Higher Education Research:

A Compilation of Journals and Abstracts 2018

by
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Contents

INCHER-Kassel: Higher Education Research – A Compilation of Journals and Abstracts 2018

This *Compilation of Journals and Abstracts 2018* contains 29 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. The linked "access options via EZB" redirect to the specific Germany-wide journal entry in Elektronische Zeitschriftenbibliothek (EZB). For all users electronic and print access options are provided. Users registered in an institutional network will be able to access all electronic content provided by their specific institutional licenses directly, e.g.:

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

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

General Internet Presence
(as of March 2019)

Higher Education (75) 2018

http://link.springer.com/journal/10734

Journal Title, Volume, Year

[license required | access options via EZB]

Link to Germany-wide
Institutional Access
Options

Original Articles

Abugre, James B. (2018):

Institutional governance and management systems in Sub-Saharan Africa higher education. Developments and challenges in a Ghanaian Research University.

In: *Higher Education* 75 (2), S. 323–339. DOI: 10.1007/s10734-017-0141-1.

Abstract:

This article examines the developments and challenges of higher education in developing countries. Using a thorough qualitative interview of deans, directors and heads of Department of the University of Ghana, this paper draws on their analysis to discover unexplored issues that affect the universities in developing countries. The study identifies weakness in institutional policies and infrastructure deficiency of higher education in Ghana as key challenging factors. Findings also show congestion of students in academic facilities of learning, teaching overloads and lack of research facilities as key factors hampering academic development in higher education. Therefore,the work advocates for the development of policies that take into account the institutional realities in the field of higher education. Governmental policies aimed at enhancing higher education in developing economies must first improve the existing institutional set up for their chance of success.

How to browse and search the document

The contents provide the full list of the 29 journals included in the *Compilation*. Skip to a journal by clicking on the title.

OR

Use the bookmark function to see the journal titles:

View in Web-Browser (here Mozilla Firefox):

Tick the sidebar icon on the left:
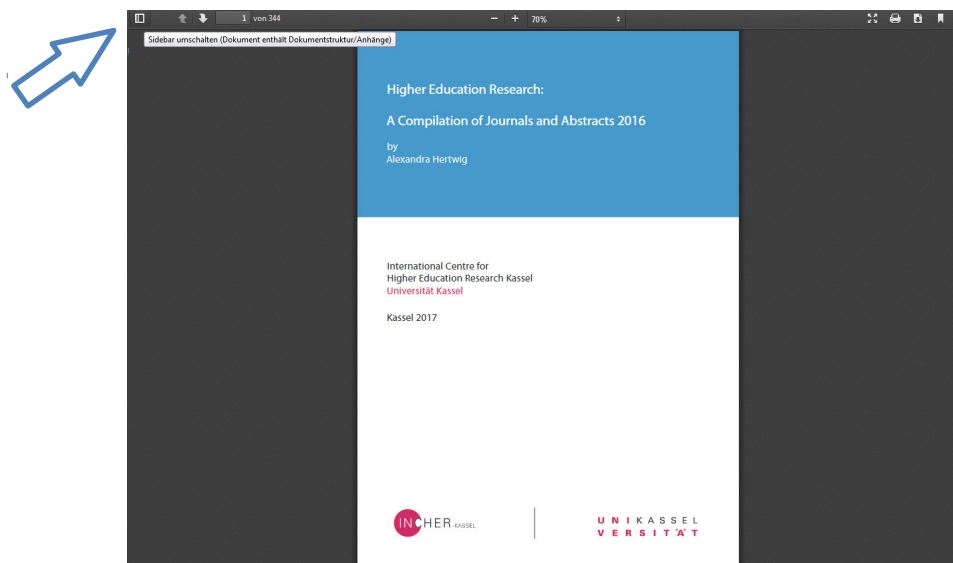
Switch sidebar from page view to document structure, choose journal:
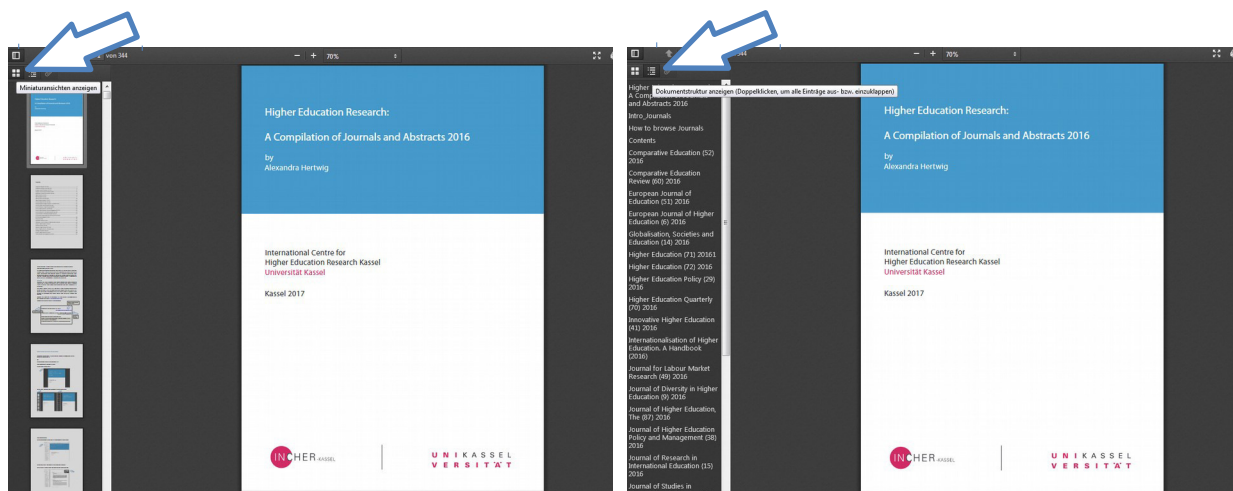
View in Adobe Acrobat:

Tick the blue bookmark icon on the left to view bookmarks, choose journal
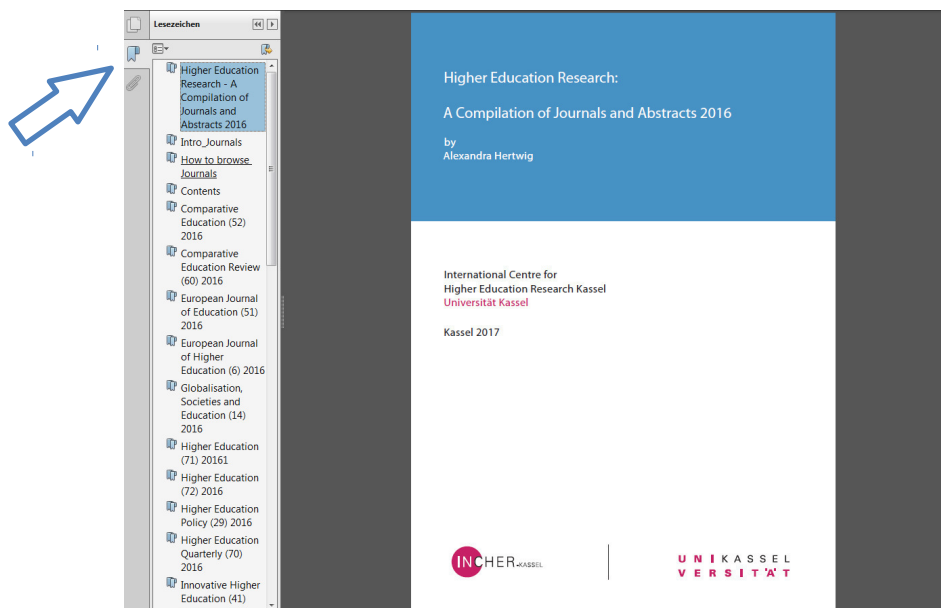
Use the search tool to find relevant articles on one topic, author etc.

Press Ctrl/Strg + F. Search field will pop up on the right. Type search term.

Comparative Education (54) 2018
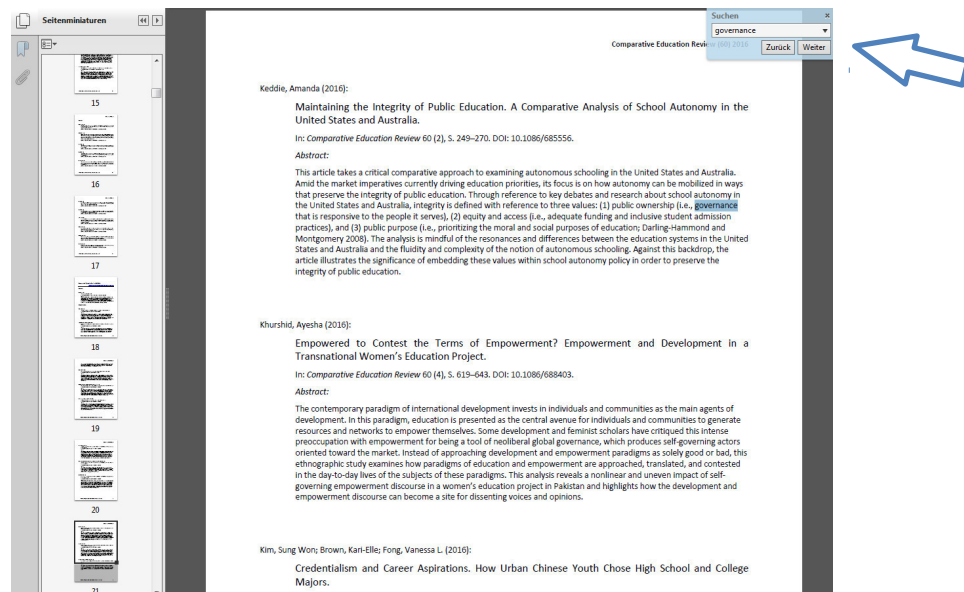
Editorials

Manzon, Maria (2018):

Origins and traditions in comparative education. Challenging some assumptions.

[Introduction]. In: *Comparative Education* 54 (1), S. 1–9. DOI: 10.1080/03050068.2017.1416820.

Abstract:

This article questions some of our assumptions about the history of comparative education. It explores new scholarship on key actors and ways of knowing in the field. Building on the theory of the social constructedness of the field of comparative education, the paper elucidates how power shapes our scholarly histories and identities.

Palomba, Donatella; Cappa, Carlo (2018):

Comparative studies in education in Southern Europe.

[Editorial]. In: *Comparative Education* 54 (4), S. 435–439. DOI: 10.1080/03050068.2018.1528774.

Original Articles

Acosta, Felicitas; Ramon Ruiz, Guillermo (2018):

Revisiting comparative education in Latin America. Traditions, uses, and perspectives.

In: *Comparative Education* 54 (1), S. 62–76. DOI: 10.1080/03050068.2017.1400760.

Abstract:

Comparative education is a field with a tradition that dates back to the beginning of the nineteenth century. The field has come a long way since the times when travellers sought educational experiences that could be applied in their places of origin; it has expanded across the world, though the rhythm of knowledge production varies significantly from one region to the next. More recently, the increased attention to educational internationalisation has enlarged the pool of perspectives linked to the field. In this paper, we examine some of the more recent debates on comparative education to provide an analysis of the field within a specific context: Latin America. From a historical perspective, we analyse the continuity of, and ruptures between, the field on both global and regional fronts. We emphasise specific features of the region: how was comparison introduced, which were the main loci of production and circulation, who tends to use it at present and for what purpose. We focus on the circulation of themes and practices in three periods of time among Latin American countries. A particular form of academic institutionalisation - not driven by universities - is a unique feature of the region that differs from paradigmatic comparative education.

Adhikary, Rino Wiseman; Lingard, Bob (2018):

A critical policy analysis of 'Teach for Bangladesh'. A travelling policy touches down.

Abstract:

This paper provides a critical policy analysis and network ethnography of Teach for Bangladesh (TfB). We demonstrate that TfB is a localised version of a global teacher education policy - Teach for All/America (TfAll/A). Santos, Boaventura De Sousa [2002. The Processes of Globalisation. Translated by Sheena Caldmell. Eurozine: Revista Critica de Ciencias Sociais and Eurozine, August, 1-48] has written about the ways some national policies travel globally. He calls these globalised localisms'. When they touch down and are taken up in another national context, he calls this a localised globalism'. We see TfB as a localised globalism'.

This paper is focused on documenting and analysing the policy network that has enabled a globalised localism, TfAll/A, to be taken up as a localised globalism in Bangladesh through TfB. We see this as the emergence of network governance in a developing world primary schooling context. The analysis shows how pivotal to TfB is the boundary spanning networking of its founder, who connects the global to the local, the private to the public, and the provision of social services to philanthropy.

Adick, Christel (2018):

Bereday and Hilker. Origins of the 'four steps of comparison' model.

Abstract:

The article draws attention to the forgotten ancestry of the four steps of comparison model (description - interpretation - juxtaposition - comparison). Comparativists largely attribute this to George Z.F.Bereday [1964. Comparative Method in Education. NewYork: Holt, Rinehart and Winston], but among German scholars, it is mostly attributed to Franz Hilker [1962. Vergleichende Padagogik. Munchen: Max Hueber]. Who, then, is the rightful author of the model? This article attempts to answer this question. The methodological approaches of the two authors will be compared and contextualised in respect to their academic lives, especially through the 1950s and 1960s. Hilker and Bereday both referred to each other's publications on several occasions, which indicates a close communication between them. In contrast to the Anglophone dominance of scientific journals today, their way of practising comparative education was multilingual. Their cooperation with the nascent national academic associations of those times is also examined. Finally, the epistemological characteristics of the four steps model, including its limitations, and value for the field of comparative education today, are evaluated.

Alarcon, Cristina (2018):

Subtle distinctions in the construction of 'reference societies'. The conflict-laden introduction of compulsory schooling and universal conscription in Chile (1885-1920).

Abstract:

This article combines the perspective of transnational transfer with contributions from social theory and historical sociology - specifically the Luhmannian concept of social inclusion'. In doing so, this article reconstructs a historical case regarding the conflicting implementation of universal conscription and compulsory schooling in Chile in the context of a reform process that took place at the turn of the twentieth century and was oriented towards the German Reich. The article aims to trace both the structural correspondence between compulsory schooling and universal conscription and the statutory implementation of both versions of inclusion' by analysing the lines of argument set forth by the warring liberal and conservative groups of actors and, in particular, their discursive references to the German Reich and Prussia. The main arguments are, firstly, that the German Reich was extremely attractive to broad and even opposing coalitions because of its ambiguity. Secondly, a contradictory conception of citizenship prevailed. Thirdly, a social mobilisation process led by professionalised teachers and officers finally made the introduction of compulsory schooling possible. The article ultimately confirms the fundamental role of reference societies' in the context of nation-building and modernisation processes in Chile.

Barakat, Bilal; Bengtsson, Stephanie (2018):

What do we mean by school entry age? Conceptual ambiguity and its implications. The example of Indonesia.

Abstract:

The age pattern of school entry reflects a complex social and empirical reality that is inadequately captured by a single number. Recognising these complexities in national and international research and policy discourse raises important but neglected questions around the identification of vulnerable groups, the relative value of pre-primary and primary education, as well as the normative powers and responsibilities of governments vis-a-vis parents, and the international educational community vis-a-vis both. This is illustrated by the example of Indonesia, where the official age norm for primary school entry is widely disregarded in practice, with a majority of children starting school one or even two years earlier. Crucially, it is the compliant children entering at the statutory age who tend to be from more disadvantaged households, and enjoy no benefit in educational outcomes from their greater maturity.

Cappa, Carlo (2018):

Comparative studies in education in Italy. Heritage and transformation.

Abstract:

The aim of the article is to investigate the profile of comparative education in Italy, highlighting those elements that have characterised its development in relation to the cultural and political features of the country. This approach inevitably involves the comparison of Italy's specific particularities to those of other countries in the north and the south of Europe, in order to understand whether there are certain features that may place Italian comparative education within the wider framework of the Mediterranean area. What is involved in making a comparative analysis of the profile of a discipline and, more particularly, of comparative education in Italy, concentrating principally on the geopolitical context of its development? What is it that typifies the feature or features that make Italian comparative education quintessentially Italian? What are the main sources of comparative education in Italy, and what are the disciplines with which it continues to interact today? The article argues that in the wider framework of Western comparative education, Italy's voice, rooted in a plural tradition and open to new developments, is an original and important contribution for thinking critically this field of study.

Centeno, Vera G.; Kauko, Jaakko; Candido, Helena H. D. (2018):

Quality Assurance and Evaluation through Brazilian lenses. An exploration into the validity of umbrella concepts.

Abstract:

In our present research we address the question of whether it is valid to apply the Quality Assurance and Evaluation (QAE) umbrella concept, which was formulated to explain new phenomena in European educational governance, to similar developments in Brazilian basic education. This led us to reflect on the possible pitfalls and potential strengths of using umbrella concepts as analytical tools. This article presents this exploration and its operationalisation. We confronted in-built assumptions in QAE with the contested, consensual and creative use of the notion of quality in Brazilian basic education, and looked for relationships. Our analysis shows that the Brazilian developments reiterate the relationships concerning global interconnectivity, and challenges those pertaining to conformity. We argue that the main risks of using umbrella concepts seem to concern the re-production of understandings, which frequently leads to the disregarding of deviation.

Cowen, Robert (2018):

Embodied comparative education.

Abstract:

One way to look at some of the scholars in English-language comparative education in the 1960s is to see them as being concerned with methods'. They themselves emphasised that they were re-thinking method' in comparative education. Victories were won and courses were rewritten. That historic' moment is taught (if it is taught at all nowadays, because history can be made to disappear) as if all that was at stake is mistakes in method. The general argument of this article is that the complex kaleidoscope of our history can and should be tapped. There was more to the scholars of the 1960s than mere method', and there is more to be learned from them, for us now. At a time when - especially in England - it is becoming conventional to stress the importance of technically rigorous empirical fieldwork as the kind of robust and relevant research' work that politicians and national academic quality control agencies think the nation needs - it is sensible to pause and ask: is our history' of the 1960s, with its remarkable emphasis on discussions about method, a simplification of something more complex? What have we been missing? What questions should we take to the archives, to illuminate the present?

Epstein, Erwin H. (2018):

The Nazi seizure of the International Education Review. A dark episode in the early professional development of comparative education.

Abstract:

It was not until the 1930s that comparative education, with the initiation of dedicated courses and programmes at universities in various countries, that the field became internationally recognised in its own right. And, it was not until the 1930s that the first internationally recognised journal in the field, the International Education Review, was founded by Friedrich Schneider of Germany. The journal's launch happened to be concurrent with the rise of Hitler. Once Hitler was appointed Chancellor of Germany in 1933, he initiated his purge of Jews and liberal democratic elements in the universities, and this action was felt soon afterwards by the IER. After overcoming early financial difficulties, the IER developed promisingly until 1934, when the Nazi ideologue, Alfred Baumler, replaced Schneider shortly before Schneider was dismissed from his positions at the Academy of Pedagogics in Bonn and the University of Cologne. Baumler's philosophy was one of virulent anti-Semitism and focused on the critical role to be played by the Aryan race in the Nazi master plan. This article is an account of how, in the mid-1930s, this same Nazi racist took charge of the International Education Review, which at that time was the most important international forum in comparative education.

Fioreze, Cristina; McCowan, Tristan (2018):

Community universities in the South of Brazil. Prospects and challenges of a model of non-state public higher education.

Abstract:

In recent years, higher education institutions have been encouraged to engage more strongly with their local communities, and address their historically weak links with their surrounding populations. In the latter part of the twentieth century, a number of community universities were established in the South of Brazil, characterised by democratic local community involvement, expansion of access in non-metropolitan regions, and close ties with local industry. This article analyses these innovative institutions in relation to the complex demands of the so-called knowledge economy and multifaceted relationships between public and private, exploring the ways in which the public good role of universities manifests itself in relation to the local. Given their hybrid nature - independent from the state but with a public good mission - these institutions can be seen to represent a new model of non-state public higher education. Implications are drawn out for the potential role of these institutions in the current policy context of Brazil, and internationally, in light of their context-specificity and the significant challenges from the highly commercialised for-profit sector.

García Garrido, José Luis; García Ruiz, María José (2018):

Comparative education in Spain in the 21st century.

Abstract:

The current process of globalisation has led to a convergence of international and Spanish concerns regarding teaching and research issues in the area of comparative education. Both in their teaching and their research work, the academics within the Spanish comparative community display a notable – and typically Hispanic – heterogeneity. This includes their use of epistemologically diverse frameworks and paradigms as well as their penchant for intellectual and teaching traditions built upon a wide-ranging, diverse gnoseological foundation. Along with research agendas focused on topics well within the orthodoxy and tradition of the field, Spanish comparative work has also tackled subjects long advocated by the late-modern agenda such as post-colonialism, the world 'disorder' and refugees and hospitality pedagogy. The community's engagement with and analysis of the cultural reality of Latin America stands out as a specific feature of Spanish comparative studies. While the works published in the Revista Española de Educación Comparada (REEC) (Spanish Journal of Comparative Education) attest to the theorisation and markedly interdisciplinary nature of the analyses carried out by many of our academics, the authors of this essay argue for the inclusion of teleological perspectives. Only by incorporating the viewpoints offered by these teleological disciplines will we be able to stand up to the sterile, eminently relativist tendencies of post-modern epistemology.

Goodnight, Melissa Rae; Bobde, Savitri (2018):

Missing children in educational research. Investigating school-based versus household-based assessments in India.

Abstract:

Including all children in large-scale educational studies is a pressing concern. Omitting certain types of children from studies can lead to skewed findings that promote inaccuracies about learning levels or educational quality. Increasingly, assessments are a method for investigating the quality of education systems, but national assessments are typically conducted in classrooms and may fail to accurately represent a country's full range of children. Alternatively, households can be a site for testing or collecting data on children's learning. Analysing the quantitative data from two studies in India that use both household-based and school-based methods alongside data from Government of India sources, the issues with child representation in school-based assessments are examined, and the benefits of household-based research as an alternative are explored.

Grey, Sue; Morris, Paul (2018):

PISA. Multiple 'truths' and mediatised global governance.

Abstract:

The OECD's PISA programme has been portrayed as central to the emergence of a regime of global educational governance and the subsequent convergence of policies towards a standardised model. Whilst there is an extensive literature describing PISA's impact on education policies, there is a paucity of analysis of how PISA data is presented to the public within nations by three main actors which interpret the results; namely the OECD itself, politicians, and the media. This study analyses how England's 2012 PISA results were interpreted by those actors, focusing particularly on the role of the media. We demonstrate that the OECD's original messages were significantly distorted by the UK Government and show how the media, driven by its own logic, framed the results in terms of a narrative of decline, crisis and the need for urgent reform, while, significantly, giving little coverage to either the recommended policy actions or the contrasting interpretations of the PISA results by politicians and the OECD. We argue that a form of mediatised governance' shaped and limited the overall frame within which the results were debated and had a powerful influence on how local politicians represented the PISA results and advocated their own policy actions.

Klemencic, Eva; Mirazchiyski, Plamen Vladkov (2018):

League tables in educational evidence-based policy-making. Can we stop the horse race, please?

Abstract:

International large-scale student assessments (ILSAs) in education represent a valuable source of information for policy-makers, not only on student achievements, but also on their relationship with different contextual factors. The results are partly described in the official studies' reports; more can be derived from the publicly released data sets. However, league tables are often the only evidence used in policy debates and decisions on education. Indeed, the comparison of student achievement across the participating educational systems is a legitimate proxy for estimating countries' development and productivity, but the use of league tables more often turns into horse-ranking', ignoring the contexts of teaching and learning. This is often supported by the media, turning the use of results into their abuse. The purpose of this paper is to discuss the use and misuse of league tables in reporting ILSA results, vs. the use of data for in-depth analysis in order to make informed decisions.

Lenhart, Volker (2018):

Hechtius (1795-1798). The beginnings of historical-philosophical-idiographic research in comparative education.

Abstract:

From its very beginnings, we can discern two methodological approaches to comparative education; one broadly historical-philosophical-idiographic and another broadly empirical-positivist-nomothetic. Friedrich August Hecht's 1795-1798 De re scholastica Anglica cum Germanica comparata (English and German school education compared), with its hermeneutic textbook analysis, represents an idiographic methodology. Whilst the 1816/1817 data-driven research programme of Marc-Antoine Jullien - usually considered the origin of comparative education - represents an empirical-positivist-nomothetic approach. In this essay, we will examine the theoretical orientations of Hecht's study - his ideas of transnationality and national character, and his avoidance of the proposal of borrowing and lending. We situate the beginnings of Hecht's methodology in its social-historical context and analyse the transfer of interpretation methods from philology to comparative education. Finally, we will postulate a combination of Jullien's and Hecht's methodological approaches.

Lindberg, Matti; Silvennoinen, Heikki (2018):

Assessing the basic skills of the highly educated in 21 OECD countries. An international benchmark study of graduates' proficiency in literacy and numeracy using the PIAAC 2012 data.

Abstract:

This study compares the literacy and numeracy proficiencies of higher education (HE) degree holders in 21 OECD countries based on primary analysis of the national data sets collected via the OECD's Programme for the International Assessment of Adult Competencies (PIAAC) 2012 study. The differences in the graduates' average literacy and numeracy proficiencies amongst the OECD countries are substantial. Depending on the country, a smaller or greater proportion of a young highly educated age group does not have sufficient skills in literacy or numeracy to cope with many of the everyday tasks requiring the use of that skill. The PIAAC study challenges existing evaluation practices of the effectiveness of HE in fostering individual skills and puts into perspective the attempts to lift national average skill levels by increasing the HE sector's intake.

Madeira, Ana Isabel (2018):

The structuration of comparative discourse and the imagination of knowledge spaces. Portugal, the 'South of Europe', and the 'South below'.

Abstract:

The present article addresses the issue of structuration of the field of Comparative Education in Portugal. The narrative is constructed at two levels, one of a more descriptive nature, the other more interpretative. In the first part of the text, the construction of a comparative imagination is addressed on the basis of four main points in time: the impact of overseas echoes in education reforms (seventeenth to nineteenth century), the importance of the pedagogical experiences acquired in overseas missions (nineteenth to twentieth century), internationalisation of the educational question in the African colonies (late nineteenth century, mid twentieth century) and finally, the impact of international bodies on the modernisation of the Portuguese education system (50s, mid-70s). In the second part of the text, the emergence of the field of Comparative Education is discussed as a scientific research area, and as an autonomous formative component. Several disciplinarization dynamics and their institutional application points are identified, pointing to the importance of European Union funded projects for the integration of research groups in international comparative study networks. Towards the end of the text, several standard approaches that structure comparative discourse and the practices of Portuguese researchers are pinpointed.

Maithreyi, R.; Sriprakash, Arathi (2018):

The governance of families in India. Education, rights and responsibility.

Abstract:

This paper examines the shifting relations between the family and the state in Indian education policy. It charts how family resources, responsibility, and participation have been variously called upon by the state across three historical conjunctures of education reform: the decades of post-independence planning for school expansion and nation-building after 1947; the global development era of economic liberalisation and decentralisation in the 1990s and early 2000s; and the present turn to a rights-based approach in the context of intensified educational marketisation, as marked by the 2009 Right to Education Act (RTE). Across these periods, we identify an enduring paternalism of welfare governance alongside strategies for devolving state responsibility in matters of school education. The analysis situates the conditions of family responsibility for education under the contemporary RTE, in which parents are expected to be morally' compelled to meet the state's education goals. Through this analysis, we bring to the fore the politics of family governance in education policy, a politics that is largely overlooked by, despite being central to, research on education and international development.

Manzon, Maria (2018):

Comparative education histories. A postscript.

Abstract:

Comparative education is two centuries old. Many mainstream historical narratives claim that the field began with the iconic opus of Marc-Antoine Jullien de Paris (1817). This article offers to re-theorise the histories of comparative education. It suggests casting a far-sighted and panoramic look at the field's origins. An underlying assumption in these histories is the embeddedness of comparative education in ever-changing world orders. The article concludes with a puzzle for future work on a global history of comparative education.

Morgan, Clara (2018):

The spectacle of global tests in the Arabian Gulf. A comparison of Qatar and the United Arab Emirates.

Abstract:

Although scholars have examined the effects of global tests on national and regional educational governance, few researchers have studied their impact on education in the Arabian Gulf. This research fills the knowledge gap by studying the international spectacle of PISA, TIMSS and PIRLS results in Qatar and the United Arab Emirates (UAE) - two small rich states at the periphery of knowledge production processes. I argue that an analysis of these narratives reveals how global accountability discourses are translated into the Arabian Gulf context as truth claims that performance in league tables is an accurate and objective representation of educational quality. Four themes emerge from the analysis: integration of test results into national visions; measurement of educational progress based on test results; ranking of student performance; and policy changes to improve test results. In conclusion, I suggest that the over-dependence on global tests in defining educational quality in Qatar and the UAE erodes educational sovereignty and restricts the capacity of small states to develop and nurture alternative, indigenous and localised solutions for guiding educational reforms.

Nóvoa, António (2018):

Comparing Southern Europe. The difference, the public, and the common.

Abstract:

After criticising the solutionist drift, this article argues for the need for three gestures, in order to build a more problematised Comparative Education: estrangement, that is, the ability to see the unknown and therefore to distance ourselves from what is already known; intercession, that is, the ability to perceive the importance of mediators; communication, that is, the ability to work in common with others, from different positions and perspectives. Based on these three gestures, the article argues for a Comparative Education that seeks to develop three lines of work: to build a science of difference, rather than a 'solution' that tends to homogenise educational directions throughout the world; to strengthen the public space, instead of contributing to the authority of experts; to revitalise the common, instead of yielding to the current fragmentation, in which we interact only with what is similar to us. The arguments are not limited to Southern Europe, as they intend to open up a set of general questions about the meaning of comparative work in education.

Palomba, Donatella (2018):

Themes and theorisations. Rebalancing comparative education?

Abstract:

This article illustrates and discusses some elements of the problematique 'Southern Europe'. The themes stressed include its configuration and the criteria for its conceptualisation. A number of ways to think about 'Southern Europe are discussed – of course with particular emphasis on the development and theoretical elaboration of comparative education in these countries, as well as on the imbalances in the international debate. That debate is not merely contemporary: there are historical dynamics that have influenced the imbalances of power that were, and can now be, found in definitions of 'Europe' and what counted as its political, cultural, historical (and finally, economic) centre.

These complex themes – glossed over by hegemonic and ideological concepts such as the Global North and the Global South – include the territorial articulations of 'Europe'; what counted and counts as 'its centre'; the construction of 'national states'; the changing valuations of 'the national'; and the vital question of language. Overall, the crucial motif of the article is the ways in which all these themes are refracted and reflected in changing versions of what counts as, what is constructed as, 'comparative education'.

Prokou, Eleni (2018):

Comparative education in Greece, as a European 'semi-periphery'.

Abstract:

Comparative education was established in Greek universities in the 1980s, with the creation of pedagogical departments and two laboratories, and the publication of a journal. There was an early emphasis on education policy analysis, in terms of assumptions about the 'semi-peripherality' of Greece within Europe. Later, the emphasis shifted to what was also called 'modernisation' – framed by entry to the European Economic Community. There was an emphasis on education policies in other European countries, and the educational policy of Europe, in contrast with Greece which had not yet absorbed what was becoming 'a European discourse'. There was a continuing motif – reflections on methodology – but the changing concepts of modernisation, the more or less permanent anxiety about reforming Greek education, and the theme of education within the European Union dominated academic work in comparative education in Greece – even after 2010 and the major new economic crisis. An optimistic view is that comparative education will continue to develop in the Greek university through teaching and research. There is, however, a question to be asked about the silences within Greek comparative education.

Rappleye, Jeremy; Un, Leang (2018):

What drives failed policy at the World Bank? An inside account of new aid modalities to higher education. Context, blame, and infallibility.

Abstract:

This article analyses recent World Bank interventions aimed at improving higher education and local research capacity in low-income countries. Our empirical entry point is a critical analysis of the Development and Innovation Grant (DIG) scheme the Bank rolled out in Cambodia (2010-2015), a virtual carbon copy export of its Academic Initiative Fund in Bangladesh. Offering a rare insider perspective, we argue that the DIG scheme ultimately failed because the Bank so glaringly misunderstood the Cambodian context. We use this case to contemplate the deeper flaws in how the Bank thinks', highlighting how the world's most powerful development institution manages to maintain faith in its own infallibility despite failure.

Sutoris, Peter (2018):

Ethically scaling up interventions in educational development. A case for collaborative multi-sited ethnographic research.

Abstract:

Educational interventions are often administered at scale in diverse settings as part of international development programmes. Their implementation is subject to a linear process that begins with finding out what works' at a local level, frequently through the use of randomised controlled trials, and continues with rolling out the intervention to the whole population at a national or even transnational level. This process often fails to consider the role cultural, political, and historical factors play in the perceived success of the local intervention, which can compromise both the impact and the ethics of at-scale implementation. To help address this issue, this paper argues for a definition of scalability that incorporates the ethics of the practice of scaling. It points to the potential of collaborative multi-sited ethnographic research to identify nuanced understandings of the different ethics systems endogenous to individual sites of implementation, in lieu of the universalising notions of ethics that are embedded in mainstream, linear notions of scalability. In so doing, it makes the case for multi-sited critical ethnography as a methodology of choice in researching the scalability of interventions in the context of development projects in the Global South'.

Takayama, Keita (2018):

Towards a new articulation of comparative educations. Cross-culturalising research imaginations.

Abstract:

The Japan Comparative Education Society (JCES) was founded in 1965 with its flagship Japanese-language journal Hikakukyoikukenkyu (Comparative Education Research) first published in 1975. The organisation currently has around 1000 members, making it the second largest comparative education society in the world. Though JCES members have long engaged in methodological and theoretical debates, their insights are hardly acknowledged in the English-language literature. Drawing on a review of the Japanese-language literature and semi-structured interviews with 25 JCES members, this paper identifies a particular intellectual tradition within JCES, often referred to as the area-studies approach to comparative education. This approach, often practised by JCES researchers specialising in developing countries in Asia, has long constituted the mainstay of comparative education scholarship in Japan. This paper traces the formation of this intellectual tradition, and focuses on its complex relationship with the dominant paradigm of paradigmatic' English-language comparative education scholarship. The paper shows how other' comparative education societies - such as the JCES - can be looked to as a resource with which to provincialise' the way comparative education research is conceptualised in English-language academia, and to cross-culturalise the field of comparative education.

Young, Natalie A. E. (2018):

Departing from the beaten path. International schools in China as a response to discrimination and academic failure in the Chinese educational system.

Abstract:

International schools are commonly depicted in the academic literature and popular press as offering elite educational credentials to an elite, oftentimes international, student body. In this paper, I draw on a case study of a Canadian international school to argue that a new form of international school is emerging in China - one that offers a haven for domestic students from certain competitive and discriminatory features of the Chinese educational system. Fieldwork was conducted at a Canadian curriculum high school for Chinese citizens in Beijing. Most students at the school were internal migrants or children of China's new rich' entrepreneurial class; that is, their families had economic resources but occupied precarious social positions in contemporary Chinese society. Analyses reveal that the international school offers a pathway to obtain baseline academic credentials in the absence of other opportunities for progress in the Chinese educational system. Together with evidence of dramatic growth in international schools and tracks in China, this case study suggests the emergence of a new type of international education programme that departs from a picture of international education as elite' in terms of student body, academic environment, and expected educational trajectories of graduates. The paper also develops our understanding of class and educational strategies in contemporary China.

Reviews

Adamson, Bob (2018):

Education and Society in Post-Mao China by Edward Vickers and Zeng Xiaodong, Abingdon, Oxon and New York, NY: Routledge, 2017, 396 pp., £105.00 (Hardcover), ISBN: 9780415597395.

Bash, Leslie (2018):

Knowledge and the study of education: an international exploration, edited by Geoff Whitty and John Furlong, Oxford, UK, Symposium Books, 2017, 288 pp., £42.00 (paperback), ISBN 978-1-873927-97-7.

Courtois, Aline (2018):

The Anthem Companion to Pierre Bourdieu, edited by Derek Robbins, London & New York & Delhi, Anthem Press, 2015, 296 pp., £70.00/$115.00 (Hardback), ISBN 9781783085613.

[Review]. In: *Comparative Education* 54 (2), S. 283–284. DOI: 10.1080/03050068.2018.1426546.

Hey, Valerie (2018):

Class Choreographies: Elite Schools and Globalization, by Jane Kenway, Johannah Fahey, Debbie Epstein, Aaron Koh, Cameron McCarthy and Fazal Ritzvi, London, Palgrave Macmillan, 2017, 281 pp., £79.99 (hardback), ISBN: 978-1-137-54960-0.

[Review]. In: *Comparative Education* 54 (2), S. 280–281. DOI: 10.1080/03050068.2017.1411672.

Morgan, Clara (2018):

Bridging the Skills Gap: Innovations in Africa and Asia, edited by Shubha Jayaram, Wambui Munge, Bob Adamson, David Sorrell, and Nitika Jain, Cham, Springer International Publishing, 2017, 148 pp., €84.99 (hardcover), ISBN: 978-3-319-49483-8.

[Review]. In: *Comparative Education* 54 (2), S. 276–278. DOI: 10.1080/03050068.2017.1411670.

Robbins, Derek (2018):

Why there is no poststructuralism in France: the making of an intellectual generation, by Johannes Angermuller, London and New York, NY: Bloomsbury, 2015, 144 pp., £42 (Hardcover), ISBN: 9781474226301.

[Review]. In: *Comparative Education* 54 (3), S. 432–434. DOI: 10.1080/03050068.2018.1491720.

Schuller, Tom (2018):

Political Economy of Adult Learning Systems: Comparative Study of Strategies, Policies and Constraints, by Richard Desjardins, London: Bloomsbury, 2017, 288 pp., £85.49 (Hardcover), ISBN: 9781474273664.

[Review]. In: *Comparative Education* 54 (2), S. 275–276. DOI: 10.1080/03050068.2017.1361240.

Silberfeld, Carolyn Helena (2018):

Internationalization of higher education: an analysis through spatial, network, and mobilities theories, by Marianne Larsen, New York, Palgrave, 2016, 196 pp., £100.00 (hardcover), ISBN 978-1-137-53344-9.

[Review]. In: *Comparative Education* 54 (2), S. 278–279. DOI: 10.1080/03050068.2017.1361234.

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.

Specials

Comparative Education Review (62) 2018

Editorials

Nordtveit, Bjørn H. (2018):

Data Sharing in Comparative and International Education.

[Editorial]. In: *Comparative Education Review* 62 (1), S. 1–4. DOI: 10.1086/695838.

Nordtveit, Bjørn H. (2018):

How to Run an International Academic Journal in the Time of "America First".

[Editorial]. In: *Comparative Education Review* 62 (3), S. 311–324. DOI: 10.1086/698373.

Original Articles

Berkovich, Izhak (2018):

Policy Makers' Regulatory Mind-set, the Regulatory Governance Body of the System, and the Regulated Soul of Educators.

In: *Comparative Education Review* 62 (2), S. 178–198. DOI: 10.1086/696822.

Abstract:

The article aims to explain how regulation in education operates in the neoliberal age by discussing two possible regulatory implementation strategies: congruent and transforming. Congruence regulation strategy adopts a regulation mechanism set according to the array of circumstances, as determined by the nature of the goals and by conflict level in a given context; transforming regulation strategy aims to reshape the array by defining the existing policy circumstances. I argue that neoliberal policy makers favor transforming regulation as a leading strategy to implement policies that result in tightening the regulatory governance of the education system and of professional culture in education.

Canales, Andrea; Webb, Andrew (2018):

Educational Achievement of Indigenous Students in Chile. School Composition and Peer Effects.

In: *Comparative Education Review* 62 (2), S. 231–273. DOI: 10.1086/696957.

Abstract:

This article focuses on observed achievement differentials between indigenous and non-indigenous students in Chile. Using national test score data, it confirms the findings from previous literature that ethnic gaps in educational achievement exist, though they are small and to a large extent explained by family socioeconomic status. The results indicate that school composition with respect to the socioeconomic background and indigenous status of students matters for academic achievement. Controlling for the student's socioeconomic background, the ethnic composition of the school attended is

associated with student achievement. In schools where the ethnic composition is higher than the national average, the test score disadvantage of indigenous students is larger, especially for those students whose parents both identify as indigenous. The implications of the research underscore the complexities surrounding the creation of equal educational opportunities for indigenous populations in segregated contexts.

Chiang, Yi-Lin (2018):

When Things Don't Go as Planned. Contingencies, Cultural Capital, and Parental Involvement for Elite University Admission in China.

Abstract:

Studies often portray cultural capital as a constant source of advantage. Yet this perspective underemphasizes the importance of activating cultural capital as a prerequisite for elite families to accrue its benefits. Using ethnography and interviews with elite students and parents in two top-performing public high schools in Beijing, I find that elite parents typically relied on the school to prepare children for college. However, they activated cultural capital and became heavily involved when their children experienced academic setbacks, which put elite university admission at risk. In many but not all instances, parental involvement buffered children from test failures and provided children with additional chances to pursue elite university admission. The findings show that parental activation of cultural capital is not constant, but reactive and not always effective. Using the examples of Chinese students, I argue for the contingent nature of parental involvement and highlight the limits of cultural capital.

Edwards, Jr., D. Brent; Okitsu, Taeko; da Costa, Romina; Kitamura, Yuto (2018):

Organizational Legitimacy in the Global Education Policy Field. Learning from UNESCO and the Global Monitoring Report.

Abstract:

In the field of global education policy, it is common for scholars to reflect on the progress made toward internationally agreed-upon agendas, such as Education for All (EFA). However, scant research has turned the gaze back on the major multilateral institutions that commit to taking the lead in meeting these agendas in order to ask, what implications do such agendas have for these organizations? We respond in this article by investigating the way in which UNESCO used its position as the coordinator of EFA to help it regain some of the legitimacy it lost in the preceding decades. To do so, the article first elaborates a tripartite conceptualization of organizational legitimacy and then applies it to the two prongs of UNESCO's strategy - EFA coordination and the production of the Global Monitoring Reports (GMRs) during a key period, 2000-2014, that were at the forefront of UNESCO's efforts to rebrand and reposition itself in the context of multilateralism.

Gomez Caride, Ezequiel (2018):

Religion or Citizenship? Beyond the Binary. Lessons after a Century of Disagreement.

Abstract:

This article describes how different approaches to religion (institutional and cultural) lead to startlingly different conclusions when analyzing how religion shapes the republican citizen. Through a genealogical discourse analysis, I examine educational reports issued by Argentinean authorities in the early twentieth century that made the Jew out to be a dangerous other, as well as the Gerchunoff's account of the everyday life in Jewish colonies, to show how Jewish narratives intersected and assembled in the construction of the Argentinean republican citizen. In times when non-Western institutional religions are raising fears and anxiety in many Western countries, this article illustrates how a cultural historical approach to religion is essential for a comprehensive analysis of how religion shapes the republican citizen.

Kauko, Jaakko; Wermke, Wieland (2018):

The Contingent Sense-Making of Contingency. Epistemologies of Change in Comparative Education.

Abstract:

In this article we set out to broaden the scope of comparative education in relation to change. Following what various scholars have already shown, we argue that the world we are exploring is contingent, as too is comparative research, reflecting particular epistemological perspectives. We use this dual focus on contingency and analyze the differences among epistemological understandings of change in a strategic sample of three theoretical traditions in comparative education: borrowing and lending (specifically cross-national attraction), the world culture approach, and the functional-cum-configurational model. We argue that the borderlines of the different traditions emerge from their different epistemological starting points, relating to how they cope with complexity and resulting in different methodological consequences. We conclude that comparative education should both be more aware of the contingency of its sense-making and bolder in theorizing complex contexts.

Kim, Sung Won; Brown, Kari-Elle; Kim, Edward J.; Fong, Vanessa L. (2018):

"Poorer Children Study Better". How Urban Chinese Young Adults Perceive Relationships between Wealth and Academic Achievement.

Abstract:

This article examines how Chinese citizens perceived the relationship between wealth and achievement among their former middle school classmates. It draws on a survey of 503 respondents in their late twenties and early thirties (who have been followed since 1999, when they were eighth or ninth graders in Dalian City, China) and on interviews with 60 of them. Most believed their former classmates from poorer families studied better than those from wealthier families. Interviewees elaborated that wealthier classmates were more likely than poorer classmates to lack motivation, have poor study habits, and be distracted by material pursuits. Interviewees also suggested that parental involvement was a key factor in shaping achievement, with more involved and educated poorer parents' children doing better than children of wealthier business-owner parents who were too busy to get involved in their children's education. Among these young adults, associations between wealth and achievement differ from those documented in Western societies.

Lall, Marie; South, Ashley (2018):

Power Dynamics of Language and Education Policy in Myanmar's Contested Transition.

Abstract:

This article examines the development of education policy in Myanmar/Burma at a period of "critical juncture." There are two major strands to this article, regarding policy process and stakeholder voices that we bring together. We argue that powerful actors such as the government and international agencies frame policy in ways that often exclude the concerns and aspirations of education users and that there are often significant gaps between their positions and the realities of "ordinary" citizens. Such issues are of particular concern, given the importance of education and language as key elements of ethnic stakeholders' identities and interests, in relation to the ongoing and still deeply contested peace process. As a result, opportunities opened by the critical juncture in the reform process are being missed. The article is based on data collected in interviews and focus groups with over 500 respondents between 2011 and 2016 in Myanmar.

Limerick, Nicholas (2018):

Kichwa or Quichua? Competing Alphabets, Political Histories, and Complicated Reading in Indigenous Languages.

Abstract:

Over the past century, missionary educators, nation-state and academic planners, and literacy development workers have used alphabets for political ends for traditionally marginalized languages, and Native peoples have contested such planning with other alphabet proposals. Yet literacy work now often overlooks that there are multiple alphabets circulated in reading materials for the same Indigenous language. This article shows how standardization, a process long favored by academics, has been a major source of disagreement. It combines historical analysis of the politics of alphabetic literacy in Latin America with ethnographic research on Kichwa (Ecuadorian Quechua) to demonstrate how contrastive alphabets affect current literacy efforts. Distinct but overlapping alphabets create difficulties for readers in Ecuador, and alphabet histories affect how people perceive and interact with schooling materials. Sometimes just the shape of a single letter invokes emotions. Orthographies are thus bound up in histories of language contact among colonial and marginalized languages, complicating educational research, planning, and assessment's efforts to make alphabetic literacy into a monolingual, neutral, or standardized process.

Liu, Chang; Tobin, Joseph (2018):

Group Exercise in Chinese Preschools in an Era of Child-Centered Pedagogy.

Abstract:

Guangbo ticao (group exercise) is a daily routine in Chinese preschools characterized by collectivity, discipline, and conformity. In this article we explore the question of why guangbo ticao has survived in an era of progressive educational reform in contemporary China. We use interviews with Chinese preschool teachers and children to argue that guangbo ticao is an implicit embodied practice that carries traditional Chinese cultural, ethical, and aesthetic beliefs, produces distinct meanings and pleasures, and meets important social needs.

Liu, Ran (2018):

Gender-Math Stereotype, Biased Self-Assessment, and Aspiration in STEM Careers. The Gender Gap among Early Adolescents in China.

Abstract:

This article explores the paradox between the closing gender gap in math performance and the persistent gender gap in STEM aspiration using data from the Chinese Education Panel Survey (CEPS). Extending the stereotype threat literature, this article includes measures of gender-math stereotypes from students, parents, and peers, and offers an analysis to address the limitations of previous studies. Findings indicate that gender-math stereotypes are associated with a gender gap in students' self-assessment in math-learning competency, even after controlling for math performance; this self-assessment is further associated with students' aspiration in science and engineering careers. Moreover, the effect of math self-assessment on science and engineering aspiration is stronger among girls than boys. However, even after controlling for math self-assessment and gender-math stereotype, boys are still more likely to aspire to careers in science and engineering than girls. This article discusses policy implications of the findings.

Liu, Ye (2018):

When Choices Become Chances. Extending Boudon's Positional Theory to Understand University Choices in Contemporary China.

Abstract:

This article extends Boudon's positional theory to ascertain how students from different social backgrounds estimate their academic performance and how they translate their choices into the final destinations in higher education in the context of contemporary China. I draw upon empirical evidence from a firsthand survey study involving 2,425 undergraduates from

different social backgrounds and from different types of universities. The statistical analyses suggest that students from privileged backgrounds and metropolitan areas are more likely to achieve both the institution and field of study of their choice. Geographical origin is the most consistent factor in predicting the overestimation of academic performance and in successful translation of choices into the final desired destinations. Therefore, I argue there is a meritocratic legitimation of geographical inequality between developed regions like Shanghai and underdeveloped areas through higher education selection.

Catching the Big Fish in the Little Pond Effect. Evidence from 33 Countries and Regions.

Abstract:

Researchers have long postulated the existence of a big-fish-little-pond effect (BFLPE) in which a student's relative academic standing in class or school affects his or her academic self-concept. Few studies, however, use causal research designs to identify whether the BFLPE exists and whether it is generalizable across a wide variety of contexts. The goal of our study is to provide causal estimates of the BFLPE and examine whether the estimates differ by gender and national context. To fulfill our goal, we analyze cross-national TIMSS 2011 data using a cross-subject student-fixed effects model. Our results provide the strongest evidence to date that a sizeable BFLPE exists in STEM subjects regardless of gender and national context.

Inequality in Shadow Education Participation in an Egalitarian Compulsory Education System.

Abstract:

By assessing differentiated upper secondary education with homogeneous student backgrounds, previous studies indicate that a high concentration of students from families of higher socioeconomic status (SES) and a climate of educational expectations for higher educational attainment in schools result in a "hot house" effect that facilitates students' shadow education participation. Building on the literature, this study investigates whether the effect exists in an egalitarian system as a possible hidden mechanism of inequality in learning opportunities due to de facto socioeconomic disparities among residential places. Using a nationally representative sample of ninth graders in Japan, this study identifies the hot house effect on shadow education participation in the compulsory education system, which is regarded as egalitarian. Specifically, family SES relates to parents' educational expectations, neighborhood SES appears to shape varying neighborhood-level expectations, and these factors lead to differentiation in shadow education participation, countering the intention of the egalitarian education system.

How Theories of Change Can Improve Education Programming and Evaluation in Conflict-Affected Contexts.

Abstract:

Theories of change (ToCs) are underutilized in programming and evaluation and seldom analyzed with regard to the challenges and opportunities they present, especially in conflict-affected contexts. We reflect on the use of ToCs in UNICEF's Peacebuilding, Education, and Advocacy program, using four studies we carried out in Ethiopia and Dadaab refugee camp. We found, by asking program planners and beneficiaries about ToCs and seeking to map outcomes we would expect to see if ToCs were materializing, that ToCs provide important insights for programming and evaluation, even in fluid contexts. We argue that routinizing use of ToCs, particularly what we might call living ToCs that can inform responsive programming, presents challenges but also offers an important step toward understanding how education can mitigate conflict and conduce peace.

Ramirez, Francisco O.; Schofer, Evan; Meyer, John W. (2018):

International Tests, National Assessments, and Educational Development (1970-2012).

Abstract:

Recent decades have seen rapid growth of national participation in international tests as well as expanded national assessment testing. This article addresses the relationship between these forms of testing and educational developments: educational enrollments, women's participation in schooling, repetition rates, student centrism in the curriculum, and the breadth of the curriculum. From a critical perspective, the obsession with international and national assessment testing might be linked to lower enrollments, higher repetition rates, and a narrowing of curricula. We use panel regression models with country fixed effects to examine these relationships. Our findings do not support these dire predictions. We offer an alternative interpretation that situates the global testing regime within a broader world educational culture that favors both a technocratic approach to assessing learning and such progressive educational outcomes as expanded access and broader curricula.

Ress, Susanne (2018):

Race as a Political Issue in Brazilian South-South Cooperation in Higher Education.

Abstract:

Official rhetorics often highlight horizontality, solidarity, and shared interests as features of South-South cooperation (SSC), but scholars have argued that tensions shape SSC as much as North-South development relations. This study examines the Brazilian SSC discourse and its everyday practices. Drawing on ethnographic fieldwork at a newly created international university and textual analysis, this research finds that actors made sense of the international university's purpose from different perspectives and that they try to influence the university's institutional consolidation accordingly. These divergent perspectives reflect the controversies regarding recently adopted affirmative action policies in Brazilian higher education. This article offers a new perspective on how race shapes international development education policies and practices. It concludes that conceptualizations of race in educational research and theory have to account for blackness as a legitimate albeit politically contested category.

Russell, S. Garnett (2018):

Global Discourses and Local Practices. Teaching Citizenship and Human Rights in Postgenocide Rwanda.

Abstract:

In postgenocide Rwanda, education is viewed by the national government as crucial for shaping a new, unified civic identity but also as a tool to address the past genocide. Drawing on Rwanda as a case study, this article analyzes national curriculum documents, school textbooks, and interviews with teachers and students in order to understand the following questions: To what extent does the Rwandan state integrate global rights discourses within the civics curricula and textbooks? How do teachers and student engage with these global discourses in the classroom? I find that while the national civics curriculum intends to inculcate a traditional notion of citizenship, emphasizing patriotism and loyalty to the state, the curriculum also includes global norms oriented toward human rights and global citizenship. However, divergent discourses are evident in the classroom among students and teachers where only some aspects of the global models are embraced. This points to an inherent tension in citizenship education that seeks to address a contentious past by drawing on global models around citizenship and human rights while also promoting national civic values.

Sobe, Noah W. (2018):

Problematizing Comparison in a Post-Exploration Age. Big Data, Educational Knowledge, and the Art of Criss-Crossing.

In: *Comparative Education Review* 62 (3), S. 325–343. DOI: 10.1086/698348.

Abstract:

This article discusses the problem of comparison within comparative and international education research. It pushes back against the algorithmic and computational creep in education, arguing that if Big Data analytics replace theory, reflexivity, and critique, we are left with sterilized and atrophied comparative education research. Following a review of several business-as-usual modalities of comparison and a consideration of the colonial and power-knowledge effects that educational comparisons have had both historically and at present, the article proposes a "criss-crossing" comparative education. The term "criss-crossing" references the traveling back and forth along intersecting lines. This approach puts relationality at the center, sees research as an active process of criss-crossing, and aims to surface the entangled complexity of sometime disparate educational actors, devices, discourses, and practices. Criss-crossing comparison recognizes that we construct knowledge from and through relationships, and it additionally recognizes that the production of comparison is itself a way of relating to other people.

Takayama, Keita (2018):

Beyond Comforting Histories. The Colonial/Imperial Entanglements of the International Institute, Paul Monroe, and Isaac L. Kandel at Teachers College, Columbia University.

In: *Comparative Education Review* 62 (4), S. 459–481. DOI: 10.1086/699924.

Abstract:

This article critically assesses the works of Paul Monroe, Isaac L. Kandel, and the International Institute at the Teachers College, Columbia University, in the early twentieth century. Drawing on Edward Said's notion of contrapuntal reading, it presents a different account of their legacies that foregrounds the colonial and imperial realities of the time as constitutively significant to the early formation of the field and the comparative education knowledge generated during this period. In doing so, the article unsettles the comforting ways in which the founding histories of the field have been narrated by the historians. By illuminating their deep colonial/imperial entanglements during the early formative period, this article invites readers to reflect on how the particular historical and geopolitical context within which we operate sets limits on what knowledge we produce, and today, when the relationship between our scholarship and international development agencies are closer than ever.

Yi, Hongmei; Li, Guirong; Li, Liying; Loyalka, Prashant; Zhang, Linxiu; Xu, Jiajia et al. (2018):

Assessing the Quality of Upper-Secondary Vocational Education and Training. Evidence from China.

In: Comparative Education Review 62 (2), S. 199–230.

Abstract:

An increasing number of policy makers in developing countries have made the mass expansion of upper-secondary vocational education and training (VET) a top priority. The goal of this study is to examine whether VET fulfills these objectives of building skills and abilities along multiple dimensions and further identify which school-level factors help vocational students build these skills and abilities. To fulfill this goal, we analyzed representative, longitudinal data that we collected on more than 12,000 students from 118 schools in one province of central China. First, descriptive analysis shows that approximately 90 percent of VET students do not make any gains in vocational or general skills. In addition, negative behaviors (misbehavior in the classroom, antisocial behavior, and other risky behaviors) are highly prevalent among VET students. A nontrivial proportion of student internships also fail to meet minimum government requirements for student safety and well-being. Perhaps as a result of these outcomes, more than 60 percent of students express dissatisfaction with their VET programs, as evidenced by either self-reports or dropping out. Finally, using a multilevel model, we find that school inputs (such as school size, teacher qualifications, and per pupil expenditures) are not correlated with vocational and general skill at the end of the school year, or student dropout in the academic year.

Yu, Min (2018):

Rethinking Migrant Children Schools in China. Activism, Collective Identity, and Guanxi.

In: *Comparative Education Review* 62 (3), S. 429–448. DOI: 10.1086/698404.

Abstract:

This study seeks to document both the collective experiences and individual struggles of people who have mobilized around schools for migrant children in urban China. It addresses the following questions: (1) In what ways do migrant children schools provide space for parents and teachers to connect and mobilize for collective action? (2) How might the stories of migrant parents and teachers provide insights into the nuances of collective identity transformation? This article argues that community efforts surrounding the education of migrant children should not be downplayed and their significance should not be underestimated. It further offers insights into the nature of collective action in Chinese society for a deeper understanding of the politics of community mobilization, by examining what has traditionally been recognized as guanxi, or personal connections based on shared conditions among individuals or groups.

Reviews

Hasan, Fadia (2018):

Autoethnography and the Other: Unsettling Power through Utopian Performatives by Tami Spry. New York: Routledge, 2016. 210 pp. $155.00 (hardcover); $44.95 (paper). ISBN 978-1-611-32860-8.

[Review]. In: *Comparative Education Review* 62 (1), S. 147–149. DOI: 10.1086/695848.

Hayes Tang, Hei-Hang; Guillon, Katarzyna (2018):

Joshua. Teenager vs. Superpower directed by Joe Piscatella. 78 minutes, Netflix, 2017.

[Review]. In: *Comparative Education Review* 62 (4), S. 592–594. DOI: 10.1086/699709.

Hook, Tyler (2018):

World Yearbook of Education 2016: The Global Education Industry edited by Antoni Verger, Christopher Lubienski, and Gita Steiner-Khamsi. New York: Routledge, 2016. 294 pp. $35.96 (paper). ISBN-13: 978-1138855397.

[Review]. In: *Comparative Education Review* 62 (2), S. 298–300. DOI: 10.1086/696979.

Hu, Die; Rhoads, Robert A. (2018):

Fragile Elite: The Dilemmas of China's Top University Students by Susanne Bregnbæk. Stanford, CA: Stanford University Press, 2016. 184 pp. $24.95 (paper). ISBN 9780804797788. $85.00 (cloth). ISBN 9780804796071.

[Review]. In: *Comparative Education Review* 62 (1), S. 149–151. DOI: 10.1086/695807.

Kosmützky, Anna (2018):

Managing Universities: Policy and Organizational Change from a Western European Comparative Perspective edited by Ivar Bleiklie, Jürgen Enders, and Benedetto Lepori. New York: Palgrave Macmillan, 2017. 329 pp. $99.99 (hardcover); $79.99 (ebook). ISBN 978-3-319-53865-5.

[Review]. In: *Comparative Education Review* 62 (1), S. 151–154. DOI: 10.1086/695836.

Luu, Diep Hoang (2018):

Human Flow directed by Ai Weiwei. Produced by Ai Weiwei, Chin-Chin Yap, and Heino Deckert, 2017. 140 minutes, Amazon Video.

[Review]. In: *Comparative Education Review* 62 (4), S. 594–597. DOI: 10.1086/699738.

Mitchell, Rafael (2018):

Classroom Change in Developing Countries: From Progressive Cage to Formalistic Frame by Gerard Guthrie. London: Routledge, 2018. 248 pp. £115.00 (cloth). ISBN 9780815355199.

[Review]. In: *Comparative Education Review* 62 (4), S. 587–588. DOI: 10.1086/699708.

Post, David (2018):

Student Learning and Development in Chinese Higher Education: College Students' Experience in China by Yuhao Cen. New York: Routledge, 2017. 158 pp. $44.96 (eBook). ISBN 978-1138905481.

[Review]. In: *Comparative Education Review* 62 (3), S. 454–456. DOI: 10.1086/698350.

Post, David (2018):

"The House That Jack Built": A Review of Internationalizing a School of Education. Internationalizing a School of Education: Integration and Infusion in Practice by John Schwille. East Lansing: Michigan State University Press, 2016. 326 pp. $39.95. ISBN 978-1611862157.

[Review]. In: *Comparative Education Review* 62 (2), S. 294–297. DOI: 10.1086/696980.

Powell, Justin J. W. (2018):

The Design of the University: German, American, and "World Class" by Heinz-Dieter Meyer. New York: Routledge, 2017. 254 pp. $136.00 (cloth). ISBN 978-1138802506.

[Review]. In: *Comparative Education Review* 62 (3), S. 451–454. DOI: 10.1086/698351.

Silova, Iveta (2018):

> The Trajectory of Global Education Policy: Community-Based Management in El Salvador and the Global Reform Agenda by D. Brent EdwardsJr. New York: Palgrave MacMillan, 2018. 304 pp. $109.00 (eBook). ISBN 978-1-137-50875-1.
>
> [Review]. In: *Comparative Education Review* 62 (3), S. 449–451. DOI: 10.1086/698352.

Zúñiga G., Carmen Gloria (2018):

> Civics and Citizenship: Theoretical Models and Experiences in Latin America edited by Benilde García-Cabrero, Andrés Sandoval-Hernández, Ernesto Treviño-Villareal, Silvia Díazgranados Ferrans, and Guadalupe Pérez-Martínez. Rotterdam: Sense, 2017. $49.99 (e-book). ISBN 9789463510684.
>
> [Review]. In: *Comparative Education Review* 62 (4), S. 589–591. DOI: 10.1086/699707.

Specials

Ginsburg, Mark; Archer, David; Barrera-Osorio, Felipe; Lake, Lucy; Vally, Salim; Wachter, Nikola; Ulrick, Jennifer (2018):

> CER Moderated Discussion on World Development Report 2018. Realizing the Promise of Education for Development.
>
> [Specials]. In: *Comparative Education Review* 62 (2), S. 274–293. DOI: 10.1086/697292.

European Journal of Education (53) 2018

Editorials

Desjardins, Richard; Looney, Janet; Keyes, Christina (2018):

2018 - Letter from the joint Editors. [Special Issue: Innovative approaches to Continuous Professional Development in Early Childhood Education and Care. A European perspective].

[Editorial]. In: *European Journal of Education* 53 (1, SI), S. 1–2. DOI: 10.1111/ejed.12264.

Downes, Paul; Nairz-Wirth, Erna; Anderson, Jim (2018):

Special Issue: Reconceptualising system transitions in education for marginalised and vulnerable groups.

[Editorial]. In: *European Journal of Education* 53 (4, SI), S. 441–446. DOI: 10.1111/ejed.12311.

Gordon, Jean (2018):

Special Issue: Learner agency: At the confluence between rights-based approaches and well-being.

[Editorial]. In: *European Journal of Education* 53 (3, SI), S. 265–270. DOI: 10.1111/ejed.12296.

Looney, Janet (2018):

Are student assessments fit for their purposes?

[Editorial]. In: *European Journal of Education* 53 (2, SI), S. 129–132. DOI: 10.1111/ejed.12276.

Peleman, Brecht; Jensen, Bente; Peeters, Jan (2018):

Special Issue: Innovative approaches to continuous professional development in early childhood education and care. A European perspective.

[Editorial]. In: *European Journal of Education* 53 (1, SI), S. 3–8. DOI: 10.1111/ejed.12260.

Original Articles

Amorim, Jose Pedro (2018):

Mature students' access to higher education. A critical analysis of the impact of the 23+policy in Portugal.

Abstract:

Increasing mature students' access to higher education (HE) is aworldwide priority. In Portugal, the 23+ policy which was launched tenyears ago opened HE to these students. A critical analysis of eightyears' data on the universe of mature candidates in HE in Portugal showsthat this opening varies in inverse ratio to the social prestige ofinstitutions and subject areas. The private polytechnics and the softsciences display a greater receptiveness than the public universitiesand the hard sciences. This article demonstrates that mature studentssave the HEIs that are less sought-after by traditional students andargues for fairer access to the most prestigious HEIs and programmes.

Black, Paul (2018):

Helping students to become capable learners.

Abstract:

The main aim of this article is to argue that the need for teachers and their schools to prepare their students for life beyond their school-days must be met by requiring teachers themselves to both achieve this aim and produce the evidence of their students' capability as learners. In so doing, they must change their classroom teaching from a focus on transmission of content knowledge to the active involvement of students in open-ended and collaborative learning. Achievement of this aim requires that some specific features of pedagogy be implemented in classrooms. In order to do this, teachers will have to develop the linked skills of design of activities, of guidance of students' progress, of the adaptation of the design through teacher-student and student-student interaction, and of making assessments at the many stages of implementation and as a final summation of achievement. So a secondary aim of this article is to review the evidence for work which has studied the development of these skills with and by teachers.

Bove, Chiara; Jensen, Bente; Wyslowska, Olga; Iannone, Rosa Lisa; Mantovani, Susanna; Karwowska-Struczyk, Malgorzata (2018):

How does innovative continuous professional development (CPD) operate in the ECEC sector? Insights from a cross-analysis of cases in Denmark, Italy and Poland.

Abstract:

This article offers insights into what characterises innovative continuous professional development (CPD) in the field of early childhood education and care (ECEC) by analysing similarities and differences from case studies of exemplary approaches to innovative CPD in Denmark, Italy and Poland. The comparative analysis focuses on four features that are particularly relevant for innovation in CPD in the field of ECEC: the social dimension of innovation as a strengthening component; the benefit of dynamic learning processes aimed at integrating theory and practice; the role of key figures in the quality of CPD; and measurements of CPD impact, outcomes and sustainability. This analysis sheds light on the effects of dynamic factors (e.g., regular team-based reflection sessions based on documentation and observation), the importance of work conditions (e.g., contractual obligations to provide time for reflection), the critical role of pedagogical leaders (coordinators, principals and head teachers, supervisors), the importance of inter-organisational networking at a local level and the facilitating role of collaboration with research institutes.

Bron, Jeroen; Emerson, Norman; Kakonyi, Lucia (2018):

Diverse student voice approaches across Europe.

Abstract:

The Student voice concept encompasses the right for learners to express their opinions, access people who influence decisions and actively participate in educational decision-making processes. In this article three features of a European Erasmus Plus project called BRIDGE are presented in a sequence ranging from theoretical considerations for school improvement to an analysis of school contexts and settings, followed by a presentation of results from working with one of the project's student voice tools. Central in each example is the notion that working in partnership with students will enable students to become more self-directed learners and active citizens.

Buschmann, Anke; Sachse, Steffi (2018):

Heidelberg interaction training for language promotion in early childhood settings (HIT).

Abstract:

Beside parents, teachers in early childhood education and care have the greatest potential to foster language acquisition in children. This is especially important for children with language delays, language disorders or bi-/multilingual children. However, they present teachers with a particular challenge in language support. Therefore, integrated language facilitation programmes are needed to promote language acquisition in the daily routine of daycare facilities and kindergartens. In this article, the Heidelberg Interaction Training for Language Promotion in Early Childhood Settings (HIT) is presented as a systematic approach to improve daily interactions between preschool teachers and children. This group training comprises six half-day sessions over a period of six months. The objective is to expand teachers' knowledge about language development in general and more specifically regarding children with language problems orbi-/multilingual children. Furthermore, teachers learn a responsive interaction style and various strategies of language modelling by means of video supervision and feedback. Teachers' satisfaction with the training has been evaluated and its efficacy in terms of changes in their behaviour and children's language performance has been proven in several intervention studies and meta-analytic reviews. Lastly, implementation considerations for lasting effects following the HIT are discussed.

Casas, Ferran; Gonzalez-Carrasco, Monica; Luna, Xevi (2018):

Children's rights and their subjective well-being from a multinational perspective.

Abstract:

This article explores the relationship between children's knowledge and perceptions about their rights and subjective well-being (SWB) in a sample of 8-, 10- and 12-year-olds in 18 countries, taking account of gender differences. Children's knowledge and perceptions about their rights were analysed considering whether they reported that they knew their rights, whether they had heard about the UN Convention on the Rights of the Child (CRC) and whether they thought that, in their country, adults respected their rights. To explore SWB, a modified version of the Student's Life Satisfaction Scale, adapted by the Children's Worlds project, was used. Children reporting that they knew their rights, knew about the CRC, or thought that in their country adults respected their rights demonstrated significantly higher SWB scores than those reporting otherwise in the 18 countries. The effects of perceiving that adults in general respected children's rights in their own country on SWB were much more important than the knowledge of children's rights or the knowledge of the CRC. Results provide useful indications on how to promote children's well-being in public policies, including in education, through the promotion of their rights.

Cross, Donna; Shaw, Therese; Epstein, Melanie; Pearce, Natasha; Barnes, Amy; Burns, Sharyn et al. (2018):

Impact of the Friendly Schools whole-school intervention on transition to secondary school and adolescent bullying behaviour.

Abstract:

Peer bullying increases in times of school transition, influenced by changing peer and friendship groups, new schooling environments and greater stress. Covert forms of bullying, including cyberbullying, become more common in secondary school and cause considerable distress and long-term harm. The period of transition to secondary school is therefore a critical window for intervening to manage and prevent bullying. A three-year cluster randomised control trial was conducted to develop, implement and evaluate the Friendly Schools Project intervention which aimed to reduce bullying and aggression among more than 3,000 students who had recently transitioned to secondary school. Intervention schools were provided with individualised training and resources to support students' transition and reduce bullying using a multi-level comprehensive intervention addressing classroom curriculum, school policies and procedures, the social and physical environment, pastoral care approaches and school-home-community links. Although the observed effect sizes were small, the intervention had a consistently significant positive effect across a range of outcomes, including bullying perpetration, victimisation, depression, anxiety, stress, feelings of loneliness and perceptions of school safety at the end of the students' first year in secondary school. However, none of these differences were sustained into the students' second year of secondary school. These findings demonstrate the immediate value of whole-school interventions to reduce bullying behaviour and associated harms among students who have recently transitioned to secondary school, as well as the need to provide strategies that continue to support students as they progress through school, to sustain these effects.

Crul, Maurice (2018):

How key transitions influence school and labour market careers of descendants of Moroccan and Turkish migrants in the Netherlands.

Abstract:

Most educational research examines school outcomes at certain stages or at the final stage of the school career. This article looks at the entire school career and the transition to the labour market. It focuses on key transitions to identify the educational institutional arrangements that either help or hinder school and labour market success among the most disadvantaged groups in the Netherlands: young people of Moroccan and Turkish descent. The Dutch educational system is one of the most complicated school systems in Europe. Consequently, parents and children have to make many 'choices' when navigating it. Many of these key 'choice' moments are selection points, either because they are not real choices but dependent upon a teacher's recommendation or because parents and pupils need a great deal of information about the school system in order to make a choice. This usually results in inequalities for the most disadvantaged groups. Because selection is disguised as 'choices', the structural inequalities of the Dutch school system are not usually perceived as blocking mechanisms for disadvantaged students.

Downes, Paul; Anderson, Jim; Nairz-Wirth, Erna (2018):

Conclusion: Developing conceptual understandings of transitions and policy implications.

Abstract:

Transition requires a multidimensional, interdisciplinary approach for its re-conceptualisation to bring to the fore systemic and power related concerns affecting marginalised and vulnerable groups. This concluding article examines the special issue articles through a range of perspectives. These include examining transitions through a hermeneutics of suspicion, as a mask to displace focus away from other issues of system blockages and failures, building on Bronfenbrenner's ecological systems theory and Bourdieu's symbolic violence and cultural capital. A distinctive focus on spatial systems as concentric relational spaces contrasted with fragmented, hierarchical diametric spatial systems is applied to transitions. This goes beyond conventional spatial assumptions of transition as a "bridge". Temporal assumptions underpinning transitions are explored to challenge one directional approaches, while key issues of marginalised students' and parents' voices are highlighted. Intersectionality theory is invoked to examine the interplay between issues of social class, ethnicity, gender in

the special issue articles. Building on the special issue articles' qualitative and quantitative research findings, key policy conclusions for transitions are identified. These include the need to promote relational spaces, increase system capacity, develop flexible nonlinear pathways, address structural segregation issues, and recognise that formal equality principles are insufficient for a culturally responsive approach to transitions. These policy conclusions regarding transitions are relevant for the multiple educational domains explored, ranging from early childhood, primary, postprimary, through to access to university and the labour market. They go beyond typical transition policy responses of induction days, information transfer, staff and interinstitutional communication, and curricular bridging approaches.

Fazekas, Agnes (2018):

The impact of EU-funded development interventions on teaching practices in Hungarian schools.

In: *European Journal of Education* 53 (3, SI), S. 377–392. DOI: 10.1111/ejed.12295.

Abstract:

This article analyses the impact of EU-funded curriculum development interventions implemented in Hungary between 2004 and 2012, focusing on contextual features influencing school- and teacher-level adoption processes. It is based on a four-year empirical study which aimed at better understanding the impact mechanisms of modernising interventions targeted at school and classroom level teaching practices. The results show that: (1) EU-funded curriculum development programmes have had a significant impact on a large number of Hungarian schools (ISCED 1, 2 and 3), (2) interventions were particularly effective in schools operating as knowledge-intensive organisations and (3) the impact of interventions was influenced by the specificities of both the programme and the local context of adoption. The first part of the article presents the theoretical framework of the research and the main characteristics of EU-funded curriculum-development programmes. The following section explores the key features of the research, including its purpose, design and survey instruments. The last part presents the main outcomes, showing the measured impact of interventions on everyday practices of both schools as organisations and individual teachers, as well as the possible links between organisational characteristics and the success of programme implementation.

Fellnhofer, Katharina (2018):

Narratives boost entrepreneurial attitudes: Making an entrepreneurial career attractive?

In: *European Journal of Education* 53 (2, SI), S. 218–237. DOI: 10.1111/ejed.12274.

Abstract:

This article analyses the impact of narratives on entrepreneurial attitudes and intentions. To this end, a quasi-experiment was conducted to evaluate web-based entrepreneurial narratives. The paired-sample tests and regression analysis use a sample of 466 people from Austria, Finland, and Greece and indicate that individuals' perceptions of the desirability of entrepreneurship and entrepreneurial intention are significantly different before and after exposure to entrepreneurial narratives. Furthermore, the findings indicate that perceptions of the feasibility of entrepreneurship are more strongly affected by videos than by cases. From a policy perspective, this study raises awareness that entrepreneurship is an attractive career path.

Gane, Brian D.; Zaidi, Sania Z.; Pellegrino, James W. (2018):

Measuring what matters: Using technology to assess multidimensional learning.

In: *European Journal of Education* 53 (2, SI), S. 176–187. DOI: 10.1111/ejed.12269.

Abstract:

In this article we describe the challenges associated with assessing complex competencies envisioned as the targets of learning in the 21st century. Such competencies typically reflect the integration of multiple dimensions of knowledge and skill. Technology plays a crucial role in their assessment, from conceptualisation through design, data gathering and interpretation of results. We use the case of science proficiency to illustrate challenges associated with the assessment of the intended products of multidimensional learning and the benefits provided by technology. We frame assessment development as an evidence-centered design process and illustrate it by using cases drawn from middle school science. We

then turn to ways in which assessment systems need to evolve to expand the scope of what can be done in the creation and use of valid, reliable and equitable assessments of complex, multidimensional learning. We conclude by discussing policy implications of technology-based assessment systems with an emphasis on "measuring what matters" versus "measuring what is easy," since what we choose to assess will become the focus of instruction. Major advances in assessment policy and practice require investment in the development, validation and deployment of technology-based assessments that reflect the multidimensional competencies identified by contemporary research and theory.

George, Shanti (2018):

Re-imagining universities as places where learners address global transformation.

In: *European Journal of Education* 53 (3, SI), S. 351–364. DOI: 10.1111/ejed.12287.

Abstract:

Learner agency for what? is one of the key questions addressed in this article and the response distinguishes between more self-interested responses and answers that suggest a wider orientation towards global transformation. The context is that of education at global centres of international development studies and the mid-career professionals worldwide—whether practitioners, activists or academicians—who undertake courses of studies at such centres in order to gain insights and abilities related to social transformation that earlier education at conventional universities did not expose them to. Since such global centres tend to be located in the "Global North" but are largely attended by experienced people from the "Global South," the article examines these binary distinctions and how learners navigate the geo-political fault lines that the binaries represent. The pedagogical dynamic is explored in terms of the "wicked problems" that international development studies wrestle with and that can be approached using the experience of learners from across the continents in interaction with formal knowledge. One hundred twenty-four in-depth interviews with protagonists from 27 countries who attended one of the oldest centre of development studies in Europe open windows onto global transformation during the second half of the 20th century and illustrate both insights and challenges for learners who are struggling towards positive change around universal rights and well-being across the planet. Traditional universities are urged to learn from pedagogies at global centres of international development studies in order to gain relevance in their societies and the world around them.

Gjedia, Robert; Gardinier, Meg P. (2018):

Mentoring and teachers' professional development in Albania.

In: *European Journal of Education* 53 (1, SI), S. 102–117. DOI: 10.1111/ejed.12258.

Abstract:

The role of teachers is becoming increasingly important in advancingstudent learning outcomes. This article discusses one area that is stillin need of significant reform in Albania: the induction and mentoring ofnew teacher-candidates. Based on a mixed-method study involving 275Albanian teachers and mentors, it provides insights into the benefitsand challenges of current practices. The study identifies a number ofkey areas in need of improvement, including: the selection of mentors; professional training for mentors; communication among differentstakeholders; and overall planning and coordination of mentoringservices. These issues are discussed within a wider European policycontext that situates mentoring as an important component of teachers'ongoing professional development.

Groff, Jennifer S. (2018):

The potentials of game-based environments for integrated, immersive learning data.

In: *European Journal of Education* 53 (2, SI), S. 188–201. DOI: 10.1111/ejed.12270.

Abstract:

In the last two decades, game-based learning environments have evolved into powerful learning tools. With the growth and evolution in complexity of these innovations, complementary work in game-based assessment design has also begun to take shape and has generated considerable interest among a variety of education stakeholders. This is in part due to their ability to offer real-time, adaptive and integrated formative feedback. As the use of digital devices and digital learning

tools continues to expand in schools, the potential for harnessing learning data becomes increasingly possible and powerful. Yet there are inherent tensions and challenges in the nature of collecting assessment data inside a game-based learning environment which confront our foundational premises of what makes for a good assessment. In this article, we explore the evolution and opportunities of the emerging field of game-based assessment, the challenges and tensions these innovations present and how we may be able to collectively advance this work to benefit everyday classrooms.

Halasz, Gabor (2018):

Measuring innovation in education: The outcomes of a national education sector innovation survey.

Abstract:

This article presents the results of a national education sector innovation survey in Hungary. A conceptual and analytical framework for studying innovation processes in the education sector and a data collection tool were created in the framework of a research project on the emergence and spread of local/school level innovations ("Innova research"). Using this tool, data were collected from close to 5,000 educational units from all sub-subsystems of the national education system. A composite education indicator was created, allowing for the comparison of innovation activity across various groups of educational units. The educational unit (e.g., schools, university departments) was used as the primary unit of analysis. Data show a relatively high level of innovation activity in all subsystems with significant differences between various groups (e.g., units with higher and lower organisational capacities or participating in top-down development interventions with higher or lower intensity). Connecting the Innova database with data from the regular national pupil achievement survey also made it possible to analyse the relationship between innovation activity and performance.

Hart, Caroline Sarojini; Brando, Nicolas (2018):

A capability approach to children's well-being, agency and participatory rights in education.

Abstract:

This article applies a capability approach to examine how children's agency, well-being and participation rights can be developed and supported in educational settings. We introduce Amartya Sen's concepts of agency and well-being freedoms and achievements to highlight the tensions and trade-offs between risks to children's agency and well-being in and through educational processes. We draw upon selected empirical examples to illustrate this relationship further. By positioning the development of children's agency as an explicit and important goal of education, alongside well-being achievement, we aim to broaden the evaluative space for assessing what constitutes quality in children's education. We conclude with some reflections on implications for policy and practice going forward.

Illeris, Knud (2018):

An overview of the history of learning theory.

Abstract:

This article is an account of the history of learning theory as the author has come to know and interpret it by dealing with this subject for almost half a century during which he has also himself gradually developed the broad understanding of human learning which is presented in his well-known books on How We Learn and a lot of other books and writings.

Jensen, Bente; Iannone, Rosa Lisa (2018):

Innovative approaches to continuous professional development (CPD) in early childhood education and care (ECEC) in Europe. Findings from a comparative review.

Abstract:

This article explores innovation as an aspect of in-service continuous professional development (CPD) in ECEC. Based on a literature review and a cross-country analysis conducted in ten European countries, we found that innovation in CPD was understood as a way to improving quality in ECEC. CPD no longer solely deals with practitioners' knowledge and skills. Rather, it encompasses processes such as critical thinking, reflexivity and co-creation within and across ECEC systems. Two overall approaches to innovation in CPD emerged: one can be characterised as developing in systems that lack a national definition for innovation, where there is nevertheless a growing awareness of the need to finding new solutions for ECEC; and one as highly innovative in systems that have a history, culture and societal tradition of innovation. Also, three additional insights were identified as crucial aspects of CPD in terms of innovation: (a) critical reflection; (b) communities of practice; and (c) a growing focus on politics that address social inequality through ECEC. This analysis contributes to filling the gaps in research on innovative CPD in ECEC at three levels: system (macro), inter-organisational (meso) and individual, organisational (micro). Further research is needed to explore more in-depth the identified approaches to innovation related to CPD and their impact on quality development in European ECEC.

Keppens, Gil; Spruyt, Bram (2018):

Truancy in Europe: Does the type of educational system matter?

Abstract:

Truancy is known to: Hamper academic achievement, predict a range of school-related problems and cause early school leaving. Hence, the development and implementation of measures to tackle truancy are considered as important strategies to prevent early school leaving in Europe. Despite this, there is almost no comparative research which studies variation in truancy rates. This article relies on PISA 2012 data from 24 European countries to empirically answer two questions: (1) To what degree do truancy rates vary cross-nationally? and (2) Do these differences in truancy rates relate to characteristics of the educational system? We found that between-country truancy rates varied more than differences in early school leaving. Moreover, even after taking into account control variables such as economic development and youth unemployment rates, the ways in which educational systems select and group pupils are closely related to truancy rates.

Laevers, Ferre; Declercq, Bart (2018):

How well-being and involvement fit into the commitment to children's rights.

Abstract:

The theme of children's rights is receiving more attention than ever procedures. Although the manifest on this topic was universally agreed decades ago, it is obvious that the ambitions expressed in it are far from being implemented. In this article, we explore how the experiential approach can contribute to the process of clarification and operationalisation for children between birth and the age of six. The central idea is that well-being and involvement as process variables can provide a measure for the degree to which children's rights are met, especially in educational settings. The scanning and screening are highlighted as procedures to assess levels of well-being and involvement. The data yielded provide a rich source for interventions both at the individual and group level. Next, we review what we can learn from research where these process-variables have been observed, that is their levels and the factors in the (learning) environment that determine them. In the closing discussion, we hold the insights on well-being and involvement against the light of "children's rights" and articulate implications for practice, research and policy.

Li, Guofang (2018):

Divergent paths, same destiny. A Bourdieusian perspective on refugee families' negotiation of urban school transition in the US.

In: *European Journal of Education* 53 (4, SI), S. 469–480. DOI: 10.1111/ejed.12300.

Abstract:

This article documents five refugee families and their children's efforts to reestablish themselves in an urban school context in the US. A thematic analysis of the families' negotiation with the urban school system, the language programmes and their home engagement practices suggests that they were subjected to symbolic violence brought upon by the precarious context of reception, the monolingual ideologies and the hegemonic practices of the urban schools and resettlement policies and agencies. Such symbolic violence systematically fractured their language learning, educational success, and upward social mobility. Therefore, despite their divergent paths of immigration and resettlement, the children shared similar stories of system blockage, inertia, and fragmentation. These shared trajectories suggest the need for multi-layered changes to remove blockages in the education and immigration system, transform the dispositions and practices of the key players, including policy makers, school administrators and teachers, and raise critical consciousness among the refugees.

Lundin, Mattias; Torpsten, Ann-Christin (2018):

The "flawless" school and the problematic actors. Research on policy documents to counteract discrimination and degrading treatment in schools in Sweden.

In: *European Journal of Education* 53 (4, SI), S. 574–585. DOI: 10.1111/ejed.12306.

Abstract:

In Sweden, the anti-discrimination initiatives and the efforts against degrading treatment are promoted by two laws indicating self-regulatory and transparent actions toward preventing both. To be successful, it is important that everybody involved in the work has the same understanding of the task and that everybody understands written formulations of local policy documents, here labelled equity plans, in order not to reinforce inequalities when counteracting discrimination and degrading treatment. Our aim is to explore the world-views that are expressed by the schools in their equity plans. We ask what are the perceived causes of discrimination and degrading treatment within the schools, what solutions in the equity plans emerge and which subject positions are constructed and made possible. The analysis rendered three discourses of which we can see recurring signs in the material and these have been labelled The perfect school discourse, The designated discourse and The educational discourse. These discourses are different in how they relate to discrimination and degrading treatment in school and they also provide different opportunities for students. We conclude that policy-making is important as a means to change discriminatory patterns and we suggest how to avoid drawing on discourses that are likely to counteract the goals.

McLaughlin, Colleen (2018):

Schools, psychosocial well-being and agency. From fragmentation to coherence.

In: *European Journal of Education* 53 (3, SI), S. 281–292. DOI: 10.1111/ejed.12281.

Abstract:

This article is about the relationship between everyday practice in schools and the development of agency. It examines two areas of current concern in which agency is seen to play a key role: young people's mental health or human flourishing and their development as citizens. The argument is made that the foundation stone of agency is self-efficacy and that related crucial attitudes and beliefs are learned in school. The role of agency in learning and its importance in young people's psychosocial development are discussed. The latter part of the article focuses upon how schools can become effectively agency orientated.

Miskeljin, Lidija; Sharmahd, Nima (2018):

Diversity and diversification in ECEC practices. Considerations from Serbia.

Abstract:

Focusing on diversity represents a step forward towards a complex concept of quality in the early childhood education and care (ECEC) system. The diversification of programmes and services takes shape within this framework, bringing a shift from purely technical issues towards a joint construction of the community's culture. Its complexity is visible in its conceptualisation, which combines theoretical and ideological key points concerning childhood, learning, development, well-being and the role of adults and of public policy. This article presents the process and results of a project that included a study to better understand the perspective of professionals, parents and representatives of local policymakers on the meanings given to the diversification of programmes in the ECEC system in Serbia. The method was participatory, with focus groups supporting participants in expressing their opinions and in co-creating meanings and knowledge, linking research to group reflection. The aim was to identify practices related to these meanings in a coherent way, focusing on the concepts of well-being and respect for diversity. The main conclusion is a strong need for a multilevel network to: (a) support policymakers and professionals in creating socially-mixed contexts, (b) support parents by making them feel that they are partners in the educational system, and (c) invest in continuous professional development (CPD) programmes for professionals to train them and encourage them to co-reflect on practice.

Munoz-Comet, Jacobo; Miyar-Busto, Maria (2018):

Limitations on the human capital transferability of adult migrants in Spain. Incentive or barrier for a new investment in education?

Abstract:

Many empirical studies on immigrant integration document the benefits of an education acquired in the country of destination. In this article; we study how the degree of human capital transferability affects an immigrant's chances of studying in Spain. We used data from the Spanish Labour Force Survey (2008–2015) for a sample of adults aged 18–55 who had left the educational system. The main findings show that natives are the ethnic group with the highest likelihood of re-enrolling in education. Amongst immigrants, those with fewer limitations on human capital transferability also invest more. These results question the predictions of the Immigrant Human Capital Investment model which expect that immigrants whose human capital depreciates upon arrival and those who can obtain a higher return on a new investment in education are therefore more likely to study. Moreover, the effect of skill transferability differs depending on the type of obstacle and the kind of education. Immigrants with less linguistic and cultural familiarity with the host country are less likely to undertake non-formal education than formal education. However, when the transferability obstacles are related to administrative requirements and legal restrictions, the probability of investing in non-formal education is higher. We conclude that immigrants with low skill transferability are not only less well integrated in the labour market upon arrival, but are also less able to redress that disadvantage through a new investment in education.

O'Leary, Michael; Scully, Darina; Karakolidis, Anastasios; Pitsia, Vasiliki (2018):

The state-of-the-art in digital technology-based assessment.

Abstract:

The role of digital technology in assessment has received a great deal of attention in recent years. Naturally, technology offers many practical benefits, such as increased efficiency with regard to the design, implementation and scoring of existing assessments. More importantly, it also has the potential to have profound, transformative effects on the field of assessment by facilitating the integration of formative activities with accountability requirements and broadening the range of abilities and the scope of constructs that can be assessed. This article provides an overview of the current state-of-the-art in digital technology-based assessment, with particular reference to advances in the automated scoring of constructed responses, the assessment of complex 21st century skills in large-scale assessments and innovations involving high fidelity virtual reality simulations. Key challenges with respect to each are highlighted before the extent to which digital technology is truly transforming assessment is considered.

Pasztor, Adel (2018):

Destination unknown? Study choices and graduate destinations of Hungarian youth in Slovakia.

Abstract:

Focusing on Hungarian minority youth in a rural Slovakian setting, this article analyses their higher education aspirations and choices amidst significant economic, political and educational reforms. Relying on mixed methods and a longitudinal design, the research follows a cohort of high school students from their last year of secondary school through university up to their graduate destinations several years onwards. The data reveal three main study-work trajectories reflecting different trade-offs in terms of higher education studies, graduate careers and ethnic identity maintenance that affect life-chances and the future of the Hungarian community in Slovakia.

Peeters, Jan; Sharmahd, Nima; Budginaite, Irma (2018):

Early childhood education and care (ECEC) assistants in Europe. Pathways towards continuous professional development (CPD) and qualification.

Abstract:

There is broad consensus amongst researchers and international organisations that the quality of early childhood education and care (ECEC), which means the wellbeing of children and families, depends on well-educated and competent staff. This remains a challenge in Europe, since part of the workforce is also represented by low-qualified ECEC assistants in many EU countries. In the CoRe study (2011), assistants are defined as 'invisible workers', meaning that their presence is usually not taken into account in policy documents and that they have far fewer possibilities of qualification and professional development than core practitioners. Building on the findings of the CoRe study, a recent NESET II report reviewed the profiles of ECEC assistants in 15 European countries and their professionalisation opportunities. This article describes the report's findings, with a focus on the roles of assistants and on how to create coherent pathways towards their qualification and continuous professional development (CPD) opportunities. The latter is shown through the examples of three case studies carried out in Denmark, France and Slovenia. Recommendations for policy makers are included in the conclusions. The framework of the article is the 'competent system': as pointed out in the CoRe study, individual competences alone are not sufficient to create quality. A 'competent system' is needed which includes collaboration between individuals, teams and institutions and has competent governance at policy level. This means working within a holistic 'educare' approach that is able to value the educative role of caring and the caring role of education.

Peleman, Brecht; Lazzari, Arianna; Budginaite, Irma; Siarova, Hanna; Hauari, Hanan; Peeters, Jan; Cameron, Claire (2018):

Continuous professional development and ECEC quality. Findings from a European systematic literature review.

Abstract:

This article presents the findings of an analysis of the effects of CPD initiatives on the quality of the pedagogical practices of ECEC practitioners. It is part of a larger study commissioned by Eurofound and jointly conducted by VBJK, IOE and PPMI (Eurofound, 2015). In order to draw policy-relevant information that might support decision makers in designing effective ECEC policies in their countries, the study reviewed existing research evidence published on this topic not only in English, but also in all the languages currently in use in EU Member States. Therefore, it involved country experts from EU-28 Member States. The research question was framed by the political priorities identified by the Council Conclusions on Early Childhood Education and Care (EU Council, 2011). The systematic literature review methodology elaborated by the EPPI-Centre for informing evidence-based policies in the field of education and social sciences was adopted to review the evidence drawn from primary research studies cross-nationally. The study revealed that long-term CPD interventions integrated into practice, such as pedagogical guidance and coaching in reflection groups, proved to be effective not only in countries with a well-established system of ECEC provision and a high level of qualification requirements for the practitioners, but also in countries with poorly subsidised ECEC systems and low qualification requirements. CPD initiatives based on the active engagement of practitioners and on peer exchanges within a shared scientific framework, proved to be the most effective.

Pensiero, Nicola; Green, Andy (2018):

The effects of post-compulsory education and training systems on literacy and numeracy skills. A comparative analysis using PISA 2000 and the 2011 survey of adult skills.

Abstract:

This article analyses the contribution of post-compulsory education and training systems to the development of literacy and numeracy skills across OECD countries. While there is extensive cross-country comparative research on the effects of primary and lower secondary education systems on aggregate skills levels, there has been little comparative analysis of system effects after the end of lower secondary education. This article uses a quasi-cohort analysis of the tested literacy and numeracy skills of 15-year-olds in PISA 2000 and 27-year-olds in the 2011 OECD Survey of Adult Skills (SAS) to estimate the gains in different countries in mean levels of competence in literacy and numeracy. We found that Nordic countries (Norway and Sweden) with comprehensive upper secondary education and training systems and German-speaking countries (Austria and Germany) with dual systems of apprenticeship were particular effective, whilst countries with mixed systems (England, Ireland, Northern Ireland and Spain) showed a relative decline in both literacy and numeracy. The education system characteristics that account for these differences are (a) the inclusiveness – as proxied by high rates of participation at 17/18 and low social gradients of level 3 completion; (b) the esteem of vocational programmes; and (c) curriculum standardisation with regard to the study of maths and the national language.

Popovic, Katarina; Maksimovic, Maja; Jovanovic, Aleksa (2018):

Towards new learning environments. Collective civic actions as learning interventions in post-Communist Belgrade.

Abstract:

This article focuses on the social dimension of well-being, based on a critical analysis of the way it is conceptualised in late capitalism: As the dimensions of individual state of mind and body, something that evolves in the individual realm, stressing personal responsibility and achievement of well-being as a solitary act. Then, the contemporary conceptualisation and approaches to policy making for well-being are compared with the policy of adult and youth education and learning. The perspective of a strong individual orientation, detachment from the social, community and collective aspects and efforts seem to be a common denominator. Agency is considered not only as a possibility for individuals to create and change the environment, but also as a process of active co-construction of social reality. This includes (re)connection with a community, very often through new ways of community learning, civic actions and civic activities. An analysis of how these perspectives converge in civic interventions in urban areas of Belgrade places togetherness at the core of the broader approach to well-being and learning. This article presents several examples of civic activities in urban spaces whose learning character is interpreted within the concept of public pedagogy. The examples presented prevail in the post-Communist countries because public spaces as zones of civic interventions can oppose the controlling authority and through the fight for human and civil rights represent the bottom line of togetherness and collective agency. Learning through collective civic actions thus provides new ways of understanding well-being.

Reay, Diane (2018):

Working class educational transitions to university. The limits of success.

Abstract:

Educational transitions experienced within a context of wide and growing inequalities such as England result in very different transition experiences to those experienced by young people growing up in relatively equitable societies with strong communal links. Transitions of working class young people in England are beset with competition, individualism and low expectations. Employing Pierre Bourdieu's concepts of habitus, capital and field, the article argues that working class transitions to university reveal the failure of the English educational system to provide anything like a level playing field to support working class young people who are seen to be educational successes. Focusing on those working class young people who are particularly successful by gaining access to elite universities the paper argues that even this small select group face discrimination, set-backs, and a degree of social exclusion. The paper concludes that the vast majority of

working class young people, including many of those who are the most academically successful have very different transitions to higher education, and experiences within it, from their middle and upper class peers.

Reyes, Charo; Carrasco, Silvia (2018):

Unintended effects of the language policy on the transition of immigrant students to upper secondary education in Catalonia.

In: *European Journal of Education* 53 (4, SI), S. 514–527. DOI: 10.1111/ejed.12304.

Abstract:

This article analyses the effects of the language policy in Catalonia on the transition of immigrant students to upper secondary education in Barcelona by focusing on the language learning experiences and academic trajectories of two case-studies of Pakistani students whose communicative resources remain invisible despite the official celebration of linguistic diversity and which are not properly fostered to ensure their successful incorporation into post-compulsory education, despite their initial success and high aspirations. Although indicators of educational inequality show how young people born outside the EU experience an alarming disadvantage in comparison to their Spanish-born peers, little attention has been paid to factors related to the complex bilingual context of Catalonia. This article aims to shed light on the factors involved in the early school leaving of students from immigrant backgrounds, especially critical in the periods of transition, and the role played by the language policies, beliefs and ideology that they are exposed to.

Ryan, Cathal; Bergin, Michael; Titze, Sylvia; Ruf, Wolfgang; Kunz, Stefan; Wells, John S. G. (2018):

ECVET and ECTS credit equivalency in higher education - A bridge too far?

In: *European Journal of Education* 53 (4, SI), S. 600–610. DOI: 10.1111/ejed.12297.

Abstract:

The implementation within Europe of a credit system for vocational education and training known as ECVET is a European Commission priority. The potential for permeability between the ECVET and European Credit Transfer and accumulation System (ECTS) was foreseen in the Recommendation to establish ECVET in 2009, while the Bruges Communique of 2010 called for the promotion of flexible links between vocational and higher education and increased coherence between ECVET and ECTS. To this end a significant number of EU-funded projects were undertaken to explore compatibility between ECVET and ECTS. This article reviews the findings of these projects and reflects on their success in terms of achieving this policy goal. These bridging projects identified several points of compatibility between the two credit systems and produced valuable tools and frameworks to facilitate such permeability. Achieving credit equivalency between ECVET and ECTS does not appear feasible, rather the evidence points to using a learning outcomes-based equivalency framework. However, this article calls into question the sustainability of these project results with regard to the lack of success in translating these findings into practice and the lack of co-ordinated efforts to implement these findings at a national or pan European level.

Sharmahd, Nima; Peeters, Jan; Bushati, Mirlinda (2018):

Towards continuous professional development. Experiencing group reflection to analyse practice.

In: *European Journal of Education* 53 (1, SI), S. 58–65. DOI: 10.1111/ejed.12261.

Abstract:

Researchers and international organisations recognise that the quality of ECEC services is related to a professional and competent workforce. The latter should be part of a 'competent system' that is capable of linking staff's initial good education to the possibility of constantly reflecting on ideas and practices. Continuous professional development initiatives (CPD) are crucial in this discourse. This article explores possibilities for CPD paths, with a focus on group-reflection methods in which the team/group reflects on its own practice. More specifically, it presents the Wanda method which was developed by VBJK and Artevelde University College in Belgium (Fl.) through a European Social Fund (ESF) project and then adapted to the contexts of four European countries (Czech Republic, Hungary, Croatia, Slovenia) within the ISSA (International Step by Step Association) network. In 2016, VBJK was appointed by Unicef to offer a Training of the Trainers

(TOT) on CPD in Albania with the possibility of re-adapting the Wanda method to the Albanian preschool context. The article ends by presenting this Albanian experience in greater detail.

Souto-Manning, Mariana (2018):

Disrupting Eurocentric epistemologies. Re-mediating transitions to centre intersectionally-minoritised immigrant children, families and communities.

Abstract:

In this article, I examine intersectionally-minoritised immigrant children's transitions from community-based pre-kindergartens to elementary schools (kindergartens) in the most segregated school system in the US. Attending to issues of blockage and fragmentation inherent to transitions, I analyse transition supports, interpreting and critiquing them through the perspectives of Latinx immigrant teachers and mothers. Through interviews, I listen to, learn from and reposition Latinx immigrant teachers and mothers as important constructors of knowledge who hold valuable (albeit often disprivileged) perspectives for reorganising the ecology of transitions. Centering the experiences of immigrant mothers and their young children, I problematise dominant understandings and conceptualisations of transition, unveiling how these privilege dominant ways of being and behaving. In doing so, I shed light on the possibility of re-mediating transitions in ways that centre the perspectives of Latinx immigrants.

Zapp, Mike; Helgetun, Jo B.; Powell, Justin J. W. (2018):

(Re)shaping educational research through 'programmification'. Institutional expansion, change, and translation in Norway.

Abstract:

Educational research in Norway has experienced unprecedented structural expansion and cognitive shifts over the last two decades because of greater state investments and the strategic use of extensive and multi-year thematic programmes to fund research projects. Using a neo-institutionalist framework, we examine institutionalisation dynamics in cultural-cognitive, normative and regulative dimensions by means of interviews, research programme calls, policy documents and funding data. In the cultural-cognitive dimension, we find references to the knowledge society, the perceived importance of evidence in policymaking and ideas of quality, excellence and relevance. In the normative dimension, we find the introduction of new professional and methodological standards, reflecting broader global patterns of academic and epistemic drift. In the regulative dimension, the strengthened role of both government and the Research Council of Norway is manifest in substantial growth in both funding and large-scale, long-term planning, including thematic choices—evidence of 'programmification'. The importance of external models has grown in an era of internationalisation, yet translation occurs at every level of the governance of educational research. This results in a specific Norwegian research model, guided by a mode of governance of programmes that maintains social values that are traditionally strong in Nordic societies.

Zupan, Blaz; Cankar, Franc; Cankar, Stanka Setnikar (2018):

The development of an entrepreneurial mindset in primary education.

Abstract:

This article provides insights into the design thinking method, a teaching strategy for developing creativity, innovative thinking, and an entrepreneurial mindset in young people as a universally applicable skill. It presents results from a study of 146 seventh- and eighth-grade students, aged 12–14 and 20 teachers across 10 Slovene schools. Teachers used the design thinking method to facilitate hands-on student projects and evaluated their effectiveness in cultivating an entrepreneurial mindset. The two teachers per class submitted a combined final report of their experience and observations. In addition, a study facilitator visited each school several times to discuss the project with the teachers, observe the class, and take

notes. Thirteen factors that contributed to students' entrepreneurial mindset were identified and organized into three clusters: project factors, the learning environment in which it was carried out, and the learning and teaching factors.

Specials

Arimoto, Masahiro; Clark, Ian (2018):

Equitable assessment interactions in the ''Open Learning Environment' (OLE).

[Thought Piece]. In: *European Journal of Education* 53 (2, SI), S. 141–143. DOI: 10.1111/ejed.12277.

Baker, Eva (2018):

Design for assessment change.

[Thought Piece]. In: *European Journal of Education* 53 (2, SI), S. 138–140. DOI: 10.1111/ejed.12275.

Brookes, Lorna (2018):

Why we need to listen to children of prisoners.

[Thought Piece]. In: *European Journal of Education* 53 (3, SI), S. 271–274. DOI: 10.1111/ejed.12278.

Elliott, John (2018):

The use of behavioural objectives as a means of holding teachers to account for their students learning. Does this render student assessment ''fit for purpose?'.

[Thought Piece]. In: *European Journal of Education* 53 (2, SI), S. 133–137. DOI: 10.1111/ejed.12272.

Gitschthaler, Marie; van Praag, Lore (2018):

Rethinking transition. What happens when young people leave school early?

[Thought Piece]. In: *European Journal of Education* 53 (4, SI), S. 447–451. DOI: 10.1111/ejed.12301.

Hart, Caroline Sarojini; Brando, Nicolas (2018):

A capability approach to children's well-being, agency and participatory rights in education (vol 53, pg 293, 2018).

[Erratum]. In: *European Journal of Education* 53 (4, SI), S. 611. DOI: 10.1111/ejed.12303.

Lombardi, Joan (2018):

Moving from programme to place. What are the implications for continuous professional development?

[Thought Piece]. In: *European Journal of Education* 53 (1, SI), S. 79–81. DOI: 10.1111/ejed.12255.

Macedo, Eunice; Santos, Sofia A.; Araujo, Helena C. (2018):

How can a second chance school support young adults' transition back to education?

[Thought Piece]. In: *European Journal of Education* 53 (4, SI), S. 452–455. DOI: 10.1111/ejed.12312.

Moss, Peter (2018):

What might Loris Malaguzzi have to say?

[Thought Piece]. In: *European Journal of Education* 53 (1, SI), S. 82–85. DOI: 10.1111/ejed.12256.

Scerri, Rebekah (2018):

Personal growth hitchhiking on experiences. How participation in child rights organisations has contributed to my personal development.

[Thought Piece]. In: *European Journal of Education* 53 (3, SI), S. 278–280. DOI: 10.1111/ejed.12279.

Simonds, Ted (2018):

Fostering well-being for life. A journey of learning.

[Thought Piece]. In: *European Journal of Education* 53 (3, SI), S. 275–277. DOI: 10.1111/ejed.12280.

European Journal of Higher Education (8) 2018

Editorials

Jungblut, Jens (2018):

A look back on some books we did not manage to review in 2017.

[Editorial]. In: *European Journal of Higher Education* 8 (1), S. 5–7. DOI: 10.1080/21568235.2018.1425191.

Jungblut, Jens (2018):

Book reviews editorial: looking back at the last year and introducing some books we did not manage to review in 2018.

[Editorial]. In: *European Journal of Higher Education* 8 (4), S. 378–381. DOI: 10.1080/21568235.2018.1529272.

Klemenčič, Manja (2018):

European higher education in 2018.

[Editorial]. In: *European Journal of Higher Education* 8 (4), S. 375–377. DOI: 10.1080/21568235.2018.1542238.

Klemenčič, Manja (2018):

Higher education in Europe in 2017 and open questions for 2018.

[Editorial]. In: *European Journal of Higher Education* 8 (1), S. 1–4. DOI: 10.1080/21568235.2018.1425192.

Wihlborg, Monne; Robson, Sue (2018):

Internationalisation of higher education. Drivers, rationales, priorities, values and impacts.

[Introduction]. In: *European Journal of Higher Education* 8 (1), S. 8–18. DOI: 10.1080/21568235.2017.1376696.

Abstract:

This special issue follows on from a special call for contributions to the ECER 2016 conference in Dublin on the need to rethink and reconceptualise internationalisation in higher education (HE). The papers in this special issue contribute to a critically reflective interdisciplinary discussion on the phenomena of internationalisation in terms of the evolution of the structures, systems, and functions of HE institutions. They critique the phenomena from social, educational and spatial perspectives, highlighting the complexity of this field and a common concern regarding the effects of predominantly economic drivers for internationalisation. The papers provide insights into some of the drivers and rationales for internationalisation and the ways in which policies and power relationships steer the direction and development of internationalisation at an institutional, programme or personal level. They illustrate the complex and interdependent nature of the positive and less positive dimensions of internationalisation experiences.

Original Articles

Beerkens, Maarja (2018):

Evidence-based policy and higher education quality assurance. Progress, pitfalls and promise.

In: *European Journal of Higher Education* 8 (3), S. 272–287. DOI: 10.1080/21568235.2018.1475248.

Abstract:

Evidence-based policy has become a norm in the current policy-making rhetoric, affecting also higher education quality assurance. This article agrees with critics that rigorous ex-post impact studies are highly challenging in the field of quality assurance. Nevertheless, there are alternative ways how evidence can effectively guide quality assurance policies and how evidence-based mentality can be encouraged by government policies. A more realistic view on how evidence informs policies (indirectly and via stakeholders' arguments) and how professionals incorporate evidence in their work (selectively and next to other information sources) broadens the scope for useful evidence for higher education quality assurance.

Bejan, Andrei-Stelian; Damian, Radu Mircea; Leiber, Theodor; Neuner, Iohan; Niculita, Lidia; Vacareanu, Radu (2018):

Impact evaluation of institutional evaluation and programme accreditation at Technical University of Civil Engineering Bucharest (Romania).

In: *European Journal of Higher Education* 8 (3), S. 319–336. DOI: 10.1080/21568235.2018.1474780.

Abstract:

The article reports on a case study of impact evaluation of external quality assurance, i.e. institutional evaluation including programme accreditation, which was carried out by the Romanian Agency for Quality Assurance in Higher Education at Technical University of Civil Engineering Bucharest in the form of a methodological before-after comparison. The impact evaluation exhibits a marked stability of the attitudes towards quality assurance of different stakeholders on a high positive level. The analysis also shows that teachers, on the average, perceive better and perceive more effects of quality assurance in learning and teaching, and that they experience university leadership as highly supportive for quality assurance. The study further demonstrates that for teachers the perceived amount of benefit surpasses the perceived expenditure. Finally, a series of open answers gives indications for possible improvement of the university's quality assurance and organizational structures.

Brennan, John (2018):

Success factors of quality management in higher education. Intended and unintended impacts.

In: *European Journal of Higher Education* 8 (3), S. 249–257. DOI: 10.1080/21568235.2018.1474776.

Abstract:

Expanded and increasingly diversified systems of higher education are generally differentiated vertically and/or horizontally. National quality management systems attempt to identify both kinds of differences in quality and standards across their higher education systems. But different quality management systems and processes can pose different questions about such differences and provide different answers. In so doing, they can change what is regarded as important in higher education. Institutions respond to the perceived requirements of quality management with either change and innovation or with compliance and conformity. Institutional policies may change. Cultures of quality can be either strengthened or weakened. Impacts on quality differ, with unintended impacts often more significant than the intended ones.

Budd, Richard (2018):

Eliciting the institutional myth. Exploring the ethos of 'the university' in Germany and England.

Abstract:

This paper is situated in relation to a critical mass of largely censorious commentary around global policy trends purportedly undermining, or even realigning, universities' 'traditional' ethos, but where the student perspective on this appears to have been largely ignored. Drawing on interviews with German and English undergraduates, it applies the neo-institutional theory of organizational fields supported by regulative, cognitive, and normative pillars (Scott 1995. Institutions and Organi zations. Thousand Oaks: Sage). The latter pillar, representing a sector's values, methods, and goals, is of particular interest here, and it will be argued that this and an ethos may correspond. The findings show that a sense of the participants' understanding of a university ethos/normative pillar could be discerned, with significant convergence between the two groups. However at the same time there was also divergence both within and between them, and this raises a number of novel empirical and theoretical questions.

Courtois, Aline (2018):

'It doesn't really matter which university you attend or which subject you study while abroad.'. The massification of student mobility programmes and its implications for equality in higher education.

Abstract:

Based on documentary analysis and interviews, the article examines the current practices of Irish universities in their efforts to increase their students' participation in international exchange programmes. It argues that increased participation, while a positive outcome, obscures a growing differentiation in the types of exchange programmes and destinations. This emerging stratification leads to differentiated experiences and outcomes, which may amplify other forms of stratification pervading the higher education sector. In particular, we look at the emergence of different models of exchange, that have moved away from an academic focus towards a more easily manageable model better suited to the massification underway. We suggest that Irish higher education institutions contribute to making credit mobility a space, where students can deploy socially unequal strategies and where the more vulnerable remain either excluded, or limited to 'second best' programmes, devalued academically or where pedagogic opportunities are lost. This is one of the manifestations of the production of internationalization under the pressures of cost-saving, corporatization and the employability discourse.

Govekar-Okoliš, Monika (2018):

Mentors' perceptions on effects of their mentoring with higher education students in companies after the adoption of the Bologna process.

Abstract:

This article describes the characteristics of mentoring higher education students in companies which is a field the least researched, particularly when evaluateing effects of mentoring. This qualitative study is a response to this concern. The purpose of the study is to determine what mentors working with students in companies in certain European countries think about mentoring after adoption of the Bologna Process. The research was based on analysis of written self-reflections provided by mentors who had participated in education and trainings designed for mentors. We wanted to find out mentors' perceptions of their work, their positive and negative experiences. This study's findings bring new insights into how the Bologna Process has altered mentoring and its formal organization. The effects of mentoring are both positive and negative. The findings are important for improving the quality of mentoring in companies and establishing an EU network of mentoring companies in the future.

Groves, Tamar; López, Estrella Montes; Carvalho, Teresa (2018):

The impact of international mobility as experienced by Spanish academics.

Abstract:

The objective of this research is to explore the experiences of the first generations of Spanish academics that carried out research stays in foreign institutions. The analysis of 30 semi-structured interviews shows the interviewees' evaluation of their stay abroad, the impact that this had on their academic career and how the return to the home institution was a complex process of adaptation. It is an exploratory research which attempts to contribute to current debates about international mobility of academic staff. While it confirms that generally speaking mobility is perceived as positive there are negative aspects related to academics' (re)integration related to cultural specificities and of the maturity of the scientific system.

Guion Akdağ, Emma; Swanson, Dalene M. (2018):

Ethics, power, internationalisation and the postcolonial. A Foucauldian discourse analysis of policy documents in two Scottish universities.

Abstract:

This paper provides a critical discussion of internationalisation in Higher Education (HE), and exemplifies a process of uncovering the investments in power and ideology through the partial analysis of four strategic internationalisation documents at two Scottish Higher Education institutions, as part of an ongoing international study into the ethics of internationalisation (EIHE).1 A Foucauldian discursive analytical approach is employed in analysing the policy documents. It reveals the relationships between power and knowledge in the constitution of regimes of truth within internationalisation, while serving to interrogate the dynamics of the affective and ethical in the comprising of such relationships and imaginaries. A critical postcolonial theorisation works in tandem with a Foucauldian approach in uncovering the relations of power discursively at work and the discursive effects of power in institutional terms. Four key themes are identified within the documents and critically discussed. The discussions serve to demonstrate that a lack of critical engagement with internationalisation discourses in Higher Education has the effect of reifying a dominant view and suppressing the emergence of alternative discourses. A critical postcolonial lens facilitates interpretability of power dynamics through and beyond internationalisation in Higher Education to consider the ethical effects of such power in its investments in global inequality, injustice and oppression within the global modernist imaginary.

Hauptman Komotar, Maruša (2018):

Quality assurance of internationalisation and internationalisation of quality assurance in Slovenian and Dutch higher education.

Abstract:

Increasing attention devoted to internationalisation and quality assurance of higher education reinforced the need to analyse their interdependent relationship, known as quality assurance of internationalisation and internationalisation of quality assurance in higher education. On this basis, the present article exposes the development and implementation of different initiatives for assessing and measuring the quality of internationalisation and for internationalising external and internal quality assurance systems in European higher education. Its specific focus is on Slovenian and Dutch experiences in this field, which are also comparatively analysed. Various documentary sources are supported with findings from semi-structured interviews, which were conducted as part of the PhD research on this theme. By focusing on supranational, national and institutional level of higher education, the article acknowledges the limits of comparative studies that rely exclusively on the national dimension as the main methodological unit of analysis. The results of research indicate that if quality is understood as 'value for money' [Harvey and Green 1993. 'Defining Quality.' Assessment & Evaluation in Higher Education 18 (1): 9–34] and/or internationalisation driven predominantly by economic rationales, then the quality of higher education (systems and institutions) cannot be assured or improved by internationalisation, neither in Slovenia and the Netherlands nor in any other country.

Hellstén, Meeri; Ucker Perotto, Lilian (2018):

Re-thinking internationalization as social curriculum for generative supervision. Letters from the international community of scholars.

Abstract:

This paper concerns research issues on curriculum, pedagogy and the creative use of method in international higher education. It is motivated by the witnessing of a recent shifting in consensus within the global research communities on international education, towards curriculum renewal of shared knowledge within the field. The article enters into an imaginary of alternative pedagogical routes in IHE and contributes to the collective dialogue by way of a case example using creative writing for transitioning from the actual to the possible in international education. The paper narrates a creatively assembled case study on interdisciplinary methodology. It culminates through correspondence between an international doctoral researcher of Fine Arts and a senior scholar of International Education. The article explores autobiographical research accounts about geographical displacement, the subjectivities produced in international scholarly spaces and their new epistemological imprints on the international student transition experience. The article offers generative curriculum insight that combines interdisciplinary methods through which to feasibly implement pedagogical strategies for renewal of internationalized curriculum beyond times of educational crises.

Hladchenko, Myroslava; Westerheijden, Don F. (2018):

Means-ends decoupling and academic identities in Ukrainian university after the Revolution of Dignity.

Abstract:

This article aims to explore the academic identities under the conditions of means-ends decoupling at the nation-state level. For empirical evidence we choose Ukraine. In 2014, after the Revolution of Dignity despite the adoption of the policies aimed to construct academic identities like in the Western universities the intended outcomes were not achieved. It occurred due to means-ends decoupling both at the nation-state and organizational levels. Policy initiatives involved a decrease in teaching workload of academics, they to allocate more time for research. The education ministry also changed the requirements to the scientific titles aiming to enhance the quality of higher education though the focus of the academics on the research at the international level and improvement of their knowledge of English. Our findings reveal that means-ends decoupling not only passes down from the nation-state and organizational levels to the level of individuals but also results also in significant diversion of human intellectual capital and identity conflict experienced by academics. Data is taken from the interviews with nineteen academics from humanities, social, natural and technical sciences affiliated to one Ukrainian university.

Jensen, Dorthe Høj; Jetten, Jolanda (2018):

Exploring interpersonal recognition as a facilitator of students' academic and professional identity formation in higher education.

Abstract:

A large body of work shows that the development of students' academic and professional identity positively predicts achievement in higher education. Despite this, there is also evidence that students have great difficulty developing both types of identity. Drawing from Honneth's [2003a. Behovet for anerkendelse. En tekstsamling [The Need for Personal Recognition. A Text Collection. Redigeret af Rasmus Willig. København: Hans Reitzels Forlag; Honneth, A. 1992 [2006]. Kamp om anerkendelse [The Struggle for Recognition]. København: Hans Reitzels Forlag] work on the importance of recognition, we examined the perceived barriers to forming an academic and professional identity in a qualitative study among 26 Danish and 11 Australian university students. The results reveal that while both types of identity formations were contingent on different forms of recognition, there was also evidence that students perceived all three forms of interpersonal recognition (respect, solidarity, empathy) beneficial in forming academic and professional identity. More specifically, students needed interpersonal recognition as a response to validate an academic identity, and also as a creating source for developing a professional identity. Lacking social interaction possibilities with educators hindered recognition and students' identity formations.

Jurvelin, Jouni Antero; Kajaste, Matti; Malinen, Heikki (2018):

Impact evaluation of EUR-ACE programme accreditation at Jyväskylä University of Applied Sciences (Finland).

Abstract:

The article reports on a case study of impact evaluation of external quality assurance, i.e. EUR-ACE programme accreditation, which was carried out by the Finnish Education Evaluation Centre at Jyväskylä University of Applied Sciences in the form of a methodological before-after comparison. The results show mainly positive and stable attitudes of teachers and students towards quality assurance during the accreditation process and indicate that the university has managed to find a balanced expenditure/benefit ratio with respect to its quality assurance procedures. Another finding is that the involvement of the students in quality assurance as well as to make quality assurance work more relevant for them seems to be one challenge. Particularly, the difference in awareness of the development of the programme between average students and student representatives seems to be substantial. In addition, the data suggests that individual teachers could be more involved in quality assurance.

Leiber, Theodor (2018):

Impact evaluation of quality management in higher education. A contribution to sustainable quality development in knowledge societies.

Abstract:

Since (higher) education is more important than ever in knowledge societies, high priority should be ascribed to quality management in higher education institutions and its effectiveness. However, there is still a lack of systematic evaluation of the latter, particularly analyses which are not restricted to ex-post gathered data and expert assessments. The articles in this special issue contribute to overcome these shortcomings in several ways: One article is reflecting on success factors and un-/intended effects of quality management, another one is analyzing more discursive ways of evidence-informed guidance of quality management policies which are complementary to rigorous impact studies. Five articles investigate quality management effectiveness by ex-post and simultaneous impact evaluation in European case studies, including assessments of students, teachers, quality managers and leadership. Finally, a SWOT analysis of impact evaluation of quality management in higher education institutions is carried out and suggested as a tool for bridging the notorious gap between methodology and implementation.

Leiber, Theodor; Moutafidou, Nana; Welker, Bertram (2018):

Impact evaluation of programme review at University of Stuttgart (Germany).

Abstract:

The article reports on a case study of impact evaluation of internal quality assurance, i.e. Programme Reviews, which was carried out by the Evaluation Agency Baden-Wuerttemberg and the Staff Unit of Quality Development at University of Stuttgart (Germany) in the form of a methodological before-after comparison. The impact evaluation exhibits that the external evaluations of Programme Reviews were in tune with the idea of a 'critical friend' approach, stressing the positive aspects while including some constructive criticism. It is shown that the evaluations initiated intended constructive discussions about the programmes, while the integration of internal and external evaluations in the Programme Review needs to be improved. A further related result is that programmes need more extensive feedback to improve acceptance from critical corners. Finally, a series of open answers gives indications for possible improvement of the university's quality assurance and organizational structures, including a better and fair integration of students in quality assurance and a more strategic orientation/integration of teaching and learning.

Leiber, Theodor; Prades, Anna; Alvarez del Castillo, Maripaz (2018):

Impact evaluation of programme accreditation at Autonomous University of Barcelona (Spain).

Abstract:

The article reports on a case study of impact evaluation of external quality assurance, i.e. programme accreditation, which was carried out by the Catalan University Quality Assurance Agency at Autonomous University of Barcelona in the form of a methodological before-after comparison. The impact evaluation exhibits a marked stability of the attitudes towards quality assurance of different stakeholders and shows that the majority of teachers do not perceive effects of quality assurance in learning and teaching. The analysis further indicates that teachers' awareness of certain quality assurance instruments increases during accreditation and that university leadership is seen as highly supportive for quality assurance by teachers. The study also demonstrates that for teachers the perceived amount of expenditure is clearly higher than the perceived benefit. Finally, a series of open answers gives indications for possible improvement of the university's quality assurance and organizational structures.

Leiber, Theodor; Stensaker, Bjørn; Harvey, Lee Colin (2018):

Bridging theory and practice of impact evaluation of quality management in higher education institutions. A SWOT analysis.

Abstract:

The last two decades have witnessed an increasing intensity of quality management in higher education institutions and quality discourses which were followed by debates about and attempts of evaluating the efficacy of quality management in the sector. Accordingly, the article presents a SWOT analysis of impact evaluation of quality management in higher education institutions. The analysis is based on a contemporary SWOT conceptualisation and on reflections of impact evaluation, ranging from theoretical models through case studies to practical experience in a European research project. The analysis reveals that certain weaknesses can be overcome (e.g. budget and process time restrictions) while others cannot (e.g. systematic limitations of methodologies). Similarly, certain threats can be tackled (e.g. proper implementation of methodologies) while others at most can only approximately be solved (e.g. attribution problem). The article concludes that a SWOT analysis may be a tool for bridging the gap between methodological challenges and the implementation of impact measurement in systematic quality management.

Marini, Giulio (2018):

Tools of individual evaluation and prestige recognition in Spain. How sexenio 'mints the golden coin of authority'.

Abstract:

Individual experiences in dealing with individual evaluations are studied through a national documental analysis and qualitative interviews. The analysis considers three main individual assessments designed to measure individual credentials or performance: sexenio (research and third mission), quinquenio (teaching) and acreditación (mix of all missions). The main research question is to discuss if and how these tools changed the way academic authority is recognized among scholars. Evidence shows that sexenio has played a relevant role and enacted a reconfiguration of authority among scholars, incentivizing more performing behaviors. In terms of missions, research is more important than teaching or third mission. In terms of tools, they don't have the same degree of importance. Sexenio lays in having established by time a widely recognized way – quoting Burton Clark – 'to mint the golden coin of individual prestige'. Other tools, following the metaphor, may mint just less prestigious pence.

Morley, Louise; Angervall, Petra; Berggren, Caroline; Dodillet, Susanne (2018):

Re-purposing fika. Rest, recreation or regulation in the neoliberalized Swedish University?

Abstract:

Fika is the Swedish practice of assembling for a coffee break at work or home. This paper investigates the material, social and temporal investments in fika in accelerated and accountable organizational cultures, and asks what purpose it serves in neoliberalised academic employment regimes today. Analysis of our thirteen interviews with administrators and academics in a Faculty of Education in a large research-intensive Swedish university suggests that there are multiple interpretations of fika. Traditionally, fika has been used as a site for team-building, democratization, and well-being at work, but might have been re-purposed and incorporated in neoliberal surveillance and normalization technologies in which one's corporate loyalty and interpersonal skills are made visible for assessment. We noted an affective and gendered economy with fika eliciting feelings of pleasure in the social and recreational aspects, but shame and anger at what was perceived as coercion to perform a particular type of sociable subjectivity.

Ng, Josephine; Nyland, Berenice (2018):

Critical examination of internationalisation. A case study of a collaboration between an Australian and a Chinese university.

Abstract:

In this paper, a case study of an international partnership between two universities, one in Australia and the other in China, is presented. The internationalisation of early childhood degree programmes in Australia is reasonably new and there is limited literature on the subject. This study evaluates a Sino- Australian partnership of a joint undergraduate early childhood programme which is the first of its kind to gain formal accreditation in both Australia and China. The aim of the research was to investigate the challenges of international education initiatives, this model in particular and draw implications for sustainability. A political economy view has framed the research.

The study focuses on the perspectives of key players in the joint partnership and in this paper we report from the perspective of senior university staff. The research was designed as a single case study to gain an understanding of the vested interests, intentions and challenges faced in this collaboration. The interplay of the international context, market-forces and transnational activities of internationalised teacher education are highlighted. Findings suggest that the present political environment and changing rules within the international education market makes responsive and collaborative planning difficult to sustain.

Robson, Sue; Almeida, Joana; Schartner, Alina (2018):

Internationalization at home. Time for review and development?

Abstract:

Internationalization is a key contemporary debate within Higher Education (HE). Many universities worldwide proclaim their 'international' status, citing quantitative indicators, particularly international student and staff recruitment and outbound student mobility data to illustrate this. In this paper, we focus on the non-mobile majority of the academic community. We foreground internationalization at home (IaH) and the underlying social, academic and intercultural learning benefits of an internationalized university experience. We explore how IaH is understood and operationalized in two universities in the United Kingdom and Portugal via a multiple case study. Qualitative data from 12 stakeholder interviews are analysed, generating five themes about operational understandings and practices of IaH. Findings identify relevant explanatory factors that may assist other institutions to understand, enact and communicate about IaH. We highlight the need for further empirical research to provide insights into how this key dimension of internationalization is being operationalized across other European HE institutions.

Seyfried, Markus; Pohlenz, Philipp (2018):

Assessing quality assurance in higher education: quality managers' perceptions of effectiveness.

Abstract:

The present article offers a mixed-method perspective on the investigation of determinants of effectiveness in quality assurance at higher education institutions. We collected survey data from German higher education institutions to analyse the degree to which quality managers perceive their approaches to quality assurance as effective. Based on this data, we develop an ordinary least squares regression model which explains perceived effectiveness through structural variables and certain quality assurance-related activities of quality managers. The results show that support by higher education institutions' higher management and cooperation with other education institutions are relevant preconditions for larger perceived degrees of quality assurance effectiveness. Moreover, quality managers' role as promoters of quality assurance exhibits significant correlations with perceived effectiveness. In contrast, sanctions and the perception of quality assurance as another administrative burden reveal negative correlations.

Teelken, Christine (2018):

Teaching assessment and perceived quality of teaching. A longitudinal study among academics in three European countries.

Abstract:

European institutions of higher education have increasingly sought to improve the accountability and transparency of teaching and research with formal procedures and performance criteria. In a longitudinal analysis conducted in faculties of social sciences and economics at universities in the Netherlands, Sweden and the United Kingdom, we examined ways in which academics have experienced the expanded use of teaching assessments and its impact on the perceived quality of teaching. Results revealed that teaching assessments in the three countries have become more institutionalized, as scepticism of their principles have been replaced with resilience and pragmatism in assessment instruments and, among individual instructors, with sharpened focus on the operational side of teaching. Although faculty members acknowledged benefits of teaching assessments, they could not envision how the assessments would improve the quality of teaching. In response, we offer a theoretical explanation of those trends that extends the development of micro-institutional theory.

Uslu, Baris (2018):

Strategic actions and strategy changes in European universities. Clues from institutional evaluation reports of the European University Association.

Abstract:

This research examined strategic actions in European universities through the institutional evaluation reports of the EUA. EUA reports for 21 universities from seven European countries were included in the data set. Qualitative inquiry was carried out and six sub-sections in the reports were used as established themes. The findings were then integrated into a node map. The analysis reveals that European universities follow similar strategies in organizational management, quality assurance, teaching/learning, societal service, and internationalization. However, environmental factors such as economic conditions, demographical changes, the industrial/business sector, and higher education regulations and institutional characteristics lead to differences in their strategic perspectives. European-wide policies and practices also influence their strategies related to continental integration and international visibility. It is shown that these factors add various requirements to the institutional strategies of the sample universities, which have to adapt them to meet contemporary threats and catch developmental opportunities in their environment.

Yokoyama, Keiko (2018):

Risk management of the English universities after the 2008 financial crisis.

Abstract:

The objective of the paper is to identify whether the global financial crisis in 2008 re-shaped risk management in the English universities in order to avoid future financial turbulence and manage risk in uncertain and insecure environments. The paper examined changes in the risk management mechanism of the English university system between 2008 and 2014. The study focused on the state-university nexus, scrutinising the regulation and policy instruments of an English higher education funding body, the Higher Education Funding Council for England (HEFCE) (1992–2018). The paper argues that the 2008 financial crisis neither reshaped the risk management mechanism in the English university system nor changed the state-university relationship. The effect of the financial crisis on the risk management mechanism in the university sector was neither structural nor dynamic. The development of the English risk management system, which was well under way before 2008, was not noticeably accelerated by the subsequent financial stringency.

Zhu, Chang; Zayim-Kurtay, Merve (2018):

University governance and academic leadership. Perceptions of European and Chinese university staff and perceived need for capacity building.

Abstract:

The main purpose of this study is to explore Chinese and European university staff members' perceptions about the challenges and capacity building needs in terms of academic leadership and university governance. A survey questionnaire with open-ended questions was administered to 58 staff members from 7 Chinese universities and 31 staff members from 8 European universities. The results showed that in addition to the competitive challenges universities encounter, developing leadership and managerial skills for Chinese and leadership, managerial, and interpersonal skills for European participants are the major challenges for academic leaders and the most frequently cited areas potential for capacity building. Leadership skills and practices of academic leaders were highlighted by both groups most to learn from each other while change adaptation skills of Chinese academic leaders and personal capabilities of European academic leaders are the specific aspects of academic leadership referred most for experience sharing between these two contexts.

Reviews

Benites, Rodolfo (2018):

Globalization and change in higher education. The political economy of policy reform in Europe, by Beverly Barrett, London, Palgrave Macmillan, 2017, 323 pp., 96.29€ (hardcover), ISBN: 978-3-319-52368-2.

Broucker, Bruno (2018):

Policy analysis of structural reforms in higher education. Processes and outcomes, by Harry de Boer, Jon File, Jeroen Huisman, Marco Seeber, Martina Yukasovic, and Don F. Weserheijden, London, Plagrace Macmillan, 2017, 303 pp., EUR 96.30 (hardcover), ISBN: 978-3-319-42236-7.

Gourlay, Lesley (2018):

> Freedom to learn: the threat to student academic freedom and why it needs to be reclaimed, by Bruce MacFarlane, London, Routledge, 139 pp., GBP 29.99 (paperback), ISBN: 978-0-415-72916-1.
>
> [Review]. In: *European Journal of Higher Education* 8 (4), S. 453–456. DOI: 10.1080/21568235.2018.1454473.

Moscati, Roberto (2018):

> Changing governance in Universities. Italian higher education in comparative perspective by Giliberto Capano, Marino Regini, and Matteo Turri, London, Palgrave Macmillan, 2016, 192 pp., 96.29 EUR (hardcover), ISBN: 978-1-137-54816-0.
>
> [Review]. In: *European Journal of Higher Education* 8 (1), S. 115–118. DOI: 10.1080/21568235.2017.1362716.

Szadkowski, Krystian (2018):

> Higher education and the common good, by Simon Marginson, Melbourne, Meldbourne University Press, 2016, 300 pp., $69.99 (Hardback), $19.99 (ebook)$49.99 (Softcover), ISBN 978-0-522-87111-1
>
> [Review]. In: *European Journal of Higher Education* 8 (3), S. 369–373. DOI: 10.1080/21568235.2018.1436959.

Ulnicane, Inga (2018):

> The European Research Council, by Thomas König, Cambridge, Polity, 2017, 192 pp., GBP 25.00 (hardcover), ISBN: 978-0-7456-9124-4.
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> [Review]. In: *European Journal of Higher Education* 8 (2), S. 230–234. DOI: 10.1080/21568235.2017.1376368.

Globalisation, Societies and Education (16) 2018

Editorials

Jöns, Heike (2018):

Boundary-crossing academic mobilities in glocal knowledge economies. New research agendas based on triadic thought.

Abstract:

This editorial introduction identifies a need for more multidimensionaland collective theorizations of boundary-crossing academic mobilities inorder to conceptualise this phenomenon, compare empirical findings, andidentify new research perspectives. My suggestion is that triadicthought - or the thinking in three rather than two conceptual categories- overcomes some of the limitations that binary thought has imposed onsocial theory. By transforming the three conceptual dyads that framethis special issue on boundary-crossing academic mobilities, namelymobility/migration, students/academics, and local/global, into moredifferentiated relational triads, I argue that ordering and framingstudies on academic and other mobilities through three-by-three matricesgrounded in triadic thought helps to advance conceptual debate andunfold a wider research agenda in truly collective ways.

Riano, Yvonne; van Mol, Christof; Raghuram, Parvati (2018):

New directions in studying policies of international student mobility and migration.

Abstract:

Many host-countries have liberalised migration policies to facilitatethe transition of international students to the local labour market asthey are seen as economic agents who increase global competitiveness andintegrate easily. However, how migration and educational policies at theregional and national levels emerge, are negotiated and becomeimplemented, and how they contradict other policies, remainslittle-known. This special issue aims to address that gap. Thisintroductory paper offers an analytical framework for studying policiesof international student mobility that addresses four criticaldimensions: discourses, contexts, agents and temporalities beforeoffering some key avenues for future research.

Steiner-Khamsi, Gita; Waldow, Florian (2018):

PISA for scandalisation, PISA for projection. The use of international large-scale assessments in education policy making – an introduction.

Abstract:

The introductory article of the GSE special issue 'PISA for scandalization, PISA for projection: the use of international large-scale assessments in education policy making' contextualises the four articles of the special issue in the broader context of comparative policy studies in education. It reflects in particular on the question of why cross-national comparison is relevant for the study of ILSA (international large-scale assessment) policy reception and how 'methodological nationalism' may be avoided when using national education systems as units of analysis.

Original Articles

Baytiyeh, Hoda (2018):

Have globalisation's influences on education contributed to the recent rise of Islamic extremism?

Abstract:

Although globalisation's influences on education have contributed to cultural evolution, economic development and social progress, they also have generated mixed reactions among Muslim populations. This article shows how globalisation has facilitated the infiltration of Western culture into Muslim societies through modern educational modes. Some conservative Muslim communities perceive this infiltration as a threat to Islamic values, creating a culture of fear. Combined with decades of colonisation, social injustice, and defeat, this fear has triggered a state of hatred and anger motivating the rise of extremism, terrorism, and retaliatory attacks on education.

Bellino, Michelle J. (2018):

Youth aspirations in Kakuma Refugee Camp. Education as a means for social, spatial, and economic (im)mobility.

Abstract:

This study documents the aspirations and apprehensions of youth as they complete secondary schooling in Kakuma Refugee Camp. Navigating contradictory discourses about the value of education, school-leavers approach postsecondary opportunities with attention to social status hierarchies, economic viability, and collective expectations for nation-building goals. This work contributes to understandings of formal education interacting with culturally bounded expectations for normative adulthood, examining how youth respond when they are unable to adhere to a linear trajectory of success. I argue that foregrounding democratic purposes of schooling in exile can expand conceptions of nation-building and successful adulthood, opening and de-stigmatizing multiple future pathways.

Bittencourt, Tiago; Willetts, Alexandra (2018):

Negotiating the tensions. A critical study of international schools' mission statements.

Abstract:

This paper examines how international schools negotiate the competing demands set forth by the discourses of ideological 'internationalism' and 'market-driven' multinationalism. This was accomplished through a critical discourse analysis of the mission statements of 46 Association of American Schools in South America (AASSA) member international schools. By identifying the interdiscursive and intertextual elements of the mission statements, we found that the potential tensions emerging from these competing discourses are often obfuscated, thus creating the semblance of congruency. This paper argues that by not acknowledging and disentangling these competing discourses, international schools may be subject to potentially detrimental consequences, which include marginalising their social and political possibilities and perpetuating neoliberal hegemony.

Coey, Chris (2018):

International researcher mobility and knowledge transfer in the social sciences and humanities.

Abstract:

This article explores knowledge outcomes of international researcher mobility in the social sciences and humanities. Looking in particular at international experiences of longer durations in the careers of European PhD graduates, it proposes a threefold analytical typology for understanding the links between the modes, durations, and outcomes of this mobility in terms of the exchange of codified knowledge; the sharing of more tacit knowledge practices; and the development of a cosmopolitan identity. The findings suggest that, under the right conditions, there can be an important and transformative value to longer stays, which can lead to enduring outcomes in terms of knowledge production and innovation and the spatially distributed networks that sustain it.

Findlay, Allan; Packwood, Helen; McCollum, David; Nightingale, Glenna; Tindal, Scott (2018):

Fees, flows and imaginaries. Exploring the destination choices arising from intra-national student mobility.

Abstract:

Are intra-national student flows driven by the same forces as international student mobility? This paper addresses this question by analysing cross-border student mobility in the UK. The paper identifies four principles that one might expect to drive the destination choices of students from Scotland enrolling in English universities. Following a statistical analysis of student destination choices, it is argued that cross-border moves from Scotland to England are stimulated by some of the same global forces as international student mobility (such as a desire to accumulate cultural capital), but in terms of destination choice the imaginaries held by Scottish students of 'good' places to study in England to accumulate cultural capital are constructed differently from the imaginaries of international students.

Franca, Thais; Alves, Elisa; Padilla, Beatriz (2018):

Portuguese policies fostering international student mobility. A colonial legacy or a new strategy?

Abstract:

This paper explores policies on international student mobility to Portugal from within the Lusophone space, analyzing the cases of Angola, Cape Verde and Brazil. We argue that Portuguese strategies to attract international students respond to different demands and interests embedded in its geopolitical memberships. One the one hand, they respond to pressure from the European Commission to increase the internationalisation level within the European Higher Education Area. On the other hand, they are embedded within Portugal's desire to continue its influence over the former colonies. We analyze available statistical data and policy documents on Angolan, Cape Verdean and Brazilian students in Portugal, using insights from postcolonial theoretical frameworks. Our results suggest that Portuguese policies on international student mobility, even if discontinuous over time, still aim at maintaining a leading role among the Portuguese-speaking countries, through practices rooted in neocolonial logics. However, Portugal's membership of the European Union propels the need to adapt to wider political forces through contextual and opportunistic strategies as well.

Gardner-McTaggart, Alexander; Palmer, Nicholas (2018):

Global citizenship education, technology, and being.

Abstract:

Despite the widespread promotion of the global school, it remains unclear as to how citizenship education (global citizenship education, GCE) is developed. Educational bodies such as UNESCO, Oxfam, and the International Baccalaureate are in the full throws of developing models for GCE yet questions remain as to how such a sweeping notion might take effect. Educational frameworks replete with theoretical, political, pedagogical, and methodological conundrums permeate much global education discourse. Modes of GCE thinking range from post-colonial perspective, critical perspectives, postmodernism as well as an oratory utopianism. This article presents an alternate model of GCE promoting both

technology and art as complicit in the exacting of a multifaceted GCE. The balancing of art and technology, as demonstrated, presents an ontological stance that acts as a foundation for the Proto-Global Citizen or 'Weltburger'. This article aims to support educators seeking a further means of conceptualising GCE embodying diversification while embracing a GCE consciousness. Furthermore, the development of GCE through art and technology creates an opportunity for educators to realign disciplinary focus in light of the increasing incentive for schools to 'go global'.

Guilherme, Alexandre; Morosini, Marilia; Kohls dos Santos, Pricila (2018):

The process of internationalisation of higher education in Brazil. The impact of colonisation on south-south relations.

In: *Globalisation, Societies and Education* 16 (4), S. 409–421. DOI: 10.1080/14767724.2018.1440351.

Abstract:

This article presents a study that analyses interviews of African students participating in the PEC academic mobility programme, so to gain an understanding of the individual and corporate experience of living and studying in Brazil. However, our analysis also demonstrates a highly significant finding that the historical process of colonisation, experienced for centuries by the Great South, has impinged on the outlook held by individuals from the Great South, who tend to understand that the Great North is the desirable option. Consequently, this attitude has directly affected South-South relations and the cooperation between developing and emerging countries. The work of Franz Fanon, who is a pivotal figure in the process of decolonisation, serves as a framework for our analysis because it both conceptualises and demonstrates the symptoms of psychological violence in a colonised context. As it will become clear, this has ramifications for the process of internationalisation and globalisation of Higher Education.

Gunter, Ashley; Raghuram, Parvati (2018):

International study in the global south. Linking institutional, staff, student and knowledge mobilities.

In: *Globalisation, Societies and Education* 16 (2, SI), S. 192–207. DOI: 10.1080/14767724.2017.1401453.

Abstract:

The international mobility of institutions, staff, students and knowledge resources such as books and study materials has usually been studied separately. This paper, for the first time, brings these different forms of knowledge mobilities together. Through a historical analysis of South African higher education alongside results from a quantitative survey of academic staff in three international branch campuses in South Africa, the paper suggests three things. First, it points to the importance of regional education hubs in the global South and their role in South–South staff and student mobilities. Second, it points to the importance of reading these mobilities as outcomes of historically attuned policymaking – educational, migratory and political. Finally, the paper points to the theoretical possibilities that arise by bringing institutional, staff, student and knowledge resource mobilities in place and suggests new avenues for further research.

Hartong, Sigrid (2018):

Towards a topological re-assemblage of education policy? Observing the implementation of performance data infrastructures and 'centers of calculation' in Germany.

In: *Globalisation, Societies and Education* 16 (1), S. 134–150. DOI: 10.1080/14767724.2017.1390665.

Abstract:

The ongoing trend towards educational globalisation has brought about various dynamics of education policy 'rescaling', resulting in a growing number of governmental arrangements, which are operating across traditional scales, levels or sectors of policy. This contribution takes up the conceptual frameworks of topological spatialisation and assemblage theory to better understand the pivotal role of new information technologies, data infrastructures and also the increasing power of 'centers of calculation' within education policy reforms that have been implemented in Germany after the launch of the Programme for International Student Assessment.

Higgins, Sean (2018):

School mining clubs in Kono, Sierra Leone. The practices and imaginaries of a pedagogy of protest against social injustice in a conflict-affected context.

Abstract:

This paper takes as a case study the pedagogical practices emergent from the educational interventions of a civil society organisation in the conflict affected region of Kono, Sierra Leone. Using a cultural political economy approach, it highlights the possibilities of pedagogy being leveraged to protest against perceived and experienced social injustices. In so doing it contributes to understanding of a context-specific model of teacher agency, rooted in the local and global challenges faced by pupils and their communities. It thereby illuminates an alternative to the generic and decontextualized framings of pedagogy frequently offered in human rights and peace education curricula.

Howard, Adam; Maxwell, Claire (2018):

From conscientization to imagining redistributive strategies. Social justice collaborations in elite schools.

Abstract:

In this paper we reflect on the challenges of engaging in social justice work within elite schools. Drawing on experiences collaborating with an elite school in a justice-oriented research project, we consider the theoretical resources that informed this work. We demonstrate how Freire's work has been critical in forming the kind of relations that acknowledge and benefit from multiple perspectives. Other conceptual frameworks are then considered, which may facilitate the further embedding and extension of social justice work. We conclude by proposing that Fraser's work offers the necessary tools for this, but emphasise the importance of hope and persistence.

King, Russell; Sondhi, Gunjan (2018):

International student migration. A comparison of UK and Indian students' motivations for studying abroad.

Abstract:

This paper breaks new ground in its comparative analysis of two international student migration (ISM) streams, one from the Global South to the Global North (India to developed Anglophone countries), and the other within the Global North (UK to North America, Europe and Australia). These two ISM movements reflect different positionalities within the global system of international student movements, and hence necessitate a critical perspective on the assumptions behind such a comparison, which questions the dominance of 'knowledge' about ISM that derives from 'the West' as a theoretical template. Two methods are employed to collect data: an online questionnaire survey of UK and Indian students who are, or have recently been, studying abroad; and in-depth interviews to UK and Indian international students. Motivations for studying abroad are remarkably similar in the questionnaire results; more subtle differences emerge from the interviews.

Kosmützky, Anna (2018):

Tracing the development of international branch campuses. From local founding waves to global diffusion?

Abstract:

On the basis of the proliferation of international branch campuses, the paper analyses globalisation processes in higher education and the emergence of a transnational and global higher education market. While most research only refers to a growth and global expansion of branch campuses, this analysis traces and illuminates four waves of international branch campus foundations in different areas of the world and their specific founding conditions. In doing so, it provides a macro-perspective on the emergence of the global higher education market. Although international branch campuses have diversified remarkably, they are neither spatially equal nor distributed on a global scale.

Landahl, Joakim (2018):

De-scandalisation and international assessments. The reception of IEA surveys in Sweden during the 1970s.

Abstract:

This article is concerned with the early phase of international large-scale assessments. Drawing on media discussions before and after the release of the International Association for the Evaluation of Educational Achievement (IEA) surveys of 1973, the chapter discusses the relationship between international assessments, scandalisation, and de-scandalisation, with a specific focus on the interpretation of the comprehensive school reform in Sweden. The first section of this article deals with the early years of the 1970s, a time in which international data on education played a minimal role in educational discourse, creating space for other ways of discussing the perceived quality of schooling. The second section covers the effects of the IEA surveys released in 1973, whose positive results took Sweden by surprise, leading to what could be called a de-scandalisation. Finally, the implications of the emergence of international testing are analysed in terms of what de-scandalisation meant in this particular historical phase, and what it tells us about the nature of large-scale assessments.

Lerch, Julia C.; Buckner, Elizabeth (2018):

From education for peace to education in conflict. Changes in UNESCO discourse, 1945-2015.

Abstract:

Since the turn of the twenty-first century, the global education community has focused significant attention on the promotion of education in fragile and conflict-affected contexts, embodied in the growth of a new sub-field called Education in Emergencies. This article points out the surprising distinction of this new sub-field from the more established and closely related field of peace education. It examines United Nations Educational, Scientific and Cultural Organization (UNESCO) documents for insight into the changing global ideas that have facilitated the shift in focus from peace to conflict. Empirically, we draw on a quantitative content analysis of more than 450 UNESCO documents published between 1945 and 2015. We find that education for peace remains a constant, if evolving, concern in these texts, but that a powerful emphasis on individual rights has shifted the discursive focus away from inter-state relations and towards the educational needs of young people. In the documents, conflict is now theorised as a threat to education and peace is re-envisioned not just as the desirable outcome of education, but also as its pre-condition. We show how this ideational transformation has re-cast an expansive array of conflicts, natural disasters, and other emergencies as threats to education.

Levatino, A.; Eremenko, T.; Molinero Gerbeau, Y.; Consterdine, E.; Kabbanji, L.; Gonzalez-Ferrer, A. et al. (2018):

Opening or closing borders to international students? Convergent and divergent dynamics in France, Spain and the UK.

Abstract:

While attracting international students is the declared objective of many countries of the global North, the regulation of movements of this migrant group does not escape the tensions that characterise policymaking on migration. This paper compares the evolution of student migration policies in three major European destinations – France, Spain and the UK – since the late 1990s. The aim is to evaluate whether policies in this area have converged or not, and the factors behind their evolution. Our findings suggest that despite common forces encouraging convergence, country-specific factors, such as countries' migration history and the political force in power, seem crucial in explaining important differences in actual policies across the three countries.

Lomer, Sylvie (2018):

UK policy discourses and international student mobility. The deterrence and subjectification of international students.

Abstract:

Policies on international student mobility (ISM) have the capacity to structure both flows of students and the representations of globally mobile students through discourse. This paper draws on a text-based analysis of British policy discourses and secondary analysis of published statistics. It uses problematisation analysis to examine how problems and students are represented as social subjects. Growth in student numbers, particularly in high ranking institutions, has coincided with proactive policies over the last 20 years, suggesting that policy discourses are linked to mobility. But policy targets were not met and growth has fallen since the 2010 tightening of migration policy. Nor was the target of diversifying source countries met, meaning the UK remains dependent on student demand from a few nations. This mixed success suggests that student mobility is easily deterred by migration policy, but other policies have little impact on the nature of demand. In interaction with multiple, contradictory media and institutional discourses, policy discourses construct international students as sources of income, immigrants of doubtful value, consumers, and 'other'. These representations may be internalised by students, who learn to subjectify themselves. I call for an approach to ISM which puts statistics in dialogue with discourse.

Lough, Benjamin J.; Toms, Cynthia (2018):

Global service-learning in institutions of higher education. Concerns from a community of practice.

Abstract:

In order to better understand and determine priorities of global service-learning in higher education, this study used an empowering evaluation processes to assess the strategic trajectories needed for growth in this field. Researchers organised 36 focus groups during an international summit to map the strengths, weaknesses, and opportunities for global service-learning in higher education. These focus groups generated 121 summary statements, which were qualitatively coded and analysed to assess common themes. Participants identified six main needs that could strengthen the practice of global service-learning. These needs highlight common priorities and current dilemmas faced by the emerging field of global service-learning, and illustrate the priorities needed to move this field forward in the coming years.

Menashy, Francine (2018):

Multi-stakeholder aid to education. Power in the context of partnership.

Abstract:

This study examines power asymmetries within the largest multi-stakeholder agency in the education sector: the Global Partnership for Education (GPE). Drawing from data collected through key informant interviews and document analyses, this research asks if the establishment of the GPE has altered power arrangements in educational aid. The study finds that in spite of efforts to create a more equitable environment via the GPE, bilateral donors and the World Bank in particular

retain their hierarchical positions through the maintenance of structures that reproduce their dominant status, thereby countering the principles that underpin the GPE's mandate.

Millard, Debbie (2018):

Blended and co-existing worlds in intersectoral mobilities of European PhD graduates in the social sciences and humanities.

Abstract:

This paper argues that links between academia and other economic sectors are increasing, especially through intersectoral mobility of university graduates. Murray [(2010). "The Oncomouse that Roared: Hybrid Exchange Strategies as a Source of Distinction at the Boundary of Overlapping Institutions." American Journal of Sociology 116 (2): 341–388] has identified literature pointing both to blending and continuing co-existence of the academic and commercial worlds. Based on a European-wide study of PhD graduates in the social sciences and humanities (SSH), this paper considers the extent to which intersectoral mobility reflects blending. It finds that intersectoral communities of practice exist mainly in applied fields of knowledge. However, in many areas of the SSH, differences in institutional norms and values inhibit intersectoral mobility, particularly in mid-career stages.

Minina, Elena (2018):

Money versus the soul. Neoliberal economics in the education modernisation reform in post-soviet Russia.

Abstract:

Drawing on the case of Russia's post-Soviet education reform, the paper explores the interaction between borrowed reformatory solutions and culture codes in the process of neoliberal educational modernisation. Through the examination of the concept of 'commercial service' the article shows how bottom-up societal resistance is maintained and normalised in the real-life language of the reform debate among policy-makers, teachers, parents and the general public. Building on policy-as-discourse studies, the analysis unpacks specific conceptual frames behind societal interpretation of educational commercialisation. The article finds that the public debate is stalled by an extreme polarisation and a seeming intractability of such conceptual categories as 'money', 'commerce', 'moral upbringing', and 'the soul.' It further argues that instead of mediating borrowed and domestic social meanings, the official reform narrative serves to strengthen the polarisation of opinions, while leaving under-conceptualised a number of important links between market values of competitive individualism, material profit and entrepreneurship and domestic values of egalitarianism, collegiality, moral education and non-materialist values. The article concludes with a discussion of the role of the state in transmitting borrowed policy ideas to the public and the interplay between grassroots resistance and national education policies.

Moskal, Marta; Schweisfurth, Michele (2018):

Learning, using and exchanging global competence in the context of international postgraduate mobility.

Abstract:

The paper offers a theoretically grounded analysis of international postgraduate students' perspectives on the importance and development of global citizenship knowledge and competences while they are studying, and how these are valued and enacted afterwards. It draws on a series of interviews with non-Western international postgraduates during their studies in the UK and upon return to their home countries. It uses the concepts of social and cultural cosmopolitan competences as a framework to discuss the perceived benefits of educational mobility, and the possibilities and limits of social connectedness and openness in the internationalised university environment.

Neiterman, Elena; Atanackovic, Jelena; Covell, Christine; Bourgeault, Ivy Lynn (2018):

'We want to be seen as partners, not vultures of the world'. Perspectives of Canadian stakeholders on migration of international students studying in health professions in Canada.

Abstract:

According to UNESCO, the number of international students worldwide will reach 7 million by 2020. This pilot study examined the Canadian stakeholders' perspectives on migration and integration of international students enrolled in health professions' studies in Canada. Qualitative interviews with representatives of migration, education, and health sector communities revealed that international students are a desirable group of immigrants, but their 'non-immigrant' status creates a unique set of disadvantages for those intending to stay in Canada. In conclusion, we discuss the role of institutional policy in migration and professional integration of international students in Canada and globally.

Niemann, Dennis; Hartong, Sigrid; Martens, Kerstin (2018):

Observing local dynamics of ILSA projections in federal systems. A comparison between Germany and the United States.

Abstract:

By comparing two federal education systems, namely Germany and the U.S., and their reactions to PISA we show how international, large-scale student assessments (ILSA) have been used by national stakeholders to gain leverage for legitimising or de-legitimising policy reforms in education. From a neo-institutionalist perspective we argue that country-specific path-dependencies and policy legacies, such as different systems of power devolution, testing traditions and also non-governmental actor influence, additionally moderate the impact of ILSA.

Njenga, James Kariuki (2018):

Sociocultural paradoxes and issues in e-learning use in higher education Africa.

Abstract:

Sociocultural issues are major contributing factors in mass acceptance and effective use of technology. These issues are often perceived to contradict the benefits the technology brings about. E-learning use in higher education in Africa, as a technology, faces some sociocultural barriers that contradict its promise and benefits. This paper identifies five social cultural paradoxes, namely globalisation, cultural identity, westernisation, authenticity and foreign ideologies, with the aim of creating awareness of, and eliciting the interventions required to improve the acceptance and use of e-learning. The paper presents the differing and contradictory views of technology advocates and technology sceptics on the use of e-learning in higher in Africa.

O'Connor, Sinead (2018):

Problematising strategic internationalisation. Tensions and conflicts between international student recruitment and integration policy in Ireland.

Abstract:

Internationalisation of higher education in Ireland has been identified as a pathway to economic recovery through encouraging student mobility and attracting highly skilled human capital. International students constitute one element of recent Irish immigration trends, presenting new challenges for a society in which diversity is a relatively recent phenomenon. In this light, here I explore the contradictions and tensions that arise from the drive to recruit international

students with the need to embed policies that enshrine the integration of migrants more broadly. As highly skilled migrants, international students are often perceived as 'the best and the brightest', who exhibit high levels of social and human capital. However, they occupy a contradictory position within a hierarchy that values the economic investment they make in Irish education, but categorises them into a fixed identity that does not recognise the diversity of needs to better facilitate their social inclusion. Analysing both government migration policies and university recruitment strategies reveals how policies at different scales shape hierarchies of desirability, wherein students are appraised for revenue generation but subject to surveillance, racialisation, increasing restrictions and divisive rhetoric depending on their status as non-EU students. To address this imbalance requires the implementation of holistic internationalisation strategies and migration policies.

Pizmony-Levy, Oren (2018):

Compare globally, interpret locally. International assessments and news media in Israel.

In: *Globalisation, Societies and Education* 16 (5), S. 577–595. DOI: 10.1080/14767724.2018.1531236.

Abstract:

Israel is one of the early adopters of international large-scale assessments (ILSAs) and it has participated in all but one assessment since the mid-1990s. However, we know very little about the reception of ILSAs in the Israeli context. To address this gap, I use a sample of news stories from two daily newspapers: Yedioth Ahronoth and Ha'aretz (n = 173). Taken together, these newspapers provide a 'window' to the public discourse about ILSAs in Israel. The analyses reveal three key patterns. First, public discourse about ILSAs developed gradually, and not immediately after the release of the first few reports. Second, policy makers are more active in the public discourse about ILSAs than other actors (e.g., students, teachers, parents, and education scholars). Third, public discourse about ILSAs constructed an achievement crisis that calls for change in policy/practice. These patterns facilitated the institutionalisation of ILSAs in the Israeli context, beyond the contribution of transitional organisations.

Que Anh Dang (2018):

An anatomy of authority. the Bologna and ASEM education secretariats as policy actors and region builders.

In: *Globalisation, Societies and Education* 16 (2, SI), S. 254–267. DOI: 10.1080/14767724.2017.1402297.

Abstract:

This paper examines the sources of authority behind the Bologna and ASEM secretariats' technocratic appearance and administrative routines, and argues that they are transnational policy actors in their own right. By drawing on principal-agent theory and the concept of 'authority', it offers an alternative framework for understanding the various forms of authority. The case studies generate three important insights. First, it shows how the secretariats derive their authority from the tasks delegated by states, the moral values and social purpose they uphold, and the expertise they possess. Second, it compares how the different governance structures of the Bologna and ASEM education processes impact on the secretariats' authority. Third, it highlights how the secretariats exercise their respective authorities and exert their discernible influence at different stages of higher education policy-making and region-building processes.

Rhein, Douglas (2018):

African American student sociocultural adjustment to Thai international higher education.

In: *Globalisation, Societies and Education* 16 (4), S. 381–394. DOI: 10.1080/14767724.2018.1440349.

Abstract:

This article aims to detail an exploratory study involving African American student experiences in a Thai international programme. This study employed a qualitative case study to explore the adjustment process of African American international students in Thailand. The participants included 15 African American students who were selected through a snowball sampling technique in 2014–2016. The data were collected through semi-structured one on one interviews and analysed through content analysis. The participants reported adjustment difficulties related to their sense of isolation in

Thailand, the excessive attention received from their hosts, the appropriate response to said attention, Thai culture and adjustment to academic differences. An analysis of the source of stress, anxiety and conflict among the participants is intended to provide insight into international recruitment practices and facilitating more progressive pre-departure orientation sessions among impending international students.

Riano, Yvonne; Lombard, Annique; Piguet, Etienne (2018):

How to explain migration policy openness in times of closure? The case of international students in Switzerland.

Abstract:

Since the 1990s, Swiss immigration policies have placed increasing restrictions on non-European Union (EU) immigrants. However, in 2011, based on the initiative of Jacques Neirynck, the Swiss Parliament approved a law facilitating the admission and integration of non-EU nationals with a Swiss university degree. How can this policy openness in times of closure be explained? Drawing on the narratives of stakeholders during parliamentarian debates, and interviews with key political actors, we propose a unique explanatory approach combining: (1) the convincing narratives of steering crafted by parliamentarians, (2) an appropriate temporal and geographical context, and (3) the biographical capacity of the policy initiator to effect policy change. This model will be useful for studies of migration policy change in general.

Sabbagh, Clara; Resh, Nura (2018):

World culture and social justice in a divided society. Evaluations of Israeli Jewish and Arab teachers and students.

Abstract:

Using the Israeli case, our study delves into teachers' and students' notions of social justice, exploring how they are shaped by both world culture trends and local conditions. We first identify social justice notions in the world culture perspective and Israeli society. Then, we empirically examine how these notions are understood by educational agents – teachers and students – across sectors that mirror Israeli society's major divide: Jewish and Arab-Palestinian. Findings suggest that educational agents and ethnonational affiliation play a major role in recreating national heritages and the different ways in which they understand social justice their lives.

Song, Xianlin; McCarthy, Greg (2018):

Governing Asian international students. The policy and practice of essentialising 'critical thinking'.

Abstract:

Migration flows have shaped Australian higher education since the colonial era. In the last two decades, Asian mobility has literally changed the face of Australian campuses. Government policies and university regulations have, paradoxically, moved to reinforce a Western-centric curriculum and pedagogy. This paper investigates this paradox by examining how Asian international students in Australia are governed by a homogenised educational process via a regulatory state that is underpinned by both neoliberal and post-colonial ideologies. The paper argues that 'critical thinking' is used both as a totem pole to attract Asian students and a governmental yardstick to measure their academic performance.

Soong, Hannah; Stahl, Garth; Shan, Hongxia (2018):

Transnational mobility through education. A Bourdieusian insight on life as middle transnationals in Australia and Canada.

Abstract:

This article argues for a more nuanced view of mobility through education within an era of increased globalisation. We explore questions of transnational mobility through the lens of underexplored Bourdieusian concepts, specifically transnational habitus and habitus clivé. Our analysis shows how one's perception of a 'better life' and one's ideology of 'entrepreneur self' are produced despite one's encounter with disparity between their fields of their host countries and countries of origin. We therefore assert the need for a more complex conceptual work to unpack the lived experience of mobility especially for those who are unable to operationalise their capital in the transnational field.

Takayama, Keita (2018):

The constitution of East Asia as a counter reference society through PISA. A postcolonial/de-colonial intervention.

Abstract:

This study examines the dismissive characterisation of East Asian PISA success in Australia to extend the emerging conceptual work on policy learning/referencing, reference society, and projection in comparative and international education. By highlighting the constitutive roles of racialisation and colonial difference in the media construction of East Asian education, I expose the limits of the ongoing conceptual work and problematise its exclusive focus on stereotyping in the negative framing. I argue that the discussion of East Asian education as a policy reference must be placed within a global history of colonial difference and racialisation in Eurocentric imaginaries.

Terasawa, Takunori (2018):

The contradictory effect of the 'global' on the 'local'. Japanese behaviour and attitudes towards English use in local contexts.

Abstract:

This paper aims to establish that globalised social and linguistic changes have a more complicated impact on local behaviours and attitudes than is believed. Based on statistical analysis of nationally representative surveys in Japan, the paper presents evidence against the following two propositions: (1) globalisation increases local demand for English use and (2) local enthusiasm for English-education reforms is a direct outcome of globalisation. The findings of the study suggest a significant disconnect between these discourses and reality. Therefore, this paper discusses the power of discourse in constructing images of globalisation and the global spread of English.

Thapliyal, Nisha (2018):

#Eduresistance. A critical analysis of the role of digital media in collective struggles for public education in the USA.

Abstract:

From Facebook-coordinated high-school walkouts to compelling Internet-based protest art that has accompanied recent teacher strikes, grassroots education activism in the USA has gone digital. Despite the proliferation of research on the mediatisation of education policy, few studies have explored the ways in which activists for public education engage with

Web 2.0 technologies. This paper makes a contribution to this under-researched area by exploring selected activist accounts including Parents Across America, United Opt Out National, and the PS 2013 campaign in New York City. I draw on critical, feminist, and cultural studies theories of education and social movement media to analyse activist media practices in a policy and political milieu dominated by corporate media and neoliberal governance structures. The analysis reveals that progressive education activists strategically deploy digital media to amplify voice, build collective identity, and disseminate alternative knowledge to enable direct action. A situated analysis also reveals significant differences in activist media practice which are shaped by particular political histories and geographies. The paper concludes with a discussion about future lines of inquiry into the role of digital media in collective struggles for public education.

Walker, Judith (2018):

Creating an LNG ready worker. British Columbia's blueprint for extraction education.

Abstract:

Since 2011, the government of British Columbia (BC) has focused on building the Canadian province's economy through the development of a Liquefied Natural Gas (LNG) sector. In service of this endeavour, the government launched the Skills for Jobs Blueprint, which attempts to more clearly align BC's education system with resource extraction industries. In this paper, I argue that at the heart of this policy is the idea of education for, through, and as extraction. Conceptually, 'extraction education' focuses on supply (what we can take out of the earth, institutions, and individuals) rather than demand (what is needed to put into the educational system to meet needs of the land, institutions, communities, and individuals), and is problematic on environmental, economic, employment, equity, and educational fronts. In theorising 'extraction education' I extend Freire's ideas on 'banking education' and briefly explore dialogic, problem-posing counters to it.

Wolflink, Alena (2018):

Learning to globalise. Socrates, US education abroad, and the boundaries of citizenship.

Abstract:

This article interprets interview-based research to reveal an incongruity between coinciding discourses of the twenty-first-century global marketplace and aspirations to universal equality, both contained within the claim that American university students must study abroad to become 'global citizens'. It argues that there are deep tensions between two very different images of what citizenship entails – one treats education as a zero-sum means towards the maximisation of a specific set of bounded interests, while the other pictures education as a site of deliberation. It then reassesses both in light of an ethic of paradoxical self-critique to which both inadvertently lay claim.

Specials

Correction.

Abstract:

Article title: School mining clubs in Kono, Sierra Leone: the practices and imaginaries of a pedagogy of protest against social injustice in a conflict-affected context

Authors: Higgins, S., Journal: Globalisation, Societies and Education, DOI: http://dx.doi.org/10.1080/14767724.2018.1512045

When the above article was published online, the abstract was incorrectly specified.

Higher Education (75) 2018

Original Articles

Abugre, James B. (2018):

Institutional governance and management systems in Sub-Saharan Africa higher education. Developments and challenges in a Ghanaian Research University.

Abstract:

This article examines the developments and challenges of higher education in developing countries. Using a thorough qualitative interview of deans, directors and heads of Department of the University of Ghana, this paper draws on their analysis to discover unexplored issues that affect the universities in developing countries. The study identifies weakness in institutional policies and infrastructure deficiency of higher education in Ghana as key challenging factors. Findings also show congestion of students in academic facilities of learning, teaching overloads and lack of research facilities as key factors hampering academic development in higher education. Therefore,the work advocates for the development of policies that take into account the institutional realities in the field of higher education. Governmental policies aimed at enhancing higher education in developing economies must first improve the existing institutional set up for their chance of success.

Assaad, Ragui; Krafft, Caroline; Salehi-Isfahani, Djavad (2018):

Does the type of higher education affect labor market outcomes? Evidence from Egypt and Jordan.

Abstract:

In Egypt and Jordan there is a substantial mismatch between the output of the higher education system and the needs of the labor market. Both demand and supply-side factors could be driving this mismatch. This paper tests a key supply-side issue, whether differences in the institutional structures and incentives in higher education affect the labor market outcomes of graduates. Specifically, we ask if the stronger alignment of incentives in private relative to public higher education institutions produces more employable human capital and better labor market outcomes. We examine the impact of the type of higher education institution a person attends on several labor market outcomes while controlling for his or her pre-enrollment characteristics. The results demonstrate that supply-side issues and institutional incentives have little impact on labor market outcomes while family background plays by far the largest role. Proposed reforms for higher education often suggest increasing the role of the private sector in provision of higher education. Our findings indicate that this approach is unlikely to improve labor market outcomes.

Bennett, Dawn; Roberts, Lynne; Ananthram, Subramaniam; Broughton, Michelle (2018):

What is required to develop career pathways for teaching academics?

Abstract:

Despite the rise of teaching academic (teaching only) roles in Australia, the UK, the USA, and Canada, the experiences of teaching academics are not well documented in the literature. This article reports from a university-wide study that

responded to the introduction of teaching academic roles during a major restructure of academic staff. Thirteen focus groups involving 115 academic staff employed in a range of roles were held approximately 12 months after teaching academic roles were introduced. In conveying the results, we first report on the teaching academic experience, highlighting the perceived low value of the teaching academic (TA) role and confusion about what the role entails. We then focus on teaching academic career pathways. The findings highlight the uncertainty surrounding career paths for teaching academics, who noted the absence of career or promotion scripts. Respondents noted also an absence of role models within the professoriate. They expressed widespread concerns about developing the traditional academic skill set required to transition between roles and institutions, with many TAs finding themselves in boundaried careers with an uncertain future. The construct of career or promotion scripts is used to examine multiple perceptions of career pathways for teaching academics. The findings highlight the importance of systematic change management processes when new academic roles are introduced within the context of university-wide academic restructure, and the critical role of human resources in designing and implementing the same.

Boettcher, Franziska; Thiel, Felicitas (2018):

Evaluating research-oriented teaching. A new instrument to assess university students' research competences.

Abstract:

Several concepts have been developed to implement research-oriented teaching in higher education in the last 15 years. The definition of research competences, however, has received minor attention so far. Some approaches to modeling research competences describe these competences along the research process but either focus on a specific academic discipline and/or specific facets or offer no empirical verification for cross-disciplinary approaches. We have developed a new approach to model research competences across various academic disciplines in form of a competence model—the RMRC-K-model. This model comprises five dimensions: skills in reviewing the state of research, methodological skills, skills in reflecting on research findings, communication skills, and content knowledge. In this study, we present an instrument (R-Comp) developed on the basis of this cross-disciplinary competence model. The factorial structure of the R-Comp was examined with data from 391 university students in three groups, either enrolled in a Bachelor's degree, Master's degree, or a PhD program. The sample represented various academic disciplines. Results from confirmatory factor analyses supported the hypothesized structure of the R-Comp for the five dimensions in accordance with the RMRC-K-model. Additionally, results provided evidence for a more detailed differentiation of all dimensions with sub-dimensions reflecting theorized facets of the model. Both Cronbach's α and construct reliability H indicated overall good reliability. Despite limitations to this study, there is some first evidence of a valid and reliable assessment of student research competences.

Bohndick, Carla; Rosman, Tom; Kohlmeyer, Susanne; Buhl, Heike M. (2018):

The interplay between subjective abilities and subjective demands and its relationship with academic success. An application of the person-environment fit theory.

Abstract:

In this study, we draw on person–environment fit theory to analyze whether academic success is best explained by individual abilities subjectively exceeding situational demands or by abilities matching the demands. Moreover, we disentangled effects of perceived abilities and subjective person–environment (P-E) fit on academic success. All in all, 693 teacher education students participated in an online questionnaire. Students were asked to rate general requirements of their academic programs (e.g., self-discipline) on a 5-point scale in terms of (1) their own abilities and (2) the perceived relevance for their studies. P-E fit was determined by difference scores between abilities and relevance ratings. Academic success was assessed by grades, perceived performance, and study satisfaction. Data were analyzed through structural equation modeling and suggest that academic success is best explained by a match between abilities and demands. Moreover, all three criteria for academic success were more strongly related to subjective fit than to subjective abilities.

Booth, S.; Woollacott, L. C. (2018):

On the constitution of SoTL. Its domains and contexts.

Abstract:

In this paper, we present an analysis of the Scholarship of Teaching and Learning in Higher Education (SoTL) which contributes to SoTL both as a field of research practice and as a background to professional development in higher education. We analyse and describe the constitution of the field, and in so doing address its nature in the face of the dilemma of, on the one hand, its diversity and, on the other hand, its generally agreed set of purposes. Our analysis of SoTL knowledge is conceptualised as relational, connecting SoTL practitioners with the work they disseminate to the community at large. We describe and exemplify the internal horizon of the field in terms of five domains: the didactic and the epistemic, which we refer to as the knowledge building domains, and the interpersonal, the moral/ethical and the societal domains, which we refer to as the axiological domains. The external horizon is described in terms of four aspects of the context that can impact the production and implementation of SoTL knowledge: the disciplinary, the professional, the cultural and the political aspects. Methodological emphasis is equally on the axiological underpinnings of SoTL, its values and attitudes, as the ontological and epistemological underpinnings that are predominant.

Bradford, Henry; Guzman, Alexander; Manuel Restrepo, Jose; Trujillo, Maria-Andrea (2018):

Who controls the board in non-profit organizations? The case of private higher education institutions in Colombia.

Abstract:

How should the governance system in a non-membership non-profit organization be designed? This organizational form has no shareholders; instead, donors provide funds. Thus, at the organizational level, the board of directors could have all the power. Under this legal form, who controls the board? If too powerful, boards could misuse resources or distract the organization from its foundational goals. We examine the case of private higher education institutions (HEIs) in Colombia and the balance of power in university governance systems which feature this organizational form. Most HEIs in our sample have a kind of assembly of representatives as the governance body with the highest authority and able to appoint and control the board. We specifically discuss the assemblies' reason for being, structure, and functions in private HEIs in Colombia. We analyze a total of 204 HEI governance structures and find governance arrangements with the characteristics of an assembly of representatives in 154 (75.9%). Our analysis highlights features in some of these governance bodies that could lead to overly powerful assemblies (e.g., founder donors with tenure for life). Clearly, a proper balance of power is required to avoid rent-seeking behaviors or the pursuit of harmful private non-monetary benefits from assembly members as well as boards.

Brankovic, Jelena (2018):

The status games they play. Unpacking the dynamics of organisational status competition in higher education.

Abstract:

The article uses the concept of organisational status to explore how universities respond to intensifying competition. Although status is not a novel phenomenon in higher education, recent insights show that the concerns with vertical positioning, both nationally and internationally, are gaining prominence with a growing number of universities worldwide. As global competition becomes as fierce as ever, universities' efforts to maintain or advance their position vis-à-vis each other are becoming more salient. The paper draws from extant literature to identify three mechanisms of organisational status construction—categories, intermediaries and affiliations—and offers a set of propositions as to how universities of different status rank are expected to act when seeking to maintain or advance their status. Such activities, it is argued, shape status hierarchies, which, in turn, affect the scope of organisational action. The article contributes to the discussions on competition in higher-education literature and, more broadly, to the theory of organisational action in the tradition of sociological institutionalism.

Brodin, Eva M. (2018):

The stifling silence around scholarly creativity in doctoral education. Experiences of students and supervisors in four disciplines.

Abstract:

The demand for developing creativity among doctoral students is found in a number of educational policies all over the world. Yet, earlier studies on Swedish doctoral education suggest that doctoral students' creativity is not always encouraged. Based on a critical hermeneutic approach and cases in four different disciplines, the aim of this study was therefore (1) to explore different shapes of doctoral students' creativity in Swedish doctoral education and (2) to reveal and find possible explanations to some of the conditions stifling doctoral students' scholarly creativity. Interview data was collected from 28 participants, constituting 14 dyads of students and supervisors in four disciplines. Through hermeneutic interpretative analysis of the disciplinary cases, the results show that creativity kept on playing in musical performance, was an unexpected guest in pedagogical work, was captured in frames in philosophy and put on hold in psychiatry. Across the cases, students' scholarly creativity was essentially encapsulated in silence. This silence seemed to emanate from controlling intellectual, political and economic agendas that enabled stifling conditions of the students' scholarly creativity, where it was as follows: restricted by scholarly traditions, embodying supervisors' power and unrequested in practice. Based on these findings, the article ends in suggestions for preventing such conditions, holding that it is important to establish a discourse on scholarly creativity in doctoral education, to view doctoral students as capable creative agents and to actually ask for their scholarly creativity.

Burns, Michael E.; Houser, Marian L.; Farris, Kristen LeBlanc (2018):

Theory of planned behavior in the classroom. An examination of the instructor confirmation-interaction model.

Abstract:

The current study utilizes the theory of planned behavior (Ajzen Organizational Behavior and Human Decision Processes, 50, 179–211 Ajzen 1991) to examine an instructor confirmation-interaction model in the instructional communication context to discover a means by which instructors might cultivate positive student attitudes and increase beliefs that interactions with instructors would be beneficial in the future. Specifically, the model examines how teacher confirmation (Ellis 2000) influences students' behavioral intention to communicate with instructors. Surveys were distributed to 343 college students (41.7% male and 58.1% female) in a basic communication course. Results were primarily consistent with the proposed model; teacher confirmation was significantly related to attitudes toward communicating with an instructor, subjective norms, and perceived behavioral control. Subjective norms and perceived behavioral control were also positively related to students' behavioral intention to communicate with the instructor. However, results reveal attitudes toward communicating do not predict students' behavioral intention to communicate with instructors. It is recommended that future models examine a more contemporary, hi-tech representation of attitude toward student-instructor interactions as it may produce a significant association with students' behavioral intent to communicate with them. The study concludes with theoretical and practical implications to examine student classroom communication via the confirmation-interaction model and the theory of planned behavior.

Busco, Carolina; Dooner, Cecilia; d'Alencon, Andres (2018):

Universidad de Chile. Self-assessment and its effects on university's management.

Abstract:

This paper presents a brief approach to the results of a case study of a university within the Chilean higher education system, focusing on the effects of self-assessment on the university's management of undergraduate and postgraduate programs from 2011 to 2014. The research hypothesis is that the university's management, as a dependent variable, is impacted by self-assessment. The data gathering process was structured in three methodological steps: Step 1 considered the consistency analysis to evaluate the use of managerial language and visualize any consequences of planning documents after self-assessment. Step 2 involved the elaboration of a semi-structured interview that was applied to a sample of 12 key

informants with the objective of encouraging qualitative categorization regarding the self-evaluation process and its effects. Step 3 entailed the construction of a questionnaire that would allow for a quantitative description. Several impacts have been reported analyzing the results from three main perspectives: organizational learning, cultural shift, and university and stakeholders.

Cabras, Cristina; Mondo, Marina (2018):

Coping strategies, optimism, and life satisfaction among first-year university students in Italy. Gender and age differences.

Abstract:

The transition to university appears to be a complex and delicate time in students' lives, involving a sequence of changes regarding both the personal/affective and social/professional spheres, facilitating students' ability to adapt to a new life context. It represents a challenging time that requires students to use adaptive resources to face many changes, including a new academic environment (Park and Adler Health Psychology, 22(6), 627, 2003; Anderson et al. International Journal of Educational Research, 33(4), 325–339, 2000). This paper presents an investigation that focuses on Italian students in transition to university to assess existing gender and age differences in coping strategies and optimism. Furthermore, the study also was designed to explore the impact that coping strategies and optimism have on students' life satisfaction. The sample consists of 298 first-year undergraduate Italian students enrolled in social science courses at the University of Cagliari (Sardinia): 152 (51%) were female and 146 (49%) were male. The ages of the participants ranged from 18 to 37 years, with a mean age of 23.2 years (SD = 3.9). The statistical analysis revealed a strong influence from optimism and coping strategies on life satisfaction, as well as an important role played by both gender and age in shaping students' coping strategies, optimism, and life satisfaction. This research could contribute to helping students better face this life transition, thereby increasing life satisfaction and class-attendance levels, improving academic performance, and reducing the number of university dropouts.

Cao, Zhaoyi; Maloney, Tim (2018):

Decomposing ethnic differences in university academic achievement in New Zealand.

Abstract:

We use individual-level administrative data to examine the extent and potential explanations for the relatively poorer academic performance of three ethnic minority groups in their first year of study at a New Zealand university. Substantial differences in course completion rates and letter grades are found for Māori, Pasifika, and Asian students relative to their European counterparts. These large and significant gaps persist in the face of alternative definitions of ethnicity and sample restrictions. We use regression analysis and formal decomposition techniques to test whether differences in other personal characteristics, high school backgrounds, and university enrollment patterns might account for these ethnic disparities in early academic achievement. We estimate that no more than one quarter of the relatively poorer performance of Māori and Pasifika students would be eliminated if they had the same relevant observable factors of European students. Substantial unexplained ethnic differences in early academic performance at university raise concerns about appropriate policies to close ethnic gaps in academic achievement at university.

Capano, Giliberto (2018):

Policy design spaces in reforming governance in higher education. The dynamics in Italy and the Netherlands.

Abstract:

Governments continuously design and redesign higher education policies, and governmental capacities are the pillars for undertaking these tasks during the formulation stage. This paper considers the assumption that different governmental

political and technical capacities shape different spaces for action and thus different types of policy design. The usefulness of this theoretical perspective is tested by comparing the dynamics of the policy designs that have been pursued in higher education in Italy and the Netherlands over the past 25 years.

Clarke, Marie; Drennan, Jonathan; Hyde, Abbey; Politis, Yurgos (2018):

The impact of austerity on Irish higher education faculty.

Abstract:

Given the impact of austerity on higher education systems, an intellectual concern with the impact of austerity on faculty seems appropriate. In this article, austerity is explored through the everyday lived experience of faculty and its impact on both their personal and professional contexts. This aspect has been under-researched in the higher education literature and addresses the complexities and contradictions that the austerity can create for faculty. The study located in the Republic of Ireland provides an interesting context as the global financial crisis in 2008 resulted in 9 years of austerity measures that impacted on all aspects of the economy and particularly on the higher education sector. A social realist approach using Archer's morphogenetic framework was employed. The framework facilitated an in-depth understanding of the relationship between structure, culture and agency and how austerity was experienced by faculty within their institutions.

Contini, Dalit; Cugnata, Federica; Scagni, Andrea (2018):

Social selection in higher education. Enrolment, dropout and timely degree attainment in Italy.

Abstract:

In this paper, we provide a comprehensive picture of social selectivity in higher education in Italy by focusing on enrolment and two alternative indicators of success: retention and timely completion. The existing literature has shown that young individuals of disadvantaged backgrounds have lower enrolment probabilities and higher chances of withdrawal. This paper analyses the size and features of this cumulative disadvantage, shaping the chances of high-school leavers of eventually attaining the university degree. We analyse whether social background inequalities are stronger at enrolment or at later outcomes, and how these inequalities vary with previous schooling experience. We confirm previous evidence that disadvantaged groups with respect to enrolment are also disadvantaged on persistence, add new findings on timely completion and show that cumulative inequalities are very strong. Inequalities are strongest among students holding technical and vocational high-school qualifications and weakest among well-performing students from lyceums. In addition, we examine the role of labour market conditions and whether they explain geographical differences. Enrolment, retention and timely completion probabilities appear negatively related to local youth unemployment rates, suggesting that with poor labour market prospects, individuals lose motivation and reduce their engagement in education.

Cox, Andrew M. (2018):

Space and embodiment in informal learning.

Abstract:

Changes in pedagogy to emphasise independent study and group work have increased the need for informal learning spaces on campuses. University libraries have been quick to respond to this need, partly because of the decline in book lending and partly because of technology enablers. Furthermore, new types of buildings that combine many types of facility, including libraries and informal learning spaces, are being built. This research aimed to explore students' experience of such informal learning spaces, through focus groups and walk with interviews. It was found that the creation of different types of learning atmosphere, should be understood as a multi-sensory experience, and actively constructed by learners themselves. Informal learning spaces are important destinations for students, who have favourite places to study, where they often work alongside companions and find motivation to work in the presence of others.

Delany, Clare; Doughney, Lachlan; Bandler, Lilon; Harms, Louise; Andrews, Shawana; Nicholson, Patricia et al. (2018):

Exploring learning goals and assessment approaches for Indigenous health education. A qualitative study in Australia and New Zealand.

Abstract:

In higher education, assessment is key to student learning. Assessments which promote critical thinking necessary for sustained learning beyond university are highly valued. However, the design of assessment tasks to achieve these types of thinking skills and dispositions to act in professional practice has received little attention. This research examines how academics design assessment to achieve these learning goals in Indigenous health education. Indigenous health education is an important area of learning for health practitioners to help address worldwide patterns of health inequities that exist for Indigenous people. We used a constructivist qualitative methodology to (i) explore learning goals and assessment strategies used in Indigenous health tertiary education and (ii) examine how they relate to higher education assessment ideals. Forty-one academics (from nine health disciplines) involved in teaching Indigenous health content participated in a semi-structured interview. Thematic analysis revealed learning goals to transform students' perspectives and capacities to think critically and creatively about their role in Indigenous health. In contrast, assessment tasks encouraged more narrowly bounded thinking to analyse information about historical and socio-cultural factors contributing to Indigenous health. To transform students to be critical health practitioners capable of working and collaborating with Indigenous people to advance their health and well-being, the findings suggest that assessment may need to be nested across many aspects of the curriculum using a programmatic approach, and with a focus on learning to think and act for future practice. These findings accord with more recent calls for transformation of learning and assessment in health education.

Demir, Mehmet (2018):

Using online peer assessment in an Instructional Technology and Material Design course through social media.

Abstract:

This study was designed to investigate the student teachers perceptions about and benefits and challenges of using Facebook as an online peer assessment tool for the student teachers' works. The study group included 24 student teachers in science education department of a state university located in the southeast region of Turkey. A case study approach of the qualitative method was employed in the research. Semi-structured interviews were conducted to collect the data. The interviews were audio recorded, and records of all the interviews were transcribed into full text in Turkish. Collected data were analyzed using an emergent coding approach. Codes, then, were categorized to constitute themes and subthemes. The findings indicated that the student teachers were able to give objective feedback on their peers' work and engaged more actively in class after participating in online peer assessment. Additionally, the students found it exciting and productive to use Facebook as a peer assessment tool in their learning.

Dorenkamp, Isabelle; Weiss, Eva-Ellen (2018):

What makes them leave? A path model of postdocs' intentions to leave academia.

Abstract:

A growing number of postdoctoral academics cite stressful working conditions for considering abandoning their studies and leaving the academic profession entirely before they obtain a tenured position. This paper identifies the mechanisms by which work stress influences postdocs' intentions to leave academia. Based on Schaubroeck et al.'s (1989) stress-turnover-intention model, we propose a professional turnover-intention model that includes both the effort-reward imbalance model as a comprehensive measure of work stress and affective professional commitment. The research model is tested using structural equation modeling (SEM) and data from 421 postdocs. The results show significant support for the hypothesized effects. In particular, a three-path-mediated effect is found from work stress to the intention to leave academia via strain and job satisfaction. Additional analyses reveal significant gender differences: The relationship between overcommitment and strain is stronger for female postdocs than it is for male postdocs, and the direct link between work stress and the intention to leave academia applies only to female postdocs. Further, job satisfaction fully mediates the

relationship between affective professional commitment and the intention to leave academia. Thus, we provide a model on an academics' professional turnover intention that goes beyond previous research by incorporating two important mediators, strain and job satisfaction. We also confirm the relevance of affective professional commitment to professional turnover intentions in the realm of academia. Specific policy recommendations for retaining more postdocs in academia are given.

Du Xiaoxin (2018):

Role split phenomenon of academic staff in Chinese higher education. A case study of Fudan University.

Abstract:

This study explains the dual task on both political and academic issues in Chinese higher education, using Fudan University in Hong Kong SAR, People's Republic of China (PRC), as a case study. The research problem focuses on the dynamics and complexity of the interplay among the state, university, staff, and students in the process of socialization through political education and academic affairs. With empirical data collected through documents, questionnaires, observation, and interviews, this study found that academic staff, as both political socialization enforcers and academic freedom pursuers, must implement political socialization and academic freedom in teaching. From its analysis of the interplay among the different players, this article suggests the existence of role-splitting as a phenomenon in Chinese higher education, in which university teachers play different specific roles to form their strategies, and have complex interactions with other players to deal with differentiated expectations. In these interactions, teachers take on different roles with different responsibilities, adopt different strategies, and exhibit different, even contrasting behaviors on different occasions. These behaviors could range from obediently observing bottom lines and working within boundaries set by the state, particularly regarding political affairs, to challenging norms by attempting to expand the scope of academic autonomy and freedom, even in areas the state might deem politically sensitive, which constituted a unique model of higher education.

Duta, Adriana; An, Brian; Iannelli, Cristina (2018):

Social origins, academic strength of school curriculum and access to selective higher education institutions. Evidence from Scotland and the USA.

Abstract:

This paper analyses the role that different components of the academic strength of the secondary-school curriculum (i.e. number, subjects and grades of advanced academic courses) play in explaining social origin differences in access to prestigious universities (but also to other higher education institutions) in Scotland and the USA. A central aim of the paper is to investigate whether the mechanism behind the studied patterns of inequality differs depending on the characteristics of each educational system. Our results show pronounced social class gaps in entering top higher education institutions in both Scotland and the USA. Academic curriculum plays an important role in explaining these social class differences in both countries. However, while in Scotland type of subjects taken at an advanced level is the strongest mediator for the identified social class differences, in the USA, number of advanced subjects is the strongest. Moreover, taking into account the three academic components combined entirely explains the social class differences in Scotland. Considerable inequalities which are not explained by the strength of academic curriculum remain in the USA.

Ekman, Marianne; Lindgren, Monica; Packendorff, Johann (2018):

Universities need leadership, academics need management. Discursive tensions and voids in the deregulation of Swedish higher education legislation.

Abstract:

In this article, we discuss how 'managerialist' and 'leaderist' discourses (O'Reilly and Reed Public Administration 88:960–978, 2010; Organization Studies 32:1079–1101, 2011) are drawn upon in the context of the deregulation of Swedish higher education. As of 2011, there has been new legislation that frames Swedish universities as 'autonomous' and transfers most of the regulative responsibilities from the government level to university vice-chancellors. The aim of this article is to inquire into how tensions within and between managerialist and leaderist discourse are handled in the promotion of New Public Management reforms and the consequences thereof in terms of how leadership in the higher education sector is constructed. We analyse how these discourses are employed in the core documents leading up to the 2010 Riksdag decision to enact most of the proposed deregulations, and the subsequent evaluation undertaken by the social democratic government that took over in 2014. Based in this analysis, we suggest that the texts indeed draw upon notions of leadership and leaders as necessary for Swedish universities to survive and thrive in the future, but that the envisaged practise of this 'strong leadership' can either be characterised as a discursive void or described in terms of de-personalised, instrumental managerial surveillance and control.

Farr-Wharton, Ben; Charles, Michael B.; Keast, Robyn; Woolcott, Geoff; Chamberlain, Daniel (2018):

Why lecturers still matter. The impact of lecturer-student exchange on student engagement and intention to leave university prematurely.

Abstract:

This research examines the impact of lecturer-student exchange (student-LMX) on engagement, course satisfaction, achievement, and intention to leave university prematurely for 363 students in one Australian university. Survey and grade point average (GPA) data were collected from domestic undergraduate first- and second-year students and analysed using structural equation modelling. The results indicated that student's levels of engagement and course satisfaction fully mediated the relationship between student-LMX and intention to leave university, when demographic and socio-economic factors were controlled for. In an era when low student engagement and attrition is often attributed to individual demographic factors, and lecturers are under increasing threat of being replaced by technology, this research offers compelling evidence regarding the role of lecturer-student relationships in enhancing tertiary student outcomes.

Floyd, Alan; Preston, Diane (2018):

The role of the associate dean in UK universities. Distributed leadership in action?

Abstract:

This paper reports on findings from a Leadership Foundation for Higher Education funded project exploring the role of associate deans in UK universities. While the number of associate deans leading cross-curricular and inter-disciplinary initiatives appears to be on the increase, there has been very little research focusing on the exact nature of the role and its importance, or otherwise, in the leadership and management of universities. Drawing on mixed-methods data from 15 semi-structured interviews and a follow-up online survey (n = 172), this paper reports on how the role is defined and positioned in relation to university organisational structures and identifies what the similarities and differences are between associate deans working at traditional and modern universities. As the first national survey of the role, it is argued that this paper makes a significant and original contribution to knowledge. By drawing on the concept of distributed leadership, the paper also offers new theoretical insights into how different types of universities in the UK are responding to external pressures as a consequence of the fast-changing and increasingly complex sector environment.

Gonzalez, Antonio; Conde, Angeles; Diaz, Pino; Garcia, Mar; Ricoy, Carmen (2018):

Instructors' teaching styles. Relation with competences, self-efficacy, and commitment in pre-service teachers.

Abstract:

Abstract Instructors' teaching styles in higher education are an issue of major importance because these interactions affect students' self-perceptions, involvement, and achievement. This study aimed to test a theoretical model of relations between perceived teaching styles (autonomy support, structure, and control) and competences, self-efficacy, and commitment in pre-service teachers; to assess the invariance of the model in two samples; and to analyze the mediated relations between these variables. Measures were collected from 842 Spanish pre-service teachers. As main research implications, teaching styles predicted acquired competences, competences predicted teaching self-efficacy, and self-efficacy predicted commitment to the profession. This model was equivalent in two samples of childhood and primary education pre-service teachers. Competences and self-efficacy mediated the relationships between variables. As practical implications, this study clearly shows the need for different interventions to enhance adequate instructors' teaching styles and to foster among novice pre-service teachers the acquisition of professional competences, initial self-efficacy, and a good level of commitment to their profession.

Griffioen, D. M. E.; Doppenberg, J. J.; Oostdam, R. J. (2018):

Are more able students in higher education less easy to satisfy?

Abstract:

Student satisfaction gains an increasingly central position in the context of quality measurements. However, student satisfaction can also be stipulated as an important motivational factor for students as learners. This study combines this perspective on student satisfaction with the notion of differences in students' ability. We hypothesize that differences in ability result in differences in student satisfaction. In line with concepts of high ability education, it is additionally hypothesized that this relation is mediated by educational stimulation--divided in cognitive, creative and professional stimulation--as well as by participation in honour programmes. A structural equation modelling (N = 733) of factors affecting student satisfaction in higher education shows that cognitive, creative and professional stimulation are the largest influencers of bachelor students' sense of satisfaction. The interrelation between these three aspects of educational stimulation also shows the complexity of higher educational practice, since it suggests that cognitive stimulation cannot be realized without a creative factor, and vice versa. Professional stimulation needs both. Furthermore, the results show that educational stimulation mediates the effect of students' ability on their educational satisfaction. This implies that changes in education can indeed influence students' educational satisfaction, especially by providing educational quality. Finally, considering students' ability level, it is shown that especially cognitively abler students are less easy to satisfy. The combination of educational stimulation and ability suggests that especially the more cognitively able students do not feel themselves sufficiently cognitively or creatively stimulated, and hence are less satisfied in vocational higher education.

Hallmark, Tyler; Gasman, Marybeth (2018):

MSIs across the globe. Laying the foundation for future research.

Abstract:

In this paper, we explore the role that Minority Serving Institutions (MSIs) play in democratizing education in the USA and around the world, examining both the institutions and their larger context. We also put forth recommendations for reaching and empowering students attending MSIs and "students at the margins" across the globe.

Henri, D. C.; Morrell, L. J.; Scott, G. W. (2018):

Student perceptions of their autonomy at University.

Abstract:

Learner autonomy is a primary learning outcome of Higher Education in many countries. However, empirical evaluation of how student autonomy progresses during undergraduate degrees is limited. We surveyed a total of 636 students' self-

perceived autonomy during a period of two academic years using the Autonomous Learning Scale. Our analysis suggests that students do not perceive themselves as being any more autonomous as they progress through University. Given the relativity of self-perception metrics, we suggest that our results evince a "red queen" effect. In essence, as course expectations increase with each year, each student's self-perceived autonomy relative to their ideal remains constant; we term this the "moving goalpost" hypothesis. This article corroborates pedagogical literature suggesting that providing students with opportunities to act autonomously and develop confidence is key to developing graduates who have the independence that they need in order to be successful in the workplace.

Jungblut, Jens; Vukasovic, Martina (2018):

Not all markets are created equal. Re-conceptualizing market elements in higher education.

Abstract:

Increasing reliance on market mechanisms in higher education is analysed both as one of the approaches to steering as well as in relation to the consequences of markets for quality and accessibility of higher education. This article goes beyond the normative considerations of market elements as inherently good or bad and the economic theory-guided focus on freedoms of users and providers, by presenting an alternative conceptualization. The conceptualization adapted from studies of markets in other parts of the welfare state to the context of higher education is based on two dimensions: (1) who effectively controls production of certain goods and services and (2) how access to and funding of these goods and services are regulated. It focuses on interests of three main actors—the state, the users (students) and the providers (higher education institutions). This leads to six conceptually distinct markets, whose key characteristics are illustrated by examples from Denmark, England, India, Norway, Portugal and Serbia. The key message is that this alternative conceptualization allows identifying variance in marketization of higher education with regards to (1) which actors are empowered, (2) who are the likely winners and losers and (3) what might be the risks of introducing specific market elements in a higher education system. More generally, a more nuanced analysis relying on this conceptualization can potentially contribute to a deeper understanding of political and policy dynamics in higher education.

Kenny, John (2018):

Re-empowering academics in a corporate culture. An exploration of workload and performativity in a university.

Abstract:

Neo-liberal 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. The paper proposes that while managerialism in modern universities is now the norm, corporate approaches have disempowered academics in their institutions and reduced productivity because they ignore the nature of academic work. Using Foucault's conception of power relations in institutions, policies that directly affect academic work such as workload allocation and performance management are identified as key ways in which power is exercised in universities. The paper reports on a case study in one university which explored the relationship between the academic workload allocation and performance management policies and concludes that a more balanced power relationship is needed in which academics can have more influence over these key processes which control their work so they preserve the self-managed aspects of academic work and the intrinsic motivations driving their careers.

Koeslag-Kreunen, Mieke G. M.; Van der Klink, Marcel R.; van den Bossche, Piet; Gijselaers, Wim H. (2018):

Leadership for team learning. The case of university teacher teams.

Abstract:

Teacher team involvement is considered a key factor in achieving sustainable innovation in higher education. This requires engaging in team learning behaviors that should result in new knowledge and solutions. However, university teachers are not used to discussing their work practices with one another and tend to neglect any innovation in their tasks. Team leadership behavior is often considered essential for stimulating team learning behavior, but it is unclear how this transpires. Therefore, the present study explores university teacher team members' perceptions of team learning behavior, their assigned task, and leadership behaviors in their team. Interviews were conducted with 16 members of different teacher teams at a university of applied sciences. Findings included that the vast majority of the team learning behaviors only involved sharing ideas; engaging in constructive conflicts and co-constructions was not observed. Only a few teams combined all three team learning behaviors. In these teams, members observed that existing methods and solutions were no longer adequate, with leaders appearing to combine transformational and transactional behaviors, but operating from a distance without actively interfering in the process. Furthermore, these team members shared leadership behaviors while focusing on the team as a whole, instead of solving problems at individual level. This strongly indicates that task perception and specific vertical and shared team leadership behaviors play a role in stimulating teachers in seeking controversy and co-constructing new knowledge.

Social network analysis of international student mobility. Uncovering the rise of regional hubs.

Abstract:

Research on the patterns of international student mobility and the dynamics shaping these patterns has been dominated by studies reflecting a Western orientation, discourse, and understanding. Considering political, economic, cultural, historical, and ecological factors, this study argues that international student mobility is not only an issue of the economically developed, politically stable, and academically advanced Western world but also one that involves countries with different economic, political, and academic characteristics. Taking into account various theoretical orientations, this study argues that political, economic, cultural, and historical factors have led to the emergence of non-traditional destinations for international students; these countries are labeled as emergent regional hubs. In order to empirically test this, a social network analysis was conducted on a worldwide dataset representing 229 countries. The findings evidenced the strong position of traditional destinations for international students. However, the results also suggest the rise of several regional hubs, which are undergoing internationalization processes in different forms and with different rationales. The mobility patterns in emerging regional hubs deviate from those in traditional destinations, which fundamentally change the nature of internationalization in this context.

The building of weak expertise. The work of global university rankers.

Abstract:

University rankers are the subject of much criticism, and yet they remain influential in the field of higher education. Drawing from a two-year field study of university ranking organizations, interviews with key correspondents in the sector, and an analysis of related documents, I introduce the concept of weak expertise. This kind of expertise is the result of a constantly negotiated balance between the relevance, reliability, and robustness of rankers' data and their relationships with their key readers and audiences. Building this expertise entails collecting robust data, presenting it in ways that are relevant to audiences, and engaging with critics. I show how one ranking organization, the Times Higher Education (THE), sought to maintain its legitimacy in the face of opposition from important stakeholders and how it sought to introduce a new "Innovation and Impact" ranking. The paper analyzes the strategies, methods, and particular practices that university rankers undertake to legitimate their knowledge—and is the first work to do so using insights gathered alongside the operations of one of the ranking agencies as well as from the rankings' conference circuit. Rather than assuming that all of these trust-building mechanisms have solidified the hold of the THE over its audience, they can be seen as signs of a constant struggle for influence over a skeptical audience.

McConnell, David (2018):

E-learning in Chinese higher education. The view from inside.

Abstract:

Despite the upsurge in interest in e-learning (or online learning) in Chinese higher education, little is known about the ways in which lecturers design and run their online courses, or about how they perceive e-learning. This paper reports the results of interviews with higher education teachers in China working in conventional, campus-based universities, concerning their conceptions and beliefs of e-learning. The interviews were analysed from a grounded theory perspective that gave rise to seven emerging themes, namely: the 'centrality of the lecture', 'online cooperative learning', 'network learning', 'student learning', 'lecture plus online work', 'infrastructure and access' and 'professional development'. Discussion of these emerging themes helps us understand the ways in which these teachers think about e-learning and teaching, the beliefs they hold about their 'e' practice, the ways in which they implement e-learning, the problems they face in incorporating e-learning into their courses and the ways in which they perceive e-learners. This provides a fascinating and unique insight into e-learning in Chinese higher education. Evidence shows that it is a complex area with many influences, some of which can be attributed to social, cultural and Confucian-heritage factors. It is concluded that, despite enthusiasm by some for innovating e-learning, the dominance of traditional teaching methods in China suggest that the conditions for mainstreaming e-learning in the near future are not strong.

Meng, Qian; Zhu, Chang; Cao, Chun (2018):

Chinese international students' social connectedness, social and academic adaptation. The mediating role of global competence.

Abstract:

This study examined global competence of Chinese international students sojourning in a non-Anglophone European country as a mediator between foreign language proficiency (i.e., English and local language) and social and academic adaptation, and social connectedness in international community. A sample of 206 Chinese students in Belgium responded to a web-based survey. Results from structural equation modeling analysis indicated both English and local language proficiency were significant predictors of global competence and global competence, in turn, influenced significantly the participants' social connectedness, social and academic adaptation. Specifically, English and local language proficiency taken together explained 32% of the variance in global competence, and global competence explained 55% of the variance in social adaptation and 38% of the variance in academic adaptation, respectively. In addition, English proficiency and global competence explained 33% of the variance in social connectedness in international community. Bootstrapping methods were employed to examine the mediating roles of global competence. The results revealed that global competence partially mediated the relationship between English proficiency and social connectedness and fully mediated the relationships between foreign language proficiency (i.e., both English and local language) and social and academic adaptation.

Miller, Angie L.; Rocconi, Louis M.; Dumford, Amber D. (2018):

Focus on the finish line. Does high-impact practice participation influence career plans and early job attainment?

Abstract:

High-impact practices (HIPs) are important co-curricular educational experiences in post-secondary education, as they promote learning, development, and persistence among students. The goal of this study was to extend the research on HIPs to explore potential connections with HIP participation and career outcomes. Using data from the National Survey of Student Engagement, this study explores whether HIP participation influences college seniors' post-graduation plans for career and further education and whether HIP participation has a positive impact on early job attainment for these students. Results suggest that even after controlling for a variety of demographic and institutional factors, HIP participation is a significant predictor of future career plans and early job attainment. HIP participation can give students a career-

related advantage through transferable skill development, engaging in learning opportunities, and generating "stories" for potential employers.

Min, Byung S.; Falvey, Rod (2018):

International student flows for university education and the bilateral market integration of Australia.

In: *Higher Education* 75 (5), S. 871–889. DOI: 10.1007/s10734-017-0175-4.

Abstract:

Study at a foreign university can be an important way of developing international human capital. We investigate factors affecting international student flows for higher education and their consequences for bilateral market integration in Australia. Estimation results demonstrate that income, cost competitiveness, migration network effects and other education pathways increase the demand for tertiary education. Our results show that university study, inter alia, is an important determinant of bilateral trade between Australia and the student's home country.

Mittelmeier, Jenna; Rienties, Bart; Tempelaar, Dirk; Whitelock, Denise (2018):

Overcoming cross-cultural group work tensions. Mixed student perspectives on the role of social relationships.

In: *Higher Education* 75 (1), S. 149–166. DOI: 10.1007/s10734-017-0131-3.

Abstract:

As universities worldwide rapidly internationalise, higher education classrooms have become unique spaces for collaboration between students from different countries. One common way to encourage collaboration between diverse peers is through group work. However, previous research has highlighted that cross-cultural group work can be challenging and has hinted at potential social tensions. To understand this notion better, we have used robust quantitative tools in this study to select 20 participants from a larger classroom of 860 students to take part in an in-depth qualitative interview about cross-cultural group work experiences. Participant views on social tensions in cross-cultural group work were elicited using a unique mediating artefact method to encourage reflection and in-depth discussion. In our analysis of emergent interview themes, we compared student perspectives on the role of social relationships in group work by their academic performance level. Our findings indicated that all students interviewed desired the opportunity to form social relationships with their group work members, but their motivations for doing so varied widely by academic performance level.

Nejati, Mehran; Shafaei, Azadeh (2018):

Leading by example. The influence of ethical supervision on students' prosocial behavior.

In: *Higher Education* 75 (1), S. 75–89. DOI: 10.1007/s10734-017-0130-4.

Abstract:

Universities worldwide strive to nurture socially responsible graduates to create a better society. Since ethical behavior of role models can stimulate followers' professional standards and ethical values, it is crucial to focus on an appropriate path through which ethical values can be conveyed and learned by individuals. The current study seeks to examine if this objective can be facilitated through the positive role played by academic supervisors at higher education level. Owing to the very close leader-follower relationship, this study empirically investigated if ethical supervisors could stimulate prosocial behavior among students under their supervision. Data was collected from 240 postgraduate university students and analyzed using partial least squares structural equation modeling (PLS-SEM). The findings of this study revealed that students demonstrated greater anonymous, emotional, and compliant prosocial behavior when they perceived stronger ethical supervision. Study implications and limitations have been discussed.

Pettersson, Kerstin; Svedin, Maria; Scheja, Max; Balter, Olle (2018):

Approaches to studying in first-year engineering. Comparison between inventory scores and students' descriptions of their approaches through interviews.

Abstract:

This combined interview and survey study explored the relationship between interview data and data from an inventory describing engineering students' ratings of their approaches to studying. Using the 18-item Approaches and Study Skills Inventory for Students (ASSIST) students were asked to rate their approaches to studying in relation to particular statements. A subsample of nine first-year engineering students participated in subsequent interviews exploring their experiences of studying and learning. The students' views were examined and interpreted into inventory scores which were compared to the students' actual ratings. The interviews confirmed the scales measured in the inventory and provided illustrations to them. While students who were extreme in either approach were easier to interpret, others provided a good example of the complex combination of approaches that can exhibit itself in one individual. The study illustrates how combined data sets can contribute to achieve a holistic understanding of student learning in its context.

Petzold, Knut; Moog, Petra (2018):

What shapes the intention to study abroad? An experimental approach.

Abstract:

In contrast to previous studies, this investigation aims to get deeper insights into the causes of the intention to study abroad by using an experimental approach. Although international experience is often considered as important, many students at German universities do not even consider abroad. Referring to the Theory of Rational Choice (RCT) and the Theory of Planned Behavior (TPB), the intention to study abroad is shaped by student's evaluation of expected benefits from studying abroad, resources and restrictions regarding its realization, and normative aspects. In a factorial survey experiment, hypothetical study abroad descriptions with varying attributes were presented to students of economics and engineering of a German university. The experimental design allows for more nuanced operationalizations and for diminished endogeneity biases through systematic variation and randomization. Thus, a more direct test of the assumptions about educational decision-making is possible. A comparison of the unbiased predictor weights clearly indicates that students prioritize conditions when considering study abroad. They seem to not ponder about beneficial outcomes of studying abroad, such as own personality development and being in a desired host country, as long as the realization of the stay is not substantially guaranteed by related foreign language skills, sufficient financing, and a supportive host university. Further facilitations through an exchange program and exchange in a group, as well as expectations of family and friends are of secondary importance.

Ripatti-Torniainen, Leena (2018):

Becoming (a) public. What the concept of public reveals about a programmatic public pedagogy at the university.

Abstract:

This article extends the ongoing argumentation of 'public', publics and universities by providing a conceptual discussion of issues at the core of the public sphere: how does public form and exist amid private and individual life and pursuits, and how does a collective public body identify itself. The discussion is placed in dialogue with two earlier contributions to 'becoming (a) public' by Simons and Masschelein (European Educational Research Journal, 8(2), 204–217, 2009) and Biesta (Social & Cultural Geography, 13(7), 683–697, 2012). Brought together, these contributions constitute a definition of a programmatic public pedagogy at the university. This article develops the definition of a programmatic public pedagogy by drawing on the conceptual core meanings of public in continental antiquity, Enlightenment and American pragmatism. The author discusses public as (1) indefinitely circulating discourses, (2) sociability between strangers, (3) macro structures and (4) the political public sphere. The article reveals that the 'becoming (a) public' extends and occurs across a broad spectrum, and that the discursive and sociable manifestations of public are not secondary to explicitly political action but have an inherent value in themselves. The article distinguishes the character of public as constant openness to the

emergence of what is yet not known from interpretations that locate public in the existing structures, ideologies and forms of action. The dialogue with Simons and Masschelein and Biesta shows that this distinction has critical implications on how programmatic public pedagogy is understood at the university.

Roberts, Pamela Anne; Dunworth, Katie; Boldy, Duncan (2018):

Towards a reframing of student support. A case study approach.

Abstract:

This paper reports on a study that investigated the range of institutional support needs of international students at one Australian university with a view to increasing understanding of their needs and the ways in which support was provided. The study involved a number of data collection methods including focus groups, key informant interviews and a larger scale survey, undertaken in an inductive and sequential process. The results indicated that the levels of awareness about services differed, that lack of knowledge of how to access a service and finding information about it were key reasons for non-use, and that the helpfulness of staff impacted on the perception of services as useful. The paper concludes by recommending a reconsideration of current practices to move towards a model of student support service provision in which the student is at the centre.

Rose, Heath; McKinley, Jim (2018):

Japan's English-medium instruction initiatives and the globalization of higher education.

Abstract:

This article analyzes a recent initiative of Japan's Ministry of Education, which aims to internationalize higher education in Japan. The large-investment project "Top Global University Project" (TGUP) has emerged to create globally oriented universities, to increase the role of foreign languages in higher education, and to foster global human resources. The TGUP identifies 37 universities: 13 as "top global universities" intended to compete in the top 100 university world rankings and 24 "global traction universities" intended to lead the internationalization of higher education in Japan. Despite the substantial funding behind this initiative, little research has been conducted to evaluate the potential impact of this policy on language planning in higher education in Japan. This paper addresses this gap in its exploration of the TGUP, including key changes from previous internationalization policies. It then presents an analysis of publicly available documents regarding the policy, collected from all 37 of the participant universities. Findings indicate a positive departure from older policy trends and the emergence of flexible, unique forms of English language education in Japan's universities.

Sa, Creso M.; Sabzalieva, Emma (2018):

The politics of the great brain race. Public policy and international student recruitment in Australia, Canada, England and the USA.

Abstract:

As the number of globally mobile students has expanded, governments are assumed to be consistently and intentionally competing for talent, in what has been called a "great brain race". While the notion of competition has become dominant, there is little evidence on long-term policy dynamics in this field, not only across jurisdictions but also over time. We seek to address this gap in this paper through a longitudinal analysis of the politics and public policies impacting international students in four major recruiting countries—Australia, Canada, England and the USA. Through this comparative analysis of the period 2000 to 2016, we demonstrate that international student numbers across the jurisdictions have grown steadily but that this appears to be decoupled from political and policy changes. We also discuss how "internationalization" initiatives provide an insufficient policy umbrella for policy action on the recruitment and retention of international students. Public policy impacting international students spans multiple government agencies or ministries, encompassing different policy fields. This requires greater policy coordination, which remains elusive for the most part.

Saghafian, Marzieh; O'Neill, D. Kevin (2018):

A phenomenological study of teamwork in online and face-to-face student teams.

Abstract:

Team-based projects are widely used in both traditional face-to-face and online programs in higher education. To date, the teamwork experiences of students in each modality have been documented primarily through evaluative research conducted over short spans of time and limited by a priori frameworks. The literature also reflects a lack of agreement about what constitutes the phenomenon of teamwork in each modality. In order to address these limitations, we conducted a phenomenological study examining the lived experiences of teamwork among students in both face-to-face and online MBA programs in Iran. Our analysis revealed striking commonalities in the experiences of both groups, including a shared desire for effective leadership to alleviate the problem of free riders, as well as substantial time and effort invested in retaining reliable teammates from one team project to another. In other respects, face-to-face and online students' experience differed strongly. For example, while face-to-face participants pursued teammates with similar beliefs about how teamwork should be accomplished, online participants found themselves pre-occupied with staying connected with their teammates and struggled to establish common communication channels with each and every team member. Overall, our findings suggest that while training and support for student teamwork can partly build on the shared needs among students in both modalities, the nature of the experience in each modality may be so different in vital respects that engaging in one mode of teamwork does not necessarily prepare students to participate well in the other mode. Other implications and limitations of the research are discussed.

Salto, Dante J. (2018):

To profit or not to profit. The private higher education sector in Brazil.

Abstract:

Brazil has by far the largest higher education system in Latin America, with a sizable share of students enrolled in private-sector institutions. Its recently established and fast-growing for-profit sector is one of the largest worldwide. The for-profit sector already surpasses the public sector in student enrollment, and its role is growing. Public policy has supported for-profit growth, ostensibly for tax revenue reasons, but the federal government has recently launched social initiatives that include tax exemption policies for the for-profit sector in exchange for need-based scholarships. Through exploratory data analysis, this study explores the role, function, and form of the for-profit sector compared with its nonprofit and public counterparts. The findings reveal that the for-profit sector shares some important characteristics with the nonprofit sector but contrasts sharply with the public sector. The study concludes that countries such as Brazil are moving toward public funding for private higher education to meet enrollment targets. These findings may be able to address issues in other countries by considering similar public policies toward private higher education.

Santoalha, Artur; Biscaia, Ricardo; Teixeira, Pedro (2018):

Higher education and its contribution to a diverse regional supply of human capital. Does the binary/unitary divide matters?

Abstract:

Diversity has been an important topic of research for some time in higher education, though the purposes underlying this attention have varied across national and regional contexts. In many parts of the world, the term diversity has been emphasized with regard to variety among the programs or services provided by academic institutions, and differences among the types of institutions themselves. It is particularly important to discuss whether different dimensions of diversity may influence the degree of effectiveness of higher education (HE) in fulfilling its contribution and relevance to economic and social development. We are particularly interested in analyzing whether unitary or binary systems present significant differences in different dimensions of diversity that may be relevant to enhance higher education institutions' (HEIs) contribution to territorial cohesion, notably by enhancing the local stock of human capital and contributing to the social and cultural development of their regions. Therefore, we propose the following research questions: *Are there relevant patterns regarding different dimensions of diversity between unitary and binary HE systems? *In the case of binary

systems, is it possible to find relevant differences in different dimensions of diversity between universities and more vocational HEIs? By looking at these questions, we aim at contributing both to the literature on HE institutional diversity and to the study of the role played by HEIs on regional development.

Schmidt, Evanthia Kalpazidou; Graversen, Ebbe Krogh (2018):

Persistent factors facilitating excellence in research environments.

Abstract:

The study presented here identifies robust and time-invariant features that characterise dynamic and innovative research environments. It takes as its point of departure the results of an empirical study conducted in 2002 which identified the common characteristics of 15 dynamic and innovative public research environments, and focusses on their development by revisiting the environments after more than a decade, hence mapping them in the current research landscape. Using a model for studies of research environments that was constructed and used in the Nordic countries, the study maps both internal elements and those in the framework of the environments that influence research performance and identifies persistent factors in dynamic and innovative research environments. The findings add to our understanding of how to improve the overall ecology of knowledge production and create optimal conditions that support research environments in pursuing and ensuring excellence. Implications for further research and policy are discussed.

Seyfried, Markus; Ansmann, Moritz (2018):

Unfreezing higher education institutions? Understanding the introduction of quality management in teaching and learning in Germany.

Abstract:

Quality management (QM) in teaching and learning has strongly "infected" the higher education sector and spread around the world. It has almost everywhere become an integral part of higher education reforms. While existing research on QM mainly focuses on the national level from a macro-perspective, its introduction at the institutional level is only rarely analyzed. The present article addresses this research gap. Coming from the perspective of organization studies, it examines the factors that were crucial for the introduction of QM at higher education institutions in Germany. As the introduction of QM can be considered to be a process of organizational change, the article refers to Kurt Lewin's seminal concept of "unfreezing" organizations as a theoretical starting point. Methodologically, a mixed methods approach is applied by combining qualitative data derived from interviews with institutional quality managers and quantitative data gathered from a nationwide survey. The results show that the introduction of QM is initiated by either internal or external processes. Furthermore, some institutions follow a rather voluntary approach of unfreezing, while others show modes of forced unfreezing. Consequently, the way how QM was introduced has important implications for its implementation.

Singh, Jasvir Kaur Nachatar; Jack, Gavin (2018):

The benefits of overseas study for international postgraduate students in Malaysia.

Abstract:

This paper investigates the benefits of overseas tertiary education for international postgraduate students enrolled at a research-intensive university in Malaysia, an emerging yet under-researched Asian education hub. The study is based on 55 semi-structured qualitative interviews with international students and academic and professional support staff. Our analysis identified three sets of benefits linked to specific economic, educational, social and cultural pull factors: academic success, building knowledge and skills, and contributing to home country on return. Our analysis illustrates the interplay between macro and meso-level actors and policies in shaping the micro-level experiences of international students. The paper contributes new insights into vital nuances in the nature and lived experience of the key benefits of international education relating to academic success and time, language learning and friendship, and employability and 'giving back'.

Song, Jia (2018):

Creating world-class universities in China. Strategies and impacts at a renowned research university.

Abstract:

In recent years, creating world-class universities has been an important project on the Chinese mainland. With the all-encompassing internationalization of higher education in the global market, it is of the utmost importance that the quality of universities be improved and that some of the top universities are pushed to become world-class. Influenced by the stimulating policies and financial incentives, some of China's top universities are striving to earn the prestigious label of "world-class university" by conducting a series of reforms. The aim of the study discussed here was to explore the effects of the ongoing reforms and present the current dilemmas of top-down actions at elite universities. The data were obtained through in-depth interviews. First, we found that a personnel reform had been implemented to comply with the performance benchmark, but that it had subsequently been suspended owing to conflicts among different stakeholders. Second, it appeared that the humanities department at the selected university is at a disadvantage for both internal and external reasons. Third, it was found that the policy of recruiting returnees (graduates returning from study abroad) to lecturers' positions is partly responsible for the further decline in students' confidence in domestic universities. Fourth, the policy of admitting international students has triggered domestic tensions on the issue of educational quality and equality. Lastly, finding a way of coordinating the features of "World-Class" and "Chinese Characteristics" is not easy to be achieved.

Streitwieser, Bernhard T.; Light, Gregory J. (2018):

Student conceptions of international experience in the study abroad context.

Abstract:

While much of recent study abroad research has focused on identifying and measuring different learning outcomes in terms of specific skills, competencies, perspectives and attributes acquired during study abroad opportunities, less research has considered how students' deeper conceptions and understandings of international experience may change and develop during such educational encounters. This paper presents a phenomenographical research study that explored how students conceive of and make meaning out of their international education experience in a study abroad context. The data are based on detailed semi-structured interviews conducted with a sample of 28 undergraduate students at an American university who engaged in a variety of different study abroad opportunities. Guided by Variation Theory of Learning, the analysis of the data resulted in a typology of student conceptions of international experience (SCIE) that identified four distinct categories of conceptions of international experience (observing, interacting, participating and embracing) described across three constitutive features (being in the other culture, relating to the other culture and learning in the other culture). Hierarchically related through nine critical aspects of variation, the typology provides a unique and useful framework against which to map the "messiness" of students' complex, often complicated understandings of their experience. It offers study abroad programmers opportunities to better understand and design student learning experiences and assessment instruments that go beyond competencies, skills and other learning outcomes.

Tomlinson, Michael (2018):

Conceptions of the value of higher education in a measured market.

Abstract:

A critical analysis is developed of the dominant meanings of value in marketised higher education. In policy terms, this has become informed by the logics of the measured market whereby value has become synonymous with economic return and institutional accountability. The notion of value is one which permeates many discussions on the purpose of higher education and the perceived benefits it confers onto individuals and society as a whole. This, however, remains largely implicit and unearthing the specific meaning of value (and values) clearly presents challenges. This article critically examines a variety of concepts relevant to discussion of the value of higher education, including the relationship between value and quality, consumerism, goods and performativity. In each case, it unpacks their meanings and implications for the

relationship between students and institutions, particularly at a time when this is seen to be increasingly transactional. It then outlines an alternative value framing to the utilitarian 'value for money' so prevalent in much market-driven policy.

van Breda, Adrian D. (2018):

Resilience of vulnerable students transitioning into a South African university.

Abstract:

Youth transitioning into university face numerous life challenges, particularly in South Africa with its high levels of poverty and inequality. This article, recognising the vulnerability of many students, sets out to identify the resilience processes that facilitate the resilient outcomes of life satisfaction and academic progress. Using a sample of 232 psychosocially vulnerable undergraduate students, a quantitative survey was conducted and analysed using multivariate procedures. Results indicate that 27% of the variance in life satisfaction was accounted for by 19 resilience variables, with community relationships and family financial security being individually significant, and that 18% of the variance in academic progress was accounted for, with learning orientation being individually significant. Family relationships also emerged as important for both outcomes. The findings suggest that, during times of adversity, South African students draw in particular on relational resources in their home communities, and that academic progress is protected from deterioration by vulnerable students' love for learning. Practice implications for universities are proposed that go beyond reactive, therapeutic services towards creating a supportive academic community.

Vehvilainen, Sanna; Lofstrom, Erika; Nevgi, Anne (2018):

Dealing with plagiarism in the academic community. Emotional engagement and moral distress.

Abstract:

This article deals with the demands that plagiarism places on academic communities, and with the resources staff possess in dealing with these demands. It is suggested that plagiarism ought to be placed in the context of network of intertwining communities (scholarly, pedagogical and administrative), to which participants are engaged to a different extent. The relationship to the ethical issue of plagiarism is related to the subject's engagement in these communities. The article examines the way teachers deal with plagiarism from the point of view of work engagement and work-related wellbeing. In particular, we analyse job demands created by episodes of dealing with plagiarism as well as job resources teachers possess that aid them in coping with these demands. We used thematic analysis of semi-structured interviews of teachers in two universities. Our results show that the demands fall on five thematic categories: 1. rupture in the personal pedagogical relationship, 2. challenge on the supervisory "gatekeeping" responsibility; 3. a breach of the "everyday normality"; 4. ambivalence in explaining plagiarism and 5. the strain of performing the act of accusation. A key job demand in dealing with plagiarism is that teachers must balance both rule-ethical and care-ethical orientations in their reactions and actions. The resources teachers draw upon when dealing with these demands are: 1) dialogue and reflection in collegial dialogue 2) support from superiors and administration 3) shared protocols, procedures and plagiarism detection software. Our analysis shows that there are various demands that make dealing with plagiarism a strenuous task, but university environments also provide teachers with resources to cope with them.

Wells, Ryan; Cuenca, Ricardo; Blanco Ramirez, Gerardo; Aragon, Jorge (2018):

Geographic mobility and social inequality among Peruvian university students.

Abstract:

The purpose of this study was to explore geographic mobility among university students in Peru and to understand how mobility patterns differ by region and by demographic indicators of inequality. The ways that students may be able to move geographically in order to access quality higher education within the educational system can be a driver of equality or inequality, depending on who is able to take advantage. Using data from a university census, we examine how

demographic indicators of inequality are related to geographic mobility for university attendance, how prior geographic mobility predicts later mobility for university attendance, and how these relationships differ based on the number and quality of universities in a region. Results show that sociodemographic variables related to social inequality explain a substantial amount of students' postsecondary mobility. However, some of these relationships do not operate in the same way in all of the regions. Depending on the availability of universities and their quality, patterns of association between inequality and geographic mobility change. Implications for higher education policy as well as further research examining geographic mobility and inequality in education are discussed.

Xerri, Matthew J.; Radford, Katrina; Shacklock, Kate (2018):

Student engagement in academic activities. A social support perspective.

In: *Higher Education* 75 (4), S. 589–605. DOI: 10.1007/s10734-017-0162-9.

Abstract:

Student engagement in academic activities is a critical factor contributing to the overall success of students studying in higher education institutions. Yet the factors influencing student engagement in academic activities are still largely unknown. This study begins to address this knowledge gap by investigating the influence of student connectedness (relationships with peers and teachers), motivation to study (sense of purpose) and perception of workload upon student engagement in academic activities. During 2015, a total of 209 students responded to a survey distributed to first-year undergraduate students enrolled in a university business school in Queensland, Australia. Structural equation modelling was used to investigate the proposed relationships. Results suggest that student-student (peer) relationships, teacher-student relationships, and students' sense of purpose for studying a higher education degree, were central to student engagement in academic activities. In addition, teacher-student relationships, and a strong sense of purpose were central to perceptions of student workloads. Finally, sense of purpose was found to moderate the relationship between both teacher-student and student-student relationships and also, perceptions of workload and student engagement. The findings from this study support the importance of developing effective teacher-student relationships, facilitating positive student-student relationships and communicating a clear sense of purpose to students, so as to improve their engagement in academic activities and optimise perceptions of workloads.

Xie, Meng (2018):

Living with internationalization. The changing face of the academic life of Chinese social scientists.

In: *Higher Education* 75 (3), S. 381–397. DOI: 10.1007/s10734-017-0145-x.

Abstract:

Internationalization is an integral part of the strategies of leading Chinese universities to strive for world-class standing. It has left its marks on the academic life of China's social scientists. This article explores the impact of internationalization on the academic life of Chinese social scientists using Tsinghua University as an example. Emphasis is placed on the transformation of their academic life in the process of internationalization. Employing a qualitative case study method, this research draws on approximately two thirds of the faculty members in the Department of Sociology to present in-depth insights into the dynamics and ecosystems of their academic life. The findings show that internationalization promotes the adoption of internationalized criteria in faculty recruitment and promotion mechanisms, stimulates enthusiasm for international activities, and strengthens internationally oriented (largely North American) norms and practices in research, teaching, and discipline development. In discussing these dimensions, this article argues that Tsinghua social scientists experience both benefits and costs as the university works hard to pursue world-class status, echoing their peers in China's other top institutions of higher education.

Reviews

Case, Jennifer Margaret (2018):

Higher education, social class and social mobility: the degree generation, by Ann-Marie Bathmaker, Nicola Ingram, Jessie Abrahams, Anthony Hoare, Richard Waller, Harriet Bradley, Palgrave MacMillan, 2016, 188 pp., 90.94€ (hardcover), ISBN: 978-1-137-53481-1.

[Review]. In: *Higher Education* 75 (3), S. 557–559. DOI: 10.1007/s10734-017-0153-x.

Liu, Wenjie (2018):

The entrepreneurial university: context and institutional change, by Lene Foss, David V. Gibson, Routledge, London, 2015, 285pp., 117.17€ (hardcover), ISBN: 9781138830776.

[Review]. In: *Higher Education* 75 (4), S. 743–745. DOI: 10.1007/s10734-017-0163-8.

Marini, Giulio (2018):

The faculty factor: Reassessing the American Academy in a turbulent era, by Martin J. Finkelstein, Valerie Martin Conley, Jack H. Schuster, Baltimore, Johns Hopkins University Press, 584 pp., 44.08€ (hardcover), ISBN: 9781421420936.

[Review]. In: *Higher Education* 75 (3), S. 553–555. DOI: 10.1007/s10734-017-0144-y.

Mei, Weihui (2018):

Breakpoint: The Changing Marketplace for Higher Education, by Jon McGee, Baltimore, Johns Hopkins University Press, 2015, 169 pp., 23.76€ (paperback), ISBN: 9781421418209.

[Review]. In: *Higher Education* 75 (1), S. 187–190. DOI: 10.1007/s10734-017-0124-2.

Ni, Hao; Tian, Jing (2018):

Service-learning and social entrepreneurship in higher education, by Sendra L. Enos, New York, Palgrave Macmillan, 2015, 101pp., 54.84€ (hardcover), ISBN: 978-1-137- 55443-7.

[Review]. In: *Higher Education* 75 (3), S. 561–563. DOI: 10.1007/s10734-017-0155-8.

Zhuo, Zelin (2018):

The Chicago Handbook of University Technology Transfer and Academic Entrepreneurship by Albert N. Link, Donald S. Siegel, Mike Wright, Chicago, The University of Chicago Press, 2015, 320pp., 91.95€ [hardcover], ISBN: 978-0-226-17834-9.

[Review]. In: *Higher Education* 75 (6), S. 1125–1128. DOI: 10.1007/s10734-017-0181-6.

Specials

Petzold, Knut; Moog, Petra (2018):

What shapes the intention to study abroad? An experimental approach (vol 75, pg 35, 2017).

[Erratum]. In: *Higher Education* 75 (1), S. 55–56. DOI: 10.1007/s10734-017-0134-0.

Higher Education (76) 2018

Original Articles

Bager-Elsborg, Anna (2018):

How lecturers' understanding of change is embedded in disciplinary practices. A multiple case study.

Abstract:

In the literature, higher education teaching is typically conceptualisedas generic or determined by disciplinary characteristics. Academicdevelopment literature mirrors this dichotomy when discussing thestarting point for development work. However, this focus on universalcharacteristics overlooks crucial aspects of contextual influence onteaching and of lecturers' derived willingness to change their teaching.This article contributes to the existing literature by illustrating howunderstanding of and willingness to change is a part of a disciplinarypractice. The analysis demonstrates how disciplinary dispositions createframes of meaning in which the understanding of change is embedded.Further, it is argued that academic development has a greater chance ofsucceeding if it aims at the working-group level, challenges thediscipline values and takes an outsider perspective.

Baltaru, Roxana-Diana; Soysal, Yasemin Nuhoglu (2018):

Administrators in higher education. Organizational expansion in a transforming institution.

Abstract:

Recent European research has revealed growth in the number of administrators and professionals across different sections of universities—a long established trend in US universities. We build on this research by investigating the factors associated with variation in the proportion of administrators across 761 Higher Education Institutions (HEIs) in 11 European countries. We argue that the enactment of expanded and diversified missions of HE is one of the main factors nurturing universities' profesional and administrative bodies. Our findings support such an assertion; regardless of geographical and institutional differences, HEIs with high levels of "entrepreneurialism" (e.g. in service provision and external engagement) are characterized by a larger proportion of administrative staff. However, we find no empirical support for arguments citing structural pressures and demands on HEIs due to higher student enrolments, budget cuts or deregulation as engines driving such change. Instead, our results point towards, as argued by neo-institutionalists, the diffusion of formal organization as a model of institutional identity and purpose, which is especially prevalent at high levels of external connectedness.

Bijsmans, Patrick; Schakel, Arjan H. (2018):

The impact of attendance on first-year study success in problem-based learning.

Abstract:

The literature on first-year study success has identified a host of factors that may affect a student's chances of succeeding, ranging from personal circumstances to educational environment. One of the factors that often emerges in this context is (non-)attendance of classes, lectures and tutorials. Intuitively, one would expect this to be all the more important in

programmes that employ a student-centred and interactive approach to learning, such as problem-based learning. Interestingly, there is little dedicated research that looks into the importance of (non-)attendance in such a learning environment. This article addresses this gap in the literature by looking at the effect of (non-)attendance on the study success of three cohorts of Maastricht University's Bachelor in European Studies (annual intake of 325–350 students). Controlling for a range of factors, we find that attendance matters for several measures of study success and also for the committed and participating student.

Bowman, Nicholas A.; Holmes, Joshua M. (2018):

Getting off to a good start? First-year undergraduate research experiences and student outcomes.

Abstract:

Undergraduate research is widely perceived as a "high-impact practice" that promotes students' learning, cognition, career planning, and educational attainment. With some exceptions, the existing evidence largely provides support for these beliefs. However, these studies typically examine research experiences that occur later in the undergraduate years, whereas engaging in undergraduate research during the first year is becoming increasingly common. First-year experiences may yield different outcomes than later experiences for a variety of reasons; in addition, previous studies often do not account sufficiently for self-selection into undergraduate research, which may be especially problematic for cross-sectional studies that occur in the junior or senior year. Therefore, this study examines the potential impact of first-year undergraduate research using propensity score analyses within a large, multi-institutional, longitudinal dataset. Research participation is significantly and positively related to first-year university satisfaction and fourth-year undergraduate GPA, but it is unrelated to satisfaction and grades in other years as well as graduate degree intentions, retention at the same institution, and 4-year graduation. Conditional analyses indicate that these effects are largely consistent across student demographics, pre-university achievement, and institutional selectivity.

Breetzke, Gregory D.; Hedding, David W. (2018):

The changing demography of academic staff at higher education institutions (HEIs) in South Africa.

Abstract:

In this work, we contribute to the debate on the transformation of higher education institutions (HEIs) in post-apartheid South Africa by examining the changing demography of academic staff bodies at 25 South African HEIs from 2005 to 2015. We use empirical data to provide initial insights into the changing racial profiles of academic staff bodies across age, gender and rank and then summarise our findings into a transformation 'scorecard' which provides an indication of how all racial groups in the country are performing in terms of their representation in higher education. Initial results indicate that most academics in South Africa are middle-aged (between 35 and 54) but an ageing trend is evident, particularly among white academics. In terms of gender, males marginally outnumber females, although we estimate an equitable distribution to be attained within the next 5 years. Significantly, the data indicate that there is an upwards trajectory of black African academics across all rankings from 2005 to 2015 and a concomitant downward trajectory of white academics across all rankings. Both Indian and coloured academics most closely represent their national population representation. Our transformation 'scorecard' indicates that the demography of academic staff at higher education institutions in South Africa is changing and will continue to change in the future, particularly within the next 20 years if current trends continue.

Brew, Angela; Boud, David; Lucas, Lisa; Crawford, Karin (2018):

Academic artisans in the research university.

Abstract:

In the changing context of universities, organisational structures for teaching and research problematise academic roles. This paper draws on a critical realist analysis of surveys and interviews with academics from universities in England and

Australia. It identifies important academic work, not captured simply in descriptions of teaching or research. It shows that many academics, who are not research high flyers nor award-winning teachers, carry out this essential work which contributes to the effective functioning of their universities. That work is referred to as academic artisanal work and the people who do it as academic artisans. Characteristics and examples of academic artisans are presented, and the nature of artisanal work is explored. Implications for higher education management and for future studies are discussed. The paper points to an urgent need to better understand the complex nature of academic work.

Brouwer, Jasperina; Flache, Andreas; Jansen, Ellen; Hofman, Adriaan; Steglich, Christian (2018):

Emergent achievement segregation in freshmen learning community networks.

Abstract:

A common assumption about Freshmen Learning Communities (FLCs) is that academic relationships contribute to students' success. This study investigates how students in learning communities connect with fellow students for friendship and academic support. Longitudinal social network data across the first year, collected from 95 Dutch students in eight FLCs, measure both social and academic relational choices within and beyond the FLCs. Using stochastic actor-based models, the study tests two competing hypotheses. The alignment hypothesis states that students connect with their similar-achieving friends for both academic and social support, leading to an alignment of both types of networks over time. In contrast, the duality hypothesis states dissimilarity between academic support networks and friendship networks: students should connect with better-achieving fellow students for academic support and to more similar peers for friendship. The data support the alignment hypothesis but not the duality hypothesis; in addition, they show evidence of achievement segregation in FLCs: the higher the students' achievement level, the more they connect with other students for both academic support and friendship, relating in particular to peers with a similarly high achievement level. The results suggest that lower-achieving students are excluded from the support provided by higher-achieving students and instead ask similar lower achievers for support. They thus cannot benefit optimally from the academic integration FLC offer. The article concludes with recommendations of how to support students in an FLC so that they can reach optimal achievement potential.

Bruckmann, Sofia; Carvalho, Teresa (2018):

Understanding change in higher education. An archetypal approach.

Abstract:

During the past three decades, higher education institutions have been changing, moving away from the traditional bureaucratic archetype towards a more managerialist one. Empirical research already demonstrated that organisations tend to be in a hybrid area of archetypal change. Considering the specific case of a government-imposed reform in Portugal, and using a case study approach of six public universities, this study aims to explore archetypal hybridism through the lens of two main dimensions: systems and structures and interpretive scheme. The theoretical background lies on academic literature on organisational change in higher education and specifically on archetype theory. The findings drawn from document analysis and interviews outline the main characteristics of the hybrid archetype that we chose to name efficient-collegiality.

Cano, Francisco; Martin, Andrew J.; Ginns, Paul; Berben, A. B. G. (2018):

Students' self-worth protection and approaches to learning in higher education. Predictors and consequences.

Abstract:

The aim of this study was to test a process model of students' learning in higher education, linking anxiety, course experience (positive and negative), self-worth protection (SWP) (self-handicapping, defensive expectations, reflectivity),

student approach to learning (SAL) (deep/surface), and achievement. Path and bootstrap analyses of data from 899 first-year university students showed that anxiety significantly predicted all SWP strategies and that positive course experience negatively predicted defensive expectations, whereas negative course experience was linked to higher levels of self-handicapping and reflectivity. Deep approach was linked negatively to self-handicapping and positively to reflectivity, whereas surface approach was associated positively with both self-handicapping and defensive expectations. Finally, deep approach positively predicted achievement and partially mediated the effect of self-handicapping on achievement. These findings support the validity of linking SWP with SAL and demonstrate meaningful connections between these and the anxiety and course experience of students. Implications for theory and practice are discussed.

Chang, Dian-Fu (2018):

Effects of higher education expansion on gender parity. A 65-year trajectory in Taiwan.

Abstract:

This study explores gender parity on the basis of distinctive expansion stages in the higher education system of Taiwan. Gender parity is one of the key components used to determine equal opportunities for accessing higher education. Therefore, this study evaluated gender parity and explored the potential gaps at the undergraduate, master and doctoral levels by using a quantitative longitudinal method to determine the effects of the system expansion. Student enrollment data from 1950 to 2014 were collected from the Ministry of Education in Taiwan and transformed by Becker's coefficient of discrimination (D) to interpret the significance of the gender parity at various development stages in the system. In addition, this study applied an ARIMA (Autoregressive Integrated Moving Average) model to predict the D for the next decade. Reviewing the D trend from 1950 to 2014, this study found that higher education expansion has played a crucial role in promoting gender parity. The results of the ARIMA model reveal that the numbers of male and female students studying in undergraduate programs will become more equal in the next decade. Although male students are still favored for enrollment at the master and doctoral levels, the disparity is declining according to the results of this study. The findings in this study can be used to justify a higher education expansion policy based on the function of gender parity.

Czarnecki, Krzysztof (2018):

Less inequality through universal access? Socioeconomic background of tertiary entrants in Australia after the expansion of university participation.

Abstract:

This article investigates the consequences of an expansion of domestic university places in Australia after 2009 for inequalities in access to tertiary education. I focused on how different individual-level socioeconomic factors were influencing not only the likelihood of continuing education at the tertiary level but also a type of institution one studies at. Thus, I simultaneously analyse vertical and horizontal dimensions of inequalities in access. The expansion has not dramatically changed the differentiated access within different socioeconomic groups. However, the influence of parental education and secondary school context on continuing education has weakened. But those who have benefited the most are young people from upper service class. They not only approach near-universal access faster than other social classes but also improve their relative chances to study at the most prestigious institutions. Controlling for academic ability at the age of 15 showed that socioeconomic background continuous to matter after that age. This means that student-oriented equity policies undertaken closer to the point of transition to tertiary education have a capacity to decrease educational inequalities. Results are discussed against the background of the current higher education policy trends regarding equity in access.

Degn, Lise; Franssen, Thomas; Sorensen, Mads P.; Rijcke, Sarah de (2018):

Research groups as communities of practice-a case study of four high-performing research groups.

Abstract:

The aim of this paper is to investigate the organization of research in high-performing research groups in an age of increasing competition and pressure from outside and within higher-education institutions. To explore how researchers navigate such pressures and demands, the practice and perceptions of four high-performing research groups in Denmark and the Netherlands are examined, and the extent to which these groups can be understood as "communities of practice" or if they are displaying "team"-like characteristics is discussed. Previous studies have shown the benefits of communities of practice for organizational performance, and the present study demonstrates that the successful groups do indeed share many characteristics with such communities. A central argument of the paper is, however, also that incentive structures, inherent in many new policy initiatives that are meant to foster excellence in science, are more directed at "team-like" organization by focusing on, e.g., formally organized work processes, predefined goals, milestones, work packages, and hierarchically organized consortia. The potential implications of this are discussed.

Elken, Mari; Stensaker, Bjorn; Dedze, Indra (2018):

The painters behind the profile. The rise and functioning of communication departments in universities.

Abstract:

It has been argued that universities are changing into becoming more professional as organizations, and this paper investigates this claim by exploring the emergence and tasks of communication departments in modern universities. Examination of universities in six Baltic and Nordic countries shows that communication departments are working closely with the institutional leadership and that communication is increasingly seen as a strategic function in the universities. This can position communication departments as a central internal coordinator between various organizational units and processes. While the findings indicate support for the assumption about more professional universities, those working within a communication department seem to have a broad and varied background and cannot be said to have developed a specific professional identity in all the institutions. However, our findings do indicate increasing contact and close relations between communication specialists across university borders which may result in a stronger professional identity over time.

Englund, Claire; Olofsson, Anders D.; Price, Linda (2018):

The influence of sociocultural and structural contexts in academic change and development in higher education.

Abstract:

Teaching quality improvements frequently focus upon the 'development' of individual academics in higher education. However, research also shows that the academics' context has considerable influence upon their practices. This study examines the working environments of teachers on an online pharmacy programme, investigating contextual conditions that facilitate or impede academic change and development. Interview data and institutional policy documents are examined within a Cultural-Historical Activity Theory framework. Distinct differences in the teachers' sociocultural context were identified as influencing change and development. Departmental teaching cultures and patterns of communication influenced practice both positively, by offering collegial support, and negatively by impeding change. The findings have significance for academic development strategies. They suggest that departmental-level support should include communicative pathways that promote reflection upon and development of conceptions of teaching and learning.

Friedman, Jonathan Z. (2018):

Everyday nationalism and elite research universities in the USA and England.

Abstract:

The reinvigoration of popular nationalism in the USA and UK has largely been framed as counter to the cosmopolitan globalization associated with their elite universities over the past decade. Opposing these two sets of values may be too simplistic, however, given the cultural and political ties long institutionalized between elite universities and the nation. This article endeavors to highlight these entanglements—which were present before the election of Donald Trump or the fateful vote for Brexit—by drawing on interviews conducted with personnel at four elite research universities in these two countries from 2013 to 2014. In particular, this article focuses on the way these individuals invoked symbolic boundaries drawn along national lines as common sense, natural, and enduring, seeing their universities as embodying national characteristics, and as obliged to serve national interests. In providing ontological order to the world, the presence of this "banal" or "everyday" nationalism has arguably been central to the conceptualization and enactment of internationalization in these and other universities. These findings complicate discussions of elite universities as globalizing and unmooring from the nation-state framework, or otherwise working against the forces of nationalism. The article also raises new questions about divisions between different constituents of today's globalizing academy.

Gao, Yuan (2018):

A set of indicators for measuring and comparing university internationalisation performance across national boundaries.

Abstract:

Since universities' commitment to internationalisation has been increasing, instruments for measuring institutional internationalisation performance are urgently needed to monitor and evaluate the progress made about internationalisation. Although efforts have been made to develop various tools, an internationally applicable instrument for universities to measure and compare their internationalisation performance remains missing. This study attempted to develop an indicator framework of such kind to fill the gap. A total of 182 administrative staff and 17 policymakers from 17 flagship universities in Australia, Singapore and China were consulted in order to establish the framework. The study resulted in a set of 15 indicators that captures six key dimensions of university internationalisation. It attempts to cover internationalisation in its widest possible sense with practical number of indicators. This study also contributes to the knowledge body of developing measurement for university internationalisation by reflecting on the fundamental challenge of measuring the phenomenon.

Gerhards, Juergen; Hans, Silke; Drewski, Daniel (2018):

Global inequality in the academic system. Effects of national and university symbolic capital on international academic mobility.

Abstract:

The global academic system is hierarchically structured between a center, a semi-periphery and a periphery. We analyze to what extent the position of a country and a university within this hierarchy of scientific reputation shapes doctoral students' chances of international mobility. We conducted an exploratory experimental study using fake applications of international doctoral students sent to German sociology professors, who were asked to serve as supervisors during a planned research visit. Our fake applicants come from the core and periphery of the global academic system: Yale, Pennsylvania State University, National University Singapore, and Vietnam National University Hanoi. The results show that applicants from both US institutions get more positive and more personal feedback than the other applicants. This points to the importance of national scientific reputation. Moreover, we can show that universities' symbolic capital seems to be more important than the quality of a department.

Gonzalez-Ocampo, Gabriela; Castello, Montserrat (2018):

Writing in doctoral programs. Examining supervisors' perspectives.

Abstract:

In the current context of doctoral education students are required to develop a range of complex academic literacy skills to accomplish optimal performance in their academic communities of practice. This has led to increase the interest in research on doctoral writing. However, research on how supervisors contribute to doctoral writing has not been extensive. The purpose of this study is to analyze the supervisors' perspectives on doctoral writing by addressing three questions: a) What role do supervisors attribute to writing in doctoral training? b) What type of writing support do supervisors intend to provide to their students? and c) What are the relations between the role supervisors attribute to writing and the type of writing support supervisors offer to their students? Participants were 61 supervisors in the social sciences and humanities with diverse levels of expertise. Using a cross-sectional interpretative design, we collected qualitative data using an open-ended survey. Categories based on content analysis were established (Miles and Huberman 1994). The results demonstrated that supervisors attributed different roles to doctoral writing, ranging from process- to product-oriented and focusing on 1) producing appropriate academic texts, 2) generating epistemic activity, and 3) promoting communication and socialization. A significant number of supervisors did not attribute any role to writing but acknowledged writing as an important and neglected activity. Three categories of writing support were identified based on the type of activities supervisors reported and their involvement: 1) telling the students what to do, 2) reviewing and editing students' texts, and 3) collaboratively discussing students' texts. The results suggest that there are complex relations between the role that supervisors' attribute to writing and the type of writing support supervisors are able to offer. The relations appear to be mediated by supervisors' awareness and resources concerning doctoral writing.

Gryaznova, Anna (2018):

Supervisory boards in Russian universities. A development instrument or another tool of state control?

Abstract:

Improving the governance is one of the priorities of the reforms in the area of higher education in Russia. Radical reforms and massive democratisation of the sector in the last 25 years resulted in accumulation of many development issues: the quality of public services, the efficiency of public spending and the modes of interaction between state, society and institutions. Supervisory boards are the latest addition to the landscape of the university governance. The paper discusses the legal framework of the supervisory boards in Russia, analyses how it relates to the best world practices in the sector and how it reflects in the actual composition of the boards and affects the roles they accomplish at the universities. The paper concludes with the discussion of the areas of concern in the current boards' practices and suggests how they can be improved.

Gu, Jianxiu; Levin, John S.; Luo, Yingzi (2018):

Reproducing "academic successors" or cultivating "versatile experts". Influences of doctoral training on career expectations of Chinese PhD students.

Abstract:

This investigation focuses on Chinese doctoral students' career expectations, and examines how the students' career expectations changed over time under the influence of doctoral training based on survey data of 1467 doctoral students from 8 Chinese universities. Doctoral students' evaluations of doctoral training were identified. The examination indicates that more than half of doctoral students expect a non-academic profession, and more than 70% of students did not alter their professional expectations radically over time. Logistic regression model results indicate that doctoral students' career expectations and their changes over time were influenced by doctoral training in their university environment, students' relationships with supervisors, and students' experiences of collaboration with non-academic organizations. Doctoral students are dissatisfied with doctoral training that does not encourage and prepare them for diverse career paths. We conclude that in the present environment, the goal of doctoral training should not only be the reproduction of "academic successors" but also be the cultivation of "versatile experts."

Halabi, Rabah (2018):

Arab graduate students in a teachers college in Israel. Leaving their identity at the gate.

Abstract:

This article examines the experience of Palestinian-Arab graduate students in an Israeli teachers college that describes itself as multicultural. By listening to the voices of the Arab students the article identifies the limitations of a liberal multiculturalism. The Arab students interviewed feel that they are treated fairly by their teachers, and they also note that they are treated well by the administration. While they acknowledge the progress made by the college when comparing the campus environment to that of other sites in the Israeli public sphere, their experience also teaches them to "leave their national identity at the gate" when they enter the college campus. They learn that giving expression to their national identity may jeopardize the social comfort zone that they manage to attain at the college—a comfort zone that is unlike anything they experience outside in the "real world." While not quite feeling at home, the Arab students are left feeling like welcome guests. The research population included 52 male and female Arab students who studied in the college in 2015–2016. The data were gathered through semi-structured, in-depth interviews and analyzed using an open inductive coding method.

Han, Jiying; Yin, Hongbiao; Wang, Junju (2018):

A case study of faculty perceptions of teaching support and teaching efficacy in China. Characteristics and relationships.

Abstract:

This study investigated the characteristics of faculty perceptions of teaching support and teaching efficacy and the relationships between them in Shandong, a province in East China. The results from a sample of 2758 faculty members from 25 public institutions of higher education showed high levels of reported teaching support and teaching efficacy. Faculty members from key institutions scored higher on teaching resources and efficacy for course design but lower on administrative and peer support. Male faculty members scored higher on efficacy for course design, technology usage and classroom management. Teaching assistants scored higher on administrative and peer support but lower on efficacy for course design, instructional strategy, technology usage and classroom management. In addition to the positive relationship between teaching resources, peer support and all teaching efficacy factors, administrative support was negatively related to course design, technology usage, classroom management and learning assessment among faculty of provincial institutions but positively related to course design and technology usage among faculty of vocational institutions. No significant relationship was found between administrative support and teaching efficacy factors among faculty members from key institutions.

Harland, Tony; Wald, Nave (2018):

Curriculum, teaching and powerful knowledge.

Abstract:

This paper examines the concept of 'powerful knowledge' and provides new perspectives on an important emergent theory for education. We claim that the key to attaining powerful knowledge is 'epistemic access' to the discipline, which is access of the generative principles of knowledge creation. We draw on 15 years teaching and researching a university science programme in which undergraduate ecology students are trained as researchers during the 3 years they attend university. Hence, there is close alignment between teaching students to do research and powerful knowledge. In addition, it has been suggested that the 'power' in powerful knowledge is realised in what is done with that knowledge, that its purpose is social since it allows the holder to make a better contribution to society. We argue that in addition to such an aspirational 'outcome', it can be part of the process of education and early acquisition of powerful knowledge can influence all subsequent formal and informal learning experiences as the student progresses though university. A model for powerful knowledge is presented in which there is the possibility of powerful action after graduation, but this remains in the theoretical realm while there is very little empirical evidence supporting such a hypothesis for ecology students. Powerful action also questions the limits of responsibility for a teacher.

Herschberg, Channah; Benschop, Yvonne; van den Brink, Marieke (2018):

Selecting early-career researchers. The influence of discourses of internationalisation and excellence on formal and applied selection criteria in academia.

Abstract:

This article examines how macro-discourses of internationalisation and excellence shape formal and applied selection criteria for early-career researcher positions at the meso-organisational and micro-individual levels, demonstrating how tensions between the various levels produce inequalities in staff evaluation. In this way, this article contributes to the literature on academic staff evaluation by showing that Selection Committee members do not operate in a vacuum, and that their actions are inextricably linked to the meso- and macro-context. This study draws on qualitative multi-level data that comprise institutional-level policies, recruitment and staff protocols, job postings and individual-level interviews and focus groups with Selection Committee members. Findings show that a majority of Selection Committee members consent to university policies and macro-discourses when evaluating early-career researchers, but a smaller group questions and resists these criteria. Furthermore, the analysis revealed four inequalities that emerge in the application of criteria and reflect on disciplinary differences between the Natural and Social Sciences. The article concludes that with only a few Committee members to critically question and resist formal selection criteria, they limit the pool of acceptable candidates to those who fit the narrow definition of the internationally mobile and excellent early-career researcher, which may exclude talented scholars.

Hong, Min (2018):

Public university governance in China and Australia. A comparative study.

Abstract:

There are several common trends and challenges in the higher education (HE) system around the world, like expansion and diversification of HE, fiscal pressure and orientation to markets, demand for greater accountability and great quality and efficiency (e.g. The financing and management of higher education: a status report on worldwide reforms, 1998; Internationalisation of higher education and global mobility 43-58, 2014; Global policy and policy-making in education, 2014; Higher Education Policy 21:5-27, 2008). These trends and changes have reshaped university governance as well. Public universities are the main institutions to carry out HE in Australia and China. The engagement between Australia and China in HE sector has become closer and closer in recent years. To conduct better and further cooperation and collaboration between Australian and Chinese universities, it is critical to understand and acknowledge the differences in two nations' university governance. Moreover, by conducting this comparative study of two nations, it also helps us to figure out the changes in university governance over times under the global trends and the interactions between global and local factors. This comparative study focuses on the university level and attempts to identify the differences of university governance in Australian and Chinese public universities in three dimensions, state-university relation, university internal governance and university finance. This paper sketches the university governance in Australia and China and finds that the relationship between government and university is looser in Australia than that in China and Australian universities enjoy more autonomy and power than Chinese universities; as to university internal governance, Australian universities use a more business-oriented management mechanism; funding associated with full-fee paying international students has become very important for Australian HE while Chinese government funding has been decreasing as well but funds from international students play a minimal financial role.

Hu, Rui; Wang, Yifan; Bin, Peng; Ye, Yinghua (2018):

Entrepreneurial universities. Exploring the academic and innovative dimensions of entrepreneurship in higher education.

Abstract:

This book review introduces Marta Peris-Ortiz, Jaime Alonso Gómez, José M. Merigó-Lindahl, and Carlos Rueda-Armengot's book entitled Entrepreneurial universities: exploring the academic and innovative dimensions of entrepreneurship in higher education. Entrepreneurship is an expression of the talent of human creation, and the concept of the entrepreneurial

university is the most well-articulated item in the evolution of the university towards the requirements of the knowledge-based society. However, two main questions are still under-explored: what are the core features of entrepreneurial universities, and what kind of activities related to innovation and entrepreneurship does arise in academic setting? The book can be grouped into three main sections: one concerns the entrepreneurial education of students provided by entrepreneurial university; the sections confirm the entrepreneurial initiatives and activities of entrepreneurial universities, which contribute to innovation and technology transfer; and those involve entrepreneurial research in academic setting. The book explores the institutional aspects of entrepreneurship activities to establish entrepreneurial universities. The defect of this book is the slightly lack of longitudinal study and secondary data in entrepreneurial intention and orientation research.

Jabbar, Abdul; Analoui, Bejan; Kong, Kai; Mirza, Mohammed (2018):

Consumerisation in UK higher education business schools. Higher fees, greater stress and debatable outcomes.

Abstract:

For many UK higher education business schools, the continued recruitment of UK, EU and international students is crucial for financial stability, viability and independence. Due to increasingly competitive funding models across the sector, many institutional leaders and administrators are making decisions typical of highly marketised consumer environments. Thus, this paper explores academics' perceptions of the impact of consumerisation in UK higher education business schools. To achieve this, 22 business school academics were interviewed within three UK higher education institutions (HEIs) in the North of England. Participants had a minimum of three years teaching experience. Data was analysed using template analysis taking an interpretive approach. The findings indicate that academics perceived the introduction of tuition fees to have been the catalyst for students increasing demonstration of customer-like behaviour: viewing the education process as transactional, with the HEI providing a 'paid for' service. It is argued that these changes in UK higher education have created tensions between university leaders and academics, creating genuine dilemmas for those with decision-making responsibilities who must balance academic integrity and long-term institutional financial viability.

Jackson, Denise; Collings, David (2018):

The influence of Work-Integrated Learning and paid work during studies on graduate employment and underemployment.

Abstract:

To enhance employability and improve the career prospects of graduating students, this study explores the influence of practical experience on graduate employment outcomes in an Australian setting. To develop our understanding of the relative benefit of different forms of practical experience, the study evaluates the influence of both Work-Integrated Learning (WIL) and paid work in the final year of study on graduate employment and underemployment. Two samples are used, N = 628 and N = 237, to evaluate institutional data on practical experience combined with national data on graduate employment outcomes. Findings indicate that participating in WIL does not produce an increase in full-time employment rates. There is some evidence to suggest that it could lead to higher quality, relevant employment in both the short and long term. Paid employment during the final year of undergraduate study produced higher full-time employment rates, but had little effect on underemployment. Findings will help to inform stakeholders of the relative benefit of curricular and extra-curricular work experience and contribute to the dearth of empirical evidence on the value of activities designed to improve graduate employment prospects. This is particularly important given growth in the supply of graduates, concerns for credentialism, soft graduate labour markets and global economic weakening.

Johnston, James; Reeves, Alan (2018):

An investigation into the role played by research assessment in the socio-geographic fragmentation of undergraduate economics education in the UK.

In: *Higher Education* 76 (4), S. 589–614. DOI: 10.1007/s10734-017-0227-9.

Abstract:

This study charts the socio-geographic fragmentation of the economics discipline in the UK. It is revealed that the marriage of economics teaching and research is now limited to elite institutions located mainly in the south of the UK. None of the UK's new (post-1992) universities submitted to the Economics and Econometrics (E&E) unit of assessment (UOA) in 2014, the UK's most recent research evaluation exercise (REE). Lower REE scores are shown to be associated with higher withdrawal rates from the next E&E UOA and subsequent undergraduate economics programme closure. Universities that exit the E&E UOA moving to the Business and Management (B&M) UOA appear to benefit in the form of higher REE scores. Though restricted to the experience of one academic discipline in one country, the lessons from this study yield important insights into how the results of REEs can be a principal driver of change in higher education.

Jorgensen, Finn; Hanssen, Thor-Erik Sandberg (2018):

Research incentives and research output.

In: *Higher Education* 76 (6), S. 1029–1049. DOI: 10.1007/s10734-018-0238-1.

Abstract:

This paper first briefly reviews the worldwide development of the size of the university sector, its research merits and authorities' use of incentive systems for its academic staff. Then, the paper develops a static model of a researcher's behaviour, aiming to discuss how different salary reward schemes and teaching obligations influence his or her research merits. Moreover, special focus is placed on discussing the importance of the researcher's skills and of working in solid academic environments for quality research. The main findings are as follows: First, research achievements will improve irrespective of the relative impact quantity and quality of research have on researchers' salaries. Second, small changes in fixed salary and teaching duties will not influence the amount of time academics spend on research and, as such, their research merits. Third, because research productivity, i.e. the number of pages written and research quality increase with the researcher's skills and effort, both these figures signal a researcher's potential when adjusting for his or her age and the kind of research carried out. Finally, because researchers' utility depends on factors beyond salary and leisure time, employers have a number of instruments to use in order to attract skilled researchers in a globalised market.

Kim, Sujung (2018):

Voluntarily exiled? Korean state's cultural politics of young adults' social belonging and Korean students' exile to a US community college.

In: *Higher Education* 76 (2), S. 353–367. DOI: 10.1007/s10734-017-0212-3.

Abstract:

This study examines the complicated interlink between the Korean state's neoliberal identity politics and working- and lower middle-class Korean students' study abroad as a form of voluntarily exile. Drawing on a critical discourse analysis and a 14-month ethnographic study, this study discusses how these students' decisions to study abroad are inextricably intertwined with the authoritarian Korean state's neoliberal political-economic strategies of pushing out seemingly less-profitable citizens (namely, students and graduates of low-ranking 4-year institutions). This study also examines students' strategies for simultaneously resisting and conforming to this neoliberal ethos. For working-class and lower middle-class Korean community college students, study abroad means a deviation from the normal educational and life trajectories in Korea while, at the same time, their education in the USA opens a pathway for reentering the Korean neoliberal system as more profitable citizens. Their being recognized as members of a profitable workforce indicates their achievement of neoliberal normalcy.

Kirk, Sandra H.; Newstead, Clare; Gann, Rose; Rounsaville, Cheryl (2018):

Empowerment and ownership in effective internationalisation of the higher education curriculum.

In: *Higher Education* 76 (6), S. 989–1005. DOI: 10.1007/s10734-018-0246-1.

Abstract:

Internationalising the curriculum (IOC) in order to produce graduates with global citizenship skills is a common strategic goal in modern higher education. The extent to which this is achieved and the level of understanding amongst staff and students of what IOC involves and the benefits it imparts are varied. In this study, activities and attitudes across 15 subject disciplines delivered in a modern UK university were surveyed through an analysis of official course documentation, and semi-structured interviews with a range of academic staff. The outcomes are discussed in relation to the level of understanding and ownership that staff have of IOC. Through the modification of a process control model Barnett (European Journal of Education, 29(2), 165–179, 1994), suggestions are made as to how to move this top-down strategic imperative forward through empowerment of the academic staff involved in course delivery.

Kouba, Karel (2018):

Determinants of student participation in higher education governance. The case of student turnout in academic senate elections in Czechia.

In: *Higher Education* 76 (1), S. 67–84. DOI: 10.1007/s10734-017-0194-1.

Abstract:

Student participation in higher education governance is low in most countries. This is puzzling especially in countries like Czechia that have established radically democratic academic structures open to student involvement. This article therefore seeks to explain the determinants of student turnout (an important form of student participation) in elections to academic senates. It does so by weaving together two strands of literature that hardly ever communicate: the political science research on electoral turnout and the education research on student involvement in academic governance. After developing a theoretical model of student turnout the article provides the first systematic test of the determinants of turnout in elections to non-political offices using unique data from Czech faculties at public universities. Standard rational choice model of turnout developed for elections to political offices was found to be appropriate for explaining student turnout. Institutional prescriptions to increase student participation are discussed.

Lee, Jack T.; Kuzhabekova, Aliya (2018):

Reverse flow in academic mobility from core to periphery. Motivations of international faculty working in Kazakhstan.

In: *Higher Education* 76 (2), S. 369–386. DOI: 10.1007/s10734-017-0213-2.

Abstract:

Through expanding flows of labor and knowledge on a global scale, academics are increasingly mobile as higher education institutions compete for talent that transcends borders. However, talent often flows from the periphery to the core as scholars seek out employment in recognized institutions of higher learning in developed economies. This study examines faculty mobility in a reverse direction: from the core to Kazakhstan, the largest country in Central Asia. What factors persuade faculty members to relocate to Kazakhstan for full-time employment? What types of individuals pursue this relocation? Through interviews with international faculty members based in Kazakhstan, the study identifies push factors that trigger departure from one's previous country of residence: job market, unsatisfactory work conditions, age, and marital status. Alternatively, Kazakhstan attracts scholars via pull factors that include salary, sense of adventure, and the opportunity to build new institutions and programs as well as conduct research. Unlike previous studies that highlight boundaryless mobility and individual agency, this study reveals constraints that mediate international faculty mobility. Furthermore, salary plays a limited role as a pull factor particularly among early career academics who are seeking research opportunities and meaningful contributions in building new academic programs and institutions.

Levy, Daniel C. (2018):

Global private higher education. An empirical profile of its size and geographical shape.

Abstract:

Societies' relative use of private and public services is an abiding and significant issue of scholarly and policy interest. For higher education, however, there has hitherto been no comprehensive dataset and, accordingly, no extensive, reliable analysis of the private-public distribution. As this article provides both the dataset and the analysis, it allows us to discover both the size and geographical shape of global private higher education. Having grown greatly for decades, the private sector now holds a third (32.9%) of the world's total higher education enrollment. We find striking patterns of concentration and dispersion. The several largest country systems account for much of the private enrollment but, simultaneously, private sectors now exist in all but a few systems; a stunning 97.6% of the world's present enrollment is in systems with dual-sector provision. Societies no longer rely exclusively on public provision. We discover too that private enrollment concentrates mostly in developing regions, though it is noteworthy in developed regions as well. Asia and Latin America are the twin giants but in all regions, at least 10% of students are in the private sector.

Ma, Jiani; Zhao, Kai (2018):

International student education in China. Characteristics, challenges, and future trends.

Abstract:

International student education in China has been continuously changing in response to the rapid social transition since the People's Republic of China was established in 1949. Adopting a historical perspective, this scholarly paper begins with an analysis of characteristics of international student education in China in terms of rationales, role of government, and international students. Several challenges are then identified and this paper concludes with observations on future trends of international student education development, with a special focus on the implications of "the Belt and Road". This paper contributes to a better understanding of China's role as an emerging host nation of international students.

Matthews, Kelly E.; Dwyer, Alexander; Hine, Lorelei; Turner, Jarred (2018):

Conceptions of students as partners.

Abstract:

Engaging students as partners (SaP) in teaching and learning is an emerging yet contested topic in higher education. This study interviewed 16 students and staff working in partnership across 11 Australian universities to understand how they conceptualised SaP and the opportunities they believed SaP afforded their universities. Thematic analysis revealed three overlapping conceptions of partnership: SaP as counter-narrative, SaP as values-based practice, and SaP as cultural change. The findings are first interpreted through the lens of liminality and an ethic of care. This is followed by a discussion of inclusivity of involvement, resistance, and reinforcement of neoliberal agendas despite good intentions. Finally, implications for cautious enactment of both practice and research are offered.

Milian, Roger Pizarro; Rizk, Jessica (2018):

Marketing Catholic higher education. Holistic self-actualization, personalized learning, and wholesome goodness.

Abstract:

Research on the marketing practices of religiously affiliated post-secondary education (PSE) organizations is scarce, and generally geared towards assessing their "fidelity" to their religious roots. Through this study, we seek to examine the

promotional strategies employed by 194 Catholic universities and colleges (CUCs) in the USA. Using a mixed-methodological form of content analysis, we examine the textual and graphic content of their institutional home webpages. We find that CUCs promise prospective students holistic self-actualization through (i) personalized attention within the classroom and (ii) a wholesome social environment. These efforts are found to render CUCs a "boutique" alternative to mainstream PSE institutions.

Moore, Sean E.; Hvenegaard, Glen T.; Wesselius, Janet C. (2018):

The efficacy of directed studies courses as a form of undergraduate research experience. A comparison of instructor and student perspectives on course dynamics.

Abstract:

Directed studies (DS) courses are widely touted for their ability to enhance research skills in undergraduate students—yet little is known about the dynamics, motivations, and perceived outcomes connected to these specific types of undergraduate research experiences. Building on earlier qualitative research, in this paper we report the results of a self-report survey designed to directly compare instructor and student perspectives on DS course dynamics at a small, liberal arts university. Samples of students who completed DS courses and instructors who supervised them completed a survey assessing their motives, perceived outcomes, and barriers encountered in their course work. Parallel wording of items in instructor and student surveys permitted comparison of perceptions of DS course dynamics. Results indicated that there were many similarities in how both groups approached DS courses but that there were also several important differences in motives and perceived outcomes pointing to the need for greater communication between instructors and students about their expectations for the course.

Morley, Louise; Alexiadou, Nafsika; Garaz, Stela; Gonzalez-Monteagudo, Jose; Taba, Marius (2018):

Internationalisation and migrant academics. The hidden narratives of mobility.

Abstract:

Internationalisation is a dominant policy discourse in the field of higher education today, driven by an assemblage of economic, social and educational concerns. It is often presented as an ideologically neutral, coherent, disembodied, knowledge-driven policy intervention—an unconditional good. Mobility is one of the key mechanisms through which internationalisation occurs, and is perceived as a major form of professional and identity capital in the academic labour market. Yet, questions remain about whether opportunity structures for mobility are unevenly distributed among different social groups and geopolitical spaces. While research studies and statistical data are freely available about the flows of international students, there is far less critical attention paid to the mobility of academics. Drawing on semi-structured interviews with 14 migrant academics from diverse ethnic backgrounds, including Roma and Latin American communities, and the theoretical framings of the new mobility paradigm and cognitive and epistemic justice, this article explores some of the hidden narratives of migrant academics' engagements with mobility in the global knowledge economy. It concludes that there is a complex coagulation of opportunities and constraints. While there are many gains including transcultural learning, enhanced employability and inter-cultural competencies, there are also less romantic aspects to mobility including 'otherness', affective considerations such as isolation, and epistemic exclusions, raising questions about whose knowledge is circulating in the global academy.

Mwangi, Chrystal A. George; Latafat, Sadaf; Hammond, Shane; Kommers, Suzan; Thoma, Hanni S.; Berger, Joseph; Blanco-Ramirez, Gerardo (2018):

Criticality in international higher education research. A critical discourse analysis of higher education journals.

Abstract:

The purpose of this study is to critically and systematically examine current discourse within scholarship on the internationalization of higher education. Our study engages critical discourse analysis to review articles from four top-tier higher education academic journals published between 2000 and 2016. Findings across journals/articles demonstrate the absence of a clear definition of the concept of internationalization, a strong Western focus, and often inexplicit recommendations for practical application of research findings. Through critical discourse analysis, we explore the orientation of higher education research towards equity and inclusivity and challenge the perception of international higher education research and its distribution through academic journals as value-neutral. By continuing to recognize, articulate, and critique biases in research development and dissemination, higher education researchers and discourse may become more accountable and continue to develop a more critical lens for promoting globally inclusive scholarship. This study contributes to the ways in which discourse both shapes and is shaped by knowledge production in the higher education landscape, and future directions for this field.

Olivares-Donoso, Ruby; Gonzalez, Carlos (2018):

Biology and medicine students' experiences of the relationship between teaching and research.

Abstract:

In this study, we aim to deepen our understanding of how biology and medicine undergraduate students experience the relationship between teaching and research. Employing a phenomenographic approach, 34 final-year students of a Bachelor in Biological Sciences and a Bachelor of Medicine, from one research-oriented Chilean university, were interviewed. Four categories of description emerged from interviews analysis. These categories range from experiencing teaching and research as disconnected activities to experiencing the relationship between teaching and research as a space to develop higher order thinking skills. Additionally, three dimensions of variation presented a more detailed picture of their experience: role of students in the research process, teaching focus and learning spaces where research is experienced. Also, when comparing the students' experiences, we found that medicine students, unlike those of biology, do not experience teaching and research as disconnected activities (category A). Besides, although both biology and medicine students experience the relationship between teaching and research as a space to develop thinking skills (category D), there is a difference between them regarding the type of skills that they can develop: analysis and problem-solving in biology and the ability to make informed decisions and raise scientific questions in medicine. These results provide useful insights on how students experience teaching and research activities and its relationship. This might prove useful to the university community to improve the way in which teaching and research are linked in the curriculum of undergraduate programmes, particularly in the biological sciences.

Orberg, Jakob Williams (2018):

Uncomfortable encounters between elite and "shadow education" in India-Indian Institutes of Technology and the Joint Entrance Examination coaching industry.

Abstract:

India's elite sector of engineering universities, Indian Institutes of Technology (IITs), are seen as safe gateways to a life in the politically hyped "new India" of the global knowledge economy. The Indian entrance exam coaching industry each year enrolls hundreds of thousands of students in classes strictly directed at "cracking" the institutes' famous Joint Entrance Examination (JEE). Vast majorities of students at IITs are by now former coaching students, and coaching is increasingly supplanting performance in secondary education as the perceived prerequisite for IIT admission. This poses serious questions about the ability of the institutions to autonomously steer student selection and recruit the select exceptional students whom until now have kept "IITians" in the center of imaginaries of India's future. This article explores the case of residential pre-entrance exam coaching to assess the coaching sector's role in shaping India's future technological leaders. It assesses the educational structure of the sector, its effect on student lives, the life aspirations it relies on, and how it is shaping IIT education itself. The case of entrance exam coaching in India, it is argued, prompt a reassessment of the concept of "shadow education" in order to begin a more thorough research agenda focused on the educational production and policy consequences of this "shadow" industry as an integrated (even if unwanted) and co-constitutive part of the higher education sector.

Ortlieb, Renate; Weiss, Silvana (2018):

What makes academic careers less insecure? The role of individual-level antecedents.

Abstract:

The early stages of an academic career are fraught with insecurity. By focusing on the individual and his or her background, this article sets out to analyse and develop theories for this insecurity. We see academic career insecurity as a mix of how much someone wants to pursue a job in academia and what they feel is the probability of reaching their goal. The article draws on concepts of boundaryless careers and protean careers to theorise about the antecedents of insecurity. Empirical analysis is based on survey data from early-career researchers at a large Austrian university. The findings indicate that the most important individual factors that reduce academic career insecurity are the willingness to be geographically mobile, self-attribution of previous career success, a high proportion of working time devoted to research and networking, as well as being at an advanced career stage. The article demonstrates the potential and limits of the boundaryless and protean career concepts for studying academic careers. Practical measures are that universities should provide early-career researchers with temporal space for research and networking, facilitate stays at other universities, inform them about career success factors, and tailor faculty development programmes to the distinct stages of academic careers.

Park, Hye-Sook; Cheong, Yuk Fai (2018):

Correlates of monotonic response patterns in online ratings of a university course.

Abstract:

This study examines the prevalence, contexts, and demographic correlates of monotonic response patterns (MRPs) in online student evaluations. Results of two-level hierarchical generalized linear models show evidence of careless monotonic responses to a survey administered to students enrolled in a university-level foreign language course in the Republic of Korea. All else being equal, freshmen and students in classes with fewer survey participants were more likely to choose monotonic response patterns in course evaluations. Possible factors at work in generating MRPs are identified and discussed. The severity of the MRP problem in online ratings underscores the importance for administrators to consider possible validity threats in student evaluations before using them as tools to inform instructional and administrative decisions. It is also important to design course evaluation surveys in such a way as to minimize careless responses and to identify means to induce more thoughtful responses from college students.

Sablina, Svetlana; Soong, Hannah; Pechurina, Anna (2018):

Exploring expectations, experiences and long-term plans of Chinese international students studying in the joint Sino-Russian degree.

Abstract:

This article investigates the transitioning process of international Chinese undergraduate students studying in Russia. The paper offers new insights into changes in the expectations and experiences of Chinese students at various stages of their joint educational studies in China and Russia. Drawing on a qualitative study of 20 Chinese undergraduates studying in Russia, the findings of the study indicate that before studying in Russia, most of Chinese students had low expectations about their study programme. However, once they were in Russia, students' perception of the value of their international education experiences changes through varied opportunities for self-reflexivity in an unfamiliar cultural environment. The study also offers an example of methodological approach useful for researching international students' experiences, particularly within but not limited to context of Sino-Foreign university partnerships.

Santos, Joao M.; Horta, Hugo (2018):

The research agenda setting of higher education researchers.

Abstract:

Research agenda setting is a critical dimension in the creation of knowledge since it represents the starting point of a process that embeds individual researchers' (and the communities that they identify themselves with) interest for shedding light on topical unknowns, intrinsic and extrinsic factors underpinning that motivation, and the ambition and scope of what a research endeavor can bring. This article aims to better understand the setting of individual research agendas in the field of higher education. It does so by means of a recently developed framework on research agenda setting that uses cluster analysis and linear modeling. The findings identify two main clusters defining individual research agenda setting—cohesive and trailblazing—each with a different set of determining characteristics. Further analysis by cross-validation through means of sub-sampling shows that these clusters are consistent for both new and established researchers, and for frequent and "part-time" contributors to the field of higher education. Implications for the field of higher education research are discussed, including the relevance that each research agendas cluster has for the advancement of knowledge in the field.

Sheeran, Nicola; Cummings, Daniel J. (2018):

An examination of the relationship between Facebook groups attached to university courses and student engagement.

Abstract:

Educators and researchers are increasingly interested in the benefits of using Facebook groups attached to university courses, largely around connectedness, engagement and sense of belonging. However, thus far, there have been no broad-scale investigations on the potential outcomes of course-attached Facebook groups. The current study used both within- and between-group analyses on 471 participants, in order to investigate whether courses with an attached official or unofficial Facebook group was related to increased student engagement (in the categories of relationships with faculty members, peer relationships, behavioural engagement, cognitive engagement, valuing and a sense of belonging) and degree identity compared to courses without Facebook groups. Results indicated that students reported interacting more with unofficial than official Facebook groups. Courses with an official Facebook group had significantly greater staff connectedness compared to courses without an official Facebook group, while courses with either an official or unofficial Facebook group had a significantly higher peer relationships compared to courses without any Facebook group. Students with either an official or unofficial Facebook group had a significantly higher sense of belonging. Though students with either an official or unofficial Facebook group reported higher degree identity, this may be primarily due to the unofficial, rather than official Facebook groups; this difference may only exist in the unofficial, but not the official Facebook groups.

Souto-Iglesias, Antonio; Baeza Romero, Maria Teresa (2018):

A probabilistic approach to student workload. Empirical distributions and ECTS.

Abstract:

The ECTS, European Credit Transfer System, is now widely used throughout higher education institutions as it facilitates student mobility within Europe and the comparison of study programs and courses. Most European institutions provide students with the number of ECTS each course and module is worth. A full-time student needs to complete 60 ECTS per academic year, which represents about 1500 to 1800 h of study. However, there is a lack of research showing that ECTS metrics have been properly implemented in different degrees and universities. The aim of this paper is to assess the relevance of the ECTS metric as a valid indicator of students' and courses' workloads. Detailed workload measurements have been taken in two Spanish universities, with 250,000 work hours monitored from 1400 students. This is the first study published with such a large dataset that includes a range of simultaneous courses and throughout a whole semester. Empirical distribution functions of workload indicators have been obtained. Evidence is provided indicating that nominal ECTS credit hours may be overestimated, that the variability of student workload could be too large for ECTS to sensibly characterize course workload, and that workload statistics of courses with same nominal ECTS are generally not comparable. Although the ECTS metric conception seems to be a valid metric to facilitate mobility between different

institutions and higher education systems, in practice, according to this study, it requires revision, at least in the two institutions that have been included in this study. Further studies like the present one are required to test if this is a broader problem that has implications for the comparability of degrees across Europe.

Stadler, Matthias; Becker, Nicolas; Schult, Johannes; Niepel, Christoph; Spinath, Frank M.; Sparfeldt, Jorn R.; Greiff, Samuel (2018):

The logic of success. The relation between complex problem-solving skills and university achievement.

Abstract:

The successful completion of a university degree program is accompanied by multiple complex opportunities and challenges, which require students to react accordingly with the skills necessary to meet them. Therefore, the aim of this study was to investigate the role of complex-problem solving (CPS) skills in undergraduate students' university success in two independent samples. In Study 1, 165 university students completed a measure of intelligence as well as a measure of CPS. In addition, students' university grade point averages (GPAs) and their subjective evaluation of academic success were collected. CPS made a significant contribution to the explanation of GPAs and the subjective success evaluations even when controlling for intelligence. To further investigate this effect, Study 2 relied on an independent and more heterogeneous sample of 216 university students. The findings of Study 1 were essentially replicated in Study 2. Thus, the combined results demonstrate a link between individual differences in CPS and the abilities necessary to be academically successful in university education.

Suleman, Fatima (2018):

The employability skills of higher education graduates. Insights into conceptual frameworks and methodological options.

Abstract:

In recent decades, a growing body of literature has emerged to illustrate the strong pressure on higher education institutions to prepare graduates for the world of work. This paper examines studies that attempt to incorporate the concept of employability skills in the empirical analysis. It thus focuses on the conceptual discussion and methodological options to show how researchers cope empirically with the assumptions associated with employability skills. This literature survey offers a taxonomy of methods that distinguishes between direct and indirect, as well as supervised and unsupervised, methods for the collection of data on skills. Although the underlying premise of the available research is that higher education institutions and policymakers should be provided with information on employability skills, the studies examined in this paper suggest that the identification of those skills is an impossible endeavour. Agreement is only found on some cognitive, technical, and relational skills. More importantly, it is argued that the supply-side approach overlooks economic and social processes that might affect employability. The problem of graduates' employability transcends higher education institutions' provision of useful and matched skills.

Tai, Joanna; Ajjawi, Rola; Boud, David; Dawson, Phillip; Panadero, Ernesto (2018):

Developing evaluative judgement. Enabling students to make decisions about the quality of work.

Abstract:

Evaluative judgement is the capability to make decisions about the quality of work of oneself and others. In this paper, we propose that developing students' evaluative judgement should be a goal of higher education, to enable students to improve their work and to meet their future learning needs: a necessary capability of graduates. We explore evaluative judgement within a discourse of pedagogy rather than primarily within an assessment discourse, as a way of encompassing and integrating a range of pedagogical practices. We trace the origins and development of the term 'evaluative judgement' to form a concise definition then recommend refinements to existing higher education practices of self-assessment, peer assessment, feedback, rubrics, and use of exemplars to contribute to the development of evaluative judgement.

Considering pedagogical practices in light of evaluative judgement may lead to fruitful methods of engendering the skills learners require both within and beyond higher education settings.

Tassone, Valentina C.; O'Mahony, Catherine; McKenna, Emma; Eppink, Hansje J.; Wals, Arjen E. J. (2018):

(Re-)designing higher education curricula in times of systemic dysfunction. A responsible research and innovation perspective.

Abstract:

There is an urgent need to address the grand sustainability challenges of our time, and to explore new and more responsible ways of operating, researching, and innovating that enable society to respond to these challenges. The emergent Responsible Research and Innovation (RRI) policy agenda can act as a catalyst towards the development of new and more responsible research and innovation efforts. Inevitably, higher education needs to be closely attuned to this need and agenda, by preparing students to engage in RRI efforts. This paper makes a first step towards guiding the embedding of RRI within higher education. It does so by bringing together academic knowledge with phronesis or practical knowledge about what should be done in an ethical, political, and practical sense. It draws on a literature review and on the reflective practices of partners in the European Commission funded project EnRRICH (Enhancing Responsible Research and Innovation through Curricula in Higher Education), as well as on interviews and case studies gathered as part of the project. The paper suggests elements, especially design principles and a competence framework, for (re)designing curricula and pedagogies to equip higher education students to be and to become responsible actors, researchers, and innovators in a complex world, and to address grand sustainability challenges. In addition, this paper proposes that contemporary higher education teaching and learning policies and strategies, especially those promoting neoliberal agendas and marketized practices, need to adopt a more responsible and responsive ethos to foster the renewal of higher education in times of systemic dysfunction.

Thiele, Lisa; Sauer, Nils Christian; Kauffeld, Simone (2018):

Why extraversion is not enough. The mediating role of initial peer network centrality linking personality to long-term academic performance.

Abstract:

Academic performance (i.e., grade point average) determines career entry factors as well as career success and is thus crucial for students' future careers. Besides individual factors such as personality traits, individuals' social embeddedness has been shown to enhance performance. Regarding academic performance, relationships to fellow students (peers), which bundle into one's developmental network, are a valuable source of psychosocial and career support because occupying central positions within a social network provides the benefit of being able to access career-enhancing resources. Integrating individual and social-contextual factors for the purpose of examining academic performance is therefore plausible. Research results indicate that personality, especially extraversion, might predict performance through network centrality. In this study, we examined this assumption by focusing on extraversion and centrality in the peer developmental network of recently acquainted German psychology bachelor students (N = 47, 15% male). In a longitudinal design, we analyzed the impact of extraversion and centrality on students' academic performance at the end of their studies. Results revealed that centrality (i.e., popularity) mediates the relationship of extraversion with academic performance, indicating that extraverted students (regardless of their agreeableness) are more popular among their peers, which, in turn, enhances their academic performance. That is, the likelihood of getting superior final grades depends on whether students manage to attract peers at the very beginning of their university life, which is easier for extraverts. These findings emphasize the importance of the social embeddedness of people, highlight its long-term effects on performance, and yield several implications for research and practice.

Torp, Steffen; Lysfjord, Linda; Midje, Hilde Hovda (2018):

Workaholism and work-family conflict among university academics.

Abstract:

Because of governance and management changes in universities in recent decades, the working environment of university academics has changed. The objectives of this cross-sectional study were to investigate whether university academics are more workaholic and report more work–family conflicts than other university personnel and to provide empirical knowledge about the antecedents and outcomes of workaholism and work–family conflict among university academics. A questionnaire was used to collect data on job demands, job resources, workaholism and work–family conflict from 2186 university academics and 2551 technical and administrative personnel at 3 universities in Norway. The results show that academic personnel experienced more workaholism and work–family conflict than non-academic personnel. High job demands, especially high role overload, affected both workaholism and work–family conflict. Job resources had a marginal effect on both workaholism and work–family conflict. Workaholism was positively associated with work–family conflict and partly mediated the relationship between role overload and work–family conflict. It is not clear how job demands and workaholism interact with work–family conflict. Nevertheless, paying attention to the risks of workaholism and preventing it at all levels are important, since workaholism is associated with work–family conflict, which may adversely affect the health of the individual, the family and the workplace.

Villano, Renato; Harrison, Scott; Lynch, Grace; Chen, George (2018):

Linking early alert systems and student retention. A survival analysis approach.

Abstract:

Higher education institutions are increasingly seeking technological solutions to not only enhance the learning environment but also support students. In this study, we explored the case of an early alert system (EAS) at a regional university engaged in both on-campus and online teaching. Using a total of 16,142 observations captured between 2011 and 2013, we examined the relationship between EAS and the student retention rate. The results indicate that when controlling for demographic, institution, student performance and workload variables, the EAS is able to identify students who have a significantly higher risk of discontinuing from their studies. This implies that early intervention strategies are effective in addressing student retention, and thus an EAS is able to provide actionable information to the student support team.

Vyas, Lina; Yu, Baohua (2018):

An investigation into the academic acculturation experiences of Mainland Chinese students in Hong Kong.

Abstract:

Over the past few decades, Mainland China has witnessed a massive outflow of students to higher education institutions in Hong Kong. In the context of an up-surge in Mainland Chinese students in Hong Kong, this research aims to explore (1) why Mainland Chinese students choose to study in Hong Kong over other higher education systems, (2) perceptions about the advantages and disadvantages of studying in Hong Kong, and (3) challenges in the process of acculturation from their homeland to Hong Kong. Five key themes are identified: education, finance, learning culture, language, and discrimination/labelling. While Mainland Chinese students often struggle to blend into the new environment, most gradually become accustomed to the local way of life. What remains a challenge is (perceived) discrimination following political tensions over the "one China, two systems" framework. This paper identifies the expectations and dissatisfactions of the participants with regard to studying in Hong Kong, ultimately offering higher-education administrators an insight into how to better cater for the expanding share of Mainland Chinese students in Hong Kong's universities. This research is significant because it extends the literature by examining acculturation and cultural adaptation issues in an increasingly globalized context.

Wadhwa, Rashim (2018):

Unequal origin, unequal treatment, and unequal educational attainment. Does being first generation still a disadvantage in India?

Abstract:

The Indian higher education system is supposed to be the source of equal opportunities to all students irrespective of their life circumstances. Does it succeed in realizing this ideal? In fact, the system of higher education inadvertently plays a critical role in constructing and recreating the inequalities between groups. The prime victims of inequality are first-generation students, whose disadvantages are unseen, their voices ignored and left on their own. In India, first-generation students are typically confronted with the dynamics of caste-based inequality in addition to their deficiency in the cultural and social capital. In this context, the purpose of this study was to examine if being a first-generation student had a significant influence on educational attainment. The field survey data of 900 senior secondary students was employed for the analysis. For the purpose of analysis, educational attainment was measured in terms of completion of higher secondary school and entry into higher education. The findings of the study confirm the difference in educational attainment between first-generation students and their counterparts. Results of logistic regression indicate that the location, category, family income, academic achievement, stream of education, and social and cultural capital are the pertinent factors which influence the educational attainment of first-generation students.

Walker, Melanie (2018):

Dimensions of higher education and the public good in South Africa.

Abstract:

The focus is on the micro-possibilities of student capabilities formation as the end of public-good higher education, rather than on a systems or organizations approach more commonly found in discussions of the public good and higher education. This does not discount other valuable public-good ends. Using South Africa as a global South context, a capability-based approach to the public good of higher education is proposed for its humanizing ethic, attention to fair opportunities, and participation in terms of what students are able to do and to be in and through higher education. A capability frame is complemented by thinking about decoloniality and epistemic justice to help identify central higher education capabilities. The three proposed intersecting capability dimensions are as follows: personhood self-formation, epistemic contribution, and sufficiency of economic resources, intended to guide university practices and policy interventions in the direction of the public good. By populating the space of the public good with capabilities, a shift is made away from micro-economics which see the public good as a reductionist space of commodities and human capital development. Higher education is rather understood as having both instrumental and intrinsic value, generating an alternative logic to that of neo-liberalism, and an individualist ontology of competition and untrammeled markets. The pressures of the global context are acknowledged so that the public good is understood as both "ideal-aspirational" but also "practical-feasible" in the light of local South African conditions. An expanded capability-based framing would contribute to reducing higher education inequalities as a public-good and public-accountable contribution by universities.

Yin, Hongbiao (2018):

What motivates Chinese undergraduates to engage in learning? Insights from a psychological approach to student engagement research.

Abstract:

Student engagement research has been dominated by a behavioral approach. Based on the Motivation and Engagement Wheel, a psychological interpretation of student engagement, this study examined the relationships among student motivation, engagement, and mastery of generic skills as a desired learning outcome. A sample of 2013 Chinese undergraduates from 11 universities in China participated in a survey. Although the results largely confirmed the relationships hypothesized between motivation, engagement, and students' mastery of generic skills, this study revealed one path that was inconsistent with the hypothesis: maladaptive motivation had a positive or non-significant, rather than negative, effect on adaptive engagement. These findings reinforce the need for a psychological perspective on student

engagement in the current international trend of student engagement research and indicate some characteristics of student engagement in the cultural context of China. Some implications for the enhancement of student engagement are discussed.

You, Ji Won (2018):

Testing the three-way interaction effect of academic stress, academic self-efficacy, and task value on persistence in learning among Korean college students.

Abstract:

Persistence is an important indicator of academic success in higher education. Academic stress, which influences individuals' learning motivation and behaviors, is inevitable in college life; however, individuals handle it differently based on their expectancy and value beliefs. In this study, academic stress, academic self-efficacy, and task value were chosen as predictors of persistence in learning, and the joint relationship between them was examined. The sample comprised 483 Korean college students. A multiple regression analysis was performed. The results revealed significant main and interaction effects, including a three-way interaction effect of academic stress, academic self-efficacy, and task value on persistence in learning. Particularly, students with strong motivation were less affected by a stressful and demanding environment. Furthermore, academic stress did not appear to be an exclusively negative factor and could be a catalyst to boost persistence in some conditions. Implications of the findings for promoting persistence in learning are discussed.

Zamani, Naser; Mohammadi, Maryam (2018):

Entrepreneurial learning as experienced by agricultural graduate entrepreneurs.

Abstract:

Developing entrepreneurial graduates is essential to the future of higher education and supply of quality human resources in developing countries. To address this issue in the agriculture sector, which is dominant in economic terms in most developing countries, an exploratory combined qualitative and quantitative research was conducted to understand entrepreneurial learning of agricultural graduate entrepreneurs. For the phenomenological study, 14 agricultural graduate entrepreneurs were purposely selected, and for the quantitative study, 92 entrepreneurs were selected through simple random sampling method. The phenomenological study revealed 12 themes on how graduates experienced entrepreneurial learning. Our study finds support for "experiential learning," "learning by doing," and "social learning" theories. Nine themes including previous business experience, risk-taking propensity, entrepreneurial persistence, use of various information sources, tendency to be self-employed, concerns about job or career, interest in practical courses and activities, passion for agriculture, and thinking outside the box are internal to the entrepreneur and could be seen as learner identity. The theme of "support from family and friends" could be seen as a significant external influence. The survey showed that entrepreneurial learning themes were generalizable to the studied population. Although different students can take different learning paths to become the best they can be, our findings suggest that the overall student learning experience can be designed to ensure that graduates are more likely to become entrepreneurs.

Zheng, Gaoming; Shen, Wenqin; Cai, Yuzhuo (2018):

Institutional logics of Chinese doctoral education system.

Abstract:

As Chinese doctoral education has grown dramatically in the past four decades and developed into one of the largest doctoral education systems in the world, it has become one significant and integral part of the global doctoral education landscape. However, in the literature, there is a lack of both a comprehensive understanding of the Chinese doctoral education system and of generic frameworks for understanding doctoral education in a global context, with an emphasis on the underlying value systems. This may not only hamper the research on doctoral education in China but also affect

international comparison and collaboration with Chinese doctoral education. Using the theory of institutional logics, this study tries to bridge the gap by identifying the complex value systems underlying the context of the Chinese doctoral education system, through a qualitative study mainly based on interview data and complemented by documentary data. The interview involves 135 participants, including 45 university academic leaders, 33 doctoral supervisors and 56 doctoral students from 17 research universities, as well as one government policy-maker. We found that the context of Chinese doctoral education system consists of multiple logics of state, profession, family, market and corporation. The special constellation of institutional logics has shaped the current Chinese doctoral education system as a state-led model but meanwhile incorporating family characteristics, market orientation and regulated academic autonomy. The study also showed that Chinese doctoral education has been developing in line with international academic norms and global marketization trends, and has also been shaped by China's socio-cultural tradition and the strong state regulation. In addition to the institutional logics analysis of the Chinese doctoral education system, this study paves the way for developing a novel framework for analysing doctoral education systems in other contexts and for comparative purposes.

Reviews

Strickland-Davis, Shantell (2018):

Faculty Development in the Age of Evidence Sterling, by Andrea L. Beach, Mary Deane Sorcinelli, Ann E. Austin, Jaclyn K. Rivard, Virginia, Stylus Publishing, 2016, 194 pp., 110.20€ [hardcover], ISBN 978-1620362686.

[Review]. In: *Higher Education* 76 (1), S. 191–193. DOI: 10.1007/s10734-017-0201-6.

Tian, Jing; Ni, Hao (2018):

Internationalization of higher education: an analysis through spatial, network, and mobilities theories, by Marianne A. Larsen, New York, Palgrave Macmillan, 2016, 196 pp., 101.14€ [eBook], DOI:10.1057/978-1- 137-53345-6.

[Review]. In: *Higher Education* 76 (1), S. 187–189. DOI: 10.1007/s10734-017-0198-x.

Specials

Souto-Iglesias, Antonio; Baeza Romero, Maria Teresa (2018):

A probabilistic approach to student workload: empirical distributions and ECTS (vol 76, pg 1007, 2018).

[Correction]. In: *Higher Education* 76 (6), S. 1027. DOI: 10.1007/s10734-018-0270-1.

Higher Education Policy (31) 2018

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Original Articles

Alba-Hidalgo, David; Benayas del Alamo, Javier; Gutierrez-Perez, Jose (2018):

Towards a Definition of Environmental Sustainability Evaluation in Higher Education.

In: *Higher Education Policy* 31 (4), S. 447–470. DOI: 10.1057/s41307-018-0106-8.

Abstract:

abstract
Sustainability is increasing their presence at universities, so it isconvenient to reflect on the impact and effectiveness that universitysustainability actions are having. Several authors have recognizedmature experiences about environmental sustainability in the differentdimensions of higher education: teaching, research, operations andoutreach. Assessment of university sustainability is an emerging fieldof research of Education for Sustainable Development in HigherEducation, because of the use by universities of assessment tools toimprove the performance of its policies, but also to disseminate theirresults. This paper will try to define what is meant by 'assessment ofuniversity environmental sustainability' based on different evaluationapproaches found in an integrative meta-analysis of specializedliterature on the subject and review of assessment tools. While the mostcommon evaluative approach is the self-assessment, to improve theimplementation of policies, other approaches aimed at promotinguniversity activity in sustainability through its participation inrankings or accreditation system increasingly are becoming greaterpresence. This leads to identifying a particular concern amonguniversities to compete and appear in the university context as'sustainable' without ensuring that their actions are being designedreally to improve sustainability, at a university and global context.

Angervall, Petra; Beach, Dennis (2018):

The Exploitation of Academic Work. Women in Teaching at Swedish Universities.

In: *Higher Education Policy* 31 (1), S. 1–17. DOI: 10.1057/s41307-017-0041-0.

Abstract:

abstract
This study concerns some of the implications of the increasing commodification of the higher education sector. It tries to highlight how higher education institutions have developed in the late 2000s through the reform path that was introduced to transform programmes and employees into marketable products. New forms of governance that change institutional contexts and concrete practices accompany this change. Based on interviews with a group of female academic lecturers and teachers, we look in particular at how the work structure is organized and practised at Swedish universities. The results illustrate a greater division of labour and a fragmentation of academic work that can be explained by recent developments. More specifically, it appears as if female academics in teaching-intensive departments do work that serves the interests of others (often men), foremost in areas and practices such as research.

Arar, Khalid; Abu El-Hija, Yonis (2018):

A University for the Arab Minority in Israel. Stake Holders' Perceptions and Proposed Models.

In: *Higher Education Policy* 31 (1), S. 75–96. DOI: 10.1057/s41307-017-0040-1.

Abstract:

abstract
For decades Arab citizens of Israel have repeatedly proposed the establishment of an Arab university in Israel. Although Arab students increasingly study in Israel's higher education institutions, Arab candidates still face obstacles in access to

Israel's universities, especially to prestigious faculties such as medicine and many turn to pursue their higher education abroad. Instruction in these universities is in Hebrew, and the Arab national narrative and cultural heritage are generally ignored. In other world states, ethnic minority colleges have successfully promoted the social, political and economic status of these minorities. This paper discusses findings from qualitative research, using in-depth interviews with Arab local government employees, Arab and Jewish academics and politicians to explore the extent of support for an Arab university in Israel and to elucidate arguments for and against this proposal. Conclusions indicate that like minority universities in other countries, an Arab university could meet particular needs of the Arab population in Israel and contribute significantly to the state's academic excellence and economy.

Barakat, Bilal Fouad (2018):

Time is Money. Disentangling Higher Education Cost-Sharing and Commodification Through Deferred Graduate Retirement.

Abstract:

Current higher education policy debates in Europe are increasingly focusing on raising the share of private funding. To date, policy proposals have centred on a relatively small number of alternatives, namely full public funding, tuition fees, either up-front or delayed and income-contingent, or a surtax on graduate incomes. Here, I present an alternative that, to my knowledge, has not been suggested previously, but sidesteps some important objections against other forms of private contributions. The basic idea explored here is to increase the statutory retirement age for higher education graduates relative to non-graduates. In principle, the resulting decrease in future public pension liabilities can be converted into increased funds for present spending on higher education. In this first discussion of the above proposal, I consider important caveats, perform an order-of-magnitude estimate of whether the financial implications of Deferred Graduate Retirement (DGR) are comparable to those of tuition fees, and discuss advantages and disadvantages compared to more established policy options. I conclude that, at least in the continental European context, DGR promises a number of economically and politically desirable properties compared to established alternatives, and deserves more serious investigation.

Bauer, Mara; Bormann, Inka; Kummer, Benjamin; Niedlich, Sebastian; Rieckmann, Marco (2018):

Sustainability Governance at Universities. Using a Governance Equalizer as a Research Heuristic.

Abstract:

Universities play a crucial role in promoting sustainable development. Accordingly, the project "Sustainability at Higher Education Institutions: develop — network — report (HOCHN)" (2016–2018) aims to facilitate sustainable development at universities in Germany. One of the project's research focuses is sustainability governance. It investigates the variety of different protagonists and structures that are involved in the processes of developing and managing sustainability. To this end, a heuristic technique referred to as the "governance equalizer" is applied. It covers five dimensions that have been adapted for this research: politics, profession, organisation, knowledge and visibility. This paper introduces the concept of the governance equalizer and locates it in the context of sustainability in higher education institutions. Against this backdrop, it presents and discusses findings from preparatory expert interviews on sustainability governance, with the aim of validating the governance equalizer and identifying focal points for subsequent stakeholder interviews in German universities.

Ding, Xiaojiong (2018):

Capacity Building or Market Demand? Transnational Teaching in China.

Abstract:

Since the 1990s when transnational institutions and programmes (TNIPs) proliferated in China, they have been closely related to the capacity building of the local higher education system. The government encourages local higher educational institutions (HEIs) to import educational resources from overseas partners and to innovatively transplant the partners' good practices into local programmes. The study reported here uses Shanghai as an example to explore the teaching and learning process of TNIPs in China. TNIPs are found to respond mainly to market demands rather than to the governmental intention of capacity building. When making efforts to fulfil the needs of students, TNIPs sacrifice the construction of their academic ability and therefore are unable to serve as examples for local HEIs.

Eta, Elizabeth Agbor (2018):

Enhancing Graduate Employability in Cameroonian Universities Through Professionalization in the Context of the 'Licence-Master-Doctorat' Reform.

Abstract:

The adoption of Bologna Process ideas through the 'licence–master–doctorat' system has set in motion reforms in the Cameroon higher education (HE), including the issue of graduate employability. Based on text documents and interviews, this article examines the employability agenda with a focus on its conceptualization, its operational strategies, and its consequences for universities in Cameroon. The findings show that graduate employability is enhanced in Cameroonian universities through a combination of strategies under the catchword 'professionalization' — that is, preparing students with skills and competences for specific professions. Conceptualizing professionalization, this article shows that the adoption of BP ideas did not bring in completely new elements in the employability agenda; it merely inspired local reforms and solutions which led to the reinforcement and diversification of the existing professionalization agenda that has been one of the missions of HE in Cameroon. This article focuses on the creation of professional degree programmes as an operational strategy for enhancing graduate employability. As a consequence of the conceptualization and operationalization strategies adopted, we identified mismatches between policy objectives and policy outcomes.

Hu, Xiaodan; Ortagus, Justin C.; Kramer, II, Dennis A. (2018):

The Community College Pathway. An Analysis of the Costs Associated with Enrolling Initially at a Community College Before Transferring to a 4-Year Institution.

Abstract:

The study examines the direct and indirect costs of enrolling initially at a community college before transferring to a 4-year institution for baccalaureate-degree-seeking students in the USA. Using nationally generalizable data, this study employs propensity score weighting to identify the influence of initial community college enrollment on baccalaureate degree attainment, cumulative student loan debt, and time-to-degree. Our findings show that students who enrolled initially at a community college before transferring to a 4-year institution were less likely to obtain their baccalaureate degree, accrued $2221 less in cumulative student loan debt, and took about three months longer to graduate than their peers who began at 4-year colleges and universities. We provide empirical evidence of the potential trade-off associated with direct savings in cumulative loan debt and indirect costs of community college enrollment related to decreases in the likelihood of baccalaureate degree attainment and increases in time-to-degree. Given these findings, we suggest that 4-year institutions should alter their institutional policies to better accommodate vertical transfer students and ensure that these historically underrepresented students are able to succeed academically.

Jerez, Oscar; Orsini, Cesar; Hasbun, Beatriz; Lobos, Eduardo; Munoz, Marcos (2018):

Is Undergraduate Programme Accreditation Influenced by Educational Public Policy Quality Indicators? An Exploratory Study of the Chilean Higher Education Quality Assurance System.

Abstract:

In Chile, as well as in most of Latin America, public policies for higher education have recently adopted a focus on quality assurance and accreditation systems. Uncertainty, however, still exists in terms of the quality assurance consistency in the current Chilean accreditation system, especially in terms of the relation between public policy quality indicators for higher education and their relation to accreditation outcomes. Therefore, the aim of this study was to make a first explorative attempt to investigate the relationships between these indicators and the results of undergraduate programme accreditation. We hypothesised that the public policy quality indicators of first-year drop-out rate, employment at graduation and ratio of actual to expected time to graduation would be strongly correlated to undergraduate programme accreditation as well as largely explaining its accreditation-year variance. By means of correlation and multiple regression analyses, we found small-sized associations, being first-year drop-out the only significant predictor of programme accreditation, explaining a 9.4% of its variance. These results raise questions regarding the consistency between the aims of public policy for higher education and the current accreditation system. This study should be of value to policy makers, managers and curriculum developers in terms of this initial analysis of the consistency between quality indicators and the accreditation system. Further research is necessary to make a systematic and in-depth assessment of the impact of quality assurance mechanisms to provide better rationale for making important decisions such as when defining the characteristics of the accrediting institutions as well as for establishing effective ways to achieve the proposed public policy objectives.

Kohoutek, Jan; Veiga, Amelia; Rosa, Maria J.; Sarrico, Claudia S. (2018):

The European Standards and Guidelines for Quality Assurance in the European Higher Education Area in Portugal and the Czech Republic. Between the Worlds of Neglect and Dead Letters?

Abstract:

The paper enquires into the institutional impact of European policies, as embodied by the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Theoretically, the work departs from the 'worlds of compliance' framework in relation to EU law implementation to study EU initiatives under the Open Method of Coordination. Empirically, it presents how ESG are taken up by higher education institutions in Portugal and the Czech Republic. The study finds a substantial misfit between the modes of governance traditionally ascribed to Portugal and the Czech Republic and the identified patterns of ESG translations in those countries.

Kuzhabekova, Aliya; Lee, Jack (2018):

International Faculty Contribution to Local Research Capacity Building. A View from Publication Data.

Abstract:

This descriptive single case study uses a combination of bibliometric, social network analysis, and content analysis methods to explore how international faculty members employed at a flagship university in Kazakhstan contribute to local research capacity building. The database for the study includes 361 scholarly articles retrieved from the Thompson Reuters Web of Science database, in which at least one author is affiliated with the analyzed flagship university. The analysis of the data shows that foreign faculty members contribute to research capacity building by expanding the contextualized knowledge base, by conducting research relevant to policy priorities, by broadening the area of research dissemination, and by integrating the university into the global research networks. The role of foreign faculty in the development of local researchers' skills and knowledge remains unclear. While our study shows a low level of collaboration between locals and foreigners, this can be attributed to the age of the university under examination and needs to be considered further.

Lindgren, Joakim; Ronnberg, Linda (2018):

The Emotional Politics of Quality Assurance Reform. Shifting Affective Atmospheres in Swedish Higher Education Policy.

Abstract:

The aim of this study is to describe and analyse two recent quality assurance (QA) reforms in Swedish higher education (HE) and to discuss how shifts and continuities can be understood with a particular focus on the role of affects and emotions. Using conceptual devices from the literature on affects and emotions in the context of policy, official documents, media materials and interviews with stakeholders were analysed. In conclusion, the reforms were surrounded by distinctive affective atmospheres in which different emotional registers were circulated and articulated. The 2010 reform was criticised due to a lack of deliberation and produced a QA system described by HE actors in negative terms prior to its implementation. The second policy process after 2014 was emotionally reframed as being open for dialogue and collaboration in the creation of the reformed QA system. These affective atmospheres were framed by their particular policy histories and memories, but they also involved strategic attempts to create certain feelings, responses and actions.

McCowan, Tristan; Oanda, Ibrahim; Oketch, Moses (2018):

Towards a National Graduate Destinations Survey in Kenya. An Exploratory Study of Three Universities.

In: *Higher Education Policy* 31 (1), S. 97–119. DOI: 10.1057/s41307-017-0044-x.

Abstract:

While concerns about graduate unemployment and the work-readiness of graduates in Sub-Saharan Africa abound, there is a severe lack of institutional data and academic research on graduate destinations on which to base policy changes. This article presents findings from an exploratory study of three major higher education institutions in Kenya. An online survey was conducted with recent graduates in a range of disciplinary areas, aiming to determine, first, what employment activities they were engaged in, and second, what associations there might be between those activities, the graduates' background characteristics, and their experiences at university. Findings suggest that proportions of absolute unemployment are lower than expected, but that many graduates are transiting between provisional or part-time employment and internships, and have not yet obtained the graduate level jobs aspired to. Finally, implications are drawn out for potential national-level graduate destination surveys in Kenya and elsewhere in Sub-Saharan Africa.

Mora, Jose-Gines; Serra, Mauricio Aguiar; Vieira, Maria-Jose (2018):

Social Engagement in Latin American Universities.

In: *Higher Education Policy* 31 (4), S. 513–534. DOI: 10.1057/s41307-017-0069-1.

Abstract:

Regional engagement of universities encompasses a wide number of activities. To a large extent, the literature has emphasised innovation and technological transfer as the main focus of university partnerships. Based on a broad project data carried out in Latin America, this paper points out that social engagement is the most remarkable activity in Latin American universities. This role played by these universities is quite distinctive and could be considered a model for other regions, especially in developing countries. This paper aims to analyse how universities in Latin America interact with civil society in order to meet multiple demands and needs.

Nikula, Pii-Tuulia; Kivisto, Jussi (2018):

Hiring Education Agents for International Student Recruitment. Perspectives from Agency Theory.

In: *Higher Education Policy* 31 (4), S. 535–557. DOI: 10.1057/s41307-017-0070-8.

Abstract:

This paper applies agency theory to explore the contractual relationship between higher education institutions (HEI) and HEI-contracted for-profit education agents in international student recruitment, bridging a gap in the existing literature by investigating the underlying issues surrounding these relationships. Building on insights and findings from previous studies related to this topic, our analysis shows that HEI–education agent relationships are often undermined by goal conflicts and information asymmetries that significantly constrain the possibilities for optimal contractual options to monitor and incentivise agents. The present analysis shows that hybrid governance models that include elements from both behaviour- and outcome-based contracts are often most efficient in managing HEI–education agent relationships. The paper critically

evaluates how insights from agency theory can help to mitigate these problems and identifies specific inherent frictions that may make government interventions desirable in overseeing the use of education agents.

Pederzini, Gerardo David Abreu (2018):

Neoliberal Awakenings. A Case Study of University Leaders' Competitive Advantage Sensemaking.

Abstract:

Market principles in higher education seem to have generated a neoliberal awakening. A corollary of such market principles is the need for universities to develop effective strategies that give them competitive advantage. Thus, competitive advantage represents a key construct of neoliberalism, where the focus in this paper is on how university leaders, therefore, make sense of competitive advantage. Based on a comparative and instrumental case study using two close rival universities in England, three sensemaking dilemmas emerge as core elements of how university leaders conceptualize competitive advantage. The first one is about environmental fit or misfit. The second one is about seizing or missing opportunities. The third one is about finding a frame of reference. These dilemmas are valuable as they provide a possibility to understand what competitive advantage means in higher education, where the standard tenets of the concept, such as higher profits, might not always be helpful.

Ros, Vutha; Oleksiyenko, Anatoly (2018):

Policy Misalignments and Development Challenges in the Cambodian Academic Profession. Insights from Public University Lecturers.

Abstract:

Worldwide, markets challenge academics to keep their professional competency constantly improving. While in some countries governments, universities and individual scholars synergize their efforts to improve conditions for professional development, in others the stakeholders act in a chaotic and uncommitted manner. This paper examines the efforts of Cambodian policy-makers aimed at making structural alignments of interests, strategies, and resources at governmental and institutional levels in response to sporadic changes in academic labor markets. The qualitative research data shed light on a range of asynchronies generated by underinvestment in academic competence improvement and reliance on random actors that make choices in accordance with political circumstances, rather than professional norms. The Cambodian case stimulates thinking on what might be required to align national and institutional personnel policies and enhance opportunities for continued improvement of academic competence in a resource-deficient higher education system.

Saint-Blancat, Chantal (2018):

Making Sense of Scientific Mobility. How Italian Scientists Look Back on Their Trajectories of Mobility in the EU.

Abstract:

The scientific brain drain issue in Italy has been attracting the public's attention since the 1990s. This article examines individual biographies to identify motives behind scientific mobility and how scientists interpret their experience. Drawing on 83 in-depth interviews conducted with Italian scientists working in Europe (mainly mathematicians, engineers and physicists), and on the results of a subsequent survey based on computer-assisted web interviewing (528 respondents), we find a complex mix of pull and push factors characterizing the scientists' reasons for going abroad; and most of our sample would not classify their experience in the brain drain category. We also discuss these scientists' professional and academic links with Italy, and their propensity to return. Our findings add complexity to the existing theory on brain drain and brain circulation.

Santos, Joao M. (2018):

Development and Validation of the Multi-dimensional University Research Workplace Inventory (MDURWI).

Abstract:

This study describes the development and validation of an instrument aimed toward measuring organizational features of an academic research workplace. The question pool was developed based on data from a pilot study (N = 43). The survey was deployed to academic researchers in the field of higher education research worldwide (N = 850). An exploratory factor analysis conducted on 36 questions, followed by confirmatory factor analysis, which lead to a final pool of 27 questions in five subscales, one of which divided into three lower-order factors. The final model exhibited very good fit (X 2/df = 2.561; CFI = 0.972; PCFI = 0.784; RMSEA = 0.043; P[rmsea ≤ 0.05] < 0.001; AIC = 891.018; BCC = 987.839) and psychometric properties, in the form of factorial, convergent, and discriminant validity, as well as reliability and sensitivity. Implications of this instrument for research and policymaking are discussed, as well as future research directions.

Sharrock, Geoff (2018):

Beautiful Lies, Damned Statistics. Reframing How Australian University Finances are Compared with the OECD.

Abstract:

In higher education funding debates, Australia has been ranked 'second last in the OECD' for its public investment in universities. Yet such comparisons overlook particular features of the Australian situation. Five general problems with the 'second-last' narrative are examined. Many interpretations of OECD statistics overstate the Australian under-funding case and raise questions of relevance in domestic funding debates. Flawed comparisons drawn from OECD data do not appear to be confined to Australian commentary.

Subbaye, Reshma (2018):

Teaching in Academic Promotions at South African Universities. A Policy Perspective.

Abstract:

A tension exists in universities where the recognition and rewards related to research and teaching in academic promotions are contested. Does teaching play a role in academic promotion and, if so, to what extent? This article examined these questions across South African universities by conducting an analysis of promotions policies and institutional self-reports. The findings show an increasing tendency to recognise teaching on par with research in academic promotions at all ranks, including full professor, especially by research-focussed universities. This mainly occurs via single-track promotion pathways with different emphases on teaching and research. Teaching portfolios that encapsulate multiple criteria are the prevailing method for evaluating documented evidence. The most common measures of teaching are student evaluations and peer evaluations, followed by reflective statements about teaching and evidence of innovative teaching practices. Two teaching criteria were important for promotion to full professor: postgraduate supervision and curriculum design.

Trechsel, Lilian J.; Zimmermann, Anne B.; Graf, David; Herweg, Karl; Lundsgaard-Hansen, Lara; Rufer, Lydia et al. (2018):

Mainstreaming Education for Sustainable Development at a Swiss University. Navigating the Traps of Institutionalization.

Abstract:

How far have higher education institutions progressed towards integrating sustainable development at an institutional level and are they responding to the societal need for transformation? Can the pace of transformation be accelerated, given the urgency of the issues our world is facing? As a practice-oriented contribution to this broader debate — still open despite progress achieved during the Decade of Education for Sustainable Development (2005–2014) — this article discusses a mainstreaming strategy applied to teaching at a higher education institution in Switzerland, the University of Bern. We analyse the traps of institutionalizing sustainable development (SD) in a higher education institution and clarify the policies and approach to change management needed to navigate these traps, based on an analysis of our experience as an education for sustainable development team. We propose (1) using a combined top-down and bottom-up policy to increase motivation, (2) prioritizing and sequencing target groups and helping them to find the link between their discipline and SD, and (3) offering tools, support, and professional development to help lecturers to move towards a more competence-oriented form of teaching. Concrete support needs to take place at four levels: the level of formulating competences for SD; the level of shifting towards a learner-centred approach; the level of designing their learning environments; and the level of becoming a community of practice. An impact chain explains the logic from concrete activities (tools, courses, workshops, etc.) to the desired impact of helping lecturers and graduates to become agents of change capable of playing a key role in society and helping to shape our future.

Tsikerdekis, Michail; Yu, Ning (2018):

Unit Support, Past Experience and Researcher Attitude for Intra-institutional Research Collaboration. Survey Study in a US Doctoral/Research University.

Abstract:

Intra-institutional collaboration is an often neglected type of research collaboration from the literature. This study aimed to understand what factors contribute to this type of collaboration as well as what types of factors can impact negatively the likelihood of this collaboration. We deployed a survey in a US research institution and measured for factors relating to environmental, past researcher behavior and personal research characteristics. We developed a model that demonstrates how these sets variables influence intra-institutional collaboration and developed recommendations for units. Unit support for collaboration and past behavior were found to impact intra-institutional collaboration. Additionally, researcher's attitudes toward sharing knowledge and resources were also found to impact the likelihood for collaboration within institution.

Veronica Santelices, Maria; Catalan, Ximena; Horn, Catherine; Venegas, Alejandra (2018):

High School Ranking in University Admissions at a National Level. Theory of Action and Early Results from Chile.

Abstract:

Alternative university admissions models like the recent consideration of high school ranking by universities in Chile offer the promise of increasing access to higher education by considering academic performance in context of opportunities to learn. The intent is to employ this policy without sacrificing predictive validity of college success. This study explores the theory of action of the high school ranking policy, as well as the high school ranking's ability to predict students' persistence in higher education system and in Chile's higher education institutions using logistic regressions with fixed and random effects (intercepts) and country-wide data. The theory of action shows a main focus on access and a less intense emphasis on the goal of predicting academic success. The access goal is addressed through considerations during the admission process, and there are few efforts geared toward recruitment and graduation. Results also suggest that the high school ranking marginally helps predict college persistence at the institutional level, but only among students attending traditional universities. In light of results, it is recommended that traditional institutions keep working collaboratively to provide new admissions processes that are transparent, equitable, efficient and predict college success.

Waaijer, Cathelijn J. F.; Teelken, Christine; Wouters, Paul F.; van der Weijden, Inge C. M. (2018):

Competition in Science. Links Between Publication Pressure, Grant Pressure and the Academic Job Market.

Abstract:

In the current discussions concerning the pressure for publication and to obtain grants, the questions about what publication and grant pressure actually involve and how they are linked to the academic job market, are often neglected. In this study, we show that publication and grand pressure are not just external forces but internal ones as scientists apply pressure to themselves in the process of competition. Through two surveys, one of 1,133 recent PhDs at five Dutch universities and one of 225 postdoctoral researchers at two Dutch universities, we found that publication and grant pressure have to be considered in relation with competition for academic jobs. While publication and grant pressure are perceived to be too high by a majority of these early career researchers, the effects of publication and grant pressure by themselves are limited.

Wood, Peter; Salt, John (2018):

Staffing UK Universities at International Campuses.

Abstract:

UK HEIs have recently developed overseas campus-based teaching, some as branches but most as collaborations with local institutions, usually offering scientific, technical and commercial degree courses in English. Academic staffing has evolved rapidly towards international recruitment, supplemented by supervisory and specialist inputs from the UK. The paper focuses on staffing arrangements in various campus-based, collaborative and teaching-only cases, including recruitment, contractual and personnel development, during the early period of IBC development. We show that different development models and mobility portfolios were created, but they face similar challenges in attracting and guiding the work of an international cadre of staff able to deliver the UK HEI 'quality model' of teaching. We find that at this early stage, contracts were mostly short term and locally based, with a generally ad hoc approach to induction, training and monitoring. We suggest that greater attention will be needed to such issues if these developments are to sustain UK-style teaching in a changing international higher education environment.

Yang, Xi; You, You (2018):

How the World-Class University Project Affects Scientific Productivity? Evidence from a Survey of Faculty Members in China.

Abstract:

Using a survey of faculty members from 30 public universities in China, this study examines the influence of the world-class university (WCU) project on faculty member's scientific productivity under the perspectives of globalization and national demands. In general, the results support the globalization dimension of the WCU project in China. The WCU project exhibits a positive effect on international publications, but has no significant impact on domestic publications and technology transfer. In addition, it is found that a high level of WCU funding is associated with more patents, while a low level of WCU funding has no influence on patents. The study also explores the indirect effects of the WCU project. It is found that the WCU project has enhanced the effect of non-government research funding on academic publications. Moreover, the WCU institutions put emphasis on attracting talents from abroad, but there is no evidence that researchers from abroad are more productive than domestic researchers in science and engineering fields.

Zhu, Tian-Tian; Peng, Hua-Rong; Zhang, Yue-Jun (2018):

The Influence of Higher Education Development on Economic Growth. Evidence from Central China.

Abstract:

The modernization of central China may highly affect the overall well-off society in China. Meanwhile, higher education plays a prominent role in determining the competitiveness of a country or region. Hence, how to bring the promotional role of higher education in economic growth of central China into play has become a focus for the government and the academia. Under this circumstance, this paper develops a comprehensive index of education and then employs the panel data model to investigate the influence of both higher education scale and quality on economic growth in the six provinces of central China from 2003 to 2014. The empirical results show that the contribution of higher education to comprehensive education level in the six provinces was all <1% within the sample period, and its contribution to economic growth was <5%, far lower than that of basic education to economic growth. Moreover, in general, higher education scale exerts significant positive effect on economic growth in central China while the effect of higher education quality appears insignificant. In addition, technological innovation plays a remarkably positive role in economic growth of all the six provinces in central China.

Higher Education Quarterly (72) 2018

Editorials

Fumasoli, Tatiana (2018):

The state of Higher Education Quarterly.

[Editorial]. In: *Higher Education Quarterly* 72 (1), S. 2. DOI: 10.1111/hequ.12157.

Fumasoli, Tatiana (2018):

University life. Students and teaching, organisation and research collaboration.

[Editorial]. In: *Higher Education Quarterly* 72 (4), S. 269–270. DOI: 10.1111/hequ.12191.

Gibbs, Paul (2018):

Editorial.

[Editorial]. In: *Higher Education Quarterly* 72 (2), S. 75–77. DOI: 10.1111/hequ.12164.

Original Articles

Asongu, Simplice A.; Nwachukwu, Jacinta C. (2018):

PhD by publication as an argument for innovation and technology transfer. With emphasis on Africa.

In: *Higher Education Quarterly* 72 (1), S. 15–28. DOI: 10.1111/hequ.12141.

Abstract:

The contribution of African researchers to knowledge by means of scientific publications is low compared to other regions of the world. This paper presents an argument in favour of PhD by publication as a tool for innovation and technology transfer. The conception of PhD by publication used in this study is more suited for doctorates in science and technology. Building on the literature on the key role of a knowledge economy in 21st-century development and catch-up processes, we argue that: (a) in order for PhD dissertations to be more useful to society, they should be harmonised with scientific publications which centre on improving the design and quality of existing and new products in developing countries; (b) obtaining a doctorate degree should not simply be reduced to a change in candidate's title; and (c) the PhD by publication is a more effective route to ensuring that the contribution to knowledge is widely disseminated. The conceptual framework consists primarily of the clarification of the models of PhD by publication and the linkages between the doctoral education, innovation, technology transfer and development catch-up. Implications for scientific research policies in the light of contemporary challenges to African development are discussed.

Cerdeira, Jose Miguel; Nunes, Luis Catela; Reis, Ana Balcao; Seabra, Carmo (2018):

Predictors of student success in Higher Education. Secondary school internal scores versus national exams.

Abstract:

In many countries entrance to Higher Education is determined by the performance of students in secondary school and/or the scores obtained in national exams. The relative weight of these two scores on the admission decision is a relevant policy topic, given its implication on who is admitted to university. The purpose of this paper is to investigate the relative predictive power of these two measures on the academic performance of students in Higher Education. It makes use of a dataset of Bachelor students from Portuguese Higher Education institutions with detailed information about their characteristics and past achievement results. The measure of academic achievement considered is the Bachelor's final average score. The main finding is that the scores given by teachers in secondary school are better predictors of subsequent performance than the access exam scores. The relevance of factors like working status, social support and gender vary with the reputation of the degree and the type of Higher Education institution, university versus polytechnic. A noteworthy result is that the added predictive contribution of parents' education is always negligible when past success measures are already taken into account.

Heffernan, Troy A.; Heffernan, Amanda (2018):

Language games. University responses to ranking metrics.

Abstract:

League tables of universities that measure performance in various ways are now commonplace, with numerous bodies providing their own rankings of how institutions throughout the world are seen to be performing on a range of metrics. This paper uses Lyotard's notion of language games to theorise that universities are regaining some power over being placed on league tables by creating narratives that manipulate their rankings to promote their own strengths. This paper examines the findings of a study involving university responses to global rankings throughout 2016 produced by two major ranking bodies, Times Higher Education and QS Top Universities. The existing literature has established that ranking tables can be used as a vehicle for humiliation and can produce terrors for all those involved. Thus, the significance of this study's findings is in new ways of theorising university responses to appearing on league tables at a time when academia is a high-stakes activity where institutions' abilities are measured and reported on at a global scale.

Horta, Hugo; Jung, Jisun; Santos, Joao M. (2018):

Effects of mobilities on the research output and its multidisciplinarity of academics in Hong Kong and Macau. An exploratory study.

Abstract:

This article explores how the past mobilities of academics affect their current research output (and its multidisciplinarity). Five types of mobility are used simultaneously in the analysis. Field mobility and transnational educational mobility are associated with academics' educational path, whereas transnational job mobility, intra-sectoral job mobility and inter-sectoral job mobility refer to their career path. The analysis is based on a representative sample of academics based in Hong Kong and Macau. Results show that intra-sectoral job mobility (up to a threshold) and transnational job mobility positively affect research output and its multidisciplinarity, whereas inter-sectoral job mobility, field mobility and transnational educational mobility exert slight or no effect. Nested analyses of Science, Technology, Engineering and Mathematics (STEM) and non-STEM academics as well as experienced and junior academics offer further insight into the roles of these mobilities. Impacts of mobile experience were stronger among junior than senior academics, and in STEM fields than non-STEM fields. The article discusses these findings along with the significance of considering mobilities rather than mobility when analysing academic trajectories and the determinants of academic research production.

Huang, Futao (2018):

Foreign faculty at Japanese universities. Profiles and motivations.

Abstract:

This study aims to identify the major characteristics and motivations of foreign faculty at Japanese universities. The study begins with a brief introduction to the literature, research framework and method. In the second section, the study deals with the background and changes in foreign faculty at Japanese universities since 1980. In the third section, the study discusses the key aspects of the personal attributes and career patterns of the foreign faculty and their motivations of being hired in Japanese universities. The study concludes by presenting a more detailed description of the personal, educational and professional identities of the foreign faculty at Japanese universities, the main reasons for their coming to work in Japan, and the implications for research, policy and institutional practice.

Jameson, Jill (2018):

Critical corridor talk: Just gossip or stoic resistance? Unrecognised informal Higher Education leadership.

Abstract:

This mixed methods paper considers whether or not invisible forms of morally resistant collegial leadership are progressively challenging policy and managerial quasi-market instrumentalism in a minority of low trust dysfunctional situations in a stratified United Kingdom (UK) Higher Education system. A theoretical model of stoical critical corridor talk (CCT) is proposed, arising from selected empirical data and reflective observations in 2005–2017. The data demonstrated that resistant academic critique is increasingly questioning economically driven command and control authoritarianism. The model builds on the concept of critical being to consider whether or not CCT amongst academics provides informal stoical leadership to alleviate stresses exacerbated by poor management. The highly functioning criticality of negative capability facilitates self-reflexive resistance against the false necessity of supposedly deterministic imperatives to validate policy-driven audit-based managerialism. Yet to foster trust, informal leadership needs to practise correct moral principles itself when resisting performativity in dysfunctional environments in which some overstep the acceptable roles of good management.

Jung, Jisun; Kim, Yangson (2018):

Exploring regional and institutional factors of international students' dropout. The South Korea case.

Abstract:

With an increasing number of international students in South Korea, the issue of retaining these students and reducing their dropout rates has become important. This study explores the multilevel factors that affect the institutional dropout rate among international students in Korea. The research questions are as follows: (a) to what extent do international students drop out from undergraduate or short-term programmes in Korean universities?; (b) what are the regional and institutional factors that determine international students' dropout rates? This study uses the panel data on educational institutions as found in the Higher Education in Korea report, which has been updated annually by the Ministry of Education since 2013. According to the pooled ordinary least square and panel analyses, the results indicate that a range of institutional factors (such as type, size, tuition and research performance of academics) and regional factors (such as regional gross domestic product, inflation and the numbers of foreigners in the region) are all associated with the dropout rates of international students. This study suggests that we need to consider various factors to improve the international students' learning experiences both inside and outside of the campus.

Kosmuetzky, Anna (2018):

A two-sided medal. On the complexity of international comparative and collaborative team research.

Abstract:

In recent years, more and more international comparative research has been conducted in internationally and geographically spread project teams and international research networks, and comparative research has become a fundamentally collaborative effort. Accordingly, research in such projects has to cope with a higher level of methodological complexity than non-comparative research as well as with a particular sociocultural complexity. This complexity can have an influence on the research process and therefore on the quality and validity of the results, an issue that has so far not been discussed much, either in Higher Education research or beyond. Thus, this article refers to studies that provide empirical insights into comparative collaborative research teams and illuminates why international collaboration in comparative research projects is both a source of better solutions and of amplified complications and how they are interrelated. On this basis it provides a conceptual reflection and delineates dimensions of task-related, methodological complexity and team diversity. While comparative research has specific methodological challenges that can be alleviated by international team collaboration, collaborative research has particular social challenges that can be aggravated in comparative research. The conclusion makes propositions for further analyses, discusses lessons for comparative Higher Education research and sets out implications for its institutional development.

Lo, William Yat Wai (2018):

After globalisation. A reconceptualisation of transnational Higher Education governance in Singapore and Hong Kong.

Abstract:

Research on transnational Higher Education governance has provided a thesis explaining how East Asian states have successfully selectively blended elements of globalisation in Higher Education with their pre-existing regulatory regimes. However, this paper argues that the thesis overlooks the significance of local politics in understanding the formulation of Higher Education policy, thus insufficiently acknowledging the indeterminacy that arises in the globalisation process. To address this argument, this paper examines the transnational Higher Education development in Singapore and Hong Kong and explains how political resistance and corresponding policy changes that emerged in these two societies help reconceptualise transnational Higher Education governance.

Ly Thi Tran; Thao Thi Phuong Vu (2018):

Beyond the 'normal' to the 'new possibles'. Australian students' experiences in Asia and their roles in making connections with the region via the New Colombo Plan.

Abstract:

Introduced in 2014, the New Colombo Plan (NCP) represents the Australian government's signature initiative of student mobility and public diplomacy. The programme aims to expose Australian undergraduate students to the Indo-Pacific. This article focuses on analysing Australian students' experiences in Asia via the NCP. The article draws on a research project that includes policy discourse analysis and 52 interviews with government representatives, academics, mobility officers and Australian students learning abroad via the NCP. The research found that if well designed, NCP student mobility programmes have the potential to enable students to move beyond their initial instrumental goal of using learning abroad predominantly as a means to pursue their personal interest in travel and/or enhance their own employability towards engagement for the collective. The article proposes the notions of mobility as becoming and mobility as connecting as the conceptual frame to understand Australian students' experiences and engagement with Asia in the current context characterised by the government's strategy to use student mobility as a vehicle of public diplomacy. It highlights the need to focus more on developing students' in-country participatory capitals and build a coherent mechanism to sustain NCP alumni's post-return engagement with individuals and communities in the region and promote the region back in Australia.

The article concludes with suggestions for related stakeholders to facilitate students' roles in making meaningful, productive and sustainable connections between Australia and Asia.

Marginson, Simon (2018):

And the sky is grey. The ambivalent outcomes of the California Master Plan for Higher Education.

Abstract:

In the 1960 Master Plan for Higher Education, California in the United States famously combined the principles of excellence and access within a steep three-tiered system of Higher Education. It fashioned the world's strongest system of public research universities, while creating an open access system that brought college to millions of American families for the first time. Since 1960, the Master Plan has been admired and influential across the world. Yet the political and fiscal conditions supporting the Master Plan have now evaporated. California turns away hundreds of thousands of prospective students each year, and the University of California, facing spiralling deficits, finds it more difficult to maintain operating costs and compete with top private universities for leading researchers. The paper discusses the rise and partial fall of the Californian system as embodied in the Master Plan, and identifies general lessons for Higher Education systems.

Massie, Ruth (2018):

The programme director and the Teaching Excellence Framework. How do we train the former to survive the latter?

Abstract:

The programme director undertakes a key role within UK universities in linking the department, or school, directly with the student (Vilkinas & Ladyshewsky, 2012) and their experience of the university. The role is multi-faceted and complex with a number of competencies required to successfully undertake it. Furthermore, the UK's Teaching Excellence Framework (TEF) was fully introduced in 2016 and utilises existing measures such as student satisfaction, retention rates and destination of leavers (HEFCE, 2016) as a proxy for teaching excellence. Many of these metrics are also part of the day to day concerns of programme directors within universities. This research surveyed 89 programme directors on the training they have received to carry out their role and how it links to the TEF outcomes. The paper argues that there is insufficient training for programme directors and an increase in training may have a beneficial outcome for a university's TEF results.

Mok, Ka Ho (2018):

Does internationalisation of Higher Education still matter? Critical reflections on student learning, graduate employment and faculty development in Asia.

Abstract:

In the last few years, there has been a growing trend of anti-globalism and the rise of nationalism spreading across different parts of the world. Promoting internationalisation of Higher Education has brought with it the globally connected phenomenon with regard to inter-university collaboration and student mobility across national borders but also the locally divided phenomenon when people question the value of international education. Recent elections not only in Europe and the United Kingdom but also in the United States show the rise of popularism and nationalism. Against such a wider sociopolitical context an increasing number of people believe the call for internationalisation of education has indeed favoured the elite and the rich but marginalised the poor. The major objective of this article is to set out the wider policy context for the present special issue with a theme of 'Transnationalisation of Higher Education and Student/Faculty Mobility'. More specifically, this article identifies and discusses key issues confronting the growing tides of transnationalisation and internationalisation of Higher Education, highlighting the major arguments presented by the

selected articles in this issue. This article concludes by critically examining the implications of internationalisation/transnationalisation of Higher Education for education policy and university governance.

Mok, Ka Ho; Han, Xiao; Jiang, Jin; Zhang, Xiaojun (2018):

International and transnational education for whose interests? A study on the career development of Chinese students.

Abstract:

A significant increase in internationally mobile students has been observed in the past decades. With the strong intention of enhancing their competitiveness in the global labour market, a growing number of students have embarked on their learning journeys through studying abroad or enrolling in transnational Higher Education programmes. These students expect the international learning experience will enhance their future job prospects and career advancement. However, whether or not this learning experience enables students to secure promising positions in the global labour market and make their investments in Higher Education worthwhile remains debatable. Drawing on both student surveys and in-depth interviews, this study explores how international or transnational Higher Education affects job prospects and career development, with particular reference to the perspective of employable skills and contextual influences. The respondents of the present research rate their learning experiences highly for hard knowledge, soft skills and cross-cultural understanding. The majority of respondents suggest that the international and transnational learning experience will positively contribute to their career development. Such findings are supported by similar studies related to the job prospects of returning Chinese students after studying overseas. This article contributes to a better understanding of how students assess their studying abroad affected their personal development, job prospects and career development.

O'Connor, Kimberly; Drouin, Michelle; Davis, Jedidiah; Thompson, Hannah (2018):

Cyberbullying, revenge porn and the mid-sized university. Victim characteristics, prevalence and students' knowledge of university policy and reporting procedures.

Abstract:

In this study, we provide a snapshot of cyber abuse behaviours among students at a single, mid-sized public commuter university in the United States. The goal of this study is to provide helpful information that can guide universities when creating cyber-civility policies, information that is currently lacking in Higher Education. We examine recent university cases and relevant laws related to cyberbullying and revenge porn, survey student characteristics that are associated with this type of victimisation and make suggestions for language universities should consider when drafting their cyber abuse policies. Finally, we address the role of the university in protecting potential victims, training students on policies and reporting procedures, and intervening in incidents related to these types of cyber abuse.

Pauli, Jandir; Chambel, Maria Jose; Capellari, Marcia Rodrigues; Rissi, Vanessa (2018):

Motivation, organisational support and satisfaction with life for private sector teachers in Brazilian Higher Education.

Abstract:

This research aims to investigate the organisational factors that influence the motivation to work and their consequences on health perception and satisfaction with life for teachers in private Higher Education institutions. The study has emerged as a result of the need to understand the teaching profession in Brazil since the implementation of the Higher Education reform, which began in the 2000s and is characterised by a predominantly private expansion. A descriptive quantitative study was conducted with 148 teachers who answered a survey questionnaire. The results demonstrate that perceived organisational support and the relationship with the leader influence teachers' autonomous motivation. In addition,

autonomous motivation was observed to partially mediate perceived organisational support, health perception and satisfaction with life; the findings also indicate mediation between the leader–follower relationship (LMX) with their health perception and general satisfaction with life.

Phillips, Paul; Moutinho, Luiz; Godinho, Pedro (2018):

Developing and testing a method to measure academic societal impact.

Abstract:

This paper aims to extend understanding of the business and societal impact of academic research. From a business school perspective, it has taken stock of the role of academic research and relevance in business and society. The proposed conceptual framework highlights the forces influencing the pursuit of academic rigour and relevance in scholarly outputs. A theoretical model for measuring the societal impact of academic journal articles—the Academic Rigour and Relevance Index (AR2I)—was developed. This index comprises six key parameters, which are assessed by three stakeholder groups connected with academic research into business issues, these groups being: business practitioners, society and academics. The behaviour of the AR2I model was evaluated using the Monte Carlo simulation model. Taking into account the relationships between the standard deviations and the differences of classification between articles with different levels of rigour and relevance, it is demonstrated that the AR2I model is an effective tool.

Powell, Philip; Walsh, Anita (2018):

Whose curriculum is it anyway? Stakeholder salience in the context of Degree Apprenticeships.

Abstract:

A Degree Apprenticeship model has recently been introduced into the United Kingdom (UK) Higher Education system as part of wider changes to vocational training. The system has experienced numerous rapid changes in regulation and funding, and it is now little understood by many stakeholders. Distinguishing different phases in UK Higher Education, and using a salience model as a lens for analysis, this article identifies and examines stakeholders with regards to their influence on the Higher Education curriculum. The new Degree Apprenticeship model is funded by an employer payroll levy and it requires Higher Education institutions to deliver training to specific standards. This research explores the implications of the model for the Higher Education curriculum, concluding that the direct involvement of employers in the design and delivery of vocational Higher Education introduces untried elements into UK Higher Education on the assumption that the funding requirement will lead to a change in employer behaviour. This, coupled with the opening of Higher Education provision to private providers, transfers power over the curriculum to those with potentially no commitment to wider public values, and may offer a threat to the international standing of UK Higher Education. This article contributes to research in understanding how Higher Education systems respond to, and actors cope with, imposed change.

Salto, Dante J. (2018):

Quality assurance through accreditation. When resistance meets over-compliance.

Abstract:

A large number of countries worldwide have established quality assurance mechanisms in Higher Education, ranging from the long-engrained system (United States) to more recent developments in Europe, Latin America and other regions. This study explores the way Higher Education institutions, as examples of autonomous organisations, respond to a new set of regulatory policies. The analysis of the regulatees shows that university-wide administration has gone beyond the letter of required regulations, toward over-compliance. Far from a stereotype of a main external regulator (accreditation agency) trying to impose the stated regulations and the regulatee simply resisting, the latter adds a kind of self-regulation. Below the university-wide administration, at the programme level—the primary regulatee target of external regulators—matters take more typical, anticipated form. Mixed compliance characterises programme-level responses, including resistance

strategies. Findings illuminate not only the Argentine case but also other countries that have established quality assurance agencies.

Schoepp, Kevin (2018):

Predictive validity of the IELTS in an English as a medium of instruction environment.

Abstract:

As access to a university education has increased globally, there have also been increases in the number of universities that use English as a medium of instruction (EMI) and in the number of non-English-speaking students studying in English-speaking countries. Correspondingly, the English language proficiency of students studying in EMI environments is becoming increasingly significant. Using a large sample of 953 undergraduate students at an EMI university in the United Arab Emirates (UAE), this paper examines the predictive validity of the International English Language Testing System (IELTS) as it pertains to the academic success of students as determined by grade point average and addresses implications and appropriateness of further language support. Results indicate that IELTS scores are a meaningful predictor of academic success, especially in the EMI environment that exists in the UAE. Lower than the IELTS guidelines, an IELTS 6.0 seems to be a key benchmark that predicts academic success. It may be that this more moderate English proficiency score is a better fit for non-English-speaking countries, but that further language support embedded into degree programmes is necessary except at the highest proficiency levels, and that a bilingual option should be considered at the lowest proficiency levels.

Shen, Wenqin (2018):

Transnational research training. Chinese visiting doctoral students overseas and their host supervisors.

Abstract:

International experience during doctoral training is critical in improving the quality of research training and establishing international networks. This study makes an original contribution to the understanding of the research partnership between visiting doctoral students and their supervisors. The current research draws upon empirical evidence from a survey, semi-structured interviews and CV analysis of Chinese visiting doctoral students sponsored by the China Scholarship Council. Findings confirm the good quality of supervision and solid research mentorship for the recipient students, who are not officially enrolled in international host universities. This study also highlights research collaboration and networking, which have long-term international research impact.

Shepherd, Sue (2018):

Strengthening the university executive. The expanding roles and remit of deputy and pro-vice-chancellors.

Abstract:

Deputy and pro vice chancellors (DVCs and PVCs) are core members of the executive team and play a pivotal role in university management. Nevertheless, they have rarely been the subject of empirical investigation. This study addresses this research gap, utilising a census to examine the size and remit of the DVC and PVC cohort in English pre-1992 universities and map its evolution since 2005. It shows how these universities have increased the number of DVCs and PVCs, created new more managerial variants of the role and extended their collective remit. These developments evidence the extent to which pre-1992 universities have strengthened their executive and adopted a more corporate post-1992 university management model. Yet, despite the advent of new executive-style roles, the endurance of the traditional 'floating' policy PVC testifies to the continued salience of academic leadership - as well as more managerial approaches - in contemporary university management.

Sund, Kristian J.; Bignoux, Stephane (2018):

Can the performance effect be ignored in the attendance policy discussion?

Abstract:

Should universities require students to attend? Academics disagree. One side in the discussion of university attendance policies has tried to dismiss any association between attendance and student performance, insisting that students have a fundamental right to choose what and when to attend. By merging student record data and course attendance data for three cohorts of final year undergraduate students at a London-based university, we are able to isolate attendance effects for 674 students, giving us a large sample, without the inherent weaknesses of more traditional survey methods. We provide fresh empirical evidence for the positive association between attendance and exam performance, and argue for a more balanced view in the attendance policy discussion. Politicians and Higher Education policies are increasingly focused on employability, student retention and completion indicators. Carefully crafted attendance policies can have positive effects on pass and completion rates, primary policy targets of Higher Education funders and policymakers. Attendance effects therefore cannot simply be ignored.

Taylor, Zachary W. (2018):

Intelligibility is equity. Can international students read undergraduate admissions materials?

Abstract:

Fewer international students have applied to and enrolled in US institutions, as 40 per cent of US institutions reported a drop in international applications since 2016. Subsequently, US institutions must ensure that their international admissions materials are as equitable and transparent as possible. Expanding previous work, this study examines the readability and translation of international undergraduate admissions materials of 335 four-year public and non-profit private US institutions. Results reveal these materials are written near a 14th-grade reading comprehension level, only 1 per cent of institutions provide web-embedded translation tools on their websites and 91 per cent of institutions provide English-only content. Implications for practitioners, policymakers and future research are addressed.

Wolf, Alison; Jenkins, Andrew (2018):

What's in a name? The impact of reputation and rankings on the teaching income of English universities.

Abstract:

This study examines the impact of universities' reputation on teaching income and demonstrates how strongly reputation may affect the fees that they can charge. Higher Education is increasingly competitive and international, and institutions are preoccupied with national and international prestige. Research output is demonstrably central to reputation and, specifically, to global rankings, but less has been written about the benefits of high prestige for teaching income and the ability to charge high fees. This article uses English data to show the impact when fees are partially deregulated. Public universities with high rankings in global league tables and on domestic measures can command teaching income per student which is very much higher (in this case typically more than a third) than lower-prestige institutions. This financial return to prestige further increases universities' incentives to seek high positions in league tables and establish a reputational brand.

Reviews

Broucker, Bruno (2018):

Shared Governance in Higher Education, Vol. 1, Demands, Transitions, Transformations by Sharon F. Cramer (Ed.), Albany, State University of New York Press, 2017, 256 pp., 21.12€ (paperback), ISBN 978-1-4384-6426-8.

[Review]. In: *Higher Education Quarterly* 72 (2), S. 178–180. DOI: 10.1111/hequ.12159.

Specials

Bengtsen, Soren S. E. (2018):

Supercomplexity and the university. Ronald Barnett and the social philosophy of Higher Education.

[Classics Article]. In: *Higher Education Quarterly* 72 (1), S. 65–74. DOI: 10.1111/hequ.12153.

Abstract:

Ronald Barnett's modern classic Realizing the University in an Age ofSupercomplexity (published December 1999), has had a crucial impactinternationally on the field of Higher Education research anddevelopment since the book was published now nearly 20 years ago.Bridging an academic oeuvre across almost 30 years with close to 30published volumes, Realizing the University in an Age of Supercomplexityplays an important role in the development and transformation ofBarnett's social theory of Higher Education into a social philosophy ofHigher Education. In the book Barnett performs an important move from afocus on knowledge and epistemology to a focus on being and ontology inrelation to Higher Education practices. Barnett shifts his fundamentalperspective and view on the relation between universities and the widersociety from one of caution and worry to a perspective of hope andvision that fully embraces the future of Higher Education. This way,Realizing the University in an Age of Supercomplexity has not only pavedthe way for Barnett's own development of a social philosophy of HigherEducation, but also contributed invaluably to the rise and maturing ofphilosophy of Higher Education as a research field in its own right.

Temple, Paul (2018):

Academic Strategy: The Management Revolution in American Higher Education, by George Keller (1983).

[Classics Article]. In: *Higher Education Quarterly* 72 (2), S. 170–177. DOI: 10.1111/hequ.12160.

Abstract:

Keller's book was one of the first works to suggest strategic approaches to the management of higher education institutions. His case study method proved popular with readers. However, the limitations of his approach to strategy grew more apparent over time, although many of his insights remain valid today.

Innovative Higher Education (43) 2018

Editorials

Morris, Libby V. (2018):

Considering the Dark Side of Administration.

[Editorial Note]. In: *Innovative Higher Education* 43 (6), S. 411–413. DOI: 10.1007/s10755-018-9446-y.

Morris, Libby V. (2018):

Designing the Future in Higher Education.

[Editorial]. In: *Innovative Higher Education* 43 (5), S. 321–322. DOI: 10.1007/s10755-018-9439-x.

Morris, Libby V. (2018):

Do you Teach Leadership?

[Editorial]. In: *Innovative Higher Education* 43 (3), S. 153–154. DOI: 10.1007/s10755-018-9430-6.

Morris, Libby V. (2018):

Faculty Members Have a Story to Tell. Communicating the Value of Colleges and Universities.

[Editorial]. In: *Innovative Higher Education* 43 (1), S. 1–3. DOI: 10.1007/s10755-017-9418-7.

Morris, Libby V. (2018):

Giving Others HOPE. Zell B. Miller.

[Editorial]. In: *Innovative Higher Education* 43 (4), S. 233–235. DOI: 10.1007/s10755-018-9435-1.

Morris, Libby V. (2018):

Reconsidering the Future of Undergraduate Education.

[Editorial]. In: *Innovative Higher Education* 43 (2), S. 73–75. DOI: 10.1007/s10755-018-9426-2.

Original Articles

Barringer, Sondra N.; Riffe, Karley A. (2018):

Not Just Figureheads. Trustees as Microfoundations of Higher Education Institutions.

Abstract:

Despite the importance of trustees for higher education institutions, few studies address how they influence the institutions they steward. To address this gap, we used a social network approach within a comparative case study design to evaluate how trustees interacted with two private, elite universities: Harvard University and the Massachusetts Institute of Technology. While trustees interacted with these institutions in differing ways, results indicated that some of them significantly influenced institutional behaviors, structures, and policies. This suggests that the role of trustees should be re-conceptualized to reflect their ability to influence higher education institutions, making them a fundamental part of the microfoundations of these institutions.

Bialka, Christa S.; Morro, Danielle (2018):

Life after LEAD. A Retrospective Analysis of What Members Learned from a Collegiate Disability Awareness Group.

Abstract:

Interactional diversity, defined as informal engagement with diverse peers that occurs outside of the classroom, is one way for colleges and universities to facilitate connections between and among students (Bowman, 2010). Little is known, however, about the enduring effects of interactional diversity, particularly as it relates to disability. LEAD, an institutional, undergraduate disability awareness group, provides context for the exploration of interactional diversity and disability. The purpose of this retrospective, qualitative study was to understand what 17 LEAD alumni believed they learned as a result of their interactions with peers with disabilities. The results of this research highlight the potential of collegiate disability awareness groups and their importance as a possibility for promoting interactional diversity.

Bronnimann, Jurg; West, Deborah; Huijser, Henk; Heath, David (2018):

Applying Learning Analytics to the Scholarship of Teaching and Learning.

Abstract:

In this article we report on the findings of a project funded by the Australian Office for Learning and Teaching and entitled "Learning Analytics: Assisting Universities with Student Retention." While this project was primarily focused on retention as a potential outcome of learning analytics, its application could be related to the broader concept of student success. Student success allows for a focus on pedagogy and the use of learning analytics for the improvement of learning and teaching with a firm scholarly evidence base. The data gathered for the project provide the background for a discussion about the potential of learning analytics to inform the practice of the Scholarship of Teaching and Learning. A case study demonstrates the potential of this approach. Overall, clear pedagogical questions are important in the application of learning analytics to the Scholarship of Teaching and Learning, and we suggest potential ways to explore pedagogical questions with big data methods.

Chapman, LeeAnna Young; McConnell, David A. (2018):

Characterizing the Pedagogical Beliefs of Future Geoscience Faculty Members. A Mixed Methods Study.

In: *Innovative Higher Education* 43 (3), S. 185–200. DOI: 10.1007/s10755-017-9416-9.

Abstract:

The next generation of professors will come from today's graduate students and post-doctoral fellows, but we do not know much about their preparation to use research-validated teaching practices. This study characterizes the teaching beliefs of graduate students and post-doctoral fellows who represent future geoscience instructors though we believe the implications go well beyond one discipline. We analyzed results from more than 600 participants who completed the Beliefs about Reformed Teaching and Learning (BARSTL) survey and a subpopulation of sixty participants who responded to the Teacher Belief Interview (TBI). We compared teaching beliefs on the basis of several factors including gender, teaching assistant experiences, and participation in professional development.

Cole, Eddie R.; Dumford, Amber D.; Laird, Thomas F. Nelson (2018):

Senior Leaders and Teaching Environments. Faculty Perceptions of Administrators' Support of Innovation.

In: *Innovative Higher Education* 43 (1), S. 57–70. DOI: 10.1007/s10755-017-9411-1.

Abstract:

We used data from the 2012 administration of the Faculty Survey of Student Engagement to measure faculty perceptions of senior leaders' (e.g., deans, provosts, presidents) support for innovation in teaching. Specifically, this study explored what faculty characteristics predict faculty perceptions of leaders' support for innovation in teaching and how those perceptions relate to several teaching practices (e.g., active classroom practice). The goal for this study was to gain additional insight into how faculty members approach teaching. The implications of these findings are presented along with some considerations for future research.

Crow, Robert; Cruz, Laura; Ellern, Jill; Ford, George; Moss, Hollye; White, Barbara Jo (2018):

Boyer in the Middle. Second Generation Challenges to Emerging Scholarship.

In: *Innovative Higher Education* 43 (2), S. 107–123. DOI: 10.1007/s10755-017-9409-8.

Abstract:

This article reports on an examination of the distinctive second-generation challenges and opportunities faced by an early institutional adopter of the Boyer model of scholarship. Following the first cohort of faculty to be reviewed for tenure and promotion based on these criteria, we report the results of a survey designed to determine the perceptions of faculty and administrators of the degree to which emerging forms of scholarship had been integrated into the university culture including factors such as institutional identity, support structures, and faculty participation. This case study sheds light on the process of adaptation at this single institution and provides glimpses of how cultural change might occur across higher education.

Diel, Stan R.; Katsinas, Stephen (2018):

University Advertising and Universality in Messaging.

In: *Innovative Higher Education* 43 (3), S. 171–183. DOI: 10.1007/s10755-018-9421-7.

Abstract:

University and college institutional advertisements, which typically are broadcast as public service announcements during the halftime of football games, were the subject of a quantitative analysis focused on commonality in messaging and employment of the semiotic theory of brand advertising. Findings indicate advertisements focus on students' social lives at

the expense of depictions related to an academic focus and that, at statistically significant levels, smaller universities are more likely than large ones to depict their research as having an impact beyond their own campus. Findings suggest that institutions recruit out-of-state students in pursuit of revenue rather than using the advertisements in service of efforts to raise funds.

Dolan, Erin L.; Elliott, Samantha L.; Henderson, Charles; Curran-Everett, Douglas; St John, Kristen; Ortiz, Phillip A. (2018):

Evaluating Discipline-Based Education Research for Promotion and Tenure.

Abstract:

Discipline-based education research (DBER) is an emergent, interdisciplinary field of scholarship aimed at understanding and improving discipline-specific teaching and learning. The number of DBER faculty members in science, technology, engineering, and mathematics (STEM) departments has grown rapidly in recent years. Because the interdisciplinary nature of DBER involves social science, senior STEM faculty members may find it challenging to evaluate the quality or impact of DBER scholarship. This essay aims to address this issue by providing guidance on evaluating the scholarly accomplishments of DBER faculty members in a way that is useful to departmental colleagues and administrators during the tenure and promotion evaluation process.

Gray, Lori; Font, Sarah; Unrau, Yvonne; Dawson, Ann (2018):

The Effectiveness of a Brief Mindfulness-Based Intervention for College Freshmen Who Have Aged out of Foster Care.

Abstract:

This study investigated the effects of a brief meditation intervention on perceived stress, mindfulness, and sleep quality for college freshmen who have aged out of foster care. Thirty-six youth who had aged out of foster care and enrolled at a large midwestern 4-year university (n = 16 experimental group, n = 20 control group) participated in a study in which they were assessed three times on the dependent variables. Students also participated in a focus group after the intervention ended. Four sessions of the brief mindfulness intervention resulted in significant short-term reductions in stress levels and increases in sleep quality. Finding effective personal interventions to increase chances for college success for students with histories in foster care can also offer potential insight toward the development of educational models and resources for other vulnerable college student populations.

Holcombe, Elizabeth; Kezar, Adrianna (2018):

Mental Models and Implementing New Faculty Roles.

Abstract:

The nature of the faculty has changed dramatically over the last forty years; and today's faculty model no longer meets the needs of students, faculty, or institutions. However, the issue of redefining faculty roles is extremely contentious. In this article we report our examination of open-ended, qualitative data from a larger survey study of stakeholders' beliefs and opinions about new faculty models. We found that different groups, such as non-tenure-track and tenured faculty, deans, and provosts, have constructed very different mental models around the challenges to implementing new faculty roles and that they offered different solutions for moving forward.

Holley, Karri A. (2018):

The Role of Threshold Concepts in an Interdisciplinary Curriculum. A Case Study in Neuroscience.

Abstract:

Threshold concepts have been widely utilized to understand learning in academic disciplines and student experiences in a disciplinary curriculum. This study considered how threshold concepts might operate within an interdisciplinary setting. Data were collected through interviews with 40 doctoral students enrolled in an inter- disciplinary program as well as content analysis of interdisciplinary curricula. The findings emphasize the importance of the integrative process to interdisciplinary initiatives. Interdisciplinary threshold concepts do not result from the addition of multiple disciplines, but rather are fostered through unique facets of the interdisciplinary experience.

Holley, Karri A.; Harris, Michael S. (2018):

"The 400-Pound Gorilla". The Role of the Research University in City Development.

Abstract:

In cities across the United States higher education institutions exist in tandem with a range of other socio-cultural and economic organizations, such as businesses, nonprofits, and government agencies. The role of colleges and universities in city development is important, and empirical examination of universities' role in and relationship with cities provides an avenue for higher education researchers to explore interactions that are potentially key to a thriving knowledge economy. Using data collected from a case study of a large American city and a university within that city, we sought to better understand the university's role in and relationship with its surrounding city.

Johnstone, Christopher; Proctor, Douglas (2018):

Aligning Institutional and National Contexts with Internationalization Efforts.

Abstract:

In this article we report on our study that explored internationalization in higher education institutions as it relates to two levels of "culture"--institutional culture and national higher education culture. We examined two leading research-intensive universities, "Coastal University" (Australia) and "Prairie University" (U.S.A.), which have similar institutional cultures (as theorized by Bergquist & Pawlak, 2008) yet reside in different national higher education contexts. Through cross-case analysis, we examined internationalization strategies as they relate to institutional culture and sought to draw inferences about the influence of national higher education cultures on these strategies. We propose the need to examine these cultures when developing internationalization strategies within institutions.

Lai, Kwok-Wing; Smith, Lee A. (2018):

University Educators' Perceptions of Informal Learning and the Ways in which they Foster it.

Abstract:

Little research has been conducted in higher education settings that focuses on how tertiary educators understand informal learning or on their role in fostering students' informal learning to facilitate formal learning. In this article we partially fill this knowledge gap by reporting findings from a case study exploring how 30 New Zealand tertiary educators from one university conceptualised informal learning and the strategies they implemented to support students' informal learning as an enhancement to formal learning.

LePeau, Lucy A.; Hurtado, Sarah S.; Davis, Ryan J. (2018):

What Institutional Websites Reveal About Diversity-Related Partnerships Between Academic and Student Affairs.

Abstract:

Little is understood about how campus educators within Academic Affairs and Student Affairs use institutional websites to articulate what their institutional commitments to diversity, inclusion, and social justice are and how they are enacted. Through an exploratory content analysis using LePeau's (2015) framework on pathways to partnership (i.e., complementary, coordinated, and pervasive) to address diversity, inclusion, and social justice aims, we examined 23 institutional websites to determine what types of Academic Affairs and Student Affairs partnerships institutions employed. Findings revealed predominantly complementary partnerships, which means maintaining the distinct cultures of Academic Affairs and Student Affairs in diversity, inclusion, and social justice efforts.

Lyken-Segosebe, Dawn E.; Braxton, John M.; Hutchens, Mary K.; Harris, Eugenia (2018):

Codes of Conduct for Undergraduate Teaching in Four Types of Colleges and Universities.

Abstract:

Codes of conduct for undergraduate teaching stipulate quality professional standards for teaching. Besides contributing to the safeguarding of student welfare, such codes are critical given the autonomy the professoriate has in the performance of its teaching role, the need for professional self-regulation, and research evidence linking positive teacher behaviors to student success. This study investigated the incidence of publicly-posted codes of conduct for undergraduate teaching in four types of institutions. It is the first stage of a research program that will assess the extent of faculty adherence to codes of conduct and arrangements for reporting and instituting sanctions for violations of such codes.

Mamiseishvili, Ketevan; Lee, Donghun (2018):

International Faculty Perceptions of Departmental Climate and Workplace Satisfaction.

Abstract:

For this study we used the 2011–2014 survey data collected by the Collaborative on Academic Careers in Higher Education (COACHE) at the Harvard Graduate School of Education to examine the degree of international faculty members' satisfaction with autonomy, interactions with colleagues, departmental climate, and recognition and the effect of these elements upon the overall workplace satisfaction of international faculty members relative to their U.S. citizen peers. This study helps identify factors that can enhance international faculty members' satisfaction in order to aid institutions in their efforts not only to recruit the best talent but also to support and retain such talent.

Mansbach, Jessica; Austin, Ann E. (2018):

Nuanced Perspectives about Online Teaching. Mid-Career and Senior Faculty Voices Reflecting on Academic Work in the Digital Age.

Abstract:

Students' demand for online learning continues. At the same time, results of multiple studies from the early 2000s through the present day point to a set of common concerns that may explain faculty members' hesitation and resistance to online teaching. However, less is known about how faculty members experience online teaching, especially the "essential elements" of work that the literature shows relate to positive workplace outcomes. Essential elements of work, as defined

by Gappa, Austin, and Trice (2007) include flexibility and balance, academic freedom and autonomy, professional relationships, and professional growth. Findings from interviews with 19 faculty members showed that online teaching simultaneously enabled and frustrated faculty's experiences of the "essential elements." We recommend ways in which administrators can address these frustrations and highlight the positive aspects of online teaching.

Michel, Jessica Ostrow; Chadi, Diana; Jimenez, Marisol; Campbell, Corbin M. (2018):

Ignis Fatuus Effect of Faculty Category. Is the Tenure Versus Non-Tenure Debate Meaningful to Students' Course Experiences?

In: *Innovative Higher Education* 43 (3), S. 201–216. DOI: 10.1007/s10755-017-9420-0.

Abstract:

The American professoriate is shifting its majority makeup from tenure track to non-tenure track faculty members. Less known, though, is what the implications of this shift are for students' course experiences. We sought to examine the extent to which the teaching practices, with regard to academic rigor and cognitively responsive teaching, differ between faculty category using observational measures of teaching in the classroom. We found that broad categorizations of faculty may not be meaningful unless they are examined in particular contexts, such as discipline and class size.

Mingo, Maya A.; Chang, Hsin-Hui; Williams, Robert L. (2018):

Undergraduate Students' Preferences for Constructed Versus Multiple-Choice Assessment of Learning.

In: *Innovative Higher Education* 43 (2), S. 143–152. DOI: 10.1007/s10755-017-9414-y.

Abstract:

Students (N = 161) in seven sections of an undergraduate educational psychology course rated ten performance-assessment options in collegiate courses. They rated in-class essay exams as their most preferred assessment and multiple-choice exams (in-class and out-of-class) as their least preferred. Also, student ratings of multiple papers and a term paper did not differ significantly from the rating for in-class essay exams. Overall, students preferred constructed forms of assessment over more objective assessment. With minor exceptions, student ratings of assessment preferences were generally consistent across gender and academic levels. In the main, student ratings of assessment options did not significantly correlate with exam performance in the course.

Mueller, Robin; Schroeder, Meadow (2018):

From Seeing to Doing. Examining the Impact of Non-Evaluative Classroom Observation on Teaching Development.

In: *Innovative Higher Education* 43 (5), S. 397–410. DOI: 10.1007/s10755-018-9436-0.

Abstract:

In response to global interest in the quality of post-secondary teaching, institutions are placing increasing emphasis on teaching development. This study evaluated the effect of a campus-wide, non-evaluative classroom observation initiative on teaching development at a post-secondary institution. A survey found that participants in this study were likely to initiate and/or engage in self-directed learning in the area of teaching development simply by watching other instructors. Participants also reported that they would adopt or adapt teaching techniques they had observed. In general, the initiative was positively received and found to be a low-cost, low-investment tool. We discuss the benefits of and potential challenges to implementing non-evaluative classroom observations.

O'Connell, Marcia L.; Morrison, Janet A. (2018):

Publication Rates of Molecular Versus Non-Molecular Biologists. A Case Study of Seven Primarily Undergraduate Institutions.

Abstract:

At many primarily undergraduate institutions, biology faculty members mentor student research collaborators. If publication is required for tenure and promotion, this research is expected to result in periodic publications; and publication rates are a common metric used to assess faculty productivity. However, we have uncovered a highly significant difference in the time required to publish articles based on biological sub-discipline. It takes, on average, twice as long for molecular biologists to publish articles than scholars from other sub-disciplines in biology. We believe that this analysis can be used to assess whether this phenomenon generalizes to other disciplines and/or other categories of institutions.

Okahana, Hironao; Klein, Carrie; Allum, Jeff; Sowell, Robert (2018):

STEM Doctoral Completion of Underrepresented Minority Students. Challenges and Opportunities for Improving Participation in the Doctoral Workforce.

Abstract:

This article is a result of the analysis of student-level enrollment records from twenty-one research universities in the United States, and it contributes to a more robust understanding of timely completion of STEM doctorates by underrepresented minority students. Using multivariate logit regression models, findings indicated that Hispanic/Latino and students from other underrepresented groups complete at higher rates than do their Black/African American counterparts. Findings also indicated that prior master's degrees and institutional participation in doctoral completion programs positively correlate with STEM doctoral completion. We conclude by offering insights and recommendations for graduate schools about how to increase the STEM doctoral attainment rate of students from underrepresented groups.

Olt, Phillip A. (2018):

Virtually There. Distant Freshmen Blended in Classes through Synchronous Online Education.

Abstract:

Synchronous online education occurs when the students and faculty member are in different locations geographically and interaction occurs simultaneously through the internet at scheduled times. In this study I investigated the phenomenon of using synchronous online classes blended with a face-to-face classroom to complete the freshman year of college. The essence of the experience emerged around the concept of ambiguity, specifically in regard to group membership, functionality of technology, and place. This understanding of ambiguity provides a framework upon which to design practices for engaging such distance students and best promoting their learning.

Prevost, Luanna B.; Vergara, Claudia E.; Urban-Lurain, Mark; Campa, III, Henry (2018):

Evaluation of a High-Engagement Teaching Program for STEM Graduate Students. Outcomes of the Future Academic Scholars in Teaching (FAST) Fellowship Program.

Abstract:

Higher education institutions prepare future faculty members for multiple roles, including teaching. However, teaching professional development programs for graduate students vary widely. We present evaluation data from a high engagement program for STEM doctoral students. We analyzed the impact on three cohorts of participants over three

academic years and identified the components most influential upon their teaching professional development. Participants found the year-long teaching assessment project and the disciplinary and reflective focus instrumental for improving their knowledge of teaching and learning. We recommend these components for the design of other such high-engagement programs.

Relles, Stefani R.; Duncheon, Julia C. (2018):

Inside the College Writing Gap. Exploring the Mixed Messages of Remediation Support.

In: *Innovative Higher Education* 43 (3), S. 217–231. DOI: 10.1007/s10755-018-9423-5.

Abstract:

This case study offers a qualitative perspective on a relationship between institutional structures and student outcomes. The data describe the conditions in 10 English remediation classrooms at one urban community college district. The study uses new literacies as a theoretical framework with which to understand how these conditions supported classroom-level teaching and learning. Findings suggest that classroom conditions undermined new literacies' assumptions that college writing is a social practice. The authors discuss the implications of these findings for research to improve writing remediation policies.

Reybold, L. Earle; Halx, Mark D. (2018):

Staging Professional Ethics in Higher Education. A Dramaturgical Analysis of "Doing the Right Thing" in Student Affairs.

In: *Innovative Higher Education* 43 (4), S. 273–287. DOI: 10.1007/s10755-018-9427-1.

Abstract:

Scholarship about ethics in higher education often focuses on wrongdoing: cheating, incivility, and a host of other misdeeds. We focus, instead, on ethicality as the enactment of integrity across everyday work life. This approach is particularly true in student affairs where administrators, faculty members, staff members, and students intersect multiple social and professional arenas. Continuing the analysis of data from a previous study, we examined what it means "to be ethical," especially in relationship to institutional and professional standards. We use theatrical metaphor techniques to explore scripting, staging, performing, and interpreting. Discussion centers on the spectacle of ethics in student affairs.

Settles, Isis H.; Brassel, Sheila T.; Montgomery, Georgina M.; Elliott, Kevin C.; Soranno, Patricia A.; Cheruvelil, Kendra Spence (2018):

Missing the Mark. A New Form of Honorary Authorship Motivated by Desires for Inclusion.

In: *Innovative Higher Education* 43 (4), S. 303–319. DOI: 10.1007/s10755-018-9429-z.

Abstract:

As scientific teams in academia have become increasingly large, interdisciplinary, and diverse, more attention has been paid to honorary authorship (i.e., giving authorship to those not making a significant contribution). Our study examined whether honorary authorship occurs because of the desire to include all or many team members. Interviews with project principal investigators (n = 6) and early-career project members (n = 6) from 6 interdisciplinary environmental science research teams revealed that principal investigators frequently employed inclusion-motivated honorary authorship but that this practice had some negative impacts on early-career team members with less power and status, thereby undermining true inclusion of those from underrepresented groups. We believe our findings are of import not only for environmental scientists, but also for scholars who are interested in issues of authorship decision-making regardless of disciplinary affiliation.

Shadle, Susan E.; Liu, Yujuan; Lewis, Jennifer E.; Minderhout, Vicky (2018):

Building a Community of Transformation and a Social Network Analysis of the POGIL Project.

Abstract:

Communities of transformation work to achieve deep, transformational change in higher education teaching practice. This case study of The POGIL Project follows the development of a community of transformation principally focused on the propagation of effective teaching in STEM. We describe the origin of the community, elucidate the emergent decisions that shaped its growth, and offer a social network analysis of the connections between change agents that have been deeply engaged in the growth and development of the POGIL community. The case provides concrete examples of how the features of a community of transformation, most particularly the community network, can be intentionally fostered. We discuss the implications for STEM education reform in light of the case analysis.

Staton, Sophie C.; Melekis, Kelly; McCarthy, Peter (2018):

A Review of Collegiate Recovery Communities and Recommendations for Implementation on a Small Residential Campus.

Abstract:

Although the Collegiate Recovery Community is increasingly seen as the treatment modality of choice for students in recovery, relatively few such programs have been established on small residential campuses. In this article we examine the possible reasons for this reluctance and suggest ways in which the standard model for a Collegiate Recovery Community, as represented by its three benchmark programs, can be modified and adapted to better fit the small residential campus environment. We summarize the problem and review the concept of a Collegiate Recovery Community, and we then explain and recommend 1) a bottom-up initiative for planning and 2) scaled-down resource demand and utilization. We provide a 5-point plan for a "bottom-up, scaled-down" Collegiate Recovery Community on a small residential campus.

White, Jason C. (2018):

See The Dance. Piloting an Arts-Based Intervention in Higher Education.

Abstract:

Every year in higher education institutions across the United States many college students from underrepresented minority groups experience prejudice, discrimination, and verbal harassment based on their race and/or ethnicity. Although underutilized as a preventative intervention strategy in higher education, studies show that the arts have enormous potential to reduce risk factors by facilitating anti-bias education in a nonthreatening way. As a proof of concept, this study discusses the social problem, provides a summary of an arts-based intervention design and development process, and reports the results of a pilot test.

Internationalisation of Higher Education. A Handbook (2018)*

Original Articles

Jitareanu, Monica; Leyrer, Agnes (2018):

The CEU Global Teaching Fellowship Program. Impact and Lessons Learned for International Doctoral Education.

Abstract:

The article presents an innovative experience in international doctoral education. Beyond its immediate institutional relevance, this experience also contributes to testing the limits and asserts the applicability of the European model of doctoral education developed in the years when the Bologna process began to spread beyond Europe. As one of the first graduate schools in Europe, established already in 1991, Central European University (CEU) created a global teaching fellowship programme for advanced doctoral candidates and recent graduates. The article describes the programme, the process leading up to its present structure, the involvement of stakeholders and the impact of the programme. The authors of the article, who have coordinated the Global Teaching Fellowship Program (GTFP) since its inception, share their experience on the challenges, successes and lessons learned from setting up and developing an initially small project into a full-blown, global programme in three years. The programme has become an important part of doctoral education at CEU and is highly relevant for developing teaching and research capacity at a significant number of partner institutions in Europe, Asia and Latin America.

Katsu, Etsuko; Horie, Miki (2018):

International Students' Recruitment in Japan.

Abstract:

In Japan, the number of international students has increased steeply recently, which was led by the active government policies in the past several years. This paper aims to examine how the Japanese government has proceeded with the internationalisation higher education policy and to outline how Japanese universities have undertaken international student recruitment in recent years in response to the government internationalisation policy. We conclude that international students' recruitment differs depending on the mission and function of each university.

Krebs, Katharine C.; Casey, Sandra M.; Crimmins Villela, Sally (2018):

The Senior International Officer and Legal Counsel. Collaboration for Internationalisation Risk Management.

Abstract:

A thorough understanding of the legal context for the global engagement of higher education institutions (HEIs) requires close collaboration between the senior international officer (SIO) and legal counsel. This article explores the dynamic of relationship-building between these individuals who draw on their distinct expertise to forge and sustain legally accountable activities with partners abroad. The discussion begins with an overview, from the US perspective, of the nature

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of legal work in HEIs and how the institution's global engagement shapes that work; it then moves on to examine the applicability of enterprise risk management approaches to internationalisation. We identify important foundational legal concerns that cut across various kinds of activity and focus on the legal dimensions of formalising partnership agreements, mounting off-shore operations and responding to changes in immigration law.

Landorf, Hilary; Doscher, Stephanie Paul; Simons-Lane, Bahia (2018):

The Origin and Meaning of Global Learning.

In: Internationalisation of Higher Education. A Handbook (1), S. 1–18.

Abstract:

A coherent and useful definition of global learning has long been absent in the literature on international and intercultural education. Instead, researchers and practitioners have used global learning for almost any educational activity with an international aspect. If we do not know what it is, how do we know if we are doing it, much less doing it well? This article sets forth a definition of global learning, supported by the term's origin and meaning, and provides an example of how an institution of higher education uses this definition in the curriculum and co-curriculum. The article concludes with a call for global learning to become foundational for all students in higher education.

Marinoni, Giorgio; Egron-Polak, Eva (2018):

Lessons About Internationalisation of Higher Education. Learned From the Internationalization Strategies Advisory Service of the International Association of Universities.

In: Internationalisation of Higher Education. A Handbook (1), S. 65–88.

Abstract:

Internationalisation of higher education is a multi-faced concept for which no single definition exists, but which can be seen either as a process with an aim, not an end on itself, undertaken by higher education institutions (HEIs) intentionally or as a reaction of the external environmental pressures due to globalisation. The Internationalization Strategies Advisory Service – ISAS was a service designed by the International Association of Universities to provide advice to institutional leaders and teams interested in developing or reviewing the internationalisation policy, strategy and various programmes of their HEIs. The present article identifies some of the most common trends and features of internationalisation of higher education from the analysis of all ISAS reviews executed during the lifespan of the first phase of the programme. Trends are identified in 12 different areas of internationalisation of higher education. The analysis confirms the contention that internationalisation of higher education is a multi-faced phenomenon, whose rationale and level of implementation differs from institution to institution due to multiple factors. Therefore, a 'one-size-fits all' model for internationalisation does not exist, but each institution needs to find its own approach to internationalise, while at the same time drawing on the best thinking and good practices from other institutions around the world.

Morel, Claire; Ruffio, Philippe (2018):

Preparing Students for a Globalised Future. The European Union's Experience in Support of Student Mobility.

In: Internationalisation of Higher Education. A Handbook (1), S. 19–38.

Abstract:

Whereas mobility of students has become a key driver of the internationalisation of higher education worldwide, the European Union has played an increasing role in promoting within Europe and beyond an open and inclusive concept of mobility embedded in broad socio-economic and diplomatic strategies. The purpose of this article is to draw lessons from more than 30 years of experience in implementing mobility programmes and tools and in supporting policies to make mobility an opportunity for millions of students worldwide. The objective is to show that mobility is a means to achieve broad policy objectives as part of institutionally organised processes and therefore goes beyond the mere individual dimension of the beneficiaries. Success factors and general guiding principles for policymakers/national authorities and higher education institutions worldwide are identified.

Polak, Marek (2018):

Risk Management in Internationalisation of Higher Education. A Practical Institutional Approach.

In: Internationalisation of Higher Education. A Handbook (2), S. 23–50.

Abstract:

The internationalisation of higher education institution, as a comprehensive process, carries many different types of risks. The macro risks and threats are more widely discussed in the literature than the operational risks generated at an institutional level. The article is focused on the practical aspects of risk management related to the routine internationalisation activities. Typical strategies of risk management are presented and illustrated with examples. The issues of risk management ownership and the supportive role of top decision makers are discussed, and the need for a strategic approach is emphasised.

Ripmeester, Nannette (2018):

When Being 'Book-Smart' Is Not Enough. Skills Graduates Need to Succeed in the Future Workplace.

In: Internationalisation of Higher Education. A Handbook (1), S. 39–48.

Abstract:

The term 'employability' keeps making the headlines in higher education. This article aims to explore what are the skills current university students need in order to succeed in the future work place, and why employability is a topic which must be addressed by higher education institutions and their internationalisation strategies. We illustrate the role 21st century skills play and what employers deem important when recruiting candidates. We aim to look into the skills that will ensure students are hired in the near future and come up with three professional types with the 'most wanted' skills. We provide five guiding principles that may help higher education institutions to rethink their employability strategies and what they can do to ensure they 'deliver' graduates who feel ready to tackle a job market that may be different from the world as we know it

Schröder, Beer (2018):

Safety and Security Issues in Mobility Beer.

In: Internationalisation of Higher Education. A Handbook (1), S. 49–64.

Abstract:

This article discusses the responsibilities of higher education institutions towards their internationally mobile staff and students, and possible actions that the institutions can take with respect to activities such as international business trips, study and training periods abroad, and international secondments and traineeships. Security issues have gained much more public attention over the last years, not only because of increased travel but also because there have been more incidents and greater violence and terrorist developments around the world. As a result, there is more awareness of the risks inherent in international mobility. All institutions are well-advised to conduct risk analyses with respect to mobility and develop risk mitigation policies and strategies for these activities. These include a safety and security policy, related infrastructures, an experienced crisis management team and a continuous creation of awareness of these issues among staff and students. Although this article elaborates some general principles, the design and implementation of such policies and strategies must be tailored to each institution's needs and specific circumstances.

Veit, Baldur; Grünewald, Hazel (2018):

Managing International Internships. Responding to the Growing Demand for International Work Experience.

In: Internationalisation of Higher Education. A Handbook (2), S. 51–72.

Abstract:

This paper looks at the case of Reutlingen University (Hochschule Reutlingen), a university with a reputation for international student mobility. It examines how the university strives to fulfil its mandate to prepare 'industry-ready' graduates for the global industry by providing an international practice-oriented education. The key focus is on its efforts to establish credit-bearing internship programmes for international students, an area where the institution has ramped up its activities in recent years. Internships for international students is understood to encompass both domestic internships for international students (exchange and degree-seeking students) as well as internships abroad for home-grown degree-seeking students. The paper presents models and approaches that seek to ensure the quality of the international internship experience. It discusses challenges that the university has encountered on the way and makes suggestions about how to create internship opportunities against the backdrop of competing demands and expectations.

Internationalisation of Higher Education. Developments in the European Higher Education Area and Worldwide (2018)*

Original Articles

Aho, Suvi; Ainoa, Juha; Keränen, Päivi; van Winden, Willem (2018):

The Societal Interaction of Higher Education Institutions. Participatory Urban Design at Live Baltic Campus.

In: Internationalisation of Higher Education. Developments in the European Higher Education Area (3), 93-109 [+ 120-122 [sic!], full reference list].

Abstract:

This paper explores knowledge-based urban development related to higher education and campuses. The increasing local engagement and the political appreciation and economisation of HEIs can be found in the discourses of civic university and HEIs as entrepreneurial actors. This article also provides an introduction to design thinking, which has been used as a user-friendly tool for fulfilling the ideals of urban campus development in the project 'Live Baltic Campus – Campus Areas as Labs for Participative Urban Design'. The project aimed at developing campuses as innovation hubs where different stakeholders, residents as well as businesses, are being taken into account; reflecting the prevailing campus discourses. As a takeaway message, the result of the project can be summarized as a formulation of the core themes of urban campus development.

Birnkammerer, Hannes; Rampelt, Florian; Röwert, Ronny; Suter, Renata (2018):

Opening up Higher Education in the Digital Age. On the Potential to Unite the Social Dimension and the Digitalisation of Higher Education in Europe.

In: Internationalisation of Higher Education. Developments in the European Higher Education Area (3), S. 27–42.

Abstract:

The 'social dimension' and the 'digitalisation' of higher education should not be approached as two isolated challenges but rather as a potential opportunity to increase diversity and open up higher education through the use of technology. In this article, the authors sketch out the role of the social dimension in higher education and discuss the impetus that the so-called European refugee crisis has had in this respect. The findings of their work at Kiron Open Higher Education with refugees in Germany are subsequently used to argue for more courageous, technology-enhanced approaches to strengthening the social dimension of higher education. In conclusion, the authors argue for a more ambitious European Higher Education Area that makes the best use of digitalisation for opening up higher education to disadvantaged students. This includes developing strategies, policies and evaluation measures that look at digitalisation not on its own but as an integral part of the social dimension as well as other dimensions of higher education.

Brandenburg, Uwe (2018):

Indicators for Measuring Internationalisation. How to Measure Internationality and Internationalisation of Higher Education Institutions?

In: Internationalisation of Higher Education. Developments in the European Higher Education Area (4), S. 5–21.

Abstract:

Internationality and internationalisation have become the buzzwords in higher education over the last decade. Yet it is still unclear what the difference between the two expressions are, and how one can measure internationality as a status quo or internationalisation as a process and especially the impact of internationalisation. This update of an article first published in the handbook in 2008 provides a definition of both terms and develops a framework within which both phenomena can be analysed and quanti ed. The article also provides some ideas about possible indicators to use, reflects the results of some major impact studies of the last years, and gives an outlook to the most important but so far entirely neglected area: the impact of internationalisation on society.

Federkeil, Gero; Westerheijden, Don F. (2018):

U-Multirank. A European Multidimensional Transparency Tool in Higher Education.

In: Internationalisation of Higher Education. Developments in the European Higher Education Area (4), S. 77–96.

Abstract:

This article by two members of the U-Multirank team discusses rankings as transparency tools for higher education stakeholders. It shows briefly how early rankings met students' and decision-makers' needs in a limited way. They have been focused almost exclusively on research publication data; in contrast, U-Multirank is multidimensional. It includes individual customisation through a web tool, different information at institutional and field levels, and, with a view to student users, a major international student satisfaction survey. In our final discussion of outcomes and results, we conclude that U-Multirank shows that there is not one 'best' university in the world.

Fhlannchadha, Siobhán Nic (2018):

Alternative Admissions Schemes for Young People With Disabilities and From Socio-Economically Disadvantaged Backgrounds.

In: Internationalisation of Higher Education. Developments in the European Higher Education Area (3), S. 79–91.

Abstract:

In the early 2000s, a small number of higher education institutions in the Republic of Ireland agreed to work collaboratively to devise alternative admissions initiatives for young people experiencing socio-cultural and socio-economic disadvantage, and with disabilities. This pioneering work led to the establishment of the Disability Access Route to Education (DARE) and Higher Education Access Route (HEAR) in 2008. These initiatives are based on a system of institutions reserving places on undergraduate courses, which are then offered to eligible applicants from the target groups who are below competitive entry requirements. The schemes have been integrated into the mainstream higher education application system and are available to target populations throughout the Republic of Ireland. Between 2009 and 2018, approximately 22,000 students had entered higher education undergraduate programmes through DARE and HEAR. The Irish higher education sector successfully collaborated to facilitate access and participation for under-represented students: a critical national policy objective.

Kazoka, Asnate; Silka, Jolanta; Rauhvargers, Andrejs (2018):

Moving Quality Assurance from Programme to Institutional Level.

In: Internationalisation of Higher Education. Developments in the European Higher Education Area (4), S. 41–57.

Abstract:

This article analyses the development of the external quality assurance system in Latvia by focusing on the different assessment models that have existed over time. The authors describe the different assessment models, analyse the fitness-for-purpose of each model; highlight the lessons learned; and outline the possible further changes in the system. In analysing the models, the authors look at the perspectives of the quality assurance agency and of the higher education institutions. The changes in the models are analysed in the context of general turning points in the higher education system and significant policy developments not only in Latvia but also in the neighbouring countries and the European Higher Education Area.

Liu, Xinyan (2018):

National Policies and the Role of English in Higher Education.

In: Internationalisation of Higher Education. Developments in the European Higher Education Area (4), S. 98–99.

Abstract:

Reprint of the article published in *International Higher Education. A Quarterly Publication,* 96 (Winter 2018), DOI: 10.6017/ihe.2019.96.10792

Past research and debate on the use of English in higher education has mostly focused on northern European countries, as they were among the first to consider using English as a language of instruction. This paper seeks to broaden the topic by focusing on a diverse group of countries including Brazil, France, Malaysia, South Africa, and Spain. The two key aspects discussed here concern existing national policies regarding language in higher education in the target countries and the role of English in their respective higher education systems. [Abstract from https://ejournals.bc.edu/ojs/index.php/ihe/article/view/10792]

Morosini, Marilia Costa; Guilherme, Alexandre; Dalla Corte, Marilene Gabriel (2018):

Internationalisation of Higher Education and Global Citizenship Education. Staff Development and Capacity Building in Brazil.

In: Internationalisation of Higher Education. Developments in the European Higher Education Area (3), 5-25 [24-26 [sic!] full refernce list].

Abstract:

Given the importance and impact that the process of internationalisation of higher education has had on universities, and consequently on the wider society, there is a need to understand how the process is being conceived and implemented throughout the world. This article is divided into three main sections. Firstly, we discuss the concept of internationalisation of higher education, and its current focus on Global Citizenship Education. Secondly, we analyse the academic discourse on internationalisation within the Brazilian context; we interviewed 14 professors from high-ranking arts and humanities, and science departments, who send their PhD students to spend time in universities abroad, to understand their views on internationalisation of higher education. Our findings demonstrate that research supervisors do not fully understand all of the competencies required for the development of the Global citizenship education model. Thirdly, we suggest a staff development and capacity building programme for research supervisors to encourage internationalisation in terms of Global Citizenship Education.

Otten, Matthias (2018):

International Educational Mobility Meets Dis/ability.

In: Internationalisation of Higher Education. Developments in the European Higher Education Area (3), 67-78 [86-89 [sic!] full reference list].

Abstract:

The participation of people with disabilities, impairments and other health-related issues in international educational mobility is one of the blind spots of internationalisation. The implementation of the UN Convention on the Rights of People with Disabilities (CRPD) underpins the responsibility of universities and mobility policies to engage actively in this topic. Based on a brief outline of a cultural model of dis/ability, the issue will be addressed from two perspectives: the students' view and the institutional/political perspective. The article elaborates the rationale for an inclusive approach to international educational mobility.

Sandstrom, Ann-Malin (2018):

English-Taught Bachelor's Programs in Europe.

In: Internationalisation of Higher Education. Developments in the European Higher Education Area (4), S. 100–101.

Abstract:

Reprint of the article published in International Higher Education. A Quarterly Publication, 96 (Winter 2018), DOI: 10.6017/ihe.2019.96.10775

In less than a decade, Europe has witnessed a 50-fold increase in the number of English-taught bachelor's programs (ETBs). ETBs refer to programs that are taught in English and result in a first-cycle postsecondary education diploma. This development has sparked debates about their value and purposefulness. Yet, research conducted by the European Association for International Education (EAIE) and Study Portals, English-taught bachelor's programs—Internationalising European higher education (2017), has shown that the overall effect of ETBs on higher education institutions and the higher education sector in general has been positive. [Abstract from https://ejournals.bc.edu/ojs/index.php/ihe/article/view/10775]

Smidt, Hanne; Nylén, Maria (2018):

Validation for Integration in a Swedish Context.

In: Internationalisation of Higher Education. Developments in the European Higher Education Area (3), S. 43–64.

Abstract:

The current migration and refugee situation have brought the need for validation and recognition of prior learning to the forefront. Ever since the development of the Bologna Process (BP) and the European Higher Education Area (EHEA) and both at national and European policy level, validation and recognition of prior learning have been envisaged as the most obvious way to ensure that the skills, qualifications and competence that refugees and migrants bring can be applied in their host country. Politically, there is agreement that it is essential for displaced persons to get access to education and/or employment and that they should not be limited by their qualifications and competencies being undervalued, even if there is a lack of formal documents or local language competences. Recognition of their prior qualifications, both formal and non-formal and informal experiences through work and other activities, should – in principle –ensure that they can be used in their host country either through straightforward recognition by national authorities or by higher education institutions (HEIs) providing targeted or bridging courses in the host language. The article presents how one of the countries which received the largest number of refugees per capita in 2015, Sweden, is developing validation and supportive courses and if validation equals integration? It builds on two projects carried out at Lund and Umeå universities on the development of recognition (of prior learning) including integration of refugees and migrants.

Viskari, Kirsi (2018):

Merging Professional and Research Higher Education Institutions Creates Competitive Edge. Discussion of a Finnish Experience.

In: Internationalisation of Higher Education. Developments in the European Higher Education Area (4), S. 59–75.

Abstract:

Higher education institutions compete on talented students, faculty members and on the quality of research results. In order to succeed better in this competition, several universities have taken the path of mergers. Bringing together practically oriented and scientifically recognised researchers, added by a larger variety of disciplines and skill sets, the merger results can include improved attractiveness and increased research results on top of plain cost savings. This article discusses a Finnish case study on scientific-professional collaboration, reflecting the motivations and results on earlier university mergers in Europe. The case study supports the findings from the literature, indicating that voluntary mergers involving the faculty and staff throughout the process decrease resistance towards the change. In addition, the results of the case study and literature claim that mergers of universities with different or complementing disciplines tend to succeed better than mergers of universities with similar disciplines. This article also discusses the impact of physical closeness on improving collaboration.

Warming, Rikke; Frydensberg, Petra (2018):

Student-Centred Learning Viewed Through the Eyes of an External Quality Assurance Agency. The Danish Accreditation Institution's Response to the revised ESG 1.3 on Student-Centred Learning.

In: Internationalisation of Higher Education. Developments in the European Higher Education Area (4), S. 23–39.

Abstract:

With the revised European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), student-centred learning has been given a new and distinct role in the European understanding of education quality. External quality assurance agencies and higher education institutions across Europe are in the process of discussing how the new ESG 1.3 will manifest itself in their different national and local environments. ESG 1.3 is also making itself felt in Denmark, where there is a long tradition of active student participation at all education levels, including higher education. In spite of being well-placed to live up to ESG 1.3, student-centred learning has yet to be explicitly addressed in the national external quality assurance system as well as in most institutions' internal quality assurance systems. In order to expand the scope of knowledge about Danish higher education institutions' understanding and practice of student-centred learning and to enhance future evaluation of quality assurance of student-centred learning, the Danish Accreditation Institution has completed an extensive thematic analysis: Principal in Own Learning – European and Danish Perspectives on Student-Centred Learning. Based on the practices of 11 Danish higher education institutions, this article will present the analysis' findings and discuss perspectives on how the Danish Accreditation Institution can go about meeting ESG 1.3.

Journal for Labour Market Research (52) 2018

Editorial

Seeber, Susan (2018):

Martin Baethge Obituary.

Original Articles

Andress, Hans-Juergen (2018):

Is material deprivation decreasing in Germany? A trend analysis using PASS data from 2006 to 2013.

Abstract:

The analysis uses seven waves from the German Panel Study Labor Marketand Social Security (PASS) covering the period from 2006 to 2013. Duringthe observation period, Germany experienced a significant increase inaverage real incomes and employment, accompanied by a decrease ofabsolute income poverty as measured by the at-risk-of-poverty rateanchored at a fixed moment in time. PASS collects information onmaterial deprivation with a list of 26 possessions and activities. Thearticle discusses the difficulties of measuring material deprivation andidentifies several sources of measurement error and selection bias.However, even when controlling for such errors and biases, regressionmodels for different deprivation indices show a significant downwardtrend in material deprivation for the German resident population. Giventhe simultaneous decrease in absolute income poverty, it is concludedthat measures of material deprivation behave like absolute incomepoverty indicators if the list of possessions and activities is notupdated to changed living standard standards in society. A similardownward trend is observed also for individuals receiving basic incomesupport. Moreover, supported individuals report deprivation differentlydepending on survey mode and number of previous panel interviews,raising the question of measurement equivalence in this subgroup.

Axelrad, Hila; Malul, Miki; Luski, Israel (2018):

Unemployment among younger and older individuals. Does conventional data about unemployment tell us the whole story?

Abstract:

In this research we show that workers aged 30–44 were significantly more likely than those aged 45–59 to find a job a year after being unemployed. The main contribution is demonstrating empirically that since older workers' difficulties are related to their age, while for younger individuals the difficulties are more related to the business cycle, policy makers must devise different programs to address unemployment among young and older individuals. The solution to youth

unemployment is the creation of more jobs, and combining differential minimum wage levels and earned income tax credits might improve the rate of employment for older individuals.

Bruckmeier, Kerstin; Hohmeyer, Katrin; Schwarz, Stefan (2018):

Welfare receipt misreporting in survey data and its consequences for state dependence estimates. new insights from linked administrative and survey data.

In: *Journal for Labour Market Research* 52 (16), 21 S. DOI: 10.1186/s12651-018-0250-z.

Abstract:

In many advanced welfare states, welfare recipients often receive benefits for long periods. This persistence of welfare receipt can be caused by two distinct mechanisms: genuine or spurious state dependence. Knowledge of which of the two mechanisms drives the observed state dependence is important because the policy implications are different. Most of the empirical evidence on state dependence relies on survey data. However, survey data on welfare receipt are subject to substantial measurement error (i.e., misreporting of welfare benefit receipt), which may also bias state dependence estimates. This paper uses rich linked survey and administrative data to measure the effect of misreporting in the survey data on the estimated state dependence in welfare receipt in Germany. We find a rate of underreporting of welfare benefits of 8.6%. Recipients with relatively good labour market chances tend to underreport benefits more frequently. Overreporting benefits is less pronounced with a rate of 1.6%. Within the survey data, we observe more transitions into and out of the welfare system. However, our estimates of state dependence in welfare receipt based on a dynamic random effects model reveal that the effect of misreporting on estimated state dependence is small, even when we distinguish between working and non-working recipients in the model.

Campbell, Throy Alexander (2018):

A phenomenological study of business graduates' employment experiences in the changing economy.

In: *Journal for Labour Market Research* 52 (4), 10 S. DOI: 10.1186/s12651-018-0238-8.

Abstract:

This study explores the perspectives of business college graduates, how technology has shaped the structures of their jobs, and the role of non-technical skills as they navigate the changing career path. Three overlapping themes emerged from the data analysis: (1) influence of increased technology capabilities on job structures and careers; (2) participation in job-related training and formal education as means of adapting to the new work environment; and (3) the role of non-technical skills in the workplace amidst the intensification of technology change. This research provides higher education practitioners and labor market researchers qualitative perspectives on work structure changes.

Efstathiou, Konstantinos; Mathae, Thomas Y.; Veiga, Cindy; Wintr, Ladislav (2018):

Short-time work in Luxembourg. Evidence from a firm survey.

In: *Journal for Labour Market Research* 52 (14), 20 S. DOI: 10.1186/s12651-018-0247-7.

Abstract:

We analyse the use of short-time work (STW) by Luxembourg firms during the years of economic and financial crisis (2008–2009) and the subsequent European sovereign debt crisis (2010–2013). The economic and financial crisis saw a surge in the number of firms using short-time work. We find that the likelihood that a firm applied for or used short-time work increases with demand volatility, the degree of firm-specific human capital and is higher for firms that cannot shift workers between establishments or that are more export oriented. Firms reported that 20–25% of jobs in short-time work were saved by this measure.

Greenan, Nathalie; Messe, Pierre-Jean (2018):

Transmission of vocational skills in the second part of careers. The effect of ICT and management changes.

Abstract:

This paper looks at the effect of technological and organisational changes on the probability for workers in the second part of their careers of transmitting their knowledge to other colleagues in their employing firm. We use matched employer-employee data to link changes occurred at the firm level with knowledge transmission behaviours measured at the individual-level. To control for selection bias based on differences in observable characteristics between workers employed in changing work environments and those employed in non-changing ones, we apply propensity score matching techniques. We find that ICT and management changes reduce significantly the probability for workers over 45 of transmitting their knowledge to their colleagues. Then, we analyse the role of training in mitigating this negative impact. To address issues of self-selection into training, we use propensity score matching methods and a proxy for unobservable productivity. We show that participation in a training program regarding ICT tools may help older workers restore their role of knowledge transmitters.

Heiniger, Melina; Imdorf, Christian (2018):

The role of vocational education in the transmission of gender segregation from education to employment. Switzerland and Bulgaria compared.

Abstract:

Previous comparative research has uncovered considerable cross-country differences in occupational gender segregation. There is, however, a lack of research on the role of educational systems in the creation of gender segregation and gendered school-to-work transitions. The aim of this study is to investigate the role of vocational education and the strength of the education–employment linkage in the transmission of horizontal gender segregation from education into the labour market. Transition system literature points to a stronger linkage between education and employment in countries where initial vocational education and training dominates the educational offers, and to a weaker linkage in countries with a stronger focus on general education. Moreover, research on gender segregation in education shows that segregation is especially pronounced in educational systems with a strong vocational education and training sector on the upper secondary level. Based on these insights, we hypothesize that gender segregation in education and its transmission to employment is more pronounced the more distinct a country's initial vocational education and training system is. To test our assumption, we compare individual school-to-work transitions in Switzerland and Bulgaria, with the vocational principle being more prevalent in the structuring of Swiss educational offers. We use data from the Swiss Youth Panel Survey TREE (N = 3215) and the Bulgarian School Leaver Survey BSLS (N = 885). Following recent developments in multi-group segregation research, entropy-based measurements are calculated to study the school-to-work linkages and the transmission of gender segregation in the two select countries. The empirical results confirm a more pronounced educational gender segregation in Switzerland, which is transferred more strongly into the labour market due to the tighter linkage in that country between education and employment compared to Bulgaria.

Hohmeyer, Katrin; Wolff, Joachim (2018):

Of carrots and sticks. The effect of workfare announcements on the job search behaviour and reservation wage of welfare recipients.

Abstract:

The German workfare scheme 'One-Euro-Jobs', which provides additional jobs of public interest for welfare recipients, has a number of different goals. On the one hand, One-Euro-Jobs are intended to increase the participants' employment prospects in the medium term. On the other hand, they can be used to test welfare recipients' willingness to work. We use survey data from the Panel Study 'Labour Market and Social Security' and propensity score matching methods to study the intention-to-treat effect of receiving a One-Euro-Job announcement on job search behaviour, reservation wage and labour

market performance of welfare recipients. We find that receiving a One-Euro-Job announcement increases job search activities significantly and decreases the reservation wage for women and individuals who have been employed within the last 4 years, but does not affect the short-term employment probability.

Marks, Gary N. (2018):

Do the labour market returns to university degrees differ between high and low achieving youth? Evidence from Australia.

In: *Journal for Labour Market Research* 52 (5), 14 S. DOI: 10.1186/s12651-018-0241-0.

Abstract:

In almost all developed countries there has been substantial growth in university education over the last half-century. This growth has raised concerns that the benefits of university education are declining and that university education is not appropriate for students who, without the expansion, would not have been admitted. For such students, vocational education or direct entry to the labour market may be more appropriate. The purpose of this study is to examine the effects of university and vocational qualifications, net of other influences on a variety of labour market outcomes for Australian youths up to age 25; and if the benefits of university degrees differ across the achievement continuum. Achievement is measured by test scores in the OECD's PISA assessments. The six labour market outcomes investigated are: occupational status, hourly and weekly earnings, employment, unemployment and full-time work. The study finds that university degrees provide substantially superior labour market outcomes which are not confined to high and average achievers, at least for this cohort in their formative years in the labour market.

Munir, Farzana; Winter-Ebmer, Rudolf (2018):

Decomposing international gender test score differences.

In: *Journal for Labour Market Research* 52 (12), 17 S. DOI: 10.1186/s12651-018-0246-8.

Abstract:

In this paper, we decompose worldwide PISA mathematics and reading scores. While mathematics scores are still tilted towards boys, girls have a larger advantage in reading over boys. Girls' disadvantage in mathematics is increasing over the distribution of talents. Our decomposition shows that part of this increase can be explained by an increasing trend in productive endowments and learning productivity, although the largest part remains unexplained. Countries' general level of gender (in)equality also contributes to girls' disadvantage. For reading, at the upper end of the talent distribution, girls' advantage can be fully explained by differences in learning productivity, but this is not so at lower levels.

Reis, Mauricio (2018):

Measuring the mismatch between field of study and occupation using a task-based approach.

In: *Journal for Labour Market Research* 52 (9), 15 S. DOI: 10.1186/s12651-018-0243-y.

Abstract:

This paper seeks to provide a continuous measure to represent the distance between skills acquired in tertiary education and those required in an individual's occupation. This distance measure, which is computed by combining data from the 2010 Brazilian census with information from the 2010 Brazilian classification of occupations, suggests that workers usually classified in most of the literature into a single group of mismatches are in fact quite heterogeneous in the way their occupations are associated with areas of study. Evidence also shows that, even among mismatched workers, hourly labor earnings tend to decrease as the distance measure increases. This indicates the labor earnings penalty is not the same for all mismatched workers, seemingly changing substantially depending on the level of similarity between occupation and field of study.

Salvatori, Andrea (2018):

The anatomy of job polarisation in the UK.

Abstract:

This paper studies the contribution of different skill groups to the polarisation of the UK labour market. We show that the large increase in graduate numbers contributed to the substantial reallocation of employment from middling to top occupations which is the main feature of the polarisation process in the UK over the past three decades. The increase in the number of immigrants, on the other hand, does not account for any particular aspect of the polarisation in the UK. Changes in the skill mix of the workforce account for most of the decline in routine employment across the occupational distribution, but within-group changes account for most of the decline in routine occupations in middling occupations. In addition, there is no clear indication of polarisation within all skill groups—a fact that previous literature has cited as evidence that technology drives the decline of middling occupations. These findings differ substantially from previous evidence on the US and cast doubts on the role of technology as the main driver of polarisation in the UK.

Shi, Lulu P.; Imdorf, Christian; Samuel, Robin; Sacchi, Stefan (2018):

How unemployment scarring affects skilled young workers. evidence from a factorial survey of Swiss recruiters.

Abstract:

We ask how employers contribute to unemployment scarring in the recruitment process in the German-speaking part of Switzerland. By drawing on recruitment theories, we aim to better understand how recruiters assess different patterns of unemployment in a job candidate's CV and how this affects the chances of young applicants being considered for a vacancy. We argue that in contexts with tight school-work linkage and highly standardised Vocational Education and Training systems, the detrimental effect of early unemployment depends on how well the applicant's profile matches the requirements of the advertised position. To test this assumption, we surveyed Swiss recruiters who were seeking to fill positions during the time of data collection. We employed a factorial survey experiment that tested how the (un)employment trajectories in hypothetical young job applicants' CV affected their chances of being considered for a real vacancy. Our results show that unemployment decreases the perceived suitability of an applicant for a specific job, which implies there is a scarring effect of unemployment that increases with the duration of being unemployed. But we also found that these effects are moderated by how well the applicant's profile matches the job's requirements. Overall, the worse the match between applicant's profile and the job profile, the smaller are the scarring effects of unemployment. In sum, our findings contribute to the literature by revealing considerable heterogeneity in the scarring effects of unemployment. Our findings further suggest that the scarring effects of unemployment need to be studied with regard to country-specific institutional settings, the applicants' previous education and employment experiences, and the job characteristics.

Song, Younghwan (2018):

Job displacement and subjective well-being. findings from the American Time Use Survey Well-Being Modules.

Abstract:

Using matched cross-sectional data drawn from the 2010 and 2012 Displaced Workers Supplements of the Current Population Surveys and the 2010, 2012, and 2013 American Time Use Survey Well-Being Modules, this paper examines the relationship between job displacement and various measures of subjective well-being by sex. Displaced men report lower levels of life evaluation than nondisplaced men due to the differences in employment, marital status and income, whereas displaced women report lower levels of net affect and happiness and increased pain, sadness, and stress than nondisplaced women, but no difference in their life evaluation. Among men, those displaced by layoffs, not by plant closings, express lower levels of life evaluation than those not displaced, but there is no such difference by cause of displacement among women. The negative relationship between job displacement and subjective well-being decreases over time for both men and women.

Wieschke, Johannes (2018):

Frequency of employer changes and their financial return. gender differences amongst German university graduates.

Abstract:

Gender differences in the frequency of employer changes and their financial return were examined in a sample of Bavarian university graduates. The search and matching theories were used to develop hypotheses which were then tested against each other. The results show that in the first few years after graduation women change employer more frequently than men. In large part this can be explained by gender differences in labor market structures, in particular the fact that a woman's first job is less likely to be in a large company, in an executive position or on a permanent contract and women tend to be less satisfied with their first job. After controlling for variance in these factors the coefficient changes sign, indicating that under similar circumstances men change employer more often. Furthermore, both men and women benefit financially from changing employer. The absolute return is higher for men, but as men tend to have a higher starting salary there is no gender difference in the relative return and hence no effect on the gender gap. The results are also discussed in the light of the specifics of the structure of the German labor market.

Journal of Diversity in Higher Education (11) 2018

Original Articles

Broadhurst, Christopher; Martin, Georgianna; Hoffshire, Michael; Takewell, William (2018):

"Bumpin' Up Against People and Their Beliefs". Narratives of Student Affairs Administrators Creating Change for LGBTQ Students in the South.

Abstract:

Despite recent improvements for thelesbian/gay/bisexual/transgender/queer (LGBTQ) students in highereducation, marginalizing policies and climates for members of thatcommunity are still very present on our campuses. This narrativequalitative study, guided by the tempered radicals framework, exploreshow student affairs administrator in the southern United States haveworked to effect change for LGBTQ student populations on their campuses.Grassroots activism by faculty, staff, and administrators can providepowerful mechanisms for change within higher education. Participantswere interviewed to gain in-depth narratives of their experiencesworking within higher-education institutions to improve the collegepolicies and practices toward LGBTQ students. Overall, participantsshared inspiring and frustrating stories of how they worked to navigateinstitutional bureaucracies to create inclusive campus environments.

Cadenas, German A.; Cisneros, Jesus; Todd, Nathan R.; Spanierman, Lisa B. (2018):

DREAMzone. Testing Two Vicarious Contact Interventions to Improve Attitudes Toward Undocumented Immigrants.

Abstract:

We used Allport's (1954) intergroup contact theory as a framework to test the effectiveness of 2 vicarious contact interventions on improving attitudes toward undocumented immigrants. The first intervention was DREAMzone, a 4-hr ally certification workshop. The second intervention was a 30-min documentary film chronicling the stories of 5 undocumented immigrants. Participants (N = 239) experienced 1 of these 2 conditions or were part of a control group. Pre- and posttest assessments were conducted on various attitudes toward undocumented immigrants (i.e., empathy, anxiety, and prejudice). Our results indicated that both intervention modalities significantly improved attitudes toward undocumented immigrants. Attitudes of those in the control group did not change across assessments. Implications for higher education research and practice are discussed.

Dache-Gerbino, Amalia (2018):

College Desert and Oasis. A Critical Geographic Analysis of Local College Access.

Abstract:

In an effort to challenge the dominant discourses of college access and highlight nondominant discourses of college access such as geographic racism and segregation, I employ a Critical Geographic College Access (CGCA) framework. This framework consists of critical geographic theories such as power-geometry and spatial mismatch. Using Geographic Information Systems (GIS), I conducted spatial and proximity analysis of urban and suburban areas of a county in Western

New York. The results revealed a college desert in the urban core and a college oasis in the suburban periphery. Using a critical geographic approach, this article asserts that a depopulating city consisting of high concentrations of people of color has less college accessibility although more need than suburban areas.

Edwards, Sachi (2018):

Critical Reflections on the Interfaith Movement. A Social Justice Perspective.

Abstract:

There is a burgeoning interfaith movement in U.S. higher education, inspired, in large part, by global events, and aimed at promoting tolerance of religious diversity. While there are various supporting arguments and approaches to this type of student programming, social justice oriented approaches—that is, approaches specifically centered around addressing systemic oppression and uplifting marginalized perspectives—remain rare. This lack of critical social justice reflection in the interfaith movement puts institutions at risk of alienating and/or further marginalizing religious minorities, despite intentions to do otherwise. In this article, I describe the current trends in the interfaith movement, reflect on them from a critical social justice standpoint, and envision a future for the movement that is more inclusive of, and attentive to, religious minorities. Specific critiques from a social justice perspective include (a) the lack of overt examinations of power dynamics and Christian privilege, (b) the tendency to ignore the sociocultural nature of religious identity, and (c) the frequent exclusion of non-Abrahamic religious groups.

Garibay, Juan C.; Vincent, Shirley (2018):

Racially Inclusive Climates Within Degree Programs and Increasing Student of Color Enrollment. An Examination of Environmental/Sustainability Programs.

Abstract:

Students of color remain severely underrepresented in many science, technology, engineering, and mathematics (STEM) disciplines, including environmental fields. Although there is a growing body of research on predictors of selecting a STEM major, generally, much less is know about factors, especially at the program level, that predict the enrollment of students of color into specific STEM degree programs. Additionally, theoretical frameworks and higher education research on college major choice have yet to consider whether the climate for racial/ethnic diversity specifically within academic degree programs may affect the enrollment of students of color in those programs. Given this theoretical and empirical gap, this study set out to investigate whether an inclusive climate for diversity within a degree program may contribute to an increasing enrollment of students of color in interdisciplinary environmental and sustainability (IES) degree programs. Using a national sample of 343 IES degree programs and extending dimensions of an inclusive campus climate for racial/ethnic diversity to degree programs, findings show that IES degree programs with a more inclusive curriculum and greater student compositional diversity are significantly more likely to report an increasing enrollment of students of color. Implications of the findings for broadening participation and understanding diverse students' college major/career choice are examined.

Garriott, Patton O.; Nisle, Stephanie (2018):

Stress, Coping, and Perceived Academic Goal Progress in First-Generation College Students. The Role of Institutional Supports.

Abstract:

This study examined stress, coping, and perceived academic goal progress among first- (n = 363) and continuing-generation (n = 325) college students. Stress was significantly related to institutional supports for first- but not continuing-generation students. In addition, institutional supports explained the relation between stress and perceived academic goal progress for first- but not continuing-generation college students. Reflective coping explained the relation between stress and perceived academic goal progress for first- and continuing-generation college students. Contrary to hypotheses, friend and family

supports did not explain the relation between stress and perceived academic goal progress for first- or continuing-generation college students. Findings point to the relative importance of institutional supports in understanding links between stress and perceived academic goal progress for first-generation college students.

Garvey, Jason C.; Rankin, Susan (2018):

The Influence of Campus Climate and Urbanization on Queer-Spectrum and Trans-Spectrum Faculty Intent to Leave.

Abstract:

Prior scholarship offers that queer-spectrum and trans-spectrum faculty often experience hostile and uninviting institutional climates (Bilimoria & Stewart, 2009; Rankin, 2003; Sears, 2002). The results of a 2010 study (Rankin, Weber, Blumenfeld, & Frazer, 2010) suggest that these experiences may lead lesbian, gay, bisexual, transgender, and queer (LGBTQ) faculty to leave their institutions. In this secondary analysis of the data from the 2010 study, we examine the influence of campus climate and institutional urbanization on intent to leave among queer/trans-spectrum faculty. The findings suggest that a significant relationship exists between faculty members' desire to leave and campus climate. The results also offer that queer/trans-spectrum faculty at institutions in town/rural environments are more likely to seriously consider leaving their institutions.

Heredia, Jr., Dagoberto; Pina-Watson, Brandy; Castillo, Linda G.; Ojeda, Lizette; Cano, Miguel Angel (2018):

Academic Nonpersistence Among Latina/o College Students. Examining Cultural and Social Factors.

Abstract:

The present study examined behavioral and attitudinal domains of acculturation (e.g., adoption of White host culture norms) and enculturation (e.g., maintenance of traditional Latina/o norms), as well as the mediating role of intragroup marginalization (e.g., teasing from family members for not being Latina/o enough) and perceptions of the university environment, to test a culturally relevant understanding of academic nonpersistence attitudes among 129 Latina/o college students. Path analysis results indicated that individuals who practiced traditional Latina/o behaviors reported less teasing from family members for not being Latina/o enough, whereas individuals who had difficulty accepting traditional Latina/o values reported more teasing. Students who reported more teasing reported less confidence in their decision to attend and graduate from their university, whereas those who reported more positive perceptions of the university environment reported more confidence in their decision to further their education. Further, the relationship between nonpersistence and practicing traditional Latina/o behaviors was mediated, or explained, by the students' experience of being teased. Essentially, Latina/o students who expressed traditional Latina/o behaviors reported less teasing and in turn reported more confidence in their decision to attend and graduate from their university. These findings suggest that persisting Latina/o college students benefit from practicing traditional Latina/o behaviors and experiencing less teasing from family members for not being Latina/o enough. Implications for counselors, educators, and university administration are discussed.

Herrera, Nancy; Gloria, Alberta M.; Castellanos, Jeanett (2018):

The Role of Perceived Educational Environment and High School Generation on Mexican American Female Community College Students' Emic Well-Being.

Abstract:

Using a psychosociocultural approach, the study examined the mediating role of the perceptions of the community college environment and moderating influence of being first to graduate high school, on the relationships between coping and self-esteem with emic well-being, respectively. A total of 160 Mexican American female students were included in the study. Perceptions of the environment mediated the relationship between coping and emic well-being and partially mediated the relationship of self-esteem and emic well-being. Being first to graduate high school did not moderate coping and self-

esteem with emic well-being, respectively. Follow-up analysis revealed a moderated mediator relationship between coping and perceptions of the environment revealed a moderated mediator relationship between coping and perceptions of the environment. Overall, how the environment is perceived is salient to understanding Mexican American female students' wellness. Implications for community college personnel are addressed.

Hill, Sophia; Ben Hagai, Ella; Zurbriggen, Eileen L. (2018):

Intersecting Alliances. Non-Palestinian Activists in Support of Palestine.

Abstract:

Influenced by social identity theory, psychologists have focused primarily on the role of shared identity in leading people to engage in collective action. In this study, we are concerned with the factors that lead individuals who do not share a collective identity to act in solidarity with an outgroup. We explored this question by looking at the narratives and motives that brought non-Palestinian university students to participate in collective action for Palestine. In-depth interviews with campus activists and a yearlong observation of campus debates over the Israeli-Palestinian conflict suggested a number of motives for solidarity activism. First, activists drew parallels between their in-group collective narrative and the collective narrative of the Palestinians. Second, an intersectional narrative of identity increased activist self-efficacy by highlighting the ways that activists were both marginalized and privileged. Third, activists explained their affinity to these narratives as rooted in personal experiences with marginalization and discrimination. A final motive arose through the practice of coalition building that further empowered students of different minority groups. Findings from this study contribute to an understanding of the current surge in Palestinian solidarity activism on college campuses in the United States.

Hode, Mario Goldstein; Behm-Morawitz, Elizabeth; Hays, Alexie (2018):

Testing the Effectiveness of an Online Diversity Course for Faculty and Staff.

Abstract:

It is an ethical imperative that faculty and staff develop a level of cultural competence in order to work effectively with increasingly diverse student bodies, as well as to prepare students to effectively participate in a diverse, global workforce. Online learning offers a promising way to provide meaningful, in-depth diversity and inclusion education to faculty and staff who typically have limited time to devote to professional development activities. However, little is known about the effectiveness of such learning interventions. The current project utilized a pretest-posttest design to examine the effectiveness of a 4-week instructor-led web-based course facilitated on Blackboard Learning Management System. Effectiveness was defined as increasing participants' cultural competence in terms of cognitive, affective, and behavioral learning related to building a more inclusive campus environment. The findings of this study provide initial evidence for the use of this online course to support the development of faculty and staff cultural competence. Results indicate that participants developed a greater understanding of the value of diversity, an increased openness to learning about other cultures, and a greater awareness of their social privileges. Results also suggest that individuals' geographic background and comfort level with computer-mediated communication moderate the effectiveness of the course in terms of learning outcomes. Finally, qualitative data from the open-ended questions help support the quantitative analyses and provide a richer understanding of participants' experiences and learning in the online course. Implications for research on the effectiveness of online diversity courses are discussed.

Kortegast, Carrie A.; van der Toorn, Megan (2018):

Other Duties Not Assigned. Experiences of Lesbian and Gay Student Affairs Professionals at Small Colleges and Universities.

Abstract:

This study examined how lesbian and gay student affairs professionals negotiate their sexual identity within the institutional culture and professional responsibilities at small colleges and universities (SCUs). Nineteen individuals participated in semistructured interviews. Using the concept of theoretical bricolage (Kincheloe, 2005; Kincheloe, McLaren, & Steinberg, 2011), this study paired interpretivism and critical theory to explore how power mediated disclosure of sexual identity, enactment of identity, and assumed roles and responsibilities for participants. In general, participants' disclosure and enactment of sexual identity was carefully constructed. The participants discussed assuming many informal responsibilities regarding the support, education, and advocacy of lesbian, gay, bisexual, transgender, and queer (LGBTQ) students and organizations. These other duties were not part of formal job descriptions but rather assumed out personal interest, commitment to LGBTQ issues, and in response to a vacuum of support for LGBTQ students and issues. Recommendations to create more inclusive work and campus environments are provided.

LePeau, Lucy A. (2018):

Examining the Experiences and Characteristics of Academic Affairs and Student Affairs Leaders Identifying as Social Gadflies.

Abstract:

In a larger study about academic affairs and student affairs partnerships for diversity and inclusion aims, participants were characterized as social gadflies (LePeau, 2015). These participants effectively pushed the status quo in their respective campus environments by unearthing inequities and working collaboratively to infuse diversity and inclusion initiatives in the curriculum and cocurriculum. The purpose of the current study was to examine the experiences and characteristics of the social gadflies. Findings reveal how participants' experiences growing up in the Civil Rights Era, teaching in alternative K–12 education, and studying diversity and equity issues in graduate education influenced how they experimented with job roles and collaborated in their work to enact diversity and equity initiatives in their campus environments.

Listman, Jason D.; Dingus-Eason, Jeannine (2018):

How to Be a Deaf Scientist. Building Navigational Capital.

Abstract:

Deaf individuals are disproportionately underrepresented in science, technology, engineering, and mathematics (STEM) careers, particularly those requiring doctoral degrees. The leakage in the STEM pipeline between undergraduate enrollment and the awarding of doctoral degrees to Deaf students may be attributed, in part, to a lack of Deaf individuals in academic mentoring roles. This study examines mentoring experiences of Deaf mentees and their Deaf mentors who help them navigate in the STEM community as future Deaf scientists. The experiences of 3 Deaf mentoring dyads (Deaf mentor/Deaf mentee) working in undergraduate research laboratories are captured in this phenomenological study. Informed by a Deaf navigational capital framework, participants described the nature of their mentoring dyad and the content of navigational capital extended to Deaf mentees. Three themes emerged from this study: (a) modeling how to be a Deaf scientist; (b) promoting and fostering self-advocacy skills through inclusion and access; and, (c) networking with a broader community of scholars. The building of navigational capital for Deaf mentees is discussed.

Lombardi, Allison; Gelbar, Nicholas; Dukes, III, Lyman L.; Kowitt, Jennifer; Wei, Yan; Madaus, Joseph et al. (2018):

Higher Education and Disability. A Systematic Review of Assessment Instruments Designed for Students, Faculty, and Staff.

Abstract:

In this study, the literature in disability and higher education was examined, with a specific focus on assessment instruments. Published articles (n = 203) on development of new or refinement of existing instruments were reviewed for traits measured and psychometric rigor reported. Findings showed instruments are intended for professionals and students, and of the student instruments, broad categories are academic, nonacademic, and specific to a disability diagnosis. Not all instruments are limited to students with disabilities; many of the reviewed instruments can be utilized in higher-education settings on all students, faculty, and staff, regardless of disability. The implications of the findings undergird the urgency to prioritize disability as a facet of diversity within higher-education scholarship, and furthermore aid this prioritization by providing a catalogue of robust instruments to researchers and practitioners.

Madaus, Joseph W.; Gelbar, Nicholas; Dukes, II, Lyman L.; Lalor, Adam R.; Lombardi, Allison; Kowitt, Jennifer; Faggella-Luby, Michael N. (2018):

Literature on Postsecondary Disability Services. A Call for Research Guidelines.

In: *Journal of Diversity in Higher Education* 11 (2), S. 133–145. DOI: 10.1037/dhe0000045.

Abstract:

Support services for students with disabilities is now a distinct field of practice in higher education, with a significant increase in the number of students receiving services, programs to serve them, and professionals who oversee the programs. The field has professional and program standards, a code of ethics, and a disability service specific professional organization. Correspondingly, an extensive corpus of professional literature has emerged. However, though the research base has great breadth, it lacks significant depth, has poor sample and setting descriptions, and lacks methodological rigor. The result is that there is insufficient evidence spelling out what practices work with which students and in which settings. Guidelines intended to steer future research could have significant impact upon scholars conducting research and, subsequently, higher education. The present article describes the current state of the research base and proposes future directions to guide research.

McCoy, Shuntay Z. (2018):

The Intellectual War Zone. An Autoethnography of Intellectual Identity Development Despite Oppressive Institutional Socialization.

In: *Journal of Diversity in Higher Education* 11 (3), S. 325–346. DOI: 10.1037/dhe0000062.

Abstract:

This article utilizes the qualitative methodology of autoethnography for examining how doctoral programs create intellectual war zones for African American students through oppressive institutional socialization. Theoretically grounded in critical race theory, I utilize my counternarrative as an African American graduate student to describe the oppressive institutional socialization I encountered. This oppressive socialization was transmitted through the admission of racially and ideologically homogenous students, marginalizing course curriculum, and instructional classroom practices. I illustrate how each of these institutional decisions created a context that required an African American doctoral student to fight unspoken dichotomies such as the struggle between developing my intellectual identity and enduring institutional oppression. I also discuss the supports of my doctoral journey in an effort to highlight strategies that predominately White institutions (PWIs) can utilize to support the intellectual identity development of African American women.

McGuire, Keon M. (2018):

Religion's Afterlife. The Noninstitutional Residuals of Religion in Black College Students' Lived Experiences.

In: *Journal of Diversity in Higher Education* 11 (3), S. 309–324. DOI: 10.1037/dhe0000058.

Abstract:

Discourse concerning religion in the American public sphere exists within what Miller (2012) describes as church decline narratives. Highlighting the declining significance of organized religion, these narratives conform neatly with notions of young adults' relationships to formal authority broadly speaking and religious institutions in particular. However, the declining significance of institutionalized religion manifests itself differently in the lives of Black young adults living in the United States compared with White young adults. For example, according to the 2014 Religious Landscape Survey, younger Black millennials (20–26 years old) were less likely than younger White millennials to identify as religiously unaffiliated (29% vs. 38%; Pew Research Center, 2014). In light of this, how do we understand religion in the lives of college students? What are the implications of the fact that despite increasing religious disaffiliation, 90% of younger Black millennials are either absolutely or fairly certain about their belief in God? In this paper, I propose a theorization of religion's afterlife—or how religion continues to matter in Black students' lives despite their lack of affiliation and engagement with institutionalized faith organizations. I offer a critical account of religion as a socially constructed category that exerts influence in the lives of Black undergraduates beyond institutional boundaries and religious-specific spaces. These findings emphasize the necessity for educators to provide greater attention to spirituality and religion as critical components of institutions' diversity agendas in general and how religion and spirituality play out in the lives of Black undergraduates at PWIs in particular.

Motl, Thomas C.; Multon, Karen D.; Zhao, Fei (2018):

Persistence at a Tribal University. Factors Associated With Second Year Enrollment.

Abstract:

Participants include 89 college students from a tribal university in the Midwestern United States. A survey regarding attitudes and adjustment to campus was administered to all students during their first semester of college. Variables assessed included psychosociocultural integration factors, such as educational goals, trust of others at college, longing for home, school pride, and fair treatment from others (Motl et al., 2009). Objective variables indicating level of academic preparation for college (high school GPA, ACT scores, and class percentile), academic integration (college GPAs), and persistence (2nd-year enrollment status) were gathered from the university. Using logistic regression procedures, a model was created that accurately classified 89.9% of students into persisters and nonpersisters based on second-year enrollment status. The 3 blocks of variables—academic preparation, academic integration, and psychosociocultural integration factors—were entered sequentially into the model. Psychosociocultural variables were found to be predictive of persistence even after accounting for other variables in the model. High second semester GPA, placing an importance on education, staving off homesickness, perceptions of fair treatment from others, and school pride were all significant predictors of retention. Surprisingly, high school class percentile, trust of others at college, and levels of hope were all inversely associated with persistence behaviors.

Munoz, Susana M.; Vigil, Darsella (2018):

Interrogating Racist Nativist Microaggressions and Campus Climate. How Undocumented and DACA College Students Experience Institutional Legal Violence in Colorado.

Abstract:

In 2013, the state of Colorado passed the ASSET (Advancing Students for a Stronger Economy Tomorrow) bill, which allowed eligible undocumented/DACA (Deferred Action for Childhood Arrivals) students residing in Colorado the ability to qualify for in-state tuition at public institutions. Using qualitative methods, we examine how undocumented/DACA students experience their campus climate at 2 institutions in Colorado. This article highlights the voices of 12 undocumented/DACA students. We utilize the concept of legal violence and campus climate to illuminate 3 forms of racist nativist microaggressions (a) institutional ignorance; (b) the reproduction of pervasive invisibility; and (c) hidden/nonpresent communities of support as ways in which colleges and universities reproduce injurious acts. Recommendations and implications are provided.

Museus, Samuel D.; Yi, Varaxy; Saelua, Natasha (2018):

How Culturally Engaging Campus Environments Influence Sense of Belonging in College. An Examination of Differences Between White Students and Students of Color.

In: *Journal of Diversity in Higher Education* 11 (4), S. 467–483. DOI: 10.1037/dhe0000069.

Abstract:

Low persistence and degree completion rates continue to plague higher education, and students of color persist at even lower rates than their White peers. Research has linked greater sense of belonging in college to increased intentions to persist to graduation. However, research on how culturally relevant and responsive campus environments facilitate or hinder belonging and subsequent graduation among racially diverse college student populations is sparse. Using linear regression techniques, the authors use survey data from 870 students at an urban public research university to examine the relationship between culturally engaging campus environments and sense of belonging among White students and students of color. Results show that culturally engaging environments explain a significant portion of the variance in the belonging outcome for both White students and students of color. Implications for research and practice are discussed.

Mwangi, Chrystal A. George; Bettencourt, Genia M.; Malaney, Victoria K. (2018):

Collegians Creating (Counter)Space Online. A Critical Discourse Analysis of the I, Too, Am Social Media Movement.

In: *Journal of Diversity in Higher Education* 11 (2), S. 146–163. DOI: 10.1037/dhe0000054.

Abstract:

In 2014, an online student activist movement—"I, Too, Am"—exposed everyday racism Black collegians experience. The movement began at Harvard University and spread to universities throughout the U.S. and abroad. Student activism maintains a strong social media presence, but there is little empirical scholarship on the subject. This study mitigates the literature gap by investigating the "I, Too, Am Harvard" and "I, Too, Am Oxford" campaigns. While in a broad sense Black college enrollment grows in the United States and the England, these students face multiple forms of oppression including negative campus racial climate and microaggressions (Kimura, 2014; Solórzano, Ceja, & Yosso, 2000). We use critical discourse analysis as well as counterspaces as a theoretical framework to examine the "I, Too, Am" campaigns. Counterspaces provide a way for Students of Color to counter the institutional hegemony and racism they experience on their campuses by coming together to affirm and validate their racial identity and racialized experiences (Carter, 2007; Solórzano et al., 2000). Findings discuss (a) how British and American Students of Color are narrating and navigating their experiences with campus racism through social media, (b) I, Too Am as an avenue for exposing the transnational pervasiveness of institutionalized campus racism, and (c) social media as a means of promoting solidarity and counterspace among Students of Color across the Atlantic.

Nguyen, Mike Hoa; Chan, Jason; Nguyen, Bach Mai Dolly; Teranishi, Robert T. (2018):

Beyond Compositional Diversity. Examining the Campus Climate Experiences of Asian American and Pacific Islander Students.

In: *Journal of Diversity in Higher Education* 11 (4), S. 484–501. DOI: 10.1037/dhe0000071.

Abstract:

This mixed methods study examines the institutional mechanisms related to ethnicity that shape the differential experiences of Asian American and Pacific Islander (AAPI) students. By conducting in-depth interviews with AAPI students as well as analyzing data from the University of California Undergraduate Experience Survey, this study sought to gain a deeper understanding of the campus experiences of AAPI undergraduates at UCLA from a disaggregated perspective, as aggregate data may lead to erroneous conclusions that AAPI students are academically successful, well-adjusted, and satisfied with their college experiences—a rationale often used to exclude AAPIs from campus conversations regarding diversity, ethnic representation, and racial climate. The findings detail the unique and different experiences of various AAPI subgroups and suggest the need to overcome the harmful stereotype that AAPIs have escaped the racialized, and sometimes discriminatory, experiences of other racial minorities—even if they attend institutions that are compositionally diverse. As institutions of higher education continue to grapple with campus climate, there is an immediate need to consider how AAPI students fit within that narrative and into larger campus priorities.

Palmer, Robert T.; Arroyo, Andrew T.; Maramba, Dina C. (2018):

Exploring the Perceptions of HBCU Student Affairs Practitioners Toward the Racial Diversification of Black Colleges.

Abstract:

While research has shown that the racial diversity of historically Black colleges and universities (HBCUs) is increasing, literature suggests that some stakeholders at HBCUs feel the diversification of Black colleges could change their culture, which some see as vital for promoting the success of Black students. Given this, the following study discusses findings from 1 set of stakeholders at an HBCU—student affairs practitioners—in order to understand their perspective toward the racial diversification of Black colleges. This instrumental case study not only examined perceptions of HBCU student affairs professionals toward the racial diversification of Black colleges, but also their efforts to foster a more inclusive campus climate for non-Black students. This article is important because it provides salient context for HBCUs as they further seek to increase the racial diversification of their student bodies.

Perez, Rosemary J.; Barber, James P. (2018):

Intersecting Outcomes. Promoting Intercultural Effectiveness and Integration of Learning for College Students.

Abstract:

This directed content analysis examined the relationships between 2 student learning outcomes in the Wabash National Study of Liberal Arts Education: intercultural effectiveness and integration of learning. We reexamined data from King, Perez, and Shim's (2013) study of intercultural effectiveness and Barber's (2012, 2014) studies of integration of learning to determine whether there was a relationship between these 2 outcomes among undergraduate students' experiences, and the characteristics of those experiences that represented both outcomes. Within our analytic sample, experiences that reflected both outcomes tended to occur within formally structured educational environments (e.g., classes, study abroad) rather than in informal settings. Further examination of the analytical sample revealed that students generally displayed similar levels of complexity among their approaches to intercultural effectiveness and integration of learning within a particular experience. This study also revealed that students tended to reflect upon their marginalized social identities rather than their privileged ones as they integrated their learning. The findings of this research can be used to create more strategic opportunities for learning that promote the achievement of both outcomes, advancing the overarching outcome of fostering wise citizenship.

Pitcher, Erich N.; Camacho, Trace P.; Renn, Kristen A.; Woodford, Michael R. (2018):

Affirming Policies, Programs, and Supportive Services. Using an Organizational Perspective to Understand LGBTQ plus College Student Success.

Abstract:

Research indicates that lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) college students face a hostile campus climate. Despite the hostile campus climate, many LGBTQ+ students persist. Understanding what helps students persist is important to student affairs professionals as they develop data-driven interventions to improve the experiences and outcomes among LGBTQ+ college students. Drawing on 60 interviews conducted as a part of the mixed-methods National Study of LGBTQ Student Success, using an organizational perspective, this qualitative investigation explores the ways in which LGBTQ+ college students draw support from policies, programs, and services. We find that LGBTQ+ resource centers and student organizations are important sources of support for this population. LGBTQ+ college students indicated that policies, including nondiscrimination policies, serve important symbolic functions. Finally, we find that LGBTQ+ students describe the campus climate in positive, neutral, and negative terms. We offer implications for practice, including the continued need for LGBTQ+ services, the ability for students to self-organize, the importance of affirming policies, and the importance of supportive college environments. We also describe implications for future research.

Rubin, Mark; Scevak, Jill; Southgate, Erica; Macqueen, Suzanne; Williams, Paul; Douglas, Heather (2018):

Older Women, Deeper Learning, and Greater Satisfaction at University. Age and Gender Predict University Students' Learning Approach and Degree Satisfaction.

Abstract:

The present study explored the interactive effect of age and gender in predicting surface and deep learning approaches. It also investigated how these variables related to degree satisfaction. Participants were 983 undergraduate students at a large public Australian university. They completed a research survey either online or on paper. Consistent with previous research, age was a positive predictor of both surface and deep learning. However, gender moderated this age effect in the case of deep learning: Age predicted deep learning more strongly among women and not among men. Furthermore, age positively predicted degree satisfaction among women but not among men, and deep learning mediated this moderation effect. Hence, older female students showed the greatest deep learning in the present sample, and this effect explained their greater satisfaction with their degree. The implications of these findings for pedagogical practices and institutional policy are considered.

Skewes, Monica C.; Shanahan, Elizabeth A.; Smith, Jessi L.; Honea, Joy C.; Belou, Rebecca; Rushing, Sara et al. (2018):

Absent Autonomy. Relational Competence and Gendered Paths to Faculty Self-Determination in the Promotion and Tenure Process.

Abstract:

This research examines ways in which men and women university faculty sought self-determination in the promotion and tenure (P&T) process. Self-Determination Theory (SDT; Deci & Ryan, 2012) research tends to view autonomy as the central factor in self-determination, taking priority over other psychological needs of relatedness and competence. The P&T process occurs within a context that inherently limits autonomy, providing a unique opportunity to examine experiences of relatedness and competence when autonomy is constrained. We used a qualitative research strategy with a matched case study design to explore how individuals experience the constructs of SDT (i.e., autonomy, competence, and relatedness) within the P&T process. Our project focuses on faculty in science, technology, engineering, and mathematics (STEM) departments undergoing P&T review at one university. Women faculty in STEM were compared with men faculty at the same rank and in similar departments concurrently going through P&T review. Findings showed that men reported experiencing self-determination via informational competence whereas women approached self-determination through relational competence. Creating a level playing field for faculty navigating the P&T process requires being attuned to different paths to self-determination, fostering relationships between faculty, and clarifying policies and procedures.

Smith, Jessi L.; Handley, Ian M.; Rushing, Sara; Belou, Rebecca; Shanahan, Elizabeth A.; Skewes, Monica C. et al. (2018):

Added Benefits. How Supporting Women Faculty in STEM Improves Everyone's Job Satisfaction.

Abstract:

Can gender-based diversity programs benefit everyone? We tested whether and how a broadening participation program intended to benefit women working within male-dominated academic fields of science, technology, engineering, and mathematics, may relate to job satisfaction for all who feel involved. Informed by self-determination theory (Deci & Ryan, 2012), we designed and tested a gender-diversity program that supported women faculty's psychological need for autonomy, relatedness, and competence through their involvement in five activities embedded in three "ADVANCE Project TRACS" (Transformation through Relatedness Autonomy and Competence Support) initiatives. Longitudinal repeated measures collected over 3 years from men and women tenure track faculty across disciplines show that for everyone, involvement with the program predicted a significant positive change in psychological need satisfaction. This change was associated with positive changes in job satisfaction over time. Results demonstrate the success of this particular program, and suggest that diversity programs that target one group can have wide-spread positive impacts on all who feel involved.

Squire, Dian D.; Kelly, Bridget Turner; Jourian, T. J.; Byrd, Ajani M.; Manzano, Lester J.; Bumbry, Michael (2018):

A Critical Race Feminist Analysis of Men of Color Matriculating into a Higher Education Doctoral Program.

Abstract:

In Fall, 2012, the Loyola University Chicago Higher Education program faculty admitted a doctoral cohort of 5 men of color. This article is a reflexive and reflective autoethnography that explores the college choice processes of 5 doctoral men of color through a Critical Race Feminist perspective. The faculty program chair's narrative supplements this autoethnography and explores the recruitment and decision-making processes that informed the selection of this cohort. We offer implications for practice regarding recruitment of this population in doctoral education. These implications include critically analyzing higher education admission norms toward diversifying the student body, increasing faculty diversity, and creating strong mentoring opportunities.

Uehara, Denise L.; Chugen, Jonathan; Raatior, Vidalino Staley (2018):

Perceptions of Pacific Islander Students in Higher Education.

Abstract:

A comprehensive inquiry about the experiences of Pacific-Islander students in higher education is sorely wanting. This study uncovered cultural predilections of Pacific-Islander students from the American-affiliated Pacific region related to their experiences in a Western setting. The University of Hawaii at Hilo (UH Hilo) serves as the backdrop to this exploration. As with any other institutes of higher education, UH Hilo is concerned about attracting, retaining, and graduating their students. With a considerably high Pacific-Islander student population attending UH Hilo, we are in a prime position to explore and examine factors that contribute to or hinder retention and graduation. More importantly, we have an opportunity to give voice to a population that is rarely identified in the higher education literature and continually obscured in the discourse of attainment. More than 90 Pacific-Islander students were recruited to participate in a series of focus groups and interviews. Seven overlapping themes emerged related to culture, identity, language, and barriers to retention and graduation. Findings confirmed some of the previous literature on the dichotomy of American versus traditional culture in general settings and identified other cultural variables that pose challenges to postsecondary education completion. Our findings provide the groundwork for further examination of postsecondary institutions' capacity to respond to and include Pacific-Islander ways of being as a foundation for participation and support.

Yakaboski, Tamara; Perez-Velez, Karla; Almutairi, Yousef (2018):

Breaking the Silence. Saudi Graduate Student Experiences on a US Campus.

Abstract:

Through an exploratory sequential mixed-methods case study of 1 midsize research university, this study models how to use research to assess student experiences of campus climate and then create new opportunities that address their needs on campus. The purpose of this study was to explore Saudi graduate students' experiences and their interactions with U.S. faculty, staff, and students. Participants cited mostly positive interactions with faculty and staff, but limited or negative interactions with U.S. students, including incidents of direct and indirect discrimination, a lack of cultural and religious understanding, and pervasive gender stereotypes for Muslim women who veil. The study offers implications for higher-education administrators and faculty to improve campus climate for 1 population of international students.

Journal of Higher Education, The (89) 2018

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Original Articles

Andrews, Benjamin D. (2018):

Delayed Enrollment and Student Involvement. Linkages to College Degree Attainment.

In: *Journal of Higher Education, The* 89 (3), S. 368–396. DOI: 10.1080/00221546.2017.1390972.

Abstract:

Students who delay college enrollment after they graduate from highschool have a lower chance of completing a college degree compared to students who enroll in college immediately after high school. This article explores delayers' involvement in high-impact postsecondary campus activities to understand whether participation in high-impact activities is associated with bachelor's degree attainment for students who delay enrollment. This study found that overall involvement in high-impact activities was associated with greater odds of bachelor's degree attainment for all students, but students who delay entry into college do not benefit any differently than immediate-enrollment students from involvement in these activities. Participation in high-impact activities is only related to bachelor's degree attainmentin a minor way compared to other variables like students' socio economic background and high school grade point average. This finding suggests that although high-impact practices may play a role in promoting student success in college, they are not as important as other social background and pre college student characteristics.

Baker, Dominique J.; Blissett, Richard S. L. (2018):

Beyond the Incident. Institutional Predictors of Student Collective Action.

In: *Journal of Higher Education, The* 89 (2), S. 184–207. DOI: 10.1080/00221546.2017.1368815.

Abstract:

Since the original unveiling of the I, Too, Am Harvard campaign, which highlighted students' experiences with racially based micro-aggressions on Harvard's campus, more than 40 other student-led initiatives have developed their own similar campaigns. We used data on 4-year public and private, not-for-profit institutions during a 5-year period from the Integrated Postsecondary Education Data System to investigate the institutional characteristics that predict the birth of an I, Too, Aminitiative. We did not find evidence that the racial diversity of higher education institutions is predictive of their propensity to have an I,Too, Am campaign. Instead, the general states of institutions' selectivity, size, and percentage of Pell Grant recipients were more predictive. Also, while we found that the current state of institutions has some predictive power, we found less evidence of this relationship for changes in the institutional state. The data suggested that the tipping points that motivate student social movement mobilization maynot be primarily related to any specific change in institutional characteristics, but rather that they existed in a context of standing institutional characteristics.

Bastedo, Michael N.; Bowman, Nicholas A.; Glasener, Kristen M.; Kelly, Jandi L. (2018):

What are We Talking About When We Talk About Holistic Review? Selective College Admissions and its Effects on Low-SES Students.

In: *Journal of Higher Education, The* 89 (5), S. 782–805. DOI: 10.1080/00221546.2018.1442633.

Abstract:

This mixed-methods study used open-response survey data, focus groups, and an experimental simulation to explore how 311 admissions officers defined and used concepts of holistic review in selective college admissions. We found that 3 distinct definitions of holistic review predominate in the field: whole file, whole person, and whole context. We explored these concepts qualitatively and used the coded data to predict decision making in an experimental simulation. We found that admissions officers with a "whole context" view of holistic review were disproportionately likely to admit a low socioeconomic-status applicant in our simulation. Inconsistent definitions of a core admissions concept make it more difficult for the public to comprehend the "black box" of college admissions, and a more consistently contextualized view of holistic review may also have real-world implications for the representation of low-income students at selective colleges.

Cabrera, Alberto F.; Peralta, Alicia M.; Kurban, Elizabeth R. (2018):

The Invisible 1%. A Comparison of Attaining Stepping Stones Toward College Between Military and Civilian Children.

Abstract:

This study examined the differences between U.S. civilian and military children in their attainment of milestones toward college during a period of burgeoning military deployment (2002–2004). In spite of this intensive deployment, the process of attainment of milestones toward college among military children from Grade 10 to Grade 12 was remarkably similar to that of civilian children.

Castellanos, Michelle (2018):

Examining Latinas' STEM Career Decision-Making Process. A Psychosociocultural Approach.

Abstract:

The current multi-institutional study took place within the context of highly selective California institutions of higher education. The author built on social-cognitive career theory and the psychosociocultural framework to test a holistic structural equation model for Latina career decision making in science, technology, engineering, and mathematics (STEM). The hypothesized model fit the data well. Fourteen statistically significant paths were observed, indicating that campus climate, academic involvement, and faculty support and encouragement played an important role in Latinas' STEM career decision-making process. Latina students with higher socioeconomic status, faculty support, and academic involvement were more likely to have STEM career goals. Those who perceived their classroom climates as hostile and who had higher self-sacrifice values were less likely to pursue STEM career goals. Several implications for student affairs administrators, institutional policymakers, and counseling services are provided and offer important considerations when working with Latina undergraduates who wish to pursue STEM fields. Implications for research and theory are also discussed.

Commodore, Felecia (2018):

The Tie That Binds. Trusteeship, Values, and the Decision-Making Process at AME-Affiliated HBCUs.

Abstract:

This study aimed to discover how trust is established during the decision-making processes of boards of trustees at private historically Black colleges and universities (HBCUs). This study also aimed to address if and how board composition and individual board members' value systems play a role in the decision-making process and work of the board. Using a multisite case-study approach, currently serving board members of 3 African Methodist Episcopal church-affiliated HBCUs were interviewed regarding the way in which they engaged with the presidential selection process at their institution. Major findings from this study were that personality and character traits of presidential candidates may have a heavier influence on the perception of candidates' suitability than their resume or past performance. Furthermore, there was a direct reflection of board members' values in the personality and network traits found desirable and nondesirable in

presidential candidates. These shared values create a sense of trust between board members and candidates, which in turn affects which candidates do and do not have a viable chance of attaining the presidency. These findings have implications on board member selection and training at HBCUs, and they provide insight into the role of culture in governance practices.

Cox, Rebecca D.; Sallee, Margaret W. (2018):

Neoliberalism Across Borders. A Comparative Case Study of Community Colleges' Capacity to Serve Student-Parents.

Abstract:

Community colleges in the United States and Canada operate within postsecondary environments that are being reshaped by neoliberal policymaking. As community colleges in both countries respond to the pressures of neoliberalism, their capacity to serve students already marginalized by their "nontraditional" status may be affected in contradictory ways that benefit some students while further disadvantaging others. This article drew on data from a comparative case study of two urban community colleges, one in the United States and one in Canada, to explore how the increasing marketization of postsecondary education in both countries is affecting each college's position within its particular postsecondary environment and, in turn, is shaping its capacity at the organizational level to support its student population. As a means of highlighting the consequences of neoliberal processes on marginalized students, we focused our attention at the organizational level on resources and supports targeted at students with dependent children, a group of students who are often rendered invisible—both by neoliberal discourses and traditional postsecondary policies and practices.

Cundiff, Jessica L.; Danube, Cinnamon L.; Zawadzki, Matthew J.; Shields, Stephanie A. (2018):

Testing an Intervention for Recognizing and Reporting Subtle Gender Bias in Promotion and Tenure Decisions.

Abstract:

Women make up the majority of doctoral degree earners yet remain underrepresented in tenure-track positions within the academy. Gender disparities result in part from the accumulation of subtle, typically unintentional biases that pervade workplace structures, practices, and patterns of interactions that inadvertently favor men. However, the subtle nature of gender bias makes it difficult to detect and thus diminishes the likelihood of action to address it. We experimentally evaluated the effectiveness of a brief intervention, the Workshop Activity for Gender Equity Simulation in the Academy (WAGES-Academic), which was designed to increase recognition of subtle gender bias in the academic workplace. Participants (N = 177) completed either the WAGES intervention or one of two control conditions and later evaluated promotion and tenure materials of a woman faculty member who received either a blatant sexist, subtle sexist, or nonsexist review. Consistent with hypotheses, WAGES participants (vs. controls) detected more subtle gender bias (ps < .02) and were subsequently more likely to report concerns about bias (ps < .04). Results suggest that low-cost interventions that educate individuals about subtle bias in a nonthreatening way may increase detection and reporting of gender bias in higher education institutions.

Di Xu; Jaggars, Shanna Smith; Fletcher, Jeffrey; Fink, John E. (2018):

Are Community College Transfer Students "a Good Bet" for 4-Year Admissions? Comparing Academic and Labor-Market Outcomes Between Transfer and Native 4-Year College Students.

Abstract:

Using detailed administrative data from Virginia, this paper examines whether community college "vertical transfer" students who resemble "native four-year" students in their accumulated college-level credits and performance at their point of entry into the four-year sector perform equally well in terms of both academic and labor market outcomes. We compare matching strategies typically used in existing literature to one where we match vertical transfer and native four-

year students based on prior credits earned, accumulative GPA, and the destination four-year institution, and find substantial differences in estimates based on different matching strategies. We also examine potential mechanisms underlying vertical transfer students' relative performance at the four-year institution and in the labor market. The results show that vertical transfer students' probability of baccalaureate attainment is comparable to that of similar native students attending the same four-year institution. However, when considering their earnings eight years after initial college enrollment, vertical transfer students experience a significant and nontrivial earnings penalty. Subsequent analyses examining possible mechanisms suggest the earning decrement is partly due to a delayed entry into the labor market as a result of credit loss at the point of transfer.

Drezner, Noah D. (2018):

Philanthropic Mirroring. Exploring Identity-Based Fundraising in Higher Education.

Abstract:

Scholars have long documented the intersection between social identity and experiences within higher education. However, we know very little about the role of social identity in shaping alumni engagement with their alma mater, specifically through philanthropic giving. Building upon social identity and social distance theories and the identity-based motivation model, I developed a philanthropic mirroring framework that posits that alumni engagement increases when alumni social identity is mirrored in solicitation efforts. Using my own population-based survey experiment, the National Alumni Giving Experiment (n = 1,621), I found that respondents who shared at least 1 marginalized social identity with students profiled in fundraising solicitations are more likely than others to assign more importance to the cause and to give greater amounts. Implications for research and practice are discussed.

Gonzales, Leslie D. (2018):

Subverting and Minding Boundaries. The Intellectual Work of Women.

Abstract:

Using various methods and analytical angles, researchers consistently show that members of non-dominant groups, including women, experience academia as a hostile and marginalizing space. Such work is important, and yet, it is equally important that researchers approach the study of women's academic careers by elevating their intellectual labor. In this study, I take up two questions: (1) What are the origins of women's intellectual work and (2) How do women go about doing their intellectual work? My findings suggest that women tend to locate the origins of their work in the everyday rather than in formal educational sites, such as disciplinary contexts or classrooms. In terms of the doing of their intellectual work, I found that most women utilize subversive tactics, as they challenge disciplinary and professional boundaries that have historically governed the recognition and legitimation of knowledge within academe. However, drawing from critical race feminism, I also find some notable distinctions between Women of Color and White women, and suggest that future researchers attend more carefully to how power and privilege yields particular conditions and consequences among women. This paper offers important insights for peer reviewers (e.g., hiring, promotion, disciplinary award committees, and publication reviewers) as to the grounding(s) and distinctive contribution(s) of women's intellectual work.

Gonzalez Canche, Manuel S. (2018):

Nearby College Enrollment and Geographical Skills Mismatch. (Re)conceptualizing Student Out-Migration in the American Higher Education System.

Abstract:

Student out-migration is a well-studied topic covering more than 40 years of research. This literature has typically equated student out-migration to out-of-state enrollment and has classified all college attendance taking place in students' state of

residence as in-state enrollment. This study argues that failing to capture students' out-migration within their states of residence may overestimate the positive returns of "out-migrating" by underestimating the effect of attending college "in state." Accordingly, the purpose of the study was 2-fold. First, it relied on geographical network analysis to offer a framework that disaggregated the sole measure of in-state enrollment into (a) nearby college enrollment and (b) within-state out-migration. Second, it tested the impact of these newly proposed conceptualizations of students' out-migration decisions on educational and financial outcomes. With the use of the Education Longitudinal Study (2002:12) and other individual-, institution-, geographic-, and state-level indicators, findings indicated that the typical in-state versus out-of-state definition exaggerates the assumed benefits of "migrating." Indeed, within-state out-migrants attained similar academic and salary-based results while incurring significantly lower undergraduate loan debt compared with students who out-migrated out of state. The study offers evidence of geographical skills mismatch associated with students' worsened outcomes when enrolling in their 5 closest options and offers a framework to minimize such a mismatch.

Harris, Michael S.; Ellis, Molly K. (2018):

Exploring Involuntary Presidential Turnover in American Higher Education.

Abstract:

University presidents face a variety of competing demands and pressures to successfully lead their institutions. We sought to better understand these issues by studying unsuccessful presidencies ending in an involuntary turnover. We collected data on 1,029 presidential terms across 256 institutions with Division I athletics from 1988 to 2016. Our findings revealed 7 causes of involuntary turnover including athletics controversy, financial controversy, loss of board confidence, loss of faculty confidence, loss of system confidence, poor judgment, and poor fit. In addition to identifying trends in presidential involuntary turnover, we propose a presidential turnover framework to explain the causes of presidential turnover.

Hermanowicz, Joseph C.; Clayton, Kristen A. (2018):

Contemporary Academic Publishing. Democratization and Differentiation in Careers.

Abstract:

This study examined how publishing figures in the careers of academics as a means to study the social organization of higher education. Publishing is a means by which academics legitimate themselves. Yet previous work has demonstrated that most academics publish comparatively little. A classic literature in the sociology of science has used employing organization and career phase as chief devices by which to understand how academic fields are stratified. The study treated the field of sociology as a case by which to examine publication processes across cohorts of academics and stratified tiers of academic work. This article argues that a major transformation marks contemporary academic careers: Publication in science and scholarship is increasingly democratized. This article concludes with a discussion on three sets of macro conditions—massification, saturated labor markets, and neoliberalism—that may be understood for their democratizing effects on the career patterns of contemporary academics.

Holley, Karri A. (2018):

The Longitudinal Career Experiences of Interdisciplinary Neuroscience PhD Recipients.

Abstract:

Interest in interdisciplinary programs in science, technology, engineering, and mathematics (STEM)-related fields at the graduate-degree level is widespread across American higher education. Using longitudinal qualitative interviews, this article considers the early career experiences of scholars who hold an interdisciplinary PhD in neuroscience. The scholars were interviewed first as doctoral students and then 6 years later. The findings illustrate the challenges of marketability, professional development, and balancing personal and career demands for interdisciplinary PhD recipients in STEM-related fields.

Hora, Matthew T.; Smolarek, Bailey B. (2018):

Examining Faculty Reflective Practice. A Call for Critical Awareness and Institutional Support.

Abstract:

This interview-based study explores the nature of reflective practice among postsecondary faculty by examining the types of teaching-related data faculty use during their reflection, their reflective practice process, and the contextual factors that influence that process. Our findings indicate faculty drew on both numeric and non-numeric data forms to engage in reflective practice which complicates the current imagination of "data" within the Data-Driven Decision Making (DDDM) movement. Our findings also showed three distinct types of faculty reflection - instrumental, structural-critical, and social-critical - which demonstrate the varied functions and forms reflection can take. Finally, we demonstrate that although faculty consistently engaged in reflective practice, the outcomes of this reflection were severely limited by both individual bias and institutional constraints. Thus, while we recognize the current budgetary struggles many universities are facing, we argue that in order to better serve postsecondary students, particularly those from historically underrepresented groups, more institutional support is needed. Specifically, we argue postsecondary institutions play a significant role in facilitating critical examination by providing faculty the necessary space, time, and guidance to engage in critical reflection as well as the appropriate institutional mechanisms to voice concerns and enact change.

Jaquette, Ozan; Kramer, II, Dennis A.; Curs, Bradley R. (2018):

Growing the Pie? The Effect of Responsibility Center Management on Tuition Revenue.

Abstract:

Responsibility center management (RCM) budgeting systems devolve budget responsibility while creating funding formulas that provide incentives for academic units to generate revenues and decrease costs. A growing number of public universities have adopted RCM. The desire to grow tuition revenue has often been cited as a rationale for adoption. Previous research has not assessed the effect of RCM on institution-level tuition revenue. Traditional regression methods that calculate "average treatment effects" are inappropriate because RCM policies differ across universities. This study employed a synthetic control method (SCM) approach. The SCM approximates the counterfactual for an RCM adopter by creating a synthetic control institution composed of a weighted average of nonadopters. The SCM estimates the effect of RCM separately for each adopter rather than estimating the average effect across multiple adopters. We used SCM to analyze the effect of RCM adoption on tuition revenue at 4 public research universities that adopted RCM during 2008 to 2010. We found a positive relationship between RCM and tuition revenue at Iowa State University, Kent State University, and the University of Cincinnati. The magnitude of this relationship was moderately large relative to placebo adopters. We found no relationship between RCM and tuition revenue at the University of Florida.

Johnson, David R. (2018):

The Boundary Work of Commercialists in Academe. Implications for Postdoctoral Training.

Abstract:

Using two conceptual frameworks—boundary work and field theory—I examined how academic scientists' strategies for demarcating science from the market have implications for professional socialization. I focused on how field theory's emphasis on group differentiation, power, and rules within fields can inform analysis of boundary work. The study was organized around two questions: How do academic scientists demarcate the fields of science and the market? What role do noncommerical scientists, graduate students, and postdoctoral scientists play in commercially oriented scientists' boundary work? Drawing from in-depth interviews with 61 commercialist and traditionalist scientists at commercially intensive research universities, I identified three "rules" that operate as boundaries between science and the market. Commercialist adherence to these rules translated into a particular practice of third party impression management in which commercialists used postdoctoral scientists to segment science from the market. The liminality of postdoctoral scientists, which originates in their status as trainees between formal education and permanent positions, doubled as commercialist advisors situated them in the space between the fields of science and the market. The findings suggest that contemporary

ways of protecting the integrity of the professoriate may operate at the expense of the long-term health of the profession by undermining professional socialization.

Johnson, Sarah Randall; Stage, Frances King (2018):

Academic Engagement and Student Success. Do High-Impact Practices Mean Higher Graduation Rates?

Abstract:

This study examined the relationship between 10 high-impact practices and graduation rates at four-year public colleges and universities in the United States. The Association of American Colleges and Universities defined high-impact practices as especially effective for student learning, engagement, and career preparation in the 21st century. While advocacy for these practices and their inclusion in undergraduate curricula is growing, little research has examined their relationship to institutional outcomes. Based on data from 101 participating institutions, this study used both primary and secondary data to investigate whether offering high-impact practices as required for all students, required for some students, or optional was related to an institution's four or six-year graduation rate. The findings suggest that high-impact practices are in widespread use across different institutional types but have limited relationships with graduation rates. This study contributes to the body of literature on college completion. Findings suggest that offering high-impact practices may not lead to increased graduation rates at public institutions.

Kelchen, Robert (2018):

Do Performance-Based Funding Policies Affect Underrepresented Student Enrollment?

Abstract:

More states are using performance-based funding (PBF) systems in an effort to incentivize public colleges to operate more effectively. Responding to concerns about equity, states are also adopting provisions that encourage colleges to serve more students who at risk of not completing college. In this paper, I examine whether PBF policies in general—and more specifically policies that have provisions designed to incentivize colleges to enroll underrepresented students—are associated with the number of lower-income, underrepresented minority, and adult students enrolled at four-year public colleges. Using a generalized difference-in-difference framework, I find little evidence that PBF systems as a whole meaningfully affect underrepresented student enrollment. However, the presence of bonuses for serving at-risk students appears to help mitigate any efforts to enroll a more advantaged student body that may be present in other PBF systems.

Kezar, Adrianna; Gehrke, Sean; Bernstein-Sierra, Samantha (2018):

Communities of Transformation. Creating Changes to Deeply Entrenched Issues.

Abstract:

The purpose of this article is to describe a new variation of communities of practice: communities of transformation. We define communities of transformation as communities that create and foster innovative spaces that envision a new future. This article is based on research examining four undergraduate STEM faculty communities of practice designed to engage faculty in STEM reform work. It is informed by the communities of practice, professional learning communities, and transformational learning literatures and analyzes data gathered through document analysis, interviews, and observations. We highlight three elements critical to these communities and suggest implications for future research and practice.

Klempin, Serena; Karp, Melinda Mechur (2018):

Leadership for Transformative Change. Lessons From Technology-Mediated Reform in Broad-Access Colleges.

Abstract:

Community colleges and broad-access 4-year institutions can serve the vital function of increasing educational equity in the United States, but only if they engage in organizational change to address low completion rates. Drawing on qualitative case studies of 6 colleges, this study explored the influence of different types of leadership approaches on the implementation of a technology-mediated advising reform and assessed which types of leadership were associated with transformative organizational change. In-person interviews were conducted with 101 college administrators, faculty, and staff, and follow-up interviews were conducted with 88 participants. Using Heifetz's theory of adaptive change, we found that transformative change requires multitiered leadership with a unified commitment to a shared vision for the reform and its goals. In addition, although we found that upper-level institutional leaders and midlevel project leaders both had important roles to play, the role of midlevel project leaders was particularly vital and complex.

Levin, Henry M.; Garcia, Emma (2018):

Accelerating Community College Graduation Rates. A Benefit-Cost Analysis.

Abstract:

This article reports a benefit–cost evaluation of the Accelerated Study in Associate Programs (ASAP) of the City University of New York (CUNY). ASAP was designed to accelerate associate degree completion within 3 years of degree enrollment at CUNY's community colleges. The program evaluation revealed that the completion rate for the examined cohort increased from 24.1% to 54.9%, and cost per graduate declined considerably (Levin & Garcia, 2012; Linderman & Kolenovic, 2012). The returns on investment to the taxpayer include the benefits from higher tax revenues and lower costs of spending on public health, criminal justice, and public assistance. For each dollar of investment in ASAP by taxpayers, the return was $3 to $4. For each additional graduate, the taxpayer gained an amount equal to a certificate of deposit with a value of $146,000 (net of the costs of the investment). Based on these estimated returns, a cohort of 1,000 students enrolled in ASAP would generate net fiscal benefits for the taxpayer of more than $46 million relative to enrolling in the conventional degree program. ASAP results demonstrate that an effective educational policy can generate returns to the taxpayer that vastly exceed the public investment required.

Loes, Chad N.; Culver, K. C.; Trolian, Teniell L. (2018):

How Collaborative Learning Enhances Students' Openness to Diversity.

Abstract:

We investigated the influence of collaborative learning on students' openness to diversity in the 1st year of college. Even in the presence of a host of potential confounders, we found that exposure to collaborative learning activities positively influenced students' openness to diversity, regardless of their individual background characteristics. Further, this relation was mediated through students' interactional diversity experiences. That is, exposure to collaborative learning led to a greater frequency of students interacting with others who were different from themselves, which in turn led to greater openness to diversity.

McClure, Kevin R.; Titus, Marvin A. (2018):

Spending Up the Ranks? The Relationship Between Striving for Prestige and Administrative Expenditures at US Public Research Universities.

Abstract:

Despite occupying a central position in contemporary U.S. higher education discourse, empirical research on administrative costs is limited. The purpose of this study was to extend existing research on administrative spending in higher education by empirically examining whether recently shifting to research university status in the Carnegie Classification influences administrative costs. Informing the analysis was a theoretical framework consisting of neo-institutional theory and the revenue theory of costs. The study examined 164 public research universities between 2004 and 2012 using a a pooled regression model with Driscoll-Kraay standard errors and a first-order autoregressive (AR1) lag. Results showed that shifting to research university status had a significant, positive influence on administrative spending at public research universities. Nevertheless, the influence of reclassification on administrative spending dissipated over time and to the point where the difference was no longer statistically significant. Importantly, results also showed that state appropriations and tuition revenue were positively associated with administrative spending, while enrollment was negatively associated with administrative spending. These results have important implications related to understanding and managing administrative spending among U.S. public research universities.

Mitchall, Allison M.; Jaeger, Audrey J. (2018):

Parental Influences on Low-Income, First-Generation Students' Motivation on the Path to College.

Abstract:

Reports abound about the challenges that first-generation, low-income students face on the path to higher education. Yet despite these barriers, millions of low-income, first-generation students persevere. What or who influences their motivation to "stay the course" to higher education? Using self-determination theory as a framework, this cross-case study highlighted the motivational experiences of seven low-income, first-generation students and their parents on the path to college. Specifically, the study explored how parents augmented—or at times, undermined—students' self-determination toward college, as evidenced by students' feelings of relatedness, competency, and autonomy. Results showed that students' self-determination was enhanced when parents were involved in college planning, served as positive examples, set high academic standards early, and fostered students' sense of career volition. Motivation was undermined when families limited students' choices, did not set clear expectations for college going, provided little feedback, or emphasized family obligations. The findings have the potential to facilitate deeper understanding of the impact of parents as motivational partners in the college access process.

Ortagus, Justin C.; Kramer, II, Dennis A.; Umbricht, Mark R. (2018):

Exploring the IT Productivity Paradox in Higher Education. The Influence of IT Funding on Institutional Productivity.

Abstract:

Information technology (IT) spending has increased in every sector of higher education during the past decade despite a lack of meaningful data pertaining to its impact on productivity. This study, which was guided by the production theory, used a unique data set and dynamic fixed-effects panel model to examine the relationship between IT funding and institutional productivity in the form of teaching, research, and service outputs. Findings revealed that investments in IT are positively related with teaching and service outputs for private and nondoctoral institutions, whereas investments in IT are positively associated with research outputs for public and doctoral institutions.

Park, Toby; Woods, Chenoa S.; Hu, Shouping; Jones, Tamara Bertrand; Tandberg, David (2018):

What Happens to Underprepared First-Time-in-College Students When Developmental Education is Optional? The Case of Developmental Math and Intermediate Algebra in the First Semester.

Abstract:

In 2014, developmental education became optional for many college students in Florida, regardless of prior academic preparation. This study investigated first-semester math course enrollment patterns for underprepared first-time-in-college (FTIC) students who would have previously been required to take developmental math and the passing rates for the students electing to take Intermediate Algebra (the most common gateway math course in Florida). We found that roughly a 3rd of underprepared students enrolled in developmental math, a 3rd enrolled in Intermediate Algebra, and roughly a 3rd enrolled in no math course whatsoever, with preparation level being related to enrollment pathways. Among those who enrolled in Intermediate Algebra, a small percentage also enrolled in developmental math in the same semester, either through a compressed or corequisite course, and FTIC students who received same-semester developmental support were more likely to pass Intermediate Algebra compared with similar underprepared students who took Intermediate Algebra without developmental support.

Posselt, Julie (2018):

Normalizing Struggle. Dimensions of Faculty Support for Doctoral Students and Implications for Persistence and Well-Being.

Abstract:

Faculty mentoring is a durable structure of doctoral education that facilitates intellectual growth, professional socialization, and progressive independence. We must more deeply understand, however, professors' role in supporting doctoral students' persistence and well-being, especially for students from groups who have been historically excluded and marginalized in their fields. This study strived for such understanding by evaluating findings of a phenomenology of faculty support in 4 high-diversity science, technology, engineering, and mathematics PhD programs at 2 research universities. I found that holistic faculty support has academic, psychosocial, and sociocultural dimensions, which faculty enact through specific behaviors. Students reported meaningful experiences with faculty that normalized struggle and failure by promoting a growth mind-set, validating student competence and potential, and opening discussion about racialized and gendered dynamics in academia. Collectively, these activities may prevent students from misconstruing the difficulty of graduate school with their ability to succeed. The article discusses how the findings may advance future higher education research and faculty professional development.

Rodriguez, Awilda (2018):

Inequity by Design? Aligning High School Math Offerings and Public Flagship College Entrance Requirements.

Abstract:

Many have called for improved alignment between high school graduation and college admission requirements. However, few have empirically examined the extent to which courses needed for college admission are not offered by high schools, which I call underalignment. Using high school-level data from the Office for Civil Rights, I examined high school math underalignment relative to public flagships' published minimum math requirements. Overall, 2.2% of public high schools did not offer the math course required for admission by their respective state flagship. Because minimum requirements may not reflect competitive admission processes such as those found at selective flagships or for intended science, technology, engineering, and mathematics (STEM) majors, I estimated 2 additional benchmarks: the probable math requirement based on the flagship's selectivity and the highest math course most commonly taken by entering STEM majors. When considering probable and STEM math benchmarks, underalignment was higher--6.9% and 29.0% of high schools, respectively. Findings from logistic regression analysis show low-income student-of-color high schools have a higher probability of underalignment compared with most other high school types, net of school characteristics and state-level fixed effects across all three benchmarks. Policy implications for improving alignment and equity are discussed.

Roksa, Josipa; Feldon, David F.; Maher, Michelle (2018):

First-Generation Students in Pursuit of the PhD. Comparinel Socialization Experiences and Outcomes to Contiriuing-Generation Peers.

Abstract:

Although first-generation students represent a substantial proportion of doctoral students, few studies have examined their experiences and outcomes. We contribute to this nascent area of inquiry by comparing experiences and outcomes of first-generation and continuing-generation students during the first 3 years of doctoral education. Contrary to expectations, the results based on a national sample of PhD students in biology revealed remarkable similarity in experiences and outcomes between first-generation and continuing-generation students. One notable exception to this overall pattern of similarity was research productivity in the second year. By examining the relationships between students' experiences and outcomes over time, the findings illuminate the unique ways in which socialization experiences are related to specific outcomes and the extent to which those relationships change across years. Thus, this study offers initial insights into the nuanced ways in which students' socialization experiences contribute to various outcomes of doctoral education.

Shim, Woo-jeong; Perez, Rosemary Jane (2018):

A Multi-Level Examination of First-year Students' Openness to Diversity and Challenge.

Abstract:

Two of the central missions of higher education are to foster the capacity to interact across differences and to cultivate a citizenry that has an appreciation for the diversity of ideas, perspectives, and cultures that exist within an increasingly complex and global society. Analyzing data from the Wabash National Study of Liberal Arts Education with hierarchical linear modeling, this study examined the effects of individual and institutional characteristics on first-year students' growth in openness to diversity and challenge (ODC). Consistent with previous studies, our results suggest that curricular and cocurricular diversity-relevant experiences were significantly associated with increases in students' Time 2 ODC. Institutional factors such as diversity density with respect to race/ethnicity and institutional type were found to moderate increases in Time 2 ODC, implying that the benefits of diversity-related experiences may be enhanced with the influence of a specific organizational context. These results can guide educators and administrators to foster educational environments and to utilize educational practices effective for promoting students' ODC. Moreover, our results reinforce the need for policies that promote and support the creation of structurally diverse campuses if students are to fully reap the educational benefits of their diversity-related experiences.

Tarrant, Melissa; Bray, Nathaniel; Katsinas, Stephen (2018):

The Invisible Colleges Revisited. An Empirical Review.

Abstract:

This study undertook an empirical examination of those institutions identified as "invisible" in The Invisible Colleges: A Profile of Small, Private Colleges With Limited Resources. As of 2012 to 2013, 354 of the original invisible colleges continued to operate as accredited private, 4-year institutions. However, 80 of the invisible colleges had closed and 57 had merged with other institutions, lost accreditation, or converted to public, for-profit, or 2-year status. Although understudied, these institutions provide a critical access component in American higher education. Changes in religious affiliation, geographic location, gender of students enrolled, enrollment of full-time and part-time students, and invisible historically Black colleges and universities are examined.

Taylor, Barrett J.; Barringer, Sondra N.; Warshaw, Jarrett B. (2018):

Affiliated Nonprofit Organizations. Strategic Action and Research Universities.

Abstract:

This paper examines the growing number of affiliations between research universities and the "affiliated nonprofit organizations" (ANPOs) that exist to support them. We posit that universities' increasing ties to ANPOs represent strategic responses to unfavorable environmental conditions. In other words, it is likely that the practice of affiliating with many ANPOs reflects an institution's position within the field of research universities. Panel regression results indicate that the practice of affiliating with large numbers of ANPOs is associated with particular indicators of field position (e.g., tuition revenues for public universities and research spending for private universities). These results indicate that universities that were relative incumbents were more likely to affiliate with ANPOs than were either low-status or the highest-status institutions. The paper concludes with implications for research on institutional stratification, university management, and the nature and role of ANPOs in US universities.

Taylor, Kari B.; Jones, Susan; Massey, Rachel; Mickey, Jasmine; Reynolds, Danyelle J. (2018):

'It Just Had to Settle'. A Longitudinal Investigation of Students' Developmental Readiness to Navigate Dissonance and Experience Transformation Through International Service Learning.

Abstract:

The purpose of this longitudinal study was to investigate students' developmental readiness to navigate dissonance and experience transformation as they engaged in an international service-learning program. Using case-study methodology, researchers collected data from a diverse group of 7 graduate students and 5 undergraduate students who participated in a predeparture course and 3-week program in Ecuador. Data were collected at 4 points in time: before the trip, during the trip, immediately after participants' return to the United States, and 1 year later. The findings emphasize 2 main narratives that describe the longitudinal nature of participants' developmental readiness. These 2 narratives include remaining unsure how to do "good service" and reexamining what social identities mean. Collectively, the longitudinal narratives demonstrate that participants continued to consider and, in some cases, made new meaning of experiences in Ecuador that sparked dissonance; however, the transformative potential of international service learning took time to materialize.

Williams, Elizabeth A.; Kolek, Ethan A.; Saunders, Daniel B.; Remaly, Alicia; Wells, Ryan S. (2018):

Mirror on the Field. Gender, Authorship, and Research Methods in Higher Education's Leading Journals.

Abstract:

Framed conceptually by gender equity, gender homophily, the contest regime of blind peer-review publishing, and the gendered nature of the quantitative–qualitative debate, this study investigated the intersection of authorship, gender, and methodological characteristics of 408 articles published from 2006 to 2010 in 3 major higher education journals. Nonbinary coding of author gender based on pronouns identified via Web searches virtually eliminated missing data and likely reduced error. Results suggest movement toward gender parity over time; however, women's representation among authors does not appear commensurate with representation in the field. Findings revealed gendered use of research methods, with qualitative articles more likely to be first-authored by women and quantitative articles more likely to be first-authored by men. Nevertheless, articles first-authored by both women and men were more likely to use quantitative than qualitative methods. Quantitative research, more so than qualitative research, appears to be a site of cogender collaboration, which has increased over time. This portrait of the intersection of authorship, gender, and research methods provides an empirical foundation for discussion and inquiry about gender and scholarship in the field, and the results of our study are generative for future research.

Wladis, Claire; Hachey, Alyse C.; Conway, Katherine (2018):

No Time for College? An Investigation of Time Poverty and Parenthood.

Abstract:

Postsecondary outcomes are significantly worse for student parents even though they earn higher GPA's on average. This study used institutional records and survey data from a large urban U.S. university to explore whether time poverty explains this trend. The results of regression and KHB decomposition analysis reveal that students with preschool-aged children have a significantly lower quantity and quality of time for college than comparable peers with older or no children, and that time spent on childcare is the primary reason for this difference. Both quantity and quality of time for education had a significant direct effect on college persistence and credit accumulation, even when controlling for other factors. Thus, greater availability of convenient and affordable childcare (e.g. increased on-campus childcare, revised financial aid formulas that include more accurate estimates of childcare costs) would likely lead to better college outcomes for students with young children.

Journal of Higher Education Policy and Management (40) 2018

Editorials

Bentley, Peter; Graham, Carroll (2018):

Letter from the editors.

[Editorial]. In: *Journal of Higher Education Policy and Management* 40 (1), S. 1–2. DOI: 10.1080/1360080X.2018.1410604.

Bentley, Peter James; Graham, Carroll (2018):

Letter from the editors.

[Editorial]. In: *Journal of Higher Education Policy and Management* 40 (3), S. 191–192. DOI: 10.1080/1360080X.2018.1465236.

Bentley, Peter James; Graham, Carroll (2018):

Letter from the editors.

[Editorial]. In: *Journal of Higher Education Policy and Management* 40 (4), S. 289–290. DOI: 10.1080/1360080X.2018.1483930.

Bentley, Peter James; Graham, Carroll (2018):

Letter from the editors.

[Editorial]. In: *Journal of Higher Education Policy and Management* 40 (5), S. 413–414. DOI: 10.1080/1360080X.2018.1507250.

Davis, Heather; Graham, Carroll (2018):

Navigating a career in tertiary education management in an era of unceasing transformation.

[Editorial, Letter from the Guest Editors]. In: *Journal of Higher Education Policy and Management* 40 (2, SI), S. 97–106. DOI: 10.1080/1360080X.2018.1428932.

Murray, Dennis; Andrews, Matthew (2018):

International learning communities in uncertain times.

Original Articles

Baik, Chi; Naylor, Ryan; Corrin, Linda (2018):

Developing a framework for university-wide improvement in the training and support of 'casual' academics.

Abstract:

With the majority of undergraduate teaching in Australian higher education being undertaken by casual academics, ensuring adequate support for these staff to access support and professional development relating to teaching and learning is imperative. In this article, we profile the development and implementation of a university-wide strategic framework for training, support and recognition of the contributions of sessional teachers. The design of this framework was informed through an iterative process of research and consultation with key institutional stakeholders and has resulted in changes at a policy level as well as in the delivery of professional development programs for sessional teaching staff. The opportunities and challenges of this approach are discussed, as well as future directions and broader considerations for the support of sessional teachers in the Australian higher education context.

Baird, Jeanette; Kula-Semos, Maretta Alup (2018):

Internationalisation and indigenisation in Papua New Guinea's universities. Promoting authentic agency.

Abstract:

In uncertain times for higher education learning communities, the risks of societal and epistemic dependence on a single globally dominant set of academic knowledge practices are evident. Nonetheless, many higher education institutions in developing nations struggle to achieve international presence unless they uncritically adopt these dominant practices, even where they recognise the need to use and promote local knowledge systems. We explore these dynamics in postcolonial Papua New Guinea, through an assessment of the intentions for internationalisation of the six PNG universities and barriers to agency. Our approach recognises the dialectical relationship between 'internationalisation' and 'indigenisation'. We suggest that a pervasive but narrow view of indigenisation, emphasising the localisation of university staff, has hampered other forms of both indigenisation and internationalisation, producing more stasis than synthesis within PNG's universities. Effective international agency by PNG universities, and their partners, requires more critical and continuous discourse between the international and the indigenous.

Burke, Christina (2018):

The future of higher education in Ireland. A postcolonial perspective.

Abstract:

The transformation that Irish higher education (HE) has undergone since the mid-2000s has been particularly rapid and unidirectional. Following the Global Financial Crisis, the Irish Government sought to take control of tertiary education in an attempt to shield the country from future economic shocks. This paper succinctly discusses the circumstances leading to

the current policy position and what these changes have meant for Irish HE. A postulation that neoliberalism will inevitably deepen further within Irish HE will be explored through the lens of Postcolonial theory. In conclusion, I will show that the application of this theoretical stance may succeed in buffering many of the effects of neoliberalism to ensure ample space in HE for all subject areas and disciplines.

Cameron, Craig; Freudenberg, Brett; Giddings, Jeff; Klopper, Christopher (2018):

The program risks of work-integrated learning. A study of Australian university lawyers.

Abstract:

Work-integrated learning (WIL) is a risky business in higher education. The strategic opportunities that WIL presents for universities cannot be achieved without taking on unavoidable legal risks. University lawyers are involved with managing the legal risks as part of their internal delivery of legal services to universities. It is important to identify the risks that potentially arise, so these can then be managed. A case study involving Australian university lawyers reveals the 'program risks' of WIL. Program risk is a type of legal risk that relates to the conduct of universities, host organisations and students before, during and after a WIL placement, as well as the personal characteristics of students that can expose the university to legal risk. The research findings may be applied by university lawyers, academic disciplines and university management to evaluate and improve risk management in WIL programs.

Carvalho, Teresa; Diogo, Sara (2018):

Exploring the relationship between institutional and professional autonomy. A comparative study between Portugal and Finland.

Abstract:

By comparing two distinct settings–Portugal and Finland–and based on previous studies revealing similar trends in both countries, this article analyses the relationship between institutional and academic autonomy in the higher education sector. Based on crosschecking of the literature review and 47 interviews with key actors in both the Portuguese and Finnish higher education systems, the authors analyse the extent to which the political attempts to increase institutional autonomy are perceived by academics in these countries as leading to an increase in their professional autonomy. Data reveals that there is a lack of complete correspondence between the way different institutional dimensions have been changing at the organisational level and the way academics perceive the effects at the professional level. While there is a correspondence in the perceptions over organisational and interventional autonomy, no correspondence is found concerning policy autonomy in both countries. Furthermore, there are no homogeneous perceptions within academics group in each country concerning professional autonomy.

Chilvers, B. Louise; Bortolotto, M. Celina; Alefaio-Tugia, Siautu; Cooper, Amanda L.; Ellison, Sarah (2018):

The reality of ''middle' management roles. A case study of the Associate Head of School experience in a New Zealand University.

Abstract:

Research on management in higher education predominantly investigates senior staff such as Deans or Pro-Vice-Chancellors. Relatively little attention is focused on the department level, middle management roles, such as Associate Heads of Schools (AHoS). This case study, based on anecdotal scoping data, utilized a mixed-methods approach through an email survey and face-to-face interview of past and present AHoS at Massey University, New Zealand to investigate participants' perceptions about the role and the factors that influence it. Results show that a majority of participants did not envisage undertaking higher management within the University after holding the AHoS position, predominantly because the time commitments for the position disadvantaged their teaching and research, and therefore opportunity for academic promotion. Consideration of how AHoS roles may be supported and acknowledging the value of undertaking the

role could aid in recognition for promotion and encourage the undertaking of the middle management positions within academia and universities.

Ciancio, Sharone (2018):

The prevalence of service excellence and the use of business process improvement methodologies in Australian universities.

In: *Journal of Higher Education Policy and Management* 40 (2, SI), S. 121–139. DOI: 10.1080/1360080X.2018.1426372.

Abstract:

Service transformation is an increasingly common pursuit in the higher education sector, with university strategic plans frequently featuring a service excellence objective and the adoption of leaner and more sustainable service models. Previous studies agree that service excellence is intentional not incidental, and systematic not ad-hoc in nature, requiring a planned and structured approach with consistent and repeatable experiences. This study analysed public documents to discover the universities engaged in service excellence and efficiency endeavours and the prevalence of business process improvement (BPI) methodologies as a tool for this purpose. It is concluded that universities are increasingly focused on service excellence, institutional sustainability and BPI methodologies to enable institutional strategic objectives. The study suggests that future studies could focus on investigating and gaining primary evidence on the progress and success of universities in the service excellence and BPI space.

Custer, Bradley D. (2018):

Applying to university with criminal convictions. A comparative study of admissions policies in the United States and United Kingdom.

In: *Journal of Higher Education Policy and Management* 40 (3), S. 239–255. DOI: 10.1080/1360080X.2018.1462436.

Abstract:

Higher education institutions in the United States and the United Kingdom increasingly require prospective students to disclose past criminal history on admissions applications. However, a social movement aimed at improving opportunities for people with criminal records may force higher education to reconsider this practice. This paper offers a descriptive comparative analysis of admissions policies for people with criminal records in the US and UK by exploring policy contexts, written policies and admissions data. For the first time, admissions data were collected from a sample of UK universities, finding that while thousands of applicants with criminal records apply to universities, only a small percentage are rejected solely on the basis of their convictions. In addition, variation in the tone and scope of policies appears to reflect the variation in national criminal records laws between the US and UK. These, and other findings, have implications for the continued use of these policies.

Davis, Monica; Fifolt, Matthew (2018):

Exploring employee perceptions of Six Sigma as a change management program in higher education.

In: *Journal of Higher Education Policy and Management* 40 (1), S. 81–93. DOI: 10.1080/1360080X.2017.1377970.

Abstract:

Change initiatives in higher education are frequently guided by an institutional change management program which provides employees with a framework and set of skills to better understand problems and facilitate change at the organisational level. In this paper, we explore employee perceptions of Six Sigma as a tool for facilitating change at one public institution of higher education in the southeast United States. Unlike previous research studies that focused on specific results of change initiatives using Six Sigma, our research team considered how individuals, trained in the implementation of Six Sigma techniques and strategies, viewed the potential of the Six Sigma model to enact and sustain change initiatives in a higher education setting. In this case study, we describe Six Sigma as a change management program in higher education based on Lewin's Three-Phase Model of Change.

Diezmann, Carmel M. (2018):

Understanding research strategies to improve ERA performance in Australian universities. Circumventing secrecy to achieve success.

Abstract:

Many Australian universities have prioritised improving discipline performance on the national research assessment – Excellence for Research in Australia. However, a culture of secrecy pervades Excellence in Research for Australia (ERA). There are no specified criteria for the assignment of ratings on a 5-point scale ranging from 'well above world standard' (5) to 'well below world standard' (1). No rationale is provided to institutions for their discipline ratings and university staff on the ERA panels sign confidentiality agreements. However, what is available to universities are the research strategies that each university documents to improve its ERA performance in its Mission-based Compact, a government funding agreement. Thus, the purpose of this paper is to investigate the similarities and differences in the research strategies that universities with different performance profiles employ. Following an analysis of the strategies, substantial commonality was identified in strategy use. However, what was different was how universities employed these strategies and the associated contexts.

Doyle, Tom; Brady, Malcolm (2018):

Reframing the university as an emergent organisation. Implications for strategic management and leadership in higher education.

Abstract:

For the most part, the organisational forms that are currently being adopted by higher education institutions are grounded in the traditional corporate models of organisation that take a rational approach to organisational change management. Underlying this account is an assumption of organisational autonomy and the capacity of designated leaders to direct such change processes. However, a case is now being made for the consideration of alternative organisational theories or models that offer a different perception on the sources and patterns of organisational change in higher education. These theories perceive organisations more as emergent entities in which change is continuous, often unpredictable and arising mainly from local interactions. The paper surveys the implications that acceptance of the alternative paradigm might have for strategising and change leadership in higher education institutions. It suggests that the accommodation of these alterative paradigms of institutional development in higher education may itself be an emergent process.

Farris, David (2018):

Organisational citizenship behaviour in university administrative committees.

Abstract:

Committees are ubiquitous throughout institutions of higher education. Identifying conduct that is conducive to committee work is a precursor to exploring why some individuals engage in committees and others do not. Using qualitative methods, this study explores organisational citizenship behaviours (OCB) exhibited and observed by university professional staff in the context of university committees. University administrators identify exemplary behaviours in committees that conform to OCB criteria (i.e., voluntary, exceeding job expectations and without expectation of reward) which are differentiated from normative committee behaviours. Participants agree that 'active engagement', a form of civic virtue OCB, is an aggregation of eight second-order behaviours that collectively improve committee performance. Recommendations for future research directions are also discussed.

Fitzgerald, Sarah Rose; Gardner, Alexander C.; Amey, Marilyn J.; Farrell-Cole, Patricia L. (2018):

Crossing disciplinary, institutional and role boundaries in an interdisciplinary consortium.

Abstract:

To illuminate barriers to collaboration, this study examines who participates in cross-boundary scholarly collaboration most often and which types of boundary crossing (disciplinary, institutional, role) are engaged in most often. The data of this study came from an interdisciplinary consortium with five partner institutions, including one Historically Black College and University (HBCU). The core disciplines involved in the consortium are life sciences, computer science and math and engineering. Through statistical analysis, we determined that members of the consortium engaged more in interdisciplinary research than inter-institutional research. Participation in all boundary crossing collaborations was greater at the HBCU and students and postdocs were less likely than academics to cross-institutional boundaries.

Gillespie, Michelle (2018):

The motivations, attitudes, perceptions and skills of customer service staff working in Australian university student administration.

Abstract:

In 2012, government changes to higher education shifted Australia to a demand driven funding model. The consequential increase in student numbers, along with greater focus on retention and student satisfaction, resulted in rising customer expectations. There are now strategic imperatives to change administrative cultures to focus on delivering service excellence. This study analyses customer service behaviours of student administration staff at one Australian university. Using a conceptual framework of motivations, attitudes, perceptions and skills towards customer service, this small-scale study suggests that staff are intrinsically motivated and have largely positive attitudes towards their student customers. A gap was identified between individuals' perceptions of their customer service delivery compared with that of colleagues, while staff learn informally from their supervisors and colleagues. Finally, this paper explores how universities might develop and embed a workforce that is student-centric, delivering outstanding customer service, while at the same time upholding governance and compliance requirements.

Gokturk, Soheyda; Kaymaz, Ozlem Sismanoglu; Bozoglu, Oguzhan (2018):

Experimenting with internationalisation in troubled times. The critical case of Turkish higher education.

Abstract:

For the last couple of years, Turkey has been experiencing difficult times resulting from the recent domestic coup attempt, refugee crisis and terrorist attacks from neighbouring countries, and the following political conflicts around these issues with the United States and Europe. This article investigates challenges and strategies of higher education institutions (HEIs) in Turkey with recent uncertainty in the free movement of students and academics in internationalisation process. Applying a qualitative critical case study, the research was carried out in four HEIs leading in internationalisation. The findings indicated that political instabilities both at the national and international levels brought several challenges for HEIs related with their internationalisation efforts in terms of security, image, and ethnic tension. Additionally, it is found that HEIs adapted to the new realities and developed several strategies to overcome these challenges such as marketisation and networking. Implications are made regarding neo-liberal influence and segmentation around class and religion.

Hill, Christopher; Lawton, William (2018):

Universities, the digital divide and global inequality.

Abstract:

Absolute poverty levels are declining around the world but, measured by income and GDP per capita over time, inequality is getting worse between and within many countries. How is this possible when higher education is celebrated as a vehicle for economic success and when the massification and digitisation of higher education means it is available to more people, in more places, than ever? This paper explores these questions with reference to three discourses: on development and global inequality; on the purpose and responsibilities of higher education; and on the disruptive potential of online learning.

Howes, Tess (2018):

Effective strategic planning in Australian universities. How good are we and how do we know?

Abstract:

Strategic planning was introduced to Australian universities as part of the Commonwealth Government higher education reforms of 1988. The 'Dawkins Reforms' implemented extensive structural reform, changed executive leadership roles and responsibilities, commenced the 'managerialisation' of the Australian university sector, introduced the Higher Education Contribution Scheme and facilitated the transformation of Australian universities from collegial academies to modern, 'enterprise' universities. There is an abundance of published marketing material celebrating 'effective' strategic planning outcomes in the myriad of strategic plans published by Australian universities. Yet, a recent study indicates that strategic planning remains a contested internal leadership function in Australian universities almost 30 years after traditional academic planning was replaced with commercially-focused strategic planning. This paper will review the effectiveness of strategic planning practices in Australian universities guided by the rhetorical question: 'how good are we and how do we know?'

Ison, David C. (2018):

An empirical analysis of differences in plagiarism among world cultures.

Abstract:

Academic integrity issues, e.g. plagiarism, continue to plague higher education across the globe. Research has noted that the identification and tolerance of cheating behaviors varies dependent upon local culture. This quantitative, comparative study investigated the potential differences among actual rates of incidence of plagiarism among predominant countries and regions in which the literature identified as having academic integrity problems. This study gathered doctoral dissertations and master's theses from institutions in the selected locations and analyzed them with Turnitin® originality assessment software. Regions and countries evaluated were based on guidance from exigent literature. A Kruskal-Wallis test was conducted to evaluate any differences in the prevalence of plagiarism among these locations. The results indicated that there was a statistically significant difference among groups, $\chi2$ (6, N = 266) = 19.545, p = 0.003, $\eta2$ = 0.074. Further analysis determined a mix of findings that both support and deny conceptions in other literature.

Kenedi, Gustave; Mountford-Zimdars, Anna (2018):

Does educational expertise matter for PVCs education? A UK study of PVCs' educational background and skills.

Abstract:

Pro-Vice-Chancellors (PVCs) form the second-tier leadership of UK higher education institutions. However, their role and position remain under-theorised and under-researched. The present article explores the extent to which a PVC Education role requires core expertise in education or generic managerial skills. Using a mixed-methods approach, we first establish the disciplinary backgrounds of PVCs Education in Russell Group (RG) and post-1992 institutions. Fewer than one in five PVCs Education have a disciplinary background or additional formal training in education. Second, we conducted 24 semi-

structured interviews with PVCs Education, Heads of Education Departments and Heads of Learning and Teaching units. These interviews suggest the PVC Education role requires managerial skills, usually acquired in previous headships, as well as academic credibility and knowledge of institutional processes rather than particular expertise in education. In sum, generic managerial skills rather than educational expertise are paramount for understanding the profile of PVCs Education in UK universities.

King, Virginia; Roed, Jannie; Wilson, Louise (2018):

It's very different here. Practice-based academic staff induction and retention.

Abstract:

The sociologist, Max Weber (1864–1920), suggested that few could withstand the frustrations of academic life. As the strategic management of human resources begins to differentiate higher education institutions (HEIs) in league tables, the costs of voluntary staff turnover (attrition) become more significant. In this paper, we consider links between induction (orientation) and retention for academic staff. We report on a qualitative study of thirty academic staff in five United Kingdom HEIs who were recruited on the basis of their professional experience. Their practice-based knowledge lends our participants particular insight into their HEI induction experience which, where found wanting, led in several cases to resignation. We analyse the induction experiences of our participants to glean explanations for these perceived shortcomings. Since induction interventions are thought to lead to improved retention, we recommend policy and practice changes to induction, which may benefit all academic staff.

Lapoule, Paul; Lynch, Richard (2018):

The case study method. Exploring the link between teaching and research.

Abstract:

Within the ongoing debate on the roles and tensions between teaching and research in higher education, this paper explores the extent to which the pedagogical case study method can contribute to bridge the gap between teaching and research. Based on an initial survey on 1,057 university academics, the results reveal the existence of five major groups of academics with varying degrees of link between the two topics and demonstrate the variations in the contributions that pedagogical case studies contribute to classroom teaching and to scholarly research for each subgroup. The implications for higher education at both the institutional level and the personal academic level are then explored.

Madikizela-Madiya, Nomanesi (2018):

Mistrust in a multi-campus institutional context. A socio-spatial analysis.

Abstract:

Higher education literature identifies mistrust as one of the prominent features of managerialism. Similarly, multi-campus institutional studies have interrogated mistrust in various ways. However, there is limited research on academics' experiences of how mistrust relates to their understandings and values of their academic profession in multi-campus contexts. This article contributes knowledge to narrow this gap. It draws from a study that examined academics' experiences of how space enables or constrains their practices towards academic identity construction in an open distance learning institution in South Africa. A total of 12 academics who work on satellite campuses of the institution were interviewed. The social production of space framed the analysis. Findings indicate that a multi-campus institutional context aggravates mistrust and impinges on academics' interaction and prospects for development within a wider institutional space. Recommendations are made about how to reduce the influence of mistrust on academics' practices in multi-campus contexts.

McMahon, Patrick (2018):

'Making the grade'. A grounded theory explaining the student experience of Asian and Middle-Eastern postgraduates in a British university.

Abstract:

The aim of this study was firstly to describe the experiences of international students living and studying in a UK university, to understand and explain their responses to those experiences and to make recommendations to stakeholders in the light of the findings. The research found that international students' two biggest concerns are their English language skills and their detachment from domestic students. International students were surprised at the size of the challenges they faced and worked hard to bridge the gap between their academic and sociocultural skills and those needed in the UK. International students provided emotional, practical and academic support to each other, but the academic support they offered to each other was not always reliable. International students engaged in a process of identity change during which they gained the skills they needed to be academically successful. Recommendations in regard to the academic and pastoral support of international students are made.

McNaughtan, Jon; Garcia, Hugo; Lertora, Ian; Louis, Sarah; Li, Xinyang; Croffie, Alexis L.; McNaughtan, Elisabeth D. (2018):

Contentious dialogue. University presidential response and the 2016 U.S. presidential election.

Abstract:

In recent years, technology has made it possible, and at times critical, for college and university presidents to increase their campus-wide public communication. However, there is little research that analyses these frequent and timely presidential communications. Using grounded theory, this study took steps to fill this gap by analysing the unprecedented response campuses had to the 2016 United States presidential election of Donald Trump. The analysis focused on the responses of presidents from the fifty state flagship universities and found emergent themes of unity, contentious election, negative event, university values, civil dialogue, services offered, and emotional rhetoric, while also finding significance in whether the letters were sent proactively or reactively.

Mok, Ka Ho (2018):

Promoting national identity through higher education and graduate employment. Reality in the responses and implementation of government policy in China.

Abstract:

In the last decade, the Chinese government has called for deep collaboration between Hong Kong, Macau (the two special administrative regions of China) and cities in Southern part of the country to foster economic and social development across the region. More recently, the Chinese government initiated a strategic project to develop the Pan-Pearl River Delta region into a Greater Bay Area like successful bay economies in Tokyo and Florida. This article sets out against the wider policy context to critically examine the reality in the responses and implementation of government policy in China when serious attempts have been made to encourage students originally from Hong Kong and Macau to study in Chinese universities in the Mainland and look for career development upon their graduation. This article has found that the promotion of national identity through higher education and graduate employment has not been successful because of failure of policy coordination, policy interpretations and implementation.

Murphy, Daniel; McGrath, Dianne (2018):

A success/failure paradox. Reflection on a university-community engagement in Australia.

Abstract:

There has been an increasing interest within the academic literature on the role played by Higher Education Institutions in the social and economic development of their communities. The Australia Government has recently released its National Science and Innovation Agenda (NISA) which is designed to incentivise university-community research partnerships. In this article, the identified lack of Australian university-community engagement will be problematised through the experience of academics who undertook such an engagement in a regional university setting. A completed research project is used as a lens through which institutional factors impacting on collaborative projects between universities and their communities are identified. The difficulties of university-community engagement are unpacked and problematised so that the various forces contributing to the shortage of university-community partnerships can be better identified and understood. The unitary manner in which university-community research is to be reported under NISA is highlighted as a key barrier to regional research partnerships.

Murray, Dennis (2018):

Living in a world different from the one in which we think.

In: *Journal of Higher Education Policy and Management* 40 (6, SI), S. 520–532. DOI: 10.1080/1360080X.2018.1529132.

Abstract:

The rise of populist nationalism in many parts of the world poses urgent challenges for higher education institutions. Normally zones of liberal values and reasoned argument as well as sources of expert information, constructive criticism and useful advice for societies, universities face increasing uncertainty as a result of political and popular attack in a wide range of countries. Doing nothing is probably not an option. The challenge facing higher education broadly is to understand and to respond effectively to a geopolitical and social reality that is qualitatively new and threatening. Effective response will require a degree of self-examination, a re-articulation of purpose and a reconfiguration of action across multiple domains of university life.

Regan, Julie-Anne; Graham, Carroll (2018):

A career in professional services. Accident, serendipity or something more?

In: *Journal of Higher Education Policy and Management* 40 (1), S. 3–17. DOI: 10.1080/1360080X.2017.1411062.

Abstract:

As part of a larger study, professional staff from two universities, Australian and British, were asked how they entered into a higher education career and what factors kept them in that career. Many participants reported that they found themselves in professional services almost by accident, or by a fortunate combination of circumstances. However, in addition to the serendipitous recruitment reported in earlier studies, our analysis found a positive value associated with higher education that attracted people to seek out employment opportunities, and to remain in the sector. This suggests that recruitment is not as accidental or serendipitous as might first appear. We argue that while there are many reasons why our participants remained in higher education, the variety offered in day-to-day roles and responsibilities is a key factor in retaining professional staff. Our findings have implications for policy and practice, for both the recruitment and retention of talented professional staff.

Roberts, Jenny (2018):

Professional staff contributions to student retention and success in higher education.

In: *Journal of Higher Education Policy and Management* 40 (2, SI), S. 140–153. DOI: 10.1080/1360080X.2018.1428409.

Abstract:

Student attrition remains a persistent problem within the Australian higher education sector. Contributing factors include financial, reputational and quality issues, which can pose significant risks for a university's sustainability. Institutional culture is fundamental to decisions student make about withdrawing or remaining in higher education. Therefore, student retention requires a sustained, deeply embedded commitment from all parts of the institution, placing student experience at the forefront of all activities in the student lifecycle. Applying a lifecycle approach to the way in which institutions think

about student retention benefits students by providing comprehensive and consistent support. Given that less is known about how professional staff contribute to student academic learning journeys as part of whole of institution responses to student retention, this paper focusses on the contributions that professional staff make within the student lifecycle and how they can most readily map their contributions to student retention and success.

Robertson, Sabina (2018):

Exploring the efficacy of training and development for liaison librarians at Deakin University, Australia.

Abstract:

Australian universities are operating in a complex, dynamic and competitive global market. Increasingly university administrations are seeking the competitive edge over rival institutions. In order to support their institution's strategic agenda and maintain their relevance to their institution, libraries will need staff who are highly skilled and able to adapt to the rapidly changing digital world. At Deakin University Library, senior librarians understand the imperative of developing liaison librarians' capabilities in order to meet the information needs of teaching and research academics. A scaffolded training program (the Program) was developed and a Training Needs Analysis was administered prior and post training programs to determine training priorities. Exploring the Program through the lens of self-determination theory provided an opportunity to critique the Program at a deeper level and situate the Program within a broader context of emerging skill and knowledge capabilities required by all who undertake knowledge-intensive work.

Shenderova, Svetlana (2018):

Permanent uncertainty as normality? Finnish-Russian double degrees in the post-Crimea world.

Abstract:

EU-Russia higher education cooperation has continued despite global tensions including Crimea incorporation. One example of this cooperation is the development of Finnish-Russian double degree programmes. This paper focuses on institutional environments where double degrees develop and asks how and why they produce uncertainty from inside Finnish and Russian universities in the period of this unfavourable political situation. The matryoshka model is applied to understand the institutional environment of a university and the institutions around it. The institutional nature of a double degree is determined by comparative analysis of how internal university stakeholders in Finland and Russia perceive a programme's benchmarks. The study is based on the analysis of interviews conducted in partner universities. This paper discusses how perceptions of double degrees influence uncertainty in programme provision within and between institutional environments in Finnish and Russian universities. In addition, the level of institutionalisation of the double degrees may be evaluated.

Takagi, Kohei (2018):

Accommodating project-based professionals in higher education institutions in Japan.

Abstract:

In the shifting environment of higher education, characterised by financial constraints, institutional competition and governmental steering, universities adopt a new stream of missions. In Japan, internationalisation and the acquisition of a global outlook have become a key strategy. The trend is endorsed through competitive public funding schemes, based on the belief that competition fosters so-called world-class universities. These schemes necessitate not only internationalisation of curriculum and research but also a wide range of projects and programs, which require talents that may not be readily found in the existing cadres of university workers. This empirical research assesses experiences and perceptions of project-based professionals in Japanese universities. It found unique ways in which 'Specially appointed academic staff' are given project and administrative responsibilities but with limited access to environment and/or support

system for research. Discussions focus on impacts of such appointment on their academic career and explore how these institutional projects may be handled in regards to university organization.

Thornton, Kate; Walton, Jo; Wilson, Marc; Jones, Liz (2018):

Middle leadership roles in universities. Holy Grail or poisoned chalice.

Abstract:

Middle leadership roles in higher education have been identified as important for institutional effectiveness yet fraught with tensions, and those in middle leadership roles often feel unprepared and unsupported. This study of the responsibilities, skills and competencies, and support required for heads of school in a New Zealand university, drew on a survey and interviews with heads and focus groups or interviews with a range of stakeholders. The research found that while heads found satisfaction in their role, they also faced challenges associated with people management, workload and impact on their research careers. There was widespread agreement among stakeholders about the capabilities needed for the role and an awareness of the barriers to effectiveness. Suggestions for making the role more appealing include reducing workload, providing learning and development programs, clarifying the balance of professional and personal competencies required, and encouraging the distribution of leadership.

Unangst, Lisa (2018):

International alumni affairs and an emerging trans-national public service landscape.

Abstract:

International alumni affairs is a relatively new addition to the landscape of higher education, particularly outside the elite sphere of the Ivy League and Oxbridge. These privileged institutions have seen comparatively high numbers of international students enrol for many years and have gradually developed a formalised alumni presence in any number of countries worldwide. This paper analyses the current public or community service operations of international alumni clubs representing American colleges and universities. An exploratory document analysis will produce an initial typology of service-oriented activity, and in select institutional cases will also evaluate to what extent the priorities of independent alumni clubs align with the institutional priorities of the home institution. Attention is paid to the sustainability of these service-oriented efforts, relevance to the local environment, and direct support of university faculty, staff and students.

Waight, Emma; Giordano, Aline (2018):

Doctoral students' access to non-academic support for mental health.

Abstract:

Increased doctoral student numbers has led to a growth in studies dedicated to doctoral experience. These studies have raised a range of mental health concerns around workload, supervision processes and student well-being. Despite these challenges being well documented, few studies have looked at doctoral student's experiences of accessing non-academic support services. This article presents the findings of a mixed-method study to investigate doctoral experiences of non-academic support, conducted at one British university with a large postgraduate research population. Drawing on focus groups and a student survey, the article concludes that many doctoral students are not accessing institutional support when they could benefit from it, with many turning to external support mechanisms including family, personal doctor and online resources. Five institutional recommendations are proposed to develop improved dedicated doctoral student mental health support: clear signposting, online self-help, workshops, parity of support and supervisor training.

Wilkins, Stephen; Butt, Muhammad Mohsin; Annabi, Carrie Amani (2018):

The influence of organisational identification on employee attitudes and behaviours in multinational higher education institutions.

Abstract:

In order to operate effectively and efficiently, most higher education institutions depend on employees performing extra-role behaviours and being committed to staying with the organisation. This study assesses the extent to which organisational identification and employee satisfaction are antecedents of these two important behaviours. Key objectives of the research were to identify possible antecedents of organisational identification and to discover whether the consequences of organisational identification vary among the employees of multinational universities at home and foreign campuses. We developed a model that was tested using structural equation modelling, which assesses the influences of organisational identification on employee satisfaction, extra-role behaviours and turnover intentions. All of the paths in our model were significant, but employee identification, satisfaction and extra-role behaviours were lower at foreign branches than at the home campuses of universities, and turnover intentions were higher. These results suggest that higher education institutions need to implement different human resource strategies at home and foreign branches, with a focus on improving organisational identification at the foreign subsidiaries.

Wilkins, Stephen; He, Lan; Zhu, Li; Elmoshnib, Mohammad (2018):

The resilience of the MBA in emerging economies. Student motivations for wanting an MBA in China and the United Arab Emirates.

Abstract:

In recent years, domestic demand for MBAs has fallen in most major Western markets but has increased or remained stable in emerging economies such as China and the United Arab Emirates (UAE), which are the two countries globally that host the largest numbers of international branch campuses. Thus, this research aimed to discover why students in China and the UAE still want an MBA. A survey questionnaire was completed by a total of 354 MBA students, at two universities in China and two universities in the UAE. Some of the results were surprising and unexpected. For example, recognition, prestige and networking – all key features in Chinese and Emirati societies – were found not to be key motivators for wanting an MBA. Instead, the desire to acquire knowledge and skills was the strongest motivator among respondents, accounting for 32.4 per cent of variance. This was followed by reasons associated with intrinsic benefits. The findings have implications for institutional strategy, curriculum design, program delivery and the marketing of programs.

Wise, Graham; Montalvo, Ivan Carrazco (2018):

How to build a regional university. A case study that addresses policy settings, academic excellence, innovation system impact and regional relevance.

Abstract:

A public university was established in 2014 as a cornerstone of Ecuador's sweeping higher education reforms. Four years later, Universidad Regional Amazónica Ikiam had developed internationally benchmarked teaching, research and community service missions within the Ecuadorian Amazon. The creation of Ikiam occurred during a period of broad international discourse on the importance to universities of academic excellence, innovation system impact, and regional relevance. This case study tests whether a top-down state-driven development model can establish a university on principles of excellence, impact and relevance. The creation of Ikiam is analysed qualitatively and the results are discussed in context with national and international policy settings for higher education and innovation. This study provides insights for low and middle-income countries to strengthen higher education and innovation systems through university creation. Internationally it provides practical insights for university master planning taskforces to build organisational strength and distinctiveness through excellence, impact and relevance.

Woodfield, Steve (2018):

International HE in the UK. Leveraging the policy-institution-expert nexus in uncertain times.

In: *Journal of Higher Education Policy and Management* 40 (6, SI), S. 629–647. DOI: 10.1080/1360080X.2018.1530424.

Abstract:

Long-established paradigms around intensifying internationalism and 'borderless-ness' in the UK higher education (HE) sector are being challenged and disrupted by the nationalist drift of global political and socioeconomic forces. The UK's international HE space is fragmented with neither a coordinated national policy nor a central agency overseeing sector-wide activity. Instead, national stakeholders interact in a 'policymaking-sector expert nexus' that itself engages internationally. UK institutions create structures to support 'global engagement' to help them to transcend national policy concerns and weather global 'storms', and to shape policy proactively. However, growing national policy divergence and competing policy priorities mean that enhanced coordination through a sector-level body must precede, and facilitate, the development of any UK-wide international HE strategy. A strategy will face the challenge of embracing institutional autonomy and mission diversity, recognising and value the full spectrum of international HE activities, and providing sufficient funding to leverage the implementation of institutional strategies.

Yates, Robin M. (2018):

Strategic research prioritisation in veterinary schools. A preliminary investigation.

In: *Journal of Higher Education Policy and Management* 40 (2, SI), S. 175–189. DOI: 10.1080/1360080X.2018.1428057.

Abstract:

In step with the worldwide trend for higher educational institutes to establish areas of research emphasis, the accumulation of resources in key areas has become common practice in veterinary faculties. Although there are perceived logical benefits to research prioritisation, there have been very little critical retrospective analyses of research prioritisation in any discipline, let alone in the relatively niche field of veterinary medicine. This study aimed to bring attention to this gapin knowledge. Evidence for the use and breadth of research area prioritization in veterinary schools in Western nations was obtained through publicly available content on the Internet. Preliminary evaluation of the effectiveness of prioritisation strategies in veterinary schools to increase research performance was performed using bibliometric criteria. Although limited to publicly available information, findings from this preliminary study suggest a positive relationship between an identifiable research prioritisation strategy and research performance of veterinary schools.

Reviews

Li, Ian (2018):

How economics professors can stop failing us How economics professors can stop failing us: the discipline at a crossroads, by Steven Payson, Danvers, MA, Lexington Books, 2017, 372 pp., 92.50€ (hardcover), ISBN 978-0-7391-9833-9.

[Review]. In: *Journal of Higher Education Policy and Management* 40 (3), S. 287–288. DOI: 10.1080/1360080X.2018.1458418.

Stokes, Terry (2018):

Critical mass: how the Commonwealth got into funding research in universities, by Don Aitkin, 26.45€ (Softcover), ISBN: 9780648113003.

[Review]. In: *Journal of Higher Education Policy and Management* 40 (1), S. 94–95. DOI: 10.1080/1360080X.2017.1411063.

Journal of Research in International Education (17) 2018

Original Articles

Bailey, Lucy; Cooker, Lucy (2018):

Who Cares? Pro-social education within the programmes of the International Baccalaureate.

Abstract:

This article is a study of one aspect of the character education offeredby schools following the curriculum of the International Baccalaureate -students' pro-social development. Set against a background in which thedevelopment of inter-personal qualities is being marginalised byconservative governments across many national systems of education(Keddie, 2015), the International Baccalaureate seems to defy thesetrends by continuing to centre attention on the holistic development ofpersonal characteristics, including the cultivation of pro-socialbehaviour through the learner attribute 'Caring'. Through a focusedanalysis of the pro-social curriculum practice enacted by ninecase-study international schools following this curriculum across threecontinents, the article concludes that pro-social behaviour iseffectively encouraged by the International Baccalaureate programmes,but that it is a somewhat patrician version of caring that is enacted inmany contexts.

Calnin, Gerard; Waterson, Mark; Richards, Sue; Fisher, Darlene (2018):

Developing Leaders for International Baccalaureate World Schools.

Abstract:

A significant corpus of research now consistently confirms that school leadership is the second most important in-school variable to impact on student outcomes. Investing in leaders and aspiring leaders is therefore an imperative for schools and school systems. However, much of the educational leadership research emerges from national systems of education, with a largely Western set of norms and assumptions. To what extent, it can be asked, are the attributes and capabilities described in the literature applicable on a more universal or global scale? A paucity of research addresses this question and explores educational leadership in trans-national and multi-cultural settings. The International Baccalaureate (IB), with its 4500 schools in more than 135 countries, has responded to the challenge of developing leaders for its schools (known as IB World Schools). Regardless of the strength of research within particular national or cultural contexts, the IB's complex and globally dispersed school network means that leaders cannot be expected to follow a single model or paradigm of leadership practice. The IB acknowledges that effective leadership takes into account the environment within which leaders work. At the heart of an IB school leader's challenge is to develop strong capabilities in cultural and contextual awareness, as well as a deep understanding of the types of leadership practices that have the best chance of maximising student and organisational outcomes in different contexts. The IB has developed a distinctive leadership programme to support IB leaders and build their capabilities in these vital areas. This paper outlines the contexts, research and theorising that has led to the IB leadership professional development programme. It also presents the aims, guiding principles and key features, inclusive of the key capabilities and intelligences that are the core components of the learning and development experience. The question raised at the conclusion of this paper is: to what extent are these capabilities applicable for leaders not only in IB World Schools but in schools more widely?

Dickson, Anisah; Perry, Laura B.; Ledger, Susan (2018):

Impacts of International Baccalaureate programmes on teaching and learning. A review of the literature.

Abstract:

International Baccalaureate (IB) programmes are growing rapidly worldwide, driven in part by their global reputation and concept-driven, inquiry-based approach to teaching and learning. This thematic review of a range of literature sources examines the impact of IB programmes on teaching and learning, highlighting trends, challenges, and benefits. Findings of the review revealed that most of the studies, both qualitative and quantitative, examined stakeholders' perspectives or self-reported experiences of IB programmes; a very small number used research designs that control for confounding factors or allow causal inferences to be drawn. A wide range of stakeholders report that IB programmes develop research and critical thinking skills, intercultural appreciation and global awareness, as well as cultivate collaborative working cultures and creative pedagogical practices among teachers. Challenges include extra demands on teachers for lesson planning and assessment, additional stress for teachers and students, and competing demands and expectations with national requirements. Recommendations are provided which may guide future research endeavours.

Forrest, Sandra (2018):

Can CPD enhance student-centred teaching and encourage explicit instruction of International Baccalaureate Approaches to Learning skills? A qualitative formative assessment and summative evaluation of an IB school's in-house CPD programme.

Abstract:

This study aimed to involve International Baccalaureate (IB) teachers in formative assessment and summative evaluation of a continuing professional development (CPD) programme designed to facilitate a student-centred, process-focused approach in which the 'Approaches to Learning' (ATL) element of the IB curriculum takes a central role. Given its emphasis on participants' collective perspectives, focus groups were selected as the data collection method. Respondents were twelve teachers with diverse backgrounds and experience, from different school departments, with varying teaching styles, epistemological beliefs and views regarding ATL. This study includes a discussion of the literature with reference to teachers' beliefs, attitudes, values and knowledge, the role these play in teaching practices, the extent to which CPD may be able to influence them, and the elements of CPD which make teachers' development more likely. Findings indicate that formatively assessing teachers' development from CPD, and development itself, are 'messy' processes, as is trying to distinguish between 'student-centred' and 'teacher-centred' teaching in relation to facilitating self-regulated learning. Differences were identified in how experienced teachers, particularly those with Postgraduate Certificate in Education (PGCE) certification and new teachers, particularly those without a PGCE, reacted to CPD and developed in relation to the aims of CPD. However, these issues were mitigated over time by the CPD programme's emphasis on collegiality and its coherence with previous CPD and IB standards for teaching and learning. Students' increasing competence with, and acceptance of, student-centred teaching also made it easier for teachers to develop their practice, illuminating the nature of enculturation as a driver of learning. Importantly, formative assessment helped the researcher to understand the complex and incremental nature of teachers' development as well as gain insights into how CPD contributed to that development. This investigation demonstrates that brief experiences of top down, whole school, 'training model' CPD can, indeed, enhance teachers' student-centredness and facilitate explicit instruction of ATL skills, and illustrates the utility of using focus groups to formatively assess, and summatively evaluate, teachers' CPD.

Gardner-McTaggart, Alexander (2018):

Birds of a Feather. Senior International Baccalaureate International Schools Leadership in Service.

Abstract:

This article presents original research into International Baccalaureate international schools' directors in Western Europe, based on multiphase contact with six director participants over two years and employing an aspect of critical-

phenomenology. Successful leadership in this context responds to market demands with a commodification of Anglo identity. Service emerges as central to leadership, closely linked to cultural identity. Female participants appear as more successfully balanced directors. Directors indicate societal values as being more important than the International Baccalaureate Learner Profile.

Gardner-McTaggart, Alexander (2018):

International schools. Leadership reviewed.

Abstract:

This article provides a systematic review of research on leadership in international schools, though not focusing on International Baccalaureate schools which are the focus of a separate paper. International schools are autonomous, private bodies that cater to the globally advantaged. Accordingly, this literature review views them and their leadership through the Bourdieusian concept of distinction. Educational leaders in this context face considerable complexities. International schools thrive on the distinction they confer, it being intrinsic to these schools' identity. International schools can be understood as existing on a matrix, or spectrum, between conceptions of international and global; equitable and market-place. The review finds that international schools experience considerable unhelpful change and transition, where consistency is highly prized yet difficult to achieve. Along with tensions between their equitable and market orientation, transition emerges as the most significant challenge facing educational leaders in this context.

Hacking, Elisabeth Barratt; Blackmore, Chloe; Bullock, Kate; Bunnell, Tristan; Donnelly, Michael; Martin, Susan (2018):

International Mindedness in Practice. The Evidence from International Baccalaureate Schools.

Abstract:

International Mindedness is an overarching construct related to multilingualism, intercultural understanding and global engagement (Hill, 2012). The concept is central to the International Baccalaureate (IB) and sits at the heart of its education policies and programmes. The aim of this research study was to examine systematically how schools offering International Baccalaureate programmes (so-called IB World Schools) conceptualise, develop, assess and evaluate International Mindedness (IM), and to understand related challenges and problems, with a view to improving practice in schools. Nine case study schools, identified as being strongly engaged with IM, were selected for in-depth scrutiny of their practice and thinking related to IM. Conclusions from this study will also inform on-going debate on other similar global initiatives.

Palmer, Nicholas (2018):

Emergent constellations. Global citizenship education and outrospective fluency.

Abstract:

Global citizenship education (GCE) is an essential element of twenty-first-century teaching and learning. For some, GCE signifies an attitude of cosmopolitan purpose, placing humanity ahead of self. For others, GCE embodies a fractured sense of both learner and educator identity. For a third group, GCE is a critical interrogation of pervasive norms. How schools practise GCE, despite globalised rhetoric, poses challenges for educators and students alike. In this article, research is presented from an ongoing study into the activation of GCE in a single international school. The conceptualisation developed as part of the research is aimed at reconciling the individual learner and the learning community, without losing the strengths of either. Underpinned by Habermas' (1984) Theory of Communicative Action and Krznaric's (2014) outrospective empathy, outrospective GCE features pathways towards mindful-yet-active global learning. The conceptualisation presented in this article, although reflective of universal ideas, does not account for all cases and contexts. Instead, outrospective GCE applies to educators seeking a means of engaging with and enlivening situated GCE innovation.

Parish, Karen (2018):

Logic hybridity within the International Baccalaureate. The case of a state school in Poland.

Abstract:

This article takes a 'vertical' comparative case study approach to the study of the human rights logic of the International Baccalaureate. It explores how the global human rights logic is experienced and adhered to by students taking the International Baccalaureate Diploma Programme in one state school in Poland. As part of a larger study the article uses the data scores from the Human Rights Competence Development Survey (Parish, 2018) as a measure of the level to which students adhere to the human rights logic of the International Baccalaureate. Semi-structured interviews with a small sample of students and the International Baccalaureate Diploma Coordinator were conducted to explore how those students experience the International Baccalaureate human rights logic in an attempt to understand why they have or have not developed high levels of adherence. The findings indicate that adherence to the human rights logic varies depending on factors both within and beyond the school learning community. What also becomes clear is that there is logic hybridity as the human-rights-promoting logic competes with the more pragmatic concerns of examination success and university ambitions.

Ploner, Josef (2018):

International students' transitions to UK Higher Education. Revisiting the concept and practice of academic hospitality.

Abstract:

With the increasing mobility of international students to UK universities, the appropriate facilitation of their transition remains a critical issue in terms of higher education practice and research. Much existing research and practice is characterised by assimilationist approaches to transition where international students are seen to 'adapt to' and 'fit in' seemingly uniform host environments. This study however draws on the concept of 'academic hospitality' (Bennett, 2000; Phipps & Barnett, 2007) to develop a more nuanced stance which emphasises reciprocity between academic 'hosts' and 'guests'. The findings presented here emerge from semi-structured interviews with a diverse group of international students who spent their first year abroad at a well-established UK university. Elaborating on different experiences and forms of academic hospitality (material, virtual, epistemological, linguistic and touristic), the paper contributes to a refined theorisation of international student transition. It also offers valuable insights for academic practitioners and policy makers who seek sensible approaches to internationalisation.

Poonoosamy, Mico (2018):

Third culture kids' sense of international mindedness. Case studies of students in two International Baccalaureate schools.

Abstract:

This paper uses part of the data from a larger qualitative inquiry in two International Baccalaureate schools, one in Australia and one in an Indian Ocean Island Nation (a pseudonym), to identify the factors and forces that contribute to the sense of self and understanding of and engagement with the notion of international mindedness in two 'third culture kids'. Socio-cultural theory is used as a conceptual framework to explore cross-cultural differences and similarities between the students and the schooling contexts. Analysing the students' perspectives about their understandings of international mindedness through grounded theory methods, the paper also develops hypotheses on the notions of being, belonging and becoming.

Rhein, Douglas (2018):

International University Students in Thailand. Shifting from Universalistic Models to an Ethnicity Matters Approach.

In: *Journal of Research in International Education* 17 (3), S. 286–308. DOI: 10.1177/1475240918817412.

Abstract:

Historically, much of the research on acculturation and adjustment was conducted on migrant and refugee populations. The start of the twenty first century has seen a surprising surge in a new immigrant class, mobile students, their characteristics differing from the social, political and economic refugees of the twentieth century. This article provides an overview of the literature related to the salient features of acculturation, adaptation and adjustment models as applied to international university students and the stressors they most frequently encounter. It recommends that future research transitions from universalistic mode-based inquiry to more nuanced approaches which emphasize an individual's characteristics from country of origin or perceived ethnic identity. A social constructivist position which emphasizes the historical and ethnic relationships among the visiting students and the host nationals is most beneficial to understanding the contemporary international student adjustment paradigm.

Sanders, Justin; Ishikura, Yukiko (2018):

Expanding the International Baccalaureate Diploma Programme in Japan. The Role of University Admissions Reforms.

In: *Journal of Research in International Education* 17 (1), S. 17–32. DOI: 10.1177/1475240918765528.

Abstract:

In 2011, the Japanese government, in partnership with the International Baccalaureate (IB) Organization, embarked on an ambitious agenda of increasing the number of schools offering the IB Diploma Programme (DP) in Japan. One of the biggest challenges in this initiative is improving the recognition of the IB Diploma as an acceptable and sought after qualification for entry into the nation's higher education institutions. By examining data on DP student matriculation and a survey of Japanese university admissions offices, this paper explores the relationship between the government project, growth of the DP and admissions reform in Japan. Analysis suggests that while the DP recognition situation in Japan is changing, the pace is fairly gradual compared to the timeline set by the government, and there is still some way to go to meet the project targets. Additionally, it appears to be the private universities rather than the national universities that are leading in the reforms and accepting the most DP students.

Savva, Maria; Stanfield, Dave (2018):

International-Mindedness. Deviations, Incongruities and Other Challenges Facing the Concept.

In: *Journal of Research in International Education* 17 (2), S. 179–193. DOI: 10.1177/1475240918793954.

Abstract:

This article examines the developing discourse of international-mindedness and the problematic nature of its theoretical foundation alongside its actual manifestation in international school settings. In particular, it explores the discord between international-mindedness as a benevolent form of character development compared to international-mindedness as an opportunistic form of social and global mobility. Against this competing backdrop, the article also looks to identify distinct features that differentiate the concept of international-mindedness from other more established ideologies, including those related to interculturalism, multiculturalism and cosmopolitanism. The assumption that international-mindedness is perpetually situated within a moral code of conduct is challenged and analyzed critically, along with implications for schools.

Steffen, Veronica; Bueno Villaverde, Angeles (2018):

Perceived difficulties between early years and primary teachers in International Baccalaureate Primary Years Programme implementation.

Abstract:

The purpose of this article is to contribute to discussion as to whether the Primary Years Programme (PYP) of the International Baccalaureate (IB) meets the needs of early childhood (3-5 years old) learners. The research underpinning the article adopted a mixed method approach comprising both a qualitative and a quantitative framework located in six private Spanish schools across three autonomous communities. The research compared perceived difficulties of Early Years teachers and Primary teachers regarding PYP implementation. Aspects of the PYP involved in the research aligned to the IB Standards and Practices. This document, revised periodically, regulates the implementation of IB programmes around the world. The basis of the structure of the research has a direct alignment with those Standards (philosophy, organization, curriculum and assessment). These core themes take the discussion beyond the PYP when considering best practice. A questionnaire was delivered to all full-time PYP teachers, and qualitative analysis was undertaken of the main school documents such as IB preliminary visit reports, school action plans, studies of parent satisfaction surveys, professional development plans, Programme of Inquiry, Units of Inquiry, assessment tools and IB authorization reports. While the document analysis highlighted some areas of difficulty, it was the quantitative comparison that emphasized significant differences in perceived difficulty of PYP implementation between these Early Years and Primary teachers. Although results of the research, in general, are favourable regarding perceived ease in the implementation of PYP philosophies as well as fundamental aspects, there were perceived differences between these two groups regarding specific items. Early Years teachers in and among the schools found 32 items significantly more difficult than did Primary teachers, including the use of transdisciplinary theme descriptors, key concepts, and the Learner Profile. Regarding assessment, Early Years teachers expressed having more difficulties than did Primary teachers in making their students work with their portfolios and using student-led conferences. However, the role of constructivism was one of seven items perceived as easier for Early Years teachers.

Yang, Guang; Badri, Masood; Al Rashedi, Asma; Almazroui, Karima (2018):

The Social and Organisational Determinants of School Commitment of Expatriate Teachers.

Abstract:

The employment of expatriate teachers is explored here through the perspective of their organisational commitment. Drawing on the results of a public school teacher survey conducted in the Emirate of Abu Dhabi in 2014, this study used a multilevel framework to investigate the effects of teacher characteristics, school environment, and district level human resource management policies and practices on expatriate teachers' school commitment. The results of the three-level model revealed that while teacher level attributes remained strong predictors of their school commitment, the social and organisational environment of the school greatly contributed to the organisational commitment of expatriate teachers. Interpersonal support within the school community and supportive work climates were crucial for expatriate teachers to build and sustain their commitment. Nationality was found to moderate the relationships between several workplace factors and teacher school commitment.

Reviews

Cambridge, James (2018):

School-based Research: A Guide for Education Students (third edition), by Elaine Wilson (ed), London, SAGE, 2017, 30€ (softcover), ISBN 978-1-4739-6903-2.

Corn, Kenneth (2018):

Taking the IB CP Forward, by Judith Fabian, Mary Hayden, Jeff Thompson (eds), Woodbridge, John Catt Educational Ltd, 2017, 16.04€ (softcover), ISBN: 978 1911382 34 8.

[Review]. In: *Journal of Research in International Education* 17 (3), S. 320–321. DOI: 10.1177/1475240918805892.

Fertig, Michael (2018):

Shaping the Futures of Young Europeans: education governance in eight European countries, by Marcelo Parreira do Amaral, Roger Dale, Patricia Loncle, Oxford, Symposium Books, 2015, 41.88€ (paperback), ISBN 978-1-873927-62-5.

[Review]. In: *Journal of Research in International Education* 17 (1), S. 84–85. DOI: 10.1177/1475240917744287.

Gunesch, Konrad (2018):

Cosmopolitan perspectives on academic leadership in higher education, by Feng Su, Margaret Wood (eds), Bloomsbury Academic, London, 2017, 96.95€ (hardcover), ISBN 9781474223034.

[Review]. In: *Journal of Research in International Education* 17 (2), S. 198–201. DOI: 10.1177/1475240918779479.

Hayhoe, Simon (2018):

Diversity's Promise for Higher Education: Making it Work (2nd Edition), by Daryl G Smith, Baltimore, Johns Hopkins University Press, 2015, 29.09€ (softcover), ISBN: 978-1-421-41734-9.

[Review]. In: *Journal of Research in International Education* 17 (1), S. 91–94. DOI: 10.1177/1475240917747458.

Heywood, Paul E. (2018):

Global Citizenship Education: A Critical Introduction to Key Concepts and Debates, by Edda Sant, Ian Davies, Karen Pashby, Lynette Shultz, London, Bloomsbury Academic, 2018, 88.99€ (hardcover), ISBN: 9781472592422.

[Review]. In: *Journal of Research in International Education* 17 (3), S. 314–317. DOI: 10.1177/1475240918791246.

Hill, Ian (2018):

Elite Education and Internationalisation: From the Early Years to Higher Education, by Claire Maxwell, Ulrike Deppe, Heinz-Hermann Krüger & Werner Helsper (eds), Basingstoke, Palgrave Macmillan, 2018, 111.18€ (hardcover), ISBN: 978-3-319-59965-6.

[Review]. In: *Journal of Research in International Education* 17 (3), S. 317–319. DOI: 10.1177/1475240918791249.

Pearce, Richard (2018):

> Global Identity in Multicultural and International Educational Contexts: student identity formation in international schools, by Nigel Bagnall, London, Routledge, 2015, 154 pp., 110.40€ (hardcover), ISBN: 978-1138797499.
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> [Review]. In: Journal of Research in International Education 17 (3), S. 309–314.

Pearce, Richard (2018):

> Growing up in Transit: The politics of belonging at an international school, by Danau Tanu, New York City, Berghahn Books, 2017, 296 pp., 102.44€ (hardcover), ISBN: 978-1-78533-408-5.
>
> [Review]. In: Journal of Research in International Education 17 (3), S. 309–314.

Pletser, Jayne (2018):

> Achievement for All in International Classrooms: Improving Outcomes for Children and Young People with Special Educational Needs and Disabilities, by Sonia Blandford, London, Bloomsbury, 2017, 224 pp., 83.61€ (hardcover), ISBN: 9781474254342.
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> [Review]. In: *Journal of Research in International Education* 17 (2), S. 201–202. DOI: 10.1177/1475240918791247.

Stanfield, Dave (2018):

> Designing Research in Education: Concepts and Methodologies, by Jon Swain (ed), London, SAGE Publications, 2017, 260 pp., 91.76€ (hardcover), ISBN: 978-1446294260.
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> [Review]. In: *Journal of Research in International Education* 17 (1), S. 85–87. DOI: 10.1177/1475240917749411.

Tate, Nicholas (2018):

> Knowledge and the Study of Education: An international exploration, by Geoff Whitty, John Furlong (eds), Oxford, Symposium Books, 2017, 288 pp., 52.35€ (softcover), ISBN: 978-1-873927-97-7.
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> [Review]. In: *Journal of Research in International Education* 17 (2), S. 196–198. DOI: 10.1177/1475240918764725.

Walker, George (2018):

> The Conservative Case for Education: Against the Current, by Nicholas Tate, Abingdon, Routledge, 2017, 236 pp., 128.64€ (hardcover), ISBN 978-1-138-05551-3.
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> [Review]. In: *Journal of Research in International Education* 17 (1), S. 87–91. DOI: 10.1177/1475240918764723.

Original Articles

Ammigan, Ravichandran; Jones, Elspeth (2018):

Improving the Student Experience. Learning From a Comparative Study of International Student Satisfaction.

Abstract:

This article evaluates the degree to which international students aresatisfied with different dimensions of their university experience,namely, their arrival, living, learning, and support serviceexperiences. Using quantitative survey research methods based on datafrom the International Student Barometer (ISB), the study evaluates theexperience of over 45,000 degree-seeking, undergraduate internationalstudents at 96 different institutions in Australia, the United Kingdom,and the United States. Multiple regression analyses indicated that allfour dimensions of satisfaction were positively associated withstudents' overall university experience, and the article reveals whichof the four is the most influential. To the authors' knowledge, thisstudy represents the first time that a comparative meta-analysis of ISBdata across institutions in the three chosen countries has beenundertaken. Key implications are discussed for how universityadministrators, practitioners, and researchers might best allocateresources to support and enhance the experience of internationalstudents, leading to more effective institutional recruitment andretention strategies. The study also offers a baseline for futureresearch on international student satisfaction.

Bedenlier, Svenja; Kondakci, Yasar; Zawacki-Richter, Olaf (2018):

Two Decades of Research Into the Internationalization of Higher Education. Major Themes in the Journal of Studies in International Education (1997-2016).

Abstract:

In recent decades, internationalization within higher education has emerged as a distinct field for practice and research. However, there are few meta-analyses of how the research trends and foci of this topic have evolved and shifted over time. This article analyzes the content of the Journal of Studies in International Education (JSIE), a central outlet for internationalization research, thus shedding light on overarching developments and trends within the field. In this investigation, the text-mining tool Leximancer™ is used to generate concept maps based on the titles and abstracts of all 406 scientific articles published in the JSIE between 1997 and 2016 (first issue). Four major developmental waves in this research area are revealed: delineation of the field (1997-2001), institutionalization and management of internationalization (2002-2006), consequences of internationalization: student needs and support structures (2007-2011), and currently, moving from the institutional to the transnational context of internationalization (2012-2016). The results show how the meaning of the concept has evolved to encapsulate several other related concepts in research on higher education, while reporting practices toward internationalization at individual, institutional, and national levels.

Bordogna, Claudia M. (2018):

Transnational Higher Education Partnerships and the Role of Operational Faculty Members. Developing an Alternative Theoretical Approach for Empirical Research.

Abstract:

For too long, transnational higher education (TNE) has been linked to discourse predominately focused upon strategic implementation, quality assurance, and pedagogy. While these aspects are important when designing and managing overseas provisions, there is a lack of research focusing on the social interactions that influence the pace and development of TNE partnerships. This gap is particularly evident at the operational phase of TNE partnerships. This conceptual article therefore offers an alternative way in which to research TNE partnerships, in relation to the interactions of faculty members delivering at the operational level. It provides an integrated theoretical framework, comprising of three different theoretical approaches to provide a conceptual tool in which to investigate and evaluate TNE partnership development. The article concludes that by understanding how relationships develop between faculty members tasked with delivering TNE, international partnerships can be significantly strengthened in terms of their progression and value.

Chankseliani, Maia (2018):

Four Rationales of HE Internationalization. Perspectives of UK Universities on Attracting Students From Former Soviet Countries.

Abstract:

In the context marked by increasing competition between nation-states and universities, expanding individualization, growing influence of nonstate actors, and the new reality of Brexit, this study uses narrative and numeric data to explore the rationales of U.K. higher education (HE) internationalization, specifically motives of attracting students from Eastern Europe, Russia, Caucasus, and Central Asia to the United Kingdom. Among four main rationales of international student recruitment, economic rationale emerged as the most decisive. Interviewed international/admissions officers viewed student mobility from this region as an expression of socioeconomic transformation in sending countries as well as political and strategic priorities in the United Kingdom. They referred to the economic situation in the region, the development of the HE sector within the source countries, the U.K. government discourse on migration, and universities' own strategic planning as four main issues that can influence future trends of student mobility from this region to the United Kingdom.

Chu, Hsiang-Ning Rebecca; Lee, Wing Shing; OBrien, Peter William (2018):

Student Satisfaction in an Undergraduate International Business EMI Program. A Case in Southern Taiwan.

Abstract:

This study assessed both local and international students' satisfaction on dimensions that may foster or disadvantage their learning experience in a recently established English-medium instruction (EMI) undergraduate international business program in Southern Taiwan. The study recruited 278 students (171 local and 97 international), and assessed their satisfaction with program management, interaction with peers within the program, and cultural diversity in the university. The results indicated that both local and international students were satisfied with local students' openness to foreign cultures, students' ability to communicate in English during class, content of courses, and the level of internationalization of the college. All participants, however, were significantly dissatisfied with the depth and frequency of social interaction outside classrooms, and with the facilities and management offered by the university. Findings of this study may have managerial and instructional implications for staff and faculty of English-medium programs in identifying potential issues and improving student retention.

Fischer, Sarah; Green, Wendy (2018):

Understanding Contextual Layers of Policy and Motivations for Internationalization. Identifying Connections and Tensions.

In: *Journal of Studies in International Education* 22 (3), S. 242–258. DOI: 10.1177/1028315318762503.

Abstract:

Many have observed challenges in translating internationalization policy into practice in universities. When key policy documents provide inconsistent messages, a gap can emerge between vision and practice. Understanding the complexities of an institution's local, national, and global context and its rationale for internationalization can shed light on why such gaps arise. This case study demonstrates how a thematic analysis of relevant international, national, state, and institutional policies can reveal tensions between these layers, and indicate possible reasons for the failure to translate policy into practice. The main rationale driving internationalization at the university studied here is economic; however, starting in 2016, a variation in key themes and, thus, rationales is found in the documents. This indicates a shift in the university's internationalization discourse may be occurring. We argue that a more comprehensive approach to internationalization is needed to address inconsistencies in policy directions and drive practice.

Glass, Chris R.; Lee, Jenny J. (2018):

When Internationalization Funding Feels Tight. Satisfaction With Funding and Campus Internationalization Strategies.

In: *Journal of Studies in International Education* 22 (4), S. 302–316. DOI: 10.1177/1028315318773146.

Abstract:

This study investigated predictors of satisfaction with an institution's strategy for campus internationalization among international affairs staff (N = 1,520) and compared the varying perceptions of their institution's funding to fulfill this mandate. This study identified factors that influenced these individuals' sense of their institution's internationalization strategy. Among international affairs staff who were most dissatisfied with their institution's funding, satisfaction with how their institution managed the outsourcing of university functions, and perceived competition with other universities most influenced their perceptions of strategy. For those moderately satisfied with funding, retention of senior university leadership most influenced their perceptions of strategy. Support from senior administration, communication with faculty, and capacity to support increased student enrollment influenced perceptions of strategy for all respondents. The results of this study suggest the negotiation of the educational and entrepreneurial rationales for internationalization are far more complex—and dependent on far more factors—at institutions where international affairs staff perceive fewer human and financial resources to be available.

Haupt, John; Ogden, Anthony C.; Rubin, Donald (2018):

Toward a Common Research Model. Leveraging Education Abroad Participation to Enhance College Graduation Rates.

In: *Journal of Studies in International Education* 22 (2, SI), S. 91–107. DOI: 10.1177/1028315318762519.

Abstract:

This article calls for a common research model that can be replicated across institutions to systematically collect data on the impact of education abroad participation on college graduation rates. The ultimate goal of the proposed GRAD LEAP (Leveraging Education Abroad Participation for Graduation) model is to facilitate a meta-analysis yielding generalizable findings that can inform both institutional and national education abroad policy. The model consists of two levels of analysis: (a) a descriptive analysis to estimate and compare true graduation rates for education abroad participants and nonparticipants, and (b) a parametric analysis to estimate the value-added of education abroad participation, beyond factors already understood to impact graduation rates. The proposed research model can be expanded to include analysis of the impact of specific program factors on graduation rates (e.g., program duration, program type, student accommodation, etc.).

He, Lan; Wilkins, Stephen (2018):

Achieving Legitimacy in Cross-Border Higher Education. Institutional Influences on Chinese International Branch Campuses in South East Asia.

In: *Journal of Studies in International Education* 22 (3), S. 179–197. DOI: 10.1177/1028315317738774.

Abstract:

All universities must achieve legitimacy, as this is essential to attract students, staff, and resources, including funding. To achieve legitimacy in transnational higher education, universities must conform to the rules and belief systems in the host countries. Adopting a case study approach, this research aims to investigate the different institutional influences on three Chinese international branch campuses (IBCs) that operate in South East Asia. The institutional factors behind the strategies taken in establishing and operating such branch campuses are discussed, as well as the different legitimacy building strategies adopted to counteract the liability of foreignness in the host countries. It was found that legitimacy is established through three modes: legitimacy conformity, selective legitimacy conformity/nonconformity, and legitimacy creation, which are adopted according to the IBC's dependence on local resources and the strength of the institutional forces in the host country.

Horey, Dell; Fortune, Tracy; Nicolacopoulos, Toula; Kashima, Emiko; Mathisen, Bernice (2018):

Global Citizenship and Higher Education. A Scoping Review of the Empirical Evidence.

In: *Journal of Studies in International Education* 22 (5), S. 472–492. DOI: 10.1177/1028315318786443.

Abstract:

Student attainment of capabilities associated with global citizenship remains a priority for higher education institutions. We report on a scoping review of empirical studies to explore how global citizenship is understood and enacted in higher education. The 29 included studies span the arts, psychology and social sciences, professional degrees, purpose-designed global citizenship courses, and community development, service, and educational travel programs. Notwithstanding considerable diversity in study aims, methodology, and how global citizenship was described, we were able to discern an overarching framework to describe the theoretical contributions to global citizenship education. Our findings contribute to building conceptual clarity both for educators charged with developing curricula and for higher education researchers seeking to explore and evaluate the outcomes of global citizenship education.

Johnson, Karin A. C. (2018):

9/11 and International Student Visa Issuance.

In: *Journal of Studies in International Education* 22 (5), S. 393–413. DOI: 10.1177/1028315318762524.

Abstract:

International student migration to the United States markedly dropped after the September 11, 2001, attacks. Considering the interaction of immigration policy and student agency, this study examines how student visa issuances changed after 9/11 to determine whether there were significant changes to international student flows to the United States. Nonimmigrant visa data from the U.S. Department of State annual Report of the Visa Office from 1997 to 2006 were analyzed. Results show that while there was no initial significant difference between the pre- and post-9/11 periods, when broken down by visa classification and by region, there were pronounced decreases in visa issuance. Findings suggest that negative effects by student visa type in all regions may have shifted worldwide student mobility trends in the post-9/11 era.

Kuzhabekova, Aliya; Lee, Jack (2018):

Relocation Decision of International Faculty in Kazakhstan.

In: *Journal of Studies in International Education* 22 (5), S. 414–433. DOI: 10.1177/1028315318773147.

Abstract:

This mixed-methods study uses Push and Pull model, as well as the Kaleidoscope career model, to close the gap in understanding of the experiences of international faculty who work in the Global South. Treating these faculty members as self-initiating expatriates pursuing a boundaryless career, the study reveals that one of the key push factors is shortage of jobs in the international market. While salary remains an important pull factor, nonmonetary motivations, such as the desire to contribute to change, are also important motivators. When making the decision to relocate, international faculty are balancing career consideration with the desires to remain truthful to their values and to fit the career with their personal lives. Most faculty expect to stay in the country for a short term, thus presenting challenges for institution building. They also anticipate that international mobility will leave a positive effect on their careers.

Kwiek, Marek (2018):

International Research Collaboration and International Research Orientation. Comparative Findings About European Academics.

Abstract:

In this study, international research collaboration (IRC) and international research orientation (IRO) have been studied at the micro-level of individual academics from the university sector (N = 8,466, 11 European systems). Both were studied cross-nationally, cross-disciplinarily, and cross-generationally. This study differs from most existing internationalization literature in its sample (Europe) and focus (patterns of internationalization in research), using more standard methods (a multivariate model approach). It addresses questions about the patterns of IRC and IRO, international publishing, and the predictors of IRC, or what makes some European academics more prone to collaborating with international colleagues in research than others. In the context of changing incentive and reward systems in European academic science, which are becoming more output oriented, it is ever more important for individual academics to cooperate internationally (as well as to co-publish internationally). "Internationalists" increasingly compete with "locals" in university hierarchies of prestige and for access to project-based research funding across Europe. Evidence is presented that co-authoring publications internationally is still a rare form of research internationalization in Europe (50.8% of academics co-author publications internationally). However, as compared with other world regions, the percentage of European academics collaborating internationally in research (63.8%) is very high. A striking cross-national differential within the youngest European generation of academics was found, which may be a strong barrier to intra-European research collaboration in the future.

Lonnqvist, Antti; Laihonen, Harri; Cai, Yuzhuo; Hasanen, Kirsi (2018):

Re-Framing Education Export From the Perspective of Intellectual Capital Transfer.

Abstract:

This paper contributes to research on the internationalization of higher education by integrating two separate research fields, namely, education export and intellectual capital. Specifically, we conceptualize education export as an activity aimed at transferring intellectual capital as a two-way process benefiting both provider and receiver, and apply this conceptualization to analyze the development and challenges of education export in a Finnish university. The empirical analysis demonstrates that intellectual capital is a useful concept for gaining a more profound understanding of the different kinds of knowledge-based resources conveyed during an education export activity. Depicting education export as intellectual capital transfer may help overcome some of the manifold challenges of education export identified in the previous literature.

McGill, Jenny (2018):

The Migration of International Graduates. Intentions, Outcomes, and Implications.

Abstract:

International students comprise an important segment of the global migrant community, yet their migration motivations, intentions, and outcomes have been understudied. Whereas past research largely considers international students in science, technology, engineering and mathematics (STEM) fields; potential migration plans; and economic factors, this study examines international theological graduates, actual migration outcomes, and additional factors not studied. In all, 405 international students, who entered the United States to pursue advanced academic studies and graduated during 1983-2013, were surveyed. Factors related to their current geographic residence and a composite stay rate for this population are assessed. The influence of gender, length of study abroad, the economic condition of and number of visits to the country of origin, and original migration intention upon entry is evaluated for their predictive value for migration outcomes. Implications of this research are relevant for governments, educational institutions, and community organizations that wish to impact return migration or immigration for highly educated and skilled foreign-born graduates.

Moreira Nery, Matheus Batalha (2018):

Science Without Borders' Contributions to Internationalization of Brazilian Higher Education.

Abstract:

The Science Without Borders (SWB) program is Brazil's major international education initiative. Begun in 2011, the SWB program is a government-funded initiative that encourages Brazilian universities to structure international relations offices and make international education experiences accessible to Brazilian students. However, its initial stages were marked by problems. First, the author's analysis focuses on the history of SWB's implementation and pivotal moments in the program's evolution with the objective of analyzing the available program data, balancing it with the author's experience in managing international programs. In sequence, the author examines the key learning points from two international programs—European Union (EU) Erasmus Program and the U.S. 100,000 Strong initiative—with the objective of analyzing some of the best practices that could have assisted the SWB program in its initial implementation phase and in its future plans. Last, the author presents an analysis with key learning points on internationalization of higher education with the objective of analyzing the growing complexity in international education policies and the necessity of improvements in the current Brazilian strategy for internationalization. The author proposes that to ensure the SWB program's efficacy, an independent evaluation and enhanced connection between Brazilian international education initiatives and the country's foreign policy will be necessary. Sustainability of the program and Brazil's international education policies will necessitate additional efforts including cross-border education, comprehensive internationalization, and internationalization at home strategies. In summary, the author presents recommendations to policymakers, scholars, and practitioners regarding transforming the SWB program into an international education national policy.

Nnazor, Agatha I. (2018):

A Sociological Framework for Understanding the Participation of African Higher Education Institutions in Transnational Education.

Abstract:

Transnational Education (TNE) has potential for expanding access to higher education in Africa, which has chronic high rates of unmet demand for access. Paradoxically, African higher education institutions (HEIs) have the least participation in TNE. There is a dearth of systematic understanding of the factors that influence the participation of African HEIs in TNE and the impacts of their participation at both institutional and societal levels. This article proposes a sociological framework for investigating the factors that enable or hinder the participation of African higher HEIs in TNE, and the impacts of their participation on the institutions themselves and their respective countries. The framework is constructed with societal and organizational factors disparately identified through a purposive review of the literature.

Perez-Encinas, Adriana; Rodriguez-Pomeda, Jesus (2018):

International Students' Perceptions of Their Needs When Going Abroad. Services on Demand.

Abstract:

In this article, we analyze international students' perceptions of their needs when going abroad. The trend toward internationalization and the increase in mobility drives the agenda for globalization in many higher education institutions, and in some cases without any clear strategy for identifying the possible needs of international students. Are universities aware of the international students' perceptions and needs? The purpose of this article is to reflect on the different needs that international students have when visiting new countries, and what particular services they require. Little research exists on this aspect of student mobility. We offer a new approach to it by using Latent Dirichlet Allocation (LDA), a probabilistic topic model that has been used to analyze 59,662 student opinions and to group them into categories. To ensure a holistic approach and reliable visualization of the data, we also use a network analysis tool that allows us to collect together students' perceptions and needs in a distilled format.

Robinson-Pant, Anna; Magyar, Anna (2018):

The Recruitment Agent in Internationalized Higher Education. Commercial Broker and Cultural Mediator.

Abstract:

The internationalization and marketization of higher education has resulted in U.K. universities' increasing reliance on recruitment agents to boost international student numbers. This places agents and agencies in a position of considerable influence with regard to the educational choices that students make. These institutional and individual relationships have been investigated from a marketing perspective, contributing knowledge about the influence of recruitment agents on student decision making. However, this approach has limitations with regard to understanding the impact of agents on an international student's subsequent experience in U.K. higher education. The article suggests that theoretical work on mobility, migration, and ethnographies of communication, including the geopolitics of text production, can provide useful lenses for analyzing how agents help international students navigate the journey into and through U.K. higher education. The notion of "cultural mediator" is introduced to analyze the role played by agents alongside that of commercial broker. We argue that future research, shaped by these alternative theoretical perspectives, may help to bridge the apparent gap in understanding between those working in international offices and those involved in teaching in an internationalized university.

Soderlundh, Hedda (2018):

Internationalization in the Higher Education Classroom. Local Policy Goals Put Into Practice.

Abstract:

Nowadays, most universities have policies for internationalization, and in such policies, attention is increasingly given to internationalization as an aspect of students' learning. However, there have so far been limited efforts to study how such student-centered internationalization can be carried out in practice. This article explores linkages between policy and practice, and it reports on a case study of how local policy goals of internationalization are carried out at the classroom level in a university in Sweden. Through fine-grained analyses of classroom interactions, it is demonstrated how a teacher and his students put policy goals into practice and what aspects stimulate them to do so. More generally, the results contribute to knowledge of how internationalization of higher education can be encouraged and practiced in local learning settings in the form of social actions and how it is carried out in a certain context at a certain time.

Take, Hiroko; Shoraku, Ai (2018):

Universities' Expectations for Study-Abroad Programs Fostering Internationalization. Educational Policies.

Abstract:

Because internationalization in higher education has recently received significant attention within the context of globalization, universities in Japan have begun to develop study-abroad programs to support their students in gaining international experience. This article explores those university policies designed to support the internationalization of higher education through mandatory study-abroad programs. An analysis is conducted of the educational policies of these universities based on a review of their admission, curriculum, and degree-awarding policies. The findings are as follows: First, it is unclear how study-abroad programs provide students with opportunities to attain knowledge and skills. Second, universities that face the same challenge to cultivate global citizenship through study abroad should review their educational content to determine whether students are achieving the goals set in their policies. Universities should realize the importance of study abroad in terms of providing opportunities through which students can achieve their education goals.

Tamrat, Wondwosen; Teferra, Damtew (2018):

Internationalization of Ethiopian Higher Education Institutions. Manifestations of a Nascent System.

Abstract:

The changing landscape of higher education over the past few decades has increasingly brought internationalization to the fore as one major manifestation of the educational systems of both developed and developing countries alike. As part of this global trend, the Ethiopian higher education sector has, in the past decade, begun to exhibit some of the emerging trends of internationalization despite the paucity of data that portray the phenomenon in an organized manner. This study was conducted to address the prevailing deficiencies with particular focus on identifying the dominant manifestations of internationalization in Ethiopia's public and private higher education institutions. Data were drawn from nine public and six private institutions using questionnaire and focus group discussion. The major findings of the study revealed that institutions consider internationalization as an important activity for the purposes of promoting teaching and resource mobilization, international research projects, and academic quality and standards. However, in most of the surveyed universities, internationalization was found to be more of an ad hoc and reactive process than a systematically administered proactive undertaking. On the basis of the findings that portray the features of a nascent system, the need for cohesive policies, strategic directions, and operational efficiencies both at national and institutional levels has been projected.

Viggiano, Tiffany; Damian, Ariadna I. Lopez; Vazquez, Evelyn Morales; Levin, John S. (2018):

The Others. Equitable Access, International Students, and the Community College.

Abstract:

This qualitative investigation explains the ways in which community college decision makers justify the inclusion of international students at three community colleges in the United States. We identify and explain the ways in which decision makers rationalize institutional policy—particularly recruitment strategies and motivations—related to international students, and discuss whether these policies could be considered ethical in a globalized context. Importantly, we conclude that community college decision makers first crafted a class of privileged international students and then justified price discrimination on the basis of said privilege. This vicious circle, we call the international access paradox, prevented decision makers from recognizing or responding to the needs of low socioeconomic status (SES) international students and international students from disadvantaged countries.

Watkins, Heather; Smith, Roy (2018):

Thinking Globally, Working Locally. Employability and Internationalization at Home.

Abstract:

As an approach to the internationalization of higher education, Internationalization at Home (IaH) looks beyond the mobility of a minority of students, emphasizing instead the delivery to all students of an internationally focused curriculum and the embedding of intercultural communication. This can be expanded to include extracurricular activities and building relationships with local cultural and ethnic community groups. The MA in international development at Nottingham Trent University, United Kingdom, has implemented this approach, looking beyond both mobility and curriculum to apply IaH directly to student employability, embracing intercultural competence as a key professional skill. This article explores the efficacy of this combination in the MA's professional development pathway, which requires students to complete a placement, which demonstrates international and intercultural engagement, usually undertaken "at home," and to critically reflect not just on their professional skills, but on their ability to engage in the ethical practice, which is a key element of IaH.

Woldegiyorgis, Ayenachew A.; Proctor, Douglas; Wit, Hans de (2018):

Internationalization of Research. Key Considerations and Concerns.

Abstract:

The internationalization of research has increasingly become an area of focus for higher education institutions but has received less scholarly attention in the study of internationalization in higher education. Drawing on the literature, this article outlines a range of key considerations and concerns for the continued internationalization of research, first by documenting the various rationales for—and factors affecting—international research collaboration and then by examining how internationalization in research might be measured. The article documents a number of key challenges, and highlights that the internationalization of research is influenced by the complex intersection of factors relating to the individual faculty member, to their discipline, to their institution, and to a range of external factors, such as funding. The authors conclude by questioning the likely success of national and institutional strategies for greater internationalization of research, and by calling for more detailed empirical research in this area.

Wu, Hantian; Zha, Qiang (2018):

A New Typology for Analyzing the Direction of Movement in Higher Education Internationalization.

Abstract:

This article proposes a new typology of "inward- and outward-oriented" higher education (HE) internationalization based on the spread of innovations that involve knowledge, culture, HE models, and norms. It reviews existing typologies related to HE internationalization; discusses theories of world system, soft power, and knowledge diplomacy; and utilizes the notion of transcultural diffusion of innovations. As a supplement to existing theories, this new typology is constructed primarily for capturing the currents and dynamics of HE internationalization as they relate to the spread of innovations to analyze newly emerging scenarios. The article applies this new typology to a discussion of real-world cases and tests its viability.

Original Articles

Amundsen, Gerhard Yngve; Haakstad, Jon (2018):

Teaching in Higher Education. Consistency and Change in Context and Role.

In: Journal of the European Higher Education Area 8 (2), S. 83–98.

Abstract:

How is the role and status of higher education teaching generally perceived in Norway today? This theme is reflected on in the Ministry's newly published white paper on quality in higher education. A certain concern expressed is that teaching lingers 'in the shadows of research', that it is methodologically conservative, and that its status needs to be lifted. The voice of teaching academics themselves tends to be less heard than those of political and institutional leaderships and students. This paper presents results from an in-depth interview study that explores how the opinions of the academic teachers compares with the governmental perspective and other 'myths' of conservatism and resilience to change.

Efimenko, Ekaterina; Roman, Agnes; Pinto, Maria; Remião, Fernando; Teixeira, Pedro (2018):

Enhancement and Recognition of Teaching and Learning in Higher Education. The Impact of Teaching and Excellence Prizes.

In: Journal of the European Higher Education Area 8 (2), S. 99–118.

Abstract:

This article aims to map the landscape of teaching and learning excellence prizes across higher education and research institutions in Europe, to evaluate their impact on the recognition and assurance of the quality in higher education and to identify the most successful models of teaching and learning. The research supported this article was developed by the University of Porto (Portugal) and European Trade Union Committee for Education (ETUCE) as part of the European Forum for Enhanced Collaboration in Teaching (EFFECT) project, co-funded by the Erasmus+ Programme of the European Union.

Hazell, Paul; Cullis, Helen (2018):

Data, the Recent Changes to the UK Quality Assurance Regime and Its Impact on the Sector.

In: Journal of the European Higher Education Area 8 (2), S. 55–66.

Abstract:

This paper outlines the key data and metrics that are being used to assure and assess quality and standards in United Kingdom (UK) higher education. It is a brief overview of data-driven reforms to quality assurance in the UK in recent years. This is a fascinating time in UK quality assurance. Written shortly after a general election and against the backdrop of the Brexit negotiations, we also consider the politics and policy that led to these reforms.

Holaas, Olve Iversen (2018):

Quality Assurance in Converging Quality Cultures.

In: Journal of the European Higher Education Area 8 (2), S. 37–54.

Abstract:

Using an empirical study from a recent merger between four higher education institutions (HEIs) in Norway, the article finds quality culture to be an always changing entity. It argues that an HEI can have several quality cultures and that quality assurance systems, as the HEIs tool for ensuring efficient and effective and stakeholder-relevant delivery, must be developed to support all these quality cultures and the continuous change of the HEI. It argues why broad and deep organisational ownership of structural tools in an HEI, such as the Norwegian University of Science and Technology's executive committee for bachelors' in engineering education, is vital for the effectiveness and efficiency of these tools. Furthermore, it shows the necessity to continually assess whether the structures and structural tools are addressing the issues they were established for, as the context and our societies are continuously changing.

Jonker, Esther (2018):

The 'Soft' Side of Quality. The Positive Effects of Policy Change in the Netherlands – A Case Study.

In: Journal of the European Higher Education Area 8 (1), S. 43–52.

Abstract:

In recent years the tone of higher education policy in the Netherlands has changed from advocating tight control and accountability to giving more room to the 'soft' side of quality. In trying to address this change, the management of a department at Leiden University of Applied Sciences decided to find out what academic staff and students think about the quality of education and how this can contribute to a shared vision on teaching. A study conducted to that end revealed that (still existing) governmental frameworks for quality control do not fit the ideas that staff and students hold about what should be central to teaching and education. Giving room to the 'soft' side of quality, by contrast, turns out to stimulate ownership of and involvement in quality in education by academic staff, students and management.

Kareva, Veronika; Dika, Zamir; Memedi, Xhevair (2018):

Towards a Measurement of Academic Performance. The Case of the South East European University (SEEU).

In: Journal of the European Higher Education Area 8 (2), S. 67–82.

Abstract:

The educational authorities in the Republic of Macedonia (RM) have been trying to assure the quality of their higher education for about a decade. These efforts have focussed on legal compliance and monitoring by means of inspection. Therefore, institutions need to realign their approach in order to link the quality control with quality enhancement. The aim of this paper is to demonstrate how the South East European University (SEEU) has established an internal system of quality assurance (QA) which enables the institution to concentrate on quality and at the same time to use it for recognition and motivation. Particular emphasis is put on the instruments for measuring individual academic performance through a comparative data-driven approach.

Le Prestre, Philippe; Rapp, Jean-Marc; Bamberger, Yves; Barbuy, Beatriz; Crawford, Martha; Maret, Pierre de et al. (2018):

France's Quest for Excellence in Higher Education. Towards a New French Revolution?

In: Journal of the European Higher Education Area 8 (1), S. 79–96.

Abstract:

Since 2010 France has undertaken an ambitious programme of reforms aimed at improving significantly the performance of French higher education in the global knowledge and education marketplace. The French excellence initiative (Idex) has devoted about €10 billion to financing activities undertaken by five to ten groupings of higher education and research

establishments. The goal was to facilitate the emergence of a few comprehensive entities able to compete with the best in the world. The Idex/I-Site initiative represents a truly transformative project. For the first time, French universities and Grandes Écoles have begun thinking strategically about their common future. Features that facilitated the process included the establishment of an international jury, the requirement of a midterm review, good sets of performance indicators and reliance on hearings that proved crucial in clarifying actual progress towards the objectives of the application. Major limiting factors stemmed from a lack of government coherence, the limited flexibility and autonomy enjoyed by French higher education institutions, the resistance to change of the Humanities and Social Sciences in many universities and various internal obstacles. The main challenge facing the government remains strengthening universities' autonomy and simplifying management rules and procedures.

Līce, Anita; Volkova, Tatjana; Zvaigzne, Arkādijs (2018):

Two Sides of the Same Coin. How to Involve Employers in Higher Education and Its Quality Management System.

In: Journal of the European Higher Education Area 8 (2), S. 1–18.

Abstract:

Employers form the opinion about higher education institutions by employing their graduates and encountering learning outcomes in the process of their application. Therefore they can provide valuable information for higher education stakeholders, not only about the labour market but also about higher education itself from an external perspective. This article presents the views of employer representatives on two main issues: How employers could be better involved in higher education and how the higher education quality management system could be improved to better meet employers' expectations. The survey included employer representatives who had experience in evaluating the quality of higher education and thus had a deeper understanding of higher education than their counterparts. The research results confirmed that employers are keen on participating in activities which give them a say on the national regulation of higher education or in institutional activities which provide a direct and immediate benefit to their enterprise. To better meet employer expectations, the quality management system of higher education should be professionally run, pay attention to the development of internal quality management systems of higher education institutions, consider the best international practice and include only meaningful procedures and criteria.

Milovanovitch, Mihaylo; Anapiosyan, Arevik (2018):

Journal of the European Higher Education Area, 2018, No. 1 www.ehea-journal.eu 97 Academic Affiliations and Conflict of Interest of Public Officials. Initial Evidence from East and South-East Europe and Central Asia.

In: Journal of the European Higher Education Area 8 (1), S. 97–112.

Abstract:

In this article, we explore affiliations of high-level public officials in East and South-East Europe and Central Asia with higher education institutions, which create a risk of undue influence because of conflict of interest. We collected evidence about formal affiliations that were bringing holders of public office in education benefits in the form of additional income and/or academic credentials. Our research covered decision makers in government and the legislature with direct responsibility for higher education as well as heads of departments in Armenia, Azerbaijan, Bosnia and Herzegovina, Croatia, Kazakhstan, Macedonia, Moldova, Montenegro, Russia, Serbia and Ukraine. The evidence shows that at the time of our research in 2016, the public officials in a majority of these countries had a conflict of interest through their affiliation with a higher education institution while in office. The most common forms of problematic affiliations were salaried positions in universities and the provision of fee-based services to universities. In some countries, ownership of higher education institutions and the provision of procurement services by companies connected to public office holders were common as well. Our article concludes with a discussion of the threat to the integrity of the public and higher education sectors posed by such affiliations, and with a call for a broader exploration of the problem and its implications for integrity, quality, and equity in higher education.

Overberg, Jasmin; Ala-Vähälä, Timo (2018):

Do the Attitudes Towards External Quality Management Change Over Time? Finland's Academic Landscape as an Example.

In: Journal of the European Higher Education Area 8 (2), S. 19–36.

Abstract:

While most European countries conduct accreditations, quality audits are the Finnish way to follow the Berlin conference's demand to implement an external quality assurance instrument at the national level. Even though it is mainly considered highly effective, the Finnish audit system is not without criticism. Finnish universities have faced profound external changes in the last decade. This article considers the question if the attitudes towards external quality management have changed. To that end, the authors carried out a cohort comparison between 2010 and 2017. Findings show that the perception is more positive in 2017. However, interest in and relevance of the audits have decreased. The findings underline the importance of an open quality culture in higher education institutions.

Scott, Peter (2018):

The Implications of Brexit for Higher Education. In the UK and the Rest of Europe.

In: Journal of the European Higher Education Area 8 (1), S. 1–14.

Abstract:

The UK Government's decision to leave the European Union – Brexit – is an unprecedented act with large-scale but unpredictable consequences in geopolitical, economic and cultural terms. Therefore it is hardly surprising that its implications for higher education, both in the UK and across Europe, are difficult to predict. However, there are some obvious areas of concern including the UK's future involvement, if any, in mobility programmes and in future research programmes. In both the UK has been a significant participant, as one of the most popular destinations for students and as the largest single beneficiary of Horizon 2020 (and earlier framework) projects. After Switzerland the UK also has the highest percentage of non-native academic staff, with the rest of the EU being the largest single source, so its scholarly and scientific excellence could be at risk after Brexit. More difficult to assess, but potentially more significant, still, will be whether Brexit is seen as evidence of a wider so-called populist, anti-immigrant and even xenophobic movement, which would diminish the UK in the eyes of the rest of Europe and the wider world.

Smidt, Hanne (2018):

Recognition of Prior Learning – Between Expectations and Reality. Implementing Recognition in the European Higher Education Area.

In: Journal of the European Higher Education Area 8 (1), S. 15–42.

Abstract:

For the last two decades, recognition and acknowledgement of prior learning have been perceived as one of the cornerstones of the European Higher Education Area in the political level, and as supporting geographical and social mobility. This article provides an overview of the policies, definitions, guidelines and discusses if the current practices promotes the political visions. The article questions if the current refugee and migration situation have a positive impact on the recognition (of prior learning) in higher education systems. It critically examines if European higher education institutions will need to revisit their development and implementation of their recognition practice.

Walsh, Gary; O'Mahony, Kim (2018):

Internal Unit Quality Reviews. Practical Experiences of an Irish University.

In: Journal of the European Higher Education Area 8 (1), S. 53–78.

Abstract:

In this article, we consider the practical experiences and lessons learned in relation to internal quality review activity at the University of Limerick over the past 20 years. Internal reviews in Irish universities are framed by national legislation and international good practice, and process development is tailored to suit an institution's mission, needs and organisational structure. The article focuses on the main characteristics of the review process and evidence-based enhancements we have introduced. Enhancements include placing a greater emphasis on the post-review implementation of quality improvement plans to maximise impact at institutional level and facilitate institutional change; placing a greater emphasis on the use of top international reviewers, which also helps to drive the institution's internationalisation agenda; streamlining the university's bespoke quality management system (QMS); and tailoring individual unit review guidelines to maximise the benefit of each review and encourage units to buy in to the process. We hope that quality assurance practitioners and managers within the sector will find the article to be of use in terms of comparing their approach to ours and triggering a critical analysis of both approaches with a view to enhancing the overall process.

Minerva (56) 2018

Original Articles

Beigel, Fernanda; Gallardo, Osvaldo; Bekerman, Fabiana (2018):

Institutional Expansion and Scientific Development in the Periphery. The Structural Heterogeneity of Argentina's Academic Field.

Abstract:

The relationship between "marginal" and "mainstream" sciencehas, in recent decades, become a matter of discussion. Traditionalperspectives must be reexamined in the wake of transformations in theinternational circulation of knowledge and the subsequentdiversification of scientific "peripherality". Argentina representsan interesting case with which to explore the structure of "peripheralcentres" and new forms of scientific development. While it hasrecently experienced an expansion in terms of institutionalization,professionalization, and internationalization, that process has beencoupled with entrenchment of existing institutional asymmetries andpersistent intra-national inequalities; academic prestige is distributedaccording to opposite principles of legitimation (local/international).Our main task is to explore the current state of research capacitiespursuant to that expansion in order to analyze the diverse styles inwhich knowledge is produced. In our analysis, we make critical use ofBourdieu's concept of field and the Latin American category of"structural heterogeneity," while also focusing on the question ofcirculation. The paper outlines how professionalization has developedlocally over time, and the historical tension between the NationalCouncil for Scientific and Technical Research and the publicuniversities. It describes the current structure of the scientific fieldin terms of researchers, institutes, publishing circuits, andinstitutional evaluative cultures. It focuses on geographicalasymmetries in order to assess the distribution of new human andmaterial resources throughout the country. Finally, it addresses thecurrent situation under the new government, and raises concern overrecent regressive actions.

Broitman, Claudio; Kreimer, Pablo (2018):

Knowledge Production, Mobilization and Standardization in Chile's HidroAysén Case.

Abstract:

The Aysén Hydroelectric Project in Chilean Patagonia proposed the construction of the country's largest power facility to supply its capital, nearly 2,000 kilometres away. We seek to explain the way science, politics, law, business and the civilian population are joined up. To this end, we analyse the project's evolution, the construction of techno-scientific arguments by the participants and how Chilean regulations are adapting to this process.

Brostrom, Anders; McKelvey, Maureen (2018):

Engaging Experts. Science-Policy Interactions and the Introduction of Congestion Charging in Stockholm.

Abstract:

This article analyzes the conditions for mobilizing the science base for development of public policy. It does so by focusing upon the science-policy interface, specifically the processes of direct interaction between scientists and scientifically trained experts, on the one hand, and agents of policymaking organizations, on the other. The article defines two dimensions – cognitive distance and expert autonomy – which are argued to influence knowledge exchange, in such a way as to shape the outcome. A case study on the implementation of congestion charges in Stockholm, Sweden, illustrates how the proposed framework pinpoints three central issues for understanding these processes: (1) Differentiating the roles of, e.g., a science-based consultancy firm and an academic environment in policy formation; (2) Examining the fit between the organizational form of the science-policy interface and the intended goals; and (3) Increasing our understanding of when policymaker agents themselves need to develop scientific competence in order to interact effectively with scientific experts.

Cruz-Castro, Laura; Sanz-Menendez, Luis (2018):

Autonomy and Authority in Public Research Organisations. Structure and Funding Factors.

Abstract:

This paper establishes a structural typology of the organisational configurations of public research organisations which vary in their relative internal sharing of authority between researchers and managers; we distinguish between autonomous, heteronomous and managed research organisations. We assume that there are at least two sources of legitimate authority within research organisations, one derived from formal hierarchy (organisational leadership) and another derived from the research community (professional); the balance of authority between researchers and managers is essentially structural but is empirically mediated by the funding portfolio of organisations and the corresponding endowment of resources at the disposal of leaders or researchers. Changes in the level, sources and strings of organisational and individual research funding are expected to affect the balance of internal authority in different ways depending on the organisational configuration, and to open the door to the influence of external actors in the development of research agendas.

Flink, Tim; Peter, Tobias (2018):

Excellence and Frontier Research as Travelling Concepts in Science Policymaking.

Abstract:

Excellence and frontier research have made inroads into European research policymaking and structure political agendas, funding programs and evaluation practices. The two concepts travelled a long way from the United States and have derived from contexts outside of science (and policy). Following their conceptual journey, we ask how excellence and frontier research have percolated into European science and higher education policies and how they have turned into lubricants of competition that buttress an ongoing reform process in Europe.

Franssen, Thomas; Scholten, Wout; Hessels, Laurens K.; Rijcke, Sarah de (2018):

The Drawbacks of Project Funding for Epistemic Innovation. Comparing Institutional Affordances and Constraints of Different Types of Research Funding.

Abstract:

Over the past decades, science funding shows a shift from recurrent block funding towards project funding mechanisms. However, our knowledge of how project funding arrangements influence the organizational and epistemic properties of research is limited. To study this relation, a bridge between science policy studies and science studies is necessary. Recent studies have analyzed the relation between the affordances and constraints of project grants and the epistemic properties of research. However, the potentially very different affordances and constraints of funding arrangements such as awards, prizes and fellowships, have not yet been taken into account. Drawing on eight case studies of funding arrangements in

high performing Dutch research groups, this study compares the institutional affordances and constraints of prizes with those of project grants and their effects on organizational and epistemic properties of research. We argue that the prize case studies diverge from project-funded research in three ways: 1) a more flexible use, and adaptation of use, of funds during the research process compared to project grants; 2) investments in the larger organization which have effects beyond the research project itself; and 3), closely related, greater deviation from epistemic and organizational standards. The increasing dominance of project funding arrangements in Western science systems is therefore argued to be problematic in light of epistemic and organizational innovation. Funding arrangements that offer funding without scholars having to submit a project-proposal remain crucial to support researchers and research groups to deviate from epistemic and organizational standards.

Glaeser, Jochen; Velarde, Kathia Serrano (2018):

Changing Funding Arrangements and the Production of Scientific Knowledge. Introduction to the Special Issue.

[Introduction]. In: *Minerva* 56 (1, SI), S. 1–10. DOI: 10.1007/s11024-018-9344-6.

Abstract:

With this special issue, we would like to promote research on changes in the funding of the sciences, social sciences, and humanities. Since funding secures the livelihood of researchers and the means to do research, it is an indispensable condition for almost all research; as funding arrangements are undergoing dramatic changes, we think it timely to renew the science studies community's efforts to understand the funding of research. Changes in the governance of science have garnered considerable attention from science studies and higher education research; however, the impact of these changes on the conduct and content of research has not received sufficient attention, and theoretical insights into the connections between funding practices and research practices are few and far between. The aim of this special issue is to contribute to our theoretical understanding of the changing nature of research funding and its impact on the production of scientific knowledge. More specifically, we are interested in the interplay between funding and research practices: What is the impact of institutionalised funding arrangements on the production of scientific knowledge?

Harsh, Matthew; Bal, Ravtosh; Wetmore, Jameson; Zachary, G. Pascal; Holden, Kerry (2018):

The Rise of Computing Research in East Africa. The Relationship Between Funding, Capacity and Research Community in a Nascent Field.

In: *Minerva* 56 (1, SI), S. 35–58. DOI: 10.1007/s11024-017-9341-1.

Abstract:

The emergence of vibrant research communities of computer scientists in Kenya and Uganda has occurred in the context of neoliberal privatization, commercialization, and transnational capital flows from donors and corporations. We explore how this funding environment configures research culture and research practices, which are conceptualized as two main components of a research community. Data come from a three-year longitudinal study utilizing interview, ethnographic and survey data collected in Nairobi and Kampala. We document how administrators shape research culture by building academic programs and training growing numbers of PhDs, and analyze how this is linked to complicated interactions between political economy, the epistemic nature of computer science and sociocultural factors like entrepreneurial leadership of key actors and distinctive cultures of innovation. In a donor-driven funding environment, research practice involves scientists constructing their own localized research priorities by adopting distinctive professional identities and creatively structuring projects. The neoliberal political economic context thus clearly influenced research communities, but did not debilitate computing research capacity nor leave researchers without any agency to carry out research programs. The cases illustrate how sites of knowledge production in Africa can gain some measure of research autonomy, some degree of global competency in a central arena of scientific and technological activity, and some expression of their regional cultural priorities and aspirations. Furthermore, the cases suggest that social analysts must balance structure with culture, place and agency in their approaches to understanding how funding and political economy shape scientific knowledge.

Kaldewey, David (2018):

The Grand Challenges Discourse. Transforming Identity Work in Science and Science Policy.

Abstract:

This article analyzes the concept of "grand challenges" as part of a shift in how scientists and policymakers frame and communicate their respective agendas. The history of the grand challenges discourse helps to understand how identity work in science and science policy has been transformed in recent decades. Furthermore, the question is raised whether this discourse is only an indicator, or also a factor in this transformation. Building on conceptual history and historical semantics, the two parts of the article reconstruct two discursive shifts. First, the observation that in scientific communication references to "problems" are increasingly substituted by references to "challenges" indicates a broader cultural trend of how attitudes towards what is problematic have shifted in the last decades. Second, as the grand challenges discourse is rooted in the sphere of sports and competition, it introduces a specific new set of societal values and practices into the spheres of science and technology. The article concludes that this process can be characterized as the sportification of science, which contributes to self-mobilization and, ultimately, to self-optimization of the participating scientists, engineers, and policymakers.

Kaltenbrunner, Wolfgang (2018):

Situated Knowledge Production, International Impact. Changing Publishing Practices in a German Engineering Department.

Abstract:

In this paper, I analyze how recent calls to internationalize publication behavior affect research practices at an automotive engineering department in Germany. Automotive engineering is a field with traditionally rather scarce publication activity and strong connections to industry. Substantial authority to define suitable research problems and ways of organizing knowledge production on a daily basis was therefore reserved for local academic elites as well as corporate partners. However, as engineers are increasingly expected to prove their performance through publishing in international peer-reviewed journals, the judgment as to what should be considered "interesting" or "robust" research is partly relegated to a gradually globalizing community of academic peers. This generates a variety of tensions with established ways of coordinating epistemic work at the department studied here. For example, the thematic interests of journals tend to exert a disruptive centrifugal pull in the context of an otherwise highly modular research culture, and possibilities to publish in international venues are unequally distributed across individual research projects. But while department members agree that there is a lack of fit between current practices and new expectations towards their publishing behavior, their opinions about the conclusions that should be drawn differ significantly. Some researchers argue that profound organizational changes are necessary to foster the academic rigor of German engineering research. Others believe that evaluation criteria should simply be adapted. This situation is arguably characteristic for research areas with a traditionally strong orientation to local stakeholders, and it suggests a need for more deliberative, participatory approaches to research evaluation in such fields.

Krasnodebski, Marcin (2018):

Beyond Private and Public Research. The Legal and Organizational Reality Behind Industrial Research Institutes in Interwar France.

Abstract:

The initiatives attempting to forge links between the academia and the industry flourished in France after World War I. The so-called "industrial institutes" shared a common goal: to reinvigorate the French economy through science. Because of their focus on applied research, they differed from traditional engineering schools that usually neglected laboratory work and innovation. However, while the industrial institutes were a distinct category that shows broader trends in science-industry relations, from a formal point of view they did not constitute a coherent category. The term "institute" was ambiguous and applied to various legal and administrative arrangements. While the French state attempted to unify terminology by introducing "faculty institutes" through the 1920 Decree on the constitution of universities, the measure

was not sufficient to englobe all types of institutions. The diversity of organizational realities behind the industrial institutes is, however, useful for analyzing power structures and hierarchies in a given industrial sector. The legal form of an industrial institute was conditioned by the state and the robustness of the industry that funded it. As such, the history of the French industrial institutes may constitute a fertile ground for broader analyses on the impact of power relations on the legal reality behind the initiatives uniting science and industry.

Madsen, Dorte (2018):

Epistemological or Political? Unpacking Ambiguities in the Field of Interdisciplinarity Studies.

Abstract:

This paper unpacks ambiguities in the field of interdisciplinarity studies (IDS), explores where they come from and how they inhibit consolidation of the field. The paper takes its point of departure in two central fault lines in the literature: the relationship between interdisciplinarity and disciplinarity and the question of whether integration is a necessary prerequisite for interdisciplinarity. Opposite positions on the fault lines are drawn out to identify sources of ambiguities, and to examine whether the positions are irreconcilable - or disagreements that may continue to coexist in a consolidated field. It is argued that if we envisage a consolidated field of IDS, there is a need to develop common ground which calls for scholars of ID to be more explicit about the meanings they ascribe to ID than we see today when the sliding between the epistemological and political dimensions of the field may go unnoticed. It is suggested that whereas ambiguity may be unwanted in the epistemological dimension, it may be quite useful in the political dimension. A systematic comparison of opposite positions offers a common frame of reference for a more productive dialogue between different positions. The analysis shows that as to integration, the difference between opposite positions can be reconciled, whereas in the relation between interdisciplinarity and disciplinarity, the positions are antagonistic and logically exclude each other. The analysis suggests that it is the premise of integration that creates the conditions of possibility for "relabelling" interdisciplinarity and for using the "silo" for disciplines.

Pereira, Tiago Santos; Fonseca, Paulo F. C.; Carvalho, Antonio (2018):

Carnation Atoms? A History of Nuclear Energy in Portugal.

Abstract:

Drawing upon the concepts of civic epistemologies and sociotechnical imaginaries, this article delves into the history of nuclear energy in Portugal, analyzing the ways in which the nuclear endeavor was differently enacted by various sociopolitical collectives – the Fascist State, post-revolutionary governments and the public. Following the 1974 revolution - known as the Carnation Revolution - this paper analyzes how the nuclear project was fiercely contested by a vibrant anti-nuclear movement assembled against the construction of the Ferrel Nuclear Plant, the first sociotechnical controversy in Portugal, paving the way for the emergence of a combative civic epistemology. Supported by semi-structured interviews with scientists, activists and local residents of Ferrel and the analysis of historical material, this article presents the failed Portuguese nuclear endeavor as an emblematic case study to explore the co-production of science and society, in particular the role of revolutionary processes in the unfolding of sociotechnical controversies.

Pettersson, Ingemar (2018):

The Nomos of the University. Introducing the Professor's Privilege in 1940s Sweden.

Abstract:

The paper examines the introduction of the so-called professor's privilege in Sweden in the 1940s and shows how this legal principle for university patents emerged out of reforms of techno-science and the patent law around World War II. These political processes prompted questions concerning the nature and functions of university research: How is academic science different than other forms of knowledge production? What are the contributions of universities for economy and

welfare? Who is the rightful owner of scientific findings? Is academic science "work"? By following the introduction of the professor's privilege, the paper shows how spokespersons for the academic profession addressed such questions and contributed to a new definition of university science through boundary-setting, normative descriptions, and by producing symbolic relationships between science and the economy. The totality of those positions is here referred to as a "nomos" – that is: a generic and durable set of seemingly axiomatic claims about universities. This Swedish nomos, as it took shape in the 1940s, amalgamated classical notions of academic science as exceptional and autonomous with emerging ideas of inventiveness and close connections between academics and business. Crucially, though, the academic-industrial relations embedded in this nomos were private and individual, thus in sharp conflict with the ideas of entrepreneurial universities evolving globally by the end of the 20th century.

Sejersen, Nadja; Hansen, Janus (2018):

From a Means to an End. Patenting in the 1999 Danish 'Act on Inventions' and its Effect on Research Practice.

Abstract:

This paper examines the potential pitfalls for academic research associated with goal displacements in the implementation of goals and indicators of research commercialization. We ask why patenting has come to serve as the key policy indicator of innovative capacity and what consequences this has for the organization of academic research. To address these questions, the paper presents a case study from Denmark on, firstly, why and how the 1999 Danish 'Act on Inventions' introduced patenting as a central instrument to Danish science policy and, secondly, the effects the Act has had on Danish university organization and research practices. We trace why and how commercialization was introduced as an important objective in Danish science policy since the 1980s. The increased focus on patents is explained as an isomorphic adjustment to an international 'science policy field,' manifested in particular through OECD statistics, where patenting has come to serve as a key metric in international rankings. In a second step, we examine what effects the patenting requirements have had on organization and research practice at a Danish university. We show that in practice 'number of patents' changed from serving as an indicator of innovative capacity to being a policy goal in itself, thus in effect producing a goal displacement that is potentially damaging for both academic research and innovation capacity of the surrounding society. As a consequence of this goal displacement, active scientists now increasingly engage in patenting primarily as a means to fulfill organizational targets and to increase their 'fundability,' rather than to promote commercial applications of their research. In conclusion, we discuss how these unfulfilled policy ambitions have led to a retrospective redefinition of policy goals rather than an adjustment of the actual policy tools.

Shin, Youjung (2018):

A Policy Entrepreneur in the Information Society. Shaping the Interdisciplinarity of Brain Research in Korea.

Abstract:

This paper aims to show the historical contingency of policy entrepreneurship in science by analyzing the case of brain research in South Korea during the last decade of the 20th century. This decade saw an increasing emphasis placed upon the development of information technology and its use for societal changes. The rise of the "Information Society" in Korea was an important context for shaping the field of brain research as an amalgam of multiple disciplines which led to the passage of the Brain Research Promotion Act; the first law in the world enacted to promote brain research. This paper, through focusing on in what context someone takes up an entrepreneurial role, shows how the concept of interdisciplinarity has been shaped by, and how it has influenced the development of brain research and its related policy measures in Korea. It ultimately reveals the contingent and transient aspect of a policy entrepreneur and his effect on building a new field.

Sigl, Lisa; Leisyte, Liudvika (2018):

Imaginaries of Invention Management. Comparing Path Dependencies in East and West Germany.

Abstract:

The ways in which societies and institutions institutionalize and practice invention management reflects not only how new ideas are valued, but also imaginaries about the role of science and technology for societal development. Often taking the US Bayh-Dole-Act as a model, many European states have recently implemented changes in how inventions at academic institutions are to be handled to optimize their societal impact. We analyze how these changes have been taken up—and made sense of—in regions with different pre-existing infrastructures, practices and semantics of invention management. For doing so, we build on a comparative analysis of continuities and changes in infrastructures, practices and semantics of invention management in North-Rhine Westphalia (NRW, a former Western state) and Saxony (a former GDR state) to reflect on how academic institutions have been handling inventions along transforming socio-political contexts. Building on document analysis and qualitative interviews with research managers, we discuss ongoing differences in practices of invention management and the semantic framing of the societal value of inventions in NRW and Saxony, and discuss how this can be understood before the background of their ideological, political and economic separation until reunification in 1990. Joining the conceptual perspectives of path dependencies and sociotechnical imaginaries, we argue that two critical incidents in the history of these states (the reunification in 1990 and a legal change in 2002) allowed for wide-ranging institutional alignments, but also allowed path dependencies in practices and semantics of invention management to prevail.

Torka, Marc (2018):

Projectification of Doctoral Training? How Research Fields Respond to a New Funding Regime.

Abstract:

Funding is an important mechanism for exercising influence over ever more parts of academic systems. In order to do so, funding agencies attempt to export their functional and normative prerequisites for financing to new fields. One essential requirement for fundees is then to construct research processes in the form of a project beforehand, one that is limited in time, scope and content. This article demonstrates how the public funding of doctoral programs expands this model of project research from experienced academics to the socialization process for the new academic generation. This process of "projectification" underlies funding-driven institutional changes in doctoral training. A multi-level comparative study of German policies, funding mechanisms and organizational frameworks for doctoral training demonstrates the emergence of a specific model of predefined PhD projects. The investigation of doctoral training practices reveals that socio-epistemic preconditions regulate whether research fields adopted or rejected this demanding model. This result contradicts widespread claims about a radical change in doctoral training and suggests focusing on the actual practices of field-specific doctoral research.

Velarde, Kathia Serrano (2018):

The Way We Ask for Money… The Emergence and Institutionalization of Grant Writing Practices in Academia.

Abstract:

Although existing scholarship offers critical insights into the working mechanisms of project-based research funding, little is known about the actual practice of writing grant proposals. Our study seeks to add a longitudinal dimension to the ongoing debate on the implications of competitive research funding by focusing on the incremental adjustment of the funder/fundee relationship around a common discursive practice that consists in describing and evaluating research projects: How has the perception of what constitutes a legitimate funding claim changed over time and why? By investigating the normative framework enacted in the justification strategies of applicants, we shed light on the historical coevolution of the increasing competition for project funding, the epistemic culture of applicants, and grant writing rhetoric. To do this, we mobilize a comprehensive data set consisting of archival data from Europe's oldest and largest funding agency, the Deutsche Forschungsgemeinschaft, as well as a corpus of 80 successful grant proposals written between 1975 and 2005. We find that the 1990s mark an important normative consolidation of what we consider to be a legitimate funding claim: Ensuring the success of the project and the project's results becomes a major concern in applicant rhetoric. This time period coincides with a substantive rise in the level of competition for project funding. Yet, even though

justification strategies might seem to address the same issues in grant proposals across the disciplines under investigation, the normative framework to which applicants refer differs according to the applicant's epistemic culture.

Weinryb, Noomi; Blomgren, Maria; Wedlin, Linda (2018):

Rationalizing Science. A Comparative Study of Public, Industry, and Nonprofit Research Funders.

Abstract:

In the context of more and more project-based research funding, commercialization and economic growth have increasingly become rationalized concepts that are used to demonstrate the centrality of science for societal development and prosperity. Following the world society tradition of organizational institutionalism, this paper probes the potential limits of the spread of such rationalized concepts among different types of research funders. Our comparative approach is particularly designed to study the role and position of nonprofit research funders (NPF), a comparison that is relevant as NPF could potentially be shielded from such rationalized pressures given their lack of profit gaining motives. By making a qualitative interview-based investigation we are able to describe how research funders rationalize their contributions to society at large, as well as their obligations to the researchers they fund. Four types of research funders are compared — independently wealthy philanthropists, fundraising dependent nonprofits, public agencies, and industry. We find that NPF, and especially philanthropists, are the least commercially geared type of funder, but that philanthropists also express least obligations to researchers funded. This is in sharp contrast to public research funders who, even more than industry, employ commercially geared rationalizations. We also find that both public and corporate funders express obligations to the researchers they fund. Our results indicate that there are limits to the spread of commercially tinted rationalizations among NPF, but that this does not necessarily mean an increased sense of obligations to the researchers funded, and by extension to the integrity of scientific pursuit.

Whitley, Richard; Glaeser, Jochen; Laudel, Grit (2018):

The Impact of Changing Funding and Authority Relationships on Scientific Innovations.

Abstract:

The past three decades have witnessed a sharp reduction in the rate of growth of public research funding, and sometimes an actual decline in its level. In many countries, this decline has been accompanied by substantial changes in the ways that such funding has been allocated and monitored. In addition, the institutions governing how research is directed and conducted underwent significant reforms. In this paper we examine how these changes have affected scientists' research goals and practices by comparing the development of three scientific innovations (one each in physics, biology, and educational research) in four European countries, namely Germany, the Netherlands, Switzerland, and Sweden. We find that the increased number of actors exercising authority over research goals does not necessarily lead to a greater diversity of interests funding research. A narrowing of goals and frameworks is especially probable when the increasing importance of external project funding is combined with reductions in state financing of universities and public research institutes. Finally, the growing standardisation of project cycle times and resource packages across funding agencies and scientific communities make it more difficult for researchers to pursue projects that deviate from these norms, especially, if they challenge mainstream beliefs and assessment criteria.

Woelert, Peter; Croucher, Gwilym (2018):

The Multiple Dynamics of Isomorphic Change. Australian Law Schools 1987-1996.

Abstract:

The theory of institutional isomorphism has been criticized for overemphasizing organizational convergence and neglecting organizational divergence. Drawing on a range of empirical data, this paper shows that multi-dimensional accounts of isomorphic change are not necessarily incompatible with accounts emphasizing divergence as a typical form of

organizational response to environmental uncertainties. The specific case investigated is the proliferation of academic organizational units teaching law at Australian universities over a ten-year period (1987–1996) that saw far-reaching structural transformations of the Australian university system. The key heuristic strategy employed in this paper is to scrutinize (a) when isomorphic responses appear to occur, and (b) which specific organizational form they take. In the empirical case examined, scrutiny of each of these dimensions strongly suggests that at least some isomorphic responses of universities were driven by a dual agenda of manifesting not only similarity but also distinction.

Woodson, Thomas S.; Harsh, Matthew; Foley, Rider (2018):

Non-Academic Careers for STS Graduate Students. Hopping off the Tenure Track.

Abstract:

Science, Technology & Society (STS) graduate programs primarily train graduate students to work in tenure track academic jobs. However, there are not enough tenure track academic jobs to match the supply of STS graduate students, nor does every STS graduate student want to become an academic. As a start to addressing these challenges, we hosted workshops before the 2017 Society for the Annual Meeting of the Society Studies of Science and the 2018 ST Global conference. In those workshops, panelists with PhDs in STS and related fields and working in non-academic faculty careers such as government agencies, non-profit foundations, and industry emphasized that students must showcase how their skills are useful to non-academic organizations. The panelists offered a wealth of stories on how their STS perspective supported their careers, yet most had faced implicit and explicit mentoring from STS faculty that ran counter to their career aspirations. The conversations centered on reframing research and conveying to potential employers how their STS training would support their future careers. A takeaway point that resonated with many participants was the need for STS graduate programs to rethink how they market themselves, recruit students, and critically reflect upon the measures of success. By implicitly steering graduate students solely towards an academic career, STS graduate training will miss an opportunity to make a positive impact on society.

Specials

Downer, John (2018):

The Aviation Paradox: Why We Can 'Know' Jetliners But Not Reactors (vol 55, pg 229, 2017).

Organization Studies (39) 2018

Editorials

Hjorth, Daniel; Reay, Trish (2018):

Organization Studies. Moving Entrepreneurially Ahead.

Hjorth, Daniel; Strati, Antonio; Dodd, Sarah Drakopoulou; Weik, Elke (2018):

Organizational Creativity, Play and Entrepreneurship. Introduction and Framing.

Lindebaum, Dirk; Perezts, Mar; Andersson, Lynne (2018):

Why Books?

Zietsma, Charlene; Toubiana, Madeline (2018):

The Valuable, the Constitutive, and the Energetic. Exploring the impact and importance of studying emotions and institutions.

Abstract:

Emotions shape our lives and experiences as institutional actors, yet neo-institutional theorizing has paid scant attention to them until recently. In this introduction to the Special Themed Section, we explore why this blind spot has existed in past theorizing and aim to push scholarship further to elucidate the role that emotions play in institutional life. Drawing insights from the emerging literature and the four papers in this issue, we emphasize specific themes of interest for research on emotions and institutions. Specifically, we highlight the need for a focus on the role of emotions as: value-laden, constitutive of institutions, and energetic. We argue that foregrounding emotions promises a myriad of opportunities for future work and promises rich theoretical rewards.

Original Articles

Alexandersson, Anna; Kalonaityte, Viktorija (2018):

Playing to Dissent. The Aesthetics and Politics of Playful Office Design.

In: *Organization Studies* 39 (2-3, SI), S. 297–317. DOI: 10.1177/0170840617717545.

Abstract:

In this article we develop the analysis and the conceptualization of therelationship between play and work within the increasingly aestheticizedworking life, drawing on the scholarship of Jacques Ranciere and usingimages of playful office interiors as our empirical case. In doing so,we are able to add to the theorization of the uneasy relationshipbetween the subordination of employee imagination and self to theagendas of the employer, typical of wage labor, and the strive forheteronomy and refiguring of the social order, characteristic of play.

Amis, John M.; Munir, Kamal A.; Lawrence, Thomas B.; Hirsch, Paul; McGahan, Anita (2018):

Inequality, Institutions and Organizations.

In: *Organization Studies* 39 (9, SI), S. 1131–1152. DOI: 10.1177/0170840618792596.

Abstract:

The organizations and institutions with which we interact in our everyday lives are heavily implicated in the rising levels of global inequality. We develop understanding of the ways in which a preference in social structures for the free market over other forms of economic organization has made inequality almost inevitable. This has been accompanied by organizational practices such as hiring, promotion and reward allocation, that maintain and enhance societal inequalities. The mutually constitutive relationship between organizations and institutions in the reproduction of inequality are exposed throughout.

Arjalies, Diane-Laure; Bansal, Pratima (2018):

Beyond Numbers. How Investment Managers Accommodate Societal Issues in Financial Decisions.

In: *Organization Studies* 39 (5-6, SI), S. 689–719. DOI: 10.1177/0170840618765028.

Abstract:

Investment managers use financial numbers to assess the quality of their portfolios, which requires them to estimate the market value of their assets—i.e., the priced trading of such assets. Prior research has shown that investment managers tend to disregard information that does not easily integrate into financial numbers, such as environmental, social and governance (ESG) criteria. We argue that when investment managers use visuals to incarnate ESG criteria, they are more likely to accommodate societal issues in their financial decisions. We undertook a three-year ethnography of an asset management company to better understand how investment managers respond to ESG criteria. We found that fixed-income investment managers attempted to include ESG criteria in their financial models by financializing the data, so that ESG-related information could be commensurated with their existing models. Equity investment managers, on the other hand, did not financialize ESG issues, but introduced visuals, specifically emojis, to incarnate ESG issues. In this way, ESG criteria were juxtaposed against, rather than integrated into, financial criteria. In doing so, equity managers created a sense of dissonance between financial numbers and the visuals, which fostered creative friction. The visuals permitted equity managers to analyze the ESG criteria not only for their financial insights, but also for the social and environmental information that could not be financialized. We discuss the implications of these findings for prior research on financialization and calculative devices.

Audebrand, Luc K.; Barros, Marcos (2018):

All Equal in Death? Fighting inequality in the contemporary funeral industry.

Abstract:

This paper examines how alternative economic organizations can fight inequality without help from traditional partners such as social movement organizations. We focus on co-operatives' successful battle against corporate dominance in the Québec funeral industry. We analyse their actions through the lens of Nancy Fraser's tridimensional theory of justice, which utilizes the cultural dimension of recognition, political dimension of representation, and economic dimension of distribution. We demonstrate how funeral co-ops empowered their federation to influence institutional inequality while maintaining a co-op identity by embodying the potentially contradictory flexibility of social movements along with co-op principles. This paper contributes to scholarship on collective social action by exploring the dual role of model and movement played by secondary co-ops such as the federation of Québec funeral co-ops, which draws on local institutional and organizational resources to disrupt unfair structures. We also extend Fraser's theory, using it as a framework for understanding the dynamic relationships between inequality and its potential remedies at different levels of analysis.

Austin, Robert; Hjorth, Daniel; Hessel, Shannon (2018):

How Aesthetics and Economy Become Conversant in Creative Firms.

Abstract:

Research on creative organizations often highlights a concern that economic influences on creative work might crowd out aesthetic influences. How this concern can be managed, however, is not well understood. Using a case study of an economic/aesthetic conflict within a design firm, we develop theory to describe how the economic and aesthetic can be constructively combined. We propose the concept of conversation as a way of theorizing a constructed sociality via which creative firms manage this conflict; we also propose the concept of ensemble as a way of theorizing a conversationally nurtured but fragile form of intensified sociality that most successfully combines conflicting influences when it can be achieved. Together, these theoretical conceptualizations contribute new insights and help organize a fragmented landscape of ideas about work in creative firms.

Bakken, Tore; Wiik, Eric Lawrence (2018):

Ignorance and Organization Studies.

Abstract:

The article discusses ignorance and organization studies, both as a topic of study and a basic problem of organization theory understood as design theory. How should we regard knowledge not yet known? Is the development of knowledge a straightforward illumination of a defined box, or does knowledge also have a dark side, growing even faster than the illuminated side? In this article, we propose that more extended research into ignorance in organization studies is needed. And since ignorance is a product of inattention, we draw on Herbert Simon's investigation into the science of the artificial. Among the topics we explore are unpredictable environments, the interface between inner and outer environments, vagueness and unspecified ignorance.

Basque, Joelle; Langley, Ann (2018):

Invoking Alphonse. The founder figure as a historical resource for organizational identity work.

Abstract:

There has been growing interest in the rhetorical use of history to express organizational identity claims. Yet the evolving role of the founder figure in managerial accounts has not so far received specific attention. In this study, we examine how the founder figure is used to articulate, enact, stretch, preserve or refresh expressions of organizational identity, drawing on an 80-year magazine archive of a financial cooperative. We identify five modes of founder invocation, and show how distance from founding events leads to increasing abstraction in linkages between the founder and organizational identity claims. The paper offers a dynamic perspective on the mobilization of the founder in organizational identity construction as well as an understanding of how and why founders may remain established identity markers long after their demise.

Bigo, Vinca (2018):

On Silence, Creativity and Ethics in Organization Studies.

Abstract:

Silence is at once a notoriously difficult and most elusive subject. Management and organization studies depict silence as exclusionary, oppressive, needing to be overcome, and as a strategy to resist oppression. The idea that silence might be cultivated for and not against, stressing positive and enabling (and yet non instrumental) aspects of silence, is meanwhile much less considered. Yet if silence excludes, it can exclude all sorts of things, including undesirable things. Silences forge an emptiness, and so a space for the possible emergence of something new, beyond existing beliefs, norms and practices. Certain silences facilitate creativity, including creativity of an ethical sort. The endeavour of this article is to in part interrogate and deconstruct the current status of silence in management and organization studies, and further to anchor the topic more firmly in organizational scholarship and practice, particularly in relation to ethics and creativity.

Blagoev, Blagoy; Felten, Sebastian; Kahn, Rebecca (2018):

The Career of a Catalogue. Organizational Memory, Materiality and the Dual Nature of the Past at the British Museum (1970-Today).

Abstract:

The emergent 'uses of the past' literature challenges traditional perspectives on history as an objective constraint for organizational action. It does so by putting forward an interpretivist view that highlights the moulding and shaping of history as a resource that enables action. We build upon and extend this approach by demonstrating how a more explicit attention to materiality reveals 'the dual nature of the past' as not simply constraining and/or enabling but also actively orienting organizational action in the present. We draw upon research on organizational remembering and the concept of affordance to theorize the entanglement of organizational remembering and the material technologies of memory. We examine the dynamics of organizational remembering and materiality in the context of the British Museum's digitization efforts. We show how narratives about the past enable organizational actors to make sense of and repurpose a novel material technology of memory (computers) through the construction of affordances. However, we also demonstrate how the materiality of objects inherited from the past also actively constrained and oriented how actors worked upon various obstacles on the path to digitization. We make two contributions. First, we develop how the dual nature of the past constitutes a novel way to reconcile deterministic and voluntarist interpretations of the past in organizations by assigning a more active role to material objects in organizational remembering. Second, we introduce a novel way to theorize organizational memory as an ongoing process of mutual constitution between technologies of memory (Speicher) and social practices of remembering (Gedächtnis).

Bothello, Joel; Salles-Djelic, Marie-Laure (2018):

Evolving Conceptualizations of Organizational Environmentalism. A Path Generation Account.

Abstract:

Over the past 30 years, organizations of many different kinds have introduced environmental preoccupations into decision-making, engaging with – and in many cases co-constructing – a striking array of rankings, best practices, standards and other governance tools. However, there has thus far been surprisingly little exploration of the evolving normative implications of environmentalism: existing organizational research treats environmentalism as a static, uniform and quasi-naturalistic phenomenon. In this article, we argue instead that environmentalism is fluid and multifaceted, evolving over time to produce differing conceptualizations that become affiliated with – and mobilized by – particular groups of actors. Using the theoretical framing of path generation, we identify how environmentalism follows a path characterized by episodes of re-conceptualization and re-labelling, a discursive evolution reflecting incremental yet consequential interactions with other institutional paths. We engage in a conceptual history to identify junctures where environmentalism meets with other institutional trajectories, facilitating shifts in meaning. We identify moments of crookedness in the transnational environmental path that are symbolically reflected in label changes – from the emergence of "sustainable development" in the 1980s, to "sustainability" in the 1990s, and more recently, an offshoot towards "resilience". Those label changes are not only, we propose, symbolic markers but are also performative and entrench consequential regime transformations with regard to environmentalism. Through our exploration, we contribute to theory development while also generating empirical implications: theory-wise, we identify mechanisms of path generation that inform broader debates around path dependence. Empirically, we illustrate how different variants of environmentalism are connected to specific meaning systems, exhibiting affinity with different organizational fields.

Towards an Articulation of the Material and Visual Turn in Organization Studies.

Abstract:

Contemporary organizations increasingly rely on images, logos, videos, building materials, graphic and product design, and a range of other material and visual artifacts to compete, communicate, form identity and organize their activities. This Special Issue focuses on materiality and visuality in the course of objectifying and reacting to novel ideas, and, more broadly, contributes to organizational theory by articulating the emergent contours of a material and visual turn in the study of organizations. In this Introduction, we provide an overview of research on materiality and visuality. Drawing on the articles in the special issue, we further explore the affordances and limits of the material and visual dimensions of organizing in relation to novelty. We conclude by pointing out theoretical avenues for advancing multimodal research, and discuss some of the ethical, pragmatic and identity-related challenges that a material and visual turn could pose for organizational research.

Categorizing Competence. Consumer debt and the reproduction of gender-based status differences.

Abstract:

We examine how gender inequalities are reproduced through categorization processes in mainstream discourse. Drawing from an analysis of six years of US media coverage of credit card borrowers throughout the recent financial crisis, we show how categorization processes facilitate gender-based status differences by categorizing male and female credit card borrowers based on competence. We find that three dimensions of competence—savviness, responsibility, and agency—are constructed through two discursive mechanisms: accounts and vocabularies. Additionally, we highlight how vocabularies work to amplify stereotype-consistent accounts, yet undermine stereotype-inconsistent accounts. We contribute to research on institutional maintenance by highlighting the role of categorization processes in the reproduction of institutionalized relations of inequality. Further, we contribute to research on gender inequality by offering an in-depth examination of the micro-processes involved in the social construction of gender-based status differences. In this way, we shed new light on the cultural means through which gender inequalities are reproduced.

Cailluet, Ludovic; Gorge, Helene; Ozcaglar-Toulouse, Nil (2018):

'Do not expect me to stay quiet'. Challenges in managing a historical strategic resource.

Abstract:

In this paper we explore how a historical strategic resource (HSR) could be used by an organization. We propose that within an organization, HSR is both an asset and an arena for power struggle. Our contributions stand at several levels at the crossroads of strategic management and organizational studies. First, we show the importance of various stakeholders in constructing a HSR. Second, we highlight its complexity due to its embeddedness with history. The fact that a HSR could be akin to a public good implies that its rents are difficult to control for organizations. To uncover what is meant by a historical resource, we first present a review of the resource-based theory and the uses of the past in organizations from the perspective of organization theory and organizational history. We then present our fieldwork, which focuses on Emmaus, a major charity organization in France, and its founder, Abbé Pierre. Based on a historical study covering the period 1949 to 2017 drawing on the organization's archives, online publications and data from the French national audiovisual archives, we identify visual and rhetorical elements that constitute Abbé Pierre and his past as HSR for the Emmaus organization. Eventually, our paper contributes to the literature by offering a four-dimensional management framework for HSR with appropriation, ownership, maintenance and distancing.

Capell, Ben; Tzafrir, Shay S.; Enosh, Guy; Dolan, Simon L. (2018):

Explaining sexual minorities' disclosure. The role of trust embedded in organizational practices.

Abstract:

This paper reports on an empirical study that demonstrated how organizational inclusion practices and employees' trust in their organization and supervisors affect their willingness to share personal information that could potentially lead to workplace discrimination. The findings are based on data obtained from 431 sexual- and gender-minority employees using an anonymous online survey. The results reveal that trust in the organization and the supervisor fully mediates the relationship between organizational policies and practices and workplace disclosure. In other words, in organizations where policies and practices generate trust, employees are more willing to disclose their minority identity. Our analysis also reveals how trust in the organization and the supervisor interacts with psychological variables associated with the workplace disclosure decision.

Chatelain-Ponroy, Stephanie; Mignot-Gerard, Stephanie; Musselin, Christine; Sponem, Samuel (2018):

Is Commitment to Performance-based Management Compatible with Commitment to University "Publicness"? Academics' Values in French Universities.

Abstract:

Individuals' values in the context of NPM-based reforms are a central theme in studies of public professional organizations. While organization studies mainly focus on "professional" values, research on public administration primarily addresses the issue of "public" values. This article brings these two research streams together in order to investigate the relationship between two sets of individual values—commitment to performance-based management and normative publicness—in the context of French public universities. It draws on a quantitative survey of academics involved in university governance. The study demonstrates that a positive attitude towards performance-based management is negatively correlated with commitment to university publicness; furthermore, it delineates different groups within the academic profession—according to professional status, managerial position within the organization, and the department's reputation and ability to generate revenues—which have differing attitudes regarding performance-based management and university publicness.

Christiansen, Laerke Hojgaard (2018):

The Use of Visuals in Issue Framing. Signifying Responsible Drinking.

Abstract:

This article offers new insights into the organizational framing of social issues by drawing attention to the use of visual framing. These insights are based on a case study of the organization, Drinkaware, and its visual framing of the issue of alcohol-related harm in its campaign material. The study identifies three overall visual framing functions performed by Drinkaware's campaign material: normalizing alcohol consumption, defining and delimiting the scope of the issue and the responsible parties, and establishing the organization's identity as an expert. The article contributes to institutional theory, and to organizational theory more broadly by elaborating on the significant role of visuals in the framing of an issue, particularly by providing a systematic elaboration of the visual framing functions and components. The article also extends the literature on issues and issue fields, by showing how visuals contribute to defining and delimiting issues and establishing an expert identity in an issue field.

Collinson, David; Jones, Owain Smolovic; Grint, Keith (2018):

'No More Heroes'. Critical Perspectives on Leadership Romanticism.

Abstract:

This paper revisits Meindl et al's (1985) 'romance of leadership' thesis and extends these ideas in a number of inter-related ways. First, it argues that the thesis has sometimes been neglected and/or misinterpreted in subsequent studies. Second, the paper suggests that romanticism is a much broader and more historically rich term with wider implications for leadership studies than originally proposed. Arguing that romanticism stretches beyond leader attribution, we connect leadership theory to a more enduring and naturalistic tradition of romantic thought that has survived and evolved since the mid-18th century. Third, the paper demonstrates the contemporary relevance of the romanticism critique. It reveals how the study of leadership continues to be characterized by romanticizing tendencies in many of its most influential theories, illustrating this argument with reference to spiritual and authentic leadership theories, which only recognize positive engagement with leaders. Equally, the paper suggests that romanticism can shape conceptions not only of leaders, but also of followers, their agency and their (potential for) resistance. We conclude by discussing future possible research directions for the romanticism critique that extend well beyond its original focus on leader attribution to inform a broader critical approach to leadership studies.

Comi, Alice; Whyte, Jennifer (2018):

Future Making and Visual Artefacts. An Ethnographic Study of a Design Project.

Abstract:

Current research on strategizing and organizing has explored how practitioners make sense of an uncertain future, but provides limited explanations of how they actually make a realizable course of action for the future. A focus on making rather than sensemaking brings into view the visual artefacts that practitioners use in giving form to what is 'not yet' – drawings, models and sketches. We explore how visual artefacts are used in making a realizable course of action, by analysing ethnographic data from an architectural studio designing a development strategy for their client. We document how visual artefacts become enrolled in practices of imagining, testing, stabilizing and reifying, through which abstract imaginings of the future are turned into a realizable course of action. We then elaborate on higher-order findings that are generalizable to a wide range of organizational settings, and discuss their implications for future research in strategizing and organizing. This paper contributes in two ways: first, it offers future making as an alternative perspective on how practitioners orient themselves towards the future (different from current perspectives such as foreseeing, future perfect thinking and wayfinding). Second, it advances our understanding of visual artefacts and their performativity in the making of organizational futures.

Courpasson, David; Younes, Dima (2018):

Double or Quits. Understanding the Links between Secrecy and Creativity in a Project Development Process.

Abstract:

Most studies on the links between secrecy and creativity have focused on individual sources of creativity and the impact of organizational management on creative initiatives. However, because of their very focus on individual practices of concealment and personal creative capacities, they have paid scant attention to collective interactions occurring around secrets. In this paper, we illuminate some mechanisms through which the creative work achieved in secret by scientists is enhanced by the exceptional character of their situation within the company. Coping with these exceptional circumstances leads the group to increase commitment, cohesion and efficiency. We theorize creativity as a result of the multiplication of social interactions among individuals and the social consequences of working and cooperating in secret. We show that secrecy can help rather than be detrimental to organizations when it is analysed as a social fabric of interactions around work and common feelings triggered by the risks of working in secret.

Cruz, Margarita; Beck, Nikolaus; Wezel, Filippo Carlo (2018):

Grown Local. Community Attachment and Market Entries in the Franconian Beer Industry.

Abstract:

Geographic communities are often thought to support new ventures, particularly when newcomers are able to replicate incumbents' characteristics. This paper elaborates on the conditions under which geographic communities may hinder the action of newcomers. Particular attention is dedicated to the case in which incumbents' identities build on community traditions and rely on strong connectedness with community inhabitants, as these factors are difficult for newcomers to replicate. We explore this question within the context of market entries in the Franconian microbrewery industry. The results of our empirical analysis confirm that geographic communities exert an unfavorable effect on the entry of new organizations when incumbents are deeply attached to the community. Conversely, when incumbents relate poorly to the community, residential stability within the community displays a positive effect on founding.

Dar, Sadhvi (2018):

De-Colonizing the Boundary-Object.

Abstract:

What role does language play in disciplining subjects in the international development sector? Previous critiques of international development organizations have focused on the role of knowledge tools, such as reports, in reproducing dichotomies between developed and under-developed subjects. In this paper, I de-colonize NGO reporting through a reappraisal of the boundary-object concept. I utilize Ngugi's (1986) problematization of language and translation to demonstrate how the boundary-object is experienced differentially across stakeholder groups and caste/class structures. Using findings garnered from a multi-sited ethnography of an international NGO in India, I examine the prominence of English language in NGO reports over indigenous languages. This paper therefore contributes to contemporary understandings of neo-colonial power relations as sustained by the English language within India.

Deslandes, Ghislain (2018):

Escape from freedom: Revisiting Erich Fromm in the light of contemporary authoritarianism, by Erich Fromm, New York: Henry Holt and Company, 1941/1969, 320 pp., 16.77€ (hardcover), ISBN: 9780805031492.

[Review]. In: *Organization Studies* 39 (11), S. 1649–1653. DOI: 10.1177/0170840618787166.

Drori, Issy (2018):

The Routledge Companion to Visual Organization, by Emma Bell, Samantha Warren, Jonathan Schroeder (Eds), London, Routledge, 2014, 391 pp., 220.84€ (hardcover), ISBN: 978-0-203-72561-0.

[Review]. In: *Organization Studies* 39 (5-6, SI), S. 840–843. DOI: 10.1177/0170840618768737.

Eghenter, Anna Scalfi (2018):

Organizational Creativity, Play and Entrepreneurship.

In: *Organization Studies* 39 (2-3, SI), S. 169–190. DOI: 10.1177/0170840617753093.

Abstract:

Artistic practice is applied as a tool of experimental research that acquires, as a necessary and decisive component, the identification of the organizational nature of the context on which it acts. The artistic frame allows the exceptional chance of developing experimentation within the spaces of everyday life, acting on its own operational rules. In response to the analysis of the context, an 'organizational analogue' is conceived and presented as a work of art. The 'Analogous' is not a representation or a performance, but rather the assumption, via linguistic mimesis, of a pre-extant object, to the shape of which a change is activated. The product is evaluated on the border of the language through which it interacts, allowing the components of the environment to negotiate its pertinence. An experimental approach based on which within the context one can find a game of which to identify the field, the rules and the players. An organizational artistic practice of playing that has juridical, economic and identity implications.

Elias, Sara R. S. T. A.; Chiles, Todd H.; Duncan, Carrie M.; Vultee, Denise M. (2018):

The Aesthetics of Entrepreneurship. How Arts Entrepreneurs and their Customers Co-create Aesthetic Value.

In: *Organization Studies* 39 (2-3, SI), S. 345–372. DOI: 10.1177/0170840617717548.

Abstract:

Despite the fundamental role customers play in entrepreneurial creation processes, little is known about how value emerges from interactions and collaborations between entrepreneurs and their customers. We begin to address this question by exploring the relational and embodied processes through which entrepreneurs and their customers interact to co-create aesthetic value. On the basis of an 11-month multi-sited micro-ethnography of arts entrepreneurs, we abductively derive three interrelated processes: imagining, contemplating, and consensus building. Our key insight is that the customer plays a vital role throughout the entrepreneurial creation process: neither the entrepreneur nor the customer has the final say; rather, their embodied experiences combine with an evolving product to co-create aesthetic value.

Elliott, Carole; Stead, Valerie (2018):

Constructing Women's Leadership Representation in the UK Press During a Time of Financial Crisis. Gender capitals and dialectical tensions.

Abstract:

A continuing challenge for organizations is the persistent underrepresentation of women in senior roles, which gained a particular prominence during the global financial crisis (GFC). The GFC has raised questions regarding the forms of leadership that allowed the crisis to happen and alternative proposals regarding how future crises might be avoided. Within this context women's leadership has been positioned as an ethical alternative to styles of masculinist leadership that led to the crisis in the first place. Through a multimodal discursive analysis this article examines the socio-cultural assumptions sustaining the gendering of leadership in the popular press to critically analyse how women's leadership is represented during the GFC of 2008–2012. Highlighting the media's portrayal of women's leadership as a gendered field of activity where different forms of gender capital come into play, we identify three sets of dialectics: women as leaders and women as feminine, women as credible leaders and women as lacking in credibility, and women as victims and women as their own worst enemies. Together, the dialectics work together to form a discursive pattern framed by a male leadership model that narrates the promise of women leaders, yet the disappointment that they are not men. Our study extends understandings regarding how female and feminine forms of gender capital operate dialectically, where the media employs feminine capital to promote women's positioning as leaders yet also leverages female capital as a constraint. We propose that this understanding can be of value to organizations to understand the impact and influence of discourse on efforts to promote women into leadership roles.

Friedland, Roger (2018):

Moving Institutional Logics Forward. Emotion and Meaningful Material Practice.

Abstract:

Institutional theory, and the institutional logics approach in particular, lacks the feelings that produce, sustain and disrupt institutional practice. This is due in part to rational, instrumental understandings of the individual in practice, and in part to the cognitive and linguistic understanding of that practice, sustained by classification, qualification and belief. Emotion, a joining of language and bodily affect, is ready at hand for institutional theory. There is increasing recognition that emotion is a powerful device for institutionalization and de-institutionalization. In this essay, I consider emotion's position in institutional theory and how we might position it in an institutional logics approach. I will argue that emotion not only mediates institutions, but can itself be institutional.

Garcia-Lorenzo, Lucia; Donnelly, Paul; Sell-Trujillo, Lucia; Imas, J. Miguel (2018):

Liminal Entrepreneuring. The Creative Practices of Nascent Necessity Entrepreneurs.

Abstract:

This paper contributes to creative entrepreneurship studies through exploring 'liminal entrepreneuring', i.e., the organization-creation entrepreneurial practices and narratives of individuals living in precarious conditions. Drawing on a processual approach to entrepreneurship and Turner's liminality concept, we study the transition from un(der)employment to entrepreneurship of 50 nascent necessity entrepreneurs (NNEs) in Spain, the United Kingdom, and Ireland. The paper asks how these agents develop creative entrepreneuring practices in their efforts to overcome their condition of 'necessity'. The analysis shows how, in their everyday liminal entrepreneuring, NNEs disassemble their identities and social positions, experiment with new relationships and alternative visions of themselves, and (re)connect with entrepreneuring ideas and practices in a new way, using imagination and organization-creation practices to reconstruct both self and context in the process. The results question and expand the notion of entrepreneuring in times of socio-economic stress.

Geiger, Susi; Gross, Nicole (2018):

Market Failures and Market Framings. Can a market be transformed from the inside?

Abstract:

How do actors innovate markets in cases of perceived market failures? This paper's aim is to examine what happens when a market is innovated or, as we call it, 'redevised' in situations where public and commercial interests significantly diverge. Market devices can serve an important function in such attempts to innovate markets: they are material and/or social arrangements that are put into place to shape the market in question in certain ways. But can such devices really transform a market from within? To examine this question we trace the history of the Geneva Medicines Patent Pool, a civil society initiative introduced to change pharmaceutical firms' licensing and collaboration practices in the market for HIV/AIDS medicines. Our empirical results indicate that redevising a market in response to market failures can shift the market's frames and contribute to altering its practices, but that this is a pragmatic and often lengthy process that is never fully predictable in advance. By attending to the intended and unintended consequences - or misfires - of redevising a market, our study raises important questions around acting in and on the market, market innovation's ontological impact, zooming in and zooming out when studying redevising, and attending to the temporality of market innovation.

Gill, Michael J.; Burrow, Robin (2018):

The Function of Fear in Institutional Maintenance. Feeling frightened as an essential ingredient in haute cuisine.

Abstract:

Fear is a common and powerful emotion that can regulate behaviour. Yet institutional scholars have paid limited attention to the function of fear in processes of institutional reproduction and stability. Drawing on an empirical study of elite chefs within the institution of haute cuisine, this article finds that the multifaceted emotion of fear characterized their experiences and served to sustain their institution. Chefs' individual feelings of fear prompted conformity and a cognitive constriction, which narrowed their focus on to the precise reproduction of traditional practices while also limiting challenges to the norms underpinning the institution. Through fear work, chefs used threats and violence to connect individual experiences of fear to the violation of institutionalized rules, sustaining the conditions in which fear-driven maintenance work thrived. The study also suggests that fear is a normative element of haute cuisine in its own right, where the very experience and eliciting of fear preserved an essential institutional ingredient. In this way, emotions such as fear do not just accompany processes of institutionalization but can be intimately involved in the performance and maintenance of institutions.

Giovannoni, Elena; Quattrone, Paolo (2018):

The Materiality of Absence. Organizing and the case of the incomplete cathedral.

Abstract:

This study explores the role of absences in making organizing possible. By engaging with Lefebvre's spatial triad as the interconnections between conceived (planned), perceived (experienced through practice) and lived (felt and imagined) spaces, we challenge the so-called metaphysics of presence in organization studies. We draw on the insights offered by the project of construction of Siena Cathedral during the period 1259–1357 and we examine how it provided a space for the actors involved to explore their different (civic, architectural and religious) intentions. We show that, as the contested conceived spaces of the cathedral were connected to architectural practices, religious powers and civic symbols, they revealed the impossibility for these intentions to be fully represented. It was this impossibility that provoked an ongoing search for solutions and guaranteed a combination of dynamism and persistence of both the material architecture of the cathedral and the project of construction. The case of Siena Cathedral therefore highlights the role of absence in producing organizing effects not because absence eventually takes form but because of the impossibility to fully represent it.

Gist-Mackey, Angela N. (2018):

(Dis)embodied Job Search Communication Training. Comparative critical ethnographic analysis of materiality and discourse during the unequal search for work.

In: *Organization Studies* 39 (9, SI), S. 1251–1275. DOI: 10.1177/0170840617736936.

Abstract:

Unemployment can be extremely challenging to manage. Depending on an individual's social status, unemployment experiences can differ greatly. The longer people grapple with unemployment the more likely they are to seek help from unemployment support organizations. This study takes a comparative, critical ethnographic approach to the study of job search communication training at two separate unemployment support organizations considering intersections of social class and race. The analysis uses a communication lens in order to unpack communication expectations and assumptions embedded into the culture of unemployment support organizations that are tailored to different social class and racial groups. The findings reveal that the job search communication trainings are communicatively biased and divergent. Inequality molds and shapes the process of job search communication training and the progress of job searches. Working-class job seekers are required to communicatively assimilate during training while they manage material reality to survive. Upper-middle-class job seekers refine existing communication skill sets in order to search for work and rarely struggle to manage material needs. The findings point to important implications and areas for future research in workforce studies.

Gray, Barbara; Johnson, Tiffany; Kish-Gephart, Jennifer; Tilton, Jacqueline (2018):

Identity Work by First-Generation College Students to Counteract Class-Based Microaggressions.

In: *Organization Studies* 39 (9, SI), S. 1227–1250. DOI: 10.1177/0170840617736935.

Abstract:

Using an interactional approach to studying organizations, we explore how social class differences alone and coupled with racial minority status generate identity threats for first-generation college students who are already underprivileged with respect to educational attainment. For these students the markers of social class are omnipresent and, like racial minorities, they experience microaggressions that require them to engage in identity work to counter these threats. We detail manifestations of social class differences on and off campus and identify the kinds of microaggressions these students encounter including those generated by the intersection of race and class that can destabilize students' identities and lead to what we refer to as "identity collapse." Our results also reveal four types of identity work including mining core identity strength, passing (via dodging and code switching), and developing peer support networks that allow some first-generation students to be resilient in responding to identity threats. We consider the implications of this class work for first-to-college students and offer suggestions for future research that expands our work to workplace organizations and inquires about the potential lasting effects of social class stigma.

Guemuesay, Ali Aslan (2018):

Die Gesellschaft der Singularitäten - Zum Strukturwandel der Moderne (The society of singularities - On the transformation of modernity), by Andreas Reckwitz, Berlin, Suhrkamp, 2017, 480 pp., 28€ (hardcover), ISBN: 978-3-518-58706-5.

[Review]. In: *Organization Studies* 39 (10), S. 1492–1495. DOI: 10.1177/0170840618779796.

Gustafsson, Stefanie; Swart, Juani; Kinnie, Nick (2018):

'They are your testimony'. Professionals, clients and the creation of client capture during professional career progression.

In: *Organization Studies* 39 (1), S. 73–92. DOI: 10.1177/0170840617708001.

Abstract:

The relationship between professionals and clients has received considerable interest, more recently through the concept of client capture. However, little is known to date about the mechanisms through which professionals become captured by their clients. Drawing on 50 interviews investigating the promotion of lawyers to partnership in seven UK law firms, we contribute to existing understanding by exploring the creation of client capture during professional career progression. We propose that by bestowing clients with influence over who gets promoted to partnership, lawyers lose professional independence in defining the future of their firm. In addition, we illustrate how lawyers make themselves indirectly dependent on their clients by perceiving partnership as influential to client work. By doing so, they rely on their clients to legitimize partnership as the ideal career path. Based on our findings, we argue that career progression acts as an enabling mechanism for the creation of client capture as, by succumbing to the desire to advance their careers, professionals also become prone to client capture. We discuss the implications of our findings for professional–client relations and client capture, professional careers and the changing nature of professional work.

Halgin, Daniel S.; Glynn, Mary Ann; Rockwell, Dean (2018):

Organizational Actorhood and the Management of Paradox. A Visual Analysis.

Abstract:

We extend the theorization of organizations as social actors to illuminate how external attributions of actorhood are made by the business media and how these attributions are associated with heightened environmental paradoxes confronting organizations. We analyze the visual depictions of organizations on 530 covers of an influential periodical, BusinessWeek (BW) magazine, over a 30-year period, 1978–2007. We present evidence that the visual depiction of organizational actorhood increased over time and that this depiction occurred more frequently in periods characterized by heightened paradoxical tensions in the business environment. Moreover, we find that in these periods, there is a complementarity between the visual and verbal modes: verbal text highlights the oppositional nature of paradox while the visual image offers interpretations for the management of these tensions. Our work contributes to understanding how the visual construction of organizations by external audiences can position the organization's standing as an actor, as well as the organization's capabilities for action under conditions of environmental challenge.

Hassard, John; Burns, Diane; Hyde, Paula; Burns, John-Paul (2018):

A Visual Turn for Organizational Ethnography. Embodying the Subject in Video-Based Research.

Abstract:

For organizational ethnography we argue that traditional philosophies of onto-epistemological realism be supplanted by interpretive and reflexive thinking to provide fresh theoretical assumptions and new methodological proposals for film- and video-based research. The argument is developed in three phases: First, to establish analytical context, we explore the historical evolution of the ethnographic organizational documentary and discuss habitual problems – methodological, philosophical and technical – that filmmakers have faced when claiming qualities of directness and objectivity in their work, that is, through the style of 'film-truth'. Second, to advance new conceptual logic for video-based organizational research, we supplant the objectivist and realist philosophy underpinning traditional documentary filmmaking with sociologically interpretive and reflexive arguments for undertaking ethnography in organizations, a subjective process which importantly yields greater understanding of affect and embodiment. Finally, to define new methodological opportunities, these interpretive and reflexive arguments are marshalled to underpin a strategy of participatory thinking in video-based organizational ethnography – a 'withness' approach facilitating a greater sense of affect and embodiment as well as polyvocal interpretation of visual data; a practice which sees filmmakers, social theorists, participants and viewers alike united in analytical space.

Hayes, Niall; Introna, Lucas D.; Kelly, Paul (2018):

Institutionalizing Inequality. Calculative Practices and Regimes of Inequality in International Development.

Abstract:

This paper focuses on the institutionalization of inequality in relations between donors and NGOs in the international development sector. We argue that these relations operate within a neoliberal and competitive marketplace, which are necessarily unequal. Specifically, we focus on the apparently mundane practice of impact assessment, and consider how this is fundamental to understanding the performative enactment of institutional inequality. For our analysis we draw upon Miller and Rose's work on governmentality and calculative practices. We develop our argument with reference to a case study of a donor driven impact assessment initiative being conducted in India. Specifically, we consider an impact assessment initiative that the donor has piloted with one of the NGOs they fund that seeks to improve the livelihoods of Indian farmers. We will argue that institutional inequality can be understood in the way the market as a social institution becomes enacted into mundane calculative practices. Calculative practices produce different kinds of knowledge and in so doing becomes a way in which subjects position themselves, or become positioned, as unequal.

Hollerer, Markus A.; Jancsary, Dennis; Grafstrom, Maria (2018):

'A Picture is Worth a Thousand Words'. Multimodal Sensemaking of the Global Financial Crisis.

Abstract:

Through its specific rhetorical potential that is distinct from verbal text, visual material facilitates and plays a pivotal role in linking novel phenomena to established and taken-for-granted social categories and discourses within the social stock of knowledge. Employing data from the worldwide news coverage of the global financial crisis in the Financial Times between 2008 and 2012, we analyse sensemaking and sensegiving efforts in the business media. We identify a set of specific multimodal compositions that construct and shape a limited number of narratives on the global financial crisis through distinct relationships between visual and verbal text. By outlining how multimodal compositions enhance representation, theorization, resonance, and perceived validity of narratives, we contribute to the phenomenological tradition in institutional organization theory and to research on multimodal meaning construction. We argue that elaborate multimodal compositions of verbal text, images, and other visual artifacts constitute a key resource for sensemaking and, consequently, sensegiving.

Huybrechts, Benjamin; Haugh, Helen (2018):

The Roles of Networks in Institutionalizing New Hybrid Organizational Forms. Insights from the European Renewable Energy Cooperative Network.

Abstract:

Hybrid organizational forms combine values and practices from different institutional domains, rendering them difficult to fit neatly into the structures of extant organizational forms. Since the work required to institutionalize a new hybrid organizational form may be beyond the resources and capabilities of individual organizations acting alone, we shift the focus to inter-organizational collective action. Using empirical data from a study of a European network of renewable energy cooperatives, we find that, in order to institutionalize the new hybrid organizational form, the network can contribute to overcome the legitimacy challenges inherent in organizational hybridity. In particular, the network builds field-level receptivity to institutional pluralism, collectively codifies the hybrid organizational form, and consolidates legitimation towards plural field-level audiences. In order to perform these institutionalization roles, the network itself becomes increasingly formalized and mobilizes mediating functions involving different types of resources, legitimacy and target audiences. The research advances knowledge of hybrid organizational forms and their collective institutionalization through inter-organizational networks.

Johnsen, Christian Garmann; Olaison, Lena; Sorensen, Bent Meier (2018):

Put Your Style at Stake. A New Use of Sustainable Entrepreneurship.

Abstract:

This article uses the concept of style to rethink sustainable entrepreneurship. Our point of departure is the conceptual distinction between organization as style made durable and entrepreneurship as the disruption of style. We show that style is not simply an aesthetic category, but rather what ties different social practices together. While organization makes the connections between social practices durable, entrepreneurship disrupts such patterns. We further elucidate how organization and entrepreneurship are two intermingled processes – those of durability and disruption – that together enable the creation of new styles. In order to conceptualize this creative process, we explore how play can create disharmonies within the organization, but we also maintain that any new practice will remain marginal without a collective assemblage capable of adopting it. On this basis, we argue that sustainable entrepreneurship consists of making an environmentally friendly and socially conscious style durable, but also of disrupting such a style. In order to illustrate our argument, we use the example of the sustainable smartphone producer Fairphone. In conclusion, we argue that the concept of style may strengthen the dialogue between entrepreneurship studies and organization studies.

Kern, Anja; Laguecir, Aziza; Leca, Bernard (2018):

Behind Smoke and Mirrors. A Political Approach to Decoupling.

Abstract:

In this paper, we examine neglected dimensions of decoupling - i.e., its power and political aspects. We draw on an empirical study of the reaction of two hospital subunits and an external agency (the Regional Health Agency) to a policy implementation, to contribute to the recent renewed interest in decoupling. We first reconsider the distinction between internal and external actors by investigating how they interact in their responses to the new policy implementation. While observing different forms of decoupling, we show how power and politics allow us to understand how these forms are articulated and related. Furthermore, we highlight that contexts characterized by institutional complexity are particularly propitious for decoupling. Finally, we outline that how actors use logics to justify their claims might differ significantly from how they enact those logics. More broadly, this paper contributes by bringing back power and politics into the analysis of institutional processes.

Koch, Jochen; Wenzel, Matthias; Senf, Ninja Natalie; Maibier, Corinna (2018):

Organizational Creativity as an Attributional Process. The Case of Haute Cuisine.

Abstract:

In this paper, we develop a framework that conceptualizes organizational creativity as an attributional process in which organizational creativity is constantly negotiated between an organization and its environment through 'entre-relating activities'. Based on an empirical analysis of this process in the haute-cuisine restaurant Rutz in Berlin, we explore four entre-relating activities – surprising, satisfying, stimulating and savouring – through which 'being creative' and 'being considered creative' are set in relation to negotiate the attribution of organizational creativity. Our findings demonstrate how the sequential performance of these entre-relating activities is consequential for the gradual transition of external evaluations of an organization's outcomes, from being considered 'different' to 'one of a kind', and thus the increasing attribution of organizational creativity over time. Our study contributes to the literature on organizational creativity by exploring the interplay between 'being creative' and 'being considered creative' through entre-relating activities, which is foundational for understanding organizational creativity. Furthermore, our findings put aesthetic responses at the centre of organizational creativity and demonstrate the playfulness of the process through which the attribution of organizational creativity is produced.

Kwon, Winston; Constantinides, Panos (2018):

Ideology and Moral Reasoning. How wine was saved from the 19(th) century phylloxera epidemic.

Abstract:

Extant organizational research into crises has focused on the efforts of different actors to defend and legitimate their ideologies towards particular actions. Although insightful, such research has offered little knowledge about the moral reasoning underlying such action. In this paper, we explore how moral reasoning from different ideological viewpoints can lead to polarized debates and stalemate within the context of ecological crises. We apply our conceptual framework in an analysis of the 19th century French phylloxera epidemic. Drawing upon this analysis, we argue that, by adapting their moral reasoning, opposing stakeholder groups could maintain their underlying ideology, while at the same time pragmatically changing their actions towards the crisis. We discuss the theoretical implications of our analysis for historical research in organizational studies and research on organizations and the natural environment.

Linstead, Stephen A. (2018):

Feeling the Reel of the Real. Framing the Play of Critically Affective Organizational Research between Art and the Everyday.

Abstract:

This article considers a number of issues hampering the application of arts-based 'playful' methods in organization studies once the close relationships between ethnography and aesthetic research, and the connections between art and everyday experience, are recognized. Drawing particularly from the creative ethnographies of Kathleen Stewart, Dwight Conquergood and H. L. Goodall, Jr. it suggests that the performative nature of artistic cultural texts lies in their intention to move their audience towards new sensitivities, awareness, and even learning. Critique is not oppositional to such development, being essential for fully creative movement. The article therefore suggests that what is needed are critically affective performative texts. For such texts to be socially, politically and epistemologically defensible, and thus a viable form for researchers to consider adopting, it is necessary to understand how they work to generate critical momentum, and what possible lines are available for justifying and evaluating creative approaches that challenge orthodox organizational research in being neither objective, representational nor expressive. The article outlines four 'moments' of critical leverage – aesthetic, poetic, ethical and political – that work in play with each other to create powerful artistic texts, and illustrates them by drawing on work-related literature, music, poetry and art, including workplace ethnographies. This framework enables the location of artistic and 'playful' methods epistemologically and ontologically relative to other modes of research and offers a robust justification for their further use in the field of organization studies.

Lubinski, Christina (2018):

From 'History as Told' to 'History as Experienced'. Contextualizing the Uses of the Past.

Abstract:

Research has made great strides in understanding how and why organizational actors use the past. So far, scholars have largely focused the level of analysis on the organization, without exploring the intertwined nature of historical claim-making with the organizational field or society at large. This article extends the status quo by conceptualizing the role of context for organizational uses-of-the-past. It identifies three key aspects of context that shape how history contributes to the social construction of reality: the existence of multiple audiences, the landscape of pre-existing historical narratives and the experience of social practices giving credibility to historical claims. By analysing the historical case of German business in colonial India, the paper makes three broader claims that could move research toward a more contextualized conception of the uses-of-the-past: (i) historical claims are validated in a continuous dialogue with multiple audiences; (ii) they revise previously existing narratives by critiquing or 'outpasting', i.e. invoking earlier origins; (iii) they often result in 'rhetorical frictions' that require continuous and skilful history revisions to mitigate emerging conflicts in their reception. By contextualizing the uses-of-the-past in this way, the paper moves beyond 'hypermuscular' organizational actors bending history to their will and foregrounds the situated nature of historical rhetoric.

Maclean, Mairi; Harvey, Charles; Sillince, John A. A.; Golant, Benjamin D. (2018):

Intertextuality, Rhetorical History and the Uses of the Past in Organizational Transition.

Abstract:

This paper draws upon archival and oral history research on organizational transition at Procter & Gamble (1950–2009), during which P&G evolved from a multinational to a global enterprise. Intertextuality, the ways in which texts appropriate prior works to produce new texts, illuminates the practical workings of rhetorical history, accentuating interpretive agency. The uses of the past at P&G involved an authorized historical account relating to socialization, invented tradition, and lessons from past experience, facilitating change within continuity. We show that in transforming from multinational to global enterprise, recognition of the value of history to strategy intensified, engendering rhetorically intense variations on time-honoured themes. Our main contribution to theory is to demonstrate how sensitivity to intertextuality casts light on the nature of organizational history as historically constructed through language, subject to the agency of skilful interpretive actors who engage in intertextual adaptation in pursuit of strategic change as purposes and contexts evolve.

McCarthy, Lauren; Moon, Jeremy (2018):

Disrupting the Gender Institution. Consciousness-Raising in the Cocoa Value Chain.

Abstract:

Gender is one of the most taken-for-granted institutions. Inequality is a common by-product of this institution and questions arise as to how such inequalities can be addressed. We uncover the cognitive and emotional processes individuals experience that enable them to begin disrupting the gender institution, within our case context of a gender equality programme in the Ghanaian cocoa value chain. We identify four elements of institutional apprehension: theorizing, auditing, relating to others and exploring difference. These processes help individuals 'see' the dimensions of the gender institution: its order's laws and rules, its organizational gender regimes, and its gendered practices in daily interactions. Furthermore, some individuals are able to appreciate the dynamic interplay between these dimensions, and the power relations that are inherent within them. We argue that this fifth element of institutional apprehension, consciousness-raising, is particularly important for achieving equality. Consciousness-raising involves connecting everyday practices with organizational and structural rules, thus making 'the personal political'. It enables individuals to reconsider the way that power plays out in relational ways within value chains, promoting variously fatalism, resistance and the possibility of more multidimensional solutions to gender inequality.

McGivern, Gerry; Dopson, Sue; Ferlie, Ewan; Fischer, Michael; Fitzgerald, Louise; Ledger, Jean; Bennett, Chris (2018):

The Silent Politics of Temporal Work. A Case Study of a Management Consultancy Project to Redesign Public Health Care.

Abstract:

In this article, we discuss temporal work and temporal politics situated between groups with different temporal orientations, arguing that attention needs to be paid to covert and unarticulated silent politics during temporal work. Drawing on a case study of a management consultancy project to redesign public health care, we explain how unarticulated temporal interests and orientations shape the construction of problems, which, in turn, legitimate tasks and time frames. We also show how task and time frames are temporarily fixed and imposed through boundary objects, and the way these may then be reinterpreted and co-opted to deflect pressure to change. Thus, we argue, unarticulated, covert and political temporal inter-dynamics produce expedient provisional temporal settlements, which resolve conflict in the short term, while perpetuating it in the longer run.

Munro, Rolland (2018):

Creativity, Organisation and Entrepreneurship. Power and Play in the Ecological Press of Money.

In: *Organization Studies* 39 (2-3, SI), S. 209–227. DOI: 10.1177/0170840617717550.

Abstract:

Drawing on how Marx reverses consumption perspectives (C-M-C) to capture the money-orientation of entrepreneurs (M-C-M), the paper addresses ways the 'ecological press' of creativity is affected by money-orientations becoming internalised deeply into institutions. Accepting Hjorth's critique that managerialism aims at producing 'today's ideal of self-managing enterprising employees', the pressing issue is to understand how organisation, when re-configured around budgets, targets and other metrics, can be opened up to passion, carnival and play without augmenting the 'power of place'. Asking how 'spaces of play' get foreclosed by the 'ecological press' of creativity being turned towards money-making, particular scrutiny is given to the ways in which 'institutional logics' get altered by internalising money-orientations. Three paradigm cases of reverse-thinking in innovation are examined: namely, Edison's supply of electricity, Sloan's use of ROI to grant autonomy, and JIT's lead towards the flexible factory. While suggestive of the role money may play in limiting creativity to the possible and the potential, the analysis shows how change towards the virtual can be triggered by complex modes of reverse-thinking. While the analysis challenges 'market logics' that put creativity in the hands of the 'chance and caprice' of internal competition, I conclude that negative effects on the ecological press of creativity, such as 'making play pay', might be better countered by more research over how money's presence and absence is created and tempered.

Oertel, Simon; Thommes, Kirsten (2018):

History as a Source of Organizational Identity Creation.

In: *Organization Studies* 39 (12, SI), S. 1709–1731. DOI: 10.1177/0170840618800112.

Abstract:

We analysed the self-representation of twelve watchmaking firms located in a cluster in East Germany to understand how they apply rhetorical history to craft their identity. The findings show that there are common elements of rhetorical history that help organizations craft their identity, but there are also differences based on each firm's historical background. While some firms specifically relate their identity to their own history, others mainly employ cluster-level history, while still others may even self-construct fictional historical roots. By discussing these findings, we contribute to a better understanding of how an organization's identity is crafted and how history is utilized in such identity creation.

Ortmann, Guenther; Sydow, Joerg (2018):

Dancing in chains. Creative practices in/of organizations.

In: *Organization Studies* 39 (7), S. 899–921. DOI: 10.1177/0170840617717096.

Abstract:

According to Friedrich Nietzsche, artists impose restrictions on themselves to encourage creativity and even have a way of "making things difficult" – imposing new constraints on themselves within which they have to dance. At least in the arts, it is difficulty rather than ease which promotes creativity in accordance with this view. This goes beyond the well-known idea of rules and other structures not only restricting but also enabling creativity; it also goes beyond insight into the creativity-enhancing effects of constraints, as recently emphasized in organization studies. Nietzsche adds three dimensions to this dialectic: time and the process of dancing inspired and encouraged by constraints; the opposition of old and new constraints; and the quality of intended, stimulating self-binding. We see this as an opportunity to explore the inspiring potential of Nietzsche's piece about arts, "Dancing in chains", when it comes to the different realm of creative practices and creativity in and of organizations. Such an exploration can obviously not aim to offer recipes of how to bring about valuable novelty, but simply intends to identify pertinent themes, issues and questions for organization studies – topics and aspects brought into a new or sharper light when looked at from Nietzsche's perspective and that of some other philosophers, including Jon Elster's analyses of constraints in general and of the complications of self-binding in order to promote creativity in particular. Also, we consider Míchel de Certeau's "silent production" and Martha Feldman's improvisational routines as being cases of "dancing in chains".

Pallesen, Eva (2018):

Creativity, Play and Listening. An Auditory Re-Conceptualization of Entrepreneurial Creation in the Context of New Public Management.

Abstract:

This article aims to re-conceptualize entrepreneurial creation in the context of New Public Management. While the latter has sought to 'entrepreneurialize' public sector employees by creating incentives for greater engagement in optimizing outcomes, the article departs from the premise that such an entrepreneurialization may more precisely be described as an 'enterprising up' of employees, placing strong emphasis on predefined outcomes and on eliminating the risk that input will not lead to the prescribed outcomes. Noting that this reasoning is fed by a prescriptive/retrospective logic, which tends to marginalize the openness of the ear-body, the article activates auditory concepts to (re)theorize entrepreneurial creation in the empirical context of a strong outcome focus. From 'rhythm', 'composing' and 'crescendo', entrepreneurial creation is theorized as a playful variation, which stays with process and allows the alterity of the other(ness) to resonate – and hence opens up a space for the qualitatively different to emerge. Hereby, the article seeks to contribute to a processual conceptualization of entrepreneurship as the creation of new in-betweens by providing (auditory) concepts that help us grasp this in-between as an emergent relational field of unactualized potential.

Porter, Amanda J.; Kuhn, Timothy R.; Nerlich, Brigitte (2018):

Organizing Authority in the Climate Change Debate. IPCC Controversies and the Management of Dialectical Tensions.

Abstract:

At the centre of the undeniably contentious debates about climate change lies the question of authority: Which voices will be heard and, thus, who will influence policy, activism, and scientific inquiry? Following high-profile errors found in the Fourth Assessment Report of the Intergovernmental Panel on Climate Change (IPCC), the Dutch Parliament sought to achieve 'balance' in these debates by bringing together climate scientists and skeptics for a set of online discussions. Using both communication and dialectical theorizing, we explore the organizing of authority around climate change in the Netherlands. We locate dialectical tensions and discursive positions of diverse actors in the debate, examining the communication practices by which actors sought to resolve tensions as part of three authoritative moves: bridging, (de)coupling, and resisting. The combination of these authoritative moves failed to engage with – and therefore could not resolve – the sources of the underlying dialectical tensions. We build on these insights to suggest contributions to the climate change debate and theory on authority in organization studies.

Prange, Christiane; Bruyaka, Olga; Marmenout, Katty (2018):

Investigating the Transformation and Transition Processes Between Dynamic Capabilities. Evidence from DHL.

Abstract:

Understanding the emergence, development, growth, or termination of dynamic capabilities (DCs) remains a critical topic of organizational research. This study contributes to and expands this stream of research by investigating the transformation and transition between two distinct DCs—acquisition-based and innovation-based—within the global logistics provider DHL across four time brackets from 1997 to 2006. Using content analysis of interviews with DHL's managers and secondary sources, we identify DCs through bundles of underlying routines and track their evolution. Our findings provide evidence that a specific DC undergoes transformation before the company transitions to another DC, following a reactive sequence. These insights contribute to research on capability development by challenging traditional life-cycle explanations.

Puyou, Francois-Regis; Quattrone, Paolo (2018):

The Visual and Material Dimensions of Legitimacy. Accounting and the Search for Socie-ties.

Abstract:

The aim of this article is to contribute to the literature on legitimacy by investigating its material and visual dimensions. By drawing on studies on rhetoric as a means of composing visions of social order and on an historical analysis of accounts in three paradigmatic eras (Roman times, Renaissance and Modernity), it shows how symmetry in accounts constituted an aesthetic code which tied members of a community together in 'socie-ties'. We investigate the rhetorical process of ratiocinatio and explore how the visual and material dimensions of accounts provided social actors with an opportunity to explore their positions and ties within a community. This process augmented social actors' understanding of their current relations by reducing them to a series of entries in an account, thus allowing them to reflect on what it meant to be a legitimate member of a society.

Qureshi, Israr; Sutter, Christopher; Bhatt, Babita (2018):

The Transformative Power of Knowledge Sharing in Settings of Poverty and Social Inequality.

Abstract:

Knowledge sharing is central to reducing inequality and alleviating poverty. However, communities in settings of extreme poverty are often bounded by distinct perspectives and understandings that hinder knowledge sharing. Furthermore, social fault lines may create internal boundaries that impede interaction, further complicating knowledge sharing. Despite these challenges, some knowledge sharing efforts are successful. The purpose of this study is to better understand how knowledge sharing overcomes boundaries in settings of extreme inequality and poverty. Using qualitative data from rural India, we find that boundary work performed by boundary spanners overcomes external and internal boundaries by creating space for action, observation, and reflection in the recipient community. These actions, or syncretizing mechanisms, transform newly introduced knowledge, which then facilitates further boundary work, resulting in community transformation. Under certain circumstances, we see how boundary work and syncretism can lead to significant knowledge and recipient transformation. Thus, we seek to contribute to the literature by more fully exploring the transformative power of knowledge sharing within contexts of extreme poverty, and by explaining the process by which it occurs.

Raaijmakers, Aafke; Vermeulen, Patrick A. M.; Meeus, Marius T. H. (2018):

Children Without Bruised Knees. Responding to Material and Ideational (Mis)alignments.

Abstract:

Institutional theorists have predominantly focused on the symbolic and cognitive side of institutions. So far, the role of materiality has been largely overlooked in institutional studies. Material aspects of organizing can nevertheless critically shape actors' responses to institutional pressures, not least because material and ideational aspects are often intermingled. In this paper, we extend Oliver's (1991) conceptual framework of strategic responses. We show how managers assess and compare the material and ideational aspects of new institutional requirements with their existing material and ideational situation and balance both aspects in their strategic responses. We find that the degree of (mis)alignment subsequently shaped their evaluation of the consequences of (non)conformity and the breadth of responses available to them. In fact, we find that the nature of institutional requirements – material versus ideational – actually restricts the range of strategic response options.

Radoynovska, Nevena M. (2018):

Working within Discretionary Boundaries. Allocative Rules, Exceptions, and the Micro-Foundations of Inequ(al)ity.

Abstract:

Organizations tasked with allocating limited resources face obvious distributive dilemmas. Allocative rules – when applied universally – seek to limit the discretion of organizational members and mitigate disparate treatment. Yet, particularistic needs often warrant exceptions to such rules and accept unequal treatment in the interest of equity. I argue that organizational members engage in a form of boundary work, which I call discretion work, to manage discretionary boundaries around the application of allocative rules versus exceptions. Discretion work functions through semi-institutionalized 'rules of exceptionalism,' which involve continual boundary-testing. Relying on ethnographic fieldwork at a French social service organization, enriched by interviews with service providers, I identify three types of discretion work – procedural, symbolic, and evaluative – which govern how, for whom, and for what purpose allocative decisions are made. The article contributes to institutional perspectives on inequality by a) articulating the micro-practices that (re)produce inequitable resource allocation at the bottom of the social ladder, and b) theorizing the often overlooked distinction between principles of equity and equality.

Reinecke, Juliane (2018):

Social Movements and Prefigurative Organizing. Confronting entrenched inequalities in Occupy London.

Abstract:

Organizational scholars have examined how social movements generate institutional change through contentious politics. However, little attention has been given to the role of prefigurative politics. The latter collapses expressive and strategic politics so as to enact the desired future society in the present and disrupt the reproduction of institutionalized structures that sustain deep-seated inequalities. The paper presents an ethnographic study of Occupy London and protesters' encounter with people living homeless to examine how prefigurative politics is organized in the face of entrenched inequalities. Findings show how the macro-level inequalities that protesters set out to fight resurfaced in the day-to-day living in the camp itself. Initially, the creation of an exceptional space and communal space helped participants align expressive and strategic politics and imbued them with the emotional energy needed to confront challenges. But over time these deeply entrenched institutional inequalities frustrated participants' attempts to maintain an exceptional and communal space, triggering a spiral of decline. The dilemma faced by Occupy invites us to reflect on how everyday constraints may be suspended so as to open up imagination for novel and more equal ways of organizing.

Ruebottom, Trish; Auster, Ellen R. (2018):

Reflexive dis/embedding. Personal narratives, empowerment and the emotional dynamics of interstitial events.

Abstract:

Reflexivity is required for institutional work, yet we know very little about the mechanisms for generating such understandings of the social world. We explore this gap through a case study of an interstitial event that aims to create a community of 'change-makers'. The findings suggest that such events can generate reflexive dis/embedding through two complementary mechanisms. Specifically, personal narratives of injustice and action and individual-collective empowering generate emotional dynamics that disembed actors from their given attachments and embed them within new social bonds. Through these mechanisms, the event in the case study was able to challenge audience members' conceptions of self and others and change their worldview. This research advances our understanding of how reflexivity can be developed by uncovering the emotional dynamics crucial to the dis/embedding of actors.

Savage, Paul; Cornelissen, Joep P.; Franck, Henrika (2018):

Fiction and Organization Studies.

Abstract:

The topic of fiction is in itself not new to the domain of organization studies. However, prior research has often separated fiction from the reality of organizations and used fiction metaphorically or as a figurative source to describe and interpret organizations. In this article, we go beyond the classic use of fiction, and suggest that fiction should be a central concern in organization studies. We draw on the philosophy of fiction to offer an alternative account of the nature of fiction and its basic operation. We specifically import Searle's work on speech acts, Walton's pretense theory, Iser's fictionalizing acts, and Ricoeur's work on narrative fiction to theorize about organizations as fictions. In doing so, we hope that we not only offer an account of the "ontological status" of organizations but also provide a set of theoretical coordinates and lenses through which, separately or together, the notion of organizations as fictions can be approached and understood.

Schiehll, Eduardo; Lewellyn, Krista B.; Muller-Kahle, Maureen I. (2018):

Pilot, Pivot and Advisory Boards. The Role of Governance Configurations in Innovation Commitment.

Abstract:

This study examines how governance configurations comprised of board capital, CEO power and the presence of large shareholders are associated with innovation commitment in organizations. We take a configurational perspective, proposing that organizational innovation commitment is contingent upon how interdependent governance attributes associated with monitoring and resource provisioning can either enhance or constrain management's discretion to invest in research and development (R&D). Using fuzzy-set qualitative comparative analysis (fsQCA), we identify complementarities which lead to three board archetypes that foster firm innovation commitment. 'Pilot boards' have both board capital breadth and depth allowing for active and close participation in innovation decision-making. 'Pivot boards' possess the depth of industry-specific expertise and linkages required for providing resources and oversight of powerful CEOs. And 'advisory boards' have less power but have outside directors who have breadth of expertise and relational capital that complements the oversight provided by powerful family owners so as to effectively advise management on innovation decisions. Our findings underscore that governance mechanisms work in tandem, not in isolation, to explain significant organizational outcomes, specifically those associated with innovation commitment.

Schreven, Stephanie (2018):

Conspiracy Theorists and Organization Studies.

Abstract:

This essay proposes an experiment in workplace emancipation by letting go of the assumption of who knows best in the domain of knowledge and suspending 'social closure' (Weber) as a mechanism of exclusion. Specifically, I experiment with a stance I adopt from Jacques Rancière, which is to presuppose equality, in this case with conspiracy theorists, starting by listening to what they have to say, rather than seeking to silence them and dismissing them a priori. Listening to what conspiracy theorists have to say, I propose a reconfiguration and recalibration of our empirical awareness derived from their practices and their aesthetics. In particular, I seek to reclaim close attention to detail, regarded by Hofstadter as a core feature of the paranoid style, for a democratic style. The implication of my experiment is an invitation to rethink knowledge building in the form of cases, resulting by engaging intimately with the unaccounted for as part of a conversation among equals that encourages independent thinking.

Smith, Pernille; Haslam, S. Alexander; Nielsen, Jorn F. (2018):

In Search of Identity Leadership. An ethnographic study of emergent influence in an interorganizational R&D team.

Abstract:

Recent trends in the leadership literature have advanced a relational and processual perspective that sheds light on the way leadership emerges and evolves in dynamic and flexible organizations. However, very few empirical studies have explored these processes over an extended period. To address this lacuna, we report findings from a three-year ethnographic study that explored the emergence and development of leadership in a self-managed interorganizational R&D team. Findings show that in the context of various events that impacted on the team, leadership emerged through interactions, processes and practices that were perceived by team members to develop and advance shared goals and shared identity. Leadership responses to uncertainty surrounding the project were generally legitimated by team members' background and expertise in relation to this shared identity, while a lack of perceived legitimacy also compromised leadership. These observations are consistent with arguments that leadership revolves around the creation and enactment of shared social identity. However, they also suggest that the form and nature of leadership is hard to predict because it is heavily structured by specific identity-relevant practices and perceptions that arise in the context of unforeseeable events.

Stigliani, Ileana; Ravasi, Davide (2018):

The Shaping of Form. Exploring Designers' Use of Aesthetic Knowledge.

Abstract:

Research on design and designers has emphasized the tacit nature of the aesthetic knowledge that these professionals draw upon to make decisions about formal properties of objects and spaces, but is less clear about how design teams address the difficulties associated with expressing and sharing this type of knowledge. A ten-month ethnography in a design consultancy revealed a range of multimodal and cross-modal ways in which members of a design team compensate their imperfect capacity of articulating verbally their aesthetic knowledge in order to enable creative collaboration. In so doing, our study offers two main contributions. It illuminates the interplay between designers' aesthetic experiences, visceral responses and intuitive cognitive processes that enable designers to draw upon their aesthetic knowledge to support the collective accomplishment of their task, and provides an interpretation of the design process as a form of 'creative' intuition driven by emotional reactions to environmental stimuli and emerging formal solutions.

Stowell, Alison F.; Warren, Samantha (2018):

The Institutionalization of Suffering. Embodied Inhabitation and the Maintenance of Health and Safety in E-waste Recycling.

Abstract:

In this article, we put forward the concept of 'embodied inhabitation' to bring a bodily and material perspective to bear on institutional maintenance. Using an 'inhabited institutions' framework, and drawing on autoethnographic, visual data, we develop a strategy of empathizing with field research participants that blurs the boundaries between human and non-human, social and material, and cultural and biological in understanding the embodied micro-level, situated interactions that maintain the institutional status quo. These have hitherto been overlooked in studies of institutional maintenance and institutional theory more broadly. Empirically, we explore how organizational imperatives designed to uphold the institution of the 'safe system of work' required by health and safety law in the United Kingdom play out in the course of the everyday work of e-waste recycling workers. Three vignettes relating to an overarching theme of 'suffering' consider institutional inhabitation as micro-level embodied interactions, and we show how socio-embodied discourses of commitment, skill and (working-class) masculinities legitimate the normalization of waste workers' suffering, which in turn maintains institutionalized ideas of health and safety at work. We conclude by reflecting on the value of employing an 'embodied inhabitation' approach in other institutional settings.

Thompson, Neil A. (2018):

Imagination and Creativity in Organizations.

In: *Organization Studies* 39 (2-3, SI), S. 229–250. DOI: 10.1177/0170840617736939.

Abstract:

Scholars adopting a relational ontology of organisational creativity have shifted attention away from a preoccupation with individual minds towards that which is enacted, emergent, shared, unpredictable and contingent. This article follows suit, yet breaks new ground by reconsidering how the mind plays an active role in unfolding creative interactions by building a bridge between literature on organisational creativity, aesthetics and philosophy of imagination. I draw on English Romanticism to craft a theoretical model of organisational creativity as an aesthetic and relational process of shared imagining. This model demonstrates how organisational members use primary and secondary modes of imagination and creative expression to develop, materialise and share perceptions and images of possible futures. By elaborating on their interplay, this article contributes to literature by theorising an active and generative role of mind that does not have the ontological shortcomings of leading theories. In turn, this has a number of implications for literature on entrepreneurship and organisational creativity in terms of situating and embodying creative thinking, explaining the intentionality and motivation for creative actions, overcoming perceptual differences and changing practices and routines.

Thoren, Claes; Agerfalk, Paer J.; Rolandsson, Bertil (2018):

Voicing the Puppet. Accommodating Unresolved Institutional Tensions in Digital Open Practices.

In: *Organization Studies* 39 (7), S. 923–945. DOI: 10.1177/0170840617695358.

Abstract:

This paper examines managerial control and the tensions caused by digital open practices. Drawing on qualitative interviews with managers of a prominent Swedish newspaper corporation, we apply the theoretical lens of institutional logics to analyse the institutional tensions stemming from pressure to integrate user-generated content, and the strategies for managing multiple logics that emerge as a result. Specifically, by linking managerial control to the logics of 'profession', the 'market' and the 'corporation', we use the concept of ventriloquism to show how managers recreate professional legitimacy when handling digital open practices by letting the corporate logic mimic the values of the profession. The study at hand contributes to the understanding of how digital open practices leverage managerial and corporate control, and the consequences thereof, and how the newspaper industry still has not fully managed to reconcile with user-generated content. Prior research is inconclusive as to whether digital open practices increase or decrease managerial control. This study concludes that framing the market logic in digital media exerts pressure on managers to find a defensive compromise to cope with unresolved tensions between the corporate and professional logics.

Tuominen, Tiina M.; Lehtonen, Mikko H. (2018):

The Emergence of Transformative Agency in Professional Work.

In: *Organization Studies* 39 (11), S. 1601–1624. DOI: 10.1177/0170840617717093.

Abstract:

Even though transformative agency is widely discussed in organization studies, recent conceptualizations provide little information about the dynamics through which transformative agency emerges at the individual and collective levels, or how these levels influence one another in a particular context. We employ critical realist theories to explore transformative agency in different types of temporary service development groups in professional service organizations. Our study suggests how individuals' transformative agency emerges from their reflexivity and bargaining power conditioned by resource distributions, and how collective agency subsequently emerges from different combinations of these individual properties in temporary agentic groups. The study clarifies the interplay between the individual and collective levels of agency, and supports further multilevel studies on transformative agency in organizational change.

Wadhwani, R. Daniel; Suddaby, Roy; Mordhorst, Mads; Popp, Andrew (2018):

History as Organizing. Uses of the Past in Organization Studies Introduction.

Abstract:

Research on the "uses of the past" in organizations and organizing is flourishing. This introduction reviews this approach to integrating history into organization studies and explores its paths forward. We begin by examining the intellectual origins of the approach and by defining why and how it matters to the study of management and organizations. Specifically, we emphasize the performative role of history in making and unmaking organizational orders. Next, we elaborate on how the articles in the special issue demonstrate the uses of the past in shaping organizational identity, strategy, and power. We also highlight how this work contributes to our understanding of the socially embedded character of history in organizations by accounting for the role of materiality, intertextuality, competing narratives, practices, and audiences in how the past is used. We conclude by considering four research frontiers particularly worthy of further exploration—the influence of temporal form, the role of non-rational knowledge, the range of methods, and the integration of ethics—in studies of the uses of the past in organizations.

Wijaya, Hendra R.; Heugens, Pursey P. M. A. R. (2018):

Give Me a Hallelujah! Amen! Institutional reproduction in the presence of moral perturbation and the dynamics of emotional investment.

Abstract:

How do actors continue to contribute to the reproduction of extant institutional arrangements, even after they have become morally perturbed by these arrangements? Through ethnographic research in eleven Pentecostal churches in urban Java, we found that when certain church practices morally perturbed church employees and volunteers, they evoked moral emotions of guilt and anger that triggered institutional instability. However, organizational leaders exerted fear- and respect-eliciting systemic power that made these actors discontinue their disrupting activities. Suppressing the impetus for institutional disruption and change, systemic power engendered actors' feelings of helplessness. Bringing back power into neo-institutionalism, we investigate the boundary conditions to the mobilizing potential of moral emotions. Rather than exiting the field, morally perturbed actors engaged in reconciling activities, enabling them to shift the anchor of their emotional investment. In our case, the shift took place from idealized institutional arrangements to a more spiritual meaning system. We argue that anchor relocation is vital to the sustained reproduction of institutional arrangements of which actors morally disapprove.

Wolbers, Jeroen; Boersma, Kees; Groenewegen, Peter (2018):

Introducing a Fragmentation Perspective on Coordination in Crisis Management.

Abstract:

Coordination theories are characterized primarily by a focus on integration, in which coordination is aimed at achieving a coherent and unified set of actions. However, in the extreme settings in which fast-response organizations operate, achieving integration is often challenging. In this study we employ a fragmentation perspective to show that dealing with ambiguity and discontinuity is not only inevitable for these organizations, it is a key characteristic of coordinating. We undertook an inductive, qualitative field study on how officers in command from the fire department, medical services, and police coordinate during emergency response operations. Our data are based on a four-year multi-site field study of 40 emergency management exercises in the Netherlands, combined with 56 retrospective interviews. Our inductive analysis of this data shows that officers use three coordination practices to deal with ambiguity and discontinuity: working around procedures, delegating tasks, and demarcating expertise. We theorize our findings by showing how these practices lead to conditions in which fragmentation can become an effective method of coordination. In doing so, we provide a more complete understanding of the process of coordinating in fast-response settings that will benefit both crisis management practice and organizational theory.

Reviews

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Perspectives. Policy and Practice in Higher Education (22) 2018

Editorials

Gander, Michelle (2018):

Professional services. Supporting student success.

[Editorial]. In: *Perspectives. Policy and Practice in Higher Education* 22 (3), S. 69–70. DOI: 10.1080/13603108.2018.1467996.

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Your journal needs … ?

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Brown, Roger (2018):

Higher education and inequality.

In: *Perspectives. Policy and Practice in Higher Education* 22 (2), S. 37–43. DOI: 10.1080/13603108.2017.1375442.

Abstract:

After climate change, rising economic inequality is the greatest challenge facing the advanced Western societies. Higher education has traditionally been seen as a means to greater equality through its role in promoting social mobility. But with increased marketisation higher education now not only reflects the forces making for greater inequality but even exacerbates them. This could be changed but it would require major shifts in higher education policy and practice of which there is currently little sign.

Cassells, Laetitia; Weber, Caitlin (2018):

A report on the current access to academic information at the University of Pretoria for visually impaired students. Challenges and opportunities.

Abstract:

This study aimed to determine what the best practice guidelines were for making academic reading material available to visually impaired students at the University of Pretoria (UP) easily and efficiently. A basic literature review of relevant research data was done to help create further context for this study. A semi-structured interview with a staff member from the Disability Unit at the UP as well as a focus group consisting of five visually impaired students who make use of the unit were used to obtain responses to the research questions. The visually impaired students felt that local publishers and UP staff needed further insight into these students' academic needs in order to make the acquisition process for their academic material run smoother and more efficiently.

Gallo, Maria L. (2018):

How are graduates and alumni featured in university strategic plans? Lessons from Ireland.

Abstract:

This paper presents research from a small-scale study analysing how graduates and alumni feature in the strategic plans of all Irish universities (n = 7). The data suggest that the word 'graduate' is used to describe the work of the university as an enabler for the graduate, to prepare for the employment to acquire key skills, towards a foundation of 'graduateness' such as reflective thinking, moral reasoning and lifelong learning aligning with the institution's key performance indicators. In contrast, 'alumni' are featured related to alumnus/alumna success. Irish Higher Education Institutions view alumni as a key enabler to contribute to the university's mission and vision: through giving, both of their time and philanthropic donations. Based on the strategic plan discourse, the role of alumni in Irish universities suggests a similar trend, relying on alumni as an internal stakeholder with an external ability to offer value to the institution.

Gander, Michelle (2018):

A descriptive study of professional staff, and their careers, in Australian and UK universities.

Abstract:

Professional staff total approximately 23% of staff in universities in the UK, which in 2014/15 was the equivalent of 95,870 individuals (hesa.ac.uk). With their increasing span of responsibility, it is surprising that there has been little research into the careers of these staff. This study, part of a larger careers study, highlights some key attitudes to, and needs from, their careers. Via a multi-method instrument, of which only descriptive statistics are presented here, it is shown that professional staff are motivated by an integrated set of needs attributed to traditional, boundaryless and protean career theory. It is also shown that professional staff overall are satisfied in their roles, but there is a mismatch between the desire for a career and promotion opportunities, and those forthcoming from their organisations.

Gardner-McTaggart, Alexander (2018):

The promise of advantage. Englishness in IB international schools.

Abstract:

For the 'global middle classes', cultural reproduction increasingly involves the international school as they promise considerable distinction [Bourdieu, P. 1984. Distinction: A Social Critique of the Judgement of Taste. Cambridge, MA: Harvard University Press] granting University passage past Anglo gate-keepers. This paper draws on research providing a

multiphase exploration of the character of senior leadership in IB international schools. Participants emerged as white 'English' and Christian. However, data collected show that these leaders do not operationalise (organisational) international values; instead, they draw upon their own societal values in leadership. Yet, their stories and outlooks of global-mindedness sit uncritically, framed in 'Inner Circle English' [Kachru, B. 1985. "Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle." In English in the World: Teaching and Learning the Language and Literatures, edited by R. Quirk and H. G. Widdowson, 11–34. Cambridge: Cambridge University Press] advantage. Participants lean on a power-narrative of middle-class 'Englishness'. As powerful policy-makers, this orientation defines the international school's mission and vision. It appeals to the surge of international education, particularly in the global South, where international schools can be seen as incubators of 'English' epistemic advantage. It is unlikely that the consolidation of the 'Brand of Britain' will affect this demographic and their choices to 'go UK'. The affordance of diminishing EU participation in the UK higher education system may work in favour of globalising middle classes and elites. Conversely, it is unlikely that lower income EU or UK domestic HE participation is likely to profit from this move.

Gillard, J. W. (2018):

An initial analysis and reflection of the metrics used in the Teaching Excellence Framework in the UK.

Abstract:

In this paper, we look at the results from the recent Teaching Excellence Framework (2017), which were made publicly available in June 2017. We offer some initial analysis and commentary, look at the primary reasons for providers being awarded Bronze, Silver and Gold, and look at some providers close to the borderline for their award. We demonstrate that the provider submissions, a narrative document prepared to accompany the submission would have had a significant effect upon the award bestowed.

Killingsworth, Brenda L.; Mansaray, Mahmud A.; Rhodes, Len (2018):

Adapting the graduation efficiency index to provide a consistent basis for assessment of student progress towards graduation.

Abstract:

Graduation efficiency is of top concern for institutions of higher education throughout the world. Increasingly, accountability metrics have come under scrutiny as policymakers seek to ensure public resources are efficiently used. Traditionally, higher education policymakers in the USA and Europe have used graduation rate as an accountability measure to assess a university's efficient use of resources. This time-to-degree method, however, does not take into account the shift in student demographics from a traditional full-time student to the diverse group of students pursuing higher education through varied paths, including balancing work with reduced course loads, studying abroad, completing internships, among others. These changes suggest additional accountability measures are needed to accurately capture student progress as it relates to resource utilisation. This research adapts the Graduation Efficiency Index proposed by Gillmore and Hoffman (1997) to a cohort-based model to allow for evaluating retention policies implemented by cohorts to improve student progress.

Kleinman, Steven B.; Leidman, Mary Beth; Longcore, Andrew J. (2018):

The changing landscape of grading systems in US higher education.

Abstract:

The following study explores the landscape of grading systems utilised in higher education, focusing on the frequency of different types of assessment scales (including Straight Letter, Plus/Minus, and other alternative policies). Although numerous studies have explored the relationship between university grading system and student behaviour, motivation, and overall perception of education experience, little research has been done to quantitatively analyse the number of

colleges and universities that employ a specific grading policy. The present study addresses this gap in scholarship, using a sample of 620 schools from 12 states (and the District of Columbia) in the Northeast region of the USA. Results of the study find significant patterns of difference in the grading procedures across universities.

Konstantinidis-Pereira, Alicja (2018):

Postgraduate taught portfolio review. The cluster approach, non-subject-based grouping of courses and relevant performance indicators.

Abstract:

This paper summarises a new method of grouping postgraduate taught (PGT) courses introduced at Oxford Brookes University as a part of a Portfolio Review. Instead of classifying courses by subject, the new cluster approach uses statistical methods to group the courses based on factors including flexibility of study options, level of specialisation, research links, vocational character and undergraduate continuity. The model of five defined clusters helps understand an increasing diversity of PGT provision better, find similarities outside of traditional subject divisions and share a good practice outside of the departmental structure of the University. It can assist with a new approach to University-wide marketing activities as well as with evaluation of performance taking into account course specifics within the clusters. The paper proposes a set of new and tailored performance indicators for PGT courses.

Kostrykina, Svetlana; Lee, Kerry; Hope, John (2018):

The west, the rest and the knowledge economy. A game worth playing?

Abstract:

The unprecedented geopolitical and economic shifts across the world have triggered much debate over the re-thinking of internationalisation of higher education (IoHE). This article discusses how a deeper understanding of the knowledge economy paradigm contributes to re-thinking IoHE, and how it reshapes the relations between the west and the rest in the international education industry. In the global knowledge race, the rules are set by the knowledge economy agenda, but these rules could be changed through appropriate IoHE strategies. The knowledge economy promotes a predominantly western-oriented knowledge paradigm, and IoHE contributes to its dissemination. For this reason, it is important to consider how the western theoretical underpinnings of IoHE and the knowledge economy are transformed and integrated in a given local context and if this game is worth playing.

Raven, Neil (2018):

The development of an evaluation framework.

Abstract:

Evaluation has much to offer those in professional services. Yet, it has received less attention in this area of higher education than in teaching and learning. Drawing on the insights of professional service practitioners, this study begins by considering the case for using evaluations in the work of those in allied and support services. Besides affording a means of assessing the success of projects and programmes, and providing evidence to regulators and other stakeholders of what has been achieved, evaluation presents an opportunity to reflect on practice and learn more about those who professional service departments support. However, whilst its value was recognised amongst the practitioners surveyed, its use has been limited by uncertainties over how evaluations should be conducted. The second part of the paper introduces a framework aimed at addressing these concerns, with feedback from practitioners confirming its capability in guiding the evaluation process.

Roberts, Ashleigh G. (2018):

Industry and PhD engagement programs. Inspiring collaboration and driving knowledge exchange.

Abstract:

Universities are breaking away from the academic apprenticeship-type PhD model towards more individualised and collaborative programmes. Papers published in peer-reviewed academic journals on this topic were compiled to investigate the conversation surrounding PhD reform. Important considerations derived from the literature were that PhD programmes should encourage candidates to rethink their professional identity, acquire an interdependent suite of skills from a range of contexts and set goals in multiple working environments. Continued commitment to programmes that recognise the converging similarities and interdependencies between research and industry was supported, but with a flexible approach in order to maintain the uniqueness of the PhD as a process where academic identity is formed and academic rigour is respected as an important outcome. Best practice might be aimed at offering work placements in multiple environments to keep professional identities current. Areas for further exploration include perceived challenges, benefits and concerns when engaging in collaborative programmes.

Sharpe, Rhona (2018):

Aligning corporate and financial plans in teaching intensive universities.

Abstract:

With recent changes in how UK higher education is funded, universities are operating in a context in which finances are uncertain. It is more important than ever that university leaders are able to manage the finances of their organisations in ways which both provide long-term security and allow for investment in strategically important initiatives. Teaching intensive universities must be able to generate income and oversee the allocation of resources in such a way that responds to student pressure to provide high-quality education and improve services. This article explores the benefits, disadvantages and challenges of aligning corporate and financial strategies in order to support delivery of their strategic aims and operational targets. Recommendations are made for well-managed, well-researched risk taking and developing autonomy within academic and professional services units, such that local resource allocation decisions are also in line with the organisation's strategic aims.

Wilson, Margaret R.; Corr, Philip J. (2018):

Managing 'academic value'. The 360-degree perspective.

Abstract:

The *raison d'etre* of all universities is to create and deliver 'academic value', which we define as the sum total of the contributions from the 360-degree 'angles' of the academic community, including all categories of staff, as well as external stakeholders (e.g. regulatory, commercial, professional and community interests). As a way to conceptualise these complex relationships, we present the 'academic wheel' to illustrate the structural nature of them. We then discuss the implications of the different – and sometimes difficult – perspectives of academic, professional and administrative groups in the context of a number of important social psychological processes. We ask whether it is possible to reconcile, what is sometimes perceived as, managerial Taylorism with the academic freedom of (Laurie) Taylorism. We conclude that recognition and active management of these processes are required for each university to optimise its own brand of *core academic value*.

Reviews

Law, David (2018):

How to write like Tolstoy. A journey into the minds of our greatest writers, by Richard Cohen, Penguin Books, 2016.

[Review]. In: *Perspectives. Policy and Practice in Higher Education* 22 (4), S. 142–143. DOI: 10.1080/13603108.2018.1504829.

West, Andrew (2018):

The flourishing student – every tutor's guide to promoting mental health, well-being and resilience in higher education, by Fabienne Vailes, Practical Inspiration Publishing, 2017.

[Review]. In: *Perspectives. Policy and Practice in Higher Education* 22 (4), S. 141–142. DOI: 10.1080/13603108.2018.1498036.

Specials

Banerjee, Pallavi Amitava (2018):

Widening participation in higher education with a view to implementing institutional change.

[Perspective]. In: *Perspectives. Policy and Practice in Higher Education* 22 (3), S. 75–81. DOI: 10.1080/13603108.2018.1441198.

Abstract:

In this research informed perspective, I discuss some of the barriers students face during progression to higher education. A crucial role can be played by higher education institutions (HEIs) and other public bodies. I discuss some of the measures taken and critically evaluate these to show how these can be improved. In the absence of a centralised admission system and autonomy exercised by HEIs, it is not clear yet how these targets will be achieved. HEFCE and OFFA play a vital role, but there is further scope towards addressing equality and diversity. This paper discusses some of the ways forward.

Cook, Mary Curnock (2018):

The university for students. Annual AUA lecture 2017.

[In My View]. In: *Perspectives. Policy and Practice in Higher Education* 22 (3), S. 71–74. DOI: 10.1080/13603108.2018.1452056.

Policy Reviews in Higher Education (2) 2018

Editorials

Hazelkorn, Ellen; Locke, William (2018):

Editorial.

Hazelkorn, Ellen; Locke, William (2018):

Editorial.

Original Articles

Blackmore, Paul (2018):

What can policy-makers do with the idea of prestige, to make better policy?

Abstract:

The ideas of 'prestige' and of a 'prestige economy' are coming into wider use in discussion of higher education. The terms are here set against the background of an enduring interest in issues of status. A current theoretical context is provided through Bourdieu's analyses of academic work and ideas in the field of cultural production, together with discussion of the growth of academic capitalism. Whilst prestige on its own may offer little that is entirely new, it is argued that differentiating between prestige and reputation offers a potentially valuable tool for understanding the effects of policy on individual and group behaviours. Trends towards differentiation among institutions and concern for inclusiveness both require an appreciation of this distinction if policies are to achieve their intentions. Current concerns about world-class universities, the need for a 'triple helix' and the status of teaching are explored to indicate ways in which the distinction can be illuminative. The implications for policy formation and review are considered.

Brajkovic, Lucia (2018):

Human capital investment or academic marginalism? Understanding the influence of political economy on higher education in post-socialist Europe.

Abstract:

The purpose of this study is to examine whether the human capital theory tenets hold in Central and Eastern European countries (CEEC) that transitioned from socialist regimes to a market-based economy. The modeling approach relied on 18

years (1994–2012) of country level data collected from the World Bank, in order to explore whether the increase in labor force with tertiary education (i.e. human capital) was associated with better economic outcomes in post-socialist European countries, measured by GDP per capita. Findings from the panel data estimations indicated that, despite of the rise of GDP, the increases in the proportion of labor force with post-secondary education were not associated with this economic growth in post-socialist countries, and that the opposite was true for other European countries. Given that these findings problematize the applicability of the human capital theory in CEEC region, the recently developed theory of academic marginalism is utilized to help further explore this issue.

Dollinger, Mollie; Coates, Hamish; Bexley, Emmaline; Croucher, Gwilym; Naylor, Ryan (2018):

Framing international approaches to university–industry collaboration.

Abstract:

Growing interest in university–industry collaboration (UIC) calls for a need to develop frameworks and compare overseas models to better understand how successful UIC occurs. This article provides a framework for analyzing UIC across three dimensions: environmental, technical, and managerial. It further breaks down these dimensions to suggest key attributes that can inform us about how dimensions can develop and improve. Subsequently, we use the framework outlined to analyze seven countries' UIC policies and frameworks and present key findings. The findings of this research include the importance of building and training a workforce ready to engage across sectors and of creating clear intellectual property policies, and the need for dedicated programs and national policies that support UIC growth.

Gearon, Liam (2018):

Terrorism and counter-terrorism policy and research in UK universities (1997–2017). An analytic-structural review of the literature and related sources.

Abstract:

Against a backdrop of acute global terrorist actions and international counter-terrorist initiatives, and newly marked involvement of UK universities in counter-terrorism with the Counter-Terrorism and Security Act 2015, this article reviews a wide multidisciplinary literature to provide a structural analysis of terrorism and counter-terrorism policy and research in UK universities over a 20-year timeframe (1997–2017), identifying three phases in terrorism and counter-terrorism legislative and related policy contexts: temporary; permanent and normative permanence.

These three periods correlate with a vast expansion of academic terrorism research which is multidisciplinary, rapidly diversifying and expanding in direct correlation to the intensification of terroristic action. Mindful of a complex context of intensified global terrorism, the article identifies shifting patterns in the aims and manifest impacts of terrorism and counter-terrorism policy and research in UK universities. This article concludes by proposing a working analytic-structural framework for framing the disciplinary-epistemological, institutional and operational impacts on UK higher education of terrorism and counter-terrorism policy and research, including a critical and little explored relationship between universities and security and intelligence agencies.

Hazelkorn, Ellen (2018):

Reshaping the world order of higher education. The role and impact of rankings on national and global systems.

Abstract:

Higher education (HE) is a global enterprise. Its success (or failure) is integral to and a powerful indicator of the knowledge-producing and talent-attracting capacity of nations. But, the landscape in which HE operates today has become extremely complex; there are many more demands and many constituencies, each with an impact on and a voice in shaping HE's role

and purpose. Since the millennium, university rankings have become one of these influencing voices. But, they are no longer about enhancing student choice, but increasingly about the geopolitical positioning for universities and nations. The extent to which they are transforming the relationship between the state and HE, with implications for today, are explored in this article. There are three parts. Part 1 looks at the transformation of rankings from a statistical-technical phenomenon influencing institutional decision-making to being a policy instrument driving competition at institutional, national and global levels. Part 2 examines how rankings have impacted on and altered the relationship between HE and the state, looking at the accountability agenda, and the geopolitics of HE. Finally, Part 3 discusses some implications and options in the context of recent social-political developments, and the challenges they pose to HE.

Pizarro Milian, Roger (2018):

Differentiating universities. Some insights from organization studies.

In: *Policy Reviews in Higher Education* 2 (1), S. 79–104. DOI: 10.1080/23322969.2017.1396556.

Abstract:

Differentiation has gained widespread acceptance across the Ontario policy community as a mechanism that can improve the overall quality of the PSE system. Though much has been said locally about the supposed benefits of differentiation, including its ability to reduce programme duplication and boost institutional efficiency, little attention has been given to the challenges that promoting differentiation will present. Drawing on insights from the field of Organization Studies, this piece outlines how institutionalized environments, and the behaviour they prescribe, actively suppress the 'natural' occurrence of differentiation. In turn, it presents strategies that can be employed by policymakers to maximize institutional compliance with differentiation policies, as well as a series of peripheral tactics they can employ to disrupt the isomorphic forces within the university sector.

Reinhardt, Franziska; Zlatkin-Troitschanskaia, Olga; Deribo, Tobias; Happ, Roland; Nell-Müller, Sarah (2018):

Integrating refugees into higher education. The impact of a new online education program for policies and practices.

In: *Policy Reviews in Higher Education* 2 (2), S. 198–226. DOI: 10.1080/23322969.2018.1483738.

Abstract:

Gaining access to higher education (HE) is a serious concern for refugees. Although studies on the integration and success of refugees in HE are scarce, the challenges associated with this issue as well as its international relevance are becoming apparent. The Success and Opportunities for Refugees in Higher Education (SUCCESS) project was launched to investigate the effectiveness of new online study programs offered through the Kiron Open Higher Education (Kiron) platform, the aim of which is to provide refugees worldwide with the opportunity to access HE. The results of the first project phase based on data from the enrolment process present an extremely heterogeneous sample. The students come from 54 countries around the world and are currently located in over 66 countries; their educational biographies and their language proficiency vary greatly. The described diversity, especially between the different current places of residence, and possible implications for practice and politics are discussed. The evidence from the SUCCESS project indicates that refugee students exhibit significant differences in level of education, and internal and external (pre)conditions and that the successful integration of refugees into HE worldwide requires new approaches to designing effective instructional and assessment methods.

Skolnik, Michael L.; Wheelahan, Leesa; Moodie, Gavin; Liu, Qin; Adam, Edmund; Simpson, Diane (2018):

Exploring the potential contribution of college bachelor degree programs in Ontario to reducing social inequality.

In: *Policy Reviews in Higher Education* 2 (2), S. 176–197. DOI: 10.1080/23322969.2018.1455532.

Abstract:

During the past two decades community colleges and technical institutes in several jurisdictions, including parts of Canada, the United States and Australia, have been given the authority to award bachelor degrees. One of the motivations for this

addition to the mandate of these institutions is to improve opportunities for bachelor degree attainment among groups that historically have been underserved by universities. This article addresses the equity implications of extending the authority to award baccalaureate degrees to an additional class of institutions in Canada's largest province, Ontario. The article identifies the conditions that need to be met for reforms of this type to impact positively on social mobility and inequality, and it describes the kinds of data that are necessary to determine the extent to which those conditions are met. Based on interviews with students, faculty, and college leaders, it was found that regulatory restrictions on intra-college transfer from sub-baccalaureate to baccalaureate programs and lack of public awareness of a new type of bachelor degree may be limiting the social impact of this reform.

Temple, Paul (2018):

Space, place and institutional effectiveness in higher education.

Abstract:

The possible connections between the physical form of a higher education institution and its effectiveness as a site for teaching, learning, scholarship and research have only become explicit, to some extent, from the mid-twentieth century. This may be thought surprising, not least in view of the large proportion of most institutional budgets devoted to creating and maintaining physical fabric. This lack of consideration is now being rectified from both theoretical and operational perspectives. Space and place – the latter conceptualised here as what people make of space – in higher education have come under examination in recent years from philosophical, sociological, pedagogic, architectural, and other perspectives. The conceptual breadth of these perspectives makes it difficult to analyse or to theorise convincingly in a general sense about physical space in higher education – to a greater extent, arguably, than for other overarching determinants of higher education outcomes. I present here some conclusions drawing on current understandings of the meanings of space and place in higher education; how they are seen as interacting (or not) with academic work; and what directions further work in this area might usefully take.

Tight, Malcolm (2018):

Tracking the scholarship of teaching and learning.

Abstract:

The scholarship of teaching and learning has become an increasingly popular theme for discussion, research and practice in higher education over the last three decades. In essence, this idea recognizes the importance of taking a critical and research-based approach to teaching and learning, and, in doing so, attempts to elevate the status of the teaching role in comparison to research. This article explores the derivation and development of the scholarship of teaching and learning, and considers its application and critique, through a systematic review of the academic literature. It concludes that, while the scholarship of teaching and learning has been influential in terms of thinking, practice and policy – particularly at the level of the individual, course or department – it has not led to the development of new or innovative lines of research. While it might be argued that this was not its intention, it has limited its impact.

Quality in Higher Education (24) 2018

Editorials

Williams, James (2018):

Editorial.

[Editorial]. In: *Quality in Higher Education* 24 (1), S. 1–2. DOI: 10.1080/13538322.2018.1461550.

Williams, James (2018):

Editorial.

[Editorial]. In: *Quality in Higher Education* 24 (2), S. 83–84. DOI: 10.1080/13538322.2018.1500083.

Williams, James (2018):

Editorial.

[Editorial]. In: *Quality in Higher Education* 24 (3), S. 187–188. DOI: 10.1080/13538322.2018.1561631.

Original Articles

Buwalda, Nienke; Braspenning, Joze; van Dijk, Nynke; Visser, Mechteld (2018):

Local and national effects of a quality system in Dutch general practitioner specialty training. A qualitative study.

In: *Quality in Higher Education* 24 (1), S. 43–54. DOI: 10.1080/13538322.2018.1445431.

Abstract:

A quality system (named GEAR; acronym for Combined Evaluation AuditRound in English), has been introduced in eight institutes of the Dutchgeneral practitioner specialty training. This paper focuses on the localand national effects of GEAR. Seventeen semi-structured interviews wereconducted with the directors and quality co-ordinators. At a locallevel, GEAR provided the institutes with insights into their currentpractice. The institutes designed and implemented several improvementplans based on feedback. Furthermore, GEAR addressed quality managementmore systematically, and it enhanced the quality culture. At a nationallevel, the institutes formulated national priorities. In addition, GEARstimulated collaboration as a result of more frequent contacts.Institutes differed in their perception of the extent to which GEARoffered added value. Integrating the quality system into the localpolicy was sometimes a problem. Despite some scepticism at the start,GEAR provoked enthusiasm that can contribute to the quality of medicaleducation.

Cardoso, Sonia; Rosa, Maria J.; Videira, Pedro (2018):

Academics' participation in quality assurance. Does it reflect ownership?

Abstract:

Academics' support for quality assurance (QA) depends on several factors, including their sense of ownership, which seems to be influenced by academics' participation in QA's implementation. This paper aims to understand whether this participation is indeed contributing to academics' ownership of QA. Findings from a survey of Portuguese academics' on their participation in study programmes accreditation suggests that this may not be the case. Academics present a partial withdrawal towards effective participation in study programmes' accreditation, especially regarding external assessment. Furthermore, they do not seem willing to enhance this participation nor are they very critical about it. Since academics' sense of ownership is essential for the successful implementation of QA, these results may represent a challenge for both institutions and QA agencies.

Caspersen, Joakim; Smeby, Jens-Christian (2018):

The relationship among learning outcome measures used in higher education.

Abstract:

Although grades are still considered important signifiers of graduates' quality, greater attention has been paid to other measures of learning outcomes in higher education. This shift in attention is attributed to an increased focus on study quality, employability, quality development and accountability. This article examines how grades relate to different measures of self-reported learning outcomes in engineering, health programmes and education programmes. Longitudinal data from national surveys in Norway are analysed in combination with data from public registers. Self-reported learning outcomes are related to student engagement and factors indicative of effective educational practices, while grades are related more to student background characteristics. Self-reported learning outcomes therefore measure individual gain or value added, using the personal starting point as a reference In this regard, this paper argues that it is important to critically discuss what kind of measures should be used as learning outcomes.

Chu, Aijing; Westerheijden, Don F. (2018):

Between quality and control. What can we learn from higher education quality assurance policy in the Netherlands.

Abstract:

Among pioneering European countries who started to establish a formal higher education quality assurance system in the 1980s, the Netherlands adopted one based on peer review and quality enhancement, which was replaced in 2003 by an accountability-oriented accreditation system under the substantial influence of the Bologna Process. Recently, the emphasis is being put on institutional audit to restore a culture of quality within higher education institutions. This article addresses the question of what the higher education worldwide can learn from the evolution of Dutch quality assurance policy concerning control, the balance between accountability and quality improvement and trust. Finally, recent adaptations to the current, third, round of accreditation are also addressed in this context.

Elken, Mari; Stensaker, Bjørn (2018):

Conceptualising 'quality work' in higher education.

Abstract:

The issue of quality enhancement within higher education has attracted considerable research interest and the article suggest that managerial and cultural approaches have thus far dominated the literature in the field. While acknowledging the importance of both management and culture, the article argues for the relevance of 'quality work' as a concept to better understand the processes involved in quality enhancement. By advocating that a stronger focus should be given on analysing practices, the article underlines the role of individual actors and their actions for understanding the foundations related to both quality maintenance and enhancement, as well as the research needed to empirically investigate these processes.

Goldenberg, Judith Scharager (2018):

Quality in higher education. The view of quality assurance managers in Chile.

In: *Quality in Higher Education* 24 (2), S. 102–116. DOI: 10.1080/13538322.2018.1488395.

Abstract:

This article reports the results of a study about the views of quality managers, in Chilean universities, with regard to the meaning of quality in higher education. The article begins with a brief description of Chilean higher education system. It portrays the context of the last 30 years, with a growing number of universities and little state regulation. An increase in coverage, student population's heterogeneity and diversity of the educational offer and of the quality of the education provided are described. After the nineties, the Chilean state established control mechanisms and demands for accountability. Consequently, universities developed organisational changes within the non-academic staff, incorporating professionals to administer quality assurance. The study analyses the opinions of these professionals. Data were gathered in two stages; the evidence discussed in this article comes mainly from the second stage, in which 20 quality administrators were interviewed to explore their conceptions of quality in higher education. The most recurring distinctions identified are framed within a conceptual scope that varies between complying with the demands of the external environment and adjusting internally to institutional goals. There were no significant differences between the interviewees from different universities.

Hauptman Komotar, Maruša (2018):

The evolutionary dynamics of quality assurance systems in European higher education. The view from Slovenia.

In: *Quality in Higher Education* 24 (3), S. 203–220. DOI: 10.1080/13538322.2018.1553274.

Abstract:

The Bologna Process and its aim of building the European Higher Education Area (EHEA) encouraged its member countries to establish comparable quality assurance systems across the EHEA and consequently, the need to analyse national and institutional responses to supranational development of this field also substantially increased, in particular in under-researched higher education contexts. To this end, the paper addresses the dynamics behind the development (and internationalisation) of quality assurance policies and practices in Slovenian higher education by focusing on the establishment of the national quality assurance agency, on the introduction of the accreditation system and on institutional quality assurance development. Through the lens of institutional isomorphism, it shows that in Slovenia, quality assurance development was largely influenced by preferences of national political actors, which calls into question the convergence of quality assurance policies and practices across the EHEA region.

Hou, Angela Yung Chi; Kuo, Chao Yu; Chen, Karen Hui Jung; Hill, Christopher; Lin, Shaw Ren; Chih, Jackson Chun-Chi; Chou, Hua Chi (2018):

The implementation of self-accreditation policy in Taiwan higher education and its challenges to university internal quality assurance capacity building.

In: *Quality in Higher Education* 24 (3), S. 238–259. DOI: 10.1080/13538322.2018.1553496.

Abstract:

In 2012, the Taiwanese Ministry of Education launched a new quality assurance policy entitled 'self-accreditation', aimed at enhancing institutional autonomy, as well as establishing its internal quality review mechanism. In the self-accreditation policy, higher education institutions are encouraged to develop their own quality assurance frameworks based on strategic direction and institutionally specific features. The study adopts qualitative and quantitative approaches to explore the impacts and challenges of the 2012 Ministry of Education self-accreditation policy over Taiwanese universities and accrediting bodies. There are three major findings. 1. Self-accreditation policy had positive consequences and outcomes on university's internal quality assurance capacity building. 2. Inappropriate selection processes of reviewers, arbitrary elimination of standards and indicators, inconsistency across review decisions are the challenges that self-accrediting universities encountered. 3. Under the new quality assurance policy, the roles and responsibilities of external quality assurance agencies should be redefined.

Huong Thi Pham (2018):

Impacts of higher education quality accreditation. A case study in Vietnam.

Abstract:

Quality accreditation in higher education exists in many countries, including Vietnam. As of May 2018, 80 higher education institutions in Vietnam have officially been evaluated and recognised using the national quality standards. This study examined the impact of institutional accreditation on the evaluated university. The qualitative research evaluates the impact of external quality assurance from the perspective of managers of the university. The self-assessment phase helped the university assemble evidence of activities carried out at the university and the status of being recognised was believed to increase its prestige. The process, on the other hand, was also believed to be burdensome, time and cost consuming, which led to no significant changes at the institution. Lack of institutional autonomy and competence of the review team were barriers to any attempts to improve quality of higher education in Vietnam.

Jingura, Raphael; Kamusoko, Reckson (2018):

A framework for enhancing regulatory cooperation in external quality assurance in Southern Africa.

Abstract:

Cross-border higher education (CBHE) has taken centre stage in the Southern Africa Development Community (SADC). There has been increased trade in higher education services among member states of the SADC. This has necessitated regional regulatory cooperation in quality assurance and accreditation. SADC has established the Southern African Quality Assurance Network as a regional network of external quality assurance agencies. This paper presents a framework that can be used to enhance regulatory cooperation within the Network on quality assurance in higher education with special focus on CBHE. The paper identifies the main areas of focus as people mobility, institutional and programme mobility, accreditation and registration and recognition of academic credentials. Proposed mechanisms for regulatory cooperation include regional credit accumulation and transfer system, regional qualifications framework, framework for accreditation and registration of foreign providers and framework for recognition of academic credentials.

Kajaste, Matti (2018):

Quality management of research, development and innovation activities in Finnish universities of applied sciences.

Abstract:

This study utilises the quality audit reports of Finnish Universities of Applied Sciences to describe the quality management of their research, development and innovation activities (RDI). The institutions are trying to find ways of enlarging the volume of RDI activities and this is clearly reflected in the ways in which they manage quality. Much of the focus lies on the

project proposal preparation phase and strategic direction of resources, while less attention has been paid to monitoring and developing the quality of the output. These emphases are analysed in relation to Harvey & Green's seminal notions on quality in an attempt to see how useful this theoretical framework is in explaining perceptions on quality in RDI activities. More research should be done on the conceptualisation of quality in especially non-university higher education sector.

Liu, Qin; Liu, Li (2018):

Exploring organisational learning in universities' responses to a quality assurance reform. Experiences from Ontario, Canada.

Abstract:

Amidst the international movement toward establishing more rigorous external quality assurance, the recent quality assurance reform within the Ontario public university sector involves a shift of focus from external to internal quality assurance. This paper explores to what extent organisational learning was occurring at three comprehensive Ontario universities while they managed institutional change for assuring the quality of graduate programmes in response to the system-wide quality assurance reform. Drawing upon Senge's framework for building a learning organisation, the study found that certain levels of organisational learning were taking place, albeit to different extent and in different pace, at the three Ontario universities during the initial years of transition. The findings also illustrate that institutional change and organisational learning are inextricably linked and that organisational learning is occurring as a result of the interactions between the organisational domain of action and the individual domain of learning.

Tezcan-Unal, Burcu; Winston, Kalman; Qualter, Anne (2018):

Learning-oriented quality assurance in higher education institutions.

Abstract:

Many institutions allocate resources to assessment by external quality assurance bodies. Most such schemes aim to enhance students' educational experiences. This elusive goal may be attainable by creating an inquiry-based institutional dynamism, which resonates with the main principles of learning organisations. This article discusses findings from a case study exploring the influence of US-based accreditation experiences of an Arabic higher education institution on its development as a learning organisation. Employing a mixed methodology, data was primarily analysed with a specific learning organisation framework based on three building blocks: supportive learning environment, learning practices and leadership that supports learning. This relationship between external quality assurance and becoming a learning organisation in higher education institutions has not been studied widely. Thus, knowledge and recommendations based on this empirical study may offer insights to researchers and local, regional and international practitioners.

Trifiro, Fabrizio (2018):

Inter-agency cooperation in the quality assurance of transnational education. Challenges and opportunities.

Abstract:

This paper presents the findings of a study undertaken by the United Kingdom Quality Assurance Agency for Higher Education (QAA), with support from the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), aimed at investigating the challenges and limits to cross-border cooperation in the quality assurance of transnational education. The study builds on the outcomes of the recently concluded Erasmus Mundus project Quality Assurance of Cross-Border Higher Education (QACHE) and in particular the QACHE Toolkit developed as part of the project to foster cooperation between quality assurance agencies in quality assuring transnational education. Based on the responses to a survey sent to QAA's partner agencies in key sending and receiving countries of transnational education, the

study extract recommendations to agencies to help them developing viable strategies for inter-agency cooperation, identifying concrete ways in which they might or might not cooperate across borders.

Vettori, Oliver (2018):

Shared misunderstandings? Competing and conflicting meaning structures in quality assurance.

Abstract:

This article shows how the professional discourse on quality assurance in higher education is building on latent meaning structures that can be competing with each other and even subvert the messages on the manifest level. Taking the case of the Austrian higher education system as an example and employing a reconstructive-interpretative approach rooted in social science hermeneutics, five different meaning patterns are presented: a consumer protection pattern, an educative pattern, an entrepreneurial pattern, a managerial pattern and a quality engineering pattern. By analysing and comparing these patterns, the study argues for paying more attention to latencies and implicit meanings that might be overlooked by focusing on the manifest level of the discourse, in order to not lose track of important contradictions and sources of potential conflict.

Vincenzi, Ariana de; Garau, Andrea; Guaglianone, Ariadna (2018):

Has the quality of teaching and learning processes improved as a result of the implementation of quality assurance coordinated by the state?

Abstract:

Faced with the rapid pace of knowledge expansion, higher education institutions are challenged to raise the efficacy of student education, overcoming the traditionally rigid teaching-centred approach, and shifting the focus instead towards learning, while preparing competent professionals who are able to self-manage knowledge. This paper outlines the impact that quality assurance processes have had on teaching and learning processes from the perspectives of their main stakeholders: students, teachers and academic authorities. The study was carried out in three private higher education institutions of Argentina identified as having introduced certain changes focusing on quality in the education process. Arguably, a higher degree of empowerment of institutional authorities has been noted regarding teaching management and greater attention is being paid to teaching modes; however, the paper concludes that it is still early to ascertain the direct impact that these transformations will have on learning outcomes.

Winchester, Hilary; O'Brien, Darryl (2018):

How quality assurance codes change. Beyond 'bells and whistles' and 'code by catastrophe'?

Abstract:

Quality assurance codes and guidelines for systems of higher education change frequently and sometimes rapidly and dramatically. More often changes are gradual and incremental. This paper examines types of change to these codes and guidelines and uses strategic management theory to outline three modes of development and change. An example of gradual change, sometimes referred to as 'logical incrementalism' or 'adding bells and whistles' is outlined from Oman. A contrasting example of discontinuous change known as 'emergent strategy' or 'code by catastrophe' is used from Australia. Elements of a third 'co-participative' model incorporating stakeholder and community input alongside technical knowledge are becoming more frequent. An ideal model is proposed drawing from the best aspects of logical incrementalism and co-participative development. This model can be applied to changes in codes, guidelines and standards in multiple systems and sectors.

Yokoyama, Keiko (2018):

The rise of risk management in the universities. A new way to understand quality in university management.

Abstract:

This study aims to identify how uncertainty and insecurity in the post-2008 period have reshaped risk management in the university systems. The study scrutinises internal control in the contexts of the English university system and the State University of New York (SUNY) system. It utilises the concept of 'risk' by exploring 'risk society' theses. The paper argues that uncertainty, anxiety and distrust following the 2008 financial crisis did not reshape the risk management mechanisms in England and the SUNY system. The adaptive reactions of these university systems against the crisis were immediate responses to fiscal shortage, rather than reforming of their internal control mechanisms. This suggests that the uncertain environment may thrust the universities into a reflexive mode; however, it is not necessary to bring about substantial structural changes.

Research Evaluation (27) 2018

Editorials

Donovan, Claire; Gulbrandsen, Magnus (2018):

Introduction: Measuring the impact of arts and humanities research in Europe.

Original Articles

Budd, Julia M. (2018):

'Tracking of ideas'. A method to evaluate the integration of ideas in cross-disciplinary collaboration.

Abstract:

Evaluating cross-disciplinary collaboration has generally beenundertaken using disciplinary standards. However, this practice isincreasingly being found to be inadequate due to the often contradictorynature of the methods used. It has been suggested that methods thatconsider the unique integrative nature of these studies be employed.This study describes the tracking of ideas method that was developed toconsider the integration of ideas in group knowledge products developedby a cross-disciplinary group. The cross-disciplinary group was from theNew Zealand disability field who used an eight-phase approach tobrainstorm ideas over the course of a weekend on how to build aninclusive society for all New Zealanders. It was found that this newmethod was effective for tracking the ideas through numerous differentartefacts and simplifying the complex path of those ideas. Theseartefacts included the worldviews, paradigms of disability and conceptmaps of the participants, the activity sheets from the group activities,the activity topics, and other artefacts made available to the groups.The findings from the tracking of ideas method were generallycorroborated by the participant's reflections. Further research isneeded to test the tracking of ideas method and to corroborate thefindings with participants' perspectives.

Chavarro, Diego; Rafols, Ismael; Tang, Puay (2018):

To what extent is inclusion in the Web of Science an indicator of journal 'quality'?

Abstract:

The assessment of research based on the journal in which it is published is a widely adopted practice. Some research assessments use the Web of Science (WoS) to identify "high quality" journals, which are assumed to publish excellent research. The authority of WoS on journal quality stems from its selection of journals based on editorial standards and scientific impact criteria. These can be considered as universalistic criteria, meaning that they can be applied to any journal regardless of its place of publication, language, or discipline. In this article we examine the coverage by WoS of journals produced in Latin America, Spain, and Portugal. We use a logistic regression to examine the probability of a journal to be covered by WoS given universalistic criteria (editorial standards and scientific impact of the journal) and particularistic criteria (country, language, and discipline of the journal). We find that it is not possible to predict the inclusion of journals in WoS only through the universalistic criteria because particularistic variables such as country of the journal, its discipline and language are also related to inclusion in WoS. We conclude that using WoS as a universalistic tool for research

assessment can disadvantage science published in journals with adequate editorial standards and scientific merit. We discuss the implications of these findings within the research evaluation literature, specifically for countries and disciplines not extensively covered by WoS.

Confraria, Hugo; Blanckenberg, Jaco; Swart, Charl (2018):

The characteristics of highly cited researchers in Africa.

Abstract:

Very little is known about the characteristics of highly cited scientists in Africa. This is unfortunate as highly cited researchers are seen as key drivers of knowledge production for their countries and as important conduits of frontier knowledge into the local academic research community and society in general. In this article, we combined bibliometric and survey data to identify which researchers are producing highly cited research in Africa, and we employed econometric analysis to understand which characteristics are associated with the likelihood of being highly cited. Overall, our results suggest that, on average, researchers who produce more scientific publications in a year, collaborate more often with non-African partners, and do their highest qualification in an Anglo-Saxon university (the USA, the UK, Canada, or Australia), have a higher probability of producing highly cited research. We conclude by arguing about the duality of our results. On the one hand, collaborating with frontier universities seems to be a crucial mechanism that allows researchers to develop scientific capabilities. On the other hand, policy makers should be aware that research assessment in African countries should go beyond measuring scientific impact in the academic community. Otherwise, incentives will be in place to stimulate winners that are already well connected with the global scientific elite.

Dahler-Larsen, Peter (2018):

Making citations of publications in languages other than English visible. On the feasibility of a PLOTE-index.

Abstract:

Dominant research evaluation systems potentially lead to a homogenization of research. A focus on the total number of citations or journal impact factors can motivate researchers in non-English contexts to publish in English only. Efforts to publish in languages other than English run the risk of becoming 'lost science'. The purpose of this article is to offer an indicator, the PLOTE-index, which measures the percentage of citations flowing from the non-English publications of a researcher or a group of researchers. If the spread of citations over language areas is measured, it becomes visible. Only then can it be analyzed, debated, and evaluated. In a feasibility study, PLOTE scores are calculated for 40 professors in political science in Denmark. The relation between the PLOTE-index and total number of citations is discussed. Variations across subfields are demonstrated and discussed, as well as a decline in PLOTE scores over time. The potential use of the PLOTE-index in research policy, research evaluation, strategy-making, and recruitment is discussed, as well as future developments of the index.

Dorta-Gonzalez, Pablo; Santana-Jimenez, Yolanda (2018):

Prevalence and citation advantage of gold open access in the subject areas of the Scopus database.

Abstract:

The potential benefit of open access (OA) in relation to citation impact has been discussed in the literature in depth. The methodology used to test the OA citation advantage includes comparing OA vs. non-OA journal impact factors and citations of OA vs. non-OA articles published in the same non-OA journals. However, one problem with many studies is that they are small and restricted to one discipline or set of journals-. Moreover, conclusions are not entirely consistent among research areas, and 'early view' and 'selection bias' have been suggested as possible explications. In the present article, an analysis of gold OA from across all areas of research—the 27 subject areas of the Scopus database—is realized. As a novel

contribution, this article takes a journal-level approach to assessing the OA citation advantage, whereas many others take a paper-level approach. Data were obtained from Scimago Lab, sorted using Scopus database, and tagged as OA/non-OA using the DOAJ list. Jointly with the OA citation advantage, the OA prevalence as well as the differences between access types (OA vs. non-OA) in production and referencing are tested. A total of 3,737 OA journals (16.8%) and 18,485 non-OA journals (83.2%) published in 2015 are considered. As the main conclusion, there is no generalizable gold OA citation advantage at journal level.

Edquist, Charles; Mikel Zabala-Iturriagagoitia, Jon; Barbero, Javier; Luis Zofio, Jose (2018):

On the meaning of innovation performance. Is the synthetic indicator of the Innovation Union Scoreboard flawed?

Abstract:

The European Union (EU) annually publishes an Innovation Union Scoreboard (IUS) as a tool to measure the innovation performance of EU Member States by means of a composite index, called the Summary Innovation Index (SII). The SII is constituted by an average of 25 indicators. The SII is claimed to rank Member States according to their innovation performance. This means that the higher the average value of the 25 indicators, the better the innovation performance is said to be. The first purpose of this article is to assess whether the SII constitutes a meaningful measure of innovation performance. Our conclusion is that it does not. Our second purpose is to develop alternative, productivity or efficiency-based, measures of innovation system performance based on a simple index number, and complement it with advanced and robust nonparametric Data Envelopment Analysis techniques. By doing so, the article offers a critical review of the SII, and proposes to put more emphasis on the identification of and relation between input and output innovation indicators. The data provided by the 2014 and 2015 editions of the IUS are here used to analyze the innovation performance of all 28 EU national innovation systems. A theoretical background and reasons for selecting the indicators used are presented, and our new ranking of the innovation performance using bias-corrected efficiency scores of all EU countries is calculated. We find that the results differ substantially between the SII and the ranking based on our method, with significant consequences for the design of innovation policies.

Hansen, Thomas Trøst; Budtz Pedersen, David (2018):

The impact of academic events. A literature review.

Abstract:

Demands on publicly funded scientific research to yield academic and societal impact have been commonplace for some time. Research communities, university administrators, and policy-makers are looking to impact assessments and impact tool kits to better communicate the value of scholarly work, increase collaboration with nonacademic partners, and achieve a broad range of socio-economic benefits. Impact assessment frameworks are occupied with documenting the effects of science on a large number of variables. However, the participation and hosting of academic events have not been included in most frameworks. In this scoping review, we demonstrate that academic events are an important vehicle for academic and societal value creation. The review presents the main trends in the literature by categorizing the impact of academic events into four analytical categories and 11 subcategories. By hosting and participating in academic events, scholars maximize the uptake and circulation of research findings as well as promote knowledge-sharing and agenda-setting with potential impact on the academic community and society at large. Most of the reviewed studies focus on clinical research and computer science. However, the review also demonstrates that the impact of academic events is currently underexplored. This review provides a first step toward a more comprehensive understanding of the impact of academic events.

Hansson, Stina; Polk, Merritt (2018):

Assessing the impact of transdisciplinary research. The usefulness of relevance, credibility, and legitimacy for understanding the link between process and impact.

Abstract:

There is a call for more transdisciplinary (TD) research, from academia, society, and funding agencies. Consequently, the field of TD research is searching for ways of proving the value and providing evidence to support the effectiveness of such research. The main challenge for evaluating TD research is attribution, that is how to link societal change to the TD research process. However, little attention has been paid to the relationship between the quality of the research process and the effects and impacts that are being evaluated. Building upon earlier attempts at evaluating TD research, this article tests three key aspects of effective sustainability research: its relevance, credibility, and legitimacy. To explore the link between the quality of process and societal effects, we analyze and compare outputs, outcomes, and impact of five TD projects. Overall, our analysis shows that while relevance, credibility, and legitimacy gave important insights regarding the links between process and impacts, they are not adequate for evaluating TD research impact. Process qualities such as practitioner motivation and perceived importance of the project, together with breadth of perspectives, the openness/flexibility of participants, and in-depth exchanges of expertise and knowledge, contributed to producing internally relevant, credible, and legitimate results. However, we also saw a need to develop the relevance, credibility, and legitimacy framework, in relation to the external dynamics of the project process, heterogeneous stakeholder groups, and the credibility of practice-based knowledge, which together with institutional factors and the political context significantly shape the possibility of impact.

Hellstrom, Tomas; Jabrane, Leila; Brattstrom, Erik (2018):

Center of excellence funding. Connecting organizational capacities and epistemic effects.

Abstract:

This study investigates the relationship between resource concentration/stability and new results/breakthroughs in the context of a Swedish Center of Excellence (CoE) scheme. A common assumption in using the CoE instrument is that there is a scale return to research on concentration of funds. However, the details of how funding connects to such returns are typically assumed rather than empirically investigated. The present qualitative study sets out to identify the mediating mechanisms connecting organizational capacities made possible through the CoE grant (e.g. recruitment/human capital, data/infrastructure and various collaborative arrangements), and epistemic effects such as extension into new problem areas and higher degrees of risk taking in research generally. We conclude that a CoE program theory can be conceived in terms of resource stability yielding research flexibility, and that the common mechanisms connecting the two may be found in organizational arrangements facilitating slack (autonomy), availability of cooperative partners (critical mass) and concomitant cooperation between specialisms. It is our belief that by explicating such mechanisms CoE program theory can be greatly improved.

Hilario, Carla Mara; Martinez-Avila, Daniel; Cabrini Gracio, Maria Claudia; wolfram, Dietmar (2018):

Authorship in science. A critical analysis from a Foucauldian perspective.

Abstract:

This article aims to contribute to the discussion on authorship in contemporary science from Foucauldian and Kuhnian perspectives, highlighting the social aspects of science and the role of authorship in scientific revolutions. Thus, it describes the functions of the 'author' discussed by Foucault that can assist to reveal the characteristics of the scientific practice and examples of how theories are materialized. As a result, it identifies the ways in which modern science is developed and how knowledge is construed by multiple authors, group authors, the merit that is attributed by citations, etc. This article highlights the complexity of authorship attribution and the need to rethink generalized bibliometric techniques to evaluate science considering other aspects that go beyond the mere listing of the authors.

La Torre, Eva M. de; Casani, Fernando; Sagarra, Marti (2018):

Defining typologies of universities through a DEA-MDS analysis. An institutional characterization for formative evaluation purposes.

Abstract:

Universities are organizational structures with individual activity mixes or strategies that lead to different performance levels by mission. Evaluation techniques based on performance indicators or rankings risk rewarding just a specific type of university and undermining university diversification: they usually introduce homogenizing pressures and risk displacing university objectives—neglecting their socio-economic contribution and focusing on succeeding on the evaluation system. In this study, we propose an alternative evaluation method that overcomes these limitations. We produce a multidimensional descriptive classification of universities into typologies, while analysing the relation between their institutional factors (characteristics) and their (technical) efficiency performance from a descriptive perspective. To do so we apply bootstrap data envelopment analysis (DEA) and multidimensional scaling analysis (MDS), performing a so-called DEA-MDS analysis on data on the Spanish university system, and unlike previous studies, we include data on an important dimension of the third mission of universities (specifically knowledge transfer, KT) in their characterization. We identify six types of (homogeneous) universities. Results indicate that to be fairly efficient, universities may focus on teaching, KT, or overall efficiency but always have to fairly perform in research. Additionally, results confirm the relevance of the third mission as a source of institutional diversity in higher education. This approach could be used to address an alternative evaluation methodology for higher education institutions with formative purposes, evaluating universities according to their unique characteristics for the improvement of HE systems.

Lepori, Benedetto; Reale, Emanuela; Spinello, Andrea Orazio (2018):

Conceptualizing and measuring performance orientation of research funding systems.

Abstract:

In this article, we propose a synthetic indicator for the performance orientation of public R&D funding at the country level that allows for quantitative comparisons across countries and over time, and we illustrate the methodology for its computation and validation. The indicator characterizes R&D funding from the state in terms of the extent the beneficiaries' performance is taken into account in the allocation of resources. By building on the literature on research funding, the indicator combines information on how funding is allocated with quantitative measures of funding volumes. It is operationalized in terms of a fine-grained decomposition of public R&D funding in instruments, each of them characterized by their mode and criteria of allocation. Building on a large-scale European project, we test the operationalization of the indicator for a sample of European countries, and we perform a set of sensitivity and robustness analyses to inquire the impact of definitions and of data issues, particularly for what concerns cross-country comparisons. We conclude with a discussion of the advantages and limitations of the indicator and by proposing a research agenda for its further development.

Lewandowska, Kamila; Stano, Paweł Mirosław (2018):

Evaluation of research in the arts. Evidence from Poland.

Abstract:

Art studies, as an academic discipline, is an under-researched topic, especially with reference to science evaluation. Yet, it is a particularly interesting field to study given that it does not easily fit into the 'science' category. Our analysis centres on the core element of the evaluation system: scientific journals in the field of arts. We compare the rank of the journals with their disciplinary coverage and methodological orientation, to identify what kind of research approaches are most encouraged by the system of research funding. Our results show that journals in the field of arts have higher odds of being highly ranked if (1) their scope is diversified and combines art studies with explanatory sciences and (2) they publish empirically oriented research on the arts. Our findings suggest that the analysis of research evaluation systems should take into account not only interdisciplinary differences but also differences between particular types of research (within a given discipline).

Liu, Xiaojuan; Yu, Mengxia; Chen, Dar-Zen; Huang, Mu-Hsuan (2018):

Tracking research performance before and after receiving the Cheung Kong Scholars award. A case study of recipients in 2005.

Abstract:

The Cheung Kong Scholars Program has become a nationally important, high-level talent plan. In this study, we determined whether the research output and coauthorship pattern of Cheung Kong Scholars changed after their receipt of the award. We selected the 83 recipients of the 2005 Cheung Kong Scholars Award and identified a total of 11,522 Science/Social Sciences Citation Index papers published between 1996 and 2015 by these awardees. The analysis was divided into two 10-year periods—the preaward (1996–2005) and postaward (2006–15) periods—to investigate changes in the scholars' research performance. The results revealed that the number of papers authored by each Cheung Kong Scholar increased significantly, and there were also significant increases between the two periods in terms of average citation count and journal impact factor, suggesting that the quality of the scholars' papers improved in tandem with the quantity. Second, a quadrant chart revealed that individuals exhibited different trends in productivity and impact, but their impacts' distribution in the postaward period was much more concentrated than that in the preaward period. Third, the scholars' coauthorship patterns changed significantly after receiving the award—not only their number of coauthors per paper significantly increased but also their authorship role changed significantly. In both number and proportion, they became less likely to act as the first author, but more likely to be listed as the last author. Furthermore, they published more papers as corresponding author, and more papers as the first, corresponding, or last author, though their proportion did not change significantly.

Pallari, Elena; Lewison, Grant; Ciani, Oriana; Tarricone, Rosanna; Sommariva, Silvia; Begum, Mursheda; Sullivan, Richard (2018):

The impacts of diabetes research from 31 European Countries in 2002 to 2013.

Abstract:

The evaluation of a country's medical research outputs should include measures of their impact on medical practice, on health policy, and decision-making, as well as conventional citations in the serial literature. This study examined three measures of impact: geometric mean, arithmetic mean, and world scale mean, applied to one disease area, namely, diabetes, to investigate the amount of agreement between them in terms of the impacts of the research of different European countries. First, citations to diabetes research papers in the Web of Science from 31 European countries from 2002 to 2013 were analysed. Papers from Finland, Switzerland, Denmark, and the UK were the most cited by other papers on both geometric and arithmetic means, and in terms of their presence in the top 5% of papers with the most citations. Secondly, the references on 103 European diabetes clinical practice guidelines from 21 countries were analysed. Papers from The Netherlands, Finland, the UK, and Austria were the most cited in the clinical guidelines relative to the countries' presence amongst diabetes research. Finally, an analysis of newspaper stories about non-communicable disease research from 22 European countries included 822 on diabetes research (9.6% of the total) and showed that the subject was of substantial interest. The countries whose papers were the most cited relative to their presence in the subject area were Finland, Norway, the UK, and Belgium, but those from Japan, China, and South Korea were not well cited. Different European countries scored highly on these three measures. Scandinavian countries and the UK appeared to perform strongly on all three, but Switzerland only on conventional citation counts. The increased emphasis placed on demonstration of the social and economic impacts stemming from research makes the methodologies described herein of particular value to future evaluations of medical research.

Payumo, Jane G.; Lan, George; Arasu, Prema (2018):

Researcher mobility at a US research-intensive university. Implications for research and internationalization strategies.

Abstract:

This study offers a unique lens on the patterns, productivity, and impact of researcher mobility at a US research-intensive university. Bibliometric data for Washington State University (WSU) was extracted from Elsevier's Scopus database and

analyzed for the 10-year period from 2002 to 2012. We grouped researchers into four categories based on common patterns of movement into, within, and out of the USA: mobile (inflow, outflow, and transitory) versus non-mobile (stationary). We compared the research performances of these different groups using two normalized indicators: relative research productivity and the field-weighted citation impact of the researchers' publications. Our analysis showed that 83% of active researchers at WSU were mobile during the 10-year period based on their having both publications affiliated with WSU and publications affiliated with at least one other institution. The publications of mobile researchers had higher impact compared to non-mobile researchers. Additionally, WSU researchers who primarily moved between other US-based institutions produced publications with higher impact compared to those of internationally mobile researchers, though the latter group was more prolific. Transitory researchers—those spending less than 2 years at either WSU or another institution—comprised the largest sub-group of mobile researchers at 59%. The results of this study offer additional evidence about the value to US universities of researcher mobility and greater research collaborations with both domestic and international partners.

Petsakos, Athanasios; Hareau, Guy; Kleinwechter, Ulrich; Wiebe, Keith; Sulser, Timothy B. (2018):

Comparing modeling approaches for assessing priorities in international agricultural research.

Abstract:

This article examines how the estimated impacts of crop technologies vary with alternate methods and assumptions, and also discusses the implications of these differences for the design of studies to inform research prioritization. Drawing on international potato research, we show how foresight scenarios, realized by a multi-period global multi-commodity equilibrium model, can affect the estimated magnitudes of welfare impacts and the ranking of different potato research options, as opposed to the static, single-commodity, and country assumptions of the economic surplus model which is commonly used in priority setting studies. Our results suggest that the ranking of technologies is driven by the data used for their specification and is not affected by the foresight scenario examined. However, net benefits vary significantly in each scenario and are greatly overestimated when impacts on non-target countries are ignored. We also argue that the validity of the single-commodity assumption underpinning the economic surplus model is case-specific and depends on the interventions examined and on the objectives and criteria included in a priority setting study.

Reale, Emanuela; Avramov, Dragana; Canhial, Kubra; Donovan, Claire; Flecha, Ramon; Holm, Poul et al. (2018):

A review of literature on evaluating the scientific, social and political impact of social sciences and humanities research.

Abstract:

Recently, the need to contribute to the evaluation of the scientific, social, and political impact of Social Sciences and Humanities (SSH) research has become a demand of policy makers and society. The international scientific community has made significant advances that have transformed the impact of evaluation landscape. This article reviews the existing scientific knowledge on evaluation tools and techniques that are applied to assess the scientific impact of SSH research; the changing structure of social and political impacts of SSH research is investigated based on an overarching research question: to what extent do scholars attempt to apply methods, instruments, and approaches that take into account the distinctive features of SSH? The review also includes examples of European Union (EU) projects that demonstrate these impacts. This article culminates in a discussion of the development of the assessment of different impacts and identifies limitations, and areas and topics to explore in the future.

Riley, Barbara L.; Kernoghan, Alison; Stockton, Lisa; Montague, Steve; Yessis, Jennifer; Willis, Cameron D. (2018):

Using contribution analysis to evaluate the impacts of research on policy. Getting to 'good enough'.

Abstract:

Assessing societal impacts of research is more difficult than assessing advances in knowledge. Methods to evaluate research impact on policy processes and outcomes are especially underdeveloped, and are needed to optimize the influence of research on policy for addressing complex issues such as chronic diseases. Contribution analysis (CA), a theory-based approach to evaluation, holds promise under these conditions of complexity. Yet applications of CA for this purpose are limited, and methods are needed to strengthen contribution claims and ensure CA is practical to implement. This article reports the experience of a public health research center in Canada that applied CA to evaluate the impacts of its research on policy changes. The main goal was to experiment with methods that were relevant to CA objectives, sufficiently rigorous for making credible claims, and feasible. Methods were 'good enough' if they achieved all three attributes. Three cases on government policy in tobacco control were examined: creation of smoke-free multiunit dwellings, creation of smoke-free outdoor spaces, and regulation of flavored tobacco products. Getting to 'good enough' required careful selection of nested theories of change; strategic use of social science theories, as well as quantitative and qualitative data from diverse sources; and complementary methods to assemble and analyze evidence for testing the nested theories of change. Some methods reinforced existing good practice standards for CA, and others were adaptations or extensions of them. Our experience may inform efforts to influence policy with research, evaluate research impacts on policy using CA, and apply CA more broadly.

Schmied, Martin; Byland, Karin; Lienhard, Andreas (2018):

Procedures and criteria for evaluating academic legal publications. Results of a survey in Switzerland.

Abstract:

As in other European countries, there has been a growing pressure on assessing academic research in Switzerland. This also applies to the field of academic legal research. This article, which is based on a survey in Switzerland, aims to explore the assessment procedures and criteria that are used to evaluate academic legal publications and to judge their suitability. In doing so, two important principles have to be respected: first, the suitability of assessment procedures and quality criteria depends on the context and the purpose of the assessment. Additionally, peculiarities of research (and publication) behaviour in academic legal research have to be taken into account. Second, researchers of a certain field need to be involved into the process of defining how to evaluate research (bottom-up approach). On the basis of literature analysis, the actual use and suitability of assessment procedures and criteria were explored in a survey among editors of law journals, law professors, and practitioners (lawyers). Results show that academic legal publications in Switzerland are mainly being assessed by means of (simple) peer review, whereby double-blind peer review procedures are rarely used. There appears to be some common ground among stakeholders concerning appropriate criteria, but the substance of criteria remains unclear. Bibliometric methods and indicators are rarely being used and generally do not yield meaningful results.

Sīle, Linda; Pölönen, Janne; Sivertsen, Gunnar; Guns, Raf; Engels, Tim C. E.; Arefiev, Pavel et al. (2018):

Comprehensiveness of national bibliographic databases for social sciences and humanities. Findings from a European survey.

Abstract:

This article provides an overview of national bibliographic databases that include data on research output within social sciences and humanities (SSH) in Europe. We focus on the comprehensiveness of the database content. Compared to the data from commercial databases such as Web of Science and Scopus, data from national bibliographic databases (e.g. Flemish Academic Bibliographic Database for the SSH (VABB-SHW) in Belgium, Current Research Information System in Norway (CRISTIN)) are more comprehensive and may, therefore, be better fit for bibliometric analyses. Acknowledging this, several countries within Europe maintain national bibliographic databases; detailed and comparative information about their content, however, has been limited. In autumn 2016, we launched a survey to acquire an overview of national bibliographic databases for SSH in Europe and Israel. Surveying 41 countries (responses received from 39 countries), we identified 21 national bibliographic databases for SSH. Further, we acquired a more detailed description of 13 databases, with a focus on their comprehensiveness. Findings indicate that even though the content of national bibliographic databases is diverse, it is possible to delineate a subset that is similar across databases. At the same time, it is apparent that differences in national bibliographic databases are often bound to differences in country-specific arrangements.

Considering this, we highlight implications to bibliometric analyses based on data from national bibliographic databases and outline several aspects that may be taken into account in the development of existing national bibliographic databases for SSH or the design of new ones.

Snowball, Jen D.; Shackleton, Charlie M. (2018):

Factors enabling and constraining research in a small, research-intensive South African University.

In: *Research Evaluation* 27 (2), S. 119–131. DOI: 10.1093/reseval/rvy002.

Abstract:

Research is increasingly regarded a core facet of university endeavours globally, and research profiles of universities, institutes, and colleges are commonly used as one measure for ranking them. University administrations and funders would be better able to stimulate research if they had insights into context-specific, institutional constraints, and enablers. Yet, there is surprisingly little research on the determinants of research productivity amongst academics employed in the higher education sector, particularly in the global south. Barriers and enablers of research at the individual level may differ, and experience of such may vary across career stage. The objective of the research reported here was to determine what enables and motivates some academics at Rhodes University (South Africa) to do research, what problems and constraints may be making it difficult for those who may wish to do more, and how do these vary in relation to research career stage. An anonymous online survey, with follow-up focus group discussions was used to collect the data. Results show similarities to studies in developed countries, but also reveal disciplinary and career stage differences, which suggest that institutional policies need to take these factors into account when designing support or incentives.

Sörlin, Sverker (2018):

Humanities of transformation. From crisis and critique towards the emerging integrative humanities.

In: *Research Evaluation* 14 (1), S. 287–297. DOI: 10.1093/reseval/rvx030.

Abstract:

This article draws on the efforts to enhance and incentivize the humanities in the Nordic countries in the last quarter century, with a main focus on Sweden. During this period, bibliometric methodologies and a series of 'crisis debates' have formed an image of Nordic humanities as provincial, parochial, and not performing on a par with relatively high levels of achievement in most other science and knowledge fields in the Nordic countries. However, over a period of many years, a parallel collective learning experience has occurred through which the basic evaluation dimensions and criteria have been debated and also deepened. There is now an ongoing move away from the ambition of finding easy-to-operate knowledge management tools, such as performance indicators strictly related to funding systems. In this article it is argued that these tendencies can be linked to the emergence of a new transformations regime of research policy that has gradually taken shape over the past decade and is framing a new generation of humanities knowledge, here called the humanities of transformation, the contours of which are now visible, not least in the Nordic countries. Ultimately, it is possible to identify a far richer and more complex image of quality in the humanities and their performance in the Nordic countries than the one we had when the period of major, structural reform of higher education institutions in the Nordic countries started around 1990.

Sotudeh, Hajar; Dehdarirad, Tahereh; Freer, Jonathan (2018):

Gender differences in scientific productivity and visibility in core neurosurgery journals. Citations and social media metrics.

In: *Research Evaluation* 27 (3), S. 262–269. DOI: 10.1093/reseval/rvy003.

Abstract:

Social media has provided new opportunities for both female and male academics to disseminate their research results, and presence on the Internet is found to increase the visibility of scholars. Thus, this study examined whether there were differences in terms of scientific productivity or the visibility (both in terms of citations and social media metrics) of female and male scholars in the field of neurosurgery. To do this, 11,127 articles and reviews from 2012 to 2014 were extracted

from the Thomson Reuters Web of Science database. This accounted for 14,944 unique authors. To study the visibility of neurosurgery scholars in terms of social media metrics, the following altmetric indicators were used: Mendeley readers, the post count of news, tweets, blogs, LinkedIn, and Facebook. The methodology and procedures employed included descriptive statistics, chi-square test, two-sample proportion test, and analysis of covariance. The results demonstrated that the number of female scholars was significantly lower compared to their male counterparts. Additionally, female neurosurgery scientists were found to be slightly less prolific in terms of scientific productivity. However, women were slightly more visible with regard to citations, readership, and tweets. Finally, both genders were similarly successful in terms of receiving mentions from blogs, news, Facebook, or LinkedIn.

Temple, Ludovic; Barret, Danielle; Canto, Genowefa Blundo; Dabat, Marie-Helene; Devaux-Spatarakis, Agathe; Faure, Guy et al. (2018):

Assessing impacts of agricultural research for development. A systemic model focusing on outcomes.

In: *Research Evaluation* 27 (2), S. 157–170. DOI: 10.1093/reseval/rvy005.

Abstract:

Over the past decade, renewed societal demands on public research have been structured by various generic issues, while others are specific to the context of developing countries. In the first part of this article, after reviewing those issues, we examine how they reshape the analytical frameworks that structure the understanding of causal relationships between research activities, innovation processes, and the consequences of both for development. We used an impact pathway framework to assess innovation processes by looking at 13 case studies on research in agricultural and food sectors of developing countries. The results show the diversity of outcomes related to human capital, social capital, and knowledge infrastructure. Moreover, they show the systemic interaction between outputs, outcomes, and impacts. Based on this assessment, we demonstrate that the way impact pathways are framed and analysed needs to be improved to better consider the complex interactions between the diverse actors involved in innovation processes. Through a discussion of our results, we propose an analytical framework to help improve impact assessment methods for research activities.

Thorpe, Andy; Craig, Russell; Hadikin, Glenn; Batistic, Sasa (2018):

Semantic tone of research 'environment' submissions in the UK's Research Evaluation Framework 2014.

In: *Research Evaluation* 27 (2), S. 53–62. DOI: 10.1093/reseval/rvx039.

Abstract:

This article applies DICTION computer-assisted text analysis software to evaluate the tone of research 'Environment' submissions by Business and Management Studies schools in the UK's 2014 Research Evaluation Framework. We find that submissions contain distinctive differences in semantic tone between high-ranked and low-ranked universities, particularly in terms of DICTION's master variable, ACTIVITY. The language of high-ranked institutions has a tone of low ACTIVITY, whereas the language of low-ranked institutions has a tone of high ACTIVITY. More adjectives are used than expected: by high-ranked universities to bolster strong public reputations, and by low-ranked universities to atone for weaknesses. High-ranked universities are advantaged because they are more likely to be represented on assessing panels and be better-attuned to reader expectations. The results suggest that low-ranked universities could have achieved higher scores by reflecting on particular areas of word choice and the potential effects of those choices on assessors.

Vieira, Elizabeth S.; Gomes, Jose A. N. F. (2018):

The peer-review process. The most valued dimensions according to the researcher's scientific career.

In: *Research Evaluation* 27 (3), S. 246–261. DOI: 10.1093/reseval/rvy009.

Abstract:

Scientific activities are being assessed permanently. The best well-known and well-established evaluation process is peer review. Peer-review-based systems may have different goals; therefore several guidelines are normally set to be followed by individual experts. Normally, the components to be evaluated are known to the whole interested community, but peers

make use of their own criteria to evaluate the performance on these components, introducing subjectivity in the whole process. This article reports on an attempt to better understand the decisions of peer-review panels and the role that bibliometric analysis might play in supporting the evaluation of scientific merit in peer-review processes. A particular evaluation process for the national selection of junior and senior researchers is considered. The results show that the dimensions more highly valued by the peers differ depending on the applicant's phase in the scientific career. For applicants with shorter careers, international collaboration appears to be the dimension more highly valued. In the case of applicants at an intermediate phase of the scientific career, the impact dimension showed to be the most relevant.

Waaijer, Cathelijn J. F. (2018):

Geography of doctoral education in The Netherlands. Origin and current work location of recent PhDs from five Dutch universities.

Abstract:

Human capital is indispensable for regional innovation and economic growth, and PhD graduates (PhDs) play an important role in these processes. This is the first study describing the geographic origin and current work location of PhDs from Dutch universities, which are located in a densely populated area with a high concentration of basic science and science-based industries. Our study shows that their country of origin is strongly related to the field of study, as engineering PhDs were born outside The Netherlands much more often than PhDs from other fields. Furthermore, we show that PhDs disproportionally come from the same region as where the PhD university is located. PhDs also frequently did their pre-PhD degree at the university where they obtained their PhD degree. Finally, a disproportionate number of PhDs stay in the PhD region to work, especially if they also did their pre-PhD degrees at the PhD university. The extent of PhDs staying in the PhD region varies by sector, with PhDs in the higher education sector staying in the PhD region more often than PhDs working in other sectors. This implies that the geographic concentration of PhDs in the region of the PhD university is mainly due to PhDs staying to work at the same university rather than employment opportunities in other (science-based) industries—a finding at odds with Dutch science policy, which promotes mobility in academia but also stresses the importance of the region in innovation by science-based industries.

Walsh, Rachael; Moore, Robert F.; Doyle, Jamie Mihoko (2018):

An evaluation of the National Institutes of Health Early Stage Investigator policy. Using existing data to evaluate federal policy.

Abstract:

To assist new scientists in the transition to independent research careers, the National Institutes of Health (NIH) implemented an Early Stage Investigator (ESI) policy beginning with applications submitted in 2009. During the review process, the ESI designation segregates applications submitted by investigators who are within 10 years of completing their terminal degree or medical residency from applications submitted by more experienced investigators. Institutes/centers can then give special consideration to ESI applications when making funding decisions. One goal of this policy is to increase the probability of newly emergent investigators receiving research support. Using optimal matching to generate comparable groups pre- and post-policy implementation, generalized linear models were used to evaluate the ESI policy. Due to a lack of control group, existing data from 2004 to 2008 were leveraged to infer causality of the ESI policy effects on the probability of funding applications from 2011 to 2015. This article addresses the statistical necessities of public policy evaluation, finding administrative data can serve as a control group when proper steps are taken to match the samples. Not only did the ESI policy stabilize the proportion of NIH funded newly emergent investigators but also, in the absence of the ESI policy, 54% of newly emergent investigators would not have received funding. This manuscript is important to Research Evaluation as a demonstration of ways in which existing data can be modeled to evaluate new policy, in the absence of a control group, forming a quasi-experimental design to infer causality when evaluating federal policy.

Weber, Matthias (2018):

The effects of listing authors in alphabetical order. A review of the empirical evidence.

Abstract:

Each time researchers jointly write an article, a decision must be made about the order in which the authors are listed. There are two main norms for doing so. The vast majority of scientific disciplines use a contribution-based norm, according to which authors who contributed the most are listed first. Very few disciplines, most notably economics, instead resort primarily to the norm of listing authors in alphabetical order. It has been argued that (1) this alphabetical norm gives an unfair advantage to researchers with last name initials early in the alphabet and that (2) researchers are aware of this 'alphabetical discrimination' and react strategically to it, for example by avoiding collaborations with multiple authors. This article reviews the empirical literature and finds convincing evidence that alphabetical discrimination exists and that researchers react to it.

Weisshuhn, Peter; Helming, Katharina; Ferretti, Johanna (2018):

Research impact assessment in agriculture-A review of approaches and impact areas.

Abstract:

Research has a role to play in society's endeavour for sustainable development. This is particularly true for agricultural research, since agriculture is at the nexus between numerous sustainable development goals. Yet, generally accepted methods for linking research outcomes to sustainability impacts are missing. We conducted a review of scientific literature to analyse how impacts of agricultural research were assessed and what types of impacts were covered. A total of 171 papers published between 2008 and 2016 were reviewed. Our analytical framework covered three categories: (1) the assessment level of research (policy, programme, organization, project, technology, or other); (2) the type of assessment method (conceptual, qualitative, or quantitative); and (3) the impact areas (economic, social, environmental, or sustainability). The analysis revealed that most papers (56%) addressed economic impacts, such as cost-effectiveness of research funding or macroeconomic effects. In total, 42% analysed social impacts, like food security or aspects of equity. Very few papers (2%) examined environmental impacts, such as climate effects or ecosystem change. Only one paper considered all three sustainability dimensions. We found a majority of papers assessing research impacts at the level of technologies, particularly for economic impacts. There was a tendency of preferring quantitative methods for economic impacts, and qualitative methods for social impacts. The most striking finding was the 'blind eye' towards environmental and sustainability implications in research impact assessments. Efforts have to be made to close this gap and to develop integrated research assessment approaches, such as those available for policy impact assessments.

Wildgaard, Lorna; Wildgaard, Kim (2018):

Continued publications by health science PhDs, 5 years post PhD-Defence.

Abstract:

There is an increased focus on the outcomes of Health Science PhD-education, particularly if PhD-graduates remain active in research. There is a gap in our knowledge about the extent the investment in Health Science PhDs is moving science forward and no definition of expected investment return from PhD exists. We explore the research production of Danish Health Science PhDs, 5–9 years post PhD-defence, to find the fraction of PhD-graduates that are still actively publishing internationally. Secondary endpoints include analyses of the number of publications over time, identification of consecutive publishers, gender differences, and differences between medical doctors with a PhD (MDs) and non-MDs with a PhD. PhD-theses defended in 2005 and 2006 were identified and collected using the Danish National Research Database and via the four Danish universities offering Health Science PhD-programmes. Publication data were collected from Years 5 to 9 post PhD-defence to allow publications produced during the PhD-period to be washed out. Total 532 unique PhD-graduates (300 female and 232 male) produced a total of 4,530 PubMed-indexed publications. Results show zero publishers represented 31.2% (n = 166), while 25.8% (n = 137) of PhD-graduates published 10 or more publications during the 5-year observation window. Overall publication count increased from post PhD Years 5–9 with 68% (from 720 to 1,049). Number of publications did not differ between MDs and non-MDs. Our results evidence that not all graduates continue in

research. Consequently, we need to identify early factors that make graduates remain in research, to identify future PhD-candidates that will continue publication post PhD.

Williams, Kate; Grant, Jonathan (2018):

A comparative review of how the policy and procedures to assess research impact evolved in Australia and the UK.

In: *Research Evaluation* 27 (2), S. 93–105. DOI: 10.1093/reseval/rvx042.

Abstract:

This article offers a systematic review of the evolution of research impact assessment in Australia and the UK. We consider its inception and detail the development of relevant policy and procedures in each country. The article sets out the results of a comparative analysis of public policy documents, newspaper commentary, and academic literature in both countries. We examined the differences and commonalities between the two nations, revealing evaluation criteria and uncovering justifications for the adoption of impact assessment. The article highlights the convergence and divergence of the two countries' policy and procedures, as well as the political and bureaucratic contexts that have shaped their design and implementation. The article shows that the synergistic, intermittent, and iterative development of relevant policy and procedures in the two nations has been mutually beneficial for the evolution of retrospective impact assessment.

Woelert, Peter; McKenzie, Lachlan (2018):

Follow the money? How Australian universities replicate national performance-based funding mechanisms.

In: *Research Evaluation* 27 (3), S. 184–195. DOI: 10.1093/reseval/rvy018.

Abstract:

Recent studies exploring universities' internal adaptations to national performance-based research funding (PBRF) systems have found evidence for isomorphism as well as for variation in institutional response. Yet there remains a lack of investigation focusing on national PBRF settings which appear to be particularly conducive to isomorphism. Addressing the resulting lacuna, this article investigates the extent to which Australian universities replicate national PBRF indicators in their individual-level performance management frameworks for academic staff. Drawing on data from 33 Australian universities (of 39 eligible institutions), and taking into consideration the differences in these universities' level of research intensity, this article finds that universities overwhelmingly replicate the major national PBRF indicators internally. If variation was evident, then mostly in the form of minor modifications to these indicators, not in the choice of indicators per se. Analysis of the Australian case thus demonstrates strong vertical alignment between national and institutional research governance mechanisms as well as considerable convergence in the formal organization and governance of research activities at Australian universities.

Specials

Publisher's note.

[Publisher's note] (2018). In: *Research Evaluation* 27 (4), S. 309.

Abstract:

We are delighted to include in this issue a special section titled 'Measuring the Impact of Arts and Humanities Research in Europe', guest edited by Claire Donovan and Magnus Gulbrandsen.

Due to an unfortunate administrative error, two articles that were intended to be included in this special section were published in previous issues of Research Evaluation. Subscribers will be able to access those articles as below:

References

Gibson , A. G. , and Hazelkorn , E. (2017) Arts and humanities research, redefining public benefit, and research prioritization in Ireland. Research Evaluation, 26/3 : 199 –210. https://doi.org/10.1093/reseval/rvx012

Oancea , A. , Petour , T. F. , and Atkinson , J. (2017) Qualitative network analysis tools for the configurative articulation of cultural value and impact from research. Research Evaluation, 26 /4 : 302 –15. https://doi.org/10.1093/reseval/rvx014

For convenience, we have collated all of the special section articles online in a single location at https://academic.oup.com/rev/pages/virtual_issue_measuring_impact_arts_humanities

Chavarro, Diego; Rafols, Ismael; Tang, Puay (2018):

To what extent is inclusion in the Web of Science an indicator of journal 'quality'? (vol 27, pg 106, 2018).

[Corrigendum]. In: *Research Evaluation* 27 (3), S. 284. DOI: 10.1093/reseval/rvy015.

Mueller, Ruth; Rijcke, Sarah de (2018):

Thinking with indicators. Exploring the epistemic impacts of academic performance indicators in the life sciences (vol 26, pg 361, 2017).

[Corrigendum]. In: *Research Evaluation* 27 (3), S. 283. DOI: 10.1093/reseval/rvy014.

Research in Higher Education (59) 2018

Original Articles

Alvarado, Steven Elias; Muniz, Paul (2018):

Racial and Ethnic Heterogeneity in the Effect of MESA on AP STEM Coursework and College STEM Major Aspirations.

Abstract:

Previous research suggests that racial and ethnic disparities inpostsecondary STEM outcomes are rooted much earlier in the educationalpipeline. One possible remedy to these disparities is participation inearly STEM enrichment programs. We examine the impact of MESA, which isan early program that targets socioeconomically disadvantaged students,on outcomes that may lead students down the path to STEM. We analyzethree waves of restricted nationally-representative data from the HighSchool Longitudinal Study that trace the STEM progress of more than25,000 students throughout high school and into their postsecondarycareers. Propensity score matching models reveal that MESA participationincreases students' odds of taking AP STEM courses in high school andtheir aspirations for declaring a STEM major in college. However, theseeffects are driven primarily by black and white students, respectively.Latino and Asian students remain largely unaffected. A formalsensitivity analysis concludes that these findings are moderately robustto unobserved confounding. The results are also robust to alternativematching schemes. Collectively, the findings suggest that MESA mayimprove black students' high school STEM engagement but may have littleimpact on black and Latino students' STEM outcomes in college.

Baker, Rachel (2018):

Understanding College Students' Major Choices Using Social Network Analysis.

Abstract:

Concerns about the low completion rates in community colleges have led policy makers and administrators to examine interventions that aim to increase persistence and success by making colleges easier to navigate for students. One of the best supported and most well researched of the current reforms is guided pathways which aims to simplify student decision making. Meta majors, the grouping of all available majors into a handful of buckets, is an important components of these whole school reforms. In this paper I test an underlying assumption of this reform—that there are consistent groupings of majors that students would consider choosing—using tools from social network analysis. I draw on these consideration networks to examine how different groups of students cluster majors together; differences in how various groups of students group majors provides insight into how such interventions could increase efficiency or exacerbate inequality. These findings provide guidance for schools on what factors to consider when forming meta major groupings.

Bartolj, Tjasa; Polanec, Saso (2018):

Does Work Harm Academic Performance of Students? Evidence Using Propensity Score Matching.

Abstract:

In this article we analyze the effects of student work on academic performance for college students. In order to reduce the endogeneity bias due to selection into treatment, we use propensity score matching technique. This approach allows us to estimate the effects of student work separately for different years of study, which is not possible when inside instruments are used to deal with endogeneity of student work. We find predominantly negative effects of student work for all measures of academic performance (GPA, exam attempts, exams passed, and likelihood of passing a year), although many of these are economically and statistically insignificant. We supplement existing studies that do not estimate separate treatment effects for different years of study by showing that work while in college harms study outcomes mostly in the first year of study—by passing smaller number of exams and thereby increasing the likelihood of failing a year. Our results are consistent with evidence on difficulty with adjusting to college studies of first-year students, who face many uncertainties that affect finding the optimal allocation of time between studies, work and leisure.

Bowman, Nicholas A.; Bastedo, Michael N. (2018):

What Role May Admissions Office Diversity and Practices Play in Equitable Decisions?

Abstract:

Attending a selective college or university has a notable impact on the likelihood of graduation, graduate school attendance, social networks, and career earnings. Given these short-term and long-term benefits, surprisingly little research has directly explored the factors that might promote or detract from equitable admissions decisions at these schools. This study examined a unique national sample of 311 undergraduate admissions officers who work at selective institutions to explore this issue. Among the descriptive findings, more than half of respondents reported that they consider applicants' demonstrated interest in attending their institution when making a recommendation, about two-thirds review at least 100 applications during busy weeks, and almost half were working at their alma mater. Moreover, in a simulation of admissions scoring, admissions officers from historically underrepresented groups were more likely to admit low-SES applicants, whereas participants with more work experience and who were employed at their alma mater provided less equitable recommendations.

Bowman, Nicholas A.; Culver, K. C. (2018):

When Do Honors Programs Make the Grade? Conditional Effects on College Satisfaction, Achievement, Retention, and Graduation.

Abstract:

Many people within and outside of higher education view honors programs as providing meaningful academic experiences that promote learning and growth for high-achieving students. To date, the research exploring the link between honors participation and college grades and retention has obtained mixed results; some of the seemingly conflicting findings may stem from the presence of methodological limitations, including the difficulty with adequately accounting for selection into honors programs. In addition, virtually no research has explored the conditions under which honors programs are most strongly related to desired outcomes. To provide a rigorous examination of the potential impact of this experience, this study conducted propensity score analyses with a large, multi-institutional, longitudinal sample of undergraduates at 4-year institutions. In the full sample, honors participation predicts greater college GPA and 4-year graduation, while it is unrelated to college satisfaction and retention. However, these results differ notably by institutional selectivity: Honors participation is associated with greater college GPA, retention to the third and fourth years of college, and 4-year graduation at less selective institutions, but it is significantly related only to GPA at more selective institutions. These relationships are also sometimes larger among students from historically underrepresented groups.

Carpenter, II, Dick M.; Kaka, Sarah J.; Tygret, Jennifer A.; Cathcart, Katy (2018):

Testing the Efficacy of a Scholarship Program for Single Parent, Post-Freshmen, Full Time Undergraduates.

Abstract:

This study examines the efficacy of a scholarship program designed to assist single parent, post-freshmen, full time undergraduate students and predictors of success among a sample of said students, where success is defined as progress toward completion, academic achievement, and degree completion. Results of fixed effects regression and hierarchical linear modeling indicated that single parents who participated in the scholarship program had higher levels of academic achievement, degree completion rates, and greater progress toward completion than non-participants. Consistent significant predictors of success included participation in a scholarship program, full-time status, and whether someone already held a Bachelor's degree. The findings suggest that the structure of a single parent program that includes requirements for GPA, full-time status, and credit accumulation, as well as personal, professional, and financial resources for participants may be an efficacious model for other colleges to implement in order assist in the success of single parent undergraduate students.

Chan, Hsun-Yu; Wang, Xueli (2018):

Momentum Through Course-Completion Patterns Among 2-Year College Students Beginning in STEM. Variations and Contributing Factors.

Abstract:

Grounded in the academic momentum framework, this study explores course-completion patterns across the first two semesters of college among 1668 first-time students beginning in science, technology, engineering, and mathematics (STEM) programs or courses at public 2-year colleges in a Midwestern state, as well as factors predicting the persistence or changes in these patterns. We use latent transition analysis as the main analytical strategy, based on a combination of student survey data, transcript records, and data from the National Student Clearinghouse. Our findings reveal three major course-completion patterns in the first semester of college (i.e., transfer, vocational, and exploring) and four patterns in the second semester (i.e., transfer, vocational, associate degree, and leaving). More than 60% of the study sample exhibits consistent course-completion patterns in the first year of college. Students persisting in the transfer and vocational patterns in both semesters are more likely to retain their interest in STEM fields in the second year. In addition, we uncover salient predictors for transitions in course-completion patterns between the two semesters. For example, students' self-reported financial support for attending college is positively associated with switching into the vocational pattern, but perceived support from peers seems to prompt students from the vocational to the transfer pattern. As a whole, our findings pinpoint the importance of a holistic understanding of how the mass, velocity, and direction of academic momentum through course-completion patterns develop and shift over time, as well as how a range of learning, academic, and social factors help shape 2-year college students' academic trajectory.

Choi, Yool (2018):

Student Employment and Persistence. Evidence of Effect Heterogeneity of Student Employment on College Dropout.

Abstract:

This study explores how student employment affects college persistence and how these effects differ by individual likelihood of participating in student employment. I analyze data from the National Longitudinal Survey of Youth 1997 using propensity score matching and stratification-multilevel analysis. This study finds that engaging in intense work has deleterious effects on college persistence. However, these negative effects vary significantly according to likelihood of participation in intense work. The results indicate that employment has less negative impacts on completion for those most likely to participate in intense work, who are typically those from the most disadvantaged social backgrounds. This finding

suggests that efforts to reduce the deleterious effects of intense work on persistence should be practiced with careful consideration for sub-populations that may have different reasons for and effects of student employment.

Crisp, Gloria; Doran, Erin; Reyes, Nicole A. Salis (2018):

Predicting Graduation Rates at 4-year Broad Access Institutions Using a Bayesian Modeling Approach.

Abstract:

This study models graduation rates at 4-year broad access institutions (BAIs). We examine the student body, structural-demographic, and financial characteristics that best predict 6-year graduation rates across two time periods (2008–2009 and 2014–2015). A Bayesian model averaging approach is utilized to account for uncertainty in variable selection in modeling graduation rates. Evidence suggests that graduation rates can be predicted by religious affiliation, proportion of students enrolled full-time, socioeconomic status of the student body, enrollment size and institutional revenue and expenditures. Findings also demonstrate that relatively fewer variables predict institutional graduation rates for Latina/o and African American students at 4-year BAIs. We conclude with implications for policy and key recommendations for research focused on 4-year BAIs.

Denson, Nida; Szelenyi, Katalin; Bresonis, Kate (2018):

Correlates of Work-Life Balance for Faculty Across Racial/Ethnic Groups.

Abstract:

Very few studies have examined issues of work-life balance among faculty of different racial/ethnic backgrounds. Utilizing data from Harvard University's Collaborative on Academic Careers in Higher Education project, this study examined predictors of work-life balance for 2953 faculty members from 69 institutions. The final sample consisted of 1059 (36%) Asian American faculty, 512 (17%) African American faculty, 359 (12%) Latina/o faculty, and 1023 (35%) White/Caucasian faculty. There were 1184 (40%) women faculty and 1769 (60%) men faculty. The predictors of worklife balance included faculty characteristics, departmental/institutional characteristics and support, and faculty satisfaction with work. While African American women faculty reported less work-life balance than African American men, the reverse was true for Latina/o faculty. In addition, White faculty who were single with no children were significantly less likely to report having work-life balance than their married counterparts with children. Faculty rank was a significant positive predictor of work-life balance for all faculty. Notably, the findings highlight the importance of department and institutional support for making personal/family obligations and an academic career compatible. Institutional support for making personal/family obligations and an academic career compatible was consistently the strongest positive predictor of perceived work-life balance for all faculty. In addition, satisfaction with time spent on research had positive associations with work-life balance for all faculty, highlighting how faculty from all racial/ethnic backgrounds value being able to spend enough time on their own research.

Destin, Mesmin; Svoboda, Ryan C. (2018):

Costs on the Mind. The Influence of the Financial Burden of College on Academic Performance and Cognitive Functioning.

Abstract:

The current studies test the hypothesis that the financial burden of college can initiate a psychological process that has a negative influence on academic performance for students at selective colleges and universities. Prior studies linking high college costs and student loans to academic outcomes have not been grounded within relevant social psychological theory regarding how and when the financial burden of college can influence students' psychological and cognitive processes. We test the hypothesis that the salient financial burden of college impairs students' cognitive functioning, especially when it

creates an identity conflict or perceived barrier to reaching a student's desired financially successful future. First, we use longitudinal data from 28 selective colleges and universities to establish that students who accumulate student loan debt within these contexts are less likely to graduate from college because student loan debt predicts a decline in grades over time, even when controlling for factors related to socioeconomic status and prior achievement. Then, in an experiment, we advance research in this area with a direct, causal test of the proposed psychological process. An experimental manipulation that brings high college costs to mind impairs students' cognitive functioning, but only when those thoughts create an identity conflict or a perceived barrier to reaching a student's desired financially successful future.

Diette, Timothy M.; Raghav, Manu (2018):

Do GPAs Differ Between Longer Classes and More Frequent Classes at Liberal Arts Colleges?

Abstract:

Colleges and universities offer classes that meet for different lengths of time and different numbers of days per week, such as classes that meet 2 days and those that meet 3 days. Traditionally triweekly classes that met for a shorter duration were more common than classes that met biweekly for a longer duration. Biweekly classes are becoming more popular with time. However, there is some concern that classes that meet more often are better suited for student learning than others. This paper, using data from a small liberal arts college, finds that after controlling for the starting time of the class meeting and course fixed effects as well as faculty and student fixed effects, student learning across 2 and 3 days classes is essentially the same.

Flaster, Allyson (2018):

Kids, College, and Capital. Parental Financial Support and College Choice.

Abstract:

Parents vary in both their willingness and ability to pay for their children's college expenses, yet there is little research on how adolescents' expectations of future financial support from parents affect their college enrollment decisions. Using data from the High School Longitudinal Study, I fill this gap in the literature by examining the predictors of parents' plans to pay for college and estimating the effect of having a parent that plans to pay for college on an adolescent's probability of college attendance. The results suggest that after parents' ability to pay is taken into account, social class remains a strong predictor of whether parents plan to pay for their children's college education. Additionally, parent's plans to pay for college have a measurable impact on children's college enrollment as long as the child is aware of or agrees with the parent's plans. Therefore, it is likely that socioeconomic differences in parents' pledges of financial support to adolescents contribute to postsecondary stratification. The results from this study suggest that policymakers and researchers who are concerned about educational inequality should pay greater attention to the role of parental financial support in structuring children's ability to access college.

Fosnacht, Kevin; McCormick, Alexander C.; Lerma, Rosemarie (2018):

First-Year Students' Time Use in College. A Latent Profile Analysis.

Abstract:

Students' time expenditures influence their learning and development. This study used latent profile analysis to identify a taxonomy of how first-year students spend their time using a large multi-institution sample. We identified four time usage patterns by first-year students titled Balanced, Involved, Partiers, and Parents. Sex, expected major field, on-campus residency, age, Greek-life membership, and standardized test scores were predictive of students' time use patterns. Holding a range of student and institutional factors constant, members of the involved group, on average, reported higher levels of engagement than the Balanced group, while Partiers reported lower levels of engagement. Implications for policy and practice are discussed.

Foster, John M.; Fowles, Jacob (2018):

Ethnic Heterogeneity, Group Affinity, and State Higher Education Spending.

In: *Research in Higher Education* 59 (1), S. 1–28. DOI: 10.1007/s11162-017-9453-3.

Abstract:

A rich interdisciplinary literature exists exploring the determinants of state higher education funding policies. However, that work has collectively ignored an important finding from political economy literature: namely, that citizens' preferences regarding public spending are strongly influenced by the state's ethnic and racial context. Drawing on a unique panel of state-level data covering the years 1982–2009, we find that states demarcated by increased racial and ethnic diversity and eroding white majorities do tend to spend less on subsidies to public higher education, resulting in decreased state appropriations as well as more tepid support for financial aid programs. Critically, however, we find that the negative effects of increased ethnic and racial fractionalization can be mitigated—and in some circumstances, fully offset—by a high degree of positive social interaction between ethnic and racial groups. These results are discussed within the pragmatic context of continued state emphasis on degree attainment as a mechanism to foster economic growth as well as broader considerations about equality and social justice.

Gandara, Denisa; Rutherford, Amanda (2018):

Mitigating Unintended Impacts? The Effects of Premiums for Underserved Populations in Performance-Funding Policies for Higher Education.

In: *Research in Higher Education* 59 (6), S. 681–703. DOI: 10.1007/s11162-017-9483-x.

Abstract:

Performance funding is an increasingly prevalent policy state officials use to allocate a portion of state funds to public colleges and universities. Researchers have begun to evaluate the effect of these policies, finding bleak evidence of their effectiveness in yielding intended outputs and suggesting the policies may even result in limited college access for underserved students. There may also be differences in policy effects depending on performance-funding policy designs, which vary considerably across states. Of particular interest to this study are premiums—financial bonuses to institutions—for promoting access and success for specified underserved student groups. Using difference-in-differences models and an original dataset on premiums in funding models, this study evaluates the impact of premiums for underserved students in performance-funding models on selectivity and the enrollment of minority and low-income students at 4-year universities from 1993 to 2014. We find that the share of both low-income and Hispanic students increases in institutions with performance-funding premiums for underserved students compared to institutions subject to performance funding without such premiums. Effects vary depending on premium type and longevity. The findings also reveal unexpected, negative effects of premiums on Black student enrollments. Our findings suggest that, by incorporating premiums, performance-funding model designers might prevent, minimize, or reverse the negative consequences of performance funding on vulnerable student groups. However, given variation in premium effects across student groups, performance-funding model designs should be tailored to local contexts.

Gansemer-Topf, Ann M.; Downey, Jillian; Thompson, Katherine; Genschel, Ulrike (2018):

Did the Recession Impact Student Success? Relationships of Finances, Staffing and Institutional Type on Retention.

In: *Research in Higher Education* 59 (2), S. 174–197. DOI: 10.1007/s11162-017-9462-2.

Abstract:

Economic recessions impact higher education institutions in complex ways. Several analyses have examined the influence of the 2007–2009 recession on tuition, enrollments, revenues, and expenditures, but the connection of these resource allocation patterns to a student success outcome—namely, retention—is limited. This study examined relationships among institutional expenditures, tuition, and staffing patterns on first-year retention rates at private and public institutions in 2007, 2009 and 2011: before, during, and after the economic recession. Private and public institutions increased tuition during this time period and increased expenditures. Expenditures most directly educating students (i.e. instruction) and institutional selectivity were positively associated with retention. However, public and private institutions differed in how they allocated their expenditures. That the findings correspond with past research investigating relationships between

resource allocation and retention illustrate principles of the resource dependency theory (Pfeffer and Salancik 1978): institutions impacted by external economic changes, adjust revenues, staffing, and expenditures during economic changes.

Garibay, Juan C. (2018):

Beyond Traditional Measures of STEM Success. Long-Term Predictors of Social Agency and Conducting Research for Social Change.

In: *Research in Higher Education* 59 (3), S. 349–381. DOI: 10.1007/s11162-017-9470-2.

Abstract:

Despite the importance of preparing socially responsible graduates in science, technology, engineering, and mathematics (STEM) to address the current state of poverty and inequality, very few studies in higher education have examined the development of STEM students' outcomes critical to promoting a more equitable society, typically focusing on the impact of one program or course. To address this gap in the literature, this study used frameworks of undergraduate socialization as well as social justice perspectives in STEM education to examine the undergraduate experiences and institutional contexts that predict STEM bachelor's degree recipients' development of two democratic educational outcomes seven years after college entry: social agency and values toward conducting research that will have a meaningful impact on underserved communities. The study utilized multilevel modeling on a national longitudinal sample of 6341 STEM bachelor's degree recipients across 271 institutions. Longitudinal student data from the 2004 Cooperative Institutional Research Program's (CIRP) Freshman Survey and 2011 Post-Baccalaureate Survey were merged with institutional data from the Integrated Postsecondary Educational Data System and CIRP Faculty Surveys. Various undergraduate socialization experiences and institutional contexts were found to predict STEM bachelor's degree recipients' democratic educational outcomes, including academic majors, participation in student organizations and research, experiences with faculty, and peer and STEM faculty normative contexts. Implications of the findings for research, policy, and practice are discussed.

Geven, Koen; Skopek, Jan; Triventi, Moris (2018):

How to Increase PhD Completion Rates? An Impact Evaluation of Two Reforms in a Selective Graduate School, 1976-2012.

In: *Research in Higher Education* 59 (5), S. 529–552. DOI: 10.1007/s11162-017-9481-z.

Abstract:

Graduate and doctoral schools around the world struggle to shorten the long time to degree and to prevent high dropout rates. While most of previous research studied individual determinants of PhD completion, we analyze the impact of two structural reforms of the doctoral program on thesis completion at a selective European graduate school. Exploiting a unique PhD dataset covering 30 entry cohorts, we identify reform effects on PhD outcomes using an interrupted time-series regression design. We find that the first reform improved timely completion rates by between 10 and 15 percentage points (according to the specific outcome), whereas the second reform increased completion rates by between 9 and 20 percentage points. Additionally, each reform reduced dropout rates by 7 percentage points. The results are robust to various sensitivity checks. At the end, we discuss lessons learned for those in charge of graduate schools and/or PhD programs.

Healey, Nigel Martin (2018):

The Optimal Global Integration-Local Responsiveness Tradeoff for an International Branch Campus.

In: *Research in Higher Education* 59 (5), S. 623–649. DOI: 10.1007/s11162-017-9480-0.

Abstract:

The growth in the number of international branch campuses (IBCs) has been one of the most striking developments in the internationalization of higher education in recent years. IBCs are overwhelmingly branches of universities in the developed 'West'. The United States, the United Kingdom and Australia dominate provision. In contrast, IBCs are concentrated in the Middle-East and Asia. The cultural distance between the home and host countries of many IBCs is considerable. This distance poses a major challenge for the successful management of an IBC. Should it localize its curriculum and pedagogy

to better meet the learning styles and educational needs of its students or should it provide an educational experience that is comparable to that enjoyed by students on the home campus? This paper takes as its theoretical framework the global integration–local responsiveness (I–R) paradigm. Using an exploratory research design, it finds that the I–R paradigm can be operationalized for IBCs, to predict how faculty, the curriculum and research are likely to be localized in response to pressure from an IBC's main internal and external stakeholders.

Herzog, Serge (2018):

Financial Aid and College Persistence. Do Student Loans Help or Hurt?

Abstract:

Using data from two freshmen cohorts at a public research university (N = 3730), this study examines the relationship between loan aid and second-year enrollment persistence. Applying a counterfactual analytical framework that relies on propensity score (PS) weighting and matching to address selection bias associated with treatment status, the study estimates that loan aid exerts a significant negative effect on persistence for students from low-income background (i.e., Pell eligible), and those taking up high amounts of loans in order to meet total cost of attendance, including students who exhausted the available amount of subsidized loan aid. However, no significant incremental effect associated with unsubsidized loan aid, net of subsidized loan aid, could be detected. The estimated effect of loan aid on persistence controls for first-year academic experience and takes into account 26 factors related to loan selection and persistence in order to match students with loan aid to a counterfactual case in covariate adjusted regression. Comparison with results from non-matched-sample analysis suggests selection bias may mask the negative effect of loans detected with matched-sample estimation. Validity of covariates determining the loan selection process and criteria for acceptable balance in the matched data are discussed, and implications for future research are addressed.

Hodge, Brad; Wright, Brad; Bennett, Pauleen (2018):

The Role of Grit in Determining Engagement and Academic Outcomes for University Students.

Abstract:

The concept of grit as described by Duckworth (Journal of personality and social psychology 92:1087, 2007) has captured the attention of educators and researchers alike. A measure of a student's ability to effortfully persist in the face of struggle, grit is proposed to be an important characteristic required for students to succeed academically (Duckworth in Journal of personality and social psychology 92:1087, 2007). Some evidence suggests that grit has a positive relationship with a range of academic outcomes, and yet others argue that grit offers little in terms of predictive value for understanding academic outcomes. In addition, there is conflicting evidence about the presence of gender differences in grit, and very little research around the role of being the first member of the family to attend university in the development of grit. In order to address conflicting findings about the importance and correlates of grit, and to explore the role of engagement in the relationship between grit and academic outcomes, a cross sectional survey study was conducted. The current research measured grit, engagement and academic productivity among 395 Australian university students. Findings suggest that there is no difference in grit between genders, although this cannot be concluded with certainty due to a large imbalance of male to female participants. It also appeared that being the first in family to attend university was associated with an increased level of the grit factor 'effort'. There was a positive relationship between grit, engagement and academic productivity. Further analysis revealed that engagement mediated the relationship between grit and productivity, suggesting that a person with higher grit is more likely to have higher engagement, and that engagement leads to greater academic productivity. These findings highlight the relevance of grit as a desirable student characteristic, and the importance of engagement in the grit-productivity relationship.

Ishitani, Terry T.; Flood, Lee D. (2018):

Student Transfer-Out Behavior at Four-Year Institutions.

Abstract:

While abundant studies on college student departure exist, few studies focus on student transfer-out behaviors. One may reasonably believe that transfer students leave their institutions at different times for different reasons. Coupled with the national dataset, this study longitudinally investigated transfer students who left their initial 4-year institutions. Results suggest that student characteristics, such as race and family income, had varying effects on the timing of transfer. Social integration was found to have significant effects on reducing the likelihood of transfer.

Jha, Nandan Kumar; Stearns, Elizabeth M. (2018):

Race-Specific High School Course Intensity and Student's Post-secondary Education Attainment.

Abstract:

Post-secondary educational attainment is an increasingly important prerequisite to many valued outcomes. This paper examines the association of racially-specific high school course of study with student's postsecondary educational attainment using ELS 2002–2012 and a comprehensive measure of course intensity derived from students' patterns of course-taking. Results support a partial presence of racially-specific association of high school course of study. We also find that only Asian-American and American Indian/Alaskan Native students in the middle course intensity and Asian-American students in high course intensity ranges are more likely to obtain at least a 4-year college degree than same-race students in the low course intensity group. However, the same pattern is not evident for White, African-American, multi-racial, and Hispanic students, indicating that they do not experience the same benefit from academically rigorous courses of study. Also, educational expectations do not mediate the relationships among race, course of study, and postsecondary educational trajectory differently for students of different racial groups, i.e., they do not play a larger role in mediating the relationship between course of study and postsecondary educational trajectory for White students.

Kim, Jeongeun (2018):

The Functions and Dysfunctions of College Rankings. An Analysis of Institutional Expenditure.

Abstract:

College rankings have become a powerful influence in higher education. While the determinants of educational quality are not clearly defined, college rankings designate an institution's standing in a numerical order based on quantifiable measurements that focus primarily on institutional resources. Previous research has identified the "functions" of rankings: higher ranking positions benefit institutions via admissions outcomes, resource attainment, and future reputation. On the other hand, this positive association between rankings and resource attainment has increased concerns among higher education community about "dysfunctions" of rankings. Rankings may encourage colleges and universities to spend more, moving resources from educational activities to research, amenities and facilities, and administrative expenditures. Filling the gap in the literature in empirically evaluating this hypothesis, this study examined the effect of ranking systems on resource allocation using U.S. News and World Report's Best Colleges rankings. The numerical ranking resulted in an expansion in both educational and noneducational activities expenditures, including the escalation of student and academic services expenditures. Instruction expenditure was the major area in which institutions altered resource allocation in response to the distinctive nature of ranking systems, the numerical rankings and arbitrary groupings. These patterns were manifested differently among schools categorized as National Universities and those categorized as National Liberal Arts Colleges. The findings from this study provide important implications for understanding the role of college rankings that reinforce the resource-based view of institutional quality and institutional responses, as well as its ramifications to the missions of higher education.

Kim, Young K.; Sax, Linda J. (2018):

The Effect of Positive Faculty Support on Mathematical Self-Concept for Male and Female Students in STEM Majors.

Abstract:

Using hierarchical linear modeling, this study examined how positive faculty support is associated with mathematical self-concept development among students in STEM fields and how the association differs for male and female students. The study utilized data from the 2003 Freshman Survey and the 2007 College Senior Survey (CSS) and a sample of 2184 students across 27 baccalaureate institutions nationwide. This study found that positive faculty support was significantly and positively related to STEM students' mathematical self-concept development in general; however, this positive connection held for male STEM students only. Findings also suggested that female STEM students' mathematical self-concept remained significantly below males' throughout college and positive faculty support did not narrow the persistent gender gap in this area. The study discusses the theoretical and practical implications of the findings.

Knapp, Joshua R.; Masterson, Suzanne S. (2018):

The Psychological Contracts of Undergraduate University Students. Who Do They See as Exchange Partners, and What Do They Think the Deals Are?

Abstract:

The relationship between students and their academic institution is based on exchange. However, we have limited knowledge regarding how many exchanges students perceive, who (or what) the perceived exchange partners are, and what the perceived terms of those exchanges contain. To address this gap, we utilized a mixed-method approach to explore and describe the psychological contracts of two sets of undergraduate university students: newly entering freshman, and experienced university students. Results clearly demonstrated that students perceive numerous psychological contracts relevant to their education with a variety of partners both inside and at the boundaries of the institution. Results also demonstrated that these contracts are qualitatively and quantitatively distinct. The overarching implication of these findings is that students navigate a web of diverse exchange partners, and it would be a mistake for educators and researchers to focus exclusively on one or few relationships presupposed to be most important.

Kool, A.; Mainhard, M. T.; Jaarsma, A. D. C.; van Beukelen, P.; Brekelmans, M. (2018):

Do Students with Varying Academic Ability Benefit Equally from Personal Qualities? Applying a Trait and State Perspective.

Abstract:

Using multilevel models, this study examined whether students with varying academic ability benefit equally from perseverance and intellectual curiosity in terms of academic achievement. In addressing this question two perspectives were applied: a trait perspective, focusing on differences between students, and a state perspective, focusing on differences within students across semesters. By means of an online questionnaire, undergraduate students (N = 2272) were asked to rate themselves on perseverance and intellectual curiosity at the beginning of five consecutive semesters. Results indicate that academic ability but also personal qualities have to be taken into account to explain the differences between students in academic achievement. In particular perseverance was found to be important in explaining differences both between students and within students across semesters. Also, individual students fluctuate quite substantially in their reported perseverance and intellectual curiosity from semester to semester.

Kramer, II, Dennis A.; Ortagus, Justin C.; Lacy, T. Austin (2018):

Tuition-Setting Authority and Broad-Based Merit Aid. The Effect of Policy Intersection on Pricing Strategies.

Abstract:

The notion of merit-aid is not a new development in higher education. Although previous researchers have demonstrated the impact of state-adopted merit-aid funding on student decision-making, fewer studies have examined institutional pricing responses to broad-based merit-aid policies. Using a generalized difference-in-difference approach, we extend previous empirical work by examining the impact of merit-aid on institutional pricing strategies while considering both the institution's tuition-setting authority and the relative strength of the merit-aid program. In this study, we find that colleges and universities with the authority to set their own tuition increased their in-state tuition and fees following broad-based merit-aid policy adoption; however, institutions with state-controlled tuition-setting authority respond to broad-based merit-aid policies by lowering their in-state tuition and fees. Our findings suggest that the incentives and dynamics of each state's policy environment are significant determinants of institutional responses to state-level policy adoptions.

Lopez, Jameson D. (2018):

Factors Influencing American Indian and Alaska Native Postsecondary Persistence. AI/AN Millennium Falcon Persistence Model.

Abstract:

The purpose of this review of literature is to identify variables (Hart 1998), relevant to AI/AN postsecondary persistence, and to examine the relationship between findings and postsecondary persistence theories at 2 and 4-year institutions. An exhaustive review with selective citation was used to locate relevant documents. Due to the limited amount of articles found for this review, I included both qualitative and quantitative articles. The factors were organized into four emerging themes including; family support, institutional support, tribal community support and academic performance. Due to the lack of research conducted using measures important to AI/AN persistence, the understanding of factors influencing AI/AN student postsecondary persistence is still somewhat limited.

Main, Joyce B. (2018):

Kanter's Theory of Proportions. Organizational Demography and PhD Completion in Science and Engineering Departments.

Abstract:

Increasing the size and diversity of the scientific and technological workforce is a national priority. Investments in policy and programmatic efforts toward increasing the representation of women in science and engineering fields have resulted in significant advances; however, a gender gap remains among PhDs and faculty in these fields. This study tests whether Kanter's (Men and women of the corporation, Basic Books, New York, 1977) theory of proportions, which suggests that numerical representation of groups influence group dynamics and cultural context, applies to the proportion of female faculty and the probability that female doctoral students will complete their degrees in science and engineering. Using data from two research-intensive academic institutions, results show that female doctoral students are more likely to complete the degree in departments with higher proportions of female faculty. Further, female PhD students working with female faculty dissertation advisors are also more likely to complete the degree than female PhD students working with male faculty dissertation advisors. Departmental faculty sex ratios and whether their faculty advisor is male or female, however, have no effect on the completion probabilities of male PhD students. Consistent with Kanter's theory, research findings illustrate the importance of organizational demography on the academic outcomes of PhD students, and provide support for initiatives and programs aimed at increasing the representation of female faculty in science and engineering.

Mason, Cindi; Twomey, Janet; Wright, David; Whitman, Lawrence (2018):

Predicting Engineering Student Attrition Risk Using a Probabilistic Neural Network and Comparing Results with a Backpropagation Neural Network and Logistic Regression.

Abstract:

As the need for engineers continues to increase, a growing focus has been placed on recruiting students into the field of engineering and retaining the students who select engineering as their field of study. As a result of this concentration on student retention, numerous studies have been conducted to identify, understand, and confirm relationships between student attributes and attrition. Methods of prediction have also been evaluated and compared. Utilizing the attributes found in previous studies to have correlation with student attrition, this study considers the results of three different prediction methods—logistic regression, a multi-layer perceptron artificial neural network, and a probabilistic neural network (PNN)—to predict engineering student retention at a case study university. The purpose of this study was to introduce the PNN to the study of engineering student retention prediction and compare the results of the PNN to other commonly used methods in this field of study. The accuracy, sensitivity, specificity and overall results for each method are reported, compared, and discussed as the major contribution of this paper.

Mudrak, Jiri; Zabrodska, Katerina; Kveton, Petr; Jelinek, Martin; Blatny, Marek; Solcova, Iva; Machovcova, Katerina (2018):

Occupational Well-being Among University Faculty. A Job Demands-Resources Model.

Abstract:

The effects of changing academic environments on faculty well-being have attracted considerable research attention. However, few studies have examined the multifaceted relationships between the academic work environment and the multiple dimensions of faculty well-being using a comprehensive theoretical framework. To address this gap, this study implemented the Job Demands-Resources (JDR) model to investigate how job demands/resources in the academic environment interact with multiple dimensions of faculty well-being. The study participants were 1389 full-time faculty members employed in public universities in the Czech Republic. The participants completed a questionnaire assessing perceived job resources (influence over work, support from supervisor and colleagues), job demands (quantitative demands, work-family conflicts and job insecurity) and three dimensions of faculty well-being (job satisfaction, stress and work engagement). A structural equation model was used to test the effects of "dual processes" hypothesized by the JDR theory, i.e., the existence of two relatively independent paths between job demands/resources and positive/negative aspects of faculty well-being. The model showed a very good fit to our data and explained 60% of the variance in faculty job satisfaction, 46%, in stress and 20% in work engagement. The results provide evidence for the dual processes, including the "motivational process" (i.e., job resources were related predominantly to work engagement and job satisfaction) and the "health impairment process" (i.e., job demands were predominantly associated with stress, mostly through work-family conflict). The study expands current research on faculty well-being by demonstrating the complex, non-linear relationships between academic work environments and different dimensions of faculty well-being.

Ortagus, Justin C. (2018):

National Evidence of the Impact of First-Year Online Enrollment on Postsecondary Students' Long-Term Academic Outcomes.

Abstract:

This study examines the influence of first-year online enrollment on the long-term academic outcomes of postsecondary students. Using a nationally representative sample and propensity score weighting, I find that enrolling in some online courses is associated with lower odds of dropping out of college. Additional results reveal a positive relationship between enrolling in some online courses and sub-baccalaureate indicators of long-term academic success, such as earning an associate's degree and transferring from a community college to a 4-year institution.

Ortagus, Justin C.; Yang, Lijing (2018):

An Examination of the Influence of Decreases in State Appropriations on Online Enrollment at Public Universities.

Abstract:

State support for public higher education has been a primary concern for decades. Online education has been identified previously as an alternative revenue source that can offer financial relief to colleges and universities. This study uses IPEDS data and a fixed effects regression approach to examine whether public universities increase their reliance on online education in response to decreases in state appropriations. Consistent with resource dependence theory, we found a negative relationship between state appropriations and online enrollment at public 4-year institutions. Our findings indicate that public universities, particularly public doctoral institutions, appear to be responding to declines in state appropriations by engaging in revenue diversification and increasing their commitment to online education.

Ovink, Sarah; Kalogrides, Demetra; Nanney, Megan; Delaney, Patrick (2018):

College Match and Undermatch. Assessing Student Preferences, College Proximity, and Inequality in Post-College Outcomes.

Abstract:

Recently, multiple studies have focused on the phenomenon of "undermatching"—when students attend a college for which they are overqualified, as measured by test scores and grades. The extant literature suggests that students who undermatch fail to maximize their potential. However, gaps remain in our knowledge about how student preferences—such as a desire to attend college close to home—influence differential rates of undermatching. Moreover, previous research has not directly tested whether and to what extent students who undermatch experience more negative post-college outcomes than otherwise similar students who attend "match" colleges. Using ELS:2002, we find that student preferences for low-cost, nearby colleges, particularly among low-income students, are associated with higher rates of undermatching even among students who are qualified to attend a "very selective" institution. However, this relationship is weakened when students live within 50 miles of a match college, demonstrating that proximity matters. Our results show that attending a selective postsecondary institution does influence post-college employment and earnings, with less positive results for students who undermatch as compared with peers who do not. Our findings demonstrate the importance of non-academic factors in shaping college decisions and post-college outcomes, particularly for low-income students.

Park, Toby J.; Flores, Stella M.; Ryan, Jr., Christopher J. (2018):

Labor Market Returns for Graduates of Hispanic-Serving Institutions.

Abstract:

Latinos have become the largest minority group in American postsecondary education, a majority of whom attend two- or four-year Hispanic-Serving Institutions (HSIs). However, little is known about labor market outcomes as result of attending these institutions. Using a unique student-level administrative database in Texas, and accounting for college selectivity, we examine whether attending an HSI influences labor market outcomes ten years after high school graduation for Latino students in Texas. We find no difference in the earnings of Hispanic graduates from HSIs and non-HSIs. This analysis represents one of the first to examine the labor market outcomes for Latino students in this sector of education accounting for critical factors that include a student's high school and community context.

Rawn, Catherine D.; Fox, Joanne A. (2018):

Understanding the Work and Perceptions of Teaching Focused Faculty in a Changing Academic Landscape.

Abstract:

Teaching Focused Faculty (TFF) roles are growing across Canada and around the world, raising questions about how to understand the nature of faculty work and how faculty in non-traditional work distributions feel about their work. Our study is the first attempt to survey TFF members' work and job attitudes at large research intensive universities in Canada. Our data contribute to the literature on the nature of faculty work, by revealing that TFF engage in a wide variety of work, including teaching, service, curriculum leadership, and often research in pedagogy and/or disciplines. TFF report mixed messages about what their departments and institutions expect of them. Our data also contribute to the literature on how faculty feel about their work. Consistent with other research on faculty job attitudes, TFF report valuing their jobs highly. Our data also reveal that feeling integrated into mainstream institutional culture is a particularly important contributor to this sense of value. Taken together, our findings can be used to inform the research literature on faculty work, as well as by administrators seeing to implement or enhance TFF ranks at their institutions.

Selznick, Benjamin S.; Mayhew, Matthew J. (2018):

Measuring Undergraduates' Innovation Capacities.

Abstract:

This study describes the process of developing and validating an instrument that measures students' innovation capacities as a higher education outcome. We introduce an interdisciplinary theoretical framework used to generate items and cover extant literature drawn primarily from the fields of higher education and entrepreneurship studies. We further discuss our use of latent trait theory and item response models to guide instrument development and measure scoring. We then provide the results of a second-order confirmatory factor modeling procedure, which indicated robust model fit. We close by discussing findings and offering implications for both higher education scholars and institutional researchers.

Standish, Trey; Joines, Jeff A.; Young, Karen R.; Gallagher, Victoria J. (2018):

Improving SET Response Rates. Synchronous Online Administration as a Tool to Improve Evaluation Quality.

Abstract:

Institutions of higher education continue to migrate student evaluations of teaching (SET) from traditional, in-class paper forms to online SETs. Online SETs would favorably compare to paper-and-pencil evaluations were it not for widely reported response rate decreases that cause SET validity concerns stemming from possible nonresponse bias. To combat low response rates, one institution introduced a SET application for mobile devices and piloted formal synchronous classroom time for SET completion. This paper uses the Leverage Salience Theory to estimate the impact of these SET process changes on overall response rates, open-ended question response rates, and open end response word counts. Synchronous class time best improves SET responses when faculty encourage completion on keyboarded devices and provide students SET completion time in the first 15 min of a class meeting. Full support from administrators requires sufficient wireless signal strength, IT infrastructure, and assuring student access to devices for responses clustering around meeting times.

Steele, Jennifer L.; Buryk, Peter; McGovern, Geoffrey (2018):

Student Veterans' Outcomes by Higher Education Sector. Evidence from Three Cohorts of the Baccalaureate and Beyond.

Abstract:

We use nationally representative survey data from three cohorts of bachelor's degree recipients to examine military veterans' student loan debt at graduation and their employment and earnings 1, 4, and 10 years after graduation, relative to observably similar graduates. We also examine whether the effects of veteran status depend on college sector. Using propensity score weights with covariate adjustment, we find employment and earnings premiums for veterans 1 and 4 years after graduation, and an employment penalty but earnings premium (conditional on employment) 10 years after graduation. We find no clear evidence of a for-profit employment or earnings penalty among bachelor's degree recipients, including veterans. We do find that veterans are as likely as similar non-veterans to graduate with debt, and that graduating from a for-profit institution yields markedly higher debt amounts, especially for veterans, despite the availability of Montgomery GI Bill benefits for these cohorts.

Trolian, Teniell L.; Jach, Elizabeth A.; Ogren, Christine A.; Hanson, Jana M. (2018):

Women Students' Interactions with Faculty and Exposure to Good Teaching at Colleges and Universities with Varying Histories of Admitting Women.

Abstract:

This study considers how institutional histories of admitting women are associated with present college experiences, and uses data from the Wabash National Study of Liberal Arts Education to compare the experiences of women at women's colleges or former women's colleges to those of women at former men's colleges and colleges that have always been coeducational. Results indicate that women attending former men's colleges and colleges that have always been coeducational seem to experience similar or greater frequency and quality of student–faculty interaction and exposure to good teaching practices, compared to women attending women's or former women's colleges. Results also suggest that considering the gender enrollment histories of colleges and universities may provide valuable context for evaluating the experiences of women at women's colleges and coeducational institutions.

Webber, Karen L.; Canche, Manuel Gonzalez (2018):

Is There a Gendered Path to Tenure? A Multi-State Approach to Examine the Academic Trajectories of US Doctoral Recipients in the Sciences.

Abstract:

With a focus on possible gender differences, this study used 2003–2013 data from the Survey of Doctorate Recipients to examine individual, institutional, and early employment factors that contribute to career paths of recent doctorates who enter postsecondary academic appointments. Findings showed some noteworthy differences by gender including lower salary and longer time to degree for women, but overall results indicated no strong, comprehensive evidence of a gendered path to tenure during the first decade after degree completion. Scholarly publications and activities such as research and a postdoctoral appointment in early years following degree completion were the most important contributors for both men and women. Implications for policy and planning are discussed.

Webber, Karen L.; Rogers, Samantha M. (2018):

Gender Differences in Faculty Member Job Satisfaction. Equity Forestalled?

Abstract:

Guided by Hagedorn's (2000) theory of faculty job satisfaction, mindful of social and organizational structures of higher education, and acknowledging recent changes in the academic labor market, this study examines satisfaction for approximately 30,000 tenured and tenure-track faculty members in 100 US colleges and universities. Findings revealed similarity between female and male faculty members in some aspects of work satisfaction, but difference in other areas in which women reported lower satisfaction. Findings also revealed that perceptions of department fit, recognition, work role balance, and mentoring are more important to women faculty's satisfaction than male peers. Implications for policy and practice are discussed.

Zhang, Liang-Cheng; Worthington, Andrew C. (2018):

Explaining Estimated Economies of Scale and Scope in Higher Education. A Meta-Regression Analysis.

Abstract:

Numerous studies have investigated economies of scale and scope in higher education as a means of providing public and private providers of college and university teaching, research and other services and their stakeholders with knowledge of the cost structures that underpin provision in this economically and socially important sector. However, debate continues on the precise nature of the economies of scale and scope in higher education given the mixed findings, largely because of significant institutional and other differences across studies. To address this, we employ meta-regression analysis to explore not only the overall level of scale and scope economies across more than 40 international studies conducted in Australia, the US, the UK, Italy, China, and elsewhere since the early 1980s, but also those factors that potentially affect their presence in the higher education sector. Our findings suggest that functional form and allowances for managerial efficiency have a significant impact on the estimated scale economies. In contrast, for scope economies, the key discriminating factors appear to be when the analysis was conducted, the diversity of the sample, and the national level of economic development.

Review of Higher Education, The (41/42) 2018

Original Articles

Cabrera, Nolan L. (2018):

Where is the Racial Theory in Critical Race Theory? A constructive criticism of the Crits.

Abstract:

Critical Race Theory (CRT) from its inception was not intended to be atheoretical framework, but rather a theorizing counterspace for scholarsof color to challenge and transform racial oppression. Despite thiscontext, the author demonstrates through a critical literature reviewthat CRT is generally applied as a theoretical framework in highereducation scholarship. As a constructive criticism, the author offers acritical theory of racism, hegemonic Whiteness, as an additional tenetof CRT. The author then applies hegemonic Whiteness to CRT,demonstrating how this theory of racism helps CRT work through severalof its conceptual tensions.

Canche, Manuel S. Gonzalez (2018):

Geographical Network Analysis and Spatial Econometrics as Tools to Enhance Our Understanding of Student Migration Patterns and Benefits in the US Higher Education Network.

Abstract:

This study measures the extent to which student outmigration outside the 4-year sector takes place and posits that the benefits from attracting non-resident students exist regardless of sector of enrollment. The study also provides empirical evidence about the relevance of employing geographical network analysis (GNA) and spatial econometrics in [higher] education research. When applied to student migration, GNA enabled the visualization and analysis of complex (virtuous cyclical) dynamics in non-resident student exchanges. Findings revealed that states' preponderance in attracting non-resident students is both explained by their propensity to export their resident students out-of-state while it simultaneously affected non-resident tuition variation.

Cheslock, John J.; Hughes, Rodney P.; Cardelle, Rachel Frick; Heller, Donald E. (2018):

Filling the Gap. The Use of Intentional and Incidental Need-Meeting Financial Aid.

Abstract:

When measuring institutional aid awards that address financial need, some researchers count all awards distributed based upon need-based criteria while other researchers count any awards that meet need. The sole use of either measure will omit key information, so we present two new measures--intentional and incidental need-meeting aid--that can be used effectively in combination. Our empirical analyses find that incidental aid comprises 46% of need-meeting institutional aid but relative to intentional aid, it is less targeted on students with the greatest need, first generation students, and underrepresented minorities and more targeted on students with high SAT scores.

Ching, Cheryl D. (2018):

Confronting the Equity "Learning Problem" through Practitioner Inquiry.

Abstract:

This study examined how participation in an inquiry-based workshop on assessing course syllabi for equity-mindedness and cultural inclusivity fostered community college math faculty learning about racial/ethnic equity and equity-mindedness. Findings show that the workshop prompted reflection on what equity means and how participants' teaching practices and classroom environments affect students, especially students of color. For some, reflection was followed by insights about their role as instructors and equity-minded changes in practice; for others, reflection affirmed the value of their existing conceptions and current practice. Despite initial signs of learning, there was little evidence that participants developed lasting equity-mindedness.

da Cruz, Cynthia Gordon (2018):

Community-Engaged Scholarship. Toward a Shared Understanding of Practice.

Abstract:

Community-engaged scholarship (CES) is frequently recommended as a postsecondary practice for producing knowledge to address real-world issues and support the public good. But CES has multiple meanings, and understandings overlap with similar terms, such as publicly engaged scholarship. I draw upon recommendations in the field to propose an integrated definition and articulate six components of CES; this framework can elucidate the practice for those new to the field and provide a foundation for current CES practitioners to share recommendations across disciplines, measure outcomes, and engage in future research and theory-building. I conclude with theorizing a new term critical community-engaged scholarship.

Dache-Gerbino, Amalia; Kiyama, Judy Marquez; Sapp, Vicki T. (2018):

The Dangling Carrot. Proprietary institutions and the mirage of college choice for Latina students.

Abstract:

The proximity of proprietary institutions to working-class urban areas is rarely explored as a factor in Latina student college choice. Utilizing Chicana Feminism as a conceptual lens, this study explores the path of proprietary college choice for Latina high school students. Qualitative interviews and geographic data reveal how factors of race, gender, and class contribute to the marketing and location of proprietary institutions. The authors argue that marketing expensive vocational programs to Latina students who cannot afford tuition contributes to the maintenance of racist, classist, and sexist hierarchies.

Gonzales, Leslie D.; Ayers, David F. (2018):

The Convergence of Institutional Logics on the Community College Sector and the Normalization of Emotional Labor. A New Theoretical Approach for Considering the Community College Faculty Labor Expectations.

Abstract:

Little empirical research has systematically focused on, or interrogated, the labor expectations set forth for community college faculty. Thus, in this paper, we present a theoretical argument, which we formed by (re) reading several community college focused studies through various theoretical lenses. Ultimately, we merged two theories—institutional logics and emotional labor—and argue that multiple institutional logics converge within the community college sector in ways that

normalize the expectation of emotional labor from community college faculty. Unlike corporate entities that tap into emotional labor for profit, community colleges rely upon faculty members' emotions to compensate for insufficient public investments.

Hudson, Tara D.; Haley, Karen J.; Jaeger, Audrey J.; Mitchall, Allison; Dinin, Alessandra; Dunstan, Stephany Brett (2018):

Becoming a Legitimate Scientist. Science Identity of Postdocs in STEM Fields.

Abstract:

Postdoctoral scholars are a critical labor source within academia, and a postdoc appointment has become a prerequisite to most academic science careers. A small but growing body of literature examines postdocs' career experiences and outcomes. The present research adds to this literature by seeking to understand how STEM postdocs exhibit science identity, a concept that may shape their persistence in academic science careers. Findings highlight how postdocs perform science and seek legitimacy as scientists and suggest the need for postdocs' supervisors and institutions to develop more realistic expectations for the postdoc role and stronger support for the postdocs they employ.

Kelly, Bridget Turner; McCann, Kristin; Porter, Kamaria (2018):

White Women's Faculty Socialization. Persisting Within and Against a Gendered Tenure System.

Abstract:

Based on data from a larger, longitudinal study on 22 women faculty on the tenure track, this article addresses the socialization experiences of nine White women faculty who earned tenure at two public, doctoral, predominantly White institutions (PWIs) in the U.S. Through the lenses of the newcomer adjustment model and a critical feminist perspective, we explored how faculty socialization as newcomers was mediated by gender. Implications are offered for making the tenure process more equitable for all faculty.

Kiyama, Judy Marquez; Harper, Casandra E. (2018):

Beyond Hovering. A Conceptual Argument for an Inclusive Model of Family Engagement in Higher Education.

Abstract:

Persistently negative stereotypes of college students' parents are biased toward parents from privileged backgrounds and reflect privileged practices that operate from a color-blind and class-blind ideology. This scholarly paper argues for a conceptual shift from parent involvement to family engagement, establishes the need for a more inclusive lens to engage diverse families, and situates the family as a larger collective. We propose a "Model of Parent and Family Characteristics, Engagement, & Support" that contains a more inclusive understanding of the pre-college and college contributions that students' families offer and the broader community and institutional contexts in which they are situated.

Koricich, Andrew; Chen, Xi; Hughes, Rodney P. (2018):

Understanding the Effects of Rurality and Socioeconomic Status on College Attendance and Institutional Choice in the United States.

Abstract:

This study seeks to update past studies of rural youth by examining college attendance and choice decisions for students who graduated from rural high schools, while also conducting an examination of how the effects of socioeconomic status manifest differently by locale. Logistic regression is used to study the postsecondary attendance and institutional choice for rural students. Data are taken from the Education Longitudinal Study of 2002 and the Integrated Postsecondary Education Data System. The results reveal clear differences in postsecondary attendance and initial institutional chose for youth from rural locales. Socioeconomic effects also differ for rural and non-rural youth.

Little, Theresa Lyon; Mitchell, Jr., Donald (2018):

A Qualitative Analysis of Undocumented Latino College Students' Movement Towards Developing Purpose.

Abstract:

Undocumented Latino college students face numerous legal, social, and financial barriers as they attempt to pursue a postsecondary degree and define their identity as college students. Researchers have noted the psychosocial development that occurs as students transition to an adult identity, yet little research has been done on the ways undocumented Latino college students navigate barriers to their identity development, specifically developing purpose, as students and members of U.S. society. This study utilizes hermeneutic phenomenological methods to explore the ways undocumented Latino college students develop purpose as a subset of the psychosocial identity development that occurs during their postsecondary experiences.

Lundberg, Todd; Conrad, Clifton; Gasman, Marybeth; Nguyen, Thai-Huy; Commodore, Felecia E. (2018):

Practices of Remedial Mathematics Students Who Succeed in College. A Case Study of Developmental Math Education at Chief Dull Knife College.

Abstract:

If our nation's colleges and universities are to become able to educate differentially prepared students, we need to understand better the ways that the growing number of underprepared students navigates college. In particular, research is needed that identifies the practices of the underprepared college students who complete remedial education and successfully continue their education. This case study of an innovative remedial math program at a tribal college explores the practices of successful underprepared students and the ways in which faculty and staff scaffold these practices.

Marine, Susan B.; Aleman, Ana M. Martinez (2018):

Women Faculty, Professional Identity, and Generational Disposition.

Abstract:

In an exploratory qualitative study, the generational dispositions of tenured women faculty from the Boomer Generation were examined. As pioneers and now senior members in the academic profession in the Golden Era of American higher education, they exist in a common historical location characterized by cultural forces and events that helped to shape each woman's academic career. Their generational location is steeped in the dominant narratives of gender, class, race and sexuality, feminism, and their identification as academic professionals. This study examines the generational dispositions of tenured Boomer women faculty on professional identity and career, generational changes, and feminist positionality.

Mendez, I, Julian; Bauman, Sheri (2018):

From Migrant Farmworkers to First Generation Latina/o Students. Factors Predicting College Outcomes for Students Participating in the College Assistance Migrant Program.

Abstract:

This article examines factors associated with college outcomes in a migrant Latina/o college student sample enrolled in the College Assistance Migrant Program (CAMP). We also examine the relationship between CAMP services and students' academic perceptions (i.e., college academic self-efficacy, academic resilience, and school connectedness). High school achievement and academic resilience were significant positive predictors of college GPA, while living on-campus was a negative predictor. Financial aid in the form of loans, having family responsibilities, and working full-time off campus were negative predictors of persistence, while involvement in CAMP's personal and academic counseling services was a positive predictor. Implications are discussed.

Miller, Ryan A.; Guida, Tonia; Smith, Stella; Ferguson, S. Kiersten; Medina, Elizabeth (2018):

A Balancing Act. Whose Interests Do Bias Response Teams Serve?

Abstract:

Using the organizational dimension of the multicontextual model for diverse learning environments, this study examined the philosophies and perspectives of bias response team leaders at 19 institutions. Through semi-structured interviews, administrators described theoretical approaches to bias response work that were primarily educational in nature and that aligned with institutional values. However, in the practice of responding to bias, administrators found themselves employing punitive frameworks, managing institutional public relations, and, on occasion, providing educational efforts. This tension between theory and practice created a balancing act for administrators to manage and multiple groups to which they perceived themselves as accountable.

Nienhusser, H. Kenny (2018):

Higher Education Institutional Agents as Policy Implementers. The Case of Policies That Affect Undocumented and DACAmented Students.

Abstract:

This study examines 45 community college institutional agents across four states in their role as implementer of policies that affected undocumented and DACAmented students. The findings delve into the role of changing implementation landscape, policy vagueness, implementation burden, and institutional support in this implementation environment. These conditions influence several roles that implementers fulfill: facilitator of educational opportunity, compliance officer, learner and disseminator of implementation strategies, and supporter and advocate, which can engender internal conflict. Understanding how higher education institutional agents implement policies for undocumented and DACAmented students may help reshape practices to expand educational opportunities for these students.

Poon, Oiyan A.; Segoshi, Megan S. (2018):

The Racial Mascot Speaks. A critical race discourse analysis of Asian Americans and Fisher vs. University of Texas.

Abstract:

Few studies have focused on the role of Asian Americans in influencing how race is understood in affirmative action debates. However, accounting for the complicating presence of Asian Americans in the racial politics of affirmative action has become increasingly important. Informed by racial formation theory, this critical discourse analysis of selected amicus briefs from the Fisher v. University of Texas Supreme Court cases illuminated how Asian Americans attempted to racialize themselves in efforts to influence the affirmative action debate. Findings highlight a deep ideological divide between Asian Americans engaged in an ongoing discursive struggle over their racialization and affirmative action.

Posselt, Julie R. (2018):

Trust Networks. A New Perspective on Pedigree and the Ambiguities of Admissions.

In: *Review of Higher Education, The* 41 (4), S. 497–521. DOI: 10.1353/rhe.2018.0023.

Abstract:

Privileging elite academic pedigrees in g raduate admissions preserves racial and so cioeconomic inequities that many institutions say they wish to reduce. To understand this preference, I integrate across perspectives on trust in rational choice, social capital, and social network theories, and use the resulting framework to interpret 68 interviews with faculty reflecting on graduate admissions. Individual and institutional trust networks enable faculty to invest in students' uncertain futures, with trust especially important for interpretations of transcripts and letters of recommendation. I discuss trust networks' consequences for admissions, how they can be expanded, and their relevance for future higher education research.

Richards, David A. R.; Awokoya, Janet T.; Bridges, Brian K.; Clark, Christine (2018):

One Size Does Not Fit All. A Critical Race Theory Perspective on College Rankings.

In: *Review of Higher Education, The* 42 (1), S. 269–312. DOI: 10.1353/rhe.2018.0030.

Abstract:

Critical Race Theory contends that institutions codify and sustain racial inequalities even absent explicitly racist motives or actions. College ranking systems perpetuate such institutional racism by socially constructing minority-serving institutions (MSIs) as less valuable and prestigious. By assigning greater worth to criteria favoring more selective institutions, ranking systems assign lower scores to institutions enrolling higher percentages of underrepresented students. The authors compared three higher education institution ranking systems' appraisals of MSIs. These systems employ varying methodological approaches to classifying college status, with apparent impacts on MSIs' performances. Implications of these rankings on the standings and fortunes of MSIs are considered.

Sass, Daniel A.; Castro-Villarreal, Felicia; Wilkerson, Steve; Guerra, Norma; Sullivan, Jeremy (2018):

A Structural Model for Predicting Student Retention.

In: *Review of Higher Education, The* 42 (1), S. 103–135. DOI: 10.1353/rhe.2018.0035.

Abstract:

Student retention models were tested via structural equation modeling to examine the interrelations and predictability among socioeconomic status, psychosocial, and student success variables with a sample of 445 undergraduate students attending a large Hispanic serving institution. The proposed theoretical model included socioeconomic status (generational status & Pell grant eligibility), psychosocial (academic efficacy, problem solving, connectedness to professors and college), and student success variables (SAT scores, college GPA, intent to remain, and retention). Results provided support for the proposed model and showed that the psychosocial variables examined herein play an important role in predicting connectedness and student success variables. Implications for institutions are discussed.

Smith, Rachel A. (2018):

Connective Segregation. Residential Learning Communities as Networks of Engagement.

In: *Review of Higher Education, The* 42 (1), S. 1–27. DOI: 10.1353/rhe.2018.0032.

Abstract:

Research has found that learning communities contribute to positive educational outcomes by promoting positive peer relationships. New commentary has suggested that some benefits of niche programs may be due to the "protective segregation" of members from negative influences on campus. This mixed-methods study used social network analysis to examine the process of student connection in two residential communities and students' subsequent co-curricular campus engagement. Results showed that the residential learning community encouraged the development of internal social relationships, but rather than segregating the students within the community, these relationships facilitated co-curricular engagement with the campus community.

Thai-Huy Nguyen; Mike Hoa Nguyen; Bach Mai Dolly Nguyen; Gasman, Marybeth; Conrad, Clifton (2018):

From Marginalized to Validated. An In-depth Case Study of an Asian American, Native American and Pacific Islander Serving Institution.

In: *Review of Higher Education, The* 41 (3), S. 327–363. DOI: 10.1353/rhe.2018.0011.

Abstract:

This article highlights the capacity of an Asian American, Native American and Pacific Islander Institution (AANAPISI) to serve as an institutional convertor--by addressing challenges commonly associated with marginalized students--for low-income, Asian American and Pacific Islander students entering college. Through an in-depth case study, we explored the extent to which an AANAPISI-funded program, the Full Circle Project, improved students' ability to overcome barriers. We found that this program--an extension of the institution--acknowledges students' circumstances, thereby helping them to plug into an otherwise inaccessible, rough college terrain. We conclude with a discussion and implications for theory and practice.

Yu, Hongwei; Glanzer, Perry L.; Johnson, Byron R.; Sriram, Rishi; Moore, Brandon (2018):

Why College Students Cheat. A Conceptual Model of Five Factors.

In: *Review of Higher Education, The* 41 (4), S. 549–576. DOI: 10.1353/rhe.2018.0025.

Abstract:

Though numerous studies have identified factors associated with academic misconduct, few have proposed conceptual models that could make sense of multiple factors. In this study, we used structural equation modeling (SEM) to test a conceptual model of five factors using data from a relatively large sample of 2,503 college students. The results indicated that there is a significant direct association between students' reported lack of self-control and academic misconduct. The association between these two variables was also mediated by students' degree of academic preparation, their involvement in structured and non-structured leisure activities, their perception of opportunities to cheat, and their attitude toward academic misconduct.

Zilvinskis, John; Rocconi, Louis (2018):

Revisiting the Relationship between Institutional Rank and Student Engagement.

In: *Review of Higher Education, The* 41 (2), S. 253–280. DOI: 10.1353/rhe.2018.0003.

Abstract:

College rankings dominate the conversation regarding quality in postsecondary education. However, the criteria used to rank institutions often have nothing to do with the quality of education students receive. A decade ago, Pike (2004) demonstrated that institutional rank had little association with student involvement in educational activities. In a reprise of Pike's research, the current study examines the relationship between three institutional ranking schemes, "U.S. News,

Forbes," and "Washington Monthly" and student engagement, as measured by the National Survey of Student Engagement (NSSE). Findings reveal few relationships exist between NSSE's measures of student engagement and the three institutional ranking schemes, except for a modest negative relationship between rank and student-faculty interactions.

Reviews

Feldman, Eric; Lovett, Maria (2018):

Publicly Engaged Scholars: Next-Generation Engagement and the Future of Higher Education, by Margaret Post, Elaine Ward, Nicholas Longo, John Saltmarsh (Editors), Sterling, Stylus Publishing, 2016, 312 pp., 35.12€ (Paperback), ISBN 978-1-62036-264-8.

[Review]. In: *Review of Higher Education, The* 41 (2), S. 316–318. DOI: 10.1353/rhe.2018.0008.

Harmening, Debra S. (2018):

Wellness Issues for Higher Education: A Guide for Student Affairs and Higher Education Professionals, by David S. Anderson (Editor), New York, Routledge, 2016. 254 pp., 34.99€ (Paperback), ISBN: 978-1-138-02097-9.

[Review]. In: *Review of Higher Education, The* 41 (3), S. 479–482. DOI: 10.1353/rhe.2018.0016.

Harrison, Laura M. (2018):

Are You Smart Enough? How Colleges' Obsession with Smartness Shortchanges Students, by Alexander W. Astin, Sterling, Stylus Publishing, 2016, 147pp., 18.75€ (Softcover), ISBN 978-1-62036-448-2.

[Review]. In: *Review of Higher Education, The* 41 (2), S. 307–310. DOI: 10.1353/rhe.2018.0005.

McDaniel, Susannah Sanford (2018):

Small Teaching: Everyday Lessons from the Science of Learning, by James M. Lang, San Francisco, Jossey-Bass, 2016, 272 pp., 20.66€ (Hardcover), ISBN: 978–1118944493.

[Review]. In: *Review of Higher Education, The* 41 (3), S. 490–492. DOI: 10.1353/rhe.2018.0020.

Mitic, Radomir Ray (2018):

The Political Economy of Higher Education Finance: The Politics of Tuition Fees and Subsidies in OECD Countries, 1945-2015, by Julian L. Garritzmann, Cham, Switzerland, Springer, 2016, 319 pp., 106.99 € (Hardcover), 83.29€ (eBook), ISBN: 978-3-319-29912-9 (Hardcover), ISBN: 978-3-319-29913-6 (eBook).

[Reviw]. In: *Review of Higher Education, The* 41 (3), S. 484–487. DOI: 10.1353/rhe.2018.0018.

Montelongo, Ricardo (2018):

Ensuring the Success of Latino Males in Higher Education: A National Imperative, by Victor V. Saenz, Luis Ponjuan, Julie Lopez Figueroa (Editors), Sterling, Stylus Publishing, 2016, 272 pp., 25.60€ (Paperback), ISBN 978-1-57922-788-3.

[Review]. In: *Review of Higher Education, The* 41 (2), S. 319–322. DOI: 10.1353/rhe.2018.0009.

Phillips, Glenn Allen (2018):

The Humanities, Higher Education, & Academic Freedom: Three Necessary Arguments, by Michael Bérubé, Jennifer Ruth, London, Palgrave Macmillan, 2015, 163 pp., 21.39€ (Softcover), ISBN: 978-1-137-50611-5.

[Review]. In: *Review of Higher Education, The* 41 (3), S. 482–484. DOI: 10.1353/rhe.2018.0017.

Ream, Todd C. (2018):

Lesson Plan: An Agenda for Change in American Higher Education, by William G. Bowen, Michael S. McPherson, Princeton, Princeton University Press, 2016, xii + 163 pp., 20.99€ (Softcover), ISBN: 0691172102.

[Review]. In: *Review of Higher Education, The* 41 (2), S. 310–313. DOI: 10.1353/rhe.2018.0006.

Reddick, Richard J.; Taylor, Zachary W. (2018):

Race, Equity, and the Learning Environment: The Global Relevance of Critical and Inclusive Pedagogies in Higher Education, by Frank Tuitt, Chayla Haynes, Saran Stewart (Editors), Sterling, Virginia, Stylus, 2016, 264 pp., 31.04€ (Softcover) ISBN: 978-1-62036-340-9.

[Review]. In: *Review of Higher Education, The* 41 (3), S. 493–496. DOI: 10.1353/rhe.2018.0021.

Rensberger, Melody J. (2018):

Guiding the American University: Contemporary Challenges and Choices, by Peter N. Stearns, New York, Routledge, 2016, 200pp., 45.72€ (Paperback), ISBN: 9781138889279.

[Review]. In: *Review of Higher Education, The* 41 (2), S. 322–325. DOI: 10.1353/rhe.2018.0010.

Ward, James Dean (2018):

Performance Funding for Higher Education, by Kevin J. Dougherty, Sosanya M. Jones, Hana Lahr, Rebecca S. Natow, Lara Pheatt, Vikash Reddy, Baltimore, Johns Hopkins University Press, 2016, 276 pp., 22.99€ (Paperback), ISBN: 9781421420820.

[Review]. In: *Review of Higher Education, The* 41 (2), S. 313–316. DOI: 10.1353/rhe.2018.0007.

Wekullo, Caroline (2018):

Privatization and the Public Good: Public Universities in the Balance, by Matthew T. Lambert, Cambridge, Harvard Education Press, 2014, 332 pp., 66.50€ (Hardcover), ISBN-13: 978-1-61250-732-3.

[Review]. In: *Review of Higher Education, The* 41 (3), S. 487–490. DOI: 10.1353/rhe.2018.0019.

Specials

Thai-Huy Nguyen; Bach Mai Dolly Nguyen; Mike Hoa Nguyen; Gasman, Marybeth; Conrad, Clifton (2018):

From marginalized to validated: An in-depth case study of an Asian American, Native American and Pacific Islander Serving Institution (vol 41, pg 327, 2018).

[Corrigendum]. In: *Review of Higher Education, The* 41 (4), S. 496.

Original Articles

Burdick-Will, Julia (2018):

Neighborhood Violence, Peer Effects, and Academic Achievement in Chicago.

Abstract:

Research shows that exposure to local neighborhood violence isassociated with students' behavior and engagement in the classroom.Given the social nature of schooling, these symptoms not only affectindividual students but have the potential to spill over and influencetheir classmates' learning, as well. In this study, I use detailedadministrative data from five complete cohorts of students in theChicago Public Schools (2002 to 2010), crime data from the ChicagoPolice Department, and school-level surveys conducted by the Universityof Chicago Consortium on Chicago School Research to assess the strengthof this peer effect. The estimated negative relationship between peerexposure to neighborhood violent crime and individual achievement issubstantial and remains after adjusting for other peer characteristicsand student fixed effects. Surveys suggest these results are related totrust, discipline, and safety concerns in cohorts with largerproportions of students from violent neighborhoods.

Felmlee, Diane; McMillan, Cassie; Rodis, Paulina Inara; Osgood, D. Wayne (2018):

Falling Behind. Lingering Costs of the High School Transition for Youth Friendships and Grades.

Abstract:

This study investigates the influence of structural transitions to high school on adolescents' friendship networks and academic grades from 6th through 12th grade, in a direct comparison of students who do and do not transition. We utilize data from 14,462 youth in 51 networks from 26 districts (Promoting School–Community Partnerships to Enhance Resilience). Results underscore the challenging nature of compulsory school changes. Students that structurally transition to high school between eighth and ninth grade, as compared with those who do not, receive fewer friendship nominations following the move and are more likely to become isolates, according to a three-level Poisson model. Students who transition also report significantly lower odds of obtaining high grades after the shift, and these penalties persist throughout high school. Our findings highlight the social and academic difficulties associated with this particular normative adolescent life transition and point to a disruption in social network ties as part of the problem.

Fong, Kelley; Faude, Sarah (2018):

Timing Is Everything. Late Registration and Stratified Access to School Choice.

Abstract:

School choice policies necessarily impose registration timelines, constraining access to schools of choice for students who register late. Drawing on administrative data, survey data, and interviews with 33 parents in Boston, we find that late registration is common and highly stratified: Nearly half of black kindergarteners miss the first registration deadline, a rate almost three times higher than their white peers, consigning them to the least preferred schools. Contexts of instability and bureaucratic complexity serve as barriers to registering months in advance, and parents describe disengagement from the school system following their late registration. These findings show how despite equal access in theory, bureaucratic

structures such as timeline-based lotteries hinder many families, particularly those disadvantaged already, from full participation. Inequality in school choice outcomes and experiences thus results not only from families' selections, the focus of previous research, but also the misalignment of district bureaucratic processes with family situations.

Golann, Joanne W. (2018):

Conformers, Adaptors, Imitators, and Rejecters. How No-excuses Teachers' Cultural Toolkits Shape Their Responses to Control.

Abstract:

In the past, sociologists have provided keen insights into the work of teaching, but classic studies by scholars like Dan Lortie and Willard Waller are now decades old. With the current emphasis on teacher evaluation and accountability, the field is ripe for new sociological studies of teaching. How do we understand the work of teaching in this new context of control? In this article, I use the case of an urban, ''no-excuses'' charter school to examine how teachers responded to the school's intensive effort to socialize them into a uniform set of disciplinary practices. Drawing from 15 months of fieldwork at a no-excuses school, I found that teachers varied in their responses to school control based on their cultural toolkits—their preferences and their capacities. Based on teachers' adaptation strategies, I introduce four ideal types: conformers, imitators, adaptors, and rejecters. This article makes the following contributions. First, I extend classic theories of teacher self-socialization to a new context of control. Second, I offer new ways beyond sensemaking theories to analyze how and why teachers adopt (or fail to adopt) new teaching practices. Finally, I provide timely insight into teacher experiences in no-excuses schools—and into these schools' efforts to redirect teacher education toward a more prescriptive, skills-based approach.

Hamilton, Laura; Roksa, Josipa; Nielsen, Kelly (2018):

Providing a "Leg Up". Parental Involvement and Opportunity Hoarding in College.

Abstract:

Although higher education scholars are increasingly exploring disparities within institutions, they have yet to examine how parental involvement contributes to social-class variation in students' experiences. We ask, what role do parents play in producing divergent college experiences for students from different class backgrounds? Relying on interviews with 41 families, including mothers, fathers, and their daughters, we find that affluent parents serve as a ''college concierge,'' using class resources to provide youth with academic, social, and career support and access to exclusive university infrastructure. Less affluent parents, instead, describe themselves as ''outsiders'' who are unable to help their offspring and find the university unresponsive to their needs. Our findings suggest that affluent parents distinguish their children's college experiences from those of peers, extending ''effectively maintained inequality'' beyond the K-12 education. Universities may be receptive of these efforts due to funding shifts that make recruiting affluent, out-of-state families desirable.

Hanselman, Paul (2018):

Do School Learning Opportunities Compound or Compensate for Background Inequalities? Evidence from the Case of Assignment to Effective Teachers.

Abstract:

Are equal educational opportunities sufficient to narrow long-standing economic and racial inequalities in achievement? In this article, I test the hypothesis that poor and minority students benefit less from effective elementary school teachers than do their nonpoor and white peers, thus exacerbating inequalities. I use administrative data from public elementary schools in North Carolina to calculate value-added measures of teachers' success in promoting learning, and I assess benefits for different students. Results suggest that differential benefits of effective teachers uniquely exacerbate black–white inequalities but do not contribute to economic achievement gaps. Racial differences are small, on average, relative to the benefits for all groups; are not explained by differences in prior achievement; and are largest for low-achieving

students. Teacher-related learning opportunities are crucial for all students, but these results point to a disconnect between typical school learning opportunities and low-achieving minority students.

Hippel, Paul T. von; Workman, Joseph; Downey, Douglas B. (2018):

Inequality in Reading and Math Skills Forms Mainly before Kindergarten. A Replication, and Partial Correction, of "Are Schools the Great Equalizer?".

Abstract:

When do children become unequal in reading and math skills? Some research claims that inequality grows mainly before school begins. Some research claims that schools cause inequality to grow. And some research—including the 2004 study "Are Schools the Great Equalizer?"—claims that inequality grows mainly during summer vacations. Unfortunately, the test scores used in the Great Equalizer study suffered from a measurement artifact that exaggerated estimates of inequality growth. In addition, the Great Equalizer study is dated and its participants are no longer school-aged. In this article, we replicate the Great Equalizer study using better test scores in both the original data and a newer cohort of children. When we use the new test scores, we find that variance is substantial at the start of kindergarten and does not grow but actually shrinks over the next two to three years. This finding, which was not evident in the original Great Equalizer study, implicates the years before kindergarten as the primary source of inequality in elementary reading and math. Total score variance grows during most summers and shrinks during most school years, suggesting that schools reduce inequality overall. Changes in inequality are small after kindergarten and do not replicate consistently across grades, subjects, or cohorts. That said, socioeconomic gaps tend to shrink during the school year and grow during the summer, while the black-white gap tends to follow the opposite pattern.

Langenkamp, Amy G.; Carbonaro, William (2018):

How School Socioeconomic Status Affects Achievement Growth across School Transitions in Early Educational Careers.

Abstract:

Our study investigates how changing socioeconomic status (SES) composition, measured as percentage free and reduced priced lunch (FRL), affects students' math achievement growth after the transition to middle school. Using the life course framework of cumulative advantage, we investigate how timing, individual FRL status, and legacy effects of a student's elementary school SES composition each affect a student's math achievement growth. We advance research on school transitions by considering how changing contexts affect achievement growth across school transitions. Furthermore, we improve on school context research by measuring the ways that SES compositions across school transitions may be interconnected. Using state administrative panel data for third through eighth graders from 2009 to 2015, we use fixed effects to estimate math achievement growth by the end of eighth grade. Findings suggest that a student's elementary SES composition has a legacy effect on middle school achievement growth net of his or her own achievement growth and middle school SES composition. In addition, SES composition effects differ depending on the timing of exposure and a student's individual FRL status. Our study has important implications for both educational transition research and school effects research, which are discussed.

Mittleman, Joel (2018):

A Downward Spiral? Childhood Suspension and the Path to Juvenile Arrest.

Abstract:

There is growing concern that suspensions trigger a "downward spiral," redirecting children's trajectories away from school success and toward police contact. The current study tests this possibility, analyzing whether and in what ways childhood suspensions increase children's risk for juvenile arrests. Combining 15 years of data from the Fragile Families and Child Wellbeing Study with contextual information on neighborhoods and schools, I find that suspensions disproportionately affect children already enduring considerable adversity. Even so, suspensions appear to redirect

children's trajectories, more than doubling their risk of arrest. Although suspended children experienced greater escalations in behavioral problems than their peers, post-suspension behavioral changes explained relatively little of the association between early suspension and later arrest. Instead, the most consequential way suspended children diverged from their peers was their heightened risk for repeated school sanction. Suspended children's risk for repeated school removal explained 52 percent of the association between childhood suspension and juvenile arrest.

Owens, Ann (2018):

Income Segregation between School Districts and Inequality in Students' Achievement.

Abstract:

Large achievement gaps exist between high- and low-income students and between black and white students. This article explores one explanation for such gaps: income segregation between school districts, which creates inequality in the economic and social resources available in advantaged and disadvantaged students' school contexts. Drawing on national data, I find that the income achievement gap is larger in highly segregated metropolitan areas. This is due mainly to high-income students performing better, rather than low-income children performing worse, in more-segregated places. Income segregation between districts also contributes to the racial achievement gap, largely because white students perform better in more economically segregated places. Descriptive portraits of the school districts of high- and low-income students show that income segregation creates affluent districts for high-income students while changing the contexts of low-income students negligibly. Considering income and race jointly, I find that only high-income white families live in the affluent districts created by income segregation; black families with identically high incomes live in districts more similar to those of low-income white families. My results demonstrate that the spatial inequalities created by income segregation between school districts contribute to achievement gaps between advantaged and disadvantaged students, with implications for future research and policy.

Rosenqvist, Erik (2018):

Two Functions of Peer Influence on Upper-secondary Education Application Behavior.

Abstract:

Peers have a paradoxical influence on each other's educational decisions. On one hand, students are prone to conform to each other's ambitious educational decisions and, on the other hand, are discouraged from ambitious decisions when surrounded by successful peers. In this study I examine how peers influence each other's decision to apply to an academic track in upper-secondary education through these two functions of peer influence. The results show that students are more likely to conform to their in-group peers. However, discouraging effects are structured differently, whereby expectations about self- and peer achievement seem to be a mediating factor. This suggests that the point of reference varies with the mechanism mediating interpersonal influence together with characteristics of both peers and egos. The analysis benefits from rich population registers covering 13 full cohorts of Swedish students, facilitating controls for several sources of endogeneity, such as unobserved time-constant school and family effects.

Sattin-Bajaj, Carolyn; Jennings, Jennifer L.; Corcoran, Sean P.; Baker-Smith, Elizabeth Christine; Hailey, Chantal (2018):

Surviving at the Street Level. How Counselors' Implementation of School Choice Policy Shapes Students' High School Destinations.

Abstract:

Given the dominance of residentially based school assignment, prior researchers have conceptualized K–12 enrollment decisions as beyond the purview of school actors. This paper questions the continued relevance of this assumption by studying the behavior of guidance counselors charged with implementing New York City's universal high school choice policy. Drawing on structured interviews with 88 middle school counselors and administrative data on choice outcomes at these middle schools, we find that counselors generally believe lower-income students are on their own in making high school choices and need additional adult support. However, they largely refrain from giving action-guiding advice to

students about which schools to attend. We elaborate street-level bureaucracy theory by showing how the majority of counselors reduce cognitive dissonance between their understanding of students' needs and their inability to meet these needs adequately given existing resources. They do so by drawing selectively on competing policy logics of school choice, narrowly delineating their conception of their role, and relegating decisions to parents. Importantly, we also find departures from the predictions of this theory as approximately one in four counselors sought to meet the needs of individual students by enlarging their role despite the resource constraints they faced. Finally, we quantify the impact of variation in counselors' approaches, finding that the absence of action-guiding advice is associated with students being admitted to lower-quality schools, on average.

Torche, Florencia (2018):

Intergenerational Mobility at the Top of the Educational Distribution.

Abstract:

Research has shown that intergenerational mobility is higher among individuals with a college degree than those with lower levels of schooling. However, mobility declines among graduate degree holders. This finding questions the meritocratic power of higher education. Prior research has been hampered, however, by the small samples of advanced degree holders in representative surveys. Drawing on a large longitudinal data set of PhD holders—the Survey of Doctorate Recipients—this study examines intergenerational mobility among the American educational elite, separately for men and women and different racial/ethnic groups. Results show substantial mobility among PhD holders. The association between parents' education and adult children's earnings is moderate among men and nonexistent among women with doctoral degrees. However, women's earnings converge to an average level that is much lower than men's, signaling ''perverse openness'' for women even at the top of the educational distribution. Among men, there is variation in mobility by race and ethnicity. The intergenerational socioeconomic association is null for Asian men, small for white and black men, and more pronounced for Hispanics. Educational and occupational mediators account for intergenerational association among blacks and whites but not Hispanic men. A doctoral degree largely detaches individuals from their social origins in the United States, but it does not eliminate all sources of inequality.

Welch, Kelly; Payne, Allison Ann (2018):

Latino/a Student Threat and School Disciplinary Policies and Practices.

Abstract:

Using a nationally representative sample of approximately 3,500 public schools, this study builds on and extends our knowledge of how ''minority threat'' manifests within schools. We test whether various disciplinary policies and practices are mobilized in accordance with Latino/a student composition, presumably the result of a group response to perceptions that white racial dominance is jeopardized. We gauge how schools' Latino/a student populations are associated with the availability and use of several specific types of discipline. We further explore possible moderating influences of school crime and economic disadvantage on punishment. We find that schools with larger percentages of Latino/a students are more likely to favor certain punitive responses and less likely to favor certain mild responses, as predicted by minority threat. The percentage of Latino/a students is also related to greater use of certain disciplinary responses in schools with less crime.

Yastrebov, Gordey; Kosyakova, Yuliya; Kurakin, Dmitry (2018):

Slipping Past the Test. Heterogeneous Effects of Social Background in the Context of Inconsistent Selection Mechanisms in Higher Education.

Abstract:

In this article, we analyze how the existence of alternative pathways to higher education, which implies different selection mechanisms, shapes social inequality in educational attainment. We focus on the Russian educational system, in which higher education can be accessed from academic and vocational tracks, but the rules of admission to higher education from

these tracks are different. Access through the academic track is highly selective due to obligatory high-stakes testing, which determines secondary-school graduates' eligibility to pursue higher education. The vocational track is generally less selective with regard to student intake and provides less restrictive access to higher education. We argue that this system has nuanced implications for social inequality. On one hand, transitions from vocational education to higher education can promote greater social mobility by offering an affordable and low-risk gateway to higher education for children from less-advantaged families. On the other hand, more-advantaged families might use the vocational track to higher education if their children face a high risk of failure in the more selective academic track. We test this conjecture and provide supporting evidence using data from the longitudinal survey Trajectories in Education and Careers.

Zarifa, David; Kim, Jeannie; Seward, Brad; Walters, David (2018):

What's Taking You So Long? Examining the Effects of Social Class on Completing a Bachelor's Degree in Four Years.

Abstract:

Despite improved access in expanded postsecondary systems, the great majority of bachelor's degree graduates are taking considerably longer than the allotted four years to complete their four-year degrees. Taking longer to finish one's BA has become so pervasive in the United States that it has become the norm for official statistics released by the Department of Education to report graduation rates across a six-year window. While higher education scholars have increasingly explored how social class impacts college dropout, attrition, and completion, they have yet to examine the role social class plays in completing a four-year bachelor's degree on time. In this paper, we draw on the most recent cohort of the Baccalaureate and Beyond Longitudinal Survey (2008–2009) to examine who completes their bachelor's degrees on time. Our results indicate that despite controlling for academic performance, educational behaviors, program characteristics, and institutional characteristics, graduates from lower socioeconomic backgrounds do experience difficulties completing their degrees on time. Moreover, our results also reveal that the nature of these relationships vary for traditional and nontraditional students. Our findings highlight another important, albeit less obvious, way where inequality is maintained in expanded postsecondary systems.

Studies in Higher Education (43) 2018

Editorials

Fillery-Travis, Annette (2018):

Special Issue: The Modern Doctorate: Purposes, Form and Pedagogy Introduction.

[Introduction]. In: *Studies in Higher Education* 43 (5, SI), S. 809–813. DOI: 10.1080/03075079.2018.1439717.

Jacob, Merle; Hellstroem, Tomas (2018):

Epistemic governance and the conditions for knowledge production in HER institutions.

[Introduction]. In: *Studies in Higher Education* 43 (10, SI), S. 1711–1717. DOI: 10.1080/03075079.2018.1520413.

Kearney, Mary-Louise; Lincoln, Daniel (2018):

Promoting innovative higher education and research policies. Major forces and barriers.

[Foreword]. In: *Studies in Higher Education* 43 (10, SI), S. 1709–1710. DOI: 10.1080/03075079.2018.1520412.

Kearney, Mary-Louise; Lincoln, Daniel (2018):

The modern doctorate. Purposes, form and pedagogy.

[Foreword]. In: *Studies in Higher Education* 43 (5, SI), S. 807–808. DOI: 10.1080/03075079.2018.1436421.

Meek, V. Lynn (2018):

Editorial.

[Editorial]. In: *Studies in Higher Education* 43 (1), S. 1. DOI: 10.1080/03075079.2017.1402480.

Original Articles

Aamodt, Per Olaf; Frolich, Nicoline; Stensaker, Bjorn (2018):

Learning outcomes - a useful tool in quality assurance? Views from academic staff.

In: *Studies in Higher Education* 43 (4), S. 614–624. DOI: 10.1080/03075079.2016.1185776.

Abstract:

While the establishment of quality assurance has been seen for decadesas the most significant instrument to secure and enhance the quality ofteaching and learning in higher education, the concept of developingmore specific learning outcomes has in recent years attracted muchinterest, not least due to the creation of national qualificationframeworks. In this article, we compare the perceived relevance of thetraditional quality assurance approach with the new learning outcomesapproach - as seen from the view of the academic staff. Using data froma representative survey among Norwegian academic staff, the studyindicates that learning outcomes are perceived as more useful andrelevant than traditional quality assurance approaches. The articlediscusses this finding in light of the current ways quality assuranceprocedures are functioning in higher education, and points to possibleimplications for the enhancement of quality in universities andcolleges.

Ainscough, Louise; Stewart, Ellen; Colthorpe, Kay; Zimbardi, Kirsten (2018):

Learning hindrances and self-regulated learning strategies reported by undergraduate students: identifying characteristics of resilient students.

Abstract:

Students in higher education face a variety of learning hindrances while studying at university. These hindrances may negatively impact on learning by distracting from study, or may enhance learning by encouraging students to address challenges as they arise. In the current study students were asked to describe their learning hindrances at a single point early in semester, and to outline the strategies for overcoming these hindrances in future. Five hindrance clusters were determined and differences between student academic subgroups were identified. Hindrances associated with difficulties understanding were reported most frequently by improving students, who had demonstrated resilience by passing second year biomedical science courses after failing in first year. Improving students were also most likely to report learning strategies that promote understanding. These results suggest that early interventions to encourage students to critically evaluate their understanding may benefit struggling students.

Albert, Cecilia; Davia, Maria A.; Legazpe, Nuria (2018):

Job satisfaction amongst academics. The role of research productivity.

Abstract:

This article analyses the determinants of job satisfaction amongst Spanish academics, paying particular attention to the impact of research productivity and differences across graduation cohorts. Research productivity is a very relevant factor in explaining job satisfaction in academics in different stages of their career. Interesting differences across graduation cohorts are found as regards the impact of research productivity and other satisfaction drivers, such as other research outcomes – research stays abroad and cooperation with teams abroad – and teaching load, marital status and young children. Higher education institutions aiming to foster productivity and stability in their academic staff should adapt their incentive systems to the preferences and concerns of this particular type of worker and promote their internal motivation.

Al-Samarraie, Hosam; Teng, Bee Kim; Alzahrani, Ahmed Ibrahim; Alalwan, Nasser (2018):

E-learning continuance satisfaction in higher education. A unified perspective from instructors and students.

Abstract:

This study aims to determine the key factors affecting students' and instructors' continuance satisfaction with e-learning in the higher education context. In order to identify the factors that impact e-learning continuation in higher education institutions, a systematic review of the literature was conducted, revealing that the majority of studies have reported the

essential role of satisfaction in mediating the relationship between 11 factors and users' decisions to continue using e-learning systems. This study then proposed that users, both students and instructors, must continually be satisfied with the e-learning systems offered by higher education institutions if they are to continue using them. We term this 'e-learning continuance satisfaction.' The formation of a unified perspective of instructors and students on the core factors that impact e-learning continuance was then investigated, in addition to the causal relationships between these factors and e-learning continuance satisfaction. The Fuzzy Decision Making Trial and Evaluation Laboratory (DEMATEL) method was used to analyze data collected from 9 instructors and 38 students via an interview survey and the results yielded five core factors – information quality, task–technology fit, system quality, utility value, and usefulness – that influence users' e-learning continuance satisfaction. Several different causal relationships between the factors identified from both students' and instructors' perspectives were also identified and used to form a single viewpoint. Our findings provide new insights into how higher education institutions can promote continuance satisfaction in order to ensure continuation of e-learning.

Course recommendation as a construct in student evaluations. Will students recommend your course?

Abstract:

Recommendation is a highly credible and powerful construct in marketing. This article investigates the construct intention to recommend in the context of student evaluations of teaching. Motivated by changes in the sector, the study explores what factors drive course recommendation and their relationship with each other. A structural model is tested, using partial least squares on a sample of 113 students. The results show that both emotional (i.e. joy of learning) and cognitive (i.e. course value) factors influence intention to recommend. These two driving factors are more likely to occur if the course can bridge theory and real-world practice. The approach to understanding what drives course recommendation opens up new avenues of research. It proposes to expand the traditional model of student evaluations of teaching to one which includes course value in the context of a competitive education sector.

Feedback for thought. Examining the influence of feedback constituents on learning experience.

Abstract:

Reflective teaching practice is often heralded as a pillar of effective tuition. However, the perceptions of multiple forms of feedback among learners and their contributions to reflective learning is yet to attract significant attention, particularly in the Information Systems (IS) context. This research investigates the antecedent constituents of feedback and how they contribute to an overall perception of feedback in an introductory IS course. A research model grounded in the pedagogical literature was operationalised and quantitative data collected and analysed using Partial Least Squares. The results indicate that summative and generic assessment feedback were found to be significant towards formulating an overall perception of feedback, and that such perception is significant in influencing a learner's experience. This further highlights the fact that students are overwhelmingly assessment focused and may not engage in reflective practice pertaining to their overall learning experience – necessitating the establishment of learner's reflective lenses to guide them towards such reflection.

The design of doctorate curricula for practising professionals.

Abstract:

Expansion and changes in doctoral education globally have challenged universities to meet the needs of practising professionals. Values and purposes, structure and content and pedagogy of the provision are key considerations. This curriculum evaluation work investigated the views of 68 higher education staff mainly from Europe and North America

involved in the development and delivery of professional doctorates on current issues in designing an appropriate curriculum for practitioners. Analysis of views from two international workshops suggested that while the social benefits of practitioner research were acknowledged, staff struggled with tensions in their higher education contexts to manage practitioner-focused elements, including the balance between theory and practice, recognition of practitioner methodologies and provision of appropriate supervision. The paper concludes that a wider understanding of the values and purpose of doctoral education within and beyond the academy is required that recognises the production of knowledge through practice, and supports ethical social action.

Asmar, Christine; Page, Susan (2018):

Pigeonholed, peripheral or pioneering? Findings from a national study of Indigenous Australian academics in the disciplines.

In: *Studies in Higher Education* 43 (9), S. 1679–1691. DOI: 10.1080/03075079.2017.1281240.

Abstract:

Global moves to integrate Indigenous perspectives and histories into university curricula are growing. In Australia, shifts towards Indigenisation in higher education teaching and research have been slow, but now – partly due to new national and institutional policies – are re-forming the disciplinary landscapes where our students learn and grow. Vital to achieving these new agendas are the Indigenous Australian scholars whose work experiences are reported in this paper. Findings from a nation-wide survey of Aboriginal and Torres Strait Islander academics (mainly in professional disciplines like law, education and health) support a more optimistic scenario than that portrayed in some existing literature. No longer peripheral to institutional missions, this newly confident cohort of Indigenous academics is forging unprecedented partnerships with non-Indigenous colleagues and transforming the very essence of a university degree. The implications for Australia, and for other societies with Indigenous communities, are profound.

Ballantine, Joan; Guo, Xin; Larres, Patricia; Yu, Miao (2018):

Chinese authorial identity. A model for scoring the Student Authorship Questionnaire.

In: *Studies in Higher Education* 43 (12), S. 2385–2397. DOI: 10.1080/03075079.2017.1333493.

Abstract:

This study explores authorial identity and plagiarism among Chinese students studying accounting and business in China by drawing on Pittam et al.'s [2009, "Student Beliefs and Attitudes about Authorial Identity in Academic Writing." Studies in Higher Education 34 (2): 153–170] Student Authorship Questionnaire (SAQ). Chinese students' attitudes to authorship and plagiarism are reported as being similar to those of UK students from the same disciplinary background. This finding challenges the traditional view that Chinese students, because of cultural influences, are less likely to take ownership of their writing and more accepting of plagiarism than Western students. The study also investigates the psychometric properties of the SAQ in the context of Chinese students and offers a distinct Chinese model for scoring the instrument which takes account of Chinese students' approaches to writing and, in particular, reflects the paradox of the Chinese learner.

Balloo, Kieran (2018):

In-depth profiles of the expectations of undergraduate students commencing university. A Q methodological analysis.

In: *Studies in Higher Education* 43 (12), S. 2251–2262. DOI: 10.1080/03075079.2017.1320373.

Abstract:

Research shows that undergraduate students have many expectations of their university as they commence studying. The current study utilised Q methodology to gain an in-depth understanding of these expectations by examining shared viewpoints between groups of students. First-year undergraduate psychology students ranked statements in their induction week on expectations of university regarding teaching and assessment approaches, lecturer behaviour, organisational and resources support and issues relating to student autonomy. Factor analysis of these ranks revealed

three profiles of expectations that were labelled and interpreted holistically in qualitative detail: Expecting to put in the hard work and be supported by tutors, Expecting a different experience to high school and Expecting to strike a balance between university and everyday life. These profiles demonstrate that students' expectations should not be discussed in homogeneous terms. Recommendations are made for educators in terms of understanding discrepancies between expectations and the service which will be provided.

Bao, Yanhua; Kehm, Barbara M.; Ma, Yonghong (2018):

From product to process. The reform of doctoral education in Europe and China.

In: *Studies in Higher Education* 43 (3), S. 524–541. DOI: 10.1080/03075079.2016.1182481.

Abstract:

This contribution is based on an analysis of recent changes in doctoral education that can be observed in Europe and China. It traces the policies having led to these changes and discusses related policy transfer. The contribution is divided into five parts. It begins by sketching recent changes in doctoral education in the framework of the European Bologna Process and the framework of Chinese higher education reforms looking at similarities and differences in the underlying rationales. The second part will elaborate on the extended policy field for doctoral education which is no longer regarded as an exclusively academic affair but has become an object of institutional management, national policy-making and – at least in Europe – supra-national agenda setting. The third part will take a closer look at the multiplication of purposes and models for doctoral education. While in Europe, altogether, nine different types of doctoral education and training can be identified, China has just started to diversify its doctoral training by adding professional degrees and (in engineering) joint doctoral programmes to the traditional pathway. The fourth part will discuss two overarching issues which are equally in the centre of debates and policy-making in Europe and in China-quality management and internationalisation of doctoral education. In the last and concluding part, we will reflect on the implications of the extended policy field and the diversification of doctoral education models in terms of the question of how this reflects on quality assurance mechanisms, who is qualified to convey the extended skills set and whether academic careers remain sufficiently attractive to attract the best and the brightest talent.

Bayerlein, Leopold; McGrath, Naomi (2018):

Collaborating for success. An analysis of the working relationship between academics and educational development professionals.

In: *Studies in Higher Education* 43 (6), S. 1089–1106. DOI: 10.1080/03075079.2016.1215417.

Abstract:

This paper analyses the development of a collaborative relationship between one academic and one educational development professional (EDP). The paper aims to assist academics and EDPs to establish successful long-term collaborations. Improving the success of such collaborations is important because the adoption of technology enabled learning and teaching materials in higher education requires academics and EDPs to collaborate successfully over extended periods. Despite the critical importance of successful collaborations between academics and EDPs, even well intentioned collaborations are subject to high rates of failure. In addition, existing guidance in the literature has thus far been unable to improve this situation successfully. This paper uses an autoethnographic research approach to analyse the development of a successful collaboration between one academic and one EDP over time. The paper's findings highlight the existence of a small set of key success factors, as well as the change in the relative importance of these factors during the lifespan of the collaboration. The paper is valuable for academics, EDPs, and higher education managers because it provides practical evidence-based guidance that supports the creation of successful and sustainable collaborative working relationships between academics and EDPs.

Beddoes, Kacey (2018):

Selling policy short? Faculty perspectives on the role of policy in addressing women's underrepresentation in engineering education.

In: *Studies in Higher Education* 43 (9), S. 1561–1572. DOI: 10.1080/03075079.2016.1266610.

Abstract:

Despite a nearly 40-year history of research initiatives and interventions to recruit and retain women engineering students, women remain significantly underrepresented in engineering. Given the lack of progress, it seems clear that new lenses on the problem of underrepresentation warrant further attention. Higher education policies are one area that has received comparatively scant attention from researchers and administrators in regard to underrepresentation in undergraduate engineering programs. This interview-based research article explores how policy featured in engineering professors' discussions about gender and underrepresentation in engineering. It shows that, while there is widespread awareness of workplace policies related to the careers of female engineers and engineering professors, policies related to underrepresentation in undergraduate engineering education programs are marginalized. The article concludes with seven examples of student-related policies that warrant further exploration in regard to women's participation in engineering programs.

Beenstock, Michael; Feldman, Dan (2018):

Decomposing university grades. A longitudinal study of students and their instructors.

Abstract:

First-degree course grades for a cohort of social science students are matched to their instructors, and are statistically decomposed into departmental, course, instructor, and student components. Student ability is measured alternatively by university acceptance scores, or by fixed effects estimated using panel data methods. After controlling for student ability, course characteristics, and instructor fixed effects, departmental grade differentials range over 7 points out of 100. Instructors who teach in more than one department grade more generously in departments that award higher grades, suggesting that differential grading policy is set by departments and does not result from unobserved differences in instructor quality and teaching material. Finally, student fixed effects, which measure ability at university, are correlated to 0.41 with their university entrance scores, which measure ability prior to university. This suggests that university entrance scores are poor predictors of student performance in higher education.

Berbegal-Mirabent, Jasmina; Mas-Machuca, Marta; Marimon, Frederic (2018):

Is research mediating the relationship between teaching experience and student satisfaction?

Abstract:

Universities must ensure that academic staff are qualified and competent for performing their job. Teaching and research are two key activities in which lecturers should excel. While some authors suggest teaching and research complement each other and positively influence student satisfaction, some others point to a rivalry effect between the two. This study aims at shedding new light on this debate. We first examine the relationship between teaching experience and student satisfaction. In a second stage we explore the mediating effect of research intensity in this relationship. Lastly, we examine potential differences due to contract status. Data gathered in 2014 come from 229 different subjects offered at the Universitat Internacional de Catalunya (Spain). Our results support the thesis that teaching experience is a determinant of student satisfaction. We also found evidence that current incentive systems at universities are research-biased, negatively impacting on students' perceptions of the teaching received (student satisfaction).

Billett, Stephen; Cain, Melissa; Le, Anh Hai (2018):

Augmenting higher education students' work experiences. Preferred purposes and processes.

Abstract:

Higher education students are increasingly engaging in work experiences, often directed towards enriching their study and promoting employability. Considerable institutional and personal resources are directed towards these experiences. It is important, therefore, to identify how to utilise them in achieving particular educational purposes. An earlier study found

the optimum time for educational interventions is after students had completed work experiences, as they can share, compare and engage critically with those experiences. As these interventions are premised on student engagement, it is important to understand: (i) the reasons why and (ii) means by which they prefer particular interventions. This paper discusses the findings of a survey of higher education students from healthcare disciplines that sought to address those two issues. Students reported a preference for processes assisting them gauge and further develop their occupational capacities and readiness to secure employment and practice effectively once employed. Those interventions led, facilitated or guided by teachers or experts (i.e. clinicians), were preferred over student-organised and led ones. These students place lower value on peer assistance and feedback. This finding contradicts recent literature indicating being assessed by peers is greatly valued. It is these findings and discussions that are elaborated here.

Boud, David; Dawson, Phillip; Bearman, Margaret; Bennett, Sue; Joughin, Gordon; Molloy, Elizabeth (2018):

Reframing assessment research. Through a practice perspective.

Abstract:

Assessment as a field of investigation has been influenced by a limited number of perspectives. These have focused assessment research in particular ways that have emphasised measurement, or student learning or institutional policies. The aim of this paper is to view the phenomenon of assessment from a practice perspective drawing upon ideas from practice theory. Such a view places assessment practices as central. This perspective is illustrated using data from an empirical study of assessment decision-making and uses as an exemplar the identified practice of 'bringing a new assessment task into being'. It is suggested that a practice perspective can position assessment as integral to curriculum practices and end separations of assessment from teaching and learning. It enables research on assessment to de-centre measurement and take account of the wider range of people, phenomena and things that constitute it.

Boud, David; Fillery-Travis, Annette; Pizzolato, Nico; Sutton, Brian (2018):

The influence of professional doctorates on practice and the workplace.

Abstract:

This paper investigates the influence that undertaking a professional doctorate has on the practice of the graduate and their workplace or organisation. There is a growing literature on how undertaking such advanced development influences the individual graduate at the personal and professional level but there is little evidence of a wider impact on practice in general or at the organisational level. This study seeks to address this issue through a qualitative study of practitioners from a range of professional arenas and sectors who have graduated from a professional doctorate within the past 10 years. Through thematic analysis of semi-structured interviews and the candidates' project reports, we explore their experience of applying their learning within their workplaces providing insight into the level and degree of influence such development can have on organisational contexts. The paper does not focus on the academic or personal impact of their experience as the intention of these particular doctoral researchers is the creation of new knowledge embedded in practice.

Bowen, Tracey (2018):

Becoming professional. Examining how WIL students learn to construct and perform their professional identities.

Abstract:

Work-integrated learning programmes help students acquire professional acumen and provide opportunities for them to experiment with new aspects of self and identity. Twelve internship students were interviewed regarding their perspectives on how they think they learn about professionalism and the information sources they use. They describe how they renegotiate their identities in an effort to develop a professional image, yet try not to completely compromise their sense

of self, a process that often creates a 'divided self'. Dervin's theory of sense-making provides a framework for examining the students' struggle with professional identity development as they employ self-management and self-regulation to create and perform the role of the professional for others to see. The study findings highlight the importance of reflection for students struggling with constructing a professional self, and the role of professors and academic staff in creating spaces for students to experiment and try-on professional identities before they graduate.

Bowl, Marion (2018):

Differentiation, distinction and equality - or diversity? The language of the marketised university: an England, New Zealand comparison.

Abstract:

This paper examines how universities reconcile the need to project themselves as successful global competitors with the need to respond to national policy expectations, particularly around equality. It does so through a comparative analysis of the language used in the publicly available documents of universities in England and New Zealand. While a discourse of 'distinctiveness' is employed across the board by universities to denote superiority, there are differences in the extent to which differently ranked universities signify their preparedness fully to embrace economic priorities. The analysis reveals the sidelining of 'equality' and its replacement by a discourse of 'diversity' and 'potential to succeed' which is more compatible with elitism than with social justice. The language of 'distinction' and 'diversity', it is argued, supports a logic of accumulation – for both institutions and students – in which those who are already advantaged are likely to reap the greatest rewards from a competitive educational market.

Brew, Angela; Boud, David; Crawford, Karin; Lucas, Lisa (2018):

Navigating the demands of academic work to shape an academic job.

Abstract:

Findings from interviews with mid-career academics in English and Australian universities elucidate how academics interpret and navigate complex institutional contexts in shaping academic jobs. The paper argues that how they do this is a function of what they notice and respond to as well as the mode of reflexivity they employ. Three core areas are seen to affect academics sense of agency as they shape their own jobs: how they orient themselves to the world around them including the academic institution and department; their underlying goals and purposes as they seek to have a fulfilling role; and how they relate to structural conditions of the workplace. The paper argues that understanding academics' differing foci of awareness in these areas is helpful to institutional policies and strategies.

Buckner, Elizabeth (2018):

The growth of private higher education in North Africa. A comparative analysis of Morocco and Tunisia.

Abstract:

This article examines the growth of private higher education (PHE) in two North African nations: Morocco and Tunisia. It draws on interviews with policy-makers and university officials to understand similarities and differences in the nations' experiences with PHE. It argues that both nations' official embrace of privatization was in part because PHE was packaged as part of World Bank loans and supported by local entrepreneurs who viewed PHE a lucrative market. Yet, it also finds that the commitment to universal and free university enrollment and strong support for public higher education, a legacy of French colonial rule in both nations, has, thus far, resulted in low demand for PHE and has also led to stalled implementation of PHE policies. Secondly, the article points to the importance of initial models of private universities in each nation as important in explaining differences in the status of PHE in each nation.

Cabus, Sofie J.; Somers, Melline A. (2018):

Mismatch between education and the labour market in the Netherlands. Is it a reality or a myth? The employers' perspective.

Abstract:

This study examines whether the expansion in higher education over the past 20 years has contributed to better education–job matches on the labour market. In particular, we relate changes in the average formal schooling level of workers on the regional labour market to the educational attainment of the recruited staff within companies operating on that regional labour market. Hereby, it is acknowledged that companies most often recruit from a pool of workers available on the regional labour market. Next, we estimate the effects of changes in the level of schooling of the staff owing to the increased supply of higher educated graduates on the regional labour market on mismatch. Data from the Dutch Labour Demand Panel are used covering 7451 unique companies over the period 1991–2011. The results indicate that a one-month increase in companies' workforce average schooling level decreases the probability that companies report mismatch with −3.0 percentage points.

Carrington, Roger; O'Donnell, Chris; Rao, D. S. Prasada (2018):

Australian university productivity growth and public funding revisited.

Abstract:

The Australian Government provides basic operating grants to universities, which are used to teach domestic undergraduate students. It imposes a productivity offset on the grants to encourage improvements in university productivity. But it is not transparent and does not vary across universities. Thus, universities have little incentive to improve performance. This paper develops an alternative framework that uses incentive regulation to allocate these grants to universities, which provides stronger incentives for universities to improve productivity. Regulators often use a similar framework to set prices for natural monopoly services such as utilities and public transport. Under incentive regulation, the basic operating grants could be reduced, on average, by 1.76% per annum over 5 years, which is about $100 million per annum. This finding is contrary to several recent Australian Government inquires that suggest the basic operating grant is inadequate and that this compromises the quality of undergraduate teaching.

Cheng, Ming; Adekola, Olalekan Adeban; Shah, Mahsood; Valyrakis, Manousos (2018):

Exploring Chinese students' experience of curriculum internationalisation. A comparative study of Scotland and Australia.

Abstract:

Increasing enrolment of Chinese students has become a key feature of internationalisation for Western universities, but there is limited research into how curriculum internationalisation affects Chinese students' learning experiences. Using the typologies of curriculum internationalisation as a framework, this paper explores and compares how Scottish and Australian universities integrate international and intercultural elements into their curriculum to support Chinese postgraduate taught students' study. Interviews, focus groups and a survey are used as the main research methods. Analysis reveals that the practice of curriculum internationalisation in both countries is rather limited, and that Chinese students express a desire for more international perspectives in the course content, and for more mobility experiences, in order to prepare for their future careers. The mismatch between academics' and students' understandings of curriculum internationalisation is highlighted as an arena of power differential and an area for further study.

Cheong, Kee-Cheok; Hill, Christopher; Leong, Yin-Ching; Zhang, Chen (2018):

Employment as a journey or a destination? Interpreting graduates' and employers' perceptions - a Malaysia case study.

Abstract:

As human capital came to the fore in the discourse on economic growth, so too has the concepts of employment prospects and employability attributes as students transit to the labor market. This paper examines three issues in this transition in the context of Malaysia. These are, first, how important is employment prospects a consideration when students choose institutions to join and programs to pursue? Second, what is their understanding of the attributes needed for employability? Third, how well do students' understanding of both concepts accord with how employers understand them? Using a combination of survey and face-to-face interviews, this study confirmed the considerable importance of both concepts in students' study decisions. Their understanding was broadly congruent with that of employers. These findings have implications for students' learning experiences, for the education system, and for policy-makers hoping for the human capital needed to make the leap from a middle-income to a high-income nation.

Cheung, Kevin Yet Fong; Elander, James; Stupple, Edward James Nairn; Flay, Michael (2018):

Academics' understandings of the authorial academic writer. A qualitative analysis of authorial identity.

Abstract:

Research on authorial identity has focused almost exclusively on the attitudes and beliefs of students. This paper explores how academics understand authorial identity in higher education. Semi-structured interviews were conducted with professional academics and analysed using thematic analysis, identifying themes at two levels. At the semantic level was a main theme called 'the authorial writer', with five subthemes: 'authorial confidence', 'valuing writing', 'ownership and attachment', 'authorial thinking', and 'authorial goals'. At the latent level were two integrative themes: 'tacit learning' and 'negotiating identities'. The semantic subthemes represent attributes that could be targets for pedagogic interventions. The integrative themes suggest processes in the development of authorial identity, which can inform more effective teaching. By identifying attributes and processes associated with authorial identity, these findings help towards a psychological understanding of authorial identity, informing development of more effective pedagogy to help students improve their academic writing and avoid plagiarism.

Christie, Hazel; Cree, Viviene E.; Mullins, Eve; Tett, Lyn (2018):

'University opened up so many doors for me'. The personal and professional development of graduates from non-traditional backgrounds.

Abstract:

There is a substantial body of quantitative evidence about the benefits of higher education. However there is little qualitative evidence about the extent to which these benefits accrue to graduates from non-traditional backgrounds. This paper contributes to this gap in knowledge by exploring the experiences of a group of 15 graduates 10 years after they had started at university. The cohort was unusual because they had all completed a college-level qualification before going on to study at an elite university. We draw attention to the impact of higher education on their positions in the labour market, as well as to their development of learning identities that supported them to make changes in their personal and professional lives. Although higher education brought real benefits to the cohort, including better employment prospects and the development of confidence in themselves, we show that they were clustered in various caring and public sector professions at the lower end of the graduate labour market.

Clarke, Marilyn (2018):

Rethinking graduate employability. The role of capital, individual attributes and context.

In: *Studies in Higher Education* 43 (11), S. 1923–1937. DOI: 10.1080/03075079.2017.1294152.

Abstract:

Graduate employability has become a key driver for universities in Australia and the UK. In response to increasing pressure from governments and employer groups, universities have adopted a range of generic skill-based learning outcomes which, when embedded into degree programs, are expected to increase graduate employability and therefore improve graduate employment outcomes. In addition, many universities are now including internships, work placements and international study in their programmes with the aim of enhancing graduate employment prospects. This somewhat instrumental approach to graduate employability does not, however, take into account other critical factors. Drawing on the broader employability literature, this article develops a framework that incorporates six key dimensions – human capital, social capital, individual attributes, individual behaviours, perceived employability and labour market factors – to help explore and explain the concept of graduate employability.

Clements, Andrew James; Kamau, Caroline (2018):

Understanding students' motivation towards proactive career behaviours through goal-setting theory and the job demands-resources model.

In: *Studies in Higher Education* 43 (12), S. 2279–2293. DOI: 10.1080/03075079.2017.1326022.

Abstract:

The graduate labour market is highly competitive but little is known about why students vary in their development of employability. This study contributes to the literature by applying goal-setting theory and the job demands–resources model to investigate how motivational processes influence students' proactive career behaviours. We tested four hypotheses using structural equation modelling and moderation/mediation analysis using a nested model approach; 432 undergraduates from 21 UK universities participated in this cross-sectional study. The results showed that students higher in mastery approach had greater perceived employability mediated by two proactive career behaviours (skill development and network building). Students' career goal commitment was associated with all four proactive career behaviours (career planning, skill development, career consultation and network building). Students' academic and employment workloads did not negatively impact their proactive career behaviours. University tutors and career services should therefore encourage students to set challenging career goals that reflect mastery approach.

Colicchia, Claudia; Creazza, Alessandro; Strozzi, Fernanda (2018):

Citation network analysis for supporting continuous improvement in Higher Education.

In: *Studies in Higher Education* 43 (9), S. 1637–1653. DOI: 10.1080/03075079.2016.1276550.

Abstract:

Continuous improvement in Higher Education can be supported by effective literature reviews to unveil contemporary and current educational needs and lay the foundations of programmes of study. As no discipline remains static, the aim of this paper is to present a methodology for conducting literature reviews that can complement traditional content-based reviews by revealing the dynamic evolution of a discipline. This methodology is represented by citation network analysis (CNA), a collection of tools that help to detect the dynamics of a field through computer-based systematic analyses of its bibliographic data. Notwithstanding its potential, CNA has been seldom adopted to conduct literature reviews. In this paper, CNA was applied to the evolving field of logistics and supply chain management education. Results provide evidence of the benefits of CNA for the identification of key issues, trends, and evolutionary trajectories supporting continuous improvement in Higher Education in a more scientific and objective way.

Cordiner, Moira; Thomas, Sharon; Green, Wendy (2018):

Do labels matter when implementing change? Implications of labelling an academic as a champion - results from a case study.

Abstract:

Organisational change literature is littered with labels for those who instigate, support, resist, or implement change. Absent is research into the perspectives of those who are given these labels. This paper reports findings from a literature search, journal scan and a case study of an Australian university where change agents were labelled 'School Champions.' Data analysis of the authors suggests that labels do matter, not only to change agents, but also other academics who interacted with them such as Associate Deans. The authors found that, because a label implies an identity, when the choice of labels is unexamined, unintended consequences can result. These include ridicule, derision, and serious or light-hearted teasing, plus dismissive and cynical attitudes towards senior management's endorsement of buzz words as labels. The authors suggest strategies to ensure that a label or identity badge suits academe, has minimal potential to cause emotional or professional harm, and is embraced rather than renounced.

Cotton, D. R. E.; Miller, W.; Kneale, P. (2018):

The Cinderella of academia. Is higher education pedagogic research undervalued in UK research assessment?

Abstract:

Academic research is increasingly driven by research assessment exercises (in the UK, by the Research Excellence Framework, REF). These aim to compare outputs of researchers in each university with those elsewhere, but evaluation efforts have suffered from widespread criticism. The status of pedagogic research in higher education (HE) – once described as the 'Cinderella' of academia, but now an increasing part of university research activity – has also prompted some controversy. Both policy-makers and academics have raised questions about whether such research is appropriate for submission, and confusion exists over the distinction between pedagogic research and 'scholarship of teaching and learning'. This project, funded by the UK Higher Education Academy, explored the experiences of HE pedagogic researchers in REF2014, and found evidence of barriers to participation. These included concerns about quality, expertise of reviewers, and local and intra-institutional politics, all of which may have limited the inclusion of HE pedagogic research.

Dawson, Phillip; Dawson, Samantha L. (2018):

Sharing successes and hiding failures. 'Reporting bias' in learning and teaching research.

Abstract:

When researchers selectively report significant positive results, and omit non-significant or negative results, the published literature skews in a particular direction. This is called 'reporting bias', and it can cause both casual readers and meta-analysts to develop an inaccurate understanding of the efficacy of an intervention. This paper identifies potential reporting bias in a recent high-profile higher education meta-analysis. It then examines a range of potential factors that may make higher education learning and teaching research particularly susceptible to reporting bias. These include the fuzzy boundaries between learning and teaching research, scholarship and teaching; the positive agendas of 'learning and teaching' funding bodies; methodological issues; and para-academic researchers in roles without tenure or academic freedom. Recommendations are provided for how researchers, journals, funders, ethics committees and universities can reduce reporting bias.

de Aguiar, Thereza R. Sales; Paterson, Audrey S. (2018):

Sustainability on campus. Knowledge creation through social and environmental reporting.

Abstract:

This study contributes to the debate on sustainability in higher education through a project conducted in a single Scottish university that incorporated sustainability into undergraduate accounting education through the application of a real-world problem in the form of a social and environmental report. Data from study participants were collected through questionnaires, which were analysed and interpreted through the lens of knowledge creation. The results demonstrate an increase in awareness and positive response to sustainability issues from all parties. It further indicates that opportunities to shape and develop further sustainability initiatives are possible through a dialogical approach. Such an approach is shown to provide an opportunity for knowledge creation and the transfer of sustainability issues in a democratic and emancipatory way. It highlights the importance of developing spaces/opportunities for sustainability dialogue that not only transcend the boundaries of a specific graduate discipline but also the borders of higher education institutions.

Degn, Lise (2018):

Academic sensemaking and behavioural responses. Exploring how academics perceive and respond to identity threats in times of turmoil.

Abstract:

Reforms and changing ideas about what higher education institutions are and should be have put pressure on academic identity. The present paper explores the way academics in Danish universities make sense of their changing circumstances, and how this affects their perceptions of their organization, their leaders and of themselves. The study highlights how the formal organizations' translations of external impulses and ideas constitute a more severe threat on the perceived identity of the academic staff than the impulses and ideas themselves. The findings indicate that with the tighter couplings of top-level management and the political system, the coupling and identification between academic staff and the formal organization may become weaker. Also, the behavioural responses perceived threats are studied, by examining the 'us'/'them' categorizations of the academics, providing a burgeoning conceptual framework for further studies into how academics change their actions as a result of reforms or organizational change.

Denzler, Stefan; Wolter, Stefan C. (2018):

Does political orientation affect the choice of a university major?

Abstract:

Using data from a survey of all high-school graduates in a Swiss canton, we analyze the relationship between students' political orientation and their choice of a university major. Analyzing this question in the context of the Swiss higher education system adds to the existing literature because unlike students in other countries, Swiss students are completely free to choose their place of study and their major. The selection of a university major is therefore not affected by university admission rules and policies. We find that students in different university majors differ systematically with regard to their political orientation. However, when controlling for socio-demographic factors, school-related aspects and personality, the association between political orientation and educational choice becomes small and mostly statistically non-significant. We can conclude from this that political orientation is not influencing the choice of university major in a causal way.

Diniz, Antonio M.; Alfonso, Sonia; Araujo, Alexandra M.; Deano, Manuel; Costa, Alexandra R.; Conde, Angeles; Almeida, Leandro S. (2018):

Gender differences in first-year college students' academic expectations.

In: *Studies in Higher Education* 43 (4), S. 689–701. DOI: 10.1080/03075079.2016.1196350.

Abstract:

Based on a multidimensional definition of academic expectations (AEs), the authors examine students' AE component scores across countries and genders. Two samples (343 Portuguese and 358 Spanish students) completed the Academic Perceptions Questionnaire (APQ) six months after enrolling in their universities. Factorial invariance was ensured across countries and genders, allowing us to study AEs using the APQ for both genders and in both countries. No significant differences in factor means were found between countries, indicating that AEs are not an obstacle to student mobility. Gender differences were found in some AE factor means, Training for employment, Personal and social development, Student mobility, Political engagement and citizenship, and Social pressure, with males exhibiting higher scores. Because these differences are not supported by most literature in this domain, further studies are needed to clarify the causes of women's lower expectations and, therefore, risk of adaptation difficulties.

Dominguez-Whitehead, Yasmine (2018):

Non-academic support services and university student experiences. Adopting an organizational theory perspective.

In: *Studies in Higher Education* 43 (9), S. 1692–1706. DOI: 10.1080/03075079.2017.1287168.

Abstract:

Recent and continuous transformation efforts at South African universities and the varied challenges facing higher education make it increasingly important to undertake an examination of student experiences that extend beyond the academic realm. This paper presents findings on non-academic support services, as experienced by students. The study was conducted at two South African universities and is grounded within an organizational theory perspective. The data indicate that students' interactions with those charged with providing non-academic services are characterized by substandard services. Participants' reports are analyzed and the findings indicate that participants critically construct explanations for the substandard services received. Three overarching themes are considered in accounting for substandard non-academic support services: (1) personal, (2) institutional, and (3) interpersonal. The findings are discussed with respect to implications and recommendations for university management and administration.

Dunbar, Robert L.; Dingel, Molly J.; Dame, Lorraine F.; Winchip, James; Petzold, Andrew M. (2018):

Student social self-efficacy, leadership status, and academic performance in collaborative learning environments.

In: *Studies in Higher Education* 43 (9), S. 1507–1523. DOI: 10.1080/03075079.2016.1265496.

Abstract:

Research confirms the positive effect of collaborative learning environments when students are considered as one homogeneous group. Little has been done to provide a detailed view of the performance of subgroups of students within collaborative settings. This quantitative and longitudinal study uses survey responses to explore differences in the variables of social self-efficacy (SSE) and leadership relative to each other, different academic performance levels, and across two academic years in a cohort of undergraduate students. Analysis showed no relationship between either sex or race and academic performance. However, results confirm that there is a positive relationship between SSE and grades, and that leaders have a higher SSE than followers. Results also show that SSE improves for leaders, but no evidence for such improvement for followers. We conclude that in collaborative learning environments, high SSE and leadership are important components in student achievement and should be considered when designing curricula.

Ee, Mong Shan; Yeoh, William; Boo, Yee Ling; Boulter, Terry (2018):

Examining the effect of time constraint on the online mastery learning approach towards improving postgraduate students' achievement.

Abstract:

Time control plays a critical role within the online mastery learning (OML) approach. This paper examines the two commonly implemented mastery learning strategies – personalised system of instructions and learning for mastery (LFM) – by focusing on what occurs when there is an instructional time constraint. Using a large data set from a postgraduate finance course offered at an Australian university, we explore students' online quiz-completion patterns, then empirically investigate whether the imposition of an instructional time constraint in the OML approach has an impact on their final-examination performance. Our results suggest that the LFM strategy with an instructional time constraint has a positive impact on students' learning behaviour and contributes to better overall academic performance. Further, our findings suggest that facilitators should be encouraged to implement an instructional time constraint when adopting an OML approach.

Esson, James; Wang, Kevin (2018):

Reforming a university during political transformation. A case study of Yangon University in Myanmar.

Abstract:

Since 2010, Myanmar has been transitioning from an authoritarian military regime towards a parliamentary democracy. Several education policies have been launched as part of this political transformation process, including the reform of Myanmar's flagship higher education institution, Yangon University. This article investigates the reform of Yangon University. Through so doing, we examine a key node in Myanmar's higher education system, and contribute to academic debates over higher education reforms in countries undergoing political transformations. The article draws on qualitative data obtained from stakeholders involved in the reform of Yangon University, and uses Arnhold et al.'s 'educational reconstruction framework' to conceptualize the reform process. It is argued that while improvements have been made to the physical infrastructure, there has been a failure to consider the ideological and psychological reconstruction of the university, which staff and students alike deem essential to transforming long standing authoritarian practices, and creating a constructive learning environment.

Fearon, Colm; Nachmias, Stefanos; McLaughlin, Heather; Jackson, Stephen (2018):

Personal values, social capital, and higher education student career decidedness. A new 'protean'-informed model.

Abstract:

This study investigates the role of personal values as motivational antecedents for understanding higher education (HE) student career decidedness among university business school (UBS) students. We propose a new 'protean'-informed HE student career decidedness model for theorizing how both personal values and social capital mediators (student social capital; personal, social and enterprise skills; access to resources) help in the student-centric and self-directed processes of career decision-making. A mixed-methods study combines a (stage 1) survey of 308 UBS students from 5 (UK) UBS, with results from (stage 2) 4 student focus groups, and (stage 3) 2 staff–student interactive seminars. From an employability perspective, arguably, the ultimate responsibility for becoming a 'protean graduate' rests with each UBS student, while the obligation of HE staff is to effectively facilitate and nurture all possible personal growth and skills development opportunities.

Fernando, Weerahannadige Dulini Anuvinda (2018):

Exploring character in the new capitalism. A study of mid-level academics' in a British research-intensive university.

In: *Studies in Higher Education* 43 (6), S. 1045–1057. DOI: 10.1080/03075079.2016.1212327.

Abstract:

The author uses character to examine a group of mid-level academics' accounts of work and career in a British research-intensive university. Highlighting how people draw on good character to justify their approach to work under the pressures of new performance demands, she argues that good character is a central feature of contemporary academic work, in a typically nostalgic form. Furthermore, it is widely used to secure professional legitimacy. She highlights the implications of her findings to managers of others' careers in academia and more widely.

Figueira, Catarina; Theodorakopoulos, Nicholas; Caselli, Giorgio (2018):

Unveiling faculty conceptions of academic risk taking. A phenomenographic study.

In: *Studies in Higher Education* 43 (8), S. 1307–1320. DOI: 10.1080/03075079.2016.1250074.

Abstract:

Among recent developments in the field of higher education is the emergence of New Public Management and of what has been labelled as 'risk university'. The aim of this paper is to redress the lack of discussion over the role that risk-taking plays in academic practice by exploring what faculty understand academic risk taking to be and how they enact this understanding in their tasks. Drawing on a phenomenographic perspective and semi-structured interviews with 20 faculty members from a high-profile UK university, we find that academic risk taking is experienced in four qualitatively different ways. Our results suggest that although academics engage in relatively similar endeavours, they exhibit various approaches to these endeavours due to their different conceptions of what constitutes academic risk taking. These findings have implications for the literature on identity construction and the debate over how the greater accountability of academic activity is affectively experienced.

Fillery-Travis, Annette; Robinson, Linda (2018):

Making the familiar strange. A research pedagogy for practice.

In: *Studies in Higher Education* 43 (5, SI), S. 841–853. DOI: 10.1080/03075079.2018.1438098.

Abstract:

This paper engages with the pedagogical needs of researching professionals undertaking a professional or practice-based doctorate. It first undertakes a critical exploration of the literature and then explores how research supervision can address the emergent needs of the advanced practitioner as they undertake research at the doctoral level for the first time. Taking a practice theory perspective, the practitioner can be considered as approaching their programme already engaged with the knowledge objects that arise in their self-authored practice. The supervisor's role is to encourage the dissociation of the practitioner from both practice and object to allow them to critically engage with them – in effect to make the familiar strange. This critical engagement is encouraged through a learning framework that supports the development of knowledge beyond disciplinary constraints i.e. through the integration of knowledge from contributing perspectives on the object and with appropriate boundaries to the enquiry. The personal and relational aspects of the supervisory engagement must also be considered as well as the contribution of the practitioner's own experience of work. The engagement is facilitated by a high 'quality' supervisory relationship sufficiently robust to allow reflective dialogue on these issues.

Fontinha, Rita; van Laar, Darren; Easton, Simon (2018):

Quality of working life of academics and researchers in the UK. the roles of contract type, tenure and university ranking.

In: *Studies in Higher Education* 43 (4), S. 786–806. DOI: 10.1080/03075079.2016.1203890.

Abstract:

Quality of working life has been defined as the part of overall quality of life that is influenced by work. We developed a mediation model where home–work interface, job and career satisfaction, control at work, and working conditions are considered to be positively related to employee commitment and to the absence of stress at work. These two variables were ultimately related to general well-being. We considered possible differences between workers with different contract types (permanent vs. temporary), as well as the roles of tenure and average position of the University in the UK rankings. Quantitative survey data from 510 academics and researchers working in 8 British Universities were analysed via a multi-group analysis with structural equation modelling. Our model presented a good fit, and a bootstrapping analysis confirmed the significance of indirect effects. Significant differences were found between permanent and temporary workers and striking results were found regarding tenure.

Fox, John G.; O'Maley, Pauline (2018):

Adorno in the classroom. How contesting the influence of late capitalism enables the integrated teaching of academic literacies and critical analysis and the development of a flourishing learning community.

Abstract:

We discuss how making the influence of late capitalism overt not only better enables the integration of academic literacies support and strengthens the development of critical analysis skills, but better enables students to actively participate in the construction of both knowledge and a vibrant, joyful learning community. Drawing on the work of the social theorist, Theodor W Adorno, enables students to challenge the treatment of anything – whether a word or a person – independently of its context. Adorno's approach explores an object's multiple connections to context by experimenting with varying combinations (or 'constellations') of concepts and discourses. His technique, applied in the analysis and critique of readings, whereby students using wall-to-wall whiteboards draw (and re-draw) constellations of their interpretations of those readings, enables them to actively engage in the construction of contextualised knowledge, and to develop their learning and professional identities, in playful, promising, creative ways.

Fussy, Daniel Sidney (2018):

Policy directions for promoting university research in Tanzania.

Abstract:

This paper examines the influence of Tanzania's higher education policy (HEP) context on promoting research within Tanzanian universities. It focuses both on the prescribed mission of universities and the way in which the government provides funding for the universities in the country. Data were obtained through document analysis and interviews with national higher education policy-makers, as well as senior university leaders and academic staff members sourced from four leading universities. The findings show that the Tanzanian higher education sector operates under a homogeneous university model, wherein each university is prescribed as a research university. Indeed, direct institutional allocation has remained a dominant method of funding universities in general, and research in particular, since Tanzania gained political independence in 1961. The paper, therefore, recommends a reform of the national HEP to bridge the gap between policy articulations and implementation on the ground.

Gardner, Anne; Willey, Keith (2018):

Academic identity reconstruction. The transition of engineering academics to engineering education researchers.

Abstract:

The field of research (FoR) that an academic participates in is both a manifestation of, and a contributor to the development of their identity. When an academic changes that FoR the question then arises as to how they reconcile this change with their identity. This paper uses the identity-trajectory framework to analyse the discourse of 19 engineering academics in relation to their educational research. The findings reveal insights into the identity changes experienced in the transition from typical engineering academic to engineering education researcher. Participants' responses illustrate how various aspects of their research activities contribute to the development of the networking and intellectual strands of their academic identity as engineering education researchers, and the effect of their university environment on this development. Conference participation was found to be an important contributor to progression of the intellectual and networking strands of identity-trajectory for researchers at all stages of development, although for different reasons.

Gonzales, Leslie D.; Terosky, Aimee L. (2018):

Colleagueship in different types of post-secondary institutions. A lever for faculty vitality.

Abstract:

In this paper, we analyzed 50 faculty interviews to explore the function of colleagueship across different types of institutions. Our findings highlight that colleagueship served toward the improvement of teaching, disciplinary and interdisciplinary learning, securing one's research agenda, career management, and friendship. We attend to the nuances of our findings within distinct institutional types, and offer several suggestions for practice and research.

Gonzalez-Rico, Pablo; Carvalho, Vania Sofia; Chambel, Maria Jose; Guerrero, Eloisa (2018):

Be well at work, be well outside work. A study with university workers.

Abstract:

University workers have been marginalized in efforts to establish well-being at work and well-being outside the workplace. To date, no studies analyzing well-being have distinguished between teaching and research academic staff (TRAS) from the service and administrative staff (SAS). The purpose of this paper is to contribute to the promotion of the well-being of university workers. Data were collected from a representative sample of workers (N = 565) at the University of Extremadura (Spain) and were analyzed using Structural Equation Modeling and multi-group analyses. The results show that well-being at work is distinct for the TRAS and the SAS in terms of engagement, professional efficacy, and cynicism. The results also indicate that well-being at work has effects on well-being outside the workplace and that these effects vary according to the professional activity of university staff. This paper discusses these differences as well as their practical implications and makes suggestions for future research.

Gorsky, Diane; Barker, James R.; MacLeod, Anna (2018):

Servant and supervisor. Contrasting discourses of care and coercion in senior medical school leadership roles.

Abstract:

This paper examines an important aspect of academic medicine leadership, in which leaders are expected to be highly collaborative yet responsible for organizational control and compliance. Management studies identify two coherent yet competing discourses that shape our understanding of leadership: discourses of coercion and discourses of care. This paradox serves as a useful position for our analysis, as leaders are required to mediate the effects of these contrasting elements. Using discourse analysis of published career advertisements (2000–2004 and 2010–2014), the results indicate coercive and caring formations are embedded and normalized in senior academic leadership roles, and the two competing discourses simultaneously escalated over a relatively short period of time. The dominant discourses are presented in ironic pairs – colleague/controller, professor/police officer and servant/supervisor – to provide a useful nomenclature for

illustrating the disconnects in our perceptions of senior leaders. Referring to management theory, we offer guidance for enabling positive coping.

Goy, Siew Ching; Wong, Yut Lin; Low, Wah Yun; Noor, Siti Nurani Mohd; Fazli-Khalaf, Zahra; Onyeneho, Nkechi et al. (2018):

Swimming against the tide in STEM education and gender equality. A problem of recruitment or retention in Malaysia.

Abstract:

Science, technology, engineering and mathematics (STEM) is acknowledged as one of the key drivers of technological innovation. Malaysian women join the educational pipeline as equals to their male counterparts. Nevertheless, women are persistently under-represented in technology and engineering, but over-represented in other STEM fields. Using data provided by the Malaysian Ministry of Higher Education, our results suggest that under-representation of women in engineering was attributed to low recruitment at the point of entry. Such a finding thus begs the question as to why women were not recruited into engineering. Malaysian policymakers and educators need to address under-representation of women in order to achieve gender equality in STEM, as part of the goals of Millennium Development and Vision 2020; to become a nation that is competent, confident and innovative in harnessing and advancing science and technology.

Gregory-Smith, Diana; Manika, Danae; Wells, Victoria K.; Veitch, Tom (2018):

Examining the effect of an environmental social marketing intervention among university employees.

Abstract:

This paper examines the impact of an environmental social marketing intervention on employees' energy saving intentions in a higher education institution (HEI) in the UK. The study examines the influence of both individual (attitudes, knowledge, norms) and organisational (perceived organisational behaviour, perceived organisational support) variables on intentions to save energy in the workplace. A quantitative methodology was used in the form of a survey, which also included open-ended survey questions. The quantitative data highlighted the important role of both general and specific attitudes in determining intentions. Additionally, data from the open-ended questions highlighted the importance of organisational behaviour, particularly support, policies and barrier reduction strategies in determining employees' pro-environmental intentions and behaviour. Differences were noted between employees in terms of their job roles (academic vs. non-academic) and job duration. In light of these findings, implications for sustainability in HEIs are discussed along with directions for future research.

Griffioen, D. M. E.; Doppenberg, J. J.; Oostdam, R. J. (2018):

Organisational influence on lecturers' perceptions and behaviour towards change in education.

Abstract:

What lecturers do and think are a prerequisite for educational change. It is therefore important to gain insight into factors that influence their involvement in educational reform. This study considers the effect of leadership and managerial constructs on lecturers' commitment to the newly implemented honours programmes in a Dutch University of Applied Sciences, by combining two models: (a) the Excellence Acceptance Model and (b) the Organisational Influence Model. This combination connects two important change factors of content and context included in a combined quantitative measurement framework. A full structural equation analysis on lecturers' questionnaire data (N = 406) results in insight into the direct influence of executive managers' leadership style on lecturers' commitment in a situation of educational change. Especially, visionary leadership and the perceived discussion culture on excellence are of large influence on lecturers' behaviour towards honours programmes. Based on these findings, directions for future research are suggested.

Griffiths, David A.; Inman, Margaret; Rojas, Harriet; Williams, Kent (2018):

Transitioning student identity and sense of place. Future possibilities for assessment and development of student employability skills.

Abstract:

Identification of and feedback on employability skills is a significant challenge across the tertiary education landscape, up to and including doctorate programmes (e.g. weak labour market demand for professional doctorates). Growing skills gaps and accelerated growth in technological capability are contributing to uncertainty across global labour market landscapes. The originality of our research is gained via an exploration of employability skills through the lens of Student Development Theory and Bloom's adapted taxonomy to produce and rigorously test a new employability skills maturity framework, delivered using a 360° analysis tool in a Midwestern University in the United States. Our findings identify significant gaps in current thinking, specifically a lack of consensus as to what constitutes employability skills and how they are levelled, that demonstrate the need for educational institutions to improve resources, challenges and support related to the awareness of graduate identity and self-perception of employability, if graduates are to remain relevant in rapidly changing labour market landscapes.

Griggs, Vivienne; Holden, Richard; Lawless, Aileen; Rae, Jan (2018):

From reflective learning to reflective practice. Assessing transfer.

Abstract:

A key attribute of reflective practice is its capacity for on-going purposeful learning in relation to changing and demanding professional work. The teaching of reflective learning techniques in management education is intended to promote deep-level learning and the application of critical thinking to oneself, personal experience and the work environment. However, we lack empirical evidence that the teaching of reflective learning leads to enhanced reflective practice in professional work. This study provides an examination of reflection in work post formal education. It reports on interviews with 18 Human Resource professionals. Reflection does not get 'left behind' on completion of formal teaching but there is not an even or simple process of transfer to a work context. Likewise, there was not a slavish adherence to reflective techniques but rather some evidence that students were able to translate their learning into something meaningful for their practice.

Hardy, Anne; McDonald, Jan; Guijt, Rosanne; Leane, Elizabeth; Martin, Angela; James, Allison et al. (2018):

Academic parenting. Work-family conflict and strategies across child age, disciplines and career level.

Abstract:

The research underpinning this article explores the impacts that parenting and primary caring responsibilities have upon academic careers. It takes an innovative approach by exploring three under-researched aspects of this issue: the longitudinal impacts that extend past the years immediately following the birth or adoption of a child; the differences and similarities that occur as a result of primary carer parenting across academic disciplines; and the impacts that primary carer parenting has upon the careers of those who are employed in senior academic levels. With these three aspects in mind, the research explores the strategies employed to cope with the impacts that birth or adoption has upon academic careers. In doing so, it broadens conceptual understandings of the career impacts of parenting, while offering recommendations for university administrators and leaders.

Haywood, Helen; Scullion, Richard (2018):

'It's quite difficult letting them go, isn't it?'. UK parents' experiences of their child's higher education choice process.

Abstract:

This paper challenges the dominant discourse that Higher Education (HE) choice is a consumer choice and questions assumptions underpinning government policy and HE marketing. HE choice is largely viewed as a rational, decontextualised process. However, this interpretivist study found it to be much more complex, and to be about relationships and managing a transition in roles. It focuses on parents, an under-researched group, who play an increasing part in their child's HE choice. It finds that they experience this process primarily as parents, not consumers and that their desire to maintain the relationship at this critical juncture takes precedence over the choice of particular courses and universities. The role of relationships, and in this context relationship maintenance, is the main theme. This is experienced in two principal ways: relationship maintenance through conflict avoidance and through teamwork. These significant findings have implications for the way governments and universities consider recruitment.

Hei, Miranda de; Admiraal, Wilfried; Sjoer, Ellen; Strijbos, Jan-Willem (2018):

Group learning activities and perceived learning outcomes.

Abstract:

Group learning activities (GLAs) are commonly used curriculum activities in teacher education. The aim of this study was to determine which components of GLAs students perceive as significant for their learning. Student teachers from six Dutch universities of applied sciences completed a survey about GLAs they participated in. Findings show that students' evaluations of task characteristics and group constellation are related to their perceived increase in domain knowledge. Furthermore task characteristics and guidance are related to students' perceived development as primary school teachers. Verbal interaction and engagement partially and fully mediate several relationships between GLA components and learning outcomes.

Hellstrom, Tomas; Brattstrom, Erik; Jabrane, Leila (2018):

Governing interdisciplinary cooperation in Centers of Excellence.

Abstract:

In the past years Centers of Excellence (CoE) has risen to prominence as a funding instrument in science. The idea is that by focusing resources, people and attention within a center environment, and over a substantial time span, excellence in science can be promoted. Similarly, interdisciplinarity is often seen as an enabling condition or even necessary for frontier research. This article builds on a qualitative interview study with Swedish Centers of Excellence (CoE) directors, and asks the question: - how is interdisciplinarity governed and developed within a CoE environment, and what is its effects in terms of research processes and organization. The study presents a detailed account of a number of aspects of interdisciplinary governance, conditions and outcomes, and describes how these relate via specific mechanisms. Together the results illuminate how CoE governance creates pathways to interdisciplinarity, that allow collaboration to go beyond mere interaction, and towards integration of specialisms.

Hendrickson, Kenny A.; Francis, Kula A. (2018):

Finding professional true to self-authenticity in public university faculty experience.

Abstract:

Within the expanding climate of academic capitalism, the public university faculty's professional true to self-authenticity is diminishing. For faculty, professional true to self-authenticity is a genuineness embedded within an absolute, natural and core self-expression of academic professionalism. In this current study, a research platform (psycho-social construct and self-appraisal instrument) was developed to assess faculty's professional true to self-authenticity based on faculty identity, self-aspect of authenticity, durable occupational happiness, autonomy (latitude of academic freedom) and self-competency. Faculty at a public university completed a web-based questionnaire derived from the proposed research

platform. Through factor analysis, factor scores were obtained to perform a multiple regression. The result of this data analysis showed the possibility of an inverse relationship between durable happiness and self-competency for public university faculty. Overall, this study offers important researchable directions for future investigations within professional self-authenticity of faculty.

Heng, Tang T. (2018):

Different is not deficient. Contradicting stereotypes of Chinese international students in US higher education.

Abstract:

Mainland Chinese students form the largest international tertiary student population in the USA, yet most discourse around them tends to adopt a deficit perspective. Adopting a hybridized sociocultural framework, this qualitative study follows 18 Chinese undergraduates over one year to examine how challenges they face are influenced by sociocultural contexts and change over time. Findings reveal that Chinese students face challenges around relearning new language skills and communication styles, thinking like a "Westerner", understanding new classroom expectations and sociocultural contexts, and finding balance between work and play. These challenges arise from the different school, societal, and cultural expectations in China versus the USA. Debunking stereotypes that Chinese international students are passive and needy, this study argues that they possess agency as evident in their responses to challenges faced and changes in their attitudes and behaviors over time. Findings aim to increase intercultural understanding between international students and staff and improve college policies that address students' needs.

Henningsson, Malin; Jornesten, Anders; Geschwind, Lars (2018):

Translating tenure track into Swedish. Tensions when implementing an academic career system.

Abstract:

Academic career systems have been in focus lately as a means to attract talented researchers and teachers. In this paper, we compare tenure tracks at three Swedish universities. The analysis relies on qualitative data, including interviews and policy documents, and revolves around three questions: How is the tenure track designed? What were the drivers behind the new tenure track? How is the tenure track designed to handle emerging tensions? We identify three common drivers and rationales: transparency, recruitment of early career researchers and long-term retention of staff. The article ends with a discussion of important considerations that were made when introducing the tenure track. The considerations derive from the tensions between research and teaching, between scope and funding and between the needs of the institution and the rights of the individual. The results are important in an increasingly competitive higher education sector aiming to construct and implement attractive career systems.

Hilliger, Isabel; Gelmi, Claudio A.; Cifuentes, Luis; Bennett, Magdalena; Carlos de la Llera, Juan (2018):

Design and implementation of an alternative admission program to engineering. Talent and Inclusion.

Abstract:

In 2011, the School of Engineering at Pontificia Universidad Católica de Chile launched an alternative admission program to attract talented high-school students from low-income families who would not be accepted by the conventional admission process but have otherwise shown outstanding academic results at the high-school level. Applicants came from socioeconomically disadvantaged backgrounds, and were admitted through a formal process that looked for personal skills beyond standardized test results. Students accepted through the alternative admission program showed promising academic gains after their first year of college, a result that has repeated across cohorts. Proper academic and psychological support was needed to level out the disparities in students' prior knowledge of science and math

fundamentals. Future work is required to explore the principal factors affecting academic performance of underrepresented students who are not part of the schools' dominant culture.

Holden, Caroline (2018):

Adapting Tinto's framework. A model of success and failure in a Middle Eastern transnational setting.

Abstract:

This study utilises [1993. Leaving College: Rethinking the Causes and Cures of Student Attrition. 2nd ed. Chicago: University of Chicago Press] theoretical framework, known as the Model of Longitudinal Departure, to investigate success and failure in foundation year medical school in a Middle Eastern transnational location. This article arises from the qualitative stage (N = 13) of a mixed methods research project. The research investigates the student and staff perspectives of academic success and failure, and identifies factors that influence student academic transition in foundation year medical school. The research constructs a notion termed the 'state of realisation', this is the point at which students recognise and implement learning strategies associated with third-level learning success. The research refines Tinto's 1993 model into an appropriate framework for this transnational setting named the Model of Academic Success and Failure in a Transnational Context. It is within this framework that the constructed notion of the 'state of realisation' is situated.

Holdsworth, Sarah; Turner, Michelle; Scott-Young, Christina M. (2018):

…Not drowning, waving. Resilience and university. A student perspective.

Abstract:

Constant change and stress in the workplace require workers with resilience. Universities have a key role to play in developing this vital capability. Past research has measured levels of university student resilience, but little is known about resilience from the learner's perspective. This semi-structured interview study of 38 undergraduate and postgraduate students gives voice to the students' own understanding of resilience, strategies which they use to develop their resilience, and how universities can support the development of student resilience. Thematic analysis revealed that students differed in the way they conceptualised resilience according to their year of study and life experience. Maintaining perspective, staying healthy, and developing support networks were identified as key attributes linked to resilience. Findings provide insights into the resilience needs and capabilities of the learning community, and suggest strategies which universities can implement to support resilience development.

Horta, Hugo; Cattaneo, Mattia; Meoli, Michele (2018):

PhD funding as a determinant of PhD and career research performance.

Abstract:

This article focuses on the effects of PhD funding on research performance both during the degree and throughout researchers' careers as measured through publications and citations. This analysis draws from a representative sample of researchers holding a doctorate based in Portugal and finds that those funded by grants during the PhD perform better than the self-funded ones. It also finds that different PhD funding sources produce different outcomes. PhD grants positively affect research performance during the PhD and throughout the career, when compared with research project grants. We argue that the latter funding scheme has more limited effects because of the constraints typical of early stage researchers involved in research project dynamics.

Huang, Yating; Pang, Sun-Keung; Yu, Shulin (2018):

Academic identities and university faculty responses to new managerialist reforms. Experiences from China.

Abstract:

Chinese universities are being continually subjected to new managerial practices and technologies that have fundamental consequences on the university faculty's academic life. Within a predominantly communitarian theoretical framework of academic identity, this qualitative case study draws upon interviews with 25 academics in Mainland China to expose the extent to which Chinese academics' values, beliefs and behaviour are convergent and consistent with those that might be expected within the reform agenda. The systematic data analysis identified six identity-related characterisations of how Chinese university faculty at this case university have reacted to this shifting context, contributing to the global literature on the academic profession in two respects. First, it contributes to the empirically grounded knowledge of the complex manner in which Chinese academics negotiate, challenge or comply with the new managerialist agenda. Second, it explores the prime academic identity that Chinese academics have built up under this new managerial circumstances.

Huong Thi Lan Nguyen; van Gramberg, Bernadine (2018):

University strategic research planning. A key to reforming university research in Vietnam?

Abstract:

Despite being accepted as a key function in research management, research planning seems to be a neglected practice in some higher education institutions, particularly in economically disadvantaged countries such as Vietnam. This paper addresses a research gap in this area by examining (1) the practices of research planning at four leading Vietnamese universities and (2) the extent to which research planning is undertaken. Through 55 semi-structured interviews with university participants, the study found that despite having goals to be research leaders in the country, the four Vietnamese universities pursue a compliance-based rather than a strategic-based approach to research planning. Based on a framework for measuring strategic research planning, this study proposes strategies and processes to enhance such planning capacity, which may improve research performance.

Imam, Tasadduq (2018):

Curriculum coherence when subject-specific standards are absent. A case study using coursework-based master of finance programs at Australian universities.

Abstract:

The standardisation of a curriculum is a contentious issue, with critics complaining it leads to a loss of control and creativity. What is less clear, however, is how the lack of standardisation impacts a discipline's curriculum. This article, taking the coursework-based Master of Finance programs at Australian universities as the case study, demonstrates that lack of standardisation results in graduates with non-uniform employability, ignorance of essential professional knowledge and the incorporation of non-integrated non-discipline subjects. Further, such lack of standards causes high disparity in the structures of the programs – an issue outlined in this article through a proposed similarity metric. Overall, this article calls for subject-specific standards to overcome these issues.

Jacob, Merle; Jabrane, Leila (2018):

Being there in the flex. Humanities and social science collaborations with nonacademic actors.

Abstract:

In the face of reduced public funding of science and increased demands for 'value for money', academic researchers find themselves hard pressed to produce relevant research and demonstrate their utility to society. These pressures are particularly prominent in the humanities and social sciences (HSS) where practical value is frequently questioned. This article investigates how HSS can be made 'relevant' through the qualitative case study of a funding instrument fostering immersive collaboration between HSS researchers and non-academic actors. The research is a qualitative study based on semi-structured interviews with the funded researchers and representatives of the funding agency. The paper provides insights into the motivations and experiences of HSS researchers embarking on the quest for relevance and the difficulties they encounter. In particular, the study finds that the key challenge for HSS researchers lies in balancing the level of engagement required to be relevant with the requirements of an academic career.

James, Lincoln Then; Casidy, Riza (2018):

Authentic assessment in business education. Its effects on student satisfaction and promoting behaviour.

In: *Studies in Higher Education* 43 (3), S. 401–415. DOI: 10.1080/03075079.2016.1165659.

Abstract:

The purpose of this research is to investigate the effects of authentic assessment on student satisfaction and promoting behaviour. The sample comprised 120 students enrolled in an undergraduate business programme. A model was proposed and tested using conditional process analysis. It was found that authentic assessments are positively related to student satisfaction and promoting behaviour. It was found that student satisfaction mediated the relationship between authentic assessments and promoting behaviour. Moreover, the effects of authentic assessment are stronger among students who are highly career-oriented than those who are less career-oriented. The implications for higher education institutions are discussed. The key contribution of the research is in providing support for the precept that authentic assessments could drive students' positive attitudes and behavioural intentions.

Jayasingam, Sharmila; Fujiwara, Yuji; Thurasamy, Ramayah (2018):

'I am competent so I can be choosy'. Choosiness and its implication on graduate employability.

In: *Studies in Higher Education* 43 (7), S. 1119–1134. DOI: 10.1080/03075079.2016.1221918.

Abstract:

Employability is always used as a measure to gauge the value of graduates. Hence, most past studies attempted to identify competencies that can enhance the level of employability of graduates today. While these past studies found some competencies to be more important than others, the influence of graduate's attitude, mainly their level of choosiness were not given due consideration. Therefore, this research sets out to determine how choosiness influences the relationship between competencies and employability. We conducted a field experiment with 244 Human Resources executives with considerable experience in employee recruitment and selection. Naturally, highly competent graduates were considered more employable than their less competent counterparts. However, the level of graduate choosiness reduced their employability. Fundamentally, being choosy has a detrimental effect on graduates' employability.

Jones, David R. (2018):

A proposed systems model for socializing the graduate writer.

In: *Studies in Higher Education* 43 (1), S. 173–189. DOI: 10.1080/03075079.2016.1160276.

Abstract:

Although researchers chorus the need to support graduate students toward higher levels of writing proficiency, their findings lack a holistic model for doing so. A model emerges upon scrutiny of the factors that have been implicated in supporting writing proficiency. In the proposed model, a socialization theory fits as a proximal process into the bioecological model and clarifies how graduate writers do or do not achieve and sustain proficiency target levels of writing aptitude. The proximal processes that support graduate writers include interactions among peer support and faculty

members. Other factors that contribute to academic socialization include failure or achievement in micro-events, the reception of new information, and consequences of bidirectional influence. The text denotes further evaluation needs for testing the model. The model suggests a flexible pathway for supporting higher writing proficiency among graduate writers and that investment must recur in order to facilitate achievement and sustain outcomes.

Jones, Michael (2018):

Contemporary trends in professional doctorates.

Abstract:

Undertaking a PhD is commonly viewed as an apprenticeship, where the student learns the trade of becoming an academic. However, the doctoral degree did not start off with that intention, and it may not continue this way into the future. The initial design of the PhD was a professional degree which gave students the licence to teach. Research was not a focus of the degree until the 1800s. Recently, the purpose of the doctorate has been under examination. This re-examination has come about for a number of reasons: (1) Employment options within academe are no longer as abundant or secure as they once were; (2) Employers have become more discerning; they are looking for specific skills and qualifications which are absent from the traditional PhD; (3) Government and society are demanding a research degree that is more relevant to the needs of business and the growth of the economy; and (4) universities are seeing the economic value of increasing student numbers, and creating better alignments with industry. This paper will examine the contemporary trends in professional doctorates. The findings will provide a clear and uncluttered understanding of the evolution of the professional doctorate and its impact on academia and business.

Kauppi, Niilo (2018):

The global ranking game. Narrowing academic excellence through numerical objectification.

Abstract:

The objective of this article is to study some of the intended and unintended effects on academe of the evolving global ranking game. I will start with some broader points on the global ranking game, the formal terms and economic interests it promotes, then continue with a presentation of the Shanghai ranking and its main rival the Times Higher Education. Through reversed engineering, I will bring out the main problems of the Shanghai ranking. I will finish with some of the key features of the demand side, the uses and effects of the tool: the psychosocial mechanisms that reproduce ranking and the lock-ins it creates.

Kempenaar, Larissa; Murray, Rowena (2018):

Analysis of writing programmes for academics. Application of a transactional and systems approach.

Abstract:

In an international culture of performance-based funding systems for higher education institutions (HEIs), research productivity and output are essential for the ability of HEIs to continue. While many institutions have performance targets for the next performance assessment, few institutions have an operational strategy for how staff are to produce research publications. A transactional and systems approach to academic writing may be helpful in identifying how academics' structures and beliefs influence their writing productivity. This paper aims to provide an overview and analysis, using a transactional and systems approach, of a selection of theory-based writing programmes available for academics. The authors summarise the strengths and weaknesses of each these programmes and demonstrate the gap in academic writing programmes which currently exists, based on the transactional and systems approach. The paper provides recommendations in terms of strategic development to support academic to increase their research and scholarly output.

Knight, Rachael-Anne; Dipper, Lucy; Cruice, Madeline (2018):

Viva survivors. The effect of peer-mentoring on pre-viva anxiety in early-years students.

Abstract:

Viva voce exams are used in many disciplines as a test of students' knowledge and skills. Whilst acknowledged as a useful form of assessment, vivas commonly lead to a great deal of anxiety for students. This anxiety is also apparent for vivas in phonetics, where the students must produce and recognise sounds drawn from across the world's languages, and pervious work has shown that viewing a video of a mock-viva does not reduce this anxiety. To address anxiety prior to phonetics vivas, 63 students, across 3 cohorts, engaged in a brief, isolated, peer-mentoring session with previously successful students ('viva survivors'). Anxiety about the viva was measured before and after the mentoring experience, using the short form of the State-Trait Anxiety Inventory. There was a significant reduction in anxiety after mentoring, and a significant correlation between anxiety before mentoring and the decrease in anxiety after mentoring. Short-term mentoring is posited as a time- and cost-effective method to decrease viva-related anxiety across disciplines.

Kratz, Fabian; Netz, Nicolai (2018):

Which mechanisms explain monetary returns to international student mobility?

Abstract:

The authors develop a conceptual framework explaining monetary returns to international student mobility (ISM). Based on data from two German graduate panel surveys, they test this framework using growth curve models and Oaxaca–Blinder decompositions. The results indicate that ISM-experienced graduates enjoy a steeper wage growth after graduation and that they receive higher medium-term wages. This is partly attributable to their favourable self-selection. Under control of selection effects and competency gains from ISM, two mechanisms so far disregarded in the literature explain monetary returns to ISM: the steeper wage growth results from the higher likelihood of ISM-experienced graduates to increase their wage through employer changes. Linked to this, their higher likelihood of working in large and multinational companies explains their medium-term wage advantage.

Lagoa-Varela, Dolores; Alvarez-Garcia, Begona; Boedo Vilabella, Lucia (2018):

Recent changes in the role of Spanish lecturers in economics and business. an empirical analysis based on their own perspectives.

Abstract:

In recent years many changes have taken place in the Spanish University system and, as a consequence, the university lecturer's role has evolved and a new teaching style prevails. The present paper focuses on University teachers of Economics and Business studies. It explores the teachers' perception about the new methodologies that they have implemented, the extent to which the process of change has modified their way of working and, finally, the benefits and drawbacks encountered. Moreover, we examine whether differences of opinion arise depending on the distinct personal and professional characteristics of each teacher. The results reveal that most of the methodological changes undergone by the teachers stem more from the new profile of their students than by regulatory obligations. There is a unanimous opinion that the time and effort dedicated to teaching is now notably greater and that it is necessary to develop a rigorous system of teaching evaluation.

Langan, A. M.; Harris, W. E.; Barrett, N.; Hamshire, C.; Wibberley, C. (2018):

Benchmarking factor selection and sensitivity. A case study with nursing courses.

Abstract:

There is an increasing requirement in higher education (HE) worldwide to deliver excellence. Benchmarking is widely used for this purpose, but methodological approaches to the creation of benchmark metrics vary greatly. Approaches require selection of factors for inclusion and subsequent calculation of benchmarks for comparison. We describe an approach using machine learning to select input factors based on their value to predict completion rates of nursing courses. Data from over 36,000 students, from nine institutions over three years were included and weighted averages provided a dynamic baseline for year on year and within year comparisons between institutions. Anonymised outcomes highlight the variation in benchmarked performances between institutions and we demonstrate the value of accompanying sensitivity analyses. Our methods are appropriate worldwide, for many forms of data and at multiple scales of enquiry. We discuss our results in the context of HE management, highlighting the value of scrutinising benchmark calculations.

Lee, Anne (2018):

How can we develop supervisors for the modern doctorate?

Abstract:

This paper explores supervisor development in the light of information generated by the Erasmus-funded project on the modern doctorate. It is structured in four phases. Firstly examining interview data to isolate some distinguishing features of the modern doctorate. Secondly re-examining that data to see if these distinguishing features can be mapped on to an existing framework of approaches to research supervision. Thirdly looking at the survey responses relating to that same framework. Fourthly, having found coherence with the five approaches, the initial outcomes from a Norwegian project are examined. The project worked with experienced academics nominated to 'support and develop their colleague supervisors' primarily by designing and leading supervisor development programmes. The findings show that the original framework is also appropriate for supervisors of the modern doctorate and that there are some important organisational factors that need to be taken into account when developing the developers of supervisors.

Lee, Jenny J.; Paulidor, Kopgang; Mpaga, Yann Axel (2018):

Sliding doors. Strategic ambiguity in study visas to South Africa.

Abstract:

This study sought to investigate international students' experiences with the study visa immigration policy in South Africa. The theoretical framework utilized to investigate international students' experiences with the study visa process is 'strategic ambiguity,' defined as deliberate ambiguous statements and positions for the accomplishment of goals. In the case of study visas, a country provides written immigration requirements, but there is considerable discretion by its many actors, conceptualized in this study as 'street-level bureaucrats,' in regard to how the application components are interpreted and processed. The international students' reported experiences were uneven and varied, without clear patterns by country of origin, university, or students' backgrounds, suggesting the metaphor of sliding doors to indicate that not all encountered major obstacles in the same way, but rather largely attributable to unforeseeable luck. The study has implications on how strategic ambiguity occurs in immigration policies and procedures with varied experiences and outcomes for those who apply.

Lee, Soo Jeung; Jung, Jisun (2018):

Work experiences and knowledge transfer among Korean academics. Focusing on generational differences.

Abstract:

The aim of this study is to explore work experiences and knowledge transfer among Korean academics in the fields of science, technology, engineering and mathematics (STEM). In particular, the study addresses the ways in which academics

from different generations develop their work experiences and how these experiences influence their knowledge transfer. The research questions are as follows. (1) To what extent do academics' work experiences and knowledge transfer differ between generations? (2) What factors influence academics' knowledge transfer, and do these factors differ by generation? The study uses multiple data sources: (1) the Korean Researcher Information service provided by the National Research Foundation of Korea; (2) the Korean Citation Index, Web of Science and Scopus for publication data, (3) the Korea Intellectual Property Rights Information Service; (4) a higher education database provided by the Ministry of Education, Korea and (5) an international comparative survey entitled 'The Changing Academic Profession'. The results show that the training for academics in STEM fields in Korea has evolved over the last three decades. Their work experiences have changed, ranging from work in industry to work for public research institutes and postdoctoral fellowships. These experiences differ by generation, which also affects academics' knowledge transfer.

Lindsay, Hilary; Kerawalla, Lucinda; Floyd, Alan (2018):

Supporting researching professionals. EdD students' perceptions of their development needs.

In: *Studies in Higher Education* 43 (12), S. 2321–2335. DOI: 10.1080/03075079.2017.1326025.

Abstract:

A Doctorate in Education (EdD) is an established alternative to a Doctorate in Philosophy (PhD). However, frameworks in use to support doctoral study in the UK are focused mainly at PhD students and their associated needs and do not address the specific requirements of students who are often working full time and undertaking research into their professional context. To fill this gap, the purpose of this paper is to report on a Researching Practitioner Development Framework (RPDF) which has been developed to meet the specific professional development needs of EdD students. We describe the theory which underpins the overarching structure of the RPDF and report on a thematic analysis of semi-structured interviews with nine EdD students, which informed its content. Future research is planned to evaluate the implementation of the RPDF alongside existing EdD programme resources, and its role in supporting the professional development and research impact of EdD students.

Lomer, Sylvie; Papatsiba, Vassiliki; Naidoo, Rajani (2018):

Constructing a national higher education brand for the UK. Positional competition and promised capitals.

In: *Studies in Higher Education* 43 (1), S. 134–153. DOI: 10.1080/03075079.2016.1157859.

Abstract:

This article examines national branding of UK higher education, a strategic intent and action to collectively brand UK higher education with the aim to attract prospective international students, using a Bourdieusian approach to understanding promises of capitals. We trace its development between 1999 and 2014 through a sociological study, one of the first of its kind, from the 'Education UK' and subsumed under the broader 'Britain is GREAT' campaign of the Coalition Government. The findings reveal how a national higher education brand is construed by connecting particular representations of the nation with those of prospective international students and the higher education sector, which combine in the brand with promises of capitals to convert into positional advantage in a competitive environment. The conceptual framework proposed here seeks to connect national higher education branding to the concept of the competitive state, branded as a nation and committed to the knowledge economy.

Loxley, Andrew; Kearns, Mark (2018):

Finding a purpose for the doctorate? A view from the supervisors.

In: *Studies in Higher Education* 43 (5, SI), S. 826–840. DOI: 10.1080/03075079.2018.1438096.

Abstract:

The changing nature of doctoral education over the past three decades has taken on a triadic relationship constructed around expectations-process-purposes and has generated much commentary and critique. The intention of this paper is to focus on the notion of 'purpose' from the perspective of doctoral supervisors which we have collated into four themes

labelled knowledge generation, recognition, positionality and instrumentalism. The themes were generated via the analysis of semi-structured interviews undertaken with 50 doctoral supervisors as part of the SuperProfDoc project investigating their practice.

Magalhaes, Antonio; Veiga, Amelia; Amaral, Alberto (2018):

The changing role of external stakeholders. From imaginary friends to effective actors or non-interfering friends.

Abstract:

Recent shifts in university governance have relied on increased autonomy. Within this context, the enhanced role attributed to governance boards at the expense of academic bodies and the role of external stakeholders has gained momentum. With the aim of understanding the extent of the influence of external stakeholders at the institutional level, the perceptions of Rectors and Senate members from 26 European higher education institutions were analysed. Their views saw external members of boards as representing the interests of the society at large and bringing outside beliefs and pressures to the university. However, Rectors would prefer to see them as allies, avoiding interfering strongly in the private lives of institutions.

Maguire, Kate; Prodi, Elena; Gibbs, Paul (2018):

Minding the gap in doctoral supervision for a contemporary world. A case from Italy.

Abstract:

Doctoral supervision has attracted significant attention from higher education bodies over the last 15 years, stimulated by shifts in educational and socio-political contexts including what supports the knowledge economy and the stakeholdership of students. This paper conceptualises work worlds through Heideggerian discourse and presents exploratory findings from interviews with workplace supervisors analysed within the framework of the SuperProfDoc research project. It then draws on these findings and the mentoring and coaching literature to contribute to integrating supervision practices between the academy and the workplace.

Mampaey, Jelle (2018):

Are higher education institutions trapped in conformity? A translation perspective.

Abstract:

In the higher education literature, there seems to be a growing consensus that contemporary higher education institutions (HEIs) are trapped in conformity. From a new institutional perspective, higher education scholars argue that HEIs tend to comply with widely endorsed institutionalized values (e.g. academic excellence) and this widespread compliance leads to field homogeneity, at least in the missions of HEIs. In this paper, we introduce an alternative perspective drawing on recent insights in Scandinavian institutionalism. From this perspective, it has been argued that organizations tend to develop organization specific, heterogeneous definitions of institutionalized values to establish a fit with the modalities of the specific organizational context. Based on a comparative case study in Flanders, we investigate translation rules that shape heterogeneous definitions of the institutionalized value of socio-demographic diversity. The major contribution of our study is that it sheds new light on the dynamics underlying field homogeneity versus heterogeneity in higher education.

Marginson, Simon (2018):

Public/private in higher education. A synthesis of economic and political approaches.

Abstract:

The public/private distinction is central to higher education but there is no consensus on 'public'. In neo-classical economic theory, Samuelson distinguishes non-market goods (public) that cannot be produced for profit, from market-based activity (private). This provides a basis for identifying the minimum necessary public expenditure, but does not effectively encompass collective goods, or normative elements. In political theory 'public' is often understood as state ownership and/or control. Dewey regards social transactions as 'public' when they have relational consequences for persons other than those directly engaged, and so become matters of state concern. This is more inclusive than Samuelson but without limit on costs. Neither definition is wholly satisfactory, each offers something, and each can be used to critically interrogate the other. The article synthesises the two approaches, applying the resulting analytical framework with four quadrants (civil society, social democracy, state quasi-market and commercial market) to higher education and research.

Matthews, Kelly E.; Mercer-Mapstone, Lucy D. (2018):

Toward curriculum convergence for graduate learning outcomes. Academic intentions and student experiences.

Abstract:

Graduate learning outcomes in undergraduate science degrees increasingly are focussed on the development of transferrable skillsets. Research into, and comparisons of, the perceptions of students and academic staff on such learning outcomes has rarely been explored in science. This study used a quantitative survey to explore the perceptions of 640 undergraduate science students and 70 academics teaching into a Bachelor of Science degree program on the importance, the extent to which outcomes were included and assessed, the improvement and likely future use of science graduate learning outcomes. Analysis of findings shed light on potential pathways toward curriculum convergence by arguing the need for shared perspectives of academics and students on graduate learning outcomes and drawing on the planned-enacted-experienced curriculum model. Moving toward coherent curriculum planning that draws on both student and academic perspectives to achieve graduate learning outcomes is the key contribution of this study. Resulting recommendations include: the need to consider the development of each complex graduate learning outcome as distinct from other outcomes in both curricular and pedagogical approach, and the need for a programmatic framework for assessment practices to facilitate the constructive alignment of assessment with learning outcomes.

Maxwell-Stuart, Rebecca; Taheri, Babak; Paterson, Audrey S.; O'Gorman, Kevin; Jackson, William (2018):

Working together to increase student satisfaction. Exploring the effects of mode of study and fee status.

Abstract:

This study extends our knowledge on co-creation of value in higher education. The paper examines the relationship between support, co-creation of value and students' satisfaction, as well as moderating factors including mode of study and fee status, via 979 survey responses from undergraduate students. Analysis using partial least squares found support to be important in determining co-creation of value and, in turn, student satisfaction. Results indicated that student satisfaction is positively influenced through students accessing support mechanisms and their active involvement in co-creation of value activities. Our findings further reveal that fee-paying students are more satisfied when they participate in co-creation activities and access support mechanisms. No significant differences between transnational and domestic students are found.

McAdam, Maura; Miller, Kristel; McAdam, Rodney (2018):

Understanding Quadruple Helix relationships of university technology commercialisation. A micro-level approach.

Abstract:

Given recent demands for more co-creational university technology commercialisation processes involving industry and end users, this paper adopts a micro-level approach to explore the challenges faced by universities when managing Quadruple Helix stakeholders within technology commercialisation processes. To explore this research question, a qualitative research methodology which relies upon comparative case analysis was adopted to explore the technology commercialisation process in two universities within a UK region. The findings revealed that university type impacts Quadruple Helix stakeholder salience and engagement and consequently university technology commercialisation activities and processes. This is important as recent European regional policy fails to account for contextual influences when promoting Quadruple Helix stakeholder relationships in co-creational university technology commercialisation.

Millet, Ido (2018):

The relationship between grading leniency and grading reliability.

Abstract:

Grading reliability for a class can be measured as the correlation between the students' grade point average (GPA) and the grades they received in that class. Grading leniency can be measured as the difference between the average grade for the class and the students' average GPA. Data from more than fifty-thousand course sections show that lenient grading is associated with lower grading reliability. This association is particularly strong among course sections with lenient grading. Although grading leniency may be a symptom rather than a cause of low-grading reliability, reducing grading leniency may lead to improved grading reliability.

Mitten, Carolyn; Ross, Dorene (2018):

Sustaining a commitment to teaching in a research-intensive university. What we learn from award-winning faculty.

Abstract:

Within any higher education institution, there are great teachers who recognize the challenges to sustaining a commitment to highly effective teaching. The current paper explores the beliefs and practices of 10 faculty members who won an undergraduate teacher of the year award at a research-intensive institution. The paper explores the challenges faculty face in prioritizing teaching, the strategies they use to meet these challenges, and suggests institutional supports with the potential to facilitate high-quality teaching in higher education.

Morphew, Christopher C.; Fumasoli, Tatiana; Stensaker, Bjorn (2018):

Changing missions? How the strategic plans of research-intensive universities in Northern Europe and North America balance competing identities.

Abstract:

This paper assesses the assumption that public research-intensive universities are conforming to external pressures and demands in similar ways. By analyzing the strategic plans of public research-intensive universities in Northern Europe and North America, we identify variations in how public and private dimensions of higher education are balanced. The study

includes 19 North American and Northern European universities and finds that North American universities loosely couple strategic objectives addressing separate stakeholders linked to their public and private missions. Northern European universities tend to organize their strategic priorities more tightly within a narrative of 'research excellence.' The findings suggest the nature of change in contemporary higher education and the blurring boundaries between public and private missions.

Does entrepreneurship education in the first year of higher education develop entrepreneurial intentions? The role of learning and inspiration.

Abstract:

Drawing on entrepreneurship education (EE) theory, this article examines the role of learning and inspiration in developing students' entrepreneurial intentions in the First Year in Higher Education. This addresses the paucity of research on early university experiences of EE and their influence on entrepreneurial intentions. Using a longitudinal survey of business students at a British university, the authors identify four scenarios related to the participation/non-participation in EE and subsequent increase or decrease of entrepreneurial intentions. A sub-set of those surveyed are interviewed (n = 49) to better understand how their university experience has influenced their entrepreneurial intentions. Findings suggest that the influence of EE is variable, in some cases even leading to a decrease in entrepreneurial intentions. The results contribute to theories of EE and intentions in the early stages of higher education. The authors discuss implications for theory and practice.

Socioeconomic inequalities in higher education. A meta-method analysis of twenty-first century studies in Finland and New Zealand.

Abstract:

Considerable academic attention has been placed on analysing whether, and to what extent, socioeconomic background affects higher education participation. However, the use of socioeconomic status (SES) is problematic as it may be constructed from various data sources. Similar issues can be inherent in study design-related operationalisation decisions. This paper proposes a meta-method analysis to deconstruct the concept of SES and to investigate the study designs in 31 studies reporting on socioeconomic inequalities in Finland and New Zealand. The paper highlights the key operationalisation decisions undertaken and the diversity of methodological approaches, calling into question the within- and cross-country comparability of the findings. The review also produces an improved understanding of limitations and strengths of the existing knowledge based in the two case countries and suggests avenues for further research.

Her majesty the student. Marketised higher education and the narcissistic (dis)satisfactions of the student-consumer.

Abstract:

Intensifying marketisation across higher education (HE) in England continues to generate critical commentary on the potentially devastating consequences of market logic for pedagogy. In this paper, we consider the student-consumer prominent in these debates as a contested yet under-analysed entity. In contrast to the dominance of homo economicus discursively constructed in policy, we offer a psychoanalytically informed interpretation of undergraduate student narratives, in an educational culture in which the student is positioned as sovereign consumer. We report findings drawn from in-depth interviews that sought to investigate students' experiences of choice within their university experience. Our critical interpretation shows how market ideology in an HE context amplifies the expression of deeper narcissistic desires

and aggressive instincts that appear to underpin some of the student 'satisfaction' and 'dissatisfaction' so crucial to the contemporary marketised HE institution. Our analysis suggests that narcissistic gratifications and frustrations may lie at the root of the damage to pedagogy inflicted by unreflective neoliberal agendas.

Nyman, Jacline; Pilbeam, Colin; Baines, Paul; Maklan, Stan (2018):

Identifying the roles of university fundraisers in securing transformational gifts. Lessons from Canada.

Abstract:

As university public funding diminishes so the need for private funding increases commensurately. We investigate how a purposive sample of 16 professional university fundraisers in Canada successfully secured large (>$5m CAD) transformation donations from high-net-worth Canadian philanthropists. Using an inductive process, we articulate three key roles (the 3Ns – Networker, Negotiator and Knowledge-broker) professional fundraisers use for securing transformational gifts. Collectively, these roles indicate the relational nature of transformational giving; gifts arise from a co-created dyadic process of fundraiser–philanthropist interaction. The recommendations have major implications for how university development teams are developed, structured, trained and rewarded. We suggest further research investigates how trust develops between fundraisers and transformational gift-givers, and the motivations for transformational giving.

Nystrom, Kristina (2018):

When students are allowed to choose. Grading scale choices for degree projects.

Abstract:

This paper studies which grading systems students choose for their degree projects when they are given the choice. Furthermore, the motivational factors behind making this choice are investigated. Student record data and a survey of students conducting their degree projects are used to study whether students prefer the Pass/Fail or A-F grading scale for their degree projects. Data from study record transcripts show that 55% of students selected the Pass/Fail scale, whereas 45% opted for the A-F grading scale. The grade point average score among students choosing the Pass/Fail scale is somewhat higher compared to students who choose the A-F grading scale. Reduced stress associated with writing the degree project motivates those who choose the Pass/Fail grading scale. Enhanced motivation to do a good job on the thesis work and perceived good chances of receiving an A grade motivate students who choose the A-F grading scale.

O'Shea, Sarah; Stone, Cathy; Delahunty, Janine; May, Josephine (2018):

Discourses of betterment and opportunity. Exploring the privileging of university attendance for first-in-family learners.

Abstract:

Much of the literature on university access and participation positions people from disadvantaged backgrounds as those who have not 'traditionally' attended university. Certain student cohorts are presented as lacking the skills or requisite knowledges to achieve academic success, requiring additional assistance from institutions to address these gaps. Rather than approach such students from a position of 'lack', this article problematises the concept of privilege, particularly as this relates to the perceived benefits of university attendance. Drawing on rich qualitative interviews with first-in-family students, this article discusses the nature of these learners' expectations of university, particularly those related to the promise of a more secure financial future. In unpacking these constructs and interrogating the ways in which higher education sectors are located within discourses of betterment and opportunity, deep insight is offered into the embodied and experiential nature of university for these students and their families.

Paisey, Catriona; Paisey, Nicholas J. (2018):

Talent management in academia. The effect of discipline and context on recruitment.

Abstract:

Although talent management is widely discussed in large for – profit organisations and multinationals, it has been little discussed in relation to higher education. This paper examines one aspect of talent management, recruitment, in academia in accounting, in two different countries, Scotland and the Republic of Ireland. It frames the study around three dilemmas – transparency versus autonomy, the power of human resources versus the power of academics, and equality versus homogeneity. It considers the recruitment context and drivers, what this tells us about how talent is defined, and the insights that can be gained from comparing recruitment across different disciplines and geographical contexts. By examining recruitment in one discipline across different contexts, we show that recruitment is influenced by a complex interplay between subfield and context which can be linked to the strategic priorities of universities in the three contexts, resulting in different definitions of talent.

Palmer, Mark; deKervenoael, Ronan; Jacob, Dimitry (2018):

Temporary institutional breakdowns. The work of university traditions in the consumption of innovative textbooks.

Abstract:

Although university traditions can be fun, they are 'not just for fun'. Moving beyond the visual quaint imagery of university traditions, this study explores the workings of institutional traditions during the everyday consumption of pedagogic innovation. The study employs a Reader-Response Theory, a prominent school of literary criticism, of two textbook innovations within a university establishment which had a distinct tradition to research beginning in the early 1960s. The findings suggest that the temporary institutional breakdown provides a powerful medium to understand the work of university traditions in the consumption of innovative textbooks. We show that in the consumption of pedagogic innovation, the recipients are not passive but are co-constructors of university tradition defence, via the articulation of values, boundary containment and identity work. We identify, moreover, four types of readings of the pedagogic innovation – interpretative, instrumental, inversive and reflexive. The findings also reveal three distinct forms of tradition vocabularies employed in the university administration of pedagogic innovation – breach concerns, redress articulation and reintegration epistemology. Overall, the findings contribute to a more sophisticated understanding of the 'past in the present' in the workings of university traditions in the everyday consumption of pedagogic innovation.

Parker-Jenkins, Marie (2018):

Mind the gap. Developing the roles, expectations and boundaries in the doctoral supervisor-supervisee relationship.

Abstract:

Does one need really need boundaries between doctoral supervisor and supervisee when talking about mature learners? Drawing on reflection from her extensive experience, the author believes it is critical to maintain this divide. There is an increase in doctoral students, proliferation of doctoral programmes globally and practices which vary from context to context. A shared concern, however, is the engagement between the supervisor and the supervisee which can often be mutually unsatisfactory. Why is this relationship often so problematic for both parties? What kind of relationship is most appropriate and beneficial? To what extent does this academic engagement need rethinking? These questions are explored with reference to roles, expectations and boundaries and the underlying principles of good practice.

Patchan, Melissa M.; Schunn, Christian D.; Clark, Russell J. (2018):

Accountability in peer assessment. Examining the effects of reviewing grades on peer ratings and peer feedback.

Abstract:

We examined the influence of accountability on the consistency of peer ratings and quality of peer feedback by comparing three conditions: only rating accountability, only feedback accountability, or both rating and feedback accountability. From a large undergraduate course, 287 students' peer ratings and peer feedback were coded for rating consistency, comment helpfulness, amount of feedback, and feedback features. Because only 30% of the students accurately perceived their assigned condition, data were analyzed according to the perceived condition. Students who believed their reviewing grade would be influenced by the helpfulness of their feedback not only provided more feedback, but also more criticism, solutions, and localized comments. These students also provided more consistent ratings than those who thought their reviewing grade would be influenced by the consistency of their ratings. These findings indicate that constructing helpful comments could have a broad influence on peer assessment and consistent ratings are grounded in commenting.

Peacock, Jessica; Covino, Ralph; Auchter, Jessica; Boyd, Jennifer; Klug, Hope; Laing, Craig; Irvin, Lindsay (2018):

University faculty perceptions and utilization of popular culture in the classroom.

Abstract:

This article discusses results of a survey on the utilization of and attitudes and beliefs towards the use of popular culture among faculty in higher education. A total of 212 faculty members from a mid-sized public regional university provided responses, with the majority indicating that they utilize popular culture in their classroom teaching with some frequency. Overall, the sample exhibited moderately high levels of confidence in their ability to use popular culture effectively, and found popular culture to be both important to incorporate and beneficial for enhancing critical thinking. Significant differences in both frequency of use and attitudes and beliefs were found among teaching disciplines, with those in Humanities and Social Sciences utilizing popular culture more frequently and having more positive attitudes and beliefs towards popular culture than participants in natural sciences and mathematics. A set of guidelines were provided to help advance the use of popular culture in higher education.

Pekkola, Elias; Siekkinen, Taru; Kivisto, Jussi; Lyytinen, Anu (2018):

Management and academic profession. Comparing the Finnish professors with and without management positions.

Abstract:

Management is one of the most studied phenomena in higher education. Most of these studies are conducted in the framework of higher education policy, academic work and quality of education and research. The management is often seen as an independent variable explaining the changes in higher education in the context of New Public Management and managerialism. In many studies, it is often forgotten that, the managers of academic organisations are academicians, not actors working for the government and funding bodies for implementing their agendas. Typically, management positions are employed by the professors. In our paper, we are interested in (1) who the managing professors are and (2) how their perceptions on performance-related issues differ from their colleagues who are not holding management positions. Our study is based on a survey conducted in 2015 in Finland and representing the entire population of Finnish professors.

Prysor, Deborah; Henley, Andrew (2018):

Boundary spanning in higher education leadership. Identifying boundaries and practices in a British university.

Abstract:

The increasingly dynamic and complex higher education (HE) environment calls for high levels of boundary-spanning skills from leaders. The importance of boundary spanning is raised by the need for leaders to engage across internal and external boundaries to formulate new strategic responses to a complex set of forces and pressures facing the sector. This paper investigates the salience of boundary spanning leadership (BSL) practices through qualitative research on a group of leaders in one UK HE institution. The paper finds varying evidence for the range of boundary-spanning activities proposed in previous literature and concludes in the present case that leadership achieves the 'managing boundaries' stage of the BSL nexus, but has more limited achievement at the highest 'discovering new frontiers' stage.

Pullen, Annedien G.; Griffioen, Didi M. E.; Schoonenboom, Judith; Koning, Bjorn B. de; Beishuizen, Jos J. (2018):

Does excellence matter? The influence of potential for excellence on students' motivation for specific collaborative tasks.

Abstract:

It is often assumed that students with a higher potential for excellence are less motivated to collaborate. So far, the question remains whether this is actually the case. This survey study investigated the influence of business students' (N = 389) potential for excellence on their motivation to collaborate on a business-related task. Different aspects of potential for excellence were taken into account, including intelligence, creativity, first-year grade point average (GPA), and personality. A structural equation modeling analysis was applied. The findings demonstrated that only GPA had a negative influence on students' collaborative values, indicating that the assumption that students with a higher potential for excellence are less motivated to collaborate receives limited support. In addition, the findings showed that different aspects of potential for excellence were related to different aspects of motivation to collaborate. This indicates that the relationship between potential for excellence and motivation is more complex than often considered.

Qazi, Wasim; Raza, Syed Ali; Jawaid, Syed Tehseen; Abd Karim, Mohd Zaini (2018):

Does expanding higher education reduce income inequality in emerging economy? Evidence from Pakistan.

Abstract:

This study investigates the impact of development in the higher education sector, on the Income Inequality in Pakistan, by using the annual time series data from 1973 to 2012. The autoregressive distributed lag bound testing co-integration approach confirms the existence of long-run relationship between higher education and income inequality. Results indicate that higher education has a negative and significant relationship with the income inequality in the long run, while a negative but insignificant effect is found in the short run. Results of cumulative sum (CUSUM) and CUSUM of square test suggest that there is no structural instability in the residuals of equation of income inequality. Results of causality analyses confirm the unidirectional causal relationship between higher education development and income inequality in Pakistan, which runs from the higher education development to the income inequality. The findings of this study suggest that development in the higher education sector would be a significant policy option to control the income inequality and should be considered a means to improve the income distribution in Pakistan.

Ramirez, Gerardo Blanco; Luu, Diep H. (2018):

A qualitative exploration of motivations and challenges for implementing US accreditation in three Canadian universities.

Abstract:

The adoption of US accreditation by non-US universities is one of the most salient manifestations of the internationalization of quality assurance in higher education. This process has been conceptualized as an exercise of global position taking by which institutions with limited financial and symbolic resources become associated with more prestigious institutions across national borders by sharing a common accreditation. However, the adoption of US accreditation has yet to be studied among institutions in well-positioned higher education systems. This study explored perceptions and experiences associated with the adoption of US institutional accreditation in three Canadian universities. The study reveals that several features of US higher education reflected in the accreditation standards, for example, general education, pose challenges for Canadian universities seeking US recognition. In addition, increased workload, resulting from the accreditation demands, became a source of disagreement between academics and administrators. This study provides grounded insights about the implementation of US accreditation beyond its geographic boundaries.

Rasmussen, Lauge Baungaard; Hansen, Mette Sanne (2018):

Learning facilitating leadership.

Abstract:

This paper explains how engineering students at a Danish university acquired the necessary skills to become emergent facilitators of organisational development. The implications of this approach are discussed and related to relevant viewpoints and findings in the literature. The methodology deployed for this paper is empirical and conceptual. A specific facilitation project carried out by six international engineering students is presented. The importance of combining cognitive, emotional and synergistic skills is highlighted on the basis of this example, the authors' extensive experience in teaching facilitation and the literature. These types of skills are most effectively acquired by combining conceptual lectures, classroom exercises and the facilitation of groups in a real-life context. The paper also reflects certain 'shadow sides' related to facilitation observed by the students and discussed in the literature. The educational process description and reflections presented in this paper can help university staff and mentors in public and private organisations to adopt interactive methods for education and training. A brief overview of the methods used is included in the Appendix. By connecting the literature, the authors' and engineering students' reflections on facilitator skills, this paper adds value to existing academic and practical discussions on learning facilitating leadership.

Rautalin, Marjaana (2018):

PISA and the criticism of Finnish education. Justifications used in the national media debate.

Abstract:

This study examines the Finnish media debate surrounding the OECD-led PISA Study during the periods 2001–2009 and 2013–2014. The empirical focus of the study is on how debaters dissatisfied with Finnish education have justified their criticism in the context of debating PISA and how the justifications used have changed as Finland's PISA ranking has changed. The study argues that as Finland's ranking in PISA 2012 apparently deteriorated, this lent great support to the critical arguments voiced in public in Finland. Criticism no longer needed to be based on the proclamation in public of the international success of the Finnish education system which had previously been an integral part of the PISA discussion. Instead it was legitimate to note the deterioration in Finland's PISA ranking. This poorer ranking was used as an authority with other sources of legitimate information when proposing what various reforms Finland should undertake. Of especially great help in publicizing such views was that the national political elite, which had long succeeded in dominating the national public PISA debate, were unable in the face of the changed ranking to offer convincing explanations for this change in the ranking or to propose what measures should be undertaken in consequence. That is, the obvious decline in the PISA ranking and the inability of the previously so well placed political elite to manage the public debate on the

changed PISA rankings fuelled a critical discussion on education which was rhetorically much more challenging in the earlier publicity surrounding PISA.

Rienties, Bart; Heliot, YingFei (2018):

Enhancing (in)formal learning ties in interdisciplinary management courses. A quasi-experimental social network study.

Abstract:

While interdisciplinary courses are regarded as a promising method for students to learn and apply knowledge from other disciplines, there is limited empirical evidence available whether interdisciplinary courses can effectively 'create' interdisciplinary students. In this innovative quasi-experimental study amongst 377 Master's students, in the control condition students were randomised by the teacher into groups, while in the experimental condition students were 'balanced' by the teacher into groups based upon their initial social network. Using social network analysis, learning ties after 11 weeks were significantly predicted by the friendship and learning ties established at the beginning of the course, as well as (same) discipline and group allocation. The effects were generally greater than group divisions, irrespective of the two conditions, but substantially smaller than initial social networks. These results indicate that interdisciplinary learning does not occur 'automatically' in an interdisciplinary module. This study contributes to effective learning in interdisciplinary learning environments.

Rosman, Tom; Peter, Johannes; Mayer, Anne-Kathrin; Krampen, Guenter (2018):

Conceptions of scientific knowledge influence learning of academic skills. Epistemic beliefs and the efficacy of information literacy instruction.

Abstract:

The present article investigates the effects of epistemic beliefs (i.e. beliefs about the nature of knowledge and knowing) on the effectiveness of information literacy instruction (i.e. instruction on how to search for scholarly information in academic settings). We expected psychology students with less sophisticated beliefs (especially multiplicistic students viewing psychological knowledge as inherently subjective) not to recognize the value of differentiated information searches and of the respective instructional courses. In a first intervention study with 67 psychology students, multiplicism was shown to reduce information-seeking skills students gain throughout the intervention. In a second intervention study with 64 psychology students, students with higher multiplicistic beliefs subjectively benefited less from the information searches carried out during instruction (in terms of reduced increases in subjective topic-specific knowledge). In conclusion, we recommend including elements from epistemic belief instruction into information literacy instruction.

Rowlands, Julie (2018):

Deepening understandings of Bourdieu's academic and intellectual capital through a study of academic voice within academic governance.

Abstract:

This article presents comparative empirical data from England, the US and Australia on academic boards (also known as faculty senates or academic senates) to highlight ways in which changes within contemporary academic governance effect a diminution of academic voice within decision-making about and that affects teaching and research. Drawing on Bourdieu's notions of academic and intellectual capital, it highlights the limited capacity of analyses of university power relations that are predicated upon managerial and collegial governance as being at opposite ends of a spectrum to account for the multiple academics who have taken up line management or executive-level roles, and the many practising academics who undertake quite substantial administrative roles alongside their teaching and research. The article concludes by arguing that a more nuanced reading of Bourdieu's academic and intellectual capital, combined with his

concept of the divided habitus, offers significant potential for a deeper understanding of the complex ways in which the asymmetries of power within universities are developed and maintained. In turn, this opens the way to transformational academic governance practices that could reassert academic voice within decision-making about academic matters.

Rungfamai, Kreangchai (2018):

Governance of National Research University in Southeast Asia. The case of Chiang Mai University in Thailand.

Abstract:

This paper aims to deal with lingering governance issues of a prestigious university in a developing country of Southeast Asia. It provides a description of environments, changes, and university stakeholders' perceptions in terms of governance arrangements of Chiang Mai University (CMU), which was selected as a National Research University in Thailand. The analytical framework was composed of: (1) context-underpinning factors; (2) incentive arrangements and funding; and (3) monitoring and oversight mechanisms. The study adopted a qualitative approach. There were 27 interviewees. They were top executives and academics of CMU, and senior officials working for governmental agencies and independent organizations. The study highlighted that the contextual factor of bureaucratic mindset was a crucial factors affecting the institutional governance arrangements in terms of incentive arrangements and oversight mechanisms. In addition, the application of three disciplinary perspectives from agency theory can be a fruitful framework for analyzing higher education governance.

Sa, Carla; Tavares, Orlanda (2018):

How student choice consistency affects the success of applications in Portuguese higher education.

Abstract:

In the context of a political imperative to reorganise the Portuguese higher education system, a deep knowledge of student choice decision-making processes when applying to higher education is needed. Following a 'combined model' of student choice, which emphasises economic and social factors, this paper aims to answer two main related questions: (i) what are the determinants of student choice consistency? (ii) Does choice consistency affect the admission of students to their top preference? Both are analysed within a multinomial logit framework. The results indicate that males, older students and better performing students are more likely to be consistent in their choices in the various forms it may assume. Students with inconsistent choice sets are more likely to be accepted; nevertheless, they are more likely to get a place in a second-best alternative.

Sadler, Kirsten; Eilam, Efrat; Bigger, Stephen W.; Barry, Fiachra (2018):

University-led STEM outreach programs: purposes, impacts, stakeholder needs and institutional support at nine Australian universities.

Abstract:

University-led STEM (science, technology, engineering and mathematics) outreach forms one potential avenue to address the continuing decline of tertiary student enrollments. Yet to-date the impact of these programs is not well understood, due to an historical emphasis on 'delivering the goods' that obscures debate on which outreach programs to deliver, why and to whom. At a time in which the academy faces growing pressures to 'perform,' it is argued that explicit consideration of program purposes and efforts to assess efficacy may facilitate discussions about the possible role of university-led outreach in attracting school students to STEM careers. This article reports on findings from a study of the outreach efforts at nine Australian universities, revealing two key barriers: limited institutional support structures; and limited explicit consideration of disparate, and at times, competing outreach stakeholder needs. These barriers problematize the contribution that universities can currently make toward raising future STEM aspirations.

Safavi, Mehdi; Hakanson, Lars (2018):

Advancing theory on knowledge governance in universities. A case study of a higher education merger.

Abstract:

The deep structure of university knowledge governance system is uncharted. In an exploratory case study of a university merger with an art college, this study inductively examines how knowledge governance structures in universities affect (and are affected by) the creation and passing on of knowledge. The authors found the university governance system to provide advantages primarily for the management of core academic activities of knowledge creation through articulation and for the passing on and dissemination of knowledge through replication. It is also conducive to the coordination and integration of specialized administrative expertise. However, despite insistent calls for more inter-disciplinary research, it tends to discourage the pursuit of innovative, inter-disciplinary combinations of knowledge. These findings shed light on the characteristics of the deep structure of university knowledge governance systems in academic work, namely academic staff identification with, and allegiance to, individual disciplines, as well as the independence of academic work from its particular organizational setting.

Sagy, Ornit; Kali, Yael; Tsaushu, Masha; Tal, Tali (2018):

The Culture of Learning Continuum. Promoting internal values in higher education.

Abstract:

This study endeavors to identify ways to promote a productive learning culture in higher education. Specifically, we sought to encourage development of internal values in students' culture of learning and examine how this can promote their understanding of scientific content. Set in a high enrollment undergraduate biology course, we designed a technology-enhanced learning environment in which we gradually introduced features designed to promote this culture. These features included digital resources and socio-constructivist activities that reshaped students' and instructors' roles. In this paper we focus on the relation between this design and indications of internal values in students' learning processes. Data from 76 student interviews were analyzed phenomenographically using the Culture of Learning Continuum conceptual framework developed in this study, which synthesizes perspectives from education, psychology and sociology. Findings indicate that the intervention succeeded in promoting an internal value-based culture of learning, which enabled students to develop deeper understanding of scientific content.

Salto, Dante J. (2018):

Attractive carrots, bland sticks. Organizational responses to regulatory policy in Argentine graduate education.

Abstract:

Most countries, developing as well as developed, have adopted some type of quality assurance mechanism. Argentina is neither an island nor an outlier in higher education reforms in general. This study is based on case study design and involved extensive fieldwork to collect interviews and official documents. This article analyzes the regulatory framework that established compulsory accreditation by identifying the main actors involved, the external factors that affect compliance, and university and program responses to them. The findings show that the regulatory framework is plagued by issues of coordination and overlap among agencies, affecting levels of compliance and types of responses at the organizational level. While the structure of incentives is clear, there are no clear sanctions or credible threats. Yet, programs tend to comply with accreditation. The study shows great variability among academic disciplines and types of programs. Findings are linked to developments in other developed and developing countries.

Samuel, Gabrielle; Donovan, Claire; Lee, Jeung (2018):

University-industry teaching collaborations. A case study of the MSc in Structural Integrity co-produced by Brunel University London and The Welding Institute.

In: *Studies in Higher Education* 43 (4), S. 769–785. DOI: 10.1080/03075079.2016.1199542.

Abstract:

The paper presents an evaluation of an MSc in Structural Integrity co-produced by Brunel University London and industry partner The Welding Institute (TWI), designed to supply 'work-ready' graduates. Pre-, mid- and post-course quantitative surveys were administered to students, and two mid-term focus groups were conducted. Pre- and post-course quantitative surveys were administered to industry supervisors. Seventy-seven per cent of students chose the MSc because it was co-designed with industry. Student expectations of the course and skills attainment were largely met; hopes for employment decreased due to a downturn in the oil and gas industry; industry supervisors were 'bridging scientists' between Brunel and TWI for largely altruistic reasons. The paper concludes that being 'work-ready' is composed of technical and 'soft' skills, employer engagement being important for the latter. It recommends integrating group-placed students with industry employees, including within social spaces; and tax incentives for employers engaging with postgraduate training provision.

Savic, Mirko; Kresoja, Milena (2018):

Modelling factors of students' work in Western Balkan countries.

In: *Studies in Higher Education* 43 (4), S. 660–670. DOI: 10.1080/03075079.2016.1190960.

Abstract:

The positive side of employment during studies is the increase of net investments in human capital. The main objective of this paper is to discover factors influencing the work of students in Serbia, Bosnia and Herzegovina and Montenegro and to compare students' employment in these three Western Balkan countries. Quantitative analysis based on binary logistic regression has been performed using datasets from fifth wave of EUROSTUDENT survey. The models were built on the basis of seven predictors which describe opportunity structure in higher education and socio-economic background of students. The entered set of predictors is significantly influencing the students' employment during study terms. The significant predictor of working status in all three countries is the age of students. Additionally, the significant factor in Serbia is the level of studies, in Montenegro the level and field of studies, while in Bosnia and Herzegovina the educational level of parents.

Serna, Gabriel R. (2018):

Effects of region on the establishment of public higher education prices in the US. Indications of possible suboptimal equilibria?

In: *Studies in Higher Education* 43 (11), S. 2088–2103. DOI: 10.1080/03075079.2017.1307819.

Abstract:

Using well-defined notions of region, panel data, and an econometric approach suited to estimating parameter coefficients on time-invariant regressors, this study finds that region is a highly influential factor for state-level public higher education prices even after controlling for other well-known drivers. Additionally, prices track the historical development of higher education in the US. Based on the history of higher education and regional norms, these estimates may be evidence of suboptimal tuition and fee equilibria resulting from implicit gaming. Substantively, a greater awareness of these historical and competitive forces and their effects on the cost of public higher education can be a substantial resource for policy-makers, institutional decision-makers, and researchers alike.

Shafaei, Azadeh; Nejati, Mehran; Abd Razak, Nordin (2018):

Out of sight, out of mind. Psychological consequences of attachment and adjustment attitude.

In: *Studies in Higher Education* 43 (2), S. 251–268. DOI: 10.1080/03075079.2016.1162780.

Abstract:

This study investigates the influence of length of stay in a foreign country on international students' adjustment and attachment attitude and examines the relationship between such acculturation attitude with psychological and sociocultural adaptations in a host country. Moreover, it investigates whether psychological and sociocultural adaptations could enhance international students' psychological well-being in a culturally new environment. Using a sample of 1186 international postgraduate students from an emerging education hub (i.e. Malaysia), we analysed the proposed model using partial least-squares structural equation modelling. Findings reveal that longer length of stay in a foreign country away from the home country (out of sight) negatively influences attachment attitude to the home country (out of mind). Additionally, both adjustment and attachment attitude positively influence psychological adaptation while only adjustment attitude positively influences sociocultural adaptation. This study confirms the nexus between international students' cross-cultural adaptation and psychological well-being in Malaysia. The study findings offer novel insights to policy-makers, authorities in higher education and university administrators to prioritise international students' cross-cultural adaptation since it is directly related to psychological well-being.

Shepherd, Sue (2018):

Managerialism. An ideal type.

Abstract:

Managerialism pervades the higher education literature in much the same way it is said to have pervaded universities themselves. Yet, despite its ubiquity and importance, managerialism remains an under-theorized and elusive concept that has multiple definitions and blurred boundaries. This article addresses this lack of conceptual clarity by first 'locating' managerialism in relation to the cognate concepts of neoliberalism and New Public Management and then elucidating its core principles in an ideal-type theoretical model. This ideal type provides a focal point for theoretical debate and critique and, via the development of empirical indicators for each ideological tenet, permits comparison of theory with organizational practice. A worked example is provided of how the model was used to shed light on the nature of managerialism as ideology in a university setting. However, it is anticipated that the model should have explanatory power and utility in a range of organizational contexts.

Sherer, Michael J.; Zakaria, Idlan (2018):

Mind that gap! An investigation of gender imbalance on the governing bodies of UK universities.

Abstract:

This paper evaluates the factors affecting the representation of females on governing bodies of UK universities. Applying resource dependence and stakeholder theory, the paper argues that it is in the interests of the organisation that there should be an equitable gender balance on the governing bodies of universities. Using data from university websites and the Higher Education Statistics Agency, the authors observe the proportion of female members of UK university boards to be 32%, higher than the corporate sector and similar to Parliament, but unsatisfactory, given that it fails to reflect the percentage of female staff and students at UK universities. The principal findings of the research are that a gender imbalance persists across the sector with some differences between different types of university. For example, there are lower levels of overall female board membership for 'New' (post 2000) universities, but lower female "outsider" members in pre-92 universities.

Silva, Patricia; Lopes, Betina; Costa, Marco; Melo, Ana I.; Dias, Goncalo Paiva; Brito, Elisabeth; Seabra, Dina (2018):

The million-dollar question. Can internships boost employment?

Abstract:

Higher education institutions are increasingly concerned with the professional insertion of graduