridimos (Eds.) The SAGE Handbook of Process Organization Studies. Thousand Oaks, CA: SAGE, 2017. 678 pp. ISBN: 978 1 4462 9701 8.

[Review]. In: *Organization Studies* 38 (12), S. 1796–1800. DOI: 10.1177/0170840617724075.

Raviola, Elena (2017):

Turco, Catherine J.: The Conversational Firm: Rethinking Bureaucracy in the Age of Social MediaNew York, NY: Columbia University Press, 2016. 272 pp. ISBN: 978 0 2311 7898 3.

[Review]. In: *Organization Studies* 38 (11), S. 1645–1647. DOI: 10.1177/0170840617721671.

Reed, Michael I. (2017):

The Architecture of Collapse by Mauro F. Guillen: The Global System in the 21st CenturyOxford: Oxford University Press, 2015. 218 pp. ISBN: 978-0-19-968360-4.

[Review]. In: *Organization Studies* 38 (5), S. 711–713. DOI: 10.1177/0170840616674868.

Sturdy, Andrew (2017):

Defining Management – Business Schools, Consultants, Media by Lars Engwall, Matthias Kipping & Üsdiken Behlül. New York/Oxford: Routledge, 2016, 318 pp., ISBN 978-0-415-72788-4 (pbk). £34.99.

[Review]. In: *Organization Studies* 38 (10), S. 1485–1487. DOI: 10.1177/0170840617696421.

Sydow, Jorg (2017):

The Emergence of Novelty by Garud Raghu,Simpson Barbara,Langley Ann & Tsoukas Haridimos (Editors), in OrganizationsOxford: Oxford University Press, 2015.

[Review]. In: *Organization Studies* 38 (7), S. 1005–1008. DOI: 10.1177/0170840616682429.

Taylor, Scott (2017):

Bourgeois Equality: How Ideas, Not Capital Or Institutions, Enriched The WorldChicago by McCloskey Deirdre Nansen: The University of Chicago Press, 2016. 787pp. ISBN: 978 0 226 33999 1.

[Review]. In: *Organization Studies* 38 (1), S. 151–153. DOI: 10.1177/0170840616665773.

Wasserman, Varda (2017):

The Oxford Handbook of Diversity in OrganizationsOxford by Regine Bendl, Inge Bleijenbergh, Elina Henttonen, and Albert J. Mills (Editors): Oxford University Press, 2015; 635 pp.

[Review]. In: *Organization Studies* 38 (3-4), S. 561–564. DOI: 10.1177/0170840616674867.

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Editorials

Law, David (2017):

Always look on the bright side of life!

[Editorial]. In: *Perspectives* 21 (4), S. 117–118. DOI: 10.1080/13603108.2017.1375784.

Law, David (2017):

The challenge of quality.

[Editorial]. In: *Perspectives* 21 (1), S. 1–3. DOI: 10.1080/13603108.2017.1251182.

Law, David (2017):

Willy Russell and Elaine Morgan. Inspirational voices.

[Editorial]. In: *Perspectives* 21 (2-3), S. 41–44. DOI: 10.1080/13603108.2017.1317437.

Original Articles

Budd, Richard (2017):

Disadvantaged by degrees? How widening participation students are not only hindered in accessing HE, but also during – and after – university.

In: *Perspectives* 21 (2-3), S. 111–116. DOI: 10.1080/13603108.2016.1169230.

Abstract:

There is no shortage of literature addressing the range of reasons why more disadvantaged groups are underrepresented in higher education – and particularly elite universities – in the UK, and it is clear that this has little to do with any real deficiency in terms of ability. This paper begins with an overview of this issue but then extends the argument beyond widening participation (WP) at the point of access. It raises concerns emerging from two relatively underresearched areas in the literature which indicate that 'WP' students are faced with greater inequalities than their more affluent peers both during their undergraduate degrees as well as beyond them. Although the focus here is on the UK, this topic and many of its themes will be familiar to educationalists and HE practitioners in other countries.

Childs, Ruth A.; Hanson, Mark D.; Carnegie-Douglas, Sandra; Archbold, Alexis (2017):

Investigating the effects of access initiatives for underrepresented groups.

In: *Perspectives* 21 (2-3), S. 73–80. DOI: 10.1080/13603108.2016.1231720.

Abstract:

Efforts to increase access for and participation of groups that are underrepresented in postsecondary education (PSE) have included encouraging members of underrepresented groups to apply to PSE programmes, revising admission requirements to reduce barriers to attendance, providing assistance in completing applications for admission, and providing financial assistance. Such initiatives address different assumed causes of underrepresentation, but these assumptions are often not explicit. Drawing from programme evaluation, we describe and illustrate the use of change models to make explicit each access initiative's assumptions about barriers to participation, thus providing the basis for evaluation of the initiatives. The evaluation of an access initiative involving a change in admission requirements for an initial teacher education programme is discussed as an illustration of this approach.

Click, Kevin A.; Huang, Leesa V.; Kline, Linda (2017):

Harnessing inner strengths of at-risk university students. Relationships between well-being, academic achievement and academic attainment.

In: *Perspectives* 21 (2-3), S. 88–100. DOI: 10.1080/13603108.2016.1273260.

Abstract:

Concern for the academic performance and persistence to graduation among university students is well-warranted. Numerous studies have tied performance to overall positive affect in professional settings and to individual internal concepts, indicating an expectation for similar ties in demanding academic settings. For students at increased risk for attrition, social connection and resilience are expected to play a role in buffering against attainment failures. This study examined the relationship between academic achievement, academic attainment, and various dimensions of well-being using a multidimensional well-being scale currently in development. Participants completed the Journey to College Success Scale, and Brief MSLSS-College in an online format, and were asked for permission to examine academic transcript records. We found relationships between the JCSS overall well-being score and academic achievement, a group of dimensions relating to resilience and academic achievement, a relationship between attainment and achievement, and a relationship between overall well-being and attainment, providing preliminary support for these connections.

Farmer, Julie (2017):

Mature Access. The contribution of the Access to Higher Education Diploma.

In: *Perspectives* 21 (2-3), S. 63–72. DOI: 10.1080/13603108.2017.1286400.

Abstract:

Since the late 1970s, the Access to Higher Education (Access to HE) Diploma (the Diploma) and its predecessor Access to HE certificates and courses have provided opportunities for adults to undertake the preparation they need to progress to higher education (HE). The Quality Assurance Agency for Higher Education (QAA) has been collecting data about these students since 1998, working with a variety of further education (FE) and HE agencies, and has published annual reports. This paper brings together this information to consider the question of whether or not this qualification has contributed to widening participation in HE. General patterns in the data are presented, acknowledging that some changes in data collection methodologies over the years place limitations on the statements that can be made. The paper suggests that nonetheless this unique set of data does indicate that Access to HE has made a contribution. However, some of the changes in patterns of the proportions of widening participation characteristics in Access to HE entrants to HE raise questions for further analysis, and changes in the context of FE and HE structures and funding may pose challenges to Access to HE students and their progression to HE.

Hammonds, Frank; Mariano, Gina J.; Ammons, Gracie; Chambers, Sheridan (2017):

Student evaluations of teaching. Improving teaching quality in higher education.

In: *Perspectives* 21 (1), S. 26–33. DOI: 10.1080/13603108.2016.1227388.

Abstract:

Student evaluations of teaching (SET) are widely used in both North America and the UK as a means of documenting and improving teaching quality. This article discusses current research on SET administration and interpretation in both regions. Sections of the article are dedicated to various problems associated with SETs and how these may be addressed. Attention is focused on the underlying theme of engaging students to become active participants in improving teacher quality. Given the large investment in SETs and the strong likelihood that they will continue to be used to measure teaching effectiveness and learning outcomes, it is important to maximise the practical information gained from them.

Handley, Fiona J. L.; Read, Ann (2017):

Developing assessment policy and evaluating practice. A case study of the introduction of a new marking scheme.

In: *Perspectives* 21 (4), S. 135–139. DOI: 10.1080/13603108.2015.1128490.

Abstract:

In 2011, Southampton Solent University, a post-1992 university in southern England, introduced a new marking scheme with the aims of changing marking practice to achieve greater transparency and consistency in marking, and to ensure that the full range of marks was being awarded to students. This paper discusses the strategic background to the scheme's development, analyses the role of the working group and stakeholder involvement in developing the initiative, and presents a critical commentary on its success within the frame of the university as a 'learning organisation' [Senge, P. M. (2006). The Fifth Discipline: The Art and Practice of the Learning Organisation. London: Random House].

Harrison, Neil; Waller, Richard (2017):

Evaluating outreach activities. Overcoming challenges through a realist 'small steps' approach.

In: *Perspectives* 21 (2-3), S. 81–87. DOI: 10.1080/13603108.2016.1256353.

Abstract:

Practitioners are being placed under increasing pressure to evaluate the success of their outreach activities, both by government and by their own universities. Based in a reductionist doctrine of 'evidence-based practice', there is a desire to demonstrate the effectiveness and value-for-money across activities that now account for around £175 million per year across England. This article examines some of the difficulties in evaluating the complex social world of outreach and suggests a 'small steps' approach to overcome some of these. This uses the idea of a transformative 'theory of change' as a framework for understanding the particular contribution made by discrete activities within a wider portfolio, providing a more reliable form of inference than attempts to 'prove' impact over longer timeframes.

Healey, Nigel M. (2017):

Beyond 'export education'. Aspiring to put students at the heart of a university's internationalisation strategy.

In: *Perspectives* 21 (4), S. 119–128. DOI: 10.1080/13603108.2017.1286399.

Abstract:

For many universities around the world, internationalisation means the recruitment of fee-paying international students (so-called export education) for primarily commercial reasons. For UK universities, international (non-European Union) students account for approximately 13% of their annual revenues, making them highly dependent on international student recruitment. This paper discusses the attempt by one UK university to change direction and develop a new approach to

internationalisation which puts an international learning experience for all students at the heart of its new strategic plan. It discusses the obstacles to changing direction in this way and shares some of the lessons learned about how to roll out an alternative university-wide internationalisation strategy.

Mountford-Zimdars, Anna; Sanders, John; Moore, Joanne; Sabri, Duna; Jones, Steven; Higham, Louise (2017):

What can universities do to support all their students to progress successfully throughout their time at university?

In: *Perspectives* 21 (2-3), S. 101–110. DOI: 10.1080/13603108.2016.1203368.

Abstract:

This article reviews the findings from a UK nationwide project on the causes of differences in student outcomes in higher education. The project was commissioned by the Higher Education Funding Council for England and reported in July 2015. We found that universities with an embedded, institution-wide approach that engaged senior managers, academic staff, professional service staff and students as stakeholders and agents in the differential outcomes agenda were most promising in decreasing progression gaps. Universities use targeted and universal interventions to affect change. Initiatives that tackle assessment and the content and meaning of curricula are a promising stream of interventions. Overall, more evaluations on what works and sharing of practice will further enable the sector to support all higher education students in reaching their academic potential.

Murphy, Tony (2017):

Revising the Research Excellence Framework. Ensuring quality in REF2021, or new challenges ahead?

In: *Perspectives* 21 (1), S. 34–39. DOI: 10.1080/13603108.2016.1246386.

Abstract:

This paper considers the likely shape of the next UK Research Excellence Framework (REF). It explores some of the recommendations from the 2016 Stern Review (those concerned with 'outputs') and their envisaged impact on the exercise. Drawing on lessons learnt from the previous round of the REF, and some wider commentary, the paper considers some of the problems emergent from REF2014, whether they can be mitigated, and whether new problems might emerge in REF2021. Prominently, the issues of 'burden' and 'gaming' are explored. Although there are some grounds for optimism, much more detail will be needed before we can be reasonably confident about achieving a less burdensome and a more accurate evaluation of research quality within universities across the UK.

Rainford, Jon (2017):

Targeting of widening participation measures by elite institutions. Widening access or simply aiding recruitment?

In: *Perspectives* 21 (2-3), S. 45–50. DOI: 10.1080/13603108.2016.1148645.

Abstract:

The impact of widening participation policy and how it is enacted institutionally is a central concern to Higher Education. It is not simply about the admission of students from disadvantaged backgrounds, but also ensuring that these students complete their courses successfully. This work therefore goes far beyond those departments tasked with access and outreach and has implications for staff across all academic and support service areas. The way in which national policy is interpreted and translated into local policy can therefore affect the whole institution. To bring a spotlight on these issues, this paper will focus on a case study of a single elite institution in England. Focusing primarily on selection of students, it will examine how selection measures can in fact reproduce inequalities. It will therefore demonstrate how this programme may not improve access to Higher Education but instead focuses on ensuring that students already on a path to Higher Education choose this institution in preference to others.

Rao, Namrata; Hosein, Anesa (2017):

The limits of Higher Education Institutions' websites as sources of learning and teaching information for prospective students. A survey of professional staff.

In: *Perspectives* 21 (1), S. 4–10. DOI: 10.1080/13603108.2016.1227386.

Abstract:

The Green Paper Fulfilling our Potential: Teaching Excellence, Social Mobility and Student Choice [BIS. 2015. Sheffield: Department for Business, Innovation and Skills. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/474227/BIS-15-623-fulfilling-our-potential-teaching-excellence-social-mobility-and-student-choice.pdf] suggests that the United Kingdom Higher Education (HE) landscape will be transformed, with greater emphasis on the quality of teaching and dissemination of high-quality learning and teaching (L&T) information to students. The latter is important for achieving the Government's widening participation agenda. Previously, a survey of the websites of 38 HE institutions found that limited information was provided to prospective students on several aspects of L&T [Hosein, A., and N. Rao. 2015. An Impact Study of the Guidance Documents for Higher Education Providers Published by QAA in 2013. Gloucester: The Quality Assurance Agency for Higher Education. http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=3014#.VlKDp4SS1Bx]. This research study analyses interview data from quality assurance and marketing personnel in eight British universities to identify the reasons for this information gap on HE institutions websites. The findings indicate that both institutional and individual practices influence the quality of L&T website information. The recognition of these contributory factors may facilitate the provision of quality information and guidance on effective ways of addressing these.

Shah, Mahsood; Whannell, Robert (2017):

Open access enabling courses. Risking academic standards or meeting equity aspirations.

In: *Perspectives* 21 (2-3), S. 51–62. DOI: 10.1080/13603108.2016.1203370.

Abstract:

Open access enabling courses have experienced growth in Australia. The growth is evidenced in student enrolments and the number of public and private institutions offering such courses. Traditionally these courses have provided a second chance to many students from various equity groups who have been unable to access tertiary education due to poor academic achievement in high school or lack of post-secondary education. In recent years, open access enabling courses have attracted both young and mature-age students from mid and high socio-economic backgrounds, and international students. Open access enabling courses are similar to final year of high schooling and enable students to access degree courses. These courses are not regulated and not part of Australian Qualifications Framework and nor are they subject to any external accreditation or assessment. This paper argues that in the quest to achieve equity aspirations in the absence of appropriate regulation and accreditation in a rapidly expanding market, institutions are at risk of failing to monitor the academic quality and standards and the extent to which students are prepared for success in undergraduate study.

Shepherd, Sue (2017):

No room at the top? The glass wall for professional services managers in pre-1992 English universities.

In: *Perspectives* 21 (4), S. 129–134. DOI: 10.1080/13603108.2016.1256844.

Abstract:

Pre-1992 English universities are changing the way they appoint their deputy and pro-vice-chancellors (PVCs). Traditionally, PVC posts were filled by internal secondment from within the professoriate, but these days an increasing number are appointed by means of external open competition involving advertisement and/or executive search. So has this 'opening up' of PVC positions created new career progression opportunities for professional services managers? Findings from a census, online survey and interviews with a range of senior university managers suggest not. Despite the PVC role becoming more managerial, those getting the jobs remain overwhelmingly career academics. Professional services managers confront a glass wall, excluded from consideration by a non-negotiable requirement for academic credibility. Aware they have little chance of getting a PVC job, they are unlikely to apply. The continued monopolisation of PVC posts by academic managers represents a form of social closure that serves to maintain their elite status.

Specials

Henderson, Michelle; Barnett, Rebecca; Barrett, Heather (2017):

New developments in transnational education and the challenges for higher education professional staff.

[Perspective]. In: *Perspectives* 21 (1), S. 11–19. DOI: 10.1080/13603108.2016.1203366.

Abstract:

Transnational education (TNE) is a fast moving area. The growth of TNE provision across the higher education (HE) sector has meant professional staff have developed considerable experience and knowledge in this field. However, the development of online and distance learning provision combined with the changing TNE landscape has given rise to new and innovative partnership types and models, creating new market opportunities, and inevitably more competition. New market entrants offer customised content, routes to qualifications, learning and tuition solutions, which present new partnership opportunities for universities. However, organisational practices for due diligence, stakeholder management, quality assurance, financial investment, decision-making and commercial and legal support can require significant adaptation and management. Professional staff must consider new ways to evaluate potential opportunities and risks in TNE where these involve multiple agencies and third parties. This article provides an insight into how these changes in the TNE environment impact professional staff in HE.

Hughes, Claire; Thomas, Helen (2017):

Collaborative provision quality assurance isn't just red tape …

[Perspective]. In: *Perspectives* 21 (1), S. 20–25. DOI: 10.1080/13603108.2016.1235623.

Abstract:

This paper discusses some research which was undertaken to explore perceptions around quality assurance within collaborative partnership (CP) working, from a range of internal and external stakeholders. The responses we received are being used to enhance policy and processes and inform the development of guidance materials to support all stakeholders. Our objective was to consolidate a 'quality culture' that strengthens CPs, and streamlines development processes. We continue to redesign procedures that further encouraged innovation and growth.

Johnson Morgan, Melissa; Finkelstein, Joanne (2017):

The changing status of higher education in the 'moronic inferno'.

[In My View]. In: *Perspectives* 21 (4), S. 144–149. DOI: 10.1080/13603108.2016.1181118.

Abstract:

Getting a good and relevant education is difficult enough to achieve within a context where social and economic needs are constantly unsettled by political policy. The public funding of the education sector has become a contested arena irrespective of a government's ideology. Recent graduates from various disciplines from Town Planning to Philosophy report in university destination surveys that they have only found employment in areas unrelated to their academic training – for instance, in supermarkets, restaurants and other low-level service industries. How has it happened that the universalisation of mass higher education has contributed to a disconnect between the individual's social aspirations and their economic status? What happened to the tacit promise that an extended period of intellectual development would prepare the individual for a life of valuable social contribution and financial security? Part of the answer lies in the success of higher education itself. Its popularity has changed its transformative capacity and allowed operational efficiencies to overrule academic quality. The university, ideally seen as a repository of intellectual intuition, has been remade into yet another modern corporation concerned with the bottom line and financial security. Why has it been necessary to remake the university in the image of the department store, supermarket or bank, and how has it been achieved without more critique.

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Editorials

Locke, William; Macfarlane, Bruce (2017):

Editorial.

[Editorial]. In: *Policy Reviews in Higher Education* 1 (1), S. 1–3. DOI: 10.1080/23322969.2017.1245819.

Locke, William; Macfarlane, Bruce (2017):

Editorial.

[Editorial]. In: *Policy Reviews in Higher Education* 1 (2), S. 109–111. DOI: 10.1080/23322969.2017.1315479.

Original Articles

Ballerini, Victoria (2017):

Global higher education trends and national policies. Access, privatization, and internationalization in Argentina.

In: *Policy Reviews in Higher Education* 1 (1), S. 42–68. DOI: 10.1080/23322969.2016.1245113.

Abstract:

The literature on education and globalization states that patterns of higher education systems tend toward international convergence, and that trends such as massification, privatization and internationalization are observable in nations with different degrees of development around the world. Neo-institutionalism and world systems theory differ on whether focus should be given to international convergence or domestic adaptation. Studies addressing historical and contextual dimensions of policy diffusion are relevant as they will further specify the nature of the extranational effects on national policies. The case of Argentina's national higher education policy is particularly relevant to this literature due to political and academic traditions that have inhibited the diffusion of many global trends into the country. This study offers a comparative historical analysis of the issues that have been prioritized in Argentina's higher education policy over three decades (1983–2015), the strategies employed by higher education actors, and the socioeconomic and political factors that led to unique manifestations there of global trends, such as massification, privatization, and internationalization. The paper shows how Argentina's system became massified without privatization, why privatization failed to reach the levels of other Latin American countries, and how an internationalization strategy via regionalization was a means to lockdown domestic reforms.

Brunner, Lisa Ruth (2017):

Higher educational institutions as emerging immigrant selection actors. A history of British Columbia's retention of international graduates, 2001–2016.

In: *Policy Reviews in Higher Education* 1 (1), S. 22–41. DOI: 10.1080/23322969.2016.1243016.

Abstract:

In an effort to more efficiently utilize immigration to mitigate the negative economic impacts of falling population rates, some governments are shifting from human-capital to demand-driven immigrant selection approaches. While employers are typically seen as the resulting non-governmental selection actors, recent niche but growing immigration programs are repositioning higher educational institutions as additional yet inadvertent selection actors, typically unaware of their role. To illustrate the complexities inherent in this policy evolution, I historically trace the past 15 years of immigration selection design targeting international students in the Canadian province of British Columbia and highlight potential implications in light of increasing internationalization. I argue that educational policy researchers need to further understand and engage with the development of increasingly intertwined yet previously neglected policy areas – in this instance, immigration – as higher education assumes new roles in public life.

Chiroleu, Adriana; Marquina, Monica (2017):

Democratisation or credentialism? Public policies of expansion of higher education in Latin America.

In: *Policy Reviews in Higher Education* 1 (2), S. 139–160. DOI: 10.1080/23322969.2017.1303787.

Abstract:

In recent decades, many Latin American governments have implemented policies to expand opportunities in higher education, aiming at reducing discrimination and social inequalities. These policies have taken different forms, according to the peculiarities of the respective higher education systems. The purpose of this paper is to explore the scope and limitations of these policies. We develop our analysis of theoretical literature on the subject, and review empirical information available from secondary sources of recent experience in five countries: Argentina, Brazil, Chile, Mexico and Venezuela. Argentina has increased opportunities for disadvantaged social sectors by expanding the public sector. Brazil has attempted to improve access for ethnic and social minorities in both public and private institutions. Chile is a unique case because of the continuing commitment to allow market forces to shape higher education. In Mexico, increased opportunities for access have resulted from the creation of intercultural universities and technical institutions in the public sector, as well as through growth in the private sector. Finally, in Venezuela, expansion occurred through the creation of a new system of universities that operates in parallel to traditional public institutions. We note that, in all cases, the policies reflect an underlying belief that there are only benefits to unlimited expansion, without regard to possible consequences, such as an excess of university graduates in economies with limited job opportunities for them. Moreover, these policies do not take into consideration the deficit of cultural and educational capital of young people who come from the most marginalised social sectors, deficits that may hinder their success. Concepts such as 'overeducation' or 'credencialism' call into question that optimistic belief and explain the limitations of the coverage expansion in terms of real democratisation.

Karran, Terence; Beiter, Klaus; Appiagyei-Atua, Kwadwo (2017):

Measuring academic freedom in Europe. A criterion referenced approach.

In: *Policy Reviews in Higher Education* 1 (2), S. 209–239. DOI: 10.1080/23322969.2017.1307093.

Abstract:

Using comparative data from 28 states within the European Union, this paper is a comprehensive assessment of the protection for, and (by extension) the health of, academic freedom in the universities of the nations of the European Union. The paper, extending previous work in this area, adopts a 'bottom-up' approach utilising 37 specific parameters that relate to international treaties, and national, constitutional, and legislative protection for academic freedom, along with legal regulations concerning institutional governance, the appointment of the rector, and the existence of academic tenure, in order to create a composite picture of the health of academic freedom in the universities within the European Union nations.

Lanford, Michael (2017):

The political history of the Georgia HOPE scholarship program. A critical analysis.

In: *Policy Reviews in Higher Education* 1 (2), S. 187–208. DOI: 10.1080/23322969.2017.1305258.

Abstract:

Since its first announcement on 22 September 1992, the HOPE (Helping Outstanding Pupils Educationally) scholarship program's influence on state policy and American higher education has been remarkable. Nevertheless, the Georgia HOPE scholarship is also worthy of critical interrogation. This paper examines the conception and implementation of the HOPE scholarship program by demonstrating how political agents made numerous changes to the scholarship to gain votes from their middle- and upper-class constituencies. Drawing upon primary sources (including oral histories and newspaper articles), I argue that these changes have crippled the HOPE scholarship's effectiveness, damaged its ability to serve equity goals, and potentially endangered its future. This historical analysis is conducted through three theoretical prisms. The first draws upon the work of List and Sturm, who argue that 'secondary policy issues' that affect a limited number of people (e.g. a scholarship program) are still subject to the 'disciplining effect' of elections. The second concerns policy-focused political science, of which Hacker and Pierson's theory of 'politics as organized combat' plays a primary role. The third draws from Alon, S. (2009. "The Evolution of Class Inequality in Higher Education: Competition, Exclusion, and Adaptation." American Sociological Review 74 (3): 731–55) theory of inequality in higher education, in which scholarship allocations are dependent upon a 'shifting meritocracy' that favors privileged socioeconomic groups.

Lang, Daniel W. (2017):

Fiscal incentives, Clark's triangle, and the shape and shaping of higher education systems.

In: *Policy Reviews in Higher Education* 1 (2), S. 112–138. DOI: 10.1080/23322969.2016.1246065.

Abstract:

For nearly 35 year's Burton Clark's triangle has been used as a paradigm for describing, assessing, and comparing systems of post-secondary education. Since then two major developments, neither of which could Clark have foreseen, in the financial management of higher education have occurred contemporaneously: incentive or performance funding on the part of the state and incentive-based budgeting on the part of universities. Both developments are based on fiscal incentives. Despite several inherent and inter-connected similarities, incentive funding and incentive-based budgeting have been appraised on parallel tracks, neither of which has led to a possible effect on Clark's fundamental model, particularly with regard to the interaction of institutional behavior as it is shaped by and shapes systems of higher education. This study investigates their convergence with one another and the consequential effect on the relationship between the state, the university, and the market as foreseen by Clark's Triangle. The study concludes that, although incentive funding and incentive-based budgeting are sometimes at cross-purposes, they are functionally so inter-connected, whether intentionally or coincidentally, and that they may change the shape of a given system's 'triangle' by altering the zero-sum balance between the state, market and academic legs of the triangle.

Lim, Miguel Antonio; Williams Øerberg, Jakob (2017):

Active instruments. On the use of university rankings in developing national systems of higher education.

In: *Policy Reviews in Higher Education* 1 (1), S. 91–108. DOI: 10.1080/23322969.2016.1236351.

Abstract:

This article questions the existing understanding of how global university rankings work to coordinate higher education policy. Rankings are often analyzed as accelerators of reform processes while their differences are overlooked. We suggest studying the particular encounters between rankers and national policy contexts as occasions for friction between policies, people, and practices across both national policy arenas and the ranking agencies. We draw on two multi-year field studies of India and Denmark to show how alignment between rankings and national reform agendas cannot be easily assumed. We present rankers in motion, policies in motion, and finally the complex nature of the ranking device that needs to be both a relevant and malleable policy instrument but also a fixed and legitimate standard. Policy-makers needed a reference point and the dynamic nature of rankings changed the policy processes themselves. We extend existing arguments about the role of rankings in policy-making by showing concretely how rankings are employed in and shape countries' quests for

positioning in the global knowledge economy. Rankings demand new explorations of their production and open up a space for new understandings of the links between policy assemblages and wider processes of transformation.

Manathunga, Catherine (2017):

Excavating the role and purpose of university education in the postmodern age. Historical insights from the South.

In: *Policy Reviews in Higher Education* 1 (1), S. 69–90. DOI: 10.1080/23322969.2016.1244773.

Abstract:

Universities in the early twenty-first century have become captive sites of global capitalism. The role of universities in this neoliberal knowledge system is to produce consumable knowledge for transnational corporations and flexible, knowledge worker-entrepreneurs. It is difficult to see where the university's roles in social justice and equity fit into the current higher education policy environment. While these are global trends in higher education, the focus of this article is on analysing key Australian policy documents from the 1950s to the 2000s. These policy texts contain discursive constructions of universities that both mirrored and produced powerful social imaginaries about higher education. Building upon earlier research, I analyse these policy documents using a form of Foucauldian archaeological analysis that seeks to trace the ways in which discourses define and delimit possible constructions of universities. This article makes an original contribution to contemporary debates about higher education policy because it engages in detailed Foucauldian archaeological analysis that opens up the present to critique, enabling us to trace how constructions of the postmodern university have emerged over time and have come to be normalised. It also offers counter-narratives about how policy futures might be [re]constructed.

Perraton, Hilary (2017):

Foreign students in the twentieth century. A comparative study of patterns and policies in Britain, France, Russia and the United States.

In: *Policy Reviews in Higher Education* 1 (2), S. 161–186. DOI: 10.1080/23322969.2017.1303788.

Abstract:

This paper reviews the development of international student mobility in the twentieth century as exemplified by Britain, France, Russia or the Soviet Union, and the United States. It summarises data on international student numbers and describes the development of policy at an institutional and national level in these four countries. Conclusions are drawn and related to current policy debates.

Shattock, Michael (2017):

The 'world class' university and international ranking systems. What are the policy implications for governments and institutions?

In: *Policy Reviews in Higher Education* 1 (1), S. 4–21. DOI: 10.1080/23322969.2016.1236669.

Abstract:

The aim of this article is to explore the relationship between the concept of the 'world class' university and the evidence provided by published global institutional ranking systems and to assess the policy implications of seeking 'world class' standing whether driven by governments or by institutions themselves. There would be little disagreement that higher education is subject to a league table culture or that ranking systems have a habit of driving policy [Hazelkorn, E. 2011. Rankings and the Reshaping of Higher Education. London: Palgrave Macmillan]. What is less clear is whether policy-makers fully recognise the limitations of the messages which ranking systems seem to convey. In an increasingly market-conscious higher education environment the claim to be 'world class' is ubiquitous and is rarely subjected to critical scrutiny in public discourse so that the concept has become overused and devalued, albeit it remains a powerful element in policy formation. The paper argues that the concept can distort policy and lead to a concentration on unrealistic and unachievable goals.

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Editorials

Williams, James (2017):

Editorial.

[Editorial]. In: *Quality in Higher Education* 23 (1), S. 1–2. DOI: 10.1080/13538322.2017.1328775.

Williams, James (2017):

Editorial.

[Editorial]. In: *Quality in Higher Education* 23 (2), S. 79–80. DOI: 10.1080/13538322.2017.1358952.

Original Articles

Alzafari, Khaled (2017):

Mapping the literature structure of 'quality in higher education' using co-word analysis.

In: *Quality in Higher Education* 23 (3), S. 264–282. DOI: 10.1080/13538322.2017.1418607.

Abstract:

Quality in higher education is an attractive and important field not only for higher education institutions but also for their stakeholders. However, the research field is very complex due to the overlapping and interlinking of its topics. Over the years, an enormous amount of studies has been devoted to exploring different topics. Nevertheless, few studies focus on exploring the main topics and assessing whether these topics are interlinked. Therefore, there is merit in reducing the complexity of this field by mapping, clustering and visualising the structure of publications' topics. The research methodology is based on implementing the co-word analysis of keywords extracted from more than two thousand academic publications seeking to reveal the prominent topics and the connections among them from a static and dynamic point of view. Mapping the literature structure of the research field reveals four key areas in the research field where each contains topics that are very likely to be interrelated to each other rather than to topics from other different areas.

Ashour, Sanaa (2017):

One or multiple paths to quality assurance of higher education institutions in the United Arab Emirates.

In: *Quality in Higher Education* 23 (3), S. 183–200. DOI: 10.1080/13538322.2017.1407393.

Abstract:

The United Arab Emirates (UAE) is a federation of seven autonomous emirates that follow different economic models. There is a process for quality assurance at the federal level, however, each emirate takes its own approach to assure the

quality of its institutions. This has resulted in different procedures and varying levels of oversight and scrutiny of quality. Since the majority of higher education providers in the UAE are market-driven, this poses the challenge of maintaining the quality of education in those institutions. This study explores how well quality assurance systems support the quality of commercial higher education institutions using two research methods: semi-structured interviews with 38 stakeholders to investigate their perceptions of the quality assurance processes in the UAE; and focus group discussions with 161 students to collect their views of the quality of education in the commercialised institutions. The research confirms earlier findings that quality of education is a function of quality assurance processes.

Avci, Ercan (2017):

Drawing on other disciplines to define quality in bioethics education.

In: *Quality in Higher Education* 23 (3), S. 201–212. DOI: 10.1080/13538322.2017.1407394.

Abstract:

In light of the lack of scholarly studies on the determination of quality in bioethics education, this paper aims to elaborate the concept of quality, focus on its understanding in education and explore a definition of quality in bioethics education. The findings of the literature-based research indicate that quality is a multidimensional concept and its definition is largely dependent on the needs, expectations and perceptions of customers. Furthermore, in regard to quality in education, the plethora of stakeholders and different goals of each stakeholder preclude producing a unanimous definition of quality. After examining certain definitions and approaches of quality in other disciplines, quality in bioethics education is described as 'conformance to the goals'. These goals refer to increasing ethical knowledge; improving ethical skills to strengthen ethical sensitivity, awareness and judgement; developing ethical behaviour; and promoting cultural competence.

Bendixen, Carsten; Jacobsen, Jens Christian (2017):

Nullifying quality. The marketisation of higher education.

In: *Quality in Higher Education* 23 (1), S. 20–34. DOI: 10.1080/13538322.2017.1294406.

Abstract:

The increasing dominance of educational markets means that quality of higher education has the character of open signifiers of periodic occurrence, embedded institutionally as ways of consensual communication on how to go on as smoothly as possible. This promotes the growth of context dependent and local interpretations of how to meet in agreement regarding quality in everyday practices. All interpretations are contextualised and as a result are nullified outside the context in which they occur. Discourses on quality promote flexibility and create periodic legitimacy through discursive nullification processes. On the other hand, institutions have to adopt standards in education as a measure of outcome indicators for benchmarking. When quality is replaced by standards and if standards are equivalent to labour market relevance this might signal the beginning of overall external control over higher education. In the long run it will hardly benefit educational programmes if institutions of higher educations fail to 'stand for' quality that, in the very least, can supplement the fulfilment of politically determined targets and standards. In this way the market will have not only graduates who are going into employment but also engaged citizens who can transform and challenge the market.

Cheng, Ming (2017):

Reclaiming quality in higher education. A human factor approach.

In: *Quality in Higher Education* 23 (2), S. 153–167. DOI: 10.1080/13538322.2017.1358954.

Abstract:

Interest in quality is well established within higher education. This paper will critically review the most commonly used definitions of quality: fitness for purpose and value for money. It will point out that these two definitions are important but they ignore the emancipatory power of higher education and the development needs of academics and students. This paper will propose a new understanding of quality as a virtue of professional practice, which can be used as a useful force for individual academics and students to increase their commitment to learning and teaching. A new model of quality

evaluation will be outlined as a supportive mechanism to enhance academics' professionalism and to increase students' capability to learn.

Dattey, Kwame; Westerheijden, Don F.; Hofman, W.H.A. (2017):

Impact of accreditation on improvement of operational inputs after two cycles of assessments in some Ghanaian universities.

In: *Quality in Higher Education* 23 (3), S. 213–229. DOI: 10.1080/13538322.2017.1407398.

Abstract:

The study assesses the influence of accreditation, after two cycles of evaluation on some selected Ghanaian universities. This was done by examining the changes that had occurred in specified indicators, mainly because of the implementation of suggestions for improvement made by the previous cycle's evaluators. The study employed quantitative research methods in analysing the changes (for better or for worse) that had occurred in the selected indicators from one cycle of assessments to the other and as observed in the reports of the evaluators. The results showed varying degrees of improvements in the selected indicators at the subsequent assessments over the previous ones.

Hamshire, Claire; Forsyth, Rachel; Bell, Amani; Benton, Matthew; Kelly-Laubscher, Roisin; Paxton, Moragh; Wolfgramm-Foliaki, 'Ema (2017):

The potential of student narratives to enhance quality in higher education.

In: *Quality in Higher Education* 23 (1), S. 50–64. DOI: 10.1080/13538322.2017.1294407.

Abstract:

University policies are increasingly developed with reference to students' learning experiences, with a focus on the concept of the 'student voice'. Yet the 'student voice' is difficult to define and emphasis is often placed on numerical performance indicators. A diverse student population has wide-ranging educational experiences, which may not be easily captured within the broad categories provided by traditional survey tools, which can drown out the rich, varied and gradual processes of individual development. There is no single tool that can be used to measure students' experiences. This paper draws on findings from four narrative inquiry studies, carried out in the United Kingdom, Australia, South Africa and New Zealand, to illustrate how a narrative approach could be used to complement performance indicators. This provides a richer context for educators' understanding of students' experiences and for supporting and setting institutional agendas.

Houston, Don; Hood, Cassandra (2017):

University teacher preparation programmes as a quality enhancement mechanism. Evaluating impact beyond individual teachers' practice.

In: *Quality in Higher Education* 23 (1), S. 65–78. DOI: 10.1080/13538322.2017.1294408.

Abstract:

Conceptually, practically and rhetorically teaching is at the core of quality in higher education. University teaching preparation programmes (TPPs) are regularly advocated to foster enhancement of teaching but there remains limited evidence to demonstrate their effectiveness or impact as a quality improvement mechanism. Support for such programmes is largely a matter of faith amongst their advocates. This paper presents an analysis of the impact of one initial TPP to add to the body of evidence on the efficacy of such programmes. The results reinforce other research indicating that such programmes do have beneficial effects on individual academics. The benefits extend to work groups and have value to the institution. However, the transfer of learning by academics to practice takes time and is mediated by many factors. Nevertheless, where institutional and local departmental cultures value teaching, TPPs provide a useful strategy for quality enhancement in higher education.

Kusumastuti, Dyah; Idrus, Nirwan (2017):

Nurturing quality of higher education through national ranking. A potential empowerment model for developing countries.

In: *Quality in Higher Education* 23 (3), S. 230–248. DOI: 10.1080/13538322.2017.1407400.

Abstract:

This paper reviews the recently introduced National Higher Education ranking system in Indonesia in order to evaluate its potential as a sustainable model to improve the quality of higher education in the country. It is a scaffold towards an established world-universities ranking system that may prove formidable for a developing country. This ranking system is based on four quality criteria, namely quality of academics, of management, of research and of students, each with its own weighting factor and scale. It is found that the actions and inactions of institutions vis á vis their continuous quality improvement may reflect their ranks. In countries where the thirst for higher education is high such as in developing countries, institutions' ranks play a decisive competitive role. A rational, transparent, bona fide and dependable national ranking system is realistic in helping to improve the quality of higher education in the country.

Leihy, Peodair; Miguel Salazar, Jose (2017):

Quality Street. Encountering higher education's accountabilities.

In: *Quality in Higher Education* 23 (1), S. 3–19. DOI: 10.1080/13538322.2017.1294409.

Abstract:

This article offers a new approach to quality, focusing on the dimensions that gather around it. The mismatched goals of controlling and improving higher education continue to trouble the conceptual clarity of accountability. Quality in higher education emerges as something agreed upon (to varying efficacy) through accountability measures, rather than dictated or scheduled. A concept of purchase (the connectedness of accountability with quality) informs discussion. Following an overview of what quality means logically and in the operational context of high rates of access to and participation in higher education, the argument proceeds to a schema of complementary types, or personages, of accountability (transactional, political, bureaucratic, institutional and disciplinary). Throughout, the desire to be viewed well and self-awareness interplay, rendering the various approaches to quality assurance presences to be acknowledged in their own right.

Leonard, Simon N.; Fitzgerald, Robert N.; Bacon, Matt; Munnerley, Danny (2017):

Mapping next generation learning spaces as a designed quality enhancement process.

In: *Quality in Higher Education* 23 (2), S. 168–182. DOI: 10.1080/13538322.2017.1358955.

Abstract:

The learning spaces of higher education are changing with collaborative, agile and technology-enabled spaces ever more popular. Despite the massive investment required to create these new spaces, current quality systems are poorly placed to account for the value they create. Such learning spaces are typically popular with students but the impact they have on learning outcomes is difficult to capture. Taking a design-research approach, this paper presents a way of assessing the value of learning spaces in context through systematically mapping the expectations reified in their designs. While presenting a series of specific tools that support this mapping exercise, this paper also contributes to a larger conversation about the sorts of tools and processes the academic community might use in accounting for the quality of its work.

Lyytinen, Anu; Kohtamaki, Vuokko; Kivisto, Jussi; Pekkola, Elias; Holtta, Seppo (2017):

Scenarios of quality assurance of stakeholder relationships in Finnish higher education institutions.

In: *Quality in Higher Education* 23 (1), S. 35–49. DOI: 10.1080/13538322.2017.1294410.

Abstract:

Although the role and significance of the external stakeholders of higher education institutions has grown in recent years, quality assurance of stakeholder relationships remains a new phenomenon in the management practices of higher education institutions and in higher education research. Based on interviews and expert panel data, this article analyses the internal and external stakeholders' perceptions of scenarios of the quality assurance of stakeholder relationships in Finnish higher education institutions. It especially focuses on exploring how institutions can balance internal and external stakeholders' perspectives with regard to quality assurance. The results show that an essential challenge for Finnish higher education institutions is to develop flexible quality assurance practices capable of balancing the academic goals of the institutions and the needs of the external stakeholders. This also requires seeking balance between the centralised coordination and the differentiated practices of disciplines and academic units inside institutions.

Ruohoniemi, Mirja; Forni, Monica; Mikkonen, Johanna; Parpala, Anna (2017):

Enhancing quality with a research-based student feedback instrument. A comparison of veterinary students' learning experiences in two culturally different European universities.

In: *Quality in Higher Education* 23 (3), S. 249–263. DOI: 10.1080/13538322.2017.1407401.

Abstract:

This paper explores the value of a research-based student inventory from the quality assurance point of view in two culturally different European higher education institutions for veterinary education. Perceived heavy workload is a well-known problem in veterinary studies and is a challenge to the quality of learning. First- and third-year students in both institutions responded to an inventory consisting of items regarding their approaches to learning, self-efficacy, study workload and the teaching-learning environment. There were differences in students' approaches to learning and perceived workload between the two institutions. In both contexts, the strongest predictor of the workload turned out to be the surface approach to learning. Self-efficacy showed a positive correlation with the deep approach to learning and organised studying. The strengths of the teaching-learning environment varied between the institutions. Moreover, the present study discusses how the gained information could be used in improving the teaching-learning environment and students' learning.

Sadler, D. Royce (2017):

Academic achievement standards and quality assurance.

In: *Quality in Higher Education* 23 (2), S. 81–99. DOI: 10.1080/13538322.2017.1356614.

Abstract:

Quality assurance processes have been applied to many aspects of higher education, including teaching, learning and assessment. At least in the latter domain, quality assurance needs its fundamental tenets critically scrutinised. A common but inadequate approach has been to identify and promote learning environment changes 'likely to improve' learning outcomes. They are simply labelled 'quality assurance' without establishing their effectiveness. Part of the problem is that the case for quality assurance has been largely taken as self-evident. Originally, quality assurance principles were developed in domains outside higher education. In those, auditable product, service and other standards play a central role. Although external processes do not directly transfer to higher education, their underlying principles offer perspectives and pointers for reconceptualising quality assurance and improving assessment and grading. Quality assurance should be grounded in authoritative and properly formulated academic achievement standards applied to actual student works, performances and course grades.

Sharp, Keith (2017):

The distinction between academic standards and quality. Implications for transnational higher education.

In: Quality in Higher Education 23 (2), S. 138–152. DOI: 10.1080/13538322.2017.1356615.

Abstract:

Although the conceptual distinction between academic standards and the quality of learning opportunities is fundamental to an understanding of the role of quality assurance in higher education, the distinction, and its implications, have not always been well understood in the case of transnational higher education. This paper explores both the source of academic standards and the criteria by which the quality of learning opportunities can be judged. It is argued that the distinction is of particular importance in the context of transnational education, because whilst judgements about quality may legitimately be susceptible to a degree of cultural influence, the same is not true of judgements about academic standards. It is suggested that a lack of attention to the logical distinction between standards and quality has hampered efforts by regulatory régimes around the world to develop coherent policies with respect to hosting transnational higher education provision.

van Zanten, Marta (2017):

Recognition organisations that evaluate agencies accrediting medical education programmes. Quis custodiet ipsos custodes?

In: *Quality in Higher Education* 23 (2), S. 100–119. DOI: 10.1080/13538322.2017.1356616.

Abstract:

The goals of agencies that accredit medical education programmes or institutions are to ensure high quality student experiences and to certify the readiness of graduates to further their training or begin practice as physicians. While accreditation provides a level of legitimacy, the agencies conducting the reviews vary in their organisation, robustness and transparency of decisions. Therefore, to enhance validity and comply with governmental or medical professional regulations, some agencies undergo external evaluations of their standards and protocols, a process commonly referred to as recognition. Recognition also provides stakeholders with unbiased and credible information on accrediting agencies and the educational institutions they accredit. The author compares six European and United States-based recognition organisations that evaluate agencies that accredit medical education to highlight similarities and differences in scope, processes and consequences of the review. These results contribute to the development of best practices and potential mutual acceptance of decisions in the global 'meta quality assurance' arena.

Woolcott, Geoff; Keast, Robyn; Chamberlain, Daniel; Farr-Wharton, Ben (2017):

Modelling success networks to improve the quality of undergraduate education.

In: *Quality in Higher Education* 23 (2), S. 120–137. DOI: 10.1080/13538322.2017.1356617.

Abstract:

Discussions of support and intervention in undergraduate university education are dominated by discussion of attrition. This study quests more broadly in arguing that support and intervention for undergraduate students may also benefit from models of engagement and success as well as conventional risk and failure. Supporting this proposition is a study that involved multifactorial approaches based in a combination of aspects of social network theory and social ecology theory. Analysis was enacted through social network analysis of archival data sets derived from a single cohort of 4065 undergraduate students at a regional Australian university. The findings suggest that models of academic success are suited to examination of the broader issues of student agency and undergraduate university education. The success networks developed are uniquely student-centred and place-based and may serve as more nuanced models for university intervention and support structures and mechanisms.

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Original Articles

Aboal, Diego; Tacsir, Ezequiel (2017):

The impact of subsidies on researcher's productivity. Evidence from a developing country.

In: *Research Evaluation* 26 (4), S. 269–283. DOI: 10.1093/reseval/rvx031.

Abstract:

In this article we perform an impact evaluation of a programme that provides ex post subsidies to researchers in Paraguay. The analysis spans across the first 2 years following the programme (short-run). Ex post subsidies are prevalent in Latin America; however, the analysis of their effects has received little attention in the literature. Thanks to the availability of data coming from electronic CVs of applicants, we are able to analyse the impact of the programme through dimensions of researchers' productivity that have been mostly overlooked previously. For example, we are able to use technical production, own education, other researchers' training, and other dimensions of the bibliographic production that are different to published articles. We also provide impact estimations on quantity and quality of publications based on more traditional sources of data. We find some positive impacts of the programme. However, some of the results are not robust to alternative methods of estimation.

Ahlgren, Per; Yue, Ting; Rousseau, Ronald; Yang, Liying (2017):

The role of the Chinese Key Labs in the international and national scientific arena revisited.

In: *Research Evaluation* 26 (2), S. 132–143. DOI: 10.1093/reseval/rvx011.

Abstract:

In this contribution, which builds on and develops a study that was published more than 10 years ago, we address the role of the Chinese Key Labs (KLs) in the international and national scientific arena. We give a short overview of the position of KLs in China, including their budget and manpower. Based on large numbers of Chinese publications obtained from the Web of Science (WoS) and the Chinese Science Citation Database (CSCD), the KLs are compared across publication years to the rest of China (ChRest) with respect to publication output and citation impact. We also look at collaboration in terms of co-publishing between the KLs and the ChRest. As to publications in the WoS, we found that the contribution of KLs compared with the ChRest is slightly and irregularly increasing (using full counting as well as fractional counting), whereas a stronger increasing trend is observed for the corresponding contribution in the CSCD. We observed an increase in the number of collaborations between KLs and Chinese colleagues, regardless of database. For WoS and field normalized citation indicators, we obtained the expected results that researchers at KLs perform considerably better than other Chinese colleagues and, moreover, perform clearly better than database average. As such we may conclude that KLs have lived up to their promise and made real impact on the international arena.

Ahmed, Mohamed O.; Daw, Mohamed A.; van Velkinburgh, Jennifer C. (2017):

An evolving research culture. Analysis of biomedical publications from Libya, 2003–13.

In: *Research Evaluation* 26 (4), S. 284–291. DOI: 10.1093/reseval/rvx027.

Abstract:

Understanding the publication output of a country's biomedical research can provide information for strengthening its policies, economy, and educational systems. Yet, this is the first bibliometric study to date to analyze and provide an in-depth discussion of the biomedical research productivity from Libyan academic institutions. The biomedical research productivity of higher education institutes and affiliated hospitals from Libya, with a focus on the higher education sector, was analyzed and discussed for the period of 2003–13 using the PubMed database. A questionnaire online survey was also developed to obtain opinions of Libyan scientists on productivity status and quality of research output. A total of 345 peer-reviewed articles were included in the analysis and were authored by researchers in the cities of Benghazi (32%), Tripoli (29%), Al-Zawiya (9%), Al-Bayda (8%), Sabha (3%), Misrata (3%), and Al-Khoms (1%). The papers included co-authors and/or corresponding authors from over 40 other countries were published in 179 journals covering a broad range of biomedical topics. Questionnaire (44% response rate) indicated research is largely self-funded. Information along with accurate, comprehensive, and transparent metrics can be applied to aid governmental and nongovernmental institutions to develop stable infrastructures for academic communities to achieve effective research performance and innovation.

Ambrasat, Jens; Tesch, Jakob (2017):

Structured Diversity. The changing landscape of doctoral training in Germany after the introduction of structured doctoral programs.

In: *Research Evaluation* 26 (4), S. 292–301. DOI: 10.1093/reseval/rvx024.

Abstract:

The introduction of structured doctoral programs (SDPs) is changing the conditions of doctoral training in Europe and worldwide. SDPs were introduced to reorganize doctoral training to make it more transparent and to improve the quality of doctoral training and supervision. This article suggests a conceptual framework to assess the outcome of these goals against the backdrop of existing pathways toward the doctorate, namely, the doctoral status group research assistants, scholarship holders, and external candidates. Based on empirical data from the large longitudinal study on doctoral candidates in Germany, ProFile, we describe the amount of structuration and formalization within those status groups and compare it to the structure of SDPs. Results reveal that traditional status groups already structure the context of doctoral training remarkably. In front of this backdrop, SDPs change the landscape in the expected way by improved transparency, course offers, and increased exchange with the supervisor. However, the effects of SDP membership vary between traditional status groups; thus, not all status groups profit to the same degree. We conclude that the structure of doctoral training has diversified through the introduction of SDPs and provides an outlook on the changes that can be expected if the number of SDPs increases.

Beck, Raphael; Halloin, Veronique (2017):

Gender and research funding success. Case of the Belgian FRS-FNRS.

In: *Research Evaluation* 26 (2), S. 115–123. DOI: 10.1093/reseval/rvx008.

Abstract:

The influence of gender on the outcome of research evaluation activities and access to research funding has been heavily debated in recent decades. In this study, data from 6,393 applications submitted between 2011 and 2015 to the Belgian funding agency Fonds de la Recherche Scientifique - FNRS (F.R.S.-FNRS) were statistically analysed to highlight any possible effect of gender on success rates. Results show no significant influence of gender on success rates or the likelihood of getting funding for most of the funding schemes we analysed. Research credit (RC) was the only one where gender and success variables were statistically dependent, although mean success rates of male and female applicants were not significantly different. Average grades given by remote reviewers to male applicants were significantly higher in the frame of RC applications. Among RC applications, the difference in success rates was higher in Humanities and Social Sciences, followed by Exact and Natural Sciences, and finally Life and Health Sciences. Proportions of male researchers who apply were shown to be higher for most of the funding schemes analysed, mainly for grant applications (such as RC) where only tenure researchers are allowed to apply. Taken together, our results show that access to F.R.S.-FNRS funding is not gender-dependent for the majority of the funding schemes except one where men represent the vast majority of the applicants. Reasons that could explain this statistical dependence are under investigation and could be due to the lower grading of women by remote reviewers.

Bornmann, Lutz; Haunschild, Robin (2017):

Measuring field-normalized impact of papers on specific societal groups. An altmetrics study based on Mendeley Data.

In: *Research Evaluation* 26 (3), S. 230–241. DOI: 10.1093/reseval/rvx005.

Abstract:

Bibliometrics is successful in measuring impact because the target is clearly defined: the publishing scientist who is still active and working. Thus, citations are a target-oriented metric which measures impact on science. In contrast, societal impact measurements based on altmetrics are as a rule intended to measure impact in a broad sense on all areas of society (e.g. science, culture, politics, and economics). This tendency is especially reflected in the efforts to design composite indicators (e.g. the Altmetric Attention Score). We deem appropriate that not only the impact measurement using citations is target-oriented (citations measure the impact of papers on scientists) but also the measurement of impact using altmetrics. Impact measurements only make sense, if the target group—the recipient of academic papers—is clearly defined. Thus, we extend in this study the field-normalized reader impact indicator proposed by us in an earlier study, which is based on Mendeley data (the mean normalized reader score, MNRS), to a target-oriented field-normalized impact indicator (e.g. MNRSED measures reader impact on the sector of educational donation, i.e. teaching). This indicator can show—as demonstrated in empirical examples—the ability of journals, countries, and academic institutions to publish papers which are below or above the average impact of papers on a specific sector in society (e.g. the educational or teaching sector). Thus, the method allows to measure the impact of scientific papers on certain groups—controlling for the field in which the papers have been published and their publication year.

Bourelos, Evangelos; Beyhan, Berna; McKelvey, Maureen (2017):

Is the prominent scientist the one who becomes an inventor? A matching of Swedish academic pairs in nanoscience to examine the effect of publishing on patenting.

In: *Research Evaluation* 26 (2), S. 144–156. DOI: 10.1093/reseval/rvx004.

Abstract:

Nanoscience is an interdisciplinary field in which science, in terms of publications, and technology, in terms of inventions, are closely related. Sweden represents an interesting setting to examine how they are related because a high proportion of the total Swedish academic patents can be classified as nanoscience. Combining bibliometric data from the Web of Science, patent data from European Patent Office and data from Swedish universities, this article identifies all authors and all inventors listed on patents who work at universities in Sweden within nanotechnology. The main question we address is whether prominent academic scientists in terms of scientific publications are also the ones who become academic inventors. The article uses a semi-parametric technique, namely a conditional regression in a matched sample, to isolate the effect of publishing on patenting. One novelty of this article is that it applies a conditional logistic regression in matched pairs of academics, to isolate the relationship between patenting and publishing in nanoscience. The empirical results show that academics who both publish and patent have, on average, more publications as well as more citations. Furthermore, having a higher number of citations can increase the probability of having a patent. Interdisciplinarity is also positively correlated with patenting. Thus, by isolating the effects of publishing on patenting, this article demonstrates that scientific prominence, indicated both by the number of articles and citations, positively impacts the propensity to take patents.

Bruno, Karl; Larsen, Katarina; van Leeuwen, Thed N. (2017):

Knowledge production at industrial research institutes. Institutional logics and struggles for relevance in the Swedish Institute for Surface Chemistry, 1980–2005.

In: *Research Evaluation* 26 (4), S. 337–348. DOI: 10.1093/reseval/rvx016.

Abstract:

This article examines dynamics of knowledge production and discourses of basic-applied science and relevance at the Swedish Institute for Surface Chemistry, a semi-public industrially oriented research institute, from 1980 to 2005. We employ a three-pronged method, consisting of (1) an analysis of how the institute articulated its research priorities and goals in publications primarily directed to stakeholders, (2) an analysis of retrospective narratives by researchers and managers about research ideologies and priorities, and (3) a bibliometric analysis of the institute's scientific publications.

Using a theoretical framework centered on the notions of institutional logics and struggles for relevance, we show how the transformations of the institute amount to a substitution of an internalized institutional logic of scientific autonomy with a new logic of industrial utility, and how the institute's knowledge production was managed during this change. We also point out various strategies used by the institute to preserve and advance its own goals while still remaining relevant with regard to changing policy objectives. Another important finding is that although the institute by the end of the study period was fully committed to an industrial service role, parts of the originally deeply entrenched scientific logic were still manifested, although then discussed in the new industrial terminology.

Gibson, Andrew G.; Hazelkorn, Ellen (2017):

Arts and humanities research, redefining public benefit, and research prioritization in Ireland.

In: *Research Evaluation* 26 (3), S. 199–210. DOI: 10.1093/reseval/rvx012.

Abstract:

This article looks at the effects of a national policy of research prioritization in the years following Ireland's economic crisis. A national research prioritization exercise initiated by policymakers redefined the purpose of higher education research, and designed policies in line with this approach. Placing research for enterprise to the fore, it emphasized the economic value that subjects could return on state investments. This article examines the post-crisis policy of prioritization, its relationship with and effects on arts and humanities research, and how the notion of the benefit of research can be broadened while still addressing economic needs. It draws on 22 comprehensive semi-structured interviews with key stakeholders in Ireland's academic, policy, and civil society communities, and is part of a wider study on the contribution of higher education institution-based arts and humanities research to society and the economy.

Gimenez-Toledo, Elea; Manana-Rodriguez, Jorge; Sivertsen, Gunnar (2017):

Scholarly book publishing. Its information sources for evaluation in the social sciences and humanities.

In: *Research Evaluation* 26 (2), S. 91–101. DOI: 10.1093/reseval/rvx007.

Abstract:

In the past decade, a number of initiatives have been taken to provide new sources of information on scholarly book publishing. Thomson Reuters (now Clarivate Analytics) has supplemented the Web of Science with a Book Citation Index (BCI), while Elsevier has extended Scopus to include books from a selection of scholarly publishers. More complete metadata on scholarly book publishing can be derived at the national level from non-commercial databases such as Current Research Information System in Norway and the VIRTA (Higher Education Achievement Register, Finland) publication information service, including the Finnish Publication Forum (JUFO) lists (Finland). The Spanish Scholarly Publishers Indicators provides survey-based information on the prestige, specialization profiles from metadata, and manuscript selection processes of national and international publishers that are particularly relevant for the social sciences and humanities (SSH). In the present work, the five information sources mentioned above are compared in a quantitative analysis identifying overlaps and uniqueness as well as differences in the degrees and profiles of coverage. In a second-stage analysis, the geographical origin of the university presses (UPs) is given a particular focus. We find that selection criteria strongly differ, ranging from a set of a priori criteria combined with expert-panel review in the case of commercial databases to in principle comprehensive coverage within a definition in the Nordic countries and an open survey methodology combined with metadata from the book industry database and questionnaires to publishers in Spain. Larger sets of distinct book publishers are found in the non-commercial databases, and greater geographical diversity is observable among the UPs in these information systems. While a more locally oriented set of publishers which are relevant to researchers in the SSH is present in non-commercial databases, the commercial databases seem to focus on highly selective procedures by which the coverage concentrates on prestigious international publishers, mainly based in the USA or UK and serving the natural sciences, engineering, and medicine.

Ginexi, Elizabeth M.; Huang, Grace; Steketee, Michael; Tsakraklides, Sophia; MacAllum, Keith; Bromberg, Julie et al. (2017):

Social network analysis of a scientist–practitioner research initiative established to facilitate science dissemination and implementation within states and communities.

In: *Research Evaluation* 26 (4), S. 316–325. DOI: 10.1093/reseval/rvx026.

Abstract:

This article presents a case study of a scientist–practitioner research network established by the National Cancer Institute's State and Community Tobacco Control Research Initiative. While prior programs have focused on collaboration among scientists, a goal here was to encourage collaborations with non-university, practice-based partners. Two stages of analyses examine growth in the network and collaboration outcomes over a 2-year timeframe. First, visual and descriptive analyses were used to assess the network's structure and characteristics. Second, regression modeling was used to assess the relationship between investigator characteristics on active collaboration with non-university partners in research and coauthorship. Network analysis revealed an increasing number of connections, low and decreasing density, increasing centralization and select individuals with high degree and betweenness centralities. Investigator seniority and experience did not predict the active partner connections. Rather, scientists' betweenness centrality, or the extent to which they acted as bridges across the network, was the key predictor of collaboration. This finding suggests a novel way for dissemination-focused research programs to identify super-connector investigators to foster practitioner linkages.

Hammarfelt, Bjorn; Rushforth, Alexander D. (2017):

Indicators as judgment devices. An empirical study of citizen bibliometrics in research evaluation.

In: *Research Evaluation* 26 (3), S. 169–180. DOI: 10.1093/reseval/rvx018.

Abstract:

A researcher's number of publications has been a fundamental merit in the competition for academic positions since the late 18th century. Today, the simple counting of publications has been supplemented with a whole range of bibliometric indicators, which supposedly not only measures the volume of research but also its impact. In this study, we investigate how bibliometrics are used for evaluating the impact and quality of publications in two specific settings: biomedicine and economics. Our study exposes the various metrics used in external evaluations of candidates for academic positions at Swedish universities. Moreover, we show how different bibliometric indicators, both explicitly and implicitly, are employed to assess and rank candidates. Our findings contribute to a further understanding of bibliometric indicators as 'judgment devices' that are employed in evaluating individuals and their published works within specific fields. We also show how 'expertise' in using bibliometrics for evaluative purposes is negotiated at the interface between domain knowledge and skills in using indicators. In line with these results, we propose that the use of metrics we report is best described as a form of 'citizen bibliometrics'—an underspecified term which we build upon in the article.

Johnston, James; Reeves, Alan (2017):

Assessing research performance in UK universities using the case of the economics and econometrics unit of assessment in the 1992-2014 research evaluation exercises.

In: *Research Evaluation* 26 (1), S. 28–40. DOI: 10.1093/reseval/rvw021.

Abstract:

Research evaluation exercises (REEs) affect the allocation of research funds both within and between universities. How the results of REEs might be used by university managers in decisions on which areas of research to support is the central focus of this article. The decision on whether to support research in an area is explained by reference to an institutional threshold level, defined here as the minimum acceptable research score. Data from submissions to the Economics and Econometrics (E&E) unit of assessment (UOA) in the various UK REEs appear to support the predictions of the model. Two types of gap are defined—internal and external. Negative internal or external gaps are found to be closely related to the decision to withdraw from the E&E UOA at the next REE. The information is being used by universities in ways that appear to have had far-reaching consequences for research and researchers.

Karlsson, Sara (2017):

Evaluation as a travelling idea. Assessing the consequences of Research Assessment Exercises.

In: *Research Evaluation* 26 (2), S. 55–65. DOI: 10.1093/reseval/rvx001.

Abstract:

Research evaluation is widespread in academia, and may result in changes in publication patterns, management structures, and work practices. This study explores a relatively recent phenomenon where university leaders initiate research evaluation projects for internal strategic purposes. Two projects undertaken by KTH Royal Institute of Technology, Sweden, in 2008 and 2012 are taken as cases in point. The study builds on interviews, documents, and statistics.

In conclusion, the study finds that the early consequences of the two evaluations relate less to research output, and more to the management of research. The bibliometric data do not indicate a measurable impact on publication patterns. Rather, the evaluations have contributed towards an increased focus on leadership, communication, and good administrative order. A tendency towards game playing is apparent, but so is a revitalized intra-academic discourse on research quality.

Further, the study finds variation in how the research evaluations have impacted on different research groups. Importantly, the impact is greatest on those groups that have been identified as least successful according to the specific evaluation criteria. Such groups can undergo major change in response to evaluation results. It is concluded that evaluation exercises carry a strong normative component which can be used for central management purposes to strive for more cultural coherence within the university. In theoretical terms, research evaluation is interpreted as a travelling idea, to which there is substantial pressure to conform but which may also stimulate a critical debate on research quality.

Kulczycki, Emanuel (2017):

Assessing publications through a bibliometric indicator. The case of comprehensive evaluation of scientific units in Poland.

In: *Research Evaluation* 26 (1), S. 41–52. DOI: 10.1093/reseval/rvw023.

Abstract:

The Polish performance-based research funding system, which is called the Comprehensive Evaluation of Scientific Units, is very complex. It comprises several aspects: the publication counting system, the Polish journal ranking, and translating the assessment criteria into the point system. The Polish model applies to all types of research institutions, which are evaluated through the same criteria. However, the weights of criteria are differentiated in relation to various groups of sciences. In the last cycle of evaluation, almost 185,000 publications were submitted for evaluation by the Polish scientific units in the period of 2009–12. The present article describes the main components of the system and shows how the system has been implemented. Subsequently, the effects and policies of assessing publications are discussed. Using the points is considered with respect to three issues: (1) the consequences of whole counting publications, (2) the underestimation of writing in Polish, and (3) the local use of the points for evaluating an individual researcher. The article concludes with a discussion of the Polish model from an international perspective.

La Torre, Eva M. de; Agasisti, Tommaso; Perez-Esparrells, Carmen (2017):

The relevance of knowledge transfer for universities' efficiency scores. An empirical approximation on the Spanish public higher education system.

In: *Research Evaluation* 26 (3), S. 211–229. DOI: 10.1093/reseval/rvx022.

Abstract:

This article examines how knowledge transfer (KT) indicators affect analyses on efficiency in the Higher Education sector, taking into account the characteristics of the Higher Education Institutions (HEIs). After revising the concept of third mission as a field for data development and its importance in assessing university performance, we applied various data envelopment analysis models with different specifications to 47 Spanish public universities to test whether KT indicators are relevant when evaluating the performance of HEIs in terms of their efficiency and, if so, which indicators are most suitable. Our results suggest that the effect of including KT indicators in the efficiency analyses varies from university to university according to their characteristics. The subject mix taught at the university, the focus according to each mission's relative importance within the total range of activities carried out in each university (mission mix), and the mix of their

third mission activities affect the increase of the universities' efficiency scores when KT is taken into account in the analysis. This means that these factors affect the universities' position for the different efficiency scores.

Meagher, Laura R.; Martin, Ursula (2017):

Slightly dirty maths. The richly textured mechanisms of impact.

In: *Research Evaluation* 26 (1), S. 15–27. DOI: 10.1093/reseval/rvw024.

Abstract:

This empirical study explored how research can generate impacts by investigating different sorts of impacts from one academic field—mathematics—and the diverse mechanisms generating them. The multi-method study triangulated across: (1 and 2) content analysis of impact case studies and environment descriptions submitted to the UK Research Excellence Framework (REF) assessment; (3 and 4) a survey and focus group of heads of mathematics departments; and (5) semi-structured interviews. Mathematics has had a full range of impact types, particularly conceptual impacts, although more tangible instrumental impacts were prioritized for REF. Multiple mechanisms were utilized, but seldom appeared in REF case studies. Long-term relationship building and interdisciplinarity are particularly important. Departmental culture and certain knowledge intermediaries can play proactive roles. In sharp contrast to simplistic linear narratives, we suggest that appreciation of diverse impact types, multiple, often informal, mechanisms and dynamic environments will enhance the likelihood of meaningful impacts being generated.

Mejlgaard, Niels; Ryan, Thomas Kjeldager (2017):

Patterns of third mission engagement among scientists and engineers.

In: *Research Evaluation* 26 (4), S. 326–336. DOI: 10.1093/reseval/rvx032.

Abstract:

In the context of growing societal demand and interdependency, universities need to prioritize their 'third mission' activities and balance them against core functions. Individual researchers too are faced with multiple external constituencies and various mechanisms for interaction. The degree, target, and mode of their involvement with societal actors must be considered in light also of high performance expectations concerning traditional teaching and research activities. In this study, we explore patterns of third mission involvement among 652 researchers at the Science and Technology Faculty, Aarhus University from 2009 to 2012 using register-based data. First, we collect 13 indicators of third mission involvement from the university register system PURE, and find that these can be organized in distinct sets. External interaction and knowledge sharing can take many shapes, but they appear to group together empirically in ways that reflect the external partners and mode of involvement. Secondly, we determine five clusters of researchers based on their third mission activities. The majority of researchers have limited engagement in any kind of third mission activities, while an almost negligible minority entertain activities across the board. The remaining researchers focus their engagement on one type of third mission activity: public sector service, industrial collaboration, or executive involvement. Finally, we explore the interrelatedness of third mission involvement and research performance. Researchers who work closely with industry perform extremely well in terms of both publication productivity and impact, while those primarily engaged with public authorities perform considerably below average. We contextualize the results and highlight the limitations of the study.

Mueller, Ruth; Rijcke, Sarah de (2017):

Exploring the epistemic impacts of academic performance indicators in the life sciences.

In: *Research Evaluation* 26 (3), S. 157–168. DOI: 10.1093/reseval/rvx023.

Abstract:

While quantitative performance indicators are widely used by organizations and individuals for evaluative purposes, little is known about their impacts on the epistemic processes of academic knowledge production. In this article we bring together three qualitative research projects undertaken in the Netherlands and Austria to contribute to filling this gap. The projects explored the role of performance metrics in the life sciences, and the interactions between institutional and disciplinary

cultures of evaluating research in these fields. Our analytic perspective is focused on understanding how researchers themselves give value to research, and in how far these practices are related to performance metrics. The article zooms in on three key moments in research processes to show how 'thinking with indicators' is becoming a central aspect of research activities themselves: (1) the planning and conception of research projects, (2) the social organization of research processes, and (3) determining the endpoints of research processes. Our findings demonstrate how the worth of research activities becomes increasingly assessed and defined by their potential to yield high value in quantitative terms. The analysis makes visible how certain norms and values related to performance metrics are stabilized as they become integrated into routine practices of knowledge production. Other norms and criteria for scientific quality, e.g. epistemic originality, long-term scientific progress, societal relevance, and social responsibility, receive less attention or become redefined through their relations to quantitative indicators. We understand this trend to be in tension with policy goals that seek to encourage innovative, societally relevant, and responsible research.

Oancea, Alis; Florez Petour, Teresa; Atkinson, Jeanette (2017):

Qualitative network analysis tools for the configurative articulation of cultural value and impact from research.

In: *Research Evaluation* 26 (4), S. 302–315. DOI: 10.1093/reseval/rvx014.

Abstract:

This article introduces a methodological approach for articulating and communicating the impact and value of research: qualitative network analysis using collaborative configuration tracing and visualization. The approach was proposed initially in Oancea (Interpretations and Practices of Research Impact across the Range of Disciplines Report, Oxford, Oxford University, 2011) and was refined and tested in a 2013–14 study funded by the Arts and Humanities Research Council. It uses co-constructed qualitative network diagrams to enable the systematic elicitation and visualization of information from participants (such as researchers, administrators, facilitators, partners, users, and beneficiaries of research) about the different flows and relationships that they see as relevant to creating, articulating, and demonstrating impact and value from research. Unlike quantitative network studies, the emphasis here is on the process of construction and interpretation of qualitative network maps by the participants. Subject to further testing and refinement and to critical understanding of the conceptual, technical, practical, and political limitations of measurement in this area, the approach that we have developed can be adapted for use in research, evaluation, communication, engagement, knowledge exchange, and developmental work in higher education institutions and funding organizations.

Onder, Cetin; Erdil, Selin Eser (2017):

Opportunities and opportunism. Publication outlet selection under pressure to increase research productivity.

In: *Research Evaluation* 26 (2), S. 66–77. DOI: 10.1093/reseval/rvx006.

Abstract:

Literature occasionally depicts undesirable consequences of research evaluation, most importantly overprovision of low-quality research. Such inadvertent outcomes are explained with reference to shortcomings of evaluation systems that allow researchers to game the system to reap promised rewards. However, why researchers choose to behave opportunistically rather than comply with the underlying mandate of doing more and higher-quality scientific research goes unexplained. This article introduces career constraints imposed by peers with shared departmental affiliation and career imprints forged during doctoral training as antecedents of a particular manifestation of opportunism. We use data on publications of Turkish professors of management in journals covered by the principal journal citation database monitored by national policymakers. We distinguish articles published in the so-called regional journals from those in international or Turkish ones. We operationalize opportunism as selection of former group of journals as publication outlet, which have arguably displayed weaker quality concerns and constituted easy targets, some of which even earned a reputation as being predatory. Empirical analyses provide support for the claim that career constraints or imprints that buttress higher-quality scientific research make selection of regional journals over others less likely. We discuss the implications of our findings for literature as well as policy.

Petersen, Jessica (2017):

How innovative are editors? Evidence across journals and disciplines.

In: *Research Evaluation* 26 (3), S. 256–268. DOI: 10.1093/reseval/rvx015.

Abstract:

Journal editors play a crucial role in the scientific publication system, as they make the final decision on acceptance or rejection of manuscripts. Some critics, however, suspect that the more innovative a manuscript is, the less likely it will be accepted for publication. Especially top-tier journals are accused of rejecting innovative research. As evidence is only anecdotal, this article empirically examines the demand side for innovative research manuscripts. I assess journal editors' innovativeness, i.e. their general predispositions for innovative research manuscripts. As antecedents to innovativeness, personal and contextual factors are taken into account. I differentiate the concept of innovativeness in research by distinguishing three dimensions: innovativeness in terms of research problems, theoretical approaches, and methodological approaches. Drawing on an international web-based survey, this study is based on responses of 866 journal editors. The article sheds light on editors' inclination toward accepting different forms of innovative research for publication. Overall, findings indicate that individual characteristics, such as editorial risk-taking or long-term orientation, are more decisive than journal-related characteristics regarding innovativeness. However, editors of older journals turn out to be less open toward new research problems and a u-shaped relationship between a journal's rating score and editor's willingness to adopt new theoretical approaches exists. Most surprisingly, editors' consensus orientation regarding reviewer recommendations is positively associated with methodological innovativeness.

Pier, Elizabeth L.; Raclaw, Joshua; Kaatz, Anna; Brauer, Markus; Carnes, Molly; Nathan, Mitchell J.; Ford, Cecilia E. (2017):

'Your comments are meaner than your score'. Score calibration talk influences intra-and inter-panel variability during scientific grant peer review.

In: *Research Evaluation* 26 (1), S. 1–14. DOI: 10.1093/reseval/rvw025.

Abstract:

In scientific grant peer review, groups of expert scientists meet to engage in the collaborative decision-making task of evaluating and scoring grant applications. Prior research on grant peer review has established that inter-reviewer reliability is typically poor. In the current study, experienced reviewers for the National Institutes of Health (NIH) were recruited to participate in one of four constructed peer review panel meetings. Each panel discussed and scored the same pool of recently reviewed NIH grant applications. We examined the degree of intra-panel variability in panels' scores of the applications before versus after collaborative discussion, and the degree of inter-panel variability. We also analyzed videotapes of reviewers' interactions for instances of one particular form of discourse—Score Calibration Talk—as one factor influencing the variability we observe. Results suggest that although reviewers within a single panel agree more following collaborative discussion, different panels agree less after discussion, and Score Calibration Talk plays a pivotal role in scoring variability during peer review. We discuss implications of this variability for the scientific peer review process.

Reale, Emanuela; Zinilli, Antonio (2017):

Evaluation for the allocation of university research project funding. Can rules improve the peer review?

In: *Research Evaluation* 26 (3), S. 190–198. DOI: 10.1093/reseval/rvx019.

Abstract:

Evaluation for the allocation of project-funding schemes devoted to sustain academic research often undergoes changes of the rules for the ex-ante selection, which are supposed to improve the capability of peer review to select the best proposals. How modifications of the rules realize a more accountable evaluation result? Do the changes suggest an improved alignment with the program's intended objectives? The article addresses these questions investigating Research Project of National Interest, an Italian collaborative project-funding scheme for academic curiosity-driven research through a case study design that provides a description of how the changes of the ex-ante evaluation process were implemented in practice. The results show that when government tries to steer the peer-review process by imposing an increasing number of rules to structure the debate among peers and make it more accountable, the peer-review practices remain largely impervious to the change.

Schmidt, Evanthia Kalpazidou; Cacace, Marina (2017):

Addressing gender inequality in science. The multifaceted challenge of assessing impact.

In: *Research Evaluation* 26 (2), S. 102–114. DOI: 10.1093/reseval/rvx003.

Abstract:

The analysis of the reasons behind the persistent under-representation of women in senior positions in science is well-developed. In contrast, the assessment of the impact of policies addressing the problem suffers from a lack of evidence and an oversimplification of approaches. Based on the assessment of 125 programs for gender equality implemented in research organizations in Europe, North America, and Australia, we argue that holistic approaches and multidimensional frames of reference are needed for impact assessment, also to improve program design and policy. Our analysis shows that the problem of gender inequality is rooted in so many and interrelated factors that program impact assessment has to be multidimensional and complex. Having a conceptual approach grounded in the notion of complexity as a point of departure, the article presents an innovative impact assessment tool, pointing to effective ways to assess the impact of gender equality programs.

Solans-Domenech, Maite; Guillamon, Imma; Ribera, Aida; Ferreira-Gonzalez, Ignacio; Carrion, Carme; Permanyer-Miralda, Gaieta; Pons, Joan M. V. (2017):

Blinding applicants in a first-stage peer-review process of biomedical research grants. An observational study.

In: *Research Evaluation* 26 (3), S. 181–189. DOI: 10.1093/reseval/rvx021.

Abstract:

To blind or not researcher's identity has often been a topic of debate in the context of peer-review process for scientific publication and research grant application. This article reports on how knowing the name and experience of researchers/institutions influences the qualification of a proposal. We present our experience of managing the peer-review process of different biomedical research grants. The peer-review process included three evaluation stages: first, blinded assessment; second, unblinded assessment by the same reviewer; and final, assessment of the better qualified proposals by an ad hoc committee. The change between the first (applicants blinded) and the second assessments (unblinded) for each evaluation and reviewer was evaluated. Factors associated with change were analysed, taking into account the characteristics of proposals, reviewers, and researchers. A qualitative content analysis of the reviewers' comments was also carried out to assess the reasons for change. The analysis of 5,002 evaluations indicated that in 18.5% of the evaluations (from 10.5 to 27.7% depending on the year of the edition), the reviewer changed the second assessment: either for better (11.9%) or worse (6.6%). Our findings also suggest that a change in the second assessment was highly correlated with a positive evaluation of the experience of the principal investigator or research team. With a change of 1 in 10 to 1 in 4 depending on the year of the edition, we believe that concealing the identity of researchers/institutions could help to focus exclusively on the proposal and reduce some of the common biases of the peer-review process in grant decisions.

Wang, Lili; Wang, Xianwen (2017):

Who sets up the bridge? Tracking scientific collaborations between China and the European Union.

In: *Research Evaluation* 26 (2), S. 124–131. DOI: 10.1093/reseval/rvx009.

Abstract:

In the past decade, collaborations between China and the European Union (EU) have been rapidly expanding. Hitherto, however, little research has been carried out to assess the implementation and impacts of such collaborations. This article presents an in-depth analysis of the scientific collaborations between China and the EU28, focusing on the major research priorities and benefits of these collaborations. To shed light on the initiatives of collaborations, corresponding authors are detected and classified into three categories: Chinese local, Chinese abroad, and non-Chinese. Evidence shows that academic collaborations between China and the EU28 have been mainly set up by Chinese researchers. In the fast-growing China–EU collaborative fields, the revealed comparative advantage scores in China have improved substantially. In the EU28, however, there is no such obvious improvement.

Willis, Cameron D.; Riley, Barbara; Stockton, Lisa; Viehbeck, Sarah; Wutzke, Sonia; Frank, John (2017):

Evaluating the impact of applied prevention research centres. Results from a modified Delphi approach.

In: *Research Evaluation* 26 (2), S. 78–90. DOI: 10.1093/reseval/rvx010.

Abstract:

Applied prevention research centres (APRCs) are important parts of public health efforts to prevent chronic disease and promote healthy living. How to measure their practical impacts upon society remains poorly understood. This study aimed to identify indicators considered by a diverse set of stakeholders to be most important for capturing the practical impacts of APRCs (outside of contributions to new knowledge), and to identify opportunities for adaptation and further development of measures for these most important indicators. A modified Delphi approach was used to gather the perspectives of centre leaders, funders, and knowledge users associated with 36 APRCs from diverse international settings. An initial set of 22 decision-making and capacity development indicators was gathered from existing research impact frameworks. During a three-round Delphi process, panelists rated these indicators on importance and feasibility, proposed refinements to existing indicators, and developed new indicators. Only those indicators rated above average on importance were retained between rounds. This process identified eight indicators that were rated as highly important and highly feasible for collection, such as the number of APRC projects driven by policy needs, the number and quality of knowledge exchange activities, and citations of APRC research in public policy documents. Seven indicators were rated as highly important but with low feasibility, such as measures of APRC reputation, evidence of contributions to the field of prevention research, and the influence of the APRC's work over time on the knowledge, skills, and commitment of policy and practice partners. These indicators may be suitable for future methods development.

Youtie, Jan; Solomon, Gregg E. A.; Carley, Stephen; Kwon, Seokbeom; Porter, Alan L. (2017):

Crossing borders. A citation analysis of connections between Cognitive Science and Educational Research … and the fields in between.

In: *Research Evaluation* 26 (3), S. 242–255. DOI: 10.1093/reseval/rvx020.

Abstract:

For decades, there have been calls for bringing the Cognitive Science literature and Educational Research literature into greater and more systematic contact, resulting in the publication of a number of influential papers and the launch of targeted federal funding programs around the turn of the century. This article explores the extent of the integration of Cognitive Science into the Educational Research literature at around that time by means of a citation analysis of journal articles published between 1994 and 2014. Results reveal a marked increase in the citation of Cognitive Science articles by Educational Research articles beginning around the year 2000. They also show a similar increase in citation by Educational Research articles of articles appearing in 'Border field' journals (i.e. Educational Psychology, the Learning Sciences, Human–Computer Interaction, and Applied Linguistics). Border Field articles, in turn, show a relatively high percentage of citation of articles in both Education Research and Cognitive Science, suggesting that they may serve as a pathway for the flow of knowledge between fields. These trends held for papers with US authors as well as those with non-US authors. Limitations of citation analysis are discussed along with suggestions for future research.

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.

Specials

Baccini, Alberto; Nicolao, Giuseppe de (2017):

A letter on Ancaiani et al. 'Evaluating scientific research in Italy. The 2004-10 research evaluation exercise'.

[Discussion]. In: *Research Evaluation* 26 (4), S. 353–357. DOI: 10.1093/reseval/rvx013.

Abstract:

This letter documents some problems in Ancaiani et al. (2015). Namely the evaluation of concordance, based on Cohen's kappa, reported by Ancaiani et al. was not computed on the whole random sample of 9,199 articles, but on a subset of 7,597 articles. The kappas relative to the whole random sample were in the range 0.07–0.15, indicating an unacceptable agreement between peer review and bibliometrics. The subset was obtained by non-random exclusion of all articles for which bibliometrics produced an uncertain classification; these raw data were not disclosed, so that concordance analysis is not reproducible. The VQR-weighted kappa for Area 13 reported by Ancaiani et al. is higher than that reported by Area 13 panel and confirmed by Bertocchi et al. (2015), a difference explained by the use, under the same name, of two different set of weights. Two values of kappa reported by Ancaiani et al. differ from the corresponding ones published in the official report. Results reported by Ancaiani et al. do not support a good concordance between peer review and bibliometrics. As a consequence, the use of both techniques introduced systematic distortions in the final results of the Italian research assessment exercise. The conclusion that it is possible to use both technique as interchangeable in a research assessment exercise appears to be unsound, by being based on a misinterpretation of the statistical significance of kappa values.

Benedetto, Sergio; Cicero, Tindaro; Malgarini, Marco; Nappi, Carmen (2017):

Reply to the letter on Ancaiani et al. 'Evaluating Scientific research in Italy: The 2004-10 research evaluation exercise'.

[Discussion]. In: *Research Evaluation* 26 (4), S. 358–360. DOI: 10.1093/reseval/rvx017.

Abstract:

Baccini and De Nicolao (2017) provide some criticism on the results showed in Ancaiani et al (2015) concerning the Italian Evaluation exercise (VQR in the Italian acronym). In this reply we provide ample evidence that the issues raised do not weaken the main results previously presented in any substantial way.

Müller, Ruth; Rijcke, Sarah de (2017):

Thinking with Indicators. Exploring the Epistemic Impacts of Academic Performance Indicators in the Life Sciences.

[Corrigendum]. In: *Research Evaluation* 26 (4), S. 361. DOI: 10.1093/reseval/rvx033.

Abstract:

This is a correction to: Research Evaluation, Volume 26, Issue 3, 1 July 2017, Pages 157–168, https://doi.org/10.1093/reseval/rvx023

Schneider, Jesper W.; Aagaard, Kaare; Bloch, Carter W. (2017):

Reply to van den Besselaar and Sandström.

[Discussion]. In: *Research Evaluation* 26 (4), S. 352. DOI: 10.1093/reseval/rvx028.

van den Besselaar, Peter (2017):

Analyzing the quality of funding decisions, a reply.

[Letter]. In: *Research Evaluation* 26 (1), S. 53–54. DOI: 10.1093/reseval/rvx002.

van den Besselaar, Peter; Sandström, Ulf (2017):

Counterintuitive effects of incentives?

[Discussion]. In: *Research Evaluation* 26 (4), S. 349–351. DOI: 10.1093/reseval/rvx029.

Abstract:

A recent paper in this journal compares the Norwegian model of using publications counts for university funding with a similar intervention in Australia in the mid-1990 s. The authors argue that the Norwegian model (taking into account the quality of publications) performs better than the Australian (which did neglect paper quality other than being peer reviewed). We argue that these conclusions are in contrast to the evidence provided in the article, and therefore should be considered incorrect.

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Original Articles

Alcott, Benjamin (2017):

Does Teacher Encouragement Influence Students' Educational Progress? A Propensity-Score Matching Analysis.

In: *Research in Higher Education* 58 (7), S. 773–804. DOI: 10.1007/s11162-017-9446-2.

Abstract:

Theory suggests that teacher encouragement can aid students' educational progress, but there are not yet quantitative inferential studies that assess its longer-term impact. With data from the Longitudinal Study of Young People in England (LSYPE), I use propensity-score matching to investigate whether encouragement influences the likelihood of students enrolling in (1) advanced high school (A-level) courses and (2) a university degree course. Model estimates suggest that encouragement does have a significant positive impact on both outcomes. In addition, I investigate whether encouragement effects vary according to parental education and the given student's prior academic achievement; it appears that the impact is greatest for those students in the middle third of academic achievement as well as those with lower levels of parental education. These findings have important policy implications, especially as it seems that teacher encouragement has the greatest influence on those students most likely to be on the margin for university attendance.

An, Brian P.; Sorensen, Kia N. (2017):

Family Structure Changes During High School and College Selectivity.

In: *Research in Higher Education* 58 (7), S. 695–722. DOI: 10.1007/s11162-016-9445-8.

Abstract:

Research has shown that family structure changes negatively influence educational attainment, but they overlook qualitative distinctions in college choice, such as college selectivity. Yet, college choice research has largely focused on static measures of family structure, failing to account for year-to-year family structure changes that occur during high school. We merge literature in family and college choice to investigate the role of family-life events on college choice. We found family structure changes that occur early and late in high school influence the selectivity of the college where a student applies, and this relation persists in spite of controls for race, gender, family background, and pre-high school family structures. Including educational expectations, parent–student discussions, and coursework rigor account for the negative association between family structure changes during high school and the selectivity of the college where a student applies. However, late family structure changes during high school continue to correlate negatively with a student's college enrollment, potentially reflecting realities and financial burdens of attending college, especially selective colleges.

Barnhardt, Cassie L.; Young, Ryan L.; Sheets, Jessica K. E.; Phillips, Carson W.; Parker, I. Eugene T.I.I.; Reyes, Kimberly (2017):

Campus Strategic Action in the Fisher Case. Organizational Stakeholder Advocacy Across the Field of Higher Education.

In: *Research in Higher Education* 58 (3), S. 313–339. DOI: 10.1007/s11162-016-9428-9.

Abstract:

Using a census sampling, this analysis evaluates the campus structures and practices that are predictive of a campus being affiliated with stakeholder legal advocacy regarding the Fisher Supreme Court affirmative action case of 2013. Findings reveal that a campus utilizing selective admissions operated as a sufficient, but not a necessary, requirement to prompt stakeholders to take a legal position in the case. Also, campuses that enrolled and graduated the largest percentages of nonwhite students were inclined to have stakeholders submit amicus briefs advocating support for UT-Austin and the use of race in selective college admissions.

Bowman, Nicholas A.; Rockenbach, Alyssa N.; Mayhew, Matthew J.; Riggers-Piehl, Tiffani A.; Hudson, Tara D. (2017):

College Students' Appreciative Attitudes Toward Atheists.

In: *Research in Higher Education* 58 (1), S. 98–118. DOI: 10.1007/s11162-016-9417-z.

Abstract:

Atheists are often marginalized in discussions of religious and spiritual pluralism on college campuses and beyond. As with other minority worldview groups, atheists face challenges with hostile campus climates and misunderstanding of their views. The present study used a large, multi-institutional sample to explore predictors of non-atheist college students' appreciative attitudes toward atheists. Substantial differences were found across identities; secular and spiritual worldview groups hold the most positive views, whereas Christians and Muslims have the most negative attitudes. Interactions with worldview diversity—but not general religious/spiritual engagement—consistently predict more positive attitudes, and these relationships sometimes vary based on students' own worldviews. These results suggest that colleges and universities can create more inclusive environments for atheists, who constitute a sizable minority group on today's college campuses.

Byun, Soo-yong; Meece, Judith L.; Agger, Charlotte A. (2017):

Predictors of College Attendance Patterns of Rural Youth.

In: *Research in Higher Education* 58 (8), S. 817–842. DOI: 10.1007/s11162-017-9449-z.

Abstract:

This study investigated patterns of college attendance using data from a nationwide and contemporary sample of 2112 rural youth. We found that more than half of rural youth attended two-year institutions at some point during their college career and about a fourth initially enrolled in a two-year college before enrolling in a four-year college. Results also revealed that parental education, college preparatory track and preparation experiences, and teacher expectations predicted students' college attendance patterns. Our findings point to the importance of two-year colleges and highlight the influence of family characteristics and students' schooling experiences in the postsecondary trajectories of rural youth.

Campbell, Corbin M.; Cabrera, Alberto F.; Michel, Jessica Ostrow; Patel, Shikha (2017):

From Comprehensive to Singular. A Latent Class Analysis of College Teaching Practices.

In: *Research in Higher Education* 58 (6), S. 581–604. DOI: 10.1007/s11162-016-9440-0.

Abstract:

While decades of research on college teaching has investigated several forms of classroom practices, much of this research approaches teaching as falling into mutually exclusive paradigms (e.g., active learning vs. lecturing). This paper enters inside the college classroom using external raters to understand patterns of pedagogical practices embedded in heterogeneous groups of courses. The study used quantitative observation and draws on data from a multi-institutional study of 587 courses across nine institutions to understand the patterns of teaching practices within courses. Latent class analyses demonstrated that there were five patterns of seven course practices that cluster around active learning, lecturing, and cognitively responsive practices: Comprehensive, Traditional Lecture, Active Lecture, Integrative Discussion, and Active Only.

Canche, Manuel S. Gonzalez (2017):

The Heterogeneous Non-resident Student Body. Measuring the Effect of Out-Of-State Students' Home-State Wealth on Tuition and Fee Price Variations.

In: *Research in Higher Education* 58 (2), S. 141–183. DOI: 10.1007/s11162-016-9422-2.

Abstract:

More than 40 years of research has found a positive relationship between increases in the proportion of non-resident students enrolling in an institution and increases in the tuition prices this institution charges to these same students. Notably, this line of research has consistently treated this non-resident student body as if they constitute a homogeneous group in terms of their socioeconomic well-being, when in reality these students come from states with differing levels of socioeconomic prosperity. Notably, given that tuition and fee charges to non-resident students are market-based, institutions charge what out-of-state students are willing to pay. Under this rationale, it follows that the wealthier the student body of an institution is, the more institutions will be able to charge them in terms of tuition and fees for their education. The purpose of this study is twofold. First, it offers a method to measure the level of wealth of the non-resident student body enrolling at an institution considering the level of wealth of these students' home states, therefore creating a measure of heterogeneity of the non-resident student body. The second purpose is to evaluate whether this measure of heterogeneity is associated with larger increases in the net tuition and fee prices charged to these students compared to the increases related to the homogeneous structure that ignores these students' home-state wealth. This twofold purpose was addressed utilizing a dataset built from regional, state, and institutional information of 1743 public and private not-for-profit 4-year institutions across the contiguous United States. Since all the outcome variables were found to be spatially dependent, spatial econometrics techniques were employed for model estimation. Results corroborated that treating non-resident students as a homogeneous structure rendered downwardly biased estimates of institutions' abilities and/or decisions to set higher or lower tuition and fee prices compared to the estimates obtained using the heterogeneous structure. Considering current general disinvestment of states in higher education, the analysis of factors driving non-resident tuition and fee price-setting has become especially relevant for public policy officials and decision-makers at both the institution- and state-levels. Accordingly, this study examines a critical issue in the finance of higher education—the setting of institutional tuition and fees for non-resident students.

Chen, Jin; Hossler, Don (2017):

The Effects of Financial Aid on College Success of Two-Year Beginning Nontraditional Students.

In: *Research in Higher Education* 58 (1), S. 40–76. DOI: 10.1007/s11162-016-9416-0.

Abstract:

This study aims to understand the role of financial aid in college success of two-year beginning nontraditional students. By applying discrete time event history models with propensity score covariate adjustment to a nationally representative sample from BPS: 04/09, this study answers research questions centering around the effects of Pell Grants, subsidized student loans and unsubsidized student loans on six-year college outcomes of nontraditional students (i.e. degree attainment, system departure, and continuous enrollment without a degree). The results of this study suggest that these nontraditional students were most likely to drop out in the third college year and that all three types of financial aid appeared effective for reducing dropout risks, but not for encouraging timely degree completion. These findings have significant implications for policy and practice including the necessity for considering the complexity of nontraditional student pathways, backgrounds and unique needs when designing and implementing financial aid policy. The findings also contribute to discussions on ways to fund nontraditional students and provide recommendations for institutions serving large populations of nontraditional students to promote persistence to graduation.

Childs, Stephen E.; Finnie, Ross; Martinello, Felice (2017):

Postsecondary Student Persistence and Pathways. Evidence From the YITS-A in Canada.

In: *Research in Higher Education* 58 (3), S. 270–294. DOI: 10.1007/s11162-016-9424-0.

Abstract:

The Youth in Transition Survey is used to follow the postsecondary education (PSE) pathways and outcomes of Canadian youth over the mid 2000s. Students starting at community colleges and four year universities are analyzed separately. First program outcomes are reported, showing the proportions of students who leave their first programs but remain in PSE by

switching/transferring to other programs, institutions, or levels. Multinomial regression estimates correlates of students' first program switching and leaving decisions. Five year graduation rates are calculated to show the importance of different pathways (across programs, institutions, and levels) to earning a PSE credential; in the aggregate and for subgroups of students. Transfers constitute important but not terribly large pathways for Canadian students to adjust their PSE and obtain PSE credentials. We calculate the resulting extent to which institution specific measures of persistence, PSE leaving, and graduation rates misstate the rates experienced by students. Compared to American students, university and community college starters in Canada have higher persistence and graduation rates and lower transfer rates across institutions. For community college starters, much of the difference is due to the relative lack of well defined pathways from community colleges to universities in Canada. We find that students with more family resources are better able to transfer across programs or institutions in order to obtain a PSE credential.

Conger, Dylan; Dickson, Lisa (2017):

Gender Imbalance in Higher Education. Insights for College Administrators and Researchers.

In: *Research in Higher Education* 58 (2), S. 214–230. DOI: 10.1007/s11162-016-9421-3.

Abstract:

University administrators often strive for racial, socioeconomic, and geographic diversity in their student populations. Today, administrators face a new demographic challenge as women increasingly outnumber men in applications, enrollments, and graduation rates. This article discusses the causes and potential consequences of the growing gender imbalance and the legality of admissions policies that attempt to restore balance by giving preference to males. Using multiple analytic approaches, we test whether a public institution with increasing female enrollments responded by giving preferences in admissions to males. We conclude with insights for administrators and researchers.

Furquim, Fernando; Glasener, Kristen M. (2017):

A Quest for Equity? Measuring the Effect of QuestBridge on Economic Diversity at Selective Institutions.

In: *Research in Higher Education* 58 (6), S. 646–671. DOI: 10.1007/s11162-016-9443-x.

Abstract:

In response to growing income stratification in higher education, President Obama convened a White House Summit in 2014 where over 100 selective institutions committed to increasing the number of low-income students on their campus. One way colleges proposed to do so is through partnerships with college access organizations like QuestBridge, a nonprofit organization that aims to increase the percentage of low-income students at elite universities. While institutions purport that QuestBridge improved socioeconomic diversity, empirical research has not confirmed these claims. In this study, we estimate the effect of QuestBridge on overall access of Pell eligible students at partner institutions using quasi-experimental methods. We find no increase in the economic diversity of colleges after establishing a partnership with QuestBridge, except for colleges simultaneously partnering with QuestBridge and enacting no-loan financial aid policies. We also consider whether participation in QuestBridge increases institutional status through larger application volumes and increased selectivity, and discuss implications for research and practice in the area of stratification.

Goos, Maarten; Salomons, Anna (2017):

Measuring teaching quality in higher education. Assessing selection bias in course evaluations.

In: *Research in Higher Education* 58 (4), S. 341–364. DOI: 10.1007/s11162-016-9429-8.

Abstract:

Student evaluations of teaching (SETs) are widely used to measure teaching quality in higher education and compare it across different courses, teachers, departments and institutions. Indeed, SETs are of increasing importance for teacher promotion decisions, student course selection, as well as for auditing practices demonstrating institutional performance. However, survey response is typically low, rendering these uses unwarranted if students who respond to the evaluation are not randomly selected along observed and unobserved dimensions. This paper is the first to fully quantify this problem by

analyzing the direction and size of selection bias resulting from both observed and unobserved characteristics for over 3000 courses taught in a large European university. We find that course evaluations are upward biased, and that correcting for selection bias has non-negligible effects on the average evaluation score and on the evaluation-based ranking of courses. Moreover, this bias mostly derives from selection on unobserved characteristics, implying that correcting evaluation scores for observed factors such as student grades does not solve the problem. However, we find that adjusting for selection only has small impacts on the measured effects of observables on SETs, validating a large related literature which considers the observable determinants of evaluation scores without correcting for selection bias.

Guarino, Cassandra M.; Borden, Victor M. H. (2017):

Faculty Service Loads and Gender. Are Women Taking Care of the Academic Family?

In: *Research in Higher Education* 58 (6), S. 672–694. DOI: 10.1007/s11162-017-9454-2.

Abstract:

This paper investigates the amount of academic service performed by female versus male faculty. We use 2014 data from a large national survey of faculty at more than 140 institutions as well as 2012 data from an online annual performance reporting system for tenured and tenure–track faculty at two campuses of a large public, Midwestern University. We find evidence in both data sources that, on average, women faculty perform significantly more service than men, controlling for rank, race/ethnicity, and field or department. Our analyses suggest that the male–female differential is driven more by internal service—i.e., service to the university, campus, or department—than external service—i.e., service to the local, national, and international communities—although significant heterogeneity exists across field and discipline in the way gender differentials play out.

Huntington-Klein, Nick; Cowan, James; Goldhaber, Dan (2017):

Selection into Online Community College Courses and Their Effects on Persistence.

In: *Research in Higher Education* 58 (3), S. 244–269. DOI: 10.1007/s11162-016-9425-z.

Abstract:

Online courses at the college level are growing in popularity, and nearly all community colleges offer online courses (Allen and Seaman in Tracking online education in the United States, Babson Survey Research Group, Babson Park, 2015). What is the effect of the expanded availability of online curricula on persistence in the field and towards a degree? We use a model of self-selection to estimate the effect of taking an online course, using region and time variation in Internet service as a source of identifying variation. Our method, as opposed to standard experimental methods, allows us to consider the effect among students who actually choose to take such courses. For the average person, taking an online course has a negative effect on the probability of taking another course in the same field and on the probability of earning a degree. The negative effect on graduation for students who choose to take an online course is stronger than the negative effect for the average student. Community colleges must balance these results against the attractive features of online courses, and institutions may want to consider actively targeting online courses toward those most likely to do well in them.

Johnson, Iryna Y.; Muse, William B. (2017):

Choice of Academic Major at a Public Research University. The Role of Gender and Self-Efficacy.

In: *Research in Higher Education* 58 (4), S. 365–394. DOI: 10.1007/s11162-016-9431-1.

Abstract:

Females are underrepresented in certain disciplines, which translates into their having less promising career outlooks and lower earnings. This study examines the effects of socio-economic status, academic performance, high school curriculum and involvement in extra-curricular activities, as well as self-efficacy for academic achievement on choices of academic disciplines by males and females. Disciplines are classified based on Holland's theory of personality-based career development. Different models for categorical outcome variables are compared including: multinomial logit, nested logit, and mixed logit. Based on the findings presented here, first generation status leads to a greater likelihood of choosing engineering careers for males but not for females. Financial difficulties have a greater effect on selecting scientific fields

than engineering fields by females. The opposite is true for males. Passing grades in calculus, quantitative test scores, and years of mathematics in high school as well as self-ratings of abilities to analyze quantitative problems and to use computing are positively associated with choice of engineering fields.

Kilgo, Cindy A.; Culver, K. C.; Young, Ryan L.; Paulsen, Michael B. (2017):

The Relationship Between Students' Perceptions of "Good Practices for Undergraduate Education" and the Paradigmatic Development of Disciplines in Course-Taking Behavior.

In: *Research in Higher Education* 58 (4), S. 430–448. DOI: 10.1007/s11162-016-9433-z.

Abstract:

Our study uses data from the Wabash National Study of Liberal Arts Education to interrogate the affinity disciplines hypothesis through students' perceptions of faculty use of six of Chickering and Gamson's (AAHE Bull 39(7):3–7, 1987) principles of good practice for undergraduate education. We created a proportional scale based on Biglan's (J Appl Psychol 57(3):195–203, 1973) classification of paradigmatic development (with higher scores on the scale corresponding to students taking a higher proportion of courses in 'hard' fields compared to 'soft' fields), our study tests differences by the paradigmatic development of the disciplines or fields in which students take their courses within the first year of college. Our findings suggest that as paradigmatic development increases (toward a higher proportion of courses taken in hard disciplines), student perceptions of both faculty use of prompt feedback and faculty use of high expectations/academic challenge decrease, while student perceptions of cooperative learning increase. Further, no statistically significant differences were found between the paradigmatic development of fields in which students' take their courses and students' perceptions of faculty use of student-faculty contact, active and collaborative learning, or teaching clarity and organization. This study replicates the findings from Braxton et al. (Res High Educ 39(3):299–318, 1998) using student-level rather than faculty-level reports of faculty use of good teaching practices.

Kofoed, Michael S. (2017):

To Apply or Not to Apply. FAFSA Completion and Financial Aid Gaps.

In: *Research in Higher Education* 58 (1), S. 1–39. DOI: 10.1007/s11162-016-9418-y.

Abstract:

In the United States, college students must complete the Free Application for Student Federal Aid (FAFSA) to access federal aid. However, many eligible students do not apply and consequently forgo significant amounts of financial aid. If students have perfect information about aid eligibility, we would expect that all eligible students complete FAFSA and no aid would go unclaimed. Using data from the National Postsecondary Student Aid Survey, I estimate a multinomial logit model which controls for all variables that contribute to aid eligibility and other student characteristics that may deter FAFSA completion. I find that students who are lower middle income, white, male and independent from parents are less likely to complete FAFSA even when they are eligible for aid. Using propensity score matching, I find that each year applicants forgo $9,741.05 in total aid (including grant and loan aid) which includes $1,281.00 of Pell Grants, $2,439.50 of the balance subsidized student loans, $1,986.65 of the balance of unsubsidized student loans, and $1,016.04 of institutional grants. These aid totals aggregate to $24 billion annually.

Leeds, Daniel M.; McFarlin, Jr. Isaac; Daugherty, Lindsay (2017):

Does Student Effort Respond to Incentives? Evidence from a Guaranteed College Admissions Program.

In: *Research in Higher Education* 58 (3), S. 231–243. DOI: 10.1007/s11162-016-9427-x.

Abstract:

This paper studies the effects of guaranteed college admission on student effort and achievement. In 1997, Texas enacted the "Top Ten Percent" law, which guarantees admission to any public college for students in the top ten percent of their high school class. In practice, eligible students become aware of their admission status at the end of their junior year in high school—more than 1 year prior to attending college. We use data from a large, urban school district and regression

discontinuity methods to test for effects on effort. Our preferred estimates show that students who barely qualify for the admissions guarantee earn marginally lower grades and take fewer advanced courses in their senior year compared to students who do not qualify for guaranteed admission and learn their status in the final senior year term. We find qualitatively similar results when limiting our sample to finer bandwidths, although the estimates are imprecise.

Li, Amy Y. (2017):

Covet Thy Neighbor or "Reverse Policy Diffusion"? State Adoption of Performance Funding 2.0.

In: *Research in Higher Education* 58 (7), S. 746–771. DOI: 10.1007/s11162-016-9444-9.

Abstract:

Performance funding has become an increasingly prevalent state policy to incentivize student retention and degree completion at public colleges. Using a Cox proportional hazards model on state-level data from years 2000 to 2013, this study analyzes the latest wave of policies that embed base appropriations into the state budget to fund student outcomes. Results indicate that having a greater proportion of bordering performance funding states diminishes the likelihood of policy adoption, capturing a "reverse policy diffusion" effect. States with Republican-controlled legislatures, more professionalized legislatures, and rapid growth in unemployment rates are more likely to adopt the policy, while those with higher educational attainment levels and more bachelor's degrees awarded per student are less likely. Implications include the surprising finding of reverse policy diffusion, which suggests that states are delaying adoption until after they can observe the political consequences and impacts of the policy in neighboring states. Findings point to a policy learning effect – by observing other state's experiences, policymakers can make more informed decisions about whether to pursue performance funding as an accountability tool.

Li, Amy Y. (2017):

Dramatic Declines in Higher Education Appropriations. State Conditions for Budget Punctuations.

In: *Research in Higher Education* 58 (4), S. 395–429. DOI: 10.1007/s11162-016-9432-0.

Abstract:

Public colleges and universities depend heavily on state appropriations and legislatures must decide how much to fund higher education. This study applies punctuated equilibrium theory to characterize the distribution of annual changes in higher education appropriations and defines the threshold for a dramatic budget cut. Using data for the 50 states from years 1980 to 2009, this study investigates the relationship between such unique policy events and state characteristics using a Cox proportional hazards model. Results show that economic and political conditions are most predicative of dramatic budget cuts. High unemployment rates increase the probability of cuts while rapid increases in tax revenue and wider income inequality are protective against cuts. Unified Republican and unified Democratic governments are both more likely to cut spending compared to a divided government. Sensitivity analyses of state characteristics associated with small budget cuts demonstrates that large cuts are indeed unique events catalyzed by different conditions.

Luthra, Renee Reichl; Flashman, Jennifer (2017):

Who Benefits Most from a University Degree? A Cross-National Comparison of Selection and Wage Returns in the US, UK, and Germany.

In: *Research in Higher Education* 58 (8), S. 843–878. DOI: 10.1007/s11162-017-9451-5.

Abstract:

Recent research on economic returns to higher education in the United States suggests that those with the highest wage returns to a college degree are least likely to obtain one. We extend the study of heterogeneous returns to tertiary education across multiple institutional contexts, investigating how the relationship between wage returns and the propensity to complete a degree varies by the level of expansion, differentiation, and cost of higher education. Drawing on panel data and matching techniques, we compare findings from the US with selection into degree completion in Germany and the UK. Contrary to previous studies, we find little evidence for population level heterogeneity in economic returns to higher education.

Martin, Nathan D.; Spenner, Kenneth I.; Mustillo, Sarah A. (2017):

A Test of Leading Explanations for the College Racial-Ethnic Achievement Gap. Evidence from a Longitudinal Case Study.

In: *Research in Higher Education* 58 (6), S. 617–645. DOI: 10.1007/s11162-016-9439-6.

Abstract:

In this study, we examined racial/ethnic differences in grade point average (GPA) among students at a highly selective, private university who were surveyed before matriculation and during the first, second and fourth college years, and assessed prominent explanations for the Black-White and Latino-White college achievement gap. We found that roughly half of the observed gap was attributable to family background characteristics and pre-college academic preparation. Of the within-college factors we considered, perceptions of campus climate and selection of major field of study were most important in explaining racial/ethnic differences in GPA. Personal resources, such as academic effort, self-esteem and academic identification, and patterns of involvement in campus life were significantly associated with GPA, but these factors did not account for racial/ethnic differences in academic performance. Overall, our results suggest that efforts to reduce the college achievement gap should focus on assisting students with the process of selecting major fields of study and on fostering a welcoming and inclusive campus environment.

Meyer, J. Patrick; Doromal, Justin B.; Wei, Xiaoxin; Zhu, Shi (2017):

A Criterion-Referenced Approach to Student Ratings of Instruction.

In: *Research in Higher Education* 58 (5), S. 545–567. DOI: 10.1007/s11162-016-9437-8.

Abstract:

We developed a criterion-referenced student rating of instruction (SRI) to facilitate formative assessment of teaching. It involves four dimensions of teaching quality that are grounded in current instructional design principles: Organization and structure, Assessment and feedback, Personal interactions, and Academic rigor. Using item response theory and Wright mapping methods, we describe teaching characteristics at various points along the latent continuum for each scale. These maps enable criterion-referenced score interpretation by making an explicit connection between test performance and the theoretical framework. We explain the way our Wright maps can be used to enhance an instructor's ability to interpret scores and identify ways to refine teaching. Although our work is aimed at improving score interpretation, a criterion-referenced test is not immune to factors that may bias test scores. The literature on SRIs is filled with research on factors unrelated to teaching that may bias scores. Therefore, we also used multilevel models to evaluate the extent to which student and course characteristic may affect scores and compromise score interpretation. Results indicated that student anger and the interaction between student gender and instructor gender are significant effects that account for a small amount of variance in SRI scores. All things considered, our criterion-referenced approach to SRIs is a viable way to describe teaching quality and help instructors refine pedagogy and facilitate course development.

Morales, Danielle X.; Grineski, Sara E.; Collins, Timothy W. (2017):

Faculty Motivation to Mentor Students Through Undergraduate Research Programs. A Study of Enabling and Constraining Factors.

In: *Research in Higher Education* 58 (5), S. 520–544. DOI: 10.1007/s11162-016-9435-x.

Abstract:

Undergraduate research experiences are a "high impact" educational practice that confer benefits to students. However, little attention has been paid to understanding faculty motivation to mentor undergraduate students through research training programs, even as the number of programs has grown, requiring increasing numbers of faculty mentors. To address this, we introduce a conceptual model for understanding faculty motivation to mentor and test it by using empirical data to identify factors that enable and constrain faculty engagement in an undergraduate research program. Using cross-sectional survey data collected in 2013, we employed generalized linear modeling to analyze data from 536 faculty across 13 research institutions to examine how expected costs/benefits, dispositional factors, situational factors, previous experience, and demographic factors predicted faculty motivation to mentor. Results show that faculty who placed greater value on the opportunity to increase diversity in the academy through mentorship of underrepresented minorities were more likely to be interested in serving as mentors. Faculty who agreed more strongly that mentoring undergraduate students was time consuming and their institution's reward structures were at odds with mentoring, or who

had more constrained access to undergraduate students were less likely to be interested in serving as mentors. Mid-career faculty were more likely than late-career faculty to be interested in serving as mentors. Findings have implications for improving undergraduate research experiences, since the success of training programs hinges on engaging highly motivated faculty members as mentors.

Netz, Nicolai; Jaksztat, Steffen (2017):

Explaining Scientists' Plans for International Mobility from a Life Course Perspective.

In: *Research in Higher Education* 58 (5), S. 497–519. DOI: 10.1007/s11162-016-9438-7.

Abstract:

We identify factors influencing young scientists' plans for research stays abroad by embedding theories of social inequality, educational decision making, and migration into a life course framework. We test the developed model of international academic mobility by calculating a structural equation model using data from an online survey of scientists employed at German universities below the rank of full professor. We find that earlier international mobility mobilises scientists to plan a research stay abroad. This turns out to be a potential channel of social inequality reproduction, as individuals from a high social origin in particular spend time abroad in their early life course. Moreover, scientists' research contexts play a vital role: Internationalised institutional environments and academic disciplines as well as personal international networks create opportunity structures that ease research stays abroad. Similarly, the current social context matters: Parenthood decreases the likelihood of plans for international mobility among female scientists. This may entail long-lasting gender inequalities. Finally, young scientists striving for an academic career are more likely to plan a research stay abroad than those with exit plans. Our results show that beyond the current context, both past life events and future life goals shape scientists' decisions about international mobility.

Nienhusser, H. Kenny; Oshio, Toko (2017):

High School Students' Accuracy in Estimating the Cost of College. A Proposed Methodological Approach and Differences Among Racial/Ethnic Groups and College Financial-Related Factors.

In: *Research in Higher Education* 58 (7), S. 723–745. DOI: 10.1007/s11162-017-9447-1.

Abstract:

High school students' accuracy in estimating the cost of college (AECC) was examined by utilizing a new methodological approach, the absolute-deviation-continuous construct. This study used the High School Longitudinal Study of 2009 (HSLS:09) data and examined 10,530 11th grade students in order to measure their AECC for 4-year public and private postsecondary institutions. The findings revealed that high school students tended to overestimate the cost of college, especially 4-year public in-state tuition. Second, this investigation explored AECC differences across racial/ethnic groups. Lastly, this research examined how AECC differed based on racial/ethnic and college financial-related factors (importance of cost on college enrollment, knowledge of and intent to complete FAFSA, and eligibility for financial aid). This examination is important because it is the first critical analysis of AECC and is timely given the data were collected immediately after the Great Recession.

Porter, Stephen R.; Conzelmann, Johnathan G. (2017):

Strategic Use of FAFSA List Information by Colleges.

In: *Research in Higher Education* 58 (5), S. 568–579. DOI: 10.1007/s11162-016-9436-9.

Abstract:

Students filling out the FAFSA list colleges and universities where they wish their data, sent. Until recently, colleges were provided this list, and the practice was suspended, given concerns that colleges were using the list to strategically allocate aid. Using the, 2011–2012 NPSAS, we analyze student financial aid packages to determine if list position, affects aid. We find little evidence that it does.

Roksa, Josipa; Trolian, Teniell L.; Pascarella, Ernest T.; Kilgo, Cindy A.; Blaich, Charles; Wise, Kathleen S. (2017):

Racial Inequality in Critical Thinking Skills. The Role of Academic and Diversity Experiences.

In: *Research in Higher Education* 58 (2), S. 119–140. DOI: 10.1007/s11162-016-9423-1.

Abstract:

While racial inequalities in college entry and completion are well documented, much less is known about racial disparities in the development of general collegiate skills, such as critical thinking. Using data from the Wabash National Study of Liberal Arts Education, we find substantial inequality in the development of critical thinking skills over four years of college between African American and White students. The results indicate that these inequities are not related to students' academic experiences in college but are substantially related to their experiences with diversity. These findings have important implications for understanding racial inequality in higher education and considering strategies for addressing observed disparities.

Schuck, Amie M. (2017):

Evaluating the Impact of Crime and Discipline on Student Success in Postsecondary Education.

In: *Research in Higher Education* 58 (1), S. 77–97. DOI: 10.1007/s11162-016-9419-x.

Abstract:

The goal of this study is to evaluate the effect of crime and discipline on graduation rates in higher education. Using national data on more than 1250 public and private non-profit institutions that were drawn from the Integrated Postsecondary Education Data System, the results reveal that more violence on and around campus is associated with lower 4-year graduation rates, whereas higher rates of disciplinary actions regarding alcohol, drugs, and weapons are associated with higher graduation rates. Furthermore, the findings suggest that utilizing the student conduct system rather than the criminal justice system to address minor offenses is more likely to lead to student success. This study contributes to the growing literature on college effectiveness and the influence of institutional structures and organizational policies on student achievement. The results of this study suggest that violent crime, institutional conduct systems, and campus police departments warrant further investigation.

Sesate, Diana B.; Milem, Jeffrey F.; McIntosh, Kadian L.; Bryan, W. Patrick (2017):

Coupling Admissions and Curricular Data to Predict Medical Student Outcomes.

In: *Research in Higher Education* 58 (3), S. 295–312. DOI: 10.1007/s11162-016-9426-y.

Abstract:

The relative impact of admissions factors and curricular measures on the first medical licensing exam (United States Medical Licensing Exam [USMLE] Step 1) scores is examined. The inclusion of first-year and second-year curricular measures nearly doubled the variance explained in Step 1 scores from the amount explained by the combination of preadmission demographic characteristics and admissions factors. In addition, the relationship between the Medical College Admissions Test (MCAT) and Step 1 scores becomes counterintuitive in models that include curricular measures, where students with the lowest combined admissions metrics (MCAT, grade-point average) score higher, on average, than those with some of the highest admissions metrics. Overreliance on traditional metrics in admissions decisions can exclude students from medical school who have the ability to succeed.

Titus, Marvin A.; Vamosiu, Adriana; McClure, Kevin R. (2017):

Are Public Master's Institutions Cost Efficient? A Stochastic Frontier and Spatial Analysis.

In: *Research in Higher Education* 58 (5), S. 469–496. DOI: 10.1007/s11162-016-9434-y.

Abstract:

The current study examines costs, measured by educational and general (E&G) spending, and cost efficiency at 252 public master's institutions in the United States over a nine-year (2004–2012) period. We use a multi-product quadratic cost

function and results from a random-effects model with a first-order autoregressive (AR1) disturbance term to calculate economies of scale with regard to undergraduate enrollment, graduate enrollment, and research. We also employ a slightly modified version of Kumbhakar et al. (J Prod Anal 41(2):321–337, 2014) multi-step approach, involving the use of stochastic frontier analysis (SFA) and taking into account spatial interdependency, to decompose cost efficiency into long-term stable (persistent) and short-term (residual) efficiency. The key results of this study include evidence that: (1) regional clustering of costs exists; (2) there are economies of scale in undergraduate education and diseconomies of scale in graduate education; (3) relatively few institutions are cost inefficient; and (4) cost inefficiency tends to be long-term and persistent rather than short-term and residual. This research also identifies public master's institutions that are the most cost efficient. Our inquiry has implications for future research as it points towards specific institutions, which may be engaged in effective practices to keep costs low, for possible follow-up case studies. Going forward, the techniques used in this study could be applied to examine economies of scale and scope as well as cost efficiency among other types of higher education institutions, such as public or private research universities, baccalaureate institutions, and community colleges.

Treischl, Edgar; Wolbring, Tobias (2017):

The Causal Effect of Survey Mode on Students' Evaluations of Teaching. Empirical Evidence from Three Field Experiments.

In: *Research in Higher Education* 58 (8), S. 904–921. DOI: 10.1007/s11162-017-9452-4.

Abstract:

In recent years many universities switched from paper- to online-based student evaluation of teaching (SET) without knowing the consequences for data quality. Based on a series of three consecutive field experiments—a split-half design, twin courses, and pre–post-measurements—this paper examines the effects of survey mode on SET. First, all three studies reveal marked differences in non-response between online- and paper-based SET and systematic, but small differences in the overall course ratings. On average, online SET reveal a slightly less optimistic picture of teaching quality in students' perception. Similarly, a web survey mode does not impair the reliability of student ratings. Second, we highlight the importance of taking selection and class absenteeism into account when studying survey mode effects and also show that it is necessary and informative to survey the subgroup of no-shows when evaluating teaching. Third, we empirically demonstrate the need to account for contextual setting of the survey (in class vs. after class) and the specific type of the online survey mode (TAN vs. email). Previous research either confounded contextual setting with variation in survey mode or generalized results for a specific online mode to web surveys in general. Our findings suggest that higher response rates in email surveys can be achieved if students are given the opportunity and time to evaluate directly in class.

van Zile-Tamsen, Carol (2017):

Using Rasch Analysis to Inform Rating Scale Development.

In: *Research in Higher Education* 58 (8), S. 922–933. DOI: 10.1007/s11162-017-9448-0.

Abstract:

The use of surveys, questionnaires, and rating scales to measure important outcomes in higher education is pervasive, but reliability and validity information is often based on problematic Classical Test Theory approaches. Rasch Analysis, based on Item Response Theory, provides a better alternative for examining the psychometric quality of rating scales and informing scale improvements. This paper outlines a six-step process for using Rasch Analysis to review the psychometric properties of a rating scale. The Partial Credit Model and Andrich Rating Scale Model will be described in terms of the pyschometric information (i.e., reliability, validity, and item difficulty) and diagnostic indices generated. Further, this approach will be illustrated through the example of authentic data from a university-wide student evaluation of teaching.

Whaley, Arthur L. (2017):

Cultural Diversity and Best Practices in the Teaching and Learning of Statistics. A Faculty Perspective from a Historically Black College/University (HBCU).

In: *Research in Higher Education* 58 (7), S. 805–815. DOI: 10.1007/s11162-016-9442-y.

Abstract:

The literature on the teaching and learning of statistics tend not to address issues of cultural diversity. Twenty-nine students enrolled in a statistics course at a historically Black college/university (HBCU) were the focus of this pilot study. Using structural equation modeling (SEM), the study tested models of the effects of writing assignments, compared to scores on standard homework assignments and midterm grades, on students' performance on the final examination in the elementary statistics course offered by the psychology department. Consistent with past research on the teaching and learning of statistics, the results supported the hypothesis that writing assignments contribute positively to better performance on the final examination. These preliminary findings suggest that writing assignments in an elementary statistics course are an effective strategy with students attending an HBCU.

Witteveen, Dirk; Attewell, Paul (2017):

The College Completion Puzzle. A Hidden Markov Model Approach.

In: *Research in Higher Education* 58 (4), S. 449–467. DOI: 10.1007/s11162-016-9430-2.

Abstract:

Higher education in America is characterized by widespread access to college but low rates of completion, especially among undergraduates at less selective institutions. We analyze longitudinal transcript data to examine processes leading to graduation, using Hidden Markov modeling. We identify several latent states that are associated with patterns of course taking, and show that a trained Hidden Markov model can predict graduation or nongraduation based on only a few semesters of transcript data. We compare this approach to more conventional methods and conclude that certain college-specific processes, associated with graduation, should be analyzed in addition to socio-economic factors. The results from the Hidden Markov trajectories indicate that both graduating and nongraduating students take the more difficult mathematical and technical courses at an equal rate. However, undergraduates who complete their bachelor's degree within 6 years are more likely to alternate between these semesters with a heavy course load and the less course-intense semesters. The course-taking patterns found among college students also indicate that nongraduates withdraw more often from coursework than average, yet when graduates withdraw, they tend do so in exactly those semesters of the college career in which more difficult courses are taken. These findings, as well as the sequence methodology itself, emphasize the importance of careful course selection and counseling early on in student's college career.

Yue, Hongtao; Fu, Xuanning (2017):

Rethinking Graduation and Time to Degree. A Fresh Perspective.

In: *Research in Higher Education* 58 (2), S. 184–213. DOI: 10.1007/s11162-016-9420-4.

Abstract:

Graduation and time to degree are paramount concerns in higher education today and have caught the attention of policy makers, educators and researchers in recent years. However, our understanding is limited regarding the factors related to graduation and time to degree beyond students' pre-college characteristics (demographics and academic preparation), especially how student decision and performance in college affect their graduation. This study employs longitudinal data and applies event history analysis to track 12,096 first-time freshmen in a large public university from 2002 to 2014. Students' academic progress is conceptualized into eight time-dependent variables whose values change over time, including major status (major change, double majors/minors and major declaration), enrollment intensity (enrolled term units and extra enrollment), and academic performance (term GPA, cumulative units and cumulative GPA). Discrete-time hazard models were used to answer the following question: beyond pre-college characteristics, what aspects of students' decisions on majors and enrollment and their performance affect graduation and time to degree? The findings reveal that academic performance is the most important factor, followed by students' decisions on majors (such as having double majors/minors). Pre-college characteristics only accounted for a very small proportion of the total variance after students' performance and decisions are controlled. The study goes further in investigating how the effects of these factors change over time by enrolled terms.

Zhao, Yue; Huen, Jenny M. Y.; Chan, Y. W. (2017):

Measuring Longitudinal Gains in Student Learning. A Comparison of Rasch Scoring and Summative Scoring Approaches.

In: *Research in Higher Education* 58 (6), S. 605–616. DOI: 10.1007/s11162-016-9441-z.

Abstract:

This study pioneers a Rasch scoring approach and compares it to a conventional summative approach for measuring longitudinal gains in student learning. In this methodological note, our proposed methodology is demonstrated using an example of rating scales in a student survey as part of a higher education outcome assessment. Such assessments have become increasingly important worldwide for purposes of institutional accreditation and accountability to stakeholders. Data were collected from a longitudinal study by tracking self-reported learning outcomes of individual students in the same cohort who completed the student learning experience questionnaire (SLEQ) in their first and final years. Rasch model was employed for item calibration and latent trait estimation, together with a scaling procedure of concurrent calibration incorporating a randomly equivalent group design and a single group design to measure the gains in self-reported learning outcomes as yielded by repeated measures. The extent to which Rasch scoring compared to the conventional summative scoring method in its sensitivity to change was quantified by a statistical index namely relative performance (RP). Findings indicated greater ability to capture learning outcomes gains from Rasch scoring over the conventional summative scoring method, with RP values ranging from 3 to 17% in the cognitive, social, and value domains of the SLEQ. The Rasch scoring approach and the scaling procedure presented in the study can be readily generalised to studies using rating scales to measure change in student learning in the higher education context. The methodological innovations and contributions of this study are discussed.

Zilvinskis, John; Masseria, Anthony A.; Pike, Gary R. (2017):

Student Engagement and Student Learning. Examining the Convergent and Discriminant Validity of the Revised National Survey of Student Engagement.

In: *Research in Higher Education* 58 (8), S. 880–903. DOI: 10.1007/s11162-017-9450-6.

Abstract:

The present study examined the relationships between student engagement, represented by two versions of the National Survey of Student Engagement (NSSE) and self-reported gains in learning. The study drew on institutional-level data from participating institutions in 2011 and 2013. The objective of the research was to compare evidence of convergence and discrimination for the two versions of NSSE using canonical correlation analysis. Results indicated that both versions of NSSE provided clear evidence of convergence in that student engagement measures were significantly and positively related to perceived gains in learning. However, only the most recent version of NSSE provided strong evidence of discrimination (i.e., differential relationships between engagement measures and self-reported learning outcomes). Thus, the revised NSSE appears to offer substantial advantages for institutions interested in more nuanced understandings of the relationships between student engagement and perceived learning outcomes. Implications for educators, with goals of enhancing student learning, and for researchers, who often compare complex sets of data, are included.

Specials

Li, Amy Y. (2017):

Erratum to: Covet Thy Neighbor or “Reverse Policy Diffusion”? State Adoption of Performance Funding 2.0.

[Erratum]. In: *Research in Higher Education* 58 (7), S. 772. DOI: 10.1007/s11162-017-9465-z.

Abstract:

The mid initial of the author was expanded in the original publication. However, it has to be abbreviated in order to match with the other citations of the author. Hence, “Amy Yunqi Li” is corrected as “Amy Y. Li” with this erratum.

The original article has been corrected.

Luthra, Renee Reichl; Flashman, Jennifer (2017):

Erratum to. Who Benefits Most from a University Degree?: A Cross-National Comparison of Selection and Wage Returns in the US, UK, and Germany.

[Erratum]. In: *Research in Higher Education* 58 (8), S. 879. DOI: 10.1007/s11162-017-9461-3.

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Editorials

Lee, Jenny J.; Metcalfe, Amy Scott; Suspitsyna, Tatiana (2017):

Introduction to the Special Issue.

[Introduction]. In: *Review of Higher Education* 41 (1), S. 1–2. DOI: 10.1353/rhe.2017.0030.

Original Articles

Akos, Patrick; Kretchmar, Jen (2017):

Investigating Grit at a Non-Cognitive Predictor of College Success.

In: *Review of Higher Education* 40 (2), S. 163–186. DOI: 10.1353/rhe.2017.0000.

Abstract:

Admissions professionals have historically relied on measures of cognitive ability and academic achievement to make decisions about which applicants are admitted to their institutions. At the very least, selection on the basis of these factors (high school grades and standardized test scores) alone potentially decreases ethnic and socioeconomic diversity and underestimates the likelihood of success for many capable students. As a result of the shortcomings of these traditional measures, there is a growing interest in supplementing them with non-cognitive predictors of college success. New developments in the field of positive psychology may be especially well positioned to contribute with contemporary constructs and scale development. This article describes "grit" as consistsing of two separate dimensions: consistency of interest and perseverance of effort. The gritty individual pursues a given goal over years. Although non-cognitive factors and grit specifically show promising in predicting college success, many questions still remain. This article investigates the research questions: (1) Do self-reported grit scores predict first year GPA, as well as additional outcome variables including hours earned toward graduation and change in major? (2) Do informant-reported grit scores predict first year GPA, as well as additional outcome variables including hours earned toward graduation and change in major? (3) What is the relationship between self and informant grit scores?

Cai, Yuzhuo (2017):

From an Analytical Framework for Understanding the Innovation Process in Higher Education to an Emerging Research Field of Innovations in Higher Education.

In: *Review of Higher Education* 40 (4), S. 585–616. DOI: 10.1353/rhe.2017.0023.

Abstract:

While studies dealing with issues related to innovations in higher education proliferate, there has been little consensus on key concepts and central issues for research. To respond to the challenges, this paper calls for developing a new research field — studies on innovations in higher education, by integrating two disciplines, namely innovation studies and higher education research. As an initial effort, the paper constructs an analytical framework for understanding the innovation process, particularly in the context of higher education. In addition to its academic significance, the framework may have potential to guide practitioners to implement innovations in wiser ways.

Collins, Christopher S. (2017):

Development Labs. University Knowledge Production and Global Poverty.

In: *Review of Higher Education* 41 (1), S. 113–139. DOI: 10.1353/rhe.2017.0035.

Abstract:

In 2012, the United States Agency for International Development allocated $137 million to fund seven universities to create development labs to advance social/economic progress and reduce poverty. International economic development has become a booming field and industry but is also highly contested. The function of the university as a development strategy has great potential but can also be subject to criticism. This qualitative study included a visit to all seven universities and generated findings related to a development lab model and mentality, including: the importance of failure, knowledge co-creation, and the role of the academy in constructing culture.

Croom, Natasha N. (2017):

Promotion Beyond Tenure. Unpacking Racism and Sexism in the Experiences of Black Womyn Professors.

In: *Review of Higher Education* 40 (4), S. 557–583. DOI: 10.1353/rhe.2017.0022.

Abstract:

This study examined seven Black womyn full professors' experiences of promotion beyond tenure. Using a critical race feminist theoretical framework, findings suggest that a meritocratic ideology undergirds a dominant narrative about the Professor rank. However, racism and sexism mediated the participants' opportunities to access the status and benefits constructed in the full professor narrative. Implications for practice include an inclusive promotion review process that acknowledges the existence of racialized and gendered implicit biases, values experiential knowledge of Black womyn, identifies motivating factors for advancement, and challenges merit as a neutral idea in the promotion process to Professor.

Fosnacht, Kevin; Sarraf, Shimon; Howe, Elijah; Peck, Leah K. (2017):

How Important are High Response Rates for College Surveys?

In: *Review of Higher Education* 40 (2), S. 245–265. DOI: 10.1353/rhe.2017.0003.

Abstract:

In lieu of an abstract, here is a brief excerpt of the content:

Surveys play an important role in understanding the higher education landscape. About 60 percent of the published research in major higher education journals utilized survey data (Pike, 2007). Institutions also commonly use surveys to assess student outcomes and evaluate programs, instructors, and even cafeteria food. However, declining survey participation rates threaten this source of vital information and its perceived utility. Survey researchers across a number of social science disciplines in America and abroad have witnessed a gradual decrease in survey participation over time (Brick & Williams, 2013; [End Page 245] National Research Council, 2013). Higher education researchers have not been immune from this trend; Dey (1997) long ago highlighted the steep decline in response rates in the American Council on Education and Cooperative Institutional Research Program (CIRP) senior follow-up surveys from 60 percent in the 1960s to 21 percent in 1991.

Survey researchers have long assumed that the best way to obtain unbiased estimates is to achieve a high response rate. For this reason, the literature on survey methods is rife with best practices and suggestions to improve survey response rates (e.g., American Association for Public Opinion Research, n.d.; Dillman, 2000; Heberlein & Baumgartner, 1978). These methods can be costly or require significant time or effort by survey researchers and may be unfeasible for postsecondary institutions due to the increasing fiscal pressures placed upon them. However, many survey researchers have begun to question the widely held assumption that low response rates provide biased results (Curtin, Presser, & Singer, 2000; Groves, 2006; Keeter, Miler, Kohut, Groves, & Presser, 2000; Massey & Tourangeau, 2013; Peytchev, 2013).

This study investigates this assumption with college student assessment data. It utilizes data from hundreds of samples of first-year and senior students with relatively high response rates using a common assessment instrument with a standardized administration protocol. It investigates how population estimates would have changed if researchers put

forth less effort when collecting data and achieved lower response rates and respondent counts. Due to the prevalence of survey data in higher education research and assessment efforts, it is imperative to better understand the relationship between response rates and data quality.

Hatch, Deryl K.; Garcia, Crystal E. (2017):

Academic Advising and the Persistence Intentions of Community College Students in their First Weeks in College.

In: *Review of Higher Education* 40 (3), S. 353–390. DOI: 10.1353/rhe.2017.0012.

Abstract:

Persistence of community college students is a serious and perennial concern with numerous published figures illustrating the daunting odds that students and institutions face along their path to college completion (Calcagno, Crosta, Bailey, & Jenkins, 2007; Provasnik & Planty, 2008). Although researchers have made headway in identifying influential factors in students' successful persistence along that path, evidence suggests that attrition in community colleges can begin to occur within the first term and even between enrollment and the first day of class (Bailey, 2009; Bailey, Jeong, & Cho, 2010; Brooks-Leonard, 1991). While some researchers have explored the critical role of the early weeks of college experiences in student success (Astin, 1993; Tinto, 1988; Woosley, 2003; Woosley & Miller, 2009), studies specific to retention and persistence regarding this timeframe remain scarce, especially in the two-year college sector where 4 out of 10 new college students enroll (American Association of Community Colleges, 2015) and where student persistence issues are qualitatively different from the four-year sector (M. W. Webb, 1989). Thus, the purpose of this study is to understand how different kinds of advising activities during the first three weeks for community college students who enroll for the first time relate to their intentions to re-enroll.

Hora, Matthew T.; Bouwma-Gearhart, Jana; Park, Hyoung Joon (2017):

Data driven decision-making in the era of accountability. Fostering faculty data cultures for learning.

In: *Review of Higher Education* 40 (3), S. 391–426. DOI: 10.1353/rhe.2017.0013.

Abstract:

In this article the authors report findings from a practice-based study that examines the cultural practices of data use among 59 science and engineering faculty from three large, public research universities. In this exploratory study they documented how faculty use teaching-related data "in the wild" using interviews and classroom observations, which were analyzed using inductive thematic analysis, exploratory data reduction, and causal network techniques. The study was guided by the following questions: (1) What types of data and other information are used by faculty? (2) What are some defining characteristics regarding faculty data use? (3) Can patterns be discerned in these data practices across the study sample? and (4) What role do these cultural practices and contextual factors play in shaping individual-level practice?

Hou, Ya-Wen; Lee, Che-Wei; Gunzenhauser, Michael G. (2017):

Student Evaluation of Teaching as a Disciplinary Mechanism. A Foucauldian Analysis.

In: *Review of Higher Education* 40 (3), S. 325–352. DOI: 10.1353/rhe.2017.0011.

Abstract:

Since the 1960s, student evaluation of teaching (or SET) has been prevalent in higher education and frequently controversial (Benton & Cashin, 2014; Pounder, 2007; Valsan & Sproule, 2008). Although it originated in the Anglo-American context, SET is now used worldwide (Kulik, 2001; Spooren, Mortelmans, & Thijssen, 2012). SET is an activity of value judgment that often involves its participants' moral sensitivity and the operation of ethical agency and behavior. In their project, the authors seek to provide an alternative understanding of SET through an examination of power relations underlying SET and to address how these power relations might influence the advancement of productive, transformative pedagogy and professional, ethical relations among SET participants. In this article, they address an apparent lack of philosophical language with which to make sense of the conflicting nature of SET, taking into account the complex, invisible, and ethical power relations that it enacts. In this paper, the authors therefore propose a conceptual metaphor--

namely, SET as a disciplinary mechanism--to analyze how SET's power relations operate, how such relations affect its actors, and how to identify the ethical elements inherent in it. They draw on the work of Michel Foucault to establish an ethical basis for SET and provide productive implications for advancing higher-education pedagogy.

Jaeger, Audrey J.; Hudson, Tara D.; Pasque, Penny A.; Ampaw, Frim D. (2017):

Understanding How Lifelong Learning Shapes the Career Trajectories of Women with STEM Doctorates. The Life Experiences and Role Negotiations (LEARN) Model.

In: *Review of Higher Education* 40 (4), S. 477–507. DOI: 10.1353/rhe.2017.0019.

Abstract:

We developed the Life Experiences and Role Negotiations (LEARN) Model of the Career Trajectories of Women STEM Doctorates to shift the current research paradigm on women in STEM from explaining gender differences in career/educational outcomes and decisions at particular points to understanding how cumulative learning shapes career decisions across a lifespan. Our model is based on a comprehensive view of the historical and contemporary literature and has the potential to guide future research and new interventions. This model adds the missing longitudinal dimension to the study of women's careers and deepens our understanding of what experiences influence these career decisions.

Johnson, Ane Turner (2017):

Conflicted Communities, Contested Campuses. A Cross-Case Comparison of Community Engagement at Two African Universities in Conflict Contexts.

In: *Review of Higher Education* 41 (1), S. 61–89. DOI: 10.1353/rhe.2017.0033.

Abstract:

Higher education institutions around the world are sites of contestation. Armed groups have targeted universities in efforts to divert valuable resources, destabilize communities, and suppress dissent. Moreover, conflict has engendered poor relations with community members that should be characterized by collaboration between the institution and the local community. Using qualitative case study methods, this work explores the experiences of community engagement at two universities in sub-Saharan Africa in two post-conflict nations, Kenya and Côte d'Ivoire, in order to understand higher education's role in the community and the campus-community connection in building peaceful academic places.

Kezar, Adrianna; Gehrke, Sean; Bernstein-Sierra, Samantha (2017):

Designing for Success in STEM Communities of Practice. Philosophy and Personal Interactions.

In: *Review of Higher Education* 40 (2), S. 217–244. DOI: 10.1353/rhe.2017.0002.

Abstract:

For the past 20 years, countless reports have been issued calling for reform of undergraduate education to improve student learning, persistence, and graduation rates for students in science, technology, engineering, and mathematics (STEM) majors. However, by many measures, recommendations in these reports have not been widely implemented. While it is known what changes are needed, systemic change in higher education has proven difficult. Institutional, regional, and national communities that are focused on providing knowledge, support, and exemplary models for STEM education have been identified in reports as important vehicles for creating changes, yet there is little systematic research on these communities. STEM communities of practice that exist at the national and regional level involve thousands of faculty. This article will examine the overall study of the formation and sustaining of these communities of practice, benefits of involvement, and design of communities to support faculty. Also, examined will be how these communities can be best designed to engage faculty in STEM reform work.

Munoz, Susana M.; Espino, Michelle M. (2017):

The Freedom to Learn. Experiences of Students without Legal Status Attending Freedom University.

In: *Review of Higher Education* 40 (4), S. 533–555. DOI: 10.1353/rhe.2017.0021.

Abstract:

This article focuses on an in-depth case study of Freedom University, a counterspace in Georgia to address the ban that prohibited students without legal status from applying to five selective colleges/universities. Based on interviews with eight Freedom University students, the authors demonstrate that Freedom University fulfills most of the tenets of the Culturally Engaging Campus Environments (CECE) model and offers a humanizing learning space infused with culturally relevant pedagogy where students can express their empowered identities, activism, and resistance. Implications for implementing culturally responsive sanctuaries of learning within traditional university contexts, especially for students without legal status, are provided.

Museus, Samuel D.; Yi, Varaxy; Saelua, Natasha (2017):

The Impact of Culturally Engaging Campus Environments on Sense of Belonging.

In: *Review of Higher Education* 40 (2), S. 187–215. DOI: 10.1353/rhe.2017.0001.

Abstract:

Low rates of student persistence and degree completion are a major concern of colleges and universities across the United States. It is therefore important for higher education researchers, policymakers, and practitioners to better understand how to maximize the success of higher education's increasingly diverse undergraduate populations. This article's investigation aims to increase knowledge of how campus environments shape students' sense of belonging in college. The article will briefly discuss the evolution of scholarly theory and discourse on college student success. Next, provide a synthesis of existing literature on the impact of campus environments on sense of belonging in college. Then, offer an overview of the Culturally Engaging Campus Environments (CECE) Model of college success, which seeks to explain the ways in which particular aspects of institutional environments influence sense of belonging and other important student outcomes in postsecondary education. In the remainder of the article, focus on the analyses of the relationship between culturally engaging campus environments and sense of belonging in college will be presented.

Mwangi, Chrystal A. George (2017):

Partner Positioning. Examining International Higher Education Partnerships through a Mutuality Lens.

In: *Review of Higher Education* 41 (1), S. 33–60. DOI: 10.1353/rhe.2017.0032.

Abstract:

Scholarship on international higher education partnerships is often framed by strategic management and organization theories. These approaches are useful, but can minimize how power dynamics and positioning of partners impact engagement and outcomes. This study uses qualitative inquiry to examine 60 international higher education partnerships through the lens of mutuality in order to emphasize how partners negotiate and navigate power. Partnerships were comprised of a university in the U.S. and in the Majority World with the goal of addressing international development challenges. Findings emphasize the process of partnership creation, navigating cross-cultural contexts, partner positioning and partnership dynamics, and stakeholder engagement.

Ngo, Federick; Kosiewicz, Holly (2017):

How Extending Time in Developmental Math Impacts Student Persistence and Success. Evidence from a Regression Discontinuity in Community Colleges.

In: *Review of Higher Education* 40 (2), S. 267–306. DOI: 10.1353/rhe.2017.0004.

Abstract:

Improving the outcomes of students in developmental or remedial math remains a puzzle in higher education. Concerns with low persistence and completion rates have motivated proponents of reform to reconsider the delivery of developmental math. Lengthening the amount of time in math is thought to be an intervention that improves academic achievement. Does extending time in algebra by a semester help community college students persist and succeed in developmental math and college? The authors investigate this research question using administrative data from four large urban community colleges in California. They first review the literature on increasing time in algebra, drawing largely from studies of middle and high school settings. They then introduce the literature on student persistence decisions in the community college setting and highlight the ways it interacts with developmental math reforms. They next describe the data and the methodological approach--regression discontinuity design--that they used to estimate the effects of enrollment in the extended algebra sequence, focusing on four California community colleges that assign students who earn lower placement scores to an extended two-semester elementary algebra course instead of a typical one-semester course. Results from this study suggest that extending the amount of time in algebra and adding the need for an extra persistence decision is more harmful than beneficial for students at the margin of the cutoff. These students are much less likely to enroll in and complete gatekeeper courses and persist towards credential attainment. The authors conclude with a discussion of how developmental math reforms can increase persistence and success for community college students.

Ostenson, Joseph A.; Clegg, Joshua W.; Wiggins, Bradford J. (2017):

Industrialized Higher Education and its Sustainable Alternatives.

In: Review of Higher Education 40 (4), S. 509–532. DOI: 10.1353/rhe.2017.0020.

Abstract:

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

Renn, Kristen A. (2017):

The Role of Women's Colleges and Universities in Providing Access to Postsecondary Education.

In: *Review of Higher Education* 41 (1), S. 91–112. DOI: 10.1353/rhe.2017.0034.

Abstract:

Based on a qualitative, comparative, multiple case study of the contributions and status of 21st century women's colleges and universities, this article analyzes the topic of women's access to postsecondary education in ten nations. Despite decreasing numbers of women-only institutions in some regions (e.g., North America), the sector is growing in others (e.g., South Asia). In all regions, they provide access for women who would not be able to attend postsecondary education, a phenomenon mediated by cultural, religious, and economic factors. I describe three main mechanisms through which women's institutions provide access: legal, practical (financial and academic), and cultural.

Stein, Sharon (2017):

Internationalization for an Uncertain Future. Tensions, Paradoxes, and Possibilities.

In: *Review of Higher Education* 41 (1), S. 3–32. DOI: 10.1353/rhe.2017.0031.

Abstract:

As higher education is increasingly called upon to play a central role in addressing the challenges and crises of today's complex, uncertain, and volatile world, internationalization efforts are intensifying. Emphasizing higher education as a space for critically-informed, socially accountable, and open-ended conversations about alternative futures, in this paper I

reframe common approaches to complexity, uncertainty, and critique by offering a social cartography of three critical approaches to internationalization: soft, radical, and liminal. Mapping and historicizing diverse perspectives can complicate existing analyses, interrupt the prescriptive tendencies of critique, and illuminate new possible horizons of thought and action in higher education.

Wang, Xueli; Sun, Ning; Wickersham, Kelly (2017):

Turning Math Remediation into "Homeroom:" Contextualization as a Motivational Environment for Community College Students in Remedial Math.

In: *Review of Higher Education* 40 (3), S. 427–464. DOI: 10.1353/rhe.2017.0014.

Abstract:

In lieu of an abstract, here is a brief excerpt of the content:

Purpose of the Study: Despite the fact that community colleges have long served as a gateway to postsecondary education, many students come through the door academically underprepared, with nearly 60% enrolling in a remedial course (Adelman, 2004; Attewell, Lavin, Domina, & Levey, 2006; Bailey, 2009; Baker, Hope, & Karandjeff, 2009). [End Page 427] Among all remedial subjects, the lack of adequate math skills is particularly troublesome, considering math's critical role as a cornerstone to future learning and academic success (Calcagno, Crosta, Bailey, & Jenkins, 2007; Melguizo, Bos, & Prather, 2011). Even more concerning is that the large number of community college students who end up in remedial math courses struggle to progress through the sequence and move on to college-level coursework (Adelman, 2004; Attewell et al., 2006; Bailey, 2009; Scott-Clayton & Rodriguez, 2012).

The efficacy of remediation remains one of the thorniest issues in research and practice, with often conflicting empirical evidence (e.g., Attewell et al., 2006; Bahr, 2008; Bailey, 2009; Bettinger & Long, 2005, 2009; Boatman & Long, 2010; Dadgar, 2012; Hodara, 2012; Matorell & McFarlin, 2011; Scott-Clayton & Rodriguez, 2012). Despite the mixed findings in this vein of research, the need to enhance the quality of remedial education is undeniable, particularly in math. Even in studies revealing positive outcomes associated with passing remedial sequences, concrete insights are lacking on what and how specific practices benefit students. Efficacy cannot be determined solely based on outcomes; it is critical to delve into the process leading up to those outcomes. Given the urgent need to improve remedial math practices at community colleges and the gaps in the literature surrounding the issue, in this study, we focus on one particularly promising approach that may offer a solution: contextualization of remedial math instruction. […]

Reviews

Amechi, Mauriell H.; Estera, Annabelle (2017):

Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations ed. by Stephen J. Quaye and Shaun R. Harper. New York, NY: Routledge, 2014. 374 pp. Hardcover: $170. ISBN: 978-0-415-89509-5.

[Review]. In: *Review of Higher Education* 40 (3), S. 473–475. DOI: 10.1353/rhe.2017.0018.

Arena, Cara D.; Mcgowan, Brian L. (2017):

The Purposeful Graduate: Why Colleges Must Talk to Students About Vocation by Tim Clydesdale. Chicago, IL: The University of Chicago Press, 2015. 334pp. Hardcover: $27.50. ISBN: 0-226-23634-X.

[Review]. In: *Review of Higher Education* 40 (2), S. 310–312. DOI: 10.1353/rhe.2017.0006.

Azizova, Zarrina Talan (2017):

Closing the Opportunity Gap: Identity-Conscious Strategies for Retention and Student Success ed. by Vijay Pendakur. Sterling, VA: Stylus, 2016 172 pp. Papercover: $29.95. ISBN: 9781620363126.

[Review]. In: *Review of Higher Education* 40 (4), S. 623–627. DOI: 10.1353/rhe.2017.0025.

Bazner, Kevin J. (2017):

Student Affairs Assessment: Theory to Practice by Gavin W. Henning and Darby Roberts. Sterling, Virginia: Stylus Publishing, 2016. 340 pp. Paperback: $35.00. ISBN: 978-1-62036-336-2; eBook: $27.99. ISBN 978-1-62036-338-6.

[Review]. In: *Review of Higher Education* 40 (4), S. 617–619. DOI: 10.1353/rhe.2017.0024.

Castro, Erin L.; Dockendorff, Kari J. (2017):

Expanding the circle: Creating an inclusive environment in higher education for LGBTQ students and studies by John C. Hawley. Albany, NY: SUNY Press, 2015. 366 pp. Hardcover: $95.00. Paperback: $26.95. ISBN13: 978-1-4384-5461-0.

[Review]. In: *Review of Higher Education* 40 (3), S. 467–471. DOI: 10.1353/rhe.2017.0016.

Freeman, Jr. Sydney (2017):

Critical Approaches to the Study of Higher Education: A Practical Introduction eds. by Ana M. Martínez-Alemán, Brian Pusser, and Estela Mara Bensimon. Critical Approaches to the Study of Higher Education: A Practical Introduction. Baltimore, MD: John Hopkins University Press, 2015. 344 pp. Paperback: $34.95. ISBN: 9781421416656.

[Review]. In: *Review of Higher Education* 40 (4), S. 619–623. DOI: 10.1353/rhe.2017.0029.

Hayter, Christopher S. (2017):

The Branding of the American Mind: How Universities Capture, Manage, and Monetize Intellectual Property and Why it Matters by Jacob H. Rooksby. Baltimore, MD: Johns Hopkins University Press, 2016 359 pp. Hardcover: $29.95. ISBN- 1421420805.

[Review]. In: *Review of Higher Education* 40 (4), S. 630–633. DOI: 10.1353/rhe.2017.0027.

Isselhard, Christine; Gopaul, Bryan (2017):

Globalizing Knowledge: Intellectuals, Universities, and Publics in Transformation by Michael D. Kennedy. Stanford, CA: Stanford University Press, 2014. 424pp. Paper: $34.95. ISBN: 9780804793438.

[Review]. In: *Review of Higher Education* 40 (2), S. 315–318. DOI: 10.1353/rhe.2017.0008.

Milian, Roger Pizarro (2017):

Leading Research Universities in a Competitive World by Robert Lacroix and Louis Maheu. Montreal, Canada: McGill-Queen's University Press, 2015. 308pp. Hardcover: $34.95. ISBN: 9780773544772.

[Review]. In: *Review of Higher Education* 40 (2), S. 318–321. DOI: 10.1353/rhe.2017.0009.

Potter, Mike (2017):

Governance of Higher Education: Global Perspectives, Theories, and Practices by Ian Austin and Glen A. Jones. New York, NY: Routledge, 2016. 218 pp. Softcover: $47.95. ISBN 978-0-415-73975-7.

[Review]. In: *Review of Higher Education* 41 (1), S. 141–143. DOI: 10.1353/rhe.2017.0036.

Ream, Todd C. (2017):

At This Time and In This Place: Vocation and Higher Education by David S. Cunningham (Editor). New York, NY: Oxford University Press, 2015. 351pp. Cloth: $35.00. ISBN: 978-0-19-024392-0.

[Review]. In: *Review of Higher Education* 40 (2), S. 312–315. DOI: 10.1353/rhe.2017.0007.

Segura, Claudia Yvonne Linan; Jere, Catherine M. (2017):

Fair Access to Higher Education: Global Perspectives by Anna Mountford-Zimdars, Daniel Sabbagh and David Post (Editors). Chicago, IL: The University of Chicago Press, 2014. 270 pp. Paper: $35.00. ISBN 978-0-226-25092-2.

[Review]. In: *Review of Higher Education* 41 (1), S. 143–145. DOI: 10.1353/rhe.2017.0037.

Seto, Katherine L. (2017):

Designing the New American University by Michael M. Crow and William B. Dabars. Baltimore, MD: Johns Hopkins University Press, 2015. 344 pp. Hardcover: $34.95. ISBN-13: 978-1421417233.

[Review]. In: *Review of Higher Education* 40 (3), S. 465–467. DOI: 10.1353/rhe.2017.0015.

Smith, Edward J. (2017):

Pedigree: How Elite Students Get Elite Jobs. Princeton by Lauren A. Rivera, NJ: Princeton University Press, 2015. 392pp. Hardcover: $35.00. ISBN: 9780691155623.

[Review]. In: *Review of Higher Education* 40 (2), S. 321–323. DOI: 10.1353/rhe.2017.0010.

Totonchi, Delaram A.; Glass, Chris R. (2017):

Inside Graduate Admissions: Merit, Diversity, and Faculty Gatekeeping by Julie R. Posselt. Cambridge, MA: Harvard University Press, 2016 250 pp. Hardcover: $35. ISBN 978-0-674-08869-6.

[Review]. In: *Review of Higher Education* 40 (4), S. 627–630. DOI: 10.1353/rhe.2017.0026.

Willard, Tanya (2017):

The Lives of Campus Custodians: Insights Into Corporatization and Civic Disengagement in the Academy by Peter Magolda. Sterling, VA: Stylus, 2016. 288 pp. Paper: $35.00. ISBN-13: 978-1620364604.

[Review]. In: *Review of Higher Education* 40 (3), S. 471–473.

Zaman, Mujadad (2017):

The Schooled Society: The Educational Transformation of Global Culture by David P. Baker. Stanford, CA: Stanford University Press, 2014. 360pp. Cloth: $90.00. ISBN: 9780804787369.

[Review]. In: *Review of Higher Education* 40 (2), S. 307–309. DOI: 10.1353/rhe.2017.0005.

Sociology of Education (90) 2017

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Editorials

Renzulli, Linda (2017):

Editorial.

[Editorial]. In: *Sociology of Education* 90 (1), S. 1–2. DOI: 10.1177/0038040716683666.

Original Articles

Branigan, Amelia R. (2017):

(How) Does Obesity Harm Academic Performance? Stratification at the Intersection of Race, Sex, and Body Size in Elementary and High School.

In: *Sociology of Education* 90 (1), S. 25–46. DOI: 10.1177/0038040716680271.

Abstract:

In this study I hypothesize a larger penalty of obesity on teacher-assessed academic performance for white girls in English, where femininity is privileged, than in math, where stereotypical femininity is perceived to be a detriment. This pattern of associations would be expected if obesity largely influences academic performance through social pathways, such as discrimination and stigma. In the Fragile Families and Child Wellbeing Study (age ~9) and the National Longitudinal Study of Youth 1997 (age ~18), I find obesity to be associated with a penalty on academic performance among white girls in English but not in math, while no association is found in either subject for white boys or for black students net of controls. Findings suggest that the relationship between obesity and academic performance may result largely from how educational institutions interact differently with bodies of different sizes rather than primarily via constraints on physical health.

Buckner, Elizabeth (2017):

The Worldwide Growth of Private Higher Education. Cross-national Patterns of Higher Education Institution Foundings by Sector.

In: *Sociology of Education* 90 (4), S. 296–314. DOI: 10.1177/0038040717739613.

Abstract:

This article investigates cross-national patterns of public and private higher education institution (HEI) foundings from 1960 to 2006. It argues that in addition to national demographic and economic factors, patterns of HEI foundings also reflect world-level models about how nations should structure their higher education systems. Findings document a rapid, recent rise in new private HEIs and point to supranational normative, mimetic, and coercive pressures that have encouraged nations to expand private higher education, including international development aid trends in peer nations, and linkages to intergovernmental organizations. I argue that while the public-sector HEI has been a long-standing and globally legitimated model for national development, private higher education has historically been associated with some world regions but not others. However, over the past two decades, supranational actors and ideas helped legitimate the private HEI as an acceptable model, spreading it even in regions that previously eschewed private higher education.

Cipollone, Kristin; Stich, Amy E. (2017):

Shadow Capital. The Democratization of College Preparatory Education.

In: *Sociology of Education* 90 (4), S. 333–354. DOI: 10.1177/0038040717739071.

Abstract:

In this article, we examine the manifestation and consequences of shadow capital within two public, urban, nonselective, college preparatory–designated high schools serving exclusively nondominant students. Informed by three years of ethnographic data, we argue that the transference of a historically elite college preparatory education from dominant institutions to nondominant schools results in fundamental changes to the dominant capital it is expected to yield. Rather than generating highly valued capital within the field of education, it produces what we call “shadow capital.” As a distinct form of cultural capital, shadow capital outwardly resembles yet contains only traces of dominant cultural capital, thus failing to yield the same kind of exchange value in the postsecondary marketplace. Shadow capital offers explanatory power for the many unmet promises of educational reform and further challenges the often well-intended democratizing forces that paradoxically reinforce inequality in education.

Cobb, Jessica S. (2017):

Inequality Frames. How Teachers Inhabit Color-blind Ideology.

In: *Sociology of Education* 90 (4), S. 315–332. DOI: 10.1177/0038040717739612.

Abstract:

This paper examines how public school teachers take up, modify, or resist the dominant ideology of color-blind racism. This examination is based on in-depth interviews with 60 teachers at three segregated schools: one was race/class privileged and two were disadvantaged. Inductive coding revealed that teachers at each school articulated a shared frame to talk about race and class: “legitimated advantage” at Heritage High School, “trickle-down dysfunction” at Bunker High School, and “antiracist dignity” at Solidarity High School. Each represents an inequality frame: a local meaning system that mediates the dominant race/class ideology, arising from teachers’ shared experiences of inequality in the school-as-workplace. The frames I observed responded to three organizational conditions that affected teachers’ experiences of inequality: school demographics, material resources, and professional culture. Variations in these conditions across schools provided opportunity spaces for teachers to either accept race/class domination as common sense or to critique it.

Cox, Amanda Barrett (2017):

Cohorts, ”Siblings,” and Mentors. Organizational Structures and the Creation of Social Capital.

In: *Sociology of Education* 90 (1), S. 47–63. DOI: 10.1177/0038040716681053.

Abstract:

How can an organization help participants increase their social capital? Using data from an ethnographic study of Launch, an organization that prepares low-income students of color to attend elite boarding schools, I analyze how the organization’s structures not only generate social ties among students but also stratify those ties horizontally and vertically, thereby connecting students to a set of social contacts who occupy a range of hierarchical positions and who are able to provide access to resources that are beneficial in different contexts and at different times. I argue that organizational structures can function as tools for building—and embedding participants within—social networks with advantageous structural characteristics.

Di Stasio, Valentina (2017):

Who Is Ahead in the Labor Queue? Institutions’ and Employers’ Perspective on Overeducation, Undereducation, and Horizontal Mismatches.

In: *Sociology of Education* 90 (2), S. 109–126. DOI: 10.1177/0038040717694877.

Abstract:

Using vignettes, this study compares employers’ assessments of matched and mismatched job applicants in England and the Netherlands. It contributes to the overeducation literature in several ways. First, matching is measured from the

perspective of employers, who are better informed about job requirements than employees. Second, overeducated applicants are compared to matched applicants competing for the same job opening. This shift in focus toward applicant pools is necessary to properly test whether overeducation is rewarded during the hiring process, the central tenet of job competition theory. Third, vertical and horizontal mismatches are analyzed jointly: This more fine-grained differentiation refines sociological perspectives on credentialism and reveals the complex ways in which employers assign applicants to jobs. Results show that Dutch employers apply more rigid hiring floors and more strongly penalize horizontal mismatches: Compared to England, in the Netherlands, overeducation cannot compensate for the lack of occupation-specific training.

Furuta, Jared (2017):

Rationalization and Student/School Personhood in US College Admissions. The Rise of Test-optional Policies, 1987 to 2015.

In: *Sociology of Education* 90 (3), S. 236–254. DOI: 10.1177/0038040717713583.

Abstract:

This article examines the rise of ''test-optional'' college admissions policies since the 1990s. I argue that the rationalization of college admissions policies after World War II contributed to the rise of ''meritocratic'' stratification (in policy) and standardized tests, like the SAT, but it also led to the expansion and legitimation of the roles of student and school personhood in the admissions process. Schools more committed to enlarged conceptions of student personhood are more likely to adopt a test-optional policy, in order to recruit students who fit the distinctive characteristics of their school identity. To test the argument, I use a comprehensive data set of 1,640 colleges and universities in the United States and discrete-time event history models from 1987 to 2015. I also assess alternative arguments that emphasize economic or prestige-driven motives. Liberal arts colleges and schools committed to several dimensions of student personhood are more likely to adopt test-optional policies, net of other factors.

Gansen, Heidi M. (2017):

Reproducing (and Disrupting) Heteronormativity. Gendered Sexual Socialization in Preschool Classrooms.

In: *Sociology of Education* 90 (3), S. 255–272. DOI: 10.1177/0038040717720981.

Abstract:

Using ethnographic data from 10 months of observations in nine preschool classrooms, I examine gendered sexual socialization children receive from teachers' practices and reproduce through peer interactions. I find heteronormativity permeates preschool classrooms, where teachers construct (and occasionally disrupt) gendered sexuality in a number of different ways, and children reproduce (and sometimes resist) these identities and norms in their daily play. Teachers use what I call facilitative, restrictive, disruptive, and passive approaches to sexual socialization in preschool classrooms. Teachers' approaches to gendered sexual socialization varied across preschools observed and affected teachers' response to children's behaviors, such as heterosexual romantic play (kissing and relationships), bodily displays, and consent. Additionally, my data suggest young children are learning in preschool that boys have gendered power over girls' bodies. I find that before children have salient sexual identities of their own, children are beginning to make sense of heteronormativity and rules associated with sexuality through interactions with their teachers and peers in preschool.

Houle, Jason N.; Warner, Cody (2017):

Into the Red and Back to the Nest? Student Debt, College Completion, and Returning to the Parental Home among Young Adults.

In: *Sociology of Education* 90 (1), S. 89–108. DOI: 10.1177/0038040716685873.

Abstract:

Rising student debt has sparked concerns about its impact on the transition to adulthood. In this paper, we examine the claim that student debt is leading to a rise in ''boomeranging,'' or returning home, using data from the National Longitudinal Survey of Youth 1997 Cohort and discrete time-event history models. We have four findings. First, student loan debt is not associated with boomeranging in the complete sample. However, we find that the association differs by race, such that the link between student debt and returning home is stronger for black than for white youth. Third, degree

completion is a strong predictor of returning home, whereby those who fail to attain a degree have an increased risk of boomeranging. Fourth, young adult role transitions and socioeconomic well-being are associated with boomeranging. Findings suggest that rising debt has created new risks and may reproduce social inequalities in the transition to adulthood.

Lee, Elizabeth M. (2017):

”Where People Like Me Don’t Belong”. Faculty Members from Low-socioeconomic-status Backgrounds.

In: *Sociology of Education* 90 (3), S. 197–212. DOI: 10.1177/0038040717710495.

Abstract:

This article examines class as a potential source of stigma faculty members from low-socioeconomic-status (low-SES) backgrounds. Based on 47 interviews with demographically diverse respondents at a wide range of institutions, the article examines respondents’ narratives of direct and indirect stigmatization around class as well as respondents’ efforts at managing these potential stigmas. I find that respondents describe primarily indirect stigmas in which low-SES experiences and concerns are minimized, covered over, or excluded in favor of a normative presentation of middle-class status and experiences. I show the ways that respondents use emotion work to manage both their own responses and the anticipated responses of their colleagues when challenging normative narratives of middle-class homogeneity.

Li, Angran; Fischer, Mary J. (2017):

Advantaged/Disadvantaged School Neighborhoods, Parental Networks, and Parental Involvement at Elementary School.

In: *Sociology of Education* 90 (4), S. 355–377. DOI: 10.1177/0038040717732332.

Abstract:

This article examines the relationship between parental networks and parental school involvement during the elementary school years. Using a large, nationally representative data set of elementary school students—the Early Childhood Longitudinal Study–Kindergarten Cohort—and contextual data from the 2000 U.S. Census, our multilevel analysis shows that higher levels of parental networks in first grade are associated with higher levels of parental school involvement in third grade after controlling for individual- and school-level characteristics. Parental networks are positively related to school involvement activities in formal organizations that consist of parents, teachers, and school staff, including participating in parent–teacher organizations and volunteering at school. Furthermore, the positive effects of parental networks on parental school involvement is stronger for families whose children attend schools in disadvantaged neighborhoods. This suggests that well-connected parental networks can serve as a buffer against school neighborhood disadvantages in encouraging parents to be actively involved in schools.

Monaghan, David (2017):

Does College Enrollment and Bachelor’s Completion by Mothers Impact Children’s Educational Outcomes?

In: *Sociology of Education* 90 (1), S. 3–24. DOI: 10.1177/0038040716681054.

Abstract:

Today, many undergraduates are themselves raising children. But does college-going by parents improve their offspring’s educational attainment? I address this question using data from the National Longitudinal Survey of Youth–1979 and linked Children and Young Adults Survey. I first model postnatal college enrollment and bachelor’s completion by mothers and use predicted probabilities to minimize selection bias through inverse probability of treatment weighting. I then estimate the impact of maternal college enrollment and attainment on offspring’s likelihood of graduating from high school, enrolling in college, and completing a four-year degree. I find sizeable effects of maternal college completion on all outcomes, but the impact of maternal enrollment without completion is considerably muted. I review implications for sociological research and policies to assist nontraditional students.

Morris, Edward W.; Perry, Brea L. (2017):

Girls Behaving Badly? Race, Gender, and Subjective Evaluation in the Discipline of African American Girls.

In: *Sociology of Education* 90 (2), S. 127–148. DOI: 10.1177/0038040717694876.

Abstract:

School disciplinary processes are an important mechanism of inequality in education. Most prior research in this area focuses on the significantly higher rates of punishment among African American boys, but in this article, we turn our attention to the discipline of African American girls. Using advanced multilevel models and a longitudinal data set of detailed school discipline records, we analyze interactions between race and gender on office referrals. The results show troubling and significant disparities in the punishment of African American girls. Controlling for background variables, black girls are three times more likely than white girls to receive an office referral; this difference is substantially wider than the gap between black boys and white boys. Moreover, black girls receive disproportionate referrals for infractions such as disruptive behavior, dress code violations, disobedience, and aggressive behavior. We argue that these infractions are subjective and influenced by gendered interpretations. Using the framework of intersectionality, we propose that school discipline penalizes African American girls for behaviors perceived to transgress normative standards of femininity.

Pearman, I. Francis A.I; Swain, Walker A. (2017):

School Choice, Gentrification, and the Variable Significance of Racial Stratification in Urban Neighborhoods.

In: *Sociology of Education* 90 (3), S. 213–235. DOI: 10.1177/0038040717710494.

Abstract:

Racial and socioeconomic stratification have long governed patterns of residential sorting in the American metropolis. However, recent expansions of school choice policies that allow parents to select schools outside their neighborhood raise questions as to whether this weakening of the neighborhood–school connection might influence the residential decisions of higher-socioeconomic-status white households looking to relocate to central city neighborhoods. This study examines whether and the extent to which expanded school choice facilitates the gentrification of disinvested, racially segregated urban communities. Drawing data from the Decennial Census, the American Community Survey, the National Center for Educational Statistics, and the Schools and Staffing Survey, this study finds evidence that college-educated white households are far more likely to gentrify communities of color when school choice options expand. In particular, the expansion of school choice increases the likelihood of gentrification by up to 22 percentage points in the most racially isolated neighborhoods of color—more than twice the baseline likelihood for such communities.

Spillane, James P.; Shirrell, Matthew; Sweet, Tracy M. (2017):

The Elephant in the Schoolhouse. The Role of Propinquity in School Staff Interactions about Teaching.

In: *Sociology of Education* 90 (2), S. 149–171. DOI: 10.1177/0038040717696151.

Abstract:

Although the physical arrangement of workspaces can both constrain and enable interactions among organizational members, sociological research in education has not extensively examined the role of physical proximity in determining work-related social ties among school staff. Using social network analysis, this article explores the relationship between physical proximity and instructional advice seeking among school staff in all 14 elementary schools in one U.S. school district over four years. Results show that school staff whose workspaces are located closer to one another, and whose paths likely cross more frequently in their day-to-day work within the school building, are more likely to talk with one another about their work. Findings argue for more careful consideration when assigning school staff to workspaces, as the physical proximity of school staff appears to play a significant role in who talks to whom about instruction.

Sutton, April (2017):

Preparing for Local Labor. Curricular Stratification across Local Economies in the United States.

In: *Sociology of Education* 90 (2), S. 172–196. DOI: 10.1177/0038040717703447.

Abstract:

I investigate how the educational demands of local labor markets shape high school course offerings and student course taking. Using the Education Longitudinal Study of 2002 linked to the U.S. Census 2000, I focus on local economic variation in the share of jobs that do not demand a bachelor's degree. I find that schools in local labor markets with higher concentrations of subbaccalaureate jobs devote a larger share of their course offerings to career and technical education (CTE) courses and a smaller share to advanced college-preparatory courses compared to schools in labor markets with lower concentrations of subbaccalaureate jobs, even net of school resources. Students in labor markets with higher concentrations of subbaccalaureate jobs take greater numbers of CTE courses, and higher-achieving students in these labor markets are less likely to take advanced math and Advanced Placement/International Baccalaureate courses. These course-taking disparities are largely due to school course offerings. This study shows how local economic inequalities shape high school curricular stratification, and suggests that school curricula linked to the educational demands of local jobs delimits the college preparation opportunities of high-achieving students.

Tsai, Shu-Ling; Smith, Michael L.; Hauser, Robert M. (2017):

Families, Schools, and Student Achievement Inequality. A Multilevel MIMIC Model Approach.

In: *Sociology of Education* 90 (1), S. 64–88. DOI: 10.1177/0038040716683779.

Abstract:

This article examines inequality in different dimensions of student academic achievement (math, science, and reading) by family background and school context in three East Asian (Taiwan, Japan, and South Korea) and three Western (United States, Germany, and the Czech Republic) nations. Building on Hauser (2009), we develop a novel multiple-indicator multiple-cause (MIMIC) model with a two-level hierarchical linear modeling specification, which allows us to explicitly test whether the several academic achievement constructs respond similarly to variation in family background and variation among schools and countries. The two-level MIMIC model is specified in detail and applied to 2012 Programme for International Student Assessment data. The analysis reveals new empirical insights, such as substantive differences within countries in performance inequality by subject, particularly among East Asian countries. While the data do not support the view of a "virtuous" relationship between excellence and equity in education, nor do they lend strong support to a "vicious" relationship either.

van Houtte, Mieke (2017):

Gender Differences in Context. The Impact of Track Position on Study Involvement in Flemish Secondary Education.

In: *Sociology of Education* 90 (4), S. 275–295. DOI: 10.1177/0038040717731604.

Abstract:

This study examines whether the influence of track position on study involvement is gendered and whether gender differences in study involvement according to track position are associated with school misconduct and rather poor future perspectives. Three-level analyses (HLM 6) of data gathered in 2004-2005 from 11,872 third- and fifth-grade students in 146 tracks in a representative sample of 85 secondary schools in Flanders (Belgium) confirmed the impact of tracking on boys' as well as girls' study involvement. Boys are, generally, less involved in studying than girls, and boys are more affected by track position than girls are, enlarging the gender gap in the lower tracks. In these tracks, boys are more prone to misconduct and rather poor future perspectives. Finally, girls in arts tracks are, on average, more involved in studying than girls in academic tracks, but because of their higher tendency for disruptive behavior in school, this does not show.

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Editorials

Thank you to our referees.

[Editorial] (2017). In: *Studies in Higher Education* 42 (2), S. 201–209.

Thank you to our referees.

[Editorial] (2017). In: *Studies in Higher Education* 42 (12), S. 2171–2177. DOI: 10.1080/03075079.2017.1388005.

Kearney, Mary-Louise; Lincoln, Daniel (2017):

The international student experience. Voices and perspectives.

[Introduction]. In: *Studies in Higher Education* 42 (5), S. 823–824. DOI: 10.1080/03075079.2017.1286832.

Lincoln, Daniel; Kearney, Mary-Louise (2017):

The hybrid university in East Asia. History, development, and challenges.

[Introduction]. In: *Studies in Higher Education* 42 (10), S. 1801–1802. DOI: 10.1080/03075079.2017.1371909.

Meek, V. Lynn (2017):

Editorial.

[Editorial]. In: *Studies in Higher Education* 42 (1), S. 1–2. DOI: 10.1080/03075079.2016.1246000.

Original Articles

Ahmad, Syed Zamberi; Buchanan, Frederick Robert (2017):

Motivation factors in students decision to study at international branch campuses in Malaysia.

In: *Studies in Higher Education* 42 (4), S. 651–668. DOI: 10.1080/03075079.2015.1067604.

Abstract:

Transnational education is becoming a popular way for students to earn an attractive credential from a foreign university in emerging education hubs in Asia. In an era where students are staying closer to home for their education, this paper offers insights into the motivations or choice criteria used by students currently enrolled at international branch campuses in Malaysia. Findings from a survey of 218 undergraduate and postgraduate students plus semi-structured qualitative interviews conducted with 18 students indicated that the motivations for studying at an international branch campus are a

function of the combined pull–push factors (i.e. institution and academic reputations, marketability of the degree, low tuition fees compared to home institution, low cost of living, safe country for study, similarity of education systems as well as cultural proximity). The study proposes a model of student destination and institution choices based primarily upon 'push' factors which apply to international branch campuses in Malaysia. The success of a given university operating in a foreign market is shown to be influenced greatly by the destination's costs, attractiveness attributes, and locational convenience for students. The findings of the paper are especially relevant to developing market policy-makers of higher education in crafting specific management and marketing strategies targeting students to study at international branch campuses, particularly in Malaysia.

Ahmad, Syed Zamberi; Hussain, Matloub (2017):

An investigation of the factors determining student destination choice for higher education in the United Arab Emirates.

In: *Studies in Higher Education* 42 (7), S. 1324–1343. DOI: 10.1080/03075079.2015.1099622.

Abstract:

Previous studies on the destination choices of international students have mainly focused on the mobility of students from non-English-speaking countries to English-speaking countries, with limited attention being paid to the investigation of the factors that determine the flow of international students in emerging education hubs in the Middle East. As a piece of country-specific research, this study attempts to explore why and how international students travel to the United Arab Emirates (UAE) for higher education. The study uses, as its theoretical framework, the push–pull factor theory in determining the destination choice of international students, while the analytic hierarchy process method is employed to examine the relative importance of these factors in influencing the choices of the students. Given the highly competitive nature of transnational higher education markets, this study is of particular importance for educational authorities and higher education institutions in the UAE to gain a better understanding of the complex factors involved in students' decision-making, which will enable them to determine recruitment and marketing strategies for attracting international students. The findings contribute to a deeper and more comprehensive understanding of the higher education market in the UAE.

Åkerlind, Gerlese; McAlpine, Lynn (2017):

Supervising doctoral students. Variation in purpose and pedagogy.

In: *Studies in Higher Education* 42 (9), S. 1686–1698. DOI: 10.1080/03075079.2015.1118031.

Abstract:

International policy changes that have prioritised increasing growth in the numbers of doctoral students have led to wide-ranging debate about the changing purpose of the doctorate. However, there has been little research aimed at investigating doctoral supervisors' views of the purpose of the doctorate, despite the significant role supervisors play in enacting any doctoral policy changes. This paper explores the purpose of undertaking a doctorate from the perspective of doctoral supervisors in a research intensive university in the UK, and the pedagogical strategies supervisors described using to achieve these purposes, showing the essentially integrated nature of purpose and pedagogy. The paper argues for the importance, for both doctoral education and supervisor professional development, of making variation in views of doctoral purpose explicit, and argues that the predominant focus on developing skills and abilities in research and supervisor training needs to be complemented by a concomitant focus on purpose and intentions.

Annala, Johanna; Mäkinen, Marita (2017):

Communities of practice in higher education. Contradictory narratives of a university-wide curriculum reform.

In: *Studies in Higher Education* 42 (11), S. 1941–1957. DOI: 10.1080/03075079.2015.1125877.

Abstract:

This article presents an analysis of the experiences of scholars in a university-wide curriculum reform in one public research university. The focus is on the intentions and dynamics that shape the curriculum process in the local communities of practice (CoPs). The data, comprising interviews with 25 scholars, are examined as experience-centred narratives of curriculum change. Two distinct types of narrative – dialogical and reproductive – are found to reflect how the curriculum change was negotiated. In further analysis, Wenger's dimensions of CoPs, namely, mutual engagement, joint enterprise and shared repertoire, are used as a conceptual framework to identify the intentions and dynamics behind the narratives. The following dimensions emerged: (1) intending to cross borders versus maintaining prevailing traditions and positions; (2) attempting to find shared goals versus delaying or discontinuing the process and (3) having enough curiosity to familiarise oneself with the unfamiliar versus deprecating and rejecting it.

Arranz, Nieves; Ubierna, Francisco; Arroyabe, Marta. F.; Perez, Carlos; Fdez. de Arroyabe, J. C. (2017):

The effect of curricular and extracurricular activities on university students' entrepreneurial intention and competences.

In: *Studies in Higher Education* 42 (11), S. 1979–2008. DOI: 10.1080/03075079.2015.1130030.

Abstract:

This paper examines the effect of curricular and extracurricular activities on the entrepreneurial motivation and competences of university students. In order to address these issues, the authors have used Ajzen's model of planned behaviour, including curricular and extracurricular activities, analysing their effect on university students' attitude and behavioural control and their entrepreneurial intention as well as competences. Using a convenience sample of university students, we chose two Spanish institutions, with a total sample size of 1475 students. The analysis demonstrates the effects of curricular and extracurricular activities on the entrepreneurial intention of university students. Such activities generate positive attitudes for entrepreneurship but at the same time they lower capacity and intention to start a business. Similarly, the study shows the different effects of such variables on the competencies for entrepreneurship. Strategic and methodological implications of these results are discussed.

Arthur, Nancy (2017):

Supporting international students through strengthening their social resources.

In: *Studies in Higher Education* 42 (5), S. 887–894. DOI: 10.1080/03075079.2017.1293876.

Abstract:

Efforts to recruit international students to higher education must be matched with preparation of the campus community for engaging with this diverse population. The motives of international students for pursuing international studies, including academic and career goals, are facilitated through building strong relationships with members of the host institution. The social integration of international students is important for their academic performance, for building a sense of connection to the destination country, and for supporting career plans post-graduation. Three key social resources for supporting international student transitions include academic faculty, counsellors, and local students. However, these groups need to be prepared to support international students through a high-quality educational experience and through addressing the demands of living and learning in a new cultural and academic environment. Engagement with international students is critical for their success and offers unique relationships to increase the cross-cultural learning of all members of the campus community.

Bachan, Ray (2017):

Grade inflation in UK higher education.

In: *Studies in Higher Education* 42 (8), S. 1580–1600. DOI: 10.1080/03075079.2015.1019450.

Abstract:

This paper examines the continual increase in the proportion of 'good' honour degrees awarded by UK universities since the mid-2000s. This trend has brought with it the charge of 'grade inflation' that may reflect falling standards in UK higher

education. This issue has been raised in the national press and in government which brings into question the usefulness of the current degree classification system. Using a stochastic frontier strategy and university-wide data, we find evidence of grade inflation in UK higher education from 2009 onwards after controlling for changes in university efficiency in improving degree outcome and factors associated with degree performance. The data employed allow several other sub-themes to be explored. We confirm the findings from previous research that a student's pre-entry A-level score, region of domicile and previous schooling impact on degree performance. This paper contributes to the relatively thin UK literature that exists on 'grade inflation'.

Balloo, Kieran; Pauli, Regina; Worrell, Marcia (2017):

Undergraduates' personal circumstances, expectations and reasons for attending university.

In: *Studies in Higher Education* 42 (8), S. 1373–1384. DOI: 10.1080/03075079.2015.1099623.

Abstract:

Undergraduate students are likely to have a range of reasons for attending university and expectations about their education. The current study aimed to determine the most prevalent reasons and expectations among students, and how these differed based on their personal circumstances. First-year undergraduate psychology students completed a questionnaire on reasons for attending university and expectations of university regarding assessment, teaching, learning and organisational resources. Improving career prospects was found to be the most important reason for attending university. The most important aspect of assessment was receiving feedback clarifying things they did not understand. Being good at explaining things was the most important teaching quality. Reasons and expectations were also found to differ depending on students' gender, age group, caring responsibilities, application route, fee status and whether English is their first language. Implications for educators are discussed in terms of bringing student experiences more in-line with their expectations.

Bastalich, Wendy (2017):

Content and context in knowledge production. A critical review of doctoral supervision literature.

In: *Studies in Higher Education* 42 (7), S. 1145–1157. DOI: 10.1080/03075079.2015.1079702.

Abstract:

With the massification of higher degrees, the efficiency gaze has fixed on students and supervisors, or on their relationship, as the 'problem' to be managed, in need of administrative regulation, skill improvement or perhaps emotional management. This critical review of a selection of higher education journal articles on doctoral supervision published in the past 20 years within the UK, Australia, Sweden and the Netherlands aims to summarise what we have learnt about 'the problem of supervision' to date, and to suggest possible ways forward in light of this within the changing doctoral education climate. The review observes four distinct conceptual frames that prescribe how research education is thought in these contexts, each taking in a specific understanding of what constitutes 'good supervision', with implicit relations drawn between academics, doctoral candidates, academic developers and government. The review highlights the importance of the challenge mounted to the conception of supervisors as distant masters with sole responsibility for research outcomes. At the same time, the article argues that a de-contextualised, psychological lens dominates educational thought about research education and innovation, pointing to the need for a greater emphasis on content and context learning within future research and practice around doctoral education.

Bornman, Elirea; Potgieter, Petrus H. (2017):

Language Choices and Identity in Higher Education. Afrikaans-speaking Students at Unisa.

In: *Studies in Higher Education* 42 (8), S. 1474–1487. DOI: 10.1080/03075079.2015.1104660.

Abstract:

Worldwide globalisation has led to the anglicisation of higher education. This is also the case in South Africa since the advent of a new dispensation. Whereas theorising and research on language issues in higher education focuses predominantly on instrumental functions of language, this study investigates the symbolic functions of language as an

identity marker. A survey was conducted among 2794 Afrikaans-speaking students at the University of South Africa (Unisa). Students who studied in Afrikaans identified more with South Africa and their ethnic and racial groups than Afrikaans students who studied in English. They also identified more with all categories related to the South African and African contexts. Furthermore, these students identified significantly more with the institution and felt more at home at the university. Implications for the role of universities in processes of social identification and the potential impact of language policies and concomitant language choices are discussed.

Boughey, Chrissie; McKenna, Sioux (2017):

Analysing an audit cycle. A critical realist account.

In: *Studies in Higher Education* 42 (6), S. 963–975. DOI: 10.1080/03075079.2015.1072148.

Abstract:

This paper reports on the use of a framework developed from Bhaskar's critical realism and Archer's social realism to analyse teaching- and learning-related data produced as a result of the first cycle of institutional audits in the South African higher education system. The use of the framework allows us to see what this cycle of audits did achieve, namely some change in structural systems related to teaching and learning alongside the appointment of key agents. It also allows us to see how the stagnation of sets of ideas about teaching and learning in the domain of culture may mean that an assurance of the quality of learning experiences for all students remained elusive.

Brändle, Tobias (2017):

How availability of capital affects the timing of enrollment. The routes to university of traditional and non-traditional students.

In: *Studies in Higher Education* 42 (12), S. 2229–2249. DOI: 10.1080/03075079.2016.1141401.

Abstract:

In the aftermath of the Bologna Process, Germany decided to open universities for individuals who do not possess a scholastic university entrance qualification but completed vocational education. This paper questions how long it takes until these so-called non-traditional students enroll and compares their routes to university to the routes of traditional students. In this context, the effects of social, cultural, and economic capital are pointed out. Event-history analyses for 892 bachelor students of one German university indicate that these effects vary across the groups. On the one hand, social capital accelerates the process of entering university solely for traditional students. On the other hand, cultural capital prolongs the process only for non-traditional students. However, economic capital slows down the process for both groups. Multivariate Cox models indicate that the availability of capital strongly affects the timing of enrollment of traditional and non-traditional students even under control for socio-demographic criteria.

Bunce, Louise; Baird, Amy; Jones, Siân E. (2017):

The student-as-consumer approach in higher education and its effects on academic performance.

In: *Studies in Higher Education* 42 (11), S. 1958–1978. DOI: 10.1080/03075079.2015.1127908.

Abstract:

Students studying at universities in England have been defined as customers by the government since the introduction of student tuition fees. Although this approach has been rejected by educators, there is a lack of empirical evidence about the extent to which students express a consumer orientation and its effects on academic performance. These issues were examined in the current study by surveying 608 undergraduates at higher education institutions in England about their consumer attitudes and behaviours in relation to their higher education, learner identity, and academic performance. The analysis revealed that consumer orientation mediated traditional relationships between learner identity, grade goal and academic performance, and found that a higher consumer orientation was associated with lower academic performance. Furthermore, responsibility for paying tuition fees and studying a Science, Technology, Engineering and Mathematics subject were associated with a higher consumer orientation and subsequently lower academic performance. Implications for academic performance are discussed.

Buss, Ray R.; Zambo, Ron; Zambo, Debby; Perry, Jill A.; Williams, Tiffany R. (2017):

Faculty members' responses to implementing re-envisioned EdD programs.

In: *Studies in Higher Education* 42 (9), S. 1624–1640. DOI: 10.1080/03075079.2015.1113951.

Abstract:

Limitations of the education doctorate (EdD) and the emergence of professional practice doctorates have influenced those offering the EdD to re-envision, re-define, and reclaim the EdD as the degree of choice for the next generation of educational leaders. Colleges of education faculty members have used the Carnegie Project on the Education Doctorate's (CPED) working principles to redesign EdD programs to make them more relevant to educational leaders. Faculty members' perceptions of program revisions, participation in CPED, implementation of redesign efforts, factors influencing revision, and so on were assessed using closed- and open-ended items in an online survey. Results indicated variables from Rogers' theory of diffusion and adoption of an innovation and CPED working principles were useful in understanding program redesign efforts, changes, implementation efforts, and outcomes. Moreover, quantitative and qualitative data were complementary. This work has implications for EdD program design, program leaders, faculty members, and students participating in such programs.

Bystydzienski, Jill; Thomas, Nicole; Howe, Samantha; Desai, Anand (2017):

The leadership role of college deans and department chairs in academic culture change.

In: *Studies in Higher Education* 42 (12), S. 2301–2315. DOI: 10.1080/03075079.2016.1152464.

Abstract:

Although it has been decades since gender inequality in academe was first highlighted, institutions around the world continue to struggle with how best to address the problem. Policies and procedures intended to increase women's representation appear to have had limited impact in many departments, especially those in science, technology, engineering, and mathematics fields. Hence, current gender mainstreaming efforts must focus not only on explicit procedures but also on fostering a broad gender equality culture. This article introduces the approach utilized by one US research-intensive university to provide administrators with the tools and motivation to pursue such goals. Pre- and post-training questionnaires demonstrated that training can shift administrator attitudes. In addition, interviews with participants and surveys of faculty indicated the extent to which this approach altered departmental culture beyond policy and procedure. The results demonstrate the importance of empowered unit administrators – deans and chairs – for the formation of a welcoming and inclusive departmental culture.

Cadez, Simon; Dimovski, Vlado; Groff, Maja Zaman (2017):

Research, teaching and performance evaluation in academia. The salience of quality.

In: *Studies in Higher Education* 42 (8), S. 1455–1473. DOI: 10.1080/03075079.2015.1104659.

Abstract:

The workload of most academics involves two main activities: research and teaching. Despite the dual nature of the work, career advancement usually chiefly depends on research performance. Since academics are rational actors, warnings are beginning to emerge that current predominantly research-based performance evaluation systems may be detrimental to creativity and innovation in teaching. This paper investigates the substance of these warnings by revisiting the relationship between research performance and teaching quality. Using a large cross-disciplinary sample of academics within a research-oriented university, we find, consistent with prior evidence, that research productivity is not related to teaching quality, whereas research quality is positively related with teaching quality. These findings discount fears that research-based performance evaluation in academia may be detrimental to teaching quality.

Cameron, Harriet; Billington, Tom (2017):

'Just deal with it'. Neoliberalism in dyslexic students' talk about dyslexia and learning at university.

In: *Studies in Higher Education* 42 (8), S. 1358–1372. DOI: 10.1080/03075079.2015.1092510.

Abstract:

There are different ways of theorising dyslexia and different ways of constructing meanings around dyslexia in different learning contexts. This paper considers the role of neoliberalist ideology in shaping conversations about dyslexia and fairness' during two focus group conversations analysed as part of a study into the discursive construction of dyslexia in higher education. Ideological analysis was undertaken with reference to Gee's discourse analysis and Willig's concept of the use of discursive resources in interaction. Investigation identified neoliberalist ideology as a powerful voice within the analysed texts, and as directive for identity and action. This paper argues that recognition of the ways in which neoliberalist ideology shapes everyday conversation about learning and learning differences is vital in the construction and maintenance of fairer higher education in the UK.

Cantwell, Robert H.; Bourke, Sid F.; Scevak, Jill J.; Holbrook, Allyson P.; Budd, Janene (2017):

Doctoral candidates as learners. A study of individual differences in responses to learning and its management.

In: *Studies in Higher Education* 42 (1), S. 47–64. DOI: 10.1080/03075079.2015.1034263.

Abstract:

A national cohort of doctoral students (n = 1390) completed a suite of metacognitive questionnaires indicating management of affective, intellectual and contingency demands in learning. Responses to the questionnaires were analysed for evidence of individual differences in reported metacognitive behaviours. Three patterns of metacognitive response to doctoral learning were identified through cluster analysis: Constructive Engagement, Struggling to Engage and Disengaged. Central to these clusters was the quality of each student's underlying epistemic framework, and the appropriateness of that framework for doctoral study. Cluster membership was broadly independent of demographic and candidate factors. It is concluded that interventions (supervisory or institutional) need to focus on more than technical aspects of candidacy, and give explicit support to underlying epistemic growth.

Case, Jennifer M.; Heydenrych, Hilton; Kotta, Linda; Marshall, Delia; McKenna, Sioux; Williams, Kevin (2017):

From contradictions to complementarities. A social realist analysis of the evolution of academic development within a department.

In: *Studies in Higher Education* 42 (2), S. 278–291. DOI: 10.1080/03075079.2015.1045479.

Abstract:

Academic development is a recent project in the university, intended to enable the university to respond to the needs of a more diverse student body. In South Africa, such work arose during late apartheid, and has now moved to a more central institutional position advocating responsiveness in the light of the educational disparities that are the legacy of apartheid. The present study uses a social realist perspective to analyse the 25-year evolution of an academic development project within an engineering department at a South African university. The findings show that while academic development initially posed a contradictory logic to the department, the response was to reform the nature of this project into one that suited the other commitments of the department: a logic of complementarity. The department's relationships with industry were shown to have played a key role in fostering this form of change.

Caspersz, Donella; Olaru, Doina (2017):

The value of service-learning. The student perspective.

In: *Studies in Higher Education* 42 (4), S. 685–700. DOI: 10.1080/03075079.2015.1070818.

Abstract:

The aim of this paper is to discuss the value of service-learning to students. There currently exists a gap in this understanding. We apply mixed-methods research using a sample of higher education students to develop this discussion. We found that students valued service-learning for the opportunity that it provides to increase their personal citizenship skills. We suggest this reflects Habermas' framework of knowledge/interests, namely instrumental, hermeneutic and

emancipatory. Our findings further highlight a significant difference between males and females in the value that students attached to service-learning. We suggest that these findings can inform us about the aspects we should consider when developing learning and teaching approaches in service-learning.

Chan, Sheng-Ju; Lee, Molly N. N.; Yang, Rui (2017):

The Hybrid University in East Asia. Searching for the new paradigm.

In: *Studies in Higher Education* 42 (10), S. 1803–1808. DOI: 10.1080/03075079.2017.1376876.

Abstract:

N.N.

Chan, Sheng-Ju; Yang, Cheng-Cheng (2017):

Hybrid university in Taiwan. The prominence of traditional intellects.

In: *Studies in Higher Education* 42 (10), S. 1853–1869. DOI: 10.1080/03075079.2017.1376869.

Abstract:

There has been a debate as to how local universities have been influenced by international forces. There is a concern that local or domestic cultures and values might be eroded or undermined. Therefore, it would be meaningful to examine such dynamics and explore how hybridity could be formed through these interactions. It is against such a wider context that we chose two Taiwanese universities as case studies to reveal the detailed process and its conceptual implications. Our research findings indicate that, in addition to adopting a Western academic structure and system, both universities retain some Confucian or East Asian values and intellectual climates. The combinations of various Western and Eastern features highlight the uniqueness of hybridity. The evidence proves that a new conceptual model for a hybrid university in Asia might be meaningful and desirable.

Cheung, K. Y. F.; Stupple, E. J. N.; Elander, J. (2017):

Development and validation of the Student Attitudes and Beliefs about Authorship Scale. A psychometrically robust measure of authorial identity.

In: *Studies in Higher Education* 42 (1), S. 97–114. DOI: 10.1080/03075079.2015.1034673.

Abstract:

One approach to plagiarism prevention focuses on improving students' authorial identity, but work in this area depends on robust measures. This paper presents the development of a psychometrically robust measure of authorial identity – the Student Attitudes and Beliefs about Authorship Scale. In the item generation phase, a pool of items was developed and assessed for content validity by subject matter experts. In the exploratory phase, data from 439 higher education students were used to identify a latent variable model with three factors: 'authorial confidence', 'valuing writing' and 'identification with author'. In the confirmatory phase, data from 306 higher education students were used to test the three-factor model's reliability and validity. The three-factor structure was confirmed, and the results showed that the SABAS has a stronger psychometric basis than previously available measures. This measure of authorial identity can be used with confidence in research and pedagogy to help students improve their authorial identity.

Chou, Chun-Mei; Shen, Chien-Hua; Hsiao, Hsi-Chi; Chen, Su-Chang (2017):

Tertiary students' entrepreneurial career intentions of entrepreneurship-embedded internship programs.

In: *Studies in Higher Education* 42 (11), S. 2116–2133. DOI: 10.1080/03075079.2015.1125596.

Abstract:

This study examines 1630 tertiary students in regard to their entrepreneurial career intentions (ECIs) and their influencing factors. The findings may serve as academic reference for the development of entrepreneurship-related education. The results show that students' computer self-efficacy (CSE) has a significant direct effect on ECIs, and entrepreneurship cognition (EC) has a significant effect on ECIs via CSE. The pattern and empirical data of EC and CSE on ECI have a good fit. This paper provides insights from Taiwan's tertiary institutions about the ECIs of students and contributes to a better understanding of them. We describe the development of the influencing factors, discuss the implications and provide suggestions for entrepreneurship education development.

Choudaha, Rahul (2017):

Three waves of international student mobility (1999-2020).

In: *Studies in Higher Education* 42 (5), S. 825–832. DOI: 10.1080/03075079.2017.1293872.

Abstract:

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

Chubb, Jennifer; Watermeyer, Richard (2017):

Artifice or integrity in the marketization of research impact? Investigating the moral economy of (pathways to) impact statements within research funding proposals in the UK and Australia.

In: *Studies in Higher Education* 42 (12), S. 2360–2372. DOI: 10.1080/03075079.2016.1144182.

Abstract:

A focus on academic performativity and a rationalizing of what academics do according to measurable outputs has, in the era of higher education's (HE) neoliberalization and marketization, engendered debate regarding the 'authenticity' of academic identity and practice. In such a context, a 'performative' prioritization of leveraging 'positional goods', such as external research funds, presents a specific challenge to the construction of academics' identity where in being entrepreneurial they are perceived to compromise traditional Mertonian edicts of scholarship and professional ideals of integrity and 'virtuousness'. In this article, we consider how academics sacrifice scholarly integrity when selling their research ideas, or more specifically, the non-academic impact of these, to research funders. We review attitudes towards pathway to impact statements – formal components of research funding applications, that specify the prospective socio-economic benefits of proposed research – from (n = 50) academics based in the UK and Australia and how the hyper-competitiveness of the HE market is resulting in impact sensationalism and the corruption of academics as custodians of truth.

Collins, Christopher S.; Bethke, Robert J. (2017):

The value of higher education for individuals and society in the Asia-Pacific region.

In: *Studies in Higher Education* 42 (10), S. 1809–1824. DOI: 10.1080/03075079.2017.1376870.

Abstract:

Central to this study is an exploration of the degree to which higher education is perceived as an individual and/or a collective value. Seminal literature supports the notion that colleges and universities are Western institutions. Throughout the Asia Pacific, higher education is expanding in a hybrid form in collectivist societies. This qualitative phenomenological study was guided by two questions: How is economic value shaped by cultural values and Western and Asian constructs? How is the value of higher education constructed as an individual and/or collective good by colleges and universities in the Asia-Pacific region? Using notion of disjunctures, scapes, and flows as a framework of analysis, we interviewed 25 participants in higher education across the Asia-Pacific region. The findings yielded themes of Western dominance, Asian distinctions, and the complicated perceptions of higher education as an individual or collective benefit. The theoretical framework of scapes and flows provided a lens to examine new layers of hybridization and complexity in a rapidly evolving region.

Daniel, Ryan; Johnstone, Robert (2017):

Becoming an artist. Exploring the motivations of undergraduate students at a regional Australian University.

In: *Studies in Higher Education* 42 (6), S. 1015–1032. DOI: 10.1080/03075079.2015.1075196.

Abstract:

Despite the well-documented challenges that artists face in developing and sustaining a viable career, there is ongoing interest and enrolment in higher education programmes in the creative and performing arts. At the same time, extant research demonstrates that a higher education degree does not necessarily lead to enhanced career success for graduates of these programmes. Hence, this paper explores survey data from 120 creative and performing arts students at a regional Australian higher education institution, in terms of their motivation to study at this level and to pursue a career as an artist. The findings reveal various insights into the factors that motivate this group of students, as well as issues of wider relevance to providers of higher education programmes in the creative and performing arts.

Deaconu, Adela; Nistor, Cristina Silvia (2017):

Competences in Romanian higher education – an empirical investigation for the business sector.

In: *Studies in Higher Education* 42 (11), S. 1917–1940. DOI: 10.1080/03075079.2015.1119108.

Abstract:

This research study particularizes the general descriptions of the European Qualifications Framework for Lifelong Learning, as compiled and developed within the Romanian qualification framework, to the business and economics field in general and to the property economic analysis and valuation field in particular. By means of an empirical analysis, the study validates the importance of a series of competences for the labour market and their hierarchy, while defining the cultural, economic and technical factors that shape employers' profile and influence their viewpoint on competences. The research findings support cross-sectional comparison between sectors, occupations and regions, in order to enhance the implementation of competency-based education in a post-communist European country.

Dias Lopes, Alice (2017):

Affirmative action in Brazil. How students' field of study choice reproduces social inequalities.

In: *Studies in Higher Education* 42 (12), S. 2343–2359. DOI: 10.1080/03075079.2016.1144180.

Abstract:

This paper aims to understand which fields of study affirmative action students graduated at the undergraduate level in public universities in Brazil in 2009 and 2010. Public universities began expanding access for underrepresented groups through racial, economic, and social affirmative action policies in 2001. The existing literature on affirmative action policies in Brazil focuses on the impact of affirmative action on the demographic characteristics of the student body, and on students' performance. Using the Higher Education National Exam database from 2009 and 2010, this paper makes an important contribution to this literature by demonstrating that affirmative action students from public universities tend to

graduate in less prestigious fields of study. This is likely to translate into less eminent occupational opportunities and lower earnings in the labor market. Drawing on Reproduction theory, this paper provides evidence that, despite affirmative action policies, education continues to reproduce social inequalities in Brazil.

Duff, Angus; Marriott, Neil (2017):

The teaching–research gestalt. The development of a discipline-based scale.

In: *Studies in Higher Education* 42 (12), S. 2406–2420. DOI: 10.1080/03075079.2016.1152465.

Abstract:

This paper reports the development and empirical testing of a model of the factors that influence the teaching–research nexus. No prior work has attempted to create a measurement model of the nexus. The conceptual model is derived from 19 propositions grouped into four sets of factors relating to: rewards, researchers, curriculum, and students. The propositions are operationalised by 61 scale-items and empirically recomposed by a factor analysis on data obtained from 247 UK accounting academics. We demonstrate that, in the discipline of accounting, there are six factors that describe the positive effects of relations between academic research and teaching. We also identify five factors that militate against productive relations between the two. This double-edged sword we term the teaching–research gestalt: although faculty research can be beneficial to teaching and vice versa, there can also be negative effects. The relationship between academic research and teaching therefore requires judicious management.

Dyehouse, Melissa; Weber, Nicole; Fang, Jun; Harris, Constance; David, Ray; Hua, Inez; Strobel, Johannes (2017):

Examining the relationship between resistance to change and undergraduate engineering students' environmental knowledge and attitudes.

In: *Studies in Higher Education* 42 (2), S. 390–409. DOI: 10.1080/03075079.2015.1052734.

Abstract:

Engineering professional associations identified environmental sustainability as a key responsibility of the educated engineer. Data from national surveys of the general public demonstrate low environmental knowledge levels and a high level of resistance when it comes to environmental behavior. The purpose of this study was to examine the relationship between first-year engineering students' environmental knowledge and attitudes and resistance to change (RtC). The authors administered instruments measuring RtC and environmental knowledge and attitudes to three groups (n = 3169) of first-year engineering students in the fall semesters of 2008–2010. Students showed the highest mean scores on the Cognitive Rigidity subscale of RtC. Overall, weak, negative correlations were found between most RtC subscales and environmental knowledge/attitudes, meaning that students with higher RtC score lower overall on environmental knowledge and consider sustainable development less important. Findings can aid researchers and curriculum designers in understanding students' knowledge levels and the relationship between RtC factors and knowledge/attitudes.

Evans, Linda (2017):

The worst of times? A tale of two higher education institutions in France: their merger and its impact on staff working lives.

In: *Studies in Higher Education* 42 (9), S. 1699–1717. DOI: 10.1080/03075079.2015.1119107.

Abstract:

This paper presents the preliminary findings of a case study of the merger of two higher education institutions in France. The paper's main focus is not the politics that gave rise to the institutional merger, nor the rights or wrongs of the decision, nor the merger process itself; rather, it is the extent to and the ways in which these features of the transition combined to touch the working lives of the people affected by it. Data were gathered through semi-structured interviews with 16 employees of the 2 institutions. The findings revealed widespread post-merger dissatisfaction, lowered morale, frustration and disillusionment created by people's impeded capacity to carry out their work as they wished. Drawing on Dickensian literary language to evoke the severity of the negativity expressed by most of the sample, the author suggests that, for these French education professionals, 'the worst of times' may be yet to come.

Everett, Michele C. (2017):

Fostering first-year students' engagement and well-being through visual narratives.

In: *Studies in Higher Education* 42 (4), S. 623–635. DOI: 10.1080/03075079.2015.1064387.

Abstract:

This article reports on a qualitative study that explored the learning outcomes from an innovative instructional method, visual narratives, used in a first-year seminar. Fifty-three students enrolled in a mandatory first semester student success course were instructed to use visual images to tell the story of the first-year experience. Data generated from visual narratives and reflection papers were analyzed to identify emergent themes. The findings extend current understandings of student engagement and well-being, and document the significant role pedagogical strategies can play in shaping meaningful learning experiences that facilitate first-year students' transition to university. The study's findings have implications for policy and practice at the institutional and classroom levels.

Fenton-Smith, Ben; Humphreys, Pamela; Walkinshaw, Ian; Michael, Rowan; Lobo, Ana (2017):

Implementing a university-wide credit-bearing English language enhancement programme. Issues emerging from practice.

In: *Studies in Higher Education* 42 (3), S. 463–479. DOI: 10.1080/03075079.2015.1052736.

Abstract:

Many nations now enrol large numbers of tertiary students with English as an additional language, raising concerns over academic literacy standards. As a result, calls for whole-institution approaches to enhance language proficiency have grown. This paper describes the issues faced by one university that attempted such an approach. We first outline three theoretical assumptions, that is, that academic literacy is facilitated by (1) the attention to discourse at the discipline-specific level, (2) the engagement of students with their social, institutional and cultural surroundings, and (3) the provision to students of the tools for self-directed, ongoing learning. The paper then explains how one Australian university implemented a mandatory programme of credit-bearing discipline-specific English language enhancement courses as foundational units across all degree programmes. Describing the first programme of its kind in Australia, the paper focuses on the issues emerging from practice identified from the first five years: (1) stakeholder perceptions, (2) student reception, (3) materials development, (4) programme management, (5) assessment and (6) measuring outcomes. Rather than a panacea for a notoriously complex issue, the paper presents strategies for dealing with the challenges that emerge for other institutions that might be contemplating reform of a similar magnitude.

Figueiredo, Hugo; Biscaia, Ricardo; Rocha, Vera; Teixeira, Pedro (2017):

Should we start worrying? Mass higher education, skill demand and the increasingly complex landscape of young graduates' employment.

In: *Studies in Higher Education* 42 (8), S. 1401–1420. DOI: 10.1080/03075079.2015.1101754.

Abstract:

Recent decades have seen a massive expansion in higher education (HE), fuelled by high expectations about its private benefits. This has raised concerns about the impact on the employability of recent graduates and the potential mismatches between their skills and the competences required by the job structure. Equally, it could set the ground for a possible transformation of demand for graduate skills and the emergence of new employment profiles. In this article, data for Portugal for the period 2000–2010 were used to look at compositional changes in graduate employment and the incidence of three potential problems in graduates' transition to the labour market: overeducation, overskilling and education–job mismatches. The implications of growing demand heterogeneity on increasing inequality in graduate labour markets and on the expectations supporting mass HE in a country that rapidly expanded access to tertiary education as a strategy to converge with the productivity levels of other more developed economies are discussed.

Floyd, Alan; Fung, Dilly (2017):

Focusing the kaleidoscope. Exploring distributed leadership in an English university.

In: *Studies in Higher Education* 42 (8), S. 1488–1503. DOI: 10.1080/03075079.2015.1110692.

Abstract:

In the UK and elsewhere, the idea of 'distributing leadership' in universities is becoming more popular. Yet, there is surprisingly little research on this topic. This paper reports on a funded study which explored how one institution had implemented a newly conceived 'distributed' leadership model, specifically to investigate the impact of the model on the academics who had taken on the new leadership positions within the university. The study adopted an exploratory, sequential mixed methods design with in-depth interviews (n = 30) being undertaken first, followed by an online survey (n = 177). The findings suggest that the challenge of 'distributed leadership' in universities is complex on a number of levels: the plurality of the institutional mission; the diversity of possible leadership/management roles; the challenge of effective communication; and the effects of traditional academic values and identities, which may support but may also be antithetical to the strategic direction of the institution.

Glass, Chris R.; Gesing, Peggy; Hales, Angela; Cong, Cong (2017):

Faculty as bridges to co-curricular engagement and community for first-generation international students.

In: *Studies in Higher Education* 42 (5), S. 895–910. DOI: 10.1080/03075079.2017.1293877.

Abstract:

The proportion of first-generation international students at US institutions ranges from one-tenth to one-half of the total international student body. First-generation status is an underexplored, and potentially significant, demographic factor in international students' adaptation to college. Researchers used structural equation modelling (SEM) to examine how faculty interaction out-of-class, engagement with cultural variation in-class, and students' interest in cross-cultural interaction relates to sense of community and co-curricular engagement among first-generation (n = 508) and non-first-generation (n = 955) international students', respectively. The primary contribution of this study is providing evidence for the importance of interactions with professors out-of-class and engagement with cultural variation in-class on international students' sense of community and co-curricular engagement, especially first generation students. Implications for research and practice are discussed.

Gloria, Christian T.; Steinhardt, Mary A. (2017):

The direct and mediating roles of positive emotions on work engagement among postdoctoral fellows.

In: *Studies in Higher Education* 42 (12), S. 2216–2228. DOI: 10.1080/03075079.2016.1138938.

Abstract:

Universities increasingly value the contribution of postdoctoral fellows (postdocs) toward organizational success, yet this group is often the most overlooked and underserved compared to others in higher education (namely, students, faculty, and staff). Despite the stressful and challenging nature of the profession, it is critical for postdocs to remain highly engaged with their work, considering the strong relationships among work engagement, individual productivity, and organizational success. Studies identified work meaningfulness and supervisor support as strong predictors of engagement; however, less is known about the influence of positive emotions. Thus, the present study (n = 200) examined if emotions contribute to engagement, beyond the effects of work meaningfulness, supervisor support, and demographic controls. Results showed that positive emotions were associated with engagement and fully mediated the link between supervisor support and engagement. To promote postdoc work engagement, supervisors should assign meaningful work, and provide supportive workplace environments that stimulate positive emotions.

Gómez, Mar; Aranda, Evangelina; Santos, Jesús (2017):

A competency model for higher education. An assessment based on placements.

In: *Studies in Higher Education* 42 (12), S. 2195–2215. DOI: 10.1080/03075079.2016.1138937.

Abstract:

The European Higher Education Area, which is based on competency acquisition, has led to changes in teaching methods and student evaluations. In this new context, placements represent the best university–business connection for the development of competencies and integration of students into the employment market. Therefore, the primary objective of this study is to construct and empirically apply a model to identify and assess the generic competencies of students in their learning. The study employs a sample of 351 student reports by professional supervisors of social sciences students who held two-year placements. Before testing the hypotheses, the measuring instrument was evaluated by means of a partial least squares regression. The results identify the extent to which students acquired competencies and the primary differences between both academic years. Useful information for teachers and professionals is provided in a proposed learning and assessment tool for placements.

Grimes, Anthony; Medway, Dominic; Foos, Adrienne; Goatman, Anna (2017):

Impact bias in student evaluations of higher education.

In: *Studies in Higher Education* 42 (6), S. 945–962. DOI: 10.1080/03075079.2015.1071345.

Abstract:

In the context of higher education, this study examines the extent to which affective evaluations of the student experience are influenced by the point at which they are made (i.e. before the experience begins, whilst it is happening and after it has ended). It adopts a between-groups quantitative analysis of the affective evaluations made by 360 future, current and past postgraduate students of a UK business school. The study validates the proposition that affective forecasts and memories of the student experience are considerably inflated in prospect and retrospect; a finding that implies a significant impact bias. It is concluded that the impact bias may have important implications for influencing the effectiveness of student decision-making, the timing and comparability of student course evaluations, and understanding the nature and effects of word-of-mouth communication regarding the student experience.

Gu, Jibao; He, Changqing; Liu, Hefu (2017):

Supervisory styles and graduate student creativity. The mediating roles of creative self-efficacy and intrinsic motivation.

In: *Studies in Higher Education* 42 (4), S. 721–742. DOI: 10.1080/03075079.2015.1072149.

Abstract:

Based on social cognitive theory and leadership theory, the current study tests a theoretical model linking supervisory styles (i.e. supportive and directive) with graduate student creativity via psychological cognitive factors (specifically, creative self-efficacy and intrinsic motivation). Results from a sample of 216 graduate students of 1 university in China indicate that both creative self-efficacy and intrinsic motivation completely mediate the influences of supportive supervisory style and directive supervisory style on graduate student creativity. Interestingly, the results indicate a positive influence of directive supervisory style on graduate student creativity, which is inconsistent with the literature and our own original hypothesis. Our findings verify that creative self-efficacy has an indirect effect on graduate student creativity by influencing intrinsic motivation. We discuss the implications of these findings for both theory and practice.

Guo, Yan; Guo, Shibao (2017):

Internationalization of Canadian higher education. Discrepancies between policies and international student experiences.

In: *Studies in Higher Education* 42 (5), S. 851–868. DOI: 10.1080/03075079.2017.1293874.

Abstract:

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

Hadjianastasis, Marios (2017):

Learning outcomes in higher education. Assumptions, positions and the views of early-career staff in the UK system.

In: *Studies in Higher Education* 42 (12), S. 2250–2266. DOI: 10.1080/03075079.2016.1141402.

Abstract:

According to the UK Quality Assurance Agency, the adoption and use of learning outcomes has been complete across UK higher education since 2007, when it declared that 'most departments and institutions have fully adopted the principles of learning outcomes'. And yet, the evidence from the ground to support this statement is currently lacking. The issue of learning outcomes has been a topic of debate, which runs far deeper than the most recent criticisms. So far there have only been sporadic and limited attempts at researching exactly how learning outcomes are used by both teaching staff and students. Whether they indeed support student learning through the constructive alignment model put forward by Biggs, or whether they are simply another bureaucratic hoop to jump through which has no impact on the learning process. This paper aims to add to the increasing evidence base by presenting the findings of research carried out amongst early career, probationary staff at a research-led institution in the UK, and hopes to contribute to wider debates which will eventually influence policy.

Hamlin, Robert G.; Patel, Taran (2017):

Perceived managerial and leadership effectiveness within higher education in France.

In: *Studies in Higher Education* 42 (2), S. 292–314. DOI: 10.1080/03075079.2015.1045480.

Abstract:

Higher Education Institutions (HEIs) in many countries are currently experiencing significant changes in how they are organized and managed. Consequently, exploring the kind of manager/leader behaviours that are perceived as effective and least effective/ineffective by peers, subordinates, collaborators, and team members in HEIs becomes important. Choosing a French HEI for our study and using the Critical Incident Technique, the authors conducted 37 interviews of academic/non-academic managerial/non-managerial staff to generate a total of 250 critical incidents (CIs) of observed managerial behaviour. Subjecting these CIs to open and axial coding resulted in the emergence of 17 positive and 21 negative behavioural indicators of perceived managerial and leadership effectiveness. Comparing these findings with those of extant studies of HEIs from Anglo countries revealed many similarities and considerable differences. Implications are offered for leadership and management development training programmes specifically designed for members of HEIs, along with suggestions for further research on this topic.

Hancock, Sally; Hughes, Gwyneth; Walsh, Elaine (2017):

Purist or pragmatist? UK doctoral scientists' moral positions on the knowledge economy.

In: *Studies in Higher Education* 42 (7), S. 1244–1258. DOI: 10.1080/03075079.2015.1087994.

Abstract:

Doctoral scientists increasingly forge non-academic careers after completing the doctorate. Governments and industry in advanced economies welcome this trend, since it complements the 'knowledge economy' vision that has come to dominate higher education globally. Knowledge economy stakeholders consider doctoral scientists to constitute particularly high-value human capital; primed to contribute to economic growth via the creation and application of scientific knowledge. Little is known, however, about doctoral scientists' awareness of, and attitudes towards, the knowledge economy. This paper reports a study of UK doctoral scientists, which reveals that they are aware of, but ideologically divided towards, the knowledge economy. The knowledge economy relates to their scientific motivations, values and aspirations in complex ways. Four moral positions emerge, ranging from 'anti' to 'pro' knowledge economy. We discuss the characteristics of each moral position, concluding with the need for doctoral scientists to adopt better informed and more flexible professional outlooks.

Harju, Anne; Akerblom, Annika (2017):

Colliding collaboration in student-centred learning in higher education.

In: *Studies in Higher Education* 42 (8), S. 1532–1544. DOI: 10.1080/03075079.2015.1113954.

Abstract:

The paper deals with the assumption that student-centred learning enhances students' sense of involvement and facilitates a recontextualization of their experiences into valid knowledge in an academic context. Bernstein's concepts of classification and framing of knowledge and his distinctions between horizontal and vertical knowledge codes are used to explore these assumptions, focusing on the regulation of educational knowledge in one case of student-centred learning. Based on the results, we problematize the assumption that student-centred learning enhances students' sense of involvement and gives them power and control over the knowledge production. We also problematize the assumption that student-centred learning in higher education facilitates a recontextualization of students' former experiences, for example, connected to work practice. The horizontal and vertical knowledge codes ultimately did not meet in the project; instead, the two different discourses formed competing and colliding frameworks.

Henderson, Michael; Selwyn, Neil; Aston, Rachel (2017):

What works and why? Student perceptions of 'useful' digital technology in university teaching and learning.

In: *Studies in Higher Education* 42 (8), S. 1567–1579. DOI: 10.1080/03075079.2015.1007946.

Abstract:

Digital technologies are now an integral aspect of the university student experience. As such, academic research has understandably focused on the potential of various digital technologies to enable, extend and even 'enhance' student learning. This paper offers an alternate perspective on these issues by exploring students' actual experiences of digital technology during their academic studies – highlighting the aspects of digital technology use that students themselves see as particularly helpful and/or useful. Drawing on a survey of 1658 undergraduate students, the paper identifies 11 distinct digital 'benefits' – ranging from flexibilities of time and place, ease of organizing and managing study tasks through to the ability to replay and revisit teaching materials, and learn in more visual forms. While these data confirm digital technologies as central to the ways in which students experience their studies, they also suggest that digital technologies are not 'transforming' the nature of university teaching and learning. As such, university educators perhaps need to temper enthusiasms for what might be achieved through technology-enabled learning and develop better understandings of the realities of students' encounters with digital technology.

Heng, Tang T. (2017):

Voices of Chinese international students in USA colleges. ''I want to tell them that…'.

In: *Studies in Higher Education* 42 (5), S. 833–850. DOI: 10.1080/03075079.2017.1293873.

Abstract:

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

Herman, Chaya (2017):

Looking back at doctoral education in South Africa.

In: *Studies in Higher Education* 42 (8), S. 1437–1454. DOI: 10.1080/03075079.2015.1101756.

Abstract:

This article provides a quantitative picture of doctoral education in South Africa up to 2010, from the time the first doctorate was awarded in 1899. It identifies the different institutional profiles and emphases of doctoral graduation in South African universities at various periods of time in the context of economic, political and social change. In addition, it analyses the progress that has taken place in attaining the national goal of equity, redress and increased research production to allow South Africa to become a player in the knowledge economy. The article is based on a comprehensive database of all the doctoral degrees awarded by South African universities for over a century. This database was compiled by triangulating various data sources.

Hottenrott, Hanna; Lawson, Cornelia (2017):

Flying the nest. How the home department shapes researchers' career paths.

In: *Studies in Higher Education* 42 (6), S. 1091–1109. DOI: 10.1080/03075079.2015.1076782.

Abstract:

This paper studies the importance of the socialization environment – nest – for the career destinations of early career researchers. In a sample of research groups in the fields of science and engineering at universities in Germany, we identify research orientation, output, funding as well as openness to industry and commercialization as relevant components. Nests that attract more public funding and are led by professors with high research performance are more likely to produce researchers who take jobs in public research, while links to industry predict jobs in the private sector. In a more nuanced analysis that differentiates between types of industry employment, we find that larger firms also recruit from groups with higher scientific performance, while small and medium-sized firms recruit from nests with a higher patent productivity. A focus on experimental development instead is associated with academic start-ups, and an applied focus with employment in consulting. Recommendations for research training are discussed.

Hou, Angela Yung-Chi; Morse, Robert; Wang, Wayne (2017):

Recognition of academic qualifications in transnational higher education and challenges for recognizing a joint degree in Europe and Asia.

In: *Studies in Higher Education* 42 (7), S. 1211–1228. DOI: 10.1080/03075079.2015.1085010.

Abstract:

Since the 1950s, the Council of Europe has established conventions and information networks to enhance student mobility and qualification recognition in Europe. In contrast, Asia did not take this issue into consideration until 1983, when the UNESCO Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific (the '1983 Convention') was adopted. The recognition of a joint degree when the schools are in two different countries is even more challenging than for a conventional degree, because they do not belong to any single national

higher education system. The first purpose of this study is to describe the current situation in the recognition of foreign qualifications in higher education institutions in Europe and Asia. Next, schemes, procedures and challenges for recognizing a joint degree will be analyzed. The role of recognition bodies and quality assurance agencies in qualification recognition will be discussed at the end of the paper.

Huang, Futao (2017):

Who leads China's leading universities?

In: *Studies in Higher Education* 42 (1), S. 79–96. DOI: 10.1080/03075079.2015.1034265.

Abstract:

This study attempts to identify the major characteristics of two different groups of institutional leaders in China's leading universities. The study begins with a review of relevant literature and theory. Then, there is a brief introduction to the selection of party secretaries, deputy secretaries, presidents and vice presidents in leading universities. Thirdly, the study uses data analysis to discuss key aspects of the personal attributes and career patterns of institutional leaders in the 211 Project universities, 985 Project universities, and non-985 Project leading universities. The study demonstrated that 'elite dualism' theory can be successfully applied to the analysis of and discussion of the personal attributes of institutional leaders in China's leading universities. The study indicates that central authorities take great account of educational credentials and professional expertise, as well as political loyalty, when they recruit and appoint both party leaders and administrative leaders in Chinese leading universities. In the 985 universities, the emphasis on academic and professional background, for both party and administrative leaders, is particularly evident and considerable. However, it seems that different criteria are utilized in selecting and appointing party leaders and administrative leaders, derived from differences in their roles and responsibilities.

Hudson, Jane; Bloxham, Sue; den Outer, Birgit; Price, Margaret (2017):

Conceptual acrobatics. Talking about assessment standards in the transparency era.

In: *Studies in Higher Education* 42 (7), S. 1309–1323. DOI: 10.1080/03075079.2015.1092130.

Abstract:

Since their introduction in the 1990s, explicit standards documents have pervaded higher education assessment – success likely linked to their compatibility with constructive alignment and quality assurance regimes. Researchers, however, criticise that such documents are based on a misconception of standards as explicit and absolute, when in fact standards have tacit and contextual qualities that make it impossible to codify them fully. This article considers how practitioners conceive of standards. It identifies the range of concepts of standards, and looks at which were dominant or marginal in 24 external examiners' responses to interview questions about their examining practice. The article identifies a significant gap between the theoretical positions asserted in the research literature and the conceptions held by experienced academics tasked with guaranteeing national standards. It considers implications for quality assurance and reflects on whether the dominance of transparency and accountability discourses leads academics to contort the way they talk about standards.

Hughes, Mathew; Hughes, Paul; Hodgkinson, Ian R. (2017):

In pursuit of a 'whole-brain' approach to undergraduate teaching. Implications of the Herrmann brain dominance model.

In: *Studies in Higher Education* 42 (12), S. 2389–2405. DOI: 10.1080/03075079.2016.1152463.

Abstract:

The question of 'how we learn' continues to direct scholarly debate, yet undergraduate teaching is typically designed to homogenise the learning environment. This is despite heterogeneous learning outcomes ensuing for students, owing to their different learning styles. Accordingly, we examine the relationship between teaching methodologies and learning styles. Drawing on the Herrmann Brain Dominance Instrument and the theory of 'whole-brain' teaching, we find a suite of teaching methodologies that are generic across learning styles – tutorials, group work, firm-oriented case studies, game playing, reading journal papers, handouts, PowerPoint slides, in-class examples, in-class short exercises, and videos – and

find a group of teaching methodologies – lectures, seminars, people-oriented case studies, creative problem-solving, reading textbooks, guest speakers, in-class small group exercises, homework, role-play, problem-based learning, self-directed learning, project-based learning, and class debates – that target and develop specific learning styles. Implications of the 'whole-brain' model for teaching and learning are discussed.

Hutchings, Maggie (2017):

Improving doctoral support through group supervision. Analysing face-to-face and technology-mediated strategies for nurturing and sustaining scholarship.

In: *Studies in Higher Education* 42 (3), S. 533–550. DOI: 10.1080/03075079.2015.1058352.

Abstract:

The challenges of the doctoral journey can create social and academic isolation. Student support is normally facilitated through the supervisory team and research training programmes. There is little empirical evidence on the role group supervision and peer learning can play in nurturing and sustaining doctoral scholarship. This article explores group supervision processes, analysing student experiences of face-to-face (FtF) and technology-mediated (Tm) strategies in a professional doctorate programme, to address the question of what factors in group supervision help or hinder scholarship. Findings illustrate how group supervision can nurture mutual and sustained support and how Tm encounters can add value, affording location-independent interactions to facilitate participation, and reduce isolation. Key dimensions of a pedagogical support framework for doctoral supervision will be identified, which give priority to nurturing relationship development and sustaining connectedness through group supervision. This form of nourished scholarship can support and sustain the doctoral journey and improve completion rates.

Jääskelä, Päivikki; Poikkeus, Anna-Maija; Vasalampi, Kati; Valleala, Ulla Maija; Rasku-Puttonen, Helena (2017):

Assessing agency of university students. Validation of the AUS Scale.

In: *Studies in Higher Education* 42 (11), S. 2061–2079. DOI: 10.1080/03075079.2015.1130693.

Abstract:

Fostering agency as a core component of professionalism is seen as a critical task of higher education. However, the tools for assessing university students' agency, and the pedagogical and relational resources needed for its development, are lacking. The present study describes the theoretical foundations and factor structure of the newly developed Agency of University Students (AUS) Scale, which assesses students' course-specific agency. In the factor analysis, 10 factors emerged. Four of these – Interest and motivation, Self-efficacy, Competence beliefs and Participation activity – are seen to represent individual resources of agency. The other four factors – Equal treatment, Teacher support, Peer support and Trust – represent relational sources of agency. Finally, Opportunities to influence and Opportunities to make choices represent contextual sources of agency. The psychometric properties and uses of the scale are discussed.

Jiang, Xiaoli; Borg, Erik; Borg, Michaela (2017):

Challenges and coping strategies for international publication. Perceptions of young scholars in China.

In: *Studies in Higher Education* 42 (3), S. 428–444. DOI: 10.1080/03075079.2015.1049144.

Abstract:

Research and the dissemination of scholarship are increasingly global enterprises, engaging scholars throughout the world. In what will be a story familiar to many academics in the West, as well as their inherent desire to disseminate and receive recognition for their research, Chinese scholars face pressures from their institutions to publish in highly cited journals. Journals indexed by the Web of Science are by and large published in English. As a result, young Chinese scholars in the Social Sciences and Humanities face significant hurdles, beginning with, but not limited to the need to disseminate their research in a language other than their own. This interview-based study, undertaken at a research-intensive university in China, investigates the experiences of these scholars, looking at both their challenges and the strategies they use to

overcome these difficulties. This investigation of the experiences of young scholars in China contributes to our knowledge of the internationalization of scholarship.

Johansen, Ulrik Vingaard; Knudsen, Frederik B.; Kristoffersen, Christian Engelbrecht; Rasmussen, Joakim Stellfeld; Steffen, Emil Saaby; Sund, Kristian J. (2017):

Political discourse on higher education in Denmark. From enlightened citizen to homo economicus.

In: *Studies in Higher Education* 42 (2), S. 264–277. DOI: 10.1080/03075079.2015.1045477.

Abstract:

The literature on higher education policy points to changes in the dominant discourse over the years. In particular, the ascendance of a discourse marked by concepts of new public management, using language inspired by neoclassical economic theory which characterizes education as a marketplace where students are customers, has led scholars to critically question the foundations of modern higher education policy. This paper uses critical discourse analysis to trace the development of higher education policy discourse in Denmark from the late 1970s until today. The authors find that the discourse has moved from a pluralistic one embracing not only the economic benefits of education, but also emphasizing on democracy, citizenship, and equality, towards a predominantly economic one, focused squarely on notions of globalization and competitiveness in a knowledge society.

Johnston, Lucy; Schluter, Philip J. (2017):

And the winner is … Inter-rater reliability among scholarship assessors.

In: *Studies in Higher Education* 42 (9), S. 1736–1749. DOI: 10.1080/03075079.2015.1124849.

Abstract:

With increasing competition for postgraduate research scholarships, awarding processes demand attention and scrutiny. We examine inter-rater reliability for two prestigious New Zealand scholarships, the Shirtcliffe Fellowship and the Gordon Watson Scholarship. For each scholarship, five assessors (three academic; two non-academic) independently evaluate all applicants over three domains: Academic Merit, Quality of Study Plans and Character/Leadership. Data from years 2009 to 2014 were extracted, comprising 12 separate assessment rounds. Good to excellent agreement was observed for each scholarship in each year. Agreement was significantly higher for the Academic Merit domain compared to the other domains. Moreover, agreement among academics was higher and less variable than non-academics for this Academic Merit domain. No such differences were noted in the other domains. While resource efficiencies could be made, reductions in committee size resulted in poorer applicant selection performance. Applicants and donors alike can be confident that the awardee for these scholarships is a top applicant.

Jones, C. M.; Green, J. P.; Higson, H. E. (2017):

Do work placements improve final year academic performance or do high-calibre students choose to do work placements?

In: *Studies in Higher Education* 42 (6), S. 976–992. DOI: 10.1080/03075079.2015.1073249.

Abstract:

This study investigates whether the completion of an optional sandwich work placement enhances student performance in final year examinations. Using Propensity Score Matching, our analysis departs from the literature by controlling for self-selection. Previous studies may have overestimated the impact of sandwich work placements on performance because it might be the case that high-calibre students choose to go on placement. Our results, utilising a large student data set, indicate that self-selection is present, but the effects of a placement on student performance still have an impact. This robust finding is found to be of a remarkably similar magnitude across two UK universities.

Jones, David R. (2017):

Opening up the Pandora's box of sustainability league tables of universities. A Kafkaesque perspective.

In: *Studies in Higher Education* 42 (3), S. 480–503. DOI: 10.1080/03075079.2015.1052737.

Abstract:

The aim of this paper is to explore the institutional impact of sustainability league tables on current university agendas. It focuses on a narrative critique of one such league table, the UK's 'Green League Table', compiled and reported by the student campaigning NGO, 'People & Planet' annually between 2007 and 2013. Through a Kafkaesque perspective, this paper offers the proposition that such league tables could be acting as an institutional hegemonic mechanism for social legitimacy, through the desire by universities to show that environmental issues are effectively under control. Espoused eco-narratives of the 'carbon targets imperative' and 'engagement' can serve as a form of deception, by merely embracing the narrative as a rhetorical device. Moreover, they can serve the exclusive, particularistic self-interests of a growing legion of 'carbon managers', 'sustainability managers' and 'environmental managers' in satisfying the neo-liberal institutional drive from their vice chancellors.

Jones, Elspeth (2017):

Problematising and reimagining the notion of ''international student experience'.

In: *Studies in Higher Education* 42 (5), S. 933–943. DOI: 10.1080/03075079.2017.1293880.

Abstract:

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

Kim, Y.; Horta, H.; Jung, J. (2017):

Higher education research in Hong Kong, Japan, China, and Malaysia. Exploring research community cohesion and the integration of thematic approaches.

In: *Studies in Higher Education* 42 (1), S. 149–168. DOI: 10.1080/03075079.2015.1036850.

Abstract:

This article analyzes higher education research published in international higher education journals by researchers from China, Hong Kong, Japan, and Malaysia from 1980 to 2013. It does so based on publication counts, and co-authorship and cross-citation mapping, examining these countries' publication patterns in terms of thematic approach and community cohesion. The results show that each country has experienced distinct evolutions of higher education research, both in terms of the number of publications and thematic diversity. The research organization analyzed by co-authorship networks shows that higher education researchers in Hong Kong tend more to integrate two higher education research approaches – teaching and learning, and policy studies – into their research work. It is also in Hong Kong where most higher education researchers focus their research on both teaching and learning, and policy topics. Higher education researchers in China, Japan, and Malaysia are more thematically specialized in terms of both their positioning and their co-authorship preference. These findings suggest that a broader integration of different thematic areas may be linked more to path-dependent and contextual characteristics than to differences related to the development stage of higher education systems. This is confirmed by the cross-citation analysis, which shows that higher education researchers based in Hong Kong tend to cite each other more frequently than do those based in Japan, China, and Malaysia, suggesting a much greater community cohesion in Hong Kong than in these other countries. The findings highlight that while the maturity of a higher education system influences community cohesion, other factors influence thematic leaning and integration.

Klemencic, Manja; Znidarsic, Martin; Vavpetic, Anze; Martinc, Matej (2017):

Erasmus students' involvement in quality enhancement of Erasmus plus mobility through digital ethnography and ErasmusShouts.

In: *Studies in Higher Education* 42 (5), S. 925–932. DOI: 10.1080/03075079.2017.1293879.

Abstract:

Erasmus+ is one of the European Union's flagship programs which supports short-term international student mobility within Europe as one of its primary purposes. Erasmus students are uniquely well placed to compare educational processes of their home and host institutions, the learning environments and student life conditions. They are so far under-utilized resource of information on quality of educational practices and insights on how to improve student experiences. Furthermore, international students often lack a collective voice in university structures where they could contribute to the decisions concerning quality of educational practices. So far, student surveys have been the most frequently used approach in understanding lived experiences of Erasmus and international students. This commentary argues that qualitative approaches to collect data on student lived experiences are superior to survey research, yet more costly. In times when all students are digital natives, it has become possible, however, to canvass data from students through digital ethnographic approaches. The commentary introduces ErasmusShouts, a web application, which engages Erasmus students as auto-ethnographers and prompts them to reflect on, and record their lived experiences of Erasmus mobility. This approach can be adopted to generate large-scale qualitative data on international students' experiences for use by higher education practitioners and researchers to improve educational practices and learning environments.

Kok, Seng Kiat; McDonald, Claire (2017):

Underpinning excellence in higher education - an investigation into the leadership, governance and management behaviours of high-performing academic departments.

In: *Studies in Higher Education* 42 (2), S. 210–231. DOI: 10.1080/03075079.2015.1036849.

Abstract:

The changes in government funding alongside external pressures of increased international and national competition have meant that higher education institutions need to excel in a turbulent environment. The leadership, governance and management (LGM) of academic departments are key concerns. This study investigates the correlation between behaviours, attitudes and competencies at a department level and overall departmental performance in terms of hard data measures. The research question this paper seeks to address is: what are the LGM behaviours that are associated with high-performance in academic departments? More than 600 people across 50 academic departments in 5 UK universities were surveyed through the use of three research phases consisting of open-ended questionnaires, critical case sampled semi-structured interviews and a fixed-response survey. Synthesising the data and findings of the study revealed a thematic framework of eight broad themes that contribute to excellence in academic departments. These were in the areas of change management, research and teaching, communication, strategy and shared values, leadership, departmental culture, rewards and staffing. The behaviours associated with each of these themes were used to construct the Underpinning Excellence model.

Lee, Hye-Jung; Lee, Jihyun; Makara, Kara A.; Fishman, Barry J.; Teasley, Stephanie D. (2017):

A cross-cultural comparison of college students' learning strategies for academic achievement between South Korea and the USA.

In: *Studies in Higher Education* 42 (1), S. 169–183. DOI: 10.1080/03075079.2015.1045473.

Abstract:

This study explores how the relationship between college students' learning strategies and their grade point average (GPA) differs across two culturally different institutions. Surveys of 621 students at a South Korean university and 824 students at a university in the USA were used to assess four types of learning strategies: motivation-related, assignment/task-related, planning/time-related, and cognition-related strategies. The results show that all four types of learning strategies significantly predict students' GPA at the Korean university, whereas only motivation-related and assignment/task-related strategies predict students' GPA at the US university. The cognition-related learning strategy factor is the strongest predictor of GPA for Korean students, but it is unrelated to US students' GPA. The resulting differences in the learning

strategies used to obtain high achievement are interpreted through the lens of cultural influence and institutional accountability with respect to the missions of higher education institutions.

Lee, Jenny J. (2017):

Neo-nationalism in higher education. Case of South Africa.

In: *Studies in Higher Education* 42 (5), S. 869–886. DOI: 10.1080/03075079.2017.1293875.

Abstract:

Given the rise of regional hubs, emerging economies are experiencing international student growth as higher education providers in their respective regions. This study examined the neo-national experiences of international students in South Africa. Neo-nationalism refers to a new nationalism based national order in the new global economy. The findings of this study provide evidence that one's region and country of origin matter in one's international educational experience. Extending neo-racism research, neo-nationalism is critical framework in identifying one's national origin as a potential explanation for challenges experienced by some international students. Students within Africa perceived more discrimination than those from outside the continent and students of the largest migratory group, Zimbabwe, felt the most mistreated due to their nationality. The findings have implications on better understanding and supporting international students in South Africa and abroad.

Lee, Molly; Wan, Chang Da; Sirat, Morshidi (2017):

Hybrid Universities in Malaysia.

In: *Studies in Higher Education* 42 (10), S. 1870–1886. DOI: 10.1080/03075079.2017.1376871.

Abstract:

Are Asian universities different from those in Western countries? Premised on the hypothesis that Asian universities are different because of hybridization between Western academic models and local traditional cultures, this paper investigates the hybrid characteristics in Malaysian universities resulting from interaction between contemporary external influences and local traditional practices. At the system level, the interaction between external ideology of neoliberalism and local ethnic-based politics has resulted in ethnized neoliberalism in the higher education system. Hybrid characteristics at the institutional level have been operationalized into the domains of governance and management, programmes and curriculum, teaching and learning, and research and service. Based on three types of universities in Malaysia – mainstream, Islamic and Chinese community-based – we argue that Malaysian universities are hybrid universities because many of the policies and practices are distinctively different from the Western academic models. Indigenization of the Western models had taken place resulting in unique form of university governance and management, Islamization of curriculum and the Asian cultural ethos of the campus in Malaysian universities.

Li, Zheng; Rubie-Davies, Christine Margaret (2017):

Teachers matter. Expectancy effects in Chinese university English-as-a-foreign-language classrooms.

In: *Studies in Higher Education* 42 (11), S. 2042–2060. DOI: 10.1080/03075079.2015.1130692.

Abstract:

This study was designed to investigate teacher expectation effects for intact student groups (rather than individuals) in tertiary settings, which have been little studied in the literature. The participants were 50 teachers and their 4617 first-year undergraduate students learning English as a foreign language at two universities in China. Hierarchical Linear Modeling was employed for data analysis and the major findings were: (1) class-level teacher expectations had significant effects on student year-end academic achievement; (2) teachers who held high (or low) expectations for all students in one class, held high (or low) expectations for all their classes and (3) teacher-level expectancies had significant effects on student academic achievement after one school year. This study provided evidence that the contextual factors of tertiary education and curriculum areas may contribute to salient teacher expectation effects. Furthermore, the findings add weight to the argument that teacher expectation effects are a function of teacher beliefs rather than student factors.

Lilles, Alo; Roigas, Kart (2017):

How higher education institutions contribute to the growth in regions of Europe?

In: *Studies in Higher Education* 42 (1), S. 65–78. DOI: 10.1080/03075079.2015.1034264.

Abstract:

Various studies show that higher education institutions contribute to regional economic development by R&D, creation of human capital, knowledge and technology transfer, and by creation of a favourable milieu. It is brought out that the basic procedure is to sum expenditures of the college community (students, faculty, staff and visitors) created by the presence of the institution and apply multipliers to account for the interdependency of economic activity in a local economy, resulting in an estimated 'local economic impact'. The aim of the paper is to investigate the relationship between students in tertiary education and economic growth in NUTS 2 level in Europe from 1998 to 2008 by looking whether the share of tertiary students (measuring human capital) is correlated with the share of knowledge-intensive employment (KIE) in different regions. The increase in KIE is related to increasing levels of GDP per capita and R&D expenditures. Taking into account regional-level fixed effects, the share of tertiary students is not statistically significant. We found out that the increase in KIE is related to increasing levels of GDP per capita and R&D expenditures. The share of students five periods ago has a positive relation with the KIE: as we assumed, it takes time for the human capital to contribute to the economic development.

Lofstrom, Erika; Pyhalto, Kirsi (2017):

Ethics in the supervisory relationship. Supervisors' and doctoral students' dilemmas in the natural and behavioural sciences.

In: *Studies in Higher Education* 42 (2), S. 232–247. DOI: 10.1080/03075079.2015.1045475.

Abstract:

This study explored the perceptions of ethical issues in supervision among doctoral students and supervisors. The nature of ethical issues identified by doctoral students (n = 28) and their supervisors (n = 14) is explored and the degree of fit and misfit between their perceptions in two cases representing the natural and behavioural sciences is analysed. Supervisors and students identified different ethical issues, which suggest that there are aspects in the supervisory relationship about which there is no shared understanding. There were also differences between the ethical issues emphasised in the natural sciences from those emphasised in the behavioural sciences, suggesting differences between the domains.

Loke, Hoe Yeong; Chia, Yeow-Tong; Gopinathan, S. (2017):

Hybridity, the developmental state and globalisation. The case of Singapore's universities.

In: *Studies in Higher Education* 42 (10), S. 1887–1898. DOI: 10.1080/03075079.2017.1376874.

Abstract:

This article revisits Gopinathan's and Lee's and Gopinathan's arguments about the relationship and role of the developmental state and education in the era of globalisation. The paper first discusses the role and impact of the developmental state and globalisation on Singapore's higher education since 1990 to set the context. Drawing upon documentary evidence and interviews with four key academic staff at the National University of Singapore and Nanyang Technological University, the paper discusses the issues of East–West hybridity in Singapore's higher education. The central contradiction in the Singapore case is that while Singapore has been known for being the progenitor of the Asian Values debate of the 1990s, which drew much from Confucian ideas, Singapore's universities have never drawn inspiration from Confucianism and Asian Values in the same way other Asian universities have. The explanation is that the Asian Values debate was really a political project, rather than that pertaining to a deep-seated cultural identity. In any case, how one reconciles an understanding of this apparent contradiction lies at the root of case of hybridity in Singapore's universities.

Lone, Jon Anders; Riege, Anine H.; Bjorklund, Roald; Hoff, Thomas; Bjorkli, Cato (2017):

The relationship between the broader environment and the work system in a university setting. A systems approach.

In: *Studies in Higher Education* 42 (1), S. 3–22. DOI: 10.1080/03075079.2015.1034259.

Abstract:

Recent work design theories propose that the work design configuration (i.e. 'work system') in an organization interacts with its broader social and economic environment. Nevertheless, there are few studies of how the broader environment affects the work system. In the present study, the authors used a qualitative theory-elaboration approach to investigate the interplay between the broader environment and the work system in a university setting. They collected data with semi-structured interviews from a sample of 51 academic and administrative employees from a university department and a university faculty in Norway. The findings indicated that a broader environment characterized by a market-oriented model of governance was perceived to have both negative (stronger management, reduced job security and autonomy, increased demands, and exacerbated intergroup relations) and positive effects (enhanced intra-group interdependence, feedback, and support) on the work system. Taken together, the broader environment was experienced to diminish motivational and high-commitment work systems.

Lynch, Raymond; Hennessy, Jennifer (2017):

Learning to earn? The role of performance grades in higher education.

In: *Studies in* Higher *Education* 42 (9), S. 1750–1763. DOI: 10.1080/03075079.2015.1124850.

Abstract:

Through the reinforcement of shared assessment biographies, the provision of performance grades has been socially constructed as an operating imperative within the assessment practices of universities. The drive towards enhanced accountability through the production of quantifiable outcomes has also played a naturalising role in this practice. In so doing, it has ostensibly removed the need for debate surrounding grading practices in general and diverted focus to issues concerning the reliability and validity of assessment instruments and the resulting grades awarded. This article aims to examine the ubiquitous provision of performance grades from both a pedagogical and ideological perspective. It explores the current espoused function of letter and numeric grades within higher education against contemporary educational research and questions the relationship between performance grades and the broader, liberal educational goals of universities. Finally, the paper highlights alternative models and concludes by raising questions regarding the wider social value of university education.

Macfarlane, Bruce (2017):

The ethics of multiple authorship. Power, performativity and the gift economy.

In: *Studies in Higher Education* 42 (7), S. 1194–1210. DOI: 10.1080/03075079.2015.1085009.

Abstract:

The allocation of authorship credit in academic publication raises complex ethical issues but is comparatively under-researched, particularly in the social sciences. The paper analyses the results of research into attitudes to multiple authorship based on a survey questionnaire of academics working in education faculties in universities in Hong Kong. The results illustrate the way in which intellectual contribution is often overridden by considerations related to hierarchical power relations, notably in relation to research project leadership and doctoral supervision. These considerations normalize a gift economy. Belief in the legitimacy of power ordering and gift ordering of academic contributions to multiple authored publications indicate the need for research universities to pay more regard to institutional policies on scholarly authorship.

Mackay, Margaret (2017):

Identity formation. Professional development in practice strengthens a sense of self.

In: *Studies in Higher Education* 42 (6), S. 1056–1070. DOI: 10.1080/03075079.2015.1076780.

Abstract:

This paper explores how practitioners in a hostile context make sense of continuing professional development (CPD). Critics worldwide question the professional status of human resources seeing the function as an underdog to well-established professions. The study uses an interpretivist approach to examine the conceptual interweaving of learning and identity development. Findings reveal that continuing development expands knowledge capabilities which affirm professional identity coherence. Professionalisation of the human resources field matters for the effective staff management of diverse multicultural workforces. This suggests a need for CPD providers to support practitioners better articulate and critically demonstrate the significance of sourcing, coordinating and retaining global talent. To counter pejorative views, practitioners base a claim for renewed respect on cumulative improvements in people management skills. This robust approach provides a resilient pathway for other occupational groups who aspire to professional status.

Mantai, Lilia (2017):

Feeling like a researcher. Experiences of early doctoral students in Australia.

In: *Studies in Higher Education* 42 (4), S. 636–650. DOI: 10.1080/03075079.2015.1067603.

Abstract:

Becoming a researcher is one of the roads travelled in the emotional, social, and intellectual process of PhD journeys. As such, developing a researcher identity during doctoral study is a social undertaking. This paper explores instances and practices where doctoral students identify as becoming researchers. Based on interviews with 30 PhD students from two Australian metropolitan universities, this paper presents students' experiences of moments when they feel like researchers. The paper finds identification as a researcher occurs early on in the PhD, and such instances are underpinned by external and internal validation of the student as a researcher. Validation is gained through research outputs (mainly publications), doing research, and talking about research. Such experiences are often mundane, occur daily, and constitute personal, social, informal, and formal learning opportunities for researcher development. Supervisors are largely absent as students draw on multiple individuals on and off campus in assuming a researcher identity.

Margalina, Vasilica Maria; De-Pablos-Heredero, Carmen; Montes-Botella, Jose Luis (2017):

Achieving quality in e-Learning through relational coordination.

In: *Studies in Higher Education* 42 (9), S. 1655–1670. DOI: 10.1080/03075079.2015.1113953.

Abstract:

In this research, the relational coordination model has been applied to prove learners' and instructors' high levels of satisfaction in e-learning. According to the model, organizations can obtain better results in terms of satisfaction by providing shared knowledge, shared goals and mutual respect mechanisms, supported by a frequent, timely and problem-solving communication. Online courses learners and instructors from Spanish universities and private companies have been surveyed on these particular issues. By using structural equation model analysis, it is shown that high standards in terms of relational coordination amongst learners and instructors explain higher degrees of satisfaction. This research contributes to the literature by validating from an empirical point of view the effects of the use of the relational coordination model in e-learning. The results should be considered by universities and private companies when they evaluate the results of their actual e-learning systems and search for the improvement of quality.

Martin, Gregory; Nakata, Vicky; Nakata, Martin; Day, Andrew (2017):

Promoting the persistence of Indigenous students through teaching at the Cultural Interface.

In: *Studies in Higher Education* 42 (7), S. 1158–1173. DOI: 10.1080/03075079.2015.1083001.

Abstract:

The promise of higher education remains elusive for many Indigenous students in Australia. To date, institutional efforts to improve the persistence and retention of Indigenous students have been largely piecemeal, poorly integrated and designed to remediate skill deficits. Yet, market-led expansion of Australian higher education is driving curricular reform and demands for accountability and quality. Despite this, very little is known about how teaching and pedagogy can be used to support the learning and persistence of Indigenous students. In this context, the paper provides a reconceptualization of current debates and positions that are currently bound up within the limitations of questionable binary divides and oppositions, for example, educational psychology/sociology, transmission/critical or decolonial pedagogies and Indigenous/Western Knowledge. Nakata's concept of the Cultural Interface is mobilized to acknowledge some of the nuances and complexities that emerge when Indigenous and Western knowledge systems come into convergence within the higher education classroom.

Martin, P.; Potocnik, K.; Fras, A. B. (2017):

Determinants of students' innovation in Higher Education.

In: *Studies in Higher Education* 42 (7), S. 1229–1243. DOI: 10.1080/03075079.2015.1087993.

Abstract:

Innovation in the workplace has been claimed to be a key factor in organizational survival and success. As future workers, university students are a major source of future innovations in organizational settings. Before they enter the labour market, it is in the context of Higher Education that they start developing some of their long-term behaviours, such as innovation behaviours. This study aims to explore the main determinants of university students' innovation behaviours from a longitudinal perspective. The sample comprised 78 students of Psychology, Management, Fine Arts and Education. The results of this study show that previous innovation behaviours as freshmen, current levels of autonomy and cognitive demands are positively related to individual innovation among university students. Practical implications regarding how to foster innovation efforts in the context of Higher Education are discussed.

Maxwell, G. A.; Broadbridge, A. M. (2017):

Generation Ys' employment expectations. UK undergraduates' opinions on enjoyment, opportunity and progression.

In: *Studies in Higher Education* 42 (12), S. 2267–2283. DOI: 10.1080/03075079.2016.1141403.

Abstract:

Generation Y can be taken to be the group of people born between 1977 and 2000. The aim of this paper is to investigate the initial career entry and long-term career employment expectations of UK undergraduate Generation Ys, in order to inform employability skills development in higher education. The empirical research comprises 26 focus groups with 172 undergraduates of this generation in 2 universities in the UK. The focus group participants are found predominantly to have high expectations of their employment in enjoyment, opportunity and progression. Overall, the respondents appear enthusiastic and optimistic, with a positive work ethic and healthy mindset. Fundamentally, recognising and appreciating undergraduate Generation Ys' opinions on their employment expectations enables development of their employability skills while they are in university. The paper sets out implications for higher educational stakeholders including students, graduates and employers on the development of employability skills.

Maybee, Clarence; Bruce, Christine Susan; Lupton, Mandy; Rebmann, Kristen (2017):

Designing rich information experiences to shape learning outcomes.

In: *Studies in Higher Education* 42 (12), S. 2373–2388. DOI: 10.1080/03075079.2016.1148684.

Abstract:

Students in higher education typically learn to use information as part of their course of study, which is intended to support ongoing academic, personal and professional growth. Informing the development of effective information literacy education, this research uses a phenomenographic approach to investigate the experiences of a teacher and students

engaged in lessons focused on exploring language and gender topics by tracing and analyzing their evolution through scholarly discourse. The findings suggest that the way learners use information influences content-focused learning outcomes, and reveal how teachers may enact lessons that enable students to learn to use information in ways that foster a specific understanding of the topic they are investigating.

McCaig, Colin; Taylor, Carol (2017):

The strange death of number controls in England. Paradoxical adventures in higher education market making.

In: *Studies in Higher Education* 42 (9), S. 1641–1654. DOI: 10.1080/03075079.2015.1113952.

Abstract:

The paper analyses the impact of a higher education (HE) funding mechanism, the 'High Grades' policy, introduced as part of a student number control regime in England that was introduced in 2012/13 and withdrawn after only two years. This marked the end of an experiment in market making based on quality and price within a fixed student number cap. The paper analyses the impact of policy in key areas of institutional behaviour, which, taken together, illustrates why the specific HE market mechanism failed, and how longer term marketisation is affecting the different institution types in the sector in ways inimical to autonomy, equity and social justice. The paper concludes that the policy failed due to an overreliance on ideologically driven policy levers that failed to reflect the subtlety and nuance of the English HE market.

McCardle, Lindsay; Webster, Elizabeth A.; Haffey, Adrianna; Hadwin, Allyson F. (2017):

Examining students' self-set goals for self-regulated learning. Goal properties and patterns.

In: *Studies in Higher Education* 42 (11), S. 2153–2169. DOI: 10.1080/03075079.2015.1135117.

Abstract:

Task-specific goals play a critical role in self-regulated learning, yet little research has examined students' self-set goals for authentic study sessions. We propose high-quality goals that are useful for guiding task engagement and evaluating progress are specific about (a) time, (b) actions, (c) standards, and (d) content. In Study 1, we examined characteristics of students' self-set goals. Five categories were created to describe students' goals relative to the features of a high-quality goal. Students rarely included specific information regarding actions, standards, or content. In Study 2, we examined patterns of change in quality of self-set goals across a semester in which students were in a learning-to-learn course. Improvements in goal quality were either inconsistent or non-existent. Implications of vague goals for regulating learning are discussed.

Meggiolaro, Silvia; Giraldo, Anna; Clerici, Renata (2017):

A multilevel competing risks model for analysis of university students' careers in Italy.

In: *Studies in Higher Education* 42 (7), S. 1259–1274. DOI: 10.1080/03075079.2015.1087995.

Abstract:

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

Moore, Tim; Morton, Janne (2017):

The myth of job readiness? Written communication, employability, and the 'skills gap' in higher education.

In: *Studies in Higher Education* 42 (3), S. 591–609. DOI: 10.1080/03075079.2015.1067602.

Abstract:

Recent developments in higher education have seen a strong emphasis placed on making graduates 'job ready' for their work in the professions. A driver of this agenda has been the many mass-scale surveys conducted with business and industry about the abilities and general employability of graduates. This Australian-based study is focused on perceptions and attitudes around one such ability – professional writing skills. 'Discourse-based interviews' were conducted with managers and supervisors from a range of professional areas. Their responses were most interesting, and served, among other things, to challenge some of the emerging ideas about 'job readiness' in current debates about the directions of higher education.

Nadelson, Louis S.; McGuire, Sharon Paterson; Davis, Kirsten A.; Farid, Arvin; Hardy, Kimberly K.; Hsu, Yu-Chang et al. (2017):

Am I a STEM professional? Documenting STEM student professional identity development.

In: Studies *in Higher Education* 42 (4), S. 701–720. DOI: 10.1080/03075079.2015.1070819.

Abstract:

Post-secondary education is expected to substantially contribute to the cognitive growth and professional achievement of students studying science, technology, engineering, and mathematics (STEM). Yet, there is limited understanding of how students studying STEM develop a professional identity. We used the lens of self-authorship to develop a model for STEM student professional identity development. We applied the model to frame our assessment of the relationship between the level of STEM students' perceptions of their professional identities and their educational experiences, learning preferences, and comfort with faculty interactions. We found a misalignment between students' perception of themselves as professionals and the expectations for their actions in professional situations. We also found that students engaged in learning activities similar to the activities of STEM professionals communicated higher levels of professional identity development. We provide implications for our research and directions for ongoing investigations.

Nelson, Anders; Sandberg, Mikael (2017):

Labour-market orientation and approaches to studying - a study of the first Bologna Students at a Swedish Regional University.

In: *Studies in Higher Education* 42 (8), S. 1545–1566. DOI: 10.1080/03075079.2015.1007942.

Abstract:

This study investigated labour-market orientations of students at a Swedish University with a dual/diverse focus on vocational/academic objectives. The aim was to investigate whether and how levels of students' labour-market orientation vary with social background, change during the study period, and are related to approaches to studying and achievements. The design was a multiple panel time-series study. Labour-market orientation was studied on the basis of locally designed questionnaires. Approaches to studying were analysed deductively in accordance with dimensions previously found by Study Process Questionnaires and inductively using a principal component analysis. Results suggest that labour-market orientations co-varied to a higher degree with the study programme than with social background. Contrary to what was hypothesized, being labour-market oriented was only moderately related to surface-oriented approaches to studying. It is suggested that future research should pay more attention to disciplinary traditions and local teacher and programme cultures in understanding developmental paths in labour-market orientation.

Nielsen, Ingrid; Newman, Alexander; Smyth, Russell; Hirst, Giles; Heilemann, Barbara (2017):

The influence of instructor support, family support and psychological capital on the well-being of postgraduate students. A moderated mediation model.

In: *Studies in Higher Education* 42 (11), S. 2099–2115. DOI: 10.1080/03075079.2015.1135116.

Abstract:

The influence of instructor support, family support and psychological capital (PsyCap) on the subjective well-being of postgraduate business students, including whether PsyCap mediates the proposed support – well-being relationship were examined in this study. It was further investigated whether family support moderates this proposed mediated relationship. Direct positive relationships between instructor support and well-being, and between PsyCap and well-being were found. It was also found that PsyCap mediates the instructor support – well-being relationship. Finally, it was found that family support moderates this mediated relationship in such a way that the relationship is stronger among students with lower levels of family support.

Nielsen, Mathias Wullum (2017):

Gender consequences of a national performance-based funding model. New pieces in an old puzzle.

In: *Studies in Higher Education* 42 (6), S. 1033–1055. DOI: 10.1080/03075079.2015.1075197.

Abstract:

This article investigates the extent to which the Danish Bibliometric Research Indicator (BRI) reflects the performance of men and women differently. The model is based on a differentiated counting of peer-reviewed publications, awarding three and eight points for contributions to 'well-regarded' and highly selective journals and book publishers, and 1 and 5 points for equivalent scientific contributions via 'normal level' channels. On the basis of bibliometric data, the study shows that the BRI considerably widens the existing gender gap in researcher performance, since men on average receive more BRI points for their publications than women. The article suggests two probable explanations: (A) women merely comprise 24% of the committee members determining which publication channels to classify as 'well-regarded' and 'normal', which may lead to biases in the classification process. (B) The model privileges collaborative research, which disadvantages women due to gender differences in collaborative network relations.

Noaman, Amin Y.; Ragab, Abdul Hamid M.; Madbouly, Ayman I.; Khedra, Ahmed M.; Fayoumi, Ayman G. (2017):

Higher education quality assessment model. Towards achieving educational quality standard.

In: *Studies in Higher Education* 42 (1), S. 23–46. DOI: 10.1080/03075079.2015.1034262.

Abstract:

This paper presents a developed higher education quality assessment model (HEQAM) that can be applied for enhancement of university services. This is because there is no universal unified quality standard model that can be used to assess the quality criteria of higher education institutes. The analytical hierarchy process is used to identify the priority and weights of the model criteria and their alternatives. The model has 3 levels with 8 main objectives and 53 alternatives. It included e-services criteria, which is one of the recent modern university components, in addition to new sub-criteria for enhancing the model. It produces important recommendations for university higher authorities for achieving demanded quality services. A questionnaire was developed to examine the quality criteria for evaluating the model at King Abdulaziz University, as an applied case study. The model proposed is flexible and can be applied in many other universities.

Nygaard, Lynn P. (2017):

Publishing and perishing. An academic literacies framework for investigating research productivity.

In: *Studies in Higher Education* 42 (3), S. 519–532. DOI: 10.1080/03075079.2015.1058351.

Abstract:

The current discourse on research productivity (how much peer-reviewed academic output is published by faculty) is dominated by quantitative research on individual and institutional traits; implicit assumptions are that academic writing is a predominately cognitive activity, and that lack of productivity represents some kind of deficiency. Introducing the academic literacies approach to this debate brings issues of identity, multiple communities, and different institutional expectations (at the local, national, and international levels) to the foreground. I argue that academics often juggle competing demands that create various sites of negotiation in the production of academic writing: the results of these negotiations can have a direct impact on what kind of research output is produced, and how much it 'counts'. Drawing from research on the Peace Research Institute Oslo (PRIO), this article demonstrates how a theoretical framework based on academic literacies can be used to investigate research productivity outcomes in specific academic settings.

Odena, Oscar; Burgess, Hilary (2017):

How doctoral students and graduates describe facilitating experiences and strategies for their thesis writing learning process. A qualitative approach.

In: *Studies in Higher Education* 42 (3), S. 572–590. DOI: 10.1080/03075079.2015.1063598.

Abstract:

This study considered the sources of facilitating experiences and strategies for thesis writing from doctoral students and graduates (N = 30). The sample was balanced between science and social science knowledge areas, with equal numbers of English as Second Language (ESL) participants in both groups. Semi-structured in-depth interviews were used to explore issues around feedback, training, cohort experiences and personal strategies for writing. Four hundred pages of transcripts were analysed using thematic analysis with the assistance of specialist software (NVivo). A generative model of academic writing development was chosen to frame the analysis. Fifteen themes emerged, three of which are discussed: supervisors' feedback, personal organisation and ESL learning strategies. Results show the perceived benefits of individually tailored supportive feedback and the importance of the students' resilience. Original learning strategies from ESL students that may benefit non-ESL students are also considered. The conclusions outline implications for supervisors and students across knowledge areas.

Okay-Somerville, Belgin; Scholarios, Dora (2017):

Position, possession or process? Understanding objective and subjective employability during university-to-work transitions.

In: *Studies in Higher Education* 42 (7), S. 1275–1291. DOI: 10.1080/03075079.2015.1091813.

Abstract:

This article aims to understand predictors of objective (i.e. job offers, employment status and employment quality) and subjective (i.e. perceived) graduate employability during university-to-work transitions. Using survey data from two cohorts of graduates in the UK (N = 293), it contrasts three competing theoretical approaches to employability: position (based on social background), possession (of human capital) and process (of career self-management (CSM)). Findings support the process view of graduate employability, developed through engaging in CSM, in particular environment exploration, networking and guidance seeking. There is also some support for a possession view where educational credentials predict employment quality and perceived employability. Theoretically, the study highlights the importance of proactive career behaviours as well as the constraining role of educational credentials for some during university-to-work transitions. These findings have practical implications for university students/graduates and career counsellors, and, more indirectly, for employers and policy-makers.

Perera, Srinath; Babatunde, Solomon Olusola; Zhou, Lei; Pearson, John; Ekundayo, Damilola (2017):

Competency mapping framework for regulating professionally oriented degree programmes in higher education.

In: *Studies in Higher Education* 42 (12), S. 2316–2342. DOI: 10.1080/03075079.2016.1143926.

Abstract:

Recognition of the huge variation between professional graduate degree programmes and employer requirements, especially in the construction industry, necessitated a need for assessing and developing competencies that aligned with professionally oriented programmes. The purpose of this research is to develop a competency mapping framework (CMF) in this case for quantity surveying honours degree programmes. The graduate competency threshold benchmark (GCTB) is a key component of the CMF. Therefore, the CMF contains the mapping process, the template documents and the benchmark. The research adopted literature review, pilot study, case studies (including semi-structured interviews) and expert forum in developing the framework. The framework developed in this research provides new insight into how degree programmes map against competencies. Thus, the framework can be applied more widely, to other professional degree programmes, for monitoring and improving the quality and professional standards of construction degree programmes by accrediting bodies. This should connect construction graduates more effectively to the industry.

Peter, Johannes; Leichner, Nikolas; Mayer, Anne-Kathrin; Krampen, Guenter (2017):

Making information literacy instruction more efficient by providing individual feedback.

In: *Studies in Higher Education* 42 (6), S. 1110–1125. DOI: 10.1080/03075079.2015.1079607.

Abstract:

This paper presents an approach to information literacy instruction in colleges and universities that combines online and classroom learning (Blended Learning). The concept includes only one classroom seminar, so the approach presented here can replace existing one-shot sessions at colleges and universities without changes to the current workflow. By adding online materials to a classroom seminar, comprehensive information literacy instruction can be delivered in a time-efficient way. To make instruction more time efficient, each student received individual recommendations on which of the online materials he/she is supposed to complete based on a pretest. Results of an evaluation study with 64 psychology students point to significant increases in information literacy and indicate that most students accepted and followed the recommendations. The findings also show that students who completed materials beyond the recommendations did not show a greater learning progress than those following the recommendations, closely emphasizing the adequacy of the recommendations provided.

Pick, David; Symons, Christine; Teo, Stephen T. T. (2017):

Chronotopes and timespace contexts. Academic identity work revealed in narrative fiction.

In: *Studies in Higher Education* 42 (7), S. 1174–1193. DOI: 10.1080/03075079.2015.1085008.

Abstract:

In this paper, academic identity work is explored through an examination of its portrayal in a work of narrative fiction using a conceptual tool from literary studies. It is found that such an approach provides insights that would otherwise be difficult to uncover by more conventional methods. The analysis reveals academic identity work as an ongoing narrative process of interplay between internal (individual) perspectives, actions, and stories and external (organisational and institutional) influences. It is also found that timespace contexts – chronotopes – play an important role. They show that maintaining a coherent academic identity is fraught with challenges, particularly when navigating the multitude of perspectives on what it means to become an academic.

Ramia, Gaby (2017):

Higher education institutions and the administration of international student rights. A law and policy analysis.

In: *Studies in Higher Education* 42 (5), S. 911–924. DOI: 10.1080/03075079.2017.1293878.

Abstract:

The scholarly literature in higher education has not dealt extensively with the responsibilities of institutions for servicing the rights of international students. This paper is a comparative analysis of legal frameworks which guide institutions in their handling of international student rights. Two national approaches, those of Australia and New Zealand, are used as a

comparative analysis from which implications are drawn for institutions in other countries. The comparison indicates increasing legalism in higher education, though more law does not necessarily coincide with better rights for students. Also indicated is the importance of institutions providing more and better information to students on rights. More generally the analysis implores institutions to form, and work with, a critical understanding of the law and policy agendas of governments.

Ren, Shuang; Zhu, Ying; Warner, Malcolm (2017):

Dilemmas concerning the employment of university graduates in China.

In: *Studies in Higher Education* 42 (3), S. 551–571. DOI: 10.1080/03075079.2015.1059803.

Abstract:

This article draws on a 'within-subject' design of employment of university graduates in China over two different periods, namely 2008 and 2014. This research was conducted based on semi-structured interviews and secondary data analysis with four groups of key stakeholders including universities, government agencies, labor-market intermediaries and university graduates. The 'within-subject' design enabled an in-depth exploration of how changes at formal and informal institutions affect the employment of university graduates in a fast-changing labor market. The results show that lack of institutional interactions, socially constructed norms that influence graduates' perceptions and ambiguous directions of educational policies significantly affect university graduates' employment.

Rochecouste, Judith; Oliver, Rhonda; Bennell, Debra; Anderson, Roz; Cooper, Inala; Forrest, Simon (2017):

Teaching Australian Aboriginal higher education students. What should universities do?

In: *Studies in Higher Education* 42 (11), S. 2080–2098. DOI: 10.1080/03075079.2015.1134474.

Abstract:

This paper reports findings from a recent study of Australian Aboriginal higher education student experience. Reported here are extracts from a set of case studies of staff, specifically those working in Indigenous Centres, involved with these students in both teaching and support capacities. These participants provided a rich set of qualitative data regarding their own experiences in the learning and teaching of Australian Aboriginal students. The paper raises important issues for the improvement of Aboriginal and Torres Strait Islander university student experience and for increasing their representation in higher education, a strategy strongly supported by several current government initiatives. Best practice in the context of this paper not only includes teaching and learning, which in turn has implications for raising the awareness of university teaching staff, but also applies more broadly at the level of university-wide responsibility including policy-making and future directions.

Roman, Teodora; Maxim, Alexandru (2017):

National culture and higher education as pre-determining factors of student entrepreneurship.

In: *Studies in Higher Education* 42 (6), S. 993–1014. DOI: 10.1080/03075079.2015.1074671.

Abstract:

Our purpose is to assess the influence of national culture and higher education on entrepreneurship among students and fresh graduates. The aim was to determine whether the grouping of students based on certain personality traits (most of which are connected to culture) is effective at predicting entrepreneurial intention and whether entrepreneurial training over the course of their studies significantly influences their entrepreneurial intention and capability. A hierarchical agglomerative cluster analysis generated four student typologies: mediocre, goal-oriented, withdrawn and opportunistic. Both the personality and academic profile-based groupings showed a weak, but significant effect on entrepreneurial intention; however, the second method had a slightly higher statistical relevance. The results also showed that receiving entrepreneurial training over the course of university enrolment is a determining factor when choosing an entrepreneurial career and that national culture likely has a moderating influence over the relationship between feasibility and intention to become an entrepreneur.

Roohr, Katrina Crotts; Liu, Huili; Liu, Ou Lydia (2017):

Investigating student learning gains in college. A longitudinal study.

In: *Studies in Higher Education* 42 (12), S. 2284–2300. DOI: 10.1080/03075079.2016.1143925.

Abstract:

This study examines learning gains of college students' performance in critical thinking, reading, writing, and mathematics as assessed by the ETS Proficiency Profile (EPP). In this study, students' college learning gain was estimated by calculating the score differences between their first and last test administrations. Results revealed that (a) after being in college for one or two years, students did not demonstrate significant learning gains, (b) after three or more years, students made small to moderate gains on the EPP total score, and reading and mathematics subscales, (c) after four or five years, students made small to moderate learning gains on EPP total score and all four subscales, and (d) among various demographic and college-level variables, college experience was the largest significant predictor of students' learning gain, followed by first-year GPA. Implications of these results are discussed.

Rubin, Mark; Wright, Chrysalis L. (2017):

Time and money explain social class differences in students' social integration at university.

In: *Studies in Higher Education* 42 (2), S. 315–330. DOI: 10.1080/03075079.2015.1045481.

Abstract:

Working-class students tend to be less socially integrated at university than middle-class students. The present research investigated two potential reasons for this working-class social exclusion effect. First, working-class students may have fewer finances available to participate in social activities. Second, working-class students tend to be older than middle-class students and, consequently, they are likely to have more work and/or childcare commitments. These additional commitments may prevent them from attending campus which, in turn, reduces their opportunity for social integration. These predictions were confirmed among undergraduate students at an Australian university (N = 433) and a US university (N = 416). Strategies for increasing working-class students' social integration at university are discussed.

Sam, Chanphirun; Dahles, Heidi (2017):

Stakeholder involvement in the higher education sector in Cambodia.

In: *Studies in Higher Education* 42 (9), S. 1764–1784. DOI: 10.1080/03075079.2015.1124851.

Abstract:

This article examines how stakeholders involve themselves in the higher education (HE) sector in donor-dependent Cambodia and to what extent and with what result these stakeholders succeed to collaborate, or fail to do so. This study is based on qualitative data from semi-structured interviews with 46 key research participants from relevant institutions representing the major stakeholders in the sector. The triple helix model, advocating a close government-university-industry collaboration, is employed as a guiding tool for data analysis. The study identifies four categories of stakeholders in the sector, namely government, development partners, HE institutions, and the industries. The stakeholders contribute to the sector in diverging ways and at different levels. Despite their involvement, collaboration among stakeholders has remained very limited, impeding the advancement of the sector. Thus, stakeholder collaboration, as postulated in the triple helix model, has yet to emerge in the Cambodian context.

Sattler, Sebastian; Wiegel, Constantin; van Veen, Floris (2017):

The use frequency of 10 different methods for preventing and detecting academic dishonesty and the factors influencing their use.

In: *Studies in Higher Education* 42 (6), S. 1126–1144. DOI: 10.1080/03075079.2015.1085007.

Abstract:

This study examines the use frequency by German faculty of 10 different methods for preventing and detecting cheating on exams, plagiarism, and falsification and/or fabrication of data. It also investigates the factors influencing their use. In total, 3655 faculty members from 55 randomly chosen disciplines at 4 German universities were contacted and asked to participate in a web-based survey. Our results show that some methods were applied (very) seldom (e.g. the use of text-matching software), while others were used more frequently (e.g. employing a sufficient number of supervisors for exams). Factors found to promote the increased use of many of these methods include those methods' perceived efficacy as well as external expectations that they be used. When the effort involved in applying a specific method is perceived as high, the frequency of use is reduced. Our results can help universities to improve the prevention and detection of academic dishonesty.

Schlesinger, Walesska; Cervera, Amparo; Pérez-Cabañero, Carmen (2017):

Sticking with your university. The importance of satisfaction, trust, image, and shared values.

In: *Studies in Higher Education* 42 (12), S. 2178–2194. DOI: 10.1080/03075079.2015.1136613.

Abstract:

In a context of increasing competition and financial difficulties for higher education institutions, alumni loyalty is a key factor for survival and success. This study tests a model derived from a relationship marketing perspective to investigate the roles of four variables (brand image, trust, satisfaction, and shared values) in the direct and indirect explanation of alumni loyalty. Based on a literature review, a theoretical model is proposed and tested through structural equations modeling for a sample of 1000 university alumni. The results reveal three direct antecedents of alumni loyalty (satisfaction, shared values, and trust) and one indirect antecedent (university brand image). In addition, this research offers theoretical contributions related to the relationship between shared values, trust, perceived university image, and satisfaction. The research highlights how education managers can increase alumni loyalty through strategic planning and direct policies to develop satisfaction, trust, positive brand image, and shared values.

Silander, Charlotte; Haake, Ulrika (2017):

Gold-diggers, supporters and inclusive profilers. Strategies for profiling research in Swedish higher education.

In: *Studies in Higher Education* 42 (11), S. 2009–2025. DOI: 10.1080/03075079.2015.1130031.

Abstract:

Widespread reforms of governance and funding of universities has taken place in most Western countries, many of them influenced by New Public Management (NPM), which includes intensified attempts by the government to steer academic research in a utility direction. One way to do this is through university profiles and priorities of research. This article aims to describe how the changing system of assessing and funding research impact Swedish higher-education institutions (HEIs) regarding the universities' internal organisation of research and research priorities. A study of seven Swedish universities and university colleges shows that governmental prompting on concentration of research resources in some ways has been followed by all HEIs. Strategies for profiling research are found to be done in different ways; including digging after ‘gold’, as supporting priorities from bottom-up or profiling only by words. Ambitions to profile research are strongest among the central university management and vice chancellors. In the lower layers of HEIs, academic norms prove resistant to quick changes.

Simpson, Adrian (2017):

The surprising persistence of Biglan’s classification scheme.

In: *Studies in Higher Education* 42 (8), S. 1520–1531. DOI: 10.1080/03075079.2015.1111323.

Abstract:

Within higher education systems, different institutions deliver different patterns of disciplines. A simple analysis of the structure of that pattern of disciplines across institutions in one higher education system uncovers a surprising relationship.

That is, the key dimensions which describe that structure align nearly perfectly with dimensions discovered in a very different context: the Biglan classification scheme. This paper explains correspondence analysis as a mechanism for uncovering structure in simple contingency tables, shows the accuracy of the fit with Biglan's scheme and demonstrates that the analysis also has a measure of predictive validity in its ability to classify previously unclassified disciplines. The study not only acts as a more accurate validation of Biglan's scheme than those previously undertaken, but indicates that a scheme developed in the USA in the 1970s has current validity in a very different higher education system and suggests disciplines as a core genotype of institutions.

Simpson, Colin (2017):

Language, relationships and skills in mixed-nationality Active Learning classrooms.

In: *Studies in Higher Education* 42 (4), S. 611–622. DOI: 10.1080/03075079.2015.1049141.

Abstract:

Based on a phenomenological exploration of Chinese students at a UK university business school, this article supports a growing body of research questioning the assumptions underpinning the putative Socratic/Confucian dichotomy of academic cultures. Beginning with a review of research literature on the experiences of Chinese students on Active Learning courses, the main part of the study is based on an analysis of qualitative interviews conducted in English and Mandarin. Findings suggest that, whilst Active Learning pedagogies are perceived as supporting their learning on these modules, for some students the 'double-learning agenda' entailed by these pedagogies can make their classrooms an uncomfortable space. The conclusion makes a strong case for reconceptualising the 'language problems' reported by many international students as 'conversational problems', and for recognising the nexus of language, relationships and meta-cognitive skills as legitimate areas for intervention by teachers in their role as facilitators of Active Learning.

Smith, Daryl G. (2017):

Progress and paradox for women in US higher education.

In: *Studies in Higher Education* 42 (4), S. 812–822. DOI: 10.1080/03075079.2017.1286813.

Abstract:

Gender, and especially the status of women, is certainly one of the most salient identities in all corners of the world. For some countries, the issues begin with the right to education at even the earliest ages. In the United States, there is a prevailing assumption, because women are a majority of the undergraduate and graduate populations in higher education that a threshold concerning access and equity has been reached. The story of gender, however, is a more complex one. This article will focus on the parallel notions of significant progress in some domains for women in higher education and the paradox that depending on the level, and depending on which women, progress and in some cases lack of progress is clear. The article will review changes over the last decades and address the deeper issues of institutional transformation and the emerging issues for policy including conceptualizations of gender.

Smith, Daryl G. (2017):

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Sneyers, Eline; Witte, Kristof de (2017):

The effect of an academic dismissal policy on dropout, graduation rates and student satisfaction. Evidence from the Netherlands.

In: *Studies in Higher Education* 42 (2), S. 354–389. DOI: 10.1080/03075079.2015.1049143.

Abstract:

This paper examines the effect of the introduction of an academic dismissal (AD) policy (i.e. an intervention, which can lead to compulsory student withdrawal) on student dropout, student graduation rates and satisfaction with the study program. Using a difference-in-differences type of estimator, we compare programs that introduced an AD policy with a control group of programs which did not employ an AD policy. The robustness of the results is tested by a propensity score matching. The outcomes suggest that the implementation of an AD policy results in a higher first-year dropout rate and a higher student graduation rate. The results also indicate that, on average, student satisfaction decreases due to the introduction of an AD policy, while student satisfaction regarding program feasibility increases when an AD policy is employed.

Souto-Otero, Manuel; Enders, Juergen (2017):

International students' and employers' use of rankings. A cross-national analysis.

In: *Studies in Higher Education* 42 (4), S. 783–810. DOI: 10.1080/03075079.2015.1074672.

Abstract:

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

Stachowiak-Kudła, Monika; Kudła, Janusz (2017):

Financial regulations and the diversification of funding sources in higher education institutions. Selected European experiences.

In: *Studies in Higher Education* 42 (9), S. 1718–1735. DOI: 10.1080/03075079.2015.1119109.

Abstract:

The paper addresses the problem of the financial regulations' impact on the share of private financing in higher education institutions (HEIs). The authors postulate the trade-off between the size and stability of public financing and the regulations fostering stability of HEIs' funds. If the public sources are insufficient then the regulations increasing the stability of financing are expected. Such a policy increases the private-source financing at the expense of public-source financing, and it can be tested econometrically. The predictions are tightly related to the portfolio theory of Markowitz, where risk-averse management of HEIs minimizes the variance of available funds. The econometric analysis covers the impact of selected financial regulations on the private financing of tertiary-level education. The components of financial regulations are distinguished on the basis of the legal comparative study. The authors identify four financial regulations whose prevalence affects the diversification of European universities' financing and can improve their financial stability.

Stanford, Jennifer S.; Rocheleau, Suzanne E.; Smith, Kevin P. W.; Mohan, Jaya (2017):

Early undergraduate research experiences lead to similar learning gains for STEM and Non-STEM undergraduates.

In: *Studies in Higher Education* 42 (1), S. 115–129. DOI: 10.1080/03075079.2015.1035248.

Abstract:

Undergraduate research is touted as a high-impact educational practice yielding important benefits such as increased retention and notable learning gains. Large-scale studies describing benefits of mentored research programs have focused primarily on outcomes for science, technology, engineering and mathematics (STEM) undergraduates. The Students Tackling Advanced Research (STAR) Scholars Program at Drexel University provides research experiences to freshman undergraduates in STEM and Non-STEM disciplines. In the 12 years since its establishment, the STAR Scholars Program has paired over 900 students with nearly 300 faculty mentors. Program outcomes were assessed using the URSSA (Undergraduate Research Student Self-Assessment) tool. Here the program structure, participant demographics and student outcomes are described. In addition to observing expected increases in retention and learning gains, very few statistically significant differences in learning gains and motivations for conducting research among STEM and Non-STEM student populations were found. These data suggest that early research experiences can benefit undergraduate students from both STEM and Non-STEM disciplines.

Su, Sophia; Baird, Kevin (2017):

The impact of collegiality amongst Australian accounting academics on work-related attitudes and academic performance.

In: *Studies in Higher Education* 42 (3), S. 411–427. DOI: 10.1080/03075079.2015.1049142.

Abstract:

This study provides an insight into the collegiality of Australian accounting academics and the association of collegiality with their work-related attitudes and academic performance. Data were collected by a survey questionnaire from a random sample of 267 accounting academics within Australian universities. The results suggest a moderate level of collegiality within Australian accounting academics. The subsequent analysis indicates that the level of collegiality was positively associated with the level of employee organisational commitment (EOC) and the propensity to remain, and negatively associated with job-related stress. The findings also show that the level of EOC was positively associated with both teaching and community service performance, while job-related stress and the propensity to remain were both associated with research performance. The findings provide strong support for the literature advocating the merits of collegiality. It is suggested that university management should endeavour to maintain and encourage collegiality within academic departments.

Sugrue, Ciaran; Solbrekke, Tone Dyrdal (2017):

Policy rhetorics and resource neutral reforms in higher education. Their impact and implications?

In: *Studies in Higher Education* 42 (1), S. 130–148. DOI: 10.1080/03075079.2015.1036848.

Abstract:

As higher education (HE) comes under increasing pressure from policy-makers, nationally and internationally, to contribute more directly to economic development, tensions between more traditional missions of universities and their more recent entrepreneurial makeovers create major dilemmas for academic staff regarding their roles and responsibilities. Using the lens of professional responsibility and accountability, the paper takes Initial Teacher Education as an instrumental case study to illustrate how these tensions, in terms of policy documents, and perceptions of teacher educators unfold. Analysis strongly suggest that when external prescription is increased, and reforms under-resourced, pressures for accountable conformist compliance render the exercise of professional responsibility extremely difficult if not impossible, compromised rather than finding 'legitimate compromise'. The paper argues that HE has significant lessons to learn from this case while signalling that current challenges within teacher education are already becoming a gauntlet that the entire HE community needs to consider seriously.

Sundberg, Kristina; Josephson, Anna; Reeves, Scott; Nordquist, Jonas (2017):

Power and resistance. Leading change in medical education.

In: *Studies in Higher Education* 42 (3), S. 445–462. DOI: 10.1080/03075079.2015.1052735.

Abstract:

A key role for educational leaders within undergraduate medical education is to continually improve the quality of education; global quality health care is the goal. This paper reports the findings from a study employing a power model to highlight how educational leaders influence the development of undergraduate medical curricula and the resistance they encounter related to this activity. Sixteen educational leaders at a medical university in Northern Europe were purposefully sampled and interviewed through semi-structured interviews. The results indicate that the educational leaders are feeling powerless when it comes to engaging their colleagues in the process of developing medical education. As a result, these leaders appear having to create a 'vicarious legitimacy'; legitimacy connected to other areas than education, such as research or clinic. Research results from this study can be used to develop faculty development programs for health education leaders on national and international levels.

Sutherland, Kathryn A. (2017):

Constructions of success in academia. An early career perspective.

In: *Studies in Higher Education* 42 (4), S. 743–759. DOI: 10.1080/03075079.2015.1072150.

Abstract:

Expectations around success in academia vary, and early career academics often receive conflicting messages about what they should concentrate on to achieve promotion or tenure. Taking a social constructionist approach, this paper considers the constructs of objective and subjective career success in academia and shares the perspectives of early career academics in three countries in relation to these narratives. Key findings are that objective career success in academia dominates the literature but remains ill-defined in the minds of the early career academics to whom the measures are applied, and that subjective career success in academia needs both more research attention and more consideration in promotion, tenure, and workload deliberations and policies.

Tan, Chin Pei; van der Molen, H. T.; Schmidt, H. G. (2017):

A measure of professional identity development for professional education.

In: *Studies in Higher Education* 42 (8), S. 1504–1519. DOI: 10.1080/03075079.2015.1111322.

Abstract:

The purpose of this study was to create a new scale with a validated construct to measure professional identity development in students being prepared to become new practitioners. Using the new survey instrument (named the Professional Identity Five-Factor Scale), data were collected from a polytechnic with students enrolled in a wide range of professions. The confirmatory factor analysis found the construct valid and stable across independent samples from the same student population. When the sample was divided into two groups (high and low scores) based on the overall Professional Identity score, the stronger professional identity group scored significantly higher than the other group in all five factors. Our analysis also found the measure reliable using coefficient H as the indicator. Besides a new scale to measure, the underlying construct can also be used as a general guide or framework for the development and evaluation of professional education programmes.

Tannock, Stuart (2017):

No grades in higher education now! Revisiting the place of graded assessment in the reimagination of the public university.

In: *Studies in Higher Education* 42 (8), S. 1345–1357. DOI: 10.1080/03075079.2015.1092131.

Abstract:

The concept of the 'public university' has been widely promoted as the principal alternative vision for higher education to the neoliberal, managerialist model that currently prevails. However, if the public university is to serve as the holder for collective ideals of a just, sustainable and democratic future in higher education, then there is a need to think through carefully what this concept actually means in practice, in order that it does not become an empty, misleading form of public relations rhetoric. This article uses the example of assessment to argue that if the public university is to perform the role of fostering critical, reflexive, independent and democratically minded thinkers – a role that has been universally embraced by its promoters – then the use of grading in higher education assessment needs to be strongly contested.

Tran, Ly Thi; Ngo, Mai; Nguyen, Nhai; Dang, Xuan Thu (2017):

Hybridity in Vietnamese universities. An analysis of the interactions between Vietnamese traditions and foreign influences.

In: *Studies in Higher Education* 42 (10), S. 1899–1916. DOI: 10.1080/03075079.2017.1376872.

Abstract:

Vietnam's history has witnessed the nation's constant effort to learn from the outside world. This effort paradoxically co-exists with the country's aspiration to escape from foreign domination, to protect national independence and to preserve national identity. Discussions of foreign influences in the Vietnamese education system should be situated within the overall political and historical condition of Vietnam, which has been characterised by the influence of successive external forces and foreign countries. There have been a lot of debates and discussions about the nature, benefits and tensions associated with Vietnam's efforts to open to the world and learn from other countries while combining with and maintaining its traditional practices and values in the course of education reform over the nation's different historical and political periods. However, hybridity in higher education as a notable phenomenon related to the interactions between Vietnamese traditions and foreign influences has not been adequately explored in empirical research. The study reported in this paper responds to this paucity in the literature. It analyses the dynamic and complex dimensions of hybridity across two Vietnamese universities. The empirical data show that hybridity is accompanied with some positive changes and reforms in teaching, learning and university governance. However, hybridity happens in largely ad hoc, fragmented and inconsistent manners across different areas of university operations. The research also indicates that the dominant force behind hybridity in the Vietnamese HE system is staff and leaders being educated overseas and exposed to foreign practices and values. It, however, shows the tensions arising from the interactions of the Western, traditional and Communist Party principles during the hybridisation process. The paper concludes by offering some implications for the development of a strategic plan and approaches to deal with potential conflicts between external influences and traditional values and assist staff with the development of their capacity to optimise the potential benefits of hybridity to enrich teaching, learning, governance and university operation.

Uhly, K. M.; Visser, L. M.; Zippel, K. S. (2017):

Gendered patterns in international research collaborations in academia.

In: *Studies in Higher Education* 42 (4), S. 760–782. DOI: 10.1080/03075079.2015.1072151.

Abstract:

Although women's representation in higher education nears parity with men at the undergraduate level, this representation diminishes as one ascends the academic ranks. Because gender gaps in the 'elite' activity of international research collaborations might contribute to the underrepresentation of women in the upper ranks, we ask if gender differences exist in participation in international collaborations and if family responsibilities constitute a glass fence – a gendered obstacle that keeps women from this engagement. Using an international data set, we find that women engage less in international collaborations than men, and that complex gendered patterns exist regarding the impacts of partner employment status and children. Both men and women benefit from having an academic partner, although men benefit more. Partner employment status matters more than children in certain family arrangements, suggesting that the former constitutes a glass fence, potentially impacting women's access to cutting-edge international knowledge production and elite academic positions.

van Ginkel, Stan; Gulikers, Judith; Biemans, Harm; Mulder, Martin (2017):

The impact of the feedback source on developing oral presentation competence.

In: *Studies in Higher Education* 42 (9), S. 1671–1685. DOI: 10.1080/03075079.2015.1117064.

Abstract:

While previous research in higher education emphasized the essence of feedback by the teacher, the peer or the self, it remains unclear whether the acquisition of students' oral presentation competence differs depending on the feedback source. This quasi-experimental study examines the effectiveness of the feedback source on 144 first-year undergraduate students' progression in cognition, behaviour and attitude towards presenting, as three interrelated elements of oral presentation competence. Mixed methods of multiple-choice tests and performance assessments using rubrics were used for data collection. Results demonstrated the superiority of teacher feedback for encouraging students' presentation behaviour, while cognition and attitude towards presenting developed significantly irrespective of the particular feedback source. However, the self-assessment condition revealed less impact on developing presentation behaviour and attitude compared to other feedback sources. Optimizing peer feedback and self-assessment in curricula requires knowledge about underlying feedback processes characterizing successful feedback of the various sources.

Varunki, Maaret; Katajavuori, Nina; Postareff, Liisa (2017):

First-year students' approaches to learning, and factors related to change or stability in their deep approach during a pharmacy course.

In: *Studies in Higher Education* 42 (2), S. 331–353. DOI: 10.1080/03075079.2015.1049140.

Abstract:

Research shows that a surface approach to learning is more common among students in the natural sciences, while students representing the 'soft' sciences are more likely to apply a deep approach. However, findings conflict concerning the stability of approaches to learning in general. This study explores the variation in students' approaches to learning and aims to analyse factors that are particularly related to the deep approach. The participants were first-year pharmacy students who completed a questionnaire at the beginning and end of the course. The students were interviewed to determine factors related to changes in their deep approach. The results revealed significant changes in approaches to learning at the group level. Yet, closer analysis showed much more variation at the individual level. Findings based on the interviews indicated different factors, self-regulation skills among them, which seemed to explain both the changes in and stability of the students' deep approach.

Vukasovic, Martina; Jungblut, Jens; Elken, Mari (2017):

Still the main show in town? Assessing political saliency of the Bologna Process across time and space.

In: *Studies in Higher Education* 42 (8), S. 1421–1436. DOI: 10.1080/03075079.2015.1101755.

Abstract:

Numerous studies focused on the linkages between the Bologna Process and system – as well as organizational-level changes – implying significance of the process for higher education policy dynamics. However, what has been lacking is a closer examination of the political importance of Bologna for the different actors involved and whether this varies over time, space and types of actors. The present study investigates the changes in the size and rank of delegations of national governments and European stakeholder organizations to the Bologna ministerial conferences in order to assess Bologna's political saliency in relation to (1) a more concrete interest in the actual European policy preferences for higher education and (2) an interest in the symbolic aspect of European policy coordination in higher education. The results suggest that the Bologna Process is primarily losing political appeal for the national governments of European Union (EU) members, while for the EU candidates and potential members as well as for the European stakeholder organizations it remains politically salient.

Wan, Chang Da; Chapman, David; Hutcheson, Sigrid; Lee, Molly; Austin, Ann; Md. Zain, Ahmad Nurulazam (2017):

Changing higher education practice in Malaysia. The conundrum of incentives.

In: *Studies in Higher Education* 42 (11), S. 2134–2152. DOI: 10.1080/03075079.2015.1134475.

Abstract:

International university rankings are a widely used measure of higher education excellence. Since publication rates are an important element in most ranking systems, pushing faculty to increase their publication in top-tier international journals is viewed by many government and university officials as an important strategy for improving ratings and thus gaining international recognition. This study examined the manner in which public universities in Malaysia have created and aligned incentives in an effort to encourage faculty members to increase their publication rate in top-tier international journals. The study is grounded in principal–agent theory and utilized data from 47 interviews conducted with faculty members from across four public universities in Malaysia. Findings suggest that while university administrators' aspirations for higher international rankings are high, administrators are limited in the incentives they can utilize in effecting the change they seek. Their levers of influence over faculty work are limited in the Malaysian context.

Webb, Rob; Watson, Duncan; Cook, Steve; Arico, Fabio (2017):

Graduate views on access to higher education. Is it really a case of pulling up the ladder?

In: *Studies in Higher Education* 42 (3), S. 504–518. DOI: 10.1080/03075079.2015.1052738.

Abstract:

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

Wilkins, Stephen (2017):

Ethical issues in transnational higher education. The case of international branch campuses.

In: *Studies in Higher Education* 42 (8), S. 1385–1400. DOI: 10.1080/03075079.2015.1099624.

Abstract:

The establishment of an international branch campus can impact upon a diverse range of stakeholders in both home and host countries. Many of the arguments against international branch campuses are based on ethical issues, such as the lack of academic freedom and civil liberties in host countries. Ignoring ethical issues may deny institutions the achievement of legitimacy, which can result in financial losses and reputational damage. Thus, the purpose of this article is to identify the ethical issues that higher education managers should recognise and address when considering the establishment of an international branch campus. A framework based on analysing how home and host country stakeholders might be impacted by the establishment of an international branch campus – and how they might influence higher education institutions – is proposed. It was found that institutions which are flexible, quick to learn, and possess the dynamic capabilities necessary to drive organisational change might be the institutions that have the greatest chance of success in foreign markets. Given that at the start of 2015, at least 24 new international branch campuses were planned or in the process of being built, it is concluded that higher education institutions will have to continue treading the thin line between trying to fit in with their host cultures while simultaneously trying to achieve academic freedom and improve local social, political, and legal conditions.

Wimshurst, Kerry; Manning, Matthew (2017):

Making sense of the combined degree experience. The example of criminology double degrees.

In: *Studies in Higher Education* 42 (4), S. 669–684. DOI: 10.1080/03075079.2015.1067605.

Abstract:

Little research has been undertaken on student experiences of combined degrees. The few studies report that a considerable number of students experienced difficulty with the contrasting epistemic/disciplinary demands of the component programmes. A mixed-methods approach was employed to explore the experiences of graduates from four double degrees that combine criminology with a second degree. While participants experienced epistemological uncertainties, most worked out ways, individually and in groups, to accommodate the tensions associated with combined degree study and to make sense of their experiences. A common means of coping was to enlist the disciplinary perspectives of one field as a lens to make sense of the other. At the same time, participants reported that there was little in the way of curriculum and pedagogical provisions to help them to establish connections between their degrees. As one participant stated, 'it was all [done] on our own'.

Winstone, Naomi E.; Nash, Robert A.; Rowntree, James; Parker, Michael (2017):

'It'd be useful, but I wouldn't use it'. Barriers to university students' feedback seeking and recipience.

In: *Studies in Higher Education* 42 (11), S. 2026–2041. DOI: 10.1080/03075079.2015.1130032.

Abstract:

For feedback to be effective, it must be used by the receiver. Prior research has outlined numerous reasons why students' use of feedback is sometimes limited, but there has been little systematic exploration of these barriers. In 11 activity-oriented focus groups, 31 undergraduate Psychology students discussed how they use assessment feedback. The data revealed many barriers that inhibit use of feedback, ranging from students' difficulties with decoding terminology, to their unwillingness to expend effort. Thematic analysis identified four underlying psychological processes: awareness, cognisance, agency, and volition. We argue that these processes should be considered when designing interventions to encourage students' engagement with feedback. Whereas the barriers identified could all in principle be removed, we propose that doing so would typically require – or would at least benefit from – a sharing of responsibility between teacher and student. The data highlight the importance of training students to be proactive receivers of feedback.

Wladis, Claire; Conway, Katherine; Hachey, Alyse C. (2017):

Using course-level factors as predictors of online course outcomes. A multi-level analysis at a US urban community college.

In: *Studies in Higher Education* 42 (1), S. 184–200. DOI: 10.1080/03075079.2015.1045478.

Abstract:

Research has documented lower retention rates in online versus face-to-face courses. However, little research has focused on the impact of course-level characteristics (e.g. elective versus distributional versus major requirements; difficulty level; STEM status) on online course outcomes. Yet, focusing interventions at the course level versus the student level may be a more economical approach to reducing online attrition. This study used multi-level modeling, and controlled for the effects of both instructor-level and student characteristics, to measure the relationship of course-level characteristics with successful completion of online and face-to-face courses. Elective courses, and to a lesser extent distributional course requirements, were significantly more likely to have a larger gap in successful course completion rates online versus face-to-face, when compared with major course requirements. Upper level courses had better course completion rates overall, but a larger gap in online versus face-to-face course outcomes than lower level courses.

Yang, Rui (2017):

The cultural mission of China's elite universities. Examples from Peking and Tsinghua.

In: *Studies in Higher Education* 42 (10), S. 1825–1838. DOI: 10.1080/03075079.2017.1376873.

Abstract:

Since the late nineteenth century, China, as a latecomer to modernization, has prioritized Western learning. The first modern university was created in China in 1895 to serve such a purpose with little linkage to China's rich indigenous cultural traditions. Modelled on European and North American experiences and operating in a Confucian socio-cultural context, Chinese universities have long been struggling with their cultural identity. In line with recent development, China's higher education has made impressive progress, and cultural experiment has been placed increasingly highly on the agenda. With an understanding of Chinese and Western knowledges by the elites, China's very best universities have the promise to integrate both traditions in their day-to-day operation. Such a bi-culturality, or even multi-culturality, is in stark contrast to the still largely mono-cultural university operation environment in the West. The integration would open spaces for Chinese universities to explore an alternative to Western models that have dominated world's higher education since Western industrialization. Based on fieldwork at Peking and Tsinghua Universities in Beijing, this article reports some findings from a three-year project supported by the Hong Kong Research Grants Council. It attempts to suggest a different angle to observe China's experience in higher education. It argues that cultural experiment would enable top Chinese universities to bring back their cultural traditions to integrate with Western values, and thus contribute to inter-civilizational dialogue.

Yang, Xueyan; Wang, Xinhong; Zhang, Lin; Weidman, John C. (2017):

Gender role conflict, professional role confidence, and intentional persistence in engineering students in China.

In: *Studies in Higher Education* 42 (2), S. 248–263. DOI: 10.1080/03075079.2015.1045476.

Abstract:

In the current study, the relationship between gender role conflict, professional role confidence, and intentional persistence was examined using data from a survey of male and female Chinese engineering students. Intentional persistence was significantly associated with gender role conflict and professional role confidence; however, the pattern of associations differed for males and females. For male students, gender role conflict and professional role confidence were associated with intentional persistence; however, for female students, the association between professional role confidence and intentional persistence was moderated by gender role conflict.

Yirmiyahu, Albert; Rubin, Ofir D.; Malul, Miki (2017):

Does greater accessibility to higher education reduce wage inequality? The case of the Arab minority in Israel.

In: *Studies in Higher Education* 42 (6), S. 1071–1090. DOI: 10.1080/03075079.2015.1076781.

Abstract:

Many studies assessing national policy reforms in education focus on the likelihood of acquiring an advanced education and the associated returns in the labor market. In this paper, the authors investigate the impact of the Israeli Academic Colleges Law that was designed to promote the acquisition of higher education among all segments of the Israeli population. They found that this law, in fact, contributed to making higher education accessible more to the Israeli Arab minority than to the rest of the population. In addition, they demonstrate that the influence of the law on improving access to higher education is reflected in the increase in the earning potential of Israeli Arabs.

Ylijoki, Oili-Helena; Henriksson, Lea (2017):

Tribal, proletarian and entrepreneurial career stories. Junior academics as a case in point.

In: *Studies in Higher Education* 42 (7), S. 1292–1308. DOI: 10.1080/03075079.2015.1092129.

Abstract:

This paper explores the career-building of junior academics in the current higher education environment, which is characterised by short-term employment conditions. The paper is based on focus group discussions with Finnish early career academics working in the social sciences. Drawing upon a narrative approach, five career stories are constructed: the Novice of the Academic Elite, the Victim of the Teaching Trap, the Academic Worker, the Research Group Member and

the Academic Freelancer. Each story is analysed in terms of four dimensions: core commitment, career risk, career support and stance towards the university. Furthermore, we reflect on the crossing and maintenance of boundaries that each story entails. The stories crystallise the cultural resources that junior academics rely on while making sense of their careers. The results show that there are radically different – even opposite – ways to understand what an academic career is, and how to build it.

Yonezawa, Akiyoshi; Hoshino, Akinari; Shimauchi, Sae (2017):

Inter- and intra-regional dynamics on the idea of universities in East Asia. Perspectives from Japan.

In: *Studies in Higher Education* 42 (10), S. 1839–1852. DOI: 10.1080/03075079.2017.1376875.

Abstract:

The authors analyze the profile and dynamism of the Japanese higher education system in comparison with the higher education systems of other East Asian countries, with special reference to East–West hybrid patterns. The authors reflect on the development and transformation of Japanese higher education, especially its interaction with neighboring higher education systems. The authors argue that the stress of competition and hierarchical recognition in regional higher education settings at the macro level may impede active interaction among various Asian higher education systems and institutions. At the institutional level, however, the linkage and interaction between Japanese universities and other Asian universities have been strengthened and deepened. Now, these institutional initiatives are resulting in the convergence of the Japanese higher education with regional higher education systems in terms of institutional values and identities.

Zhang, Liang-Cheng; Worthington, Andrew C. (2017):

Scale and scope economies of distance education in Australian universities.

In: *Studies in Higher Education* 42 (9), S. 1785–1799. DOI: 10.1080/03075079.2015.1126817.

Abstract:

Despite compelling qualitative arguments for scale and scope economies in university-level distance education, as distinct from traditional class-based face-to-face instruction, there is little rigorous quantitative evidence in support. In this paper, we explore the scale and scope economies of distance education using a multiplicatively separable cost function and a sample of 37 Australian public universities over the 10-year period from 2003 to 2012. The results suggest strong overall scale and scope economies and product-specific scale economies for distance education. Further, the economies of scope for distance education are increasing with mean output, suggesting an increasing cost benefit of producing distance education in conjunction with traditional class-based face-to-face teaching. This provides an important implication: when allocating places for different modes of attendance or considering further expansion of student numbers, there should be a priority on distance education as a means of achieving significant cost savings.

Zhang, Qiantao; Larkin, Charles; Lucey, Brian M. (2017):

The economic impact of higher education institutions in Ireland. Evidence from disaggregated input–output tables.

In: *Studies in Higher Education* 42 (9), S. 1601–1623. DOI: 10.1080/03075079.2015.1111324.

Abstract:

While there has been a long history of modelling the economic impact of higher education institutions (HEIs), little research has been undertaken in the context of Ireland. This paper provides, for the first time, a disaggregated input–output table for Ireland's higher education sector. The picture painted overall is a higher education sector that adds considerable gross value to the national economy, whether via state or other income. In 2010–2011, the gross income of Irish HEIs, as a total of €2.6 billion, generated gross output nationwide of €10.6 billion. This study also contributes to the major challenges facing the sector in a post-Bailout environment.

Specials

Erratum. [Hancock, Sally, Gwyneth Hughes and Elaine Walsh, 2015. Purist or pragmatist? UK doctoral scientists' moral positions on the knowledge economy. Studies in Higher Education. http://dx.doi.org/10.1080/03075079.2015.1087994].

[Erratum] (2017). In: *Studies in Higher Education* 42 (9), S. 1800. DOI: 10.1080/03075079.2015.1123904

Corrigendum to. Otero–Souto, M., and Enders, J. (2015): International students' and employers' use of rankings: a cross national analysis.

[Corrigendum] (2017). In: *Studies in Higher Education* 42 (11), S. 2170. DOI: 10.1080/03075079.2015.1126130

Cheung, K. Y. F.; Stupple, E. J. N.; Elander, J. (2017):

Development and validation of the Student Attitudes and Beliefs about Authorship Scale. A psychometrically robust measure of authorial identity (vol 42, pg 97, 2015).

[Corrigendum]. In: *Studies in Higher Education* 42 (3), S. 610. DOI: 10.1080/03075079.2015.1058471.

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Editorials

Pinheiro, Romulo; Charles, David; Jones, Glen (2017):

Translating strategy, values and identities in higher education. The case of multi-campus systems.

[Introduction]. In: *Tertiary Education and Management* 23 (1), S. 1–4. DOI: 10.1080/13583883.2016.1248858.

Original Articles

Agasisti, Tommaso (2017):

Management of Higher Education Institutions and the Evaluation of their Efficiency and Performance.

[Editorial]. In: *Tertiary Education and Management* 23 (3), S. 187–190. DOI: 10.1080/13583883.2017.1336250.

Agasisti, Tommaso; Belfield, Clive (2017):

Efficiency in the community college sector. Stochastic frontier analysis.

In: *Tertiary Education and Management* 23 (3), S. 237–259. DOI: 10.1080/13583883.2016.1238956.

Abstract:

This paper estimates technical efficiency scores across the community college sector in the United States. Using stochastic frontier analysis and data from the Integrated Postsecondary Education Data System for 2003–2010, we estimate efficiency scores for 950 community colleges and perform a series of sensitivity tests to check for robustness. We find that community colleges have become more efficient over time, but no evidence of economies of scale. We also find significant variation in efficiency across colleges, with only part of this variation explained by exogenous differences by state and across student characteristics.

Aglargoz, Ozan (2017):

'We are at this campus, there is nothing in this campus … '. Socio-spatial analysis of a university campus.

In: *Tertiary Education and Management* 23 (1), S. 69–83. DOI: 10.1080/13583883.2016.1207798.

Abstract:

This article provides a socio-spatial analysis of a higher education institution operating within a multi-campus system at a location other than the flagship campus. Based on this case study of a technical school, the meanings attached to the university campus are analyzed through semi-structured interviews and official documents. The study reveals how strong

resource dependency in terms of the funds necessary for conducting core functions (i.e. research) silences tensions and apathy between the university and the affiliated schools. The socio-spatial analysis based on Lefebvre's triad reveals hidden concerns such as loneliness, isolation, and inattentiveness. Overall, the paper underlines the importance of viewing the campus as a social space, and presents potential outcomes not only for policy makers but also for multi-campus system research endeavors.

Barra, Cristian; Zotti, Roberto (2017):

What we can learn from the use of student data in efficiency analysis within the context of higher education?

In: *Tertiary Education and Management* 23 (3), S. 276–303. DOI: 10.1080/13583883.2017.1329450.

Abstract:

The main purpose of the paper is to estimate the efficiency of a big public university in Italy using individual student-level data, modeling exogenous variables in human capital formation through a heteroscedastic stochastic frontier approach. Specifically, a production function for tertiary education has been estimated with emphasis on inefficiency and its determinants, taking explicitly into account the role played by students' socio-economic and educational background. The empirical evidence, based on 48,338 freshmen, leads towards the use of individual-level data in order to control for the portion of the student academic achievement affected by the personal characteristics and effort, and the portion ascribable to the resources or organization of the institutional activities. Within the limit of external validity allowed by operating within only one university, efficiency scores derived from using both individual-level and aggregate level data do offer an important instrument to the university and governance structures.

Bligh, Brett; Flood, Michelle (2017):

Activity theory in empirical higher education research. Choices, uses and values.

In: *Tertiary Education and Management* 23 (2), S. 125–152. DOI: 10.1080/13583883.2017.1284258.

Abstract:

This paper contributes to discussion of theory application in higher education research. We examine 59 empirical research papers from specialist journals that use a particular theory: activity theory. We scrutinise stated reasons for choosing the theory, functions played by the theory, and how the theory is valorised. We find that the theory is usually chosen for its direct empirical applicability; used for abstraction, explanation and contextualisation; and valorised for apprehending complex situational dynamics. It is rarely chosen to challenge conceptualisation of the research object; used to establish investigative paradigms; or valorised in ways that implicate wider bodies of knowledge or potential theory development. We argue that higher education researchers should reconsider how their application of activity theory is interwoven with interpretative processes, how the theory might frame research design rather than simply data analysis, and how they account for the range of roles that the theory actually plays across research endeavours.

Brady, Malcolm (2017):

Temporary employment contracts in academia. A real option view.

In: *Tertiary Education and Management* 23 (2), S. 153–169. DOI: 10.1080/13583883.2017.1286378.

Abstract:

This paper examines the strategic use of temporary employment contracts in dealing with supply uncertainty in the form of employee ability that is slow to reveal itself, for example in academia where there exist significant time lags in demonstration of research ability. A temporary contract is modeled as a real option, specifically as a combination of put option and stock, known as a protective put. The option price is modeled as relief from project work, e.g. teaching, and the exercise price is modeled as a target value, e.g. requisite number of publications. The model provides an explanation for contrasting use of temporary contracts in research and in teaching intensive institutions, and for teaching only and research only staff. The model has relevance in other employment situations where there is a time-lag between recruitment and revelation of employee ability, for example in young professional, top executive and political positions.

Cappiello, Giuseppe; Pedrini, Giulio (2017):

The performance evaluation of corporate universities.

In: *Tertiary Education and Management* 23 (3), S. 304–317. DOI: 10.1080/13583883.2017.1329452.

Abstract:

The aim of this paper is to illustrate the phenomenon of corporate universities from the perspective of the evaluation of their performance. Corporate universities have a hybrid nature that can be referred to both as a business unit and as a higher education institution. Having reviewed the literature on corporate universities and performance evaluation of these kind of entities, we present the results of a survey on Italian corporate universities. Results shows that an appropriate framework for the evaluation of corporate university performance need to distinguish among the different types of corporate universities that are actually in place according to their mission and degree of openness to the external environment.

Egerová, Dana; Eger, Ludvík; Mičík, Michal (2017):

Does entrepreneurship education matter? Business students' perspectives.

In: *Tertiary Education and Management* 23 (4), S. 319–333. DOI: 10.1080/13583883.2017.1299205.

Abstract:

The paper presents the findings of a mixed-methods study investigating the perceptions of business students in the Czech Republic towards entrepreneurship education, and examining the factors influencing their level of intention to be entrepreneurs. The results indicate that family background significantly influences the student's entrepreneurial intention, and that participation in entrepreneurship-oriented courses positively influences the student's level of self-efficacy. The study revealed further that business education had some effect on the student's ability to gain the necessary knowledge for entrepreneurship. Another key finding was that entrepreneurship education specifically for business students has to equip students with entrepreneurial skills, attributes and behaviours. The results also suggest that entrepreneurship education is a contextually determined concept which requires modification of content and methods to meet the specific needs of particular target groups. The study has important implications for higher education institutions in terms of designing and managing effective entrepreneurship education.

Elken, Mari; Røsdal, Trude (2017):

Professional higher education institutions as organizational actors.

In: *Tertiary Education and Management* 23 (4), S. 376–387. DOI: 10.1080/13583883.2017.1371217.

Abstract:

Organizational actorhood is a term that has gained prominence in literature about higher education as a way to describe some of the key global change processes with emphasis on organizational accountability, formalization of structure, focus on goal definition and managerialism. At the same time, there is less knowledge about how organizational actorhood is constructed in professional higher education institutions. Based on over 100 interviews and document studies of two case institutions, this article argues that professional higher education institutions show many characteristics of aiming to construct organizational actorhood, while their understanding of accountability is broader than would be in traditional comprehensive universities.

Guccio, Calogero; Martorana, Marco Ferdinando; Mazza, Isidoro (2017):

The efficiency change of Italian public universities in the new millennium. A non-parametric analysis.

In: *Tertiary Education and Management* 23 (3), S. 222–236. DOI: 10.1080/13583883.2017.1329451.

Abstract:

The paper assesses the evolution of efficiency of Italian public universities for the period 2000–2010. It aims at investigating whether their levels of efficiency showed signs of convergence, and if the well-known disparity between

northern and southern regions decreased. For this purpose, we use a refinement of data envelopment analysis, namely window analysis, which allows for measuring efficiency in cross-sectional and time-varying data. We find that the efficiency of most universities registered only marginal changes in the period, although a notable re-ranking occurred. However, changes in the management of universities, consequential to the reform processes, did not affect the long-run tendencies, such as the persisting difference in performance between north and south.

Johnes, Geraint; Tone, Kaoru (2017):

The efficiency of higher education institutions in England revisited. Comparing alternative measures.

In: *Tertiary Education and Management* 23 (3), S. 191–205. DOI: 10.1080/13583883.2016.1203457.

Abstract:

Data envelopment analysis (DEA) has often been used to evaluate efficiency in the context of higher education institutions. Yet there are numerous alternative non-parametric measures of efficiency available. This paper compares efficiency scores obtained for institutions of higher education in England, 2013–2014, using three different methods: the original Charnes et al. method and two slacks-based methods (SBM-Min and SBM-Max) developed by Tone. The findings suggest that results are highly sensitive to methodology chosen. Hence caution is required in applying the results in any policy context.

Kivistö, Jussi; Pekkola, Elias; Lyytinen, Anu (2017):

The influence of performance-based management on teaching and research performance of Finnish senior academics.

In: *Tertiary Education and Management* 23 (3), S. 260–275. DOI: 10.1080/13583883.2017.1328529.

Abstract:

Despite the widespread use of performance-based management in higher education, empirical research on its actual impact has remained scarce, particularly in Europe. With agency theory as a framework, our study utilised survey data collected from Finnish universities in order to explore the influence of performance management on perceived teaching and research performance of senior academics. Our findings suggest that, although academics hold a quite positive view of performance measurement as such, this attitude does not correlate with perceived high performance in either teaching or research. Moreover, our results suggest that perceived high performance among academics still relates primarily to acknowledgement from the academic community and academic achievement rather than to measurement and financial incentives.

La Torre, Eva M. de; Gómez-Sancho, José-María; Perez-Esparrells, Carmen (2017):

Comparing university performance by legal status. A Malmquist-type index approach for the case of the Spanish higher education system.

In: *Tertiary Education and Management* 23 (3), S. 206–221. DOI: 10.1080/13583883.2017.1296966.

Abstract:

New public management and increasing levels of competition driven by global rankings are bringing the managerial practices of public and private higher education institutions closer together. However, these two types of institutions still maintain different objectives and traditions and enjoy different degrees of autonomy that are reflected in their internal organisational structures. We study the relative efficiency and productivity performance of private and public universities in Spain through two adaptations of the Malmquist Index. Results show that, in 2009/2010, the greater flexibility of private universities meant a better adjustment between inputs and outputs in the private sector. However, in 2013/2014, public universities had caught up with private universities. Because of the economic crisis, the inputs of public universities have decreased, but this decrease had not fully impacted their results in 2013/2014.

Langa, Patricio (2017):

A disjointed multi-campus system. The neo-liberal expansion and fragmentation of Mozambican higher education.

In: *Tertiary Education and Management* 23 (1), S. 23–40. DOI: 10.1080/13583883.2016.1214286.

Abstract:

This paper tries to accomplish two tasks. First, it uses a critical review of the concept of differentiation to shed light on the expansion of the Mozambican higher education system, a consequence of the global neoliberal dynamics of higher education. Second, the neoliberal framework is applied to account for the development of multi-campus systems in the country. The paper argues that, on the one hand, the dispersion of multi-campuses resulted from an early stage of loosely regulated expansion and differentiation of higher education in the context of the liberalisation of higher education. On the other hand, the competition for students, in a market driven economy dominated by the existence of two main public institutions absorbing two-thirds of the students, prompted the establishment of satellite campuses by both private and public institutions, with serious and adverse implications for quality.

Macheridis, Nikos (2017):

Governance of higher education - implementation of project governance.

In: *Tertiary Education and Management* 23 (2), S. 85–102. DOI: 10.1080/13583883.2016.1236285.

Abstract:

This article focuses on coordination between governance actors in higher education. The object of the study is a department at a public university, seen as a multi-project environment. The purpose of this article is to illustrate and analyze project governance as a tool that allows departmental management to coordinate with the authorities, the board and the management at different levels at the university. The importance of project governance as a coordination tool relates to the expected function of project governance to coordinate with governance actors and to project governance implementation, which affects relationships between actors. Another finding of the case study is the importance of accountability both for functionality and for the implementation of project governance, and, by extension, for coordination with governance actors.

Magnell, Marie; Kolmos, Anette (2017):

Employability and work-related learning activities in higher education. How strategies differ across academic environments.

In: *Tertiary Education and Management* 23 (2), S. 103–114. DOI: 10.1080/13583883.2016.1257649.

Abstract:

The focus of this paper is on how academic staff perceive their roles and responsibilities regarding work-related learning, and how they approach and implement work-related learning activities in curricula across academic environments in higher education. The study is based on case studies, including semi-structured interviews and analyses of course syllabuses in two higher education institutions. The results reveal divergent approaches between environments with limited and extensive work-related learning, and we present four different strategies for including work-related learning in curricula: add-on by someone else, add-on about the profession, integration of teaching and learning activities and integration with additional value. These four strategies represent a very diverse understanding of the role of education, ranging from education for academia to education for work outside academia, and contain various perceptions of the roles, types of work-related learning activities and integration in the ordinary curriculum.

Pinheiro, Romulo; Berg, Laila Nordstrand (2017):

Categorizing and assessing multi-campus universities in contemporary higher education.

In: *Tertiary Education and Management* 23 (1), S. 5–22. DOI: 10.1080/13583883.2016.1205124.

Abstract:

Multi-campus universities are not a new phenomenon per se, but they have become an increasing feature of contemporary higher education systems all over the world. In the case of Northern Europe, multi-campus universities are the consequence of contraction patterns resulting from overcapacity, fragmentation and rising competition. This paper has two main objectives. First, to take stock of the existing scientific literature on multi-campus universities and, on that basis, develop a novel conceptual framework for categorizing such systems, with focus on the level of autonomy and profile enjoyed by the individual campuses composing a given system or university. Second, we provide new empirical insights as a way of testing and contextualizing our conceptual model, by drawing upon a case university located in the Nordic countries.

Pizarro Milian, Roger (2017):

Forging appealing identities in complex environments. A case study of American law schools.

In: *Tertiary Education and Management* 23 (4), S. 361–375. DOI: 10.1080/13583883.2017.1359850.

Abstract:

Competition has intensified substantially within the American law school sector in recent decades. Scholars note that this has augmented pressures to engage in institutional self-promotion, as law schools attempt to distinguish themselves within a severely over-crowded marketplace. To date, however, few have ventured to empirically examine the promotional behavior of law schools. This study takes a first step towards correcting this oversight within the existing literature, by analyzing the web page content of 204 law schools approved by the American Bar Association. It finds that these actors engage in varied promotional techniques that align with the interests of several distinct stakeholders within their environments. These trends are conceptualized through the lens of contemporary theorizing within the field of organization studies.

Prakhov, Ilya (2017):

The prevalence and efficiency of investment in pre-entry coaching in Russia.

In: *Tertiary Education and Management* 23 (2), S. 170–185. DOI: 10.1080/13583883.2017.1290820.

Abstract:

This paper examines the prevalence and the costs of pre-entry coaching programs before and after the introduction of the Unified State Examination in Russia. The efficiency of private tutoring under the new standardized university admission procedures is estimated. It is argued that the main types of pre-entry coaching are still in demand, however the popularity of pre-entry courses at particular universities has declined, and the prevalence of classes with tutors who are not related to university has risen. A few years after the introduction of the Unified State Examination, the level of investment in private tutoring in real terms has barely changed; the returns from such an investment are still positive but moderate.

Ryttberg, Malin; Geschwind, Lars (2017):

Professional support staff at higher education institutions in Sweden. Roles and success factors for the job.

In: *Tertiary Education and Management* 23 (4), S. 334–346. DOI: 10.1080/13583883.2017.1322631.

Abstract:

This paper aims to analyse and discuss the professional support staff at higher education institutions in Sweden in terms of how they view their roles and what the success factors for them are. The study is based on semi-structured interviews with support staff from the fields of business liaison, internationalisation and strategic research support. The results show that the participants have shaped their own roles and see themselves as back-office staff. This can make it challenging for them to prove their contribution to the academic activities of education and research. Because they neither identify themselves as administrators nor hold academic positions, their ability to build credibility on a personal basis is a central success factor. Aware of being actors in a culture dominated by academic values and norms, they see a more transparent discussion of their roles as a desirable development in the sector.

Vartiainen, Perttu (2017):

Campus-based tensions in the structural development of a newly merged university. The case of the University of Eastern Finland.

In: *Tertiary Education and Management* 23 (1), S. 53–68. DOI: 10.1080/13583883.2016.1205123.

Abstract:

This paper analyzes the campus-based tensions which are emerging in the multi-campus university during a critical period of structural development. A multi-campus system easily generates intrinsic tensions between 'localist' campus-based interests and system-level interests, in which the interests of external stakeholders often play a central role. These campus-based tensions are empirically explored through two illustrative examples involving the University of Eastern Finland, which is a multi-campus university established through the merger of two universities in 2010. The key theoretical idea of the analysis derives from a multi-scalar framework, in which the actors and processes of structural development are analyzed across multiple geographical scales. The findings of the case studies are divided into four types, addressing the competitive spatial horizons of the main university actors and stakeholders. From a management perspective, structural development in a multi-campus university is seen as a difficult balancing act between campus-based and system-wide interests.

Yorke, Mantz (2017):

Tallying differences between demographic subgroups from multiple institutions. The practical utility of nonparametric analysis.

In: *Tertiary Education and Management* 23 (2), S. 115–124. DOI: 10.1080/13583883.2017.1282004.

Abstract:

When analysing course-level data by subgroups based upon some demographic characteristics, the numbers in analytical cells are often too small to allow inferences to be drawn that might help in the enhancement of practices. However, relatively simple analyses can provide useful pointers. This article draws upon a study involving a partnership with 13 UK universities to illustrate a relatively simple methodology that is more widely generalisable.

Yu, Baohua; Wright, Ewan (2017):

Academic adaptation amid internationalisation. The challenges for local, mainland Chinese, and international students at Hong Kong's universities.

In: *Tertiary Education and Management* 23 (4), S. 347–360. DOI: 10.1080/13583883.2017.1356365.

Abstract:

Internationalisation has been actively pursued by Hong Kong's universities. Recent years have witnessed quantitative growth in non-local students. To ensure a qualitative success of internationalisation, it is crucial that universities cater for students with diverse academic backgrounds. This research explored challenges to academic adaptation. Focus group interviews were conducted with 124 local, mainland Chinese and international students at four Hong Kong universities. Findings revealed variation in academic adaptation challenges. First, adaptation to an English-medium-of-instruction was a concern for local and mainland Chinese students, while international students noted that limited English proficiency among other students undermined classroom discussions and led to tensions in group projects. Second, local students faced challenges in adapting to a wider range of assessment modes and academic writing, while mainland Chinese and international students reported how teacher-student relations and teaching approaches differed from prior educational experiences. Implications for the delivery of higher education amid internationalisation are discussed.

Zeeman, Nadine; Benneworth, Paul (2017):

Globalisation, mergers and 'inadvertent multi-campus universities'. Reflections from Wales.

In: *Tertiary Education and Management* 23 (1), S. 41–52. DOI: 10.1080/13583883.2016.1243256.

Abstract:

Multi-site universities face the challenge of integrating campuses that may have different profiles and orientations arising from place-specific attachments. Multi-campus universities created via mergers seeking to ensure long-term financial sustainability, and increasing their attractiveness to students, create a tension in campuses' purposes. We explore how mergers in Wales created 'inadvertent' multi-campus universities whilst attempting to increase their overall competitiveness. We highlight three tensions that mergers created for contributing to local places, firstly a tendency for internal concentration, investing for growth in metropolitan not peripheral campuses; secondly, to looking beyond traditional local campuses and creating external campuses (in this case in London); and thirdly, to specialise campuses on the basis of attracting external students not local needs. This creates a substantial challenge for managing multi-campus universities if they are to continue to be able to support the prosperity of more remote regions in an increasingly knowledge-based economy.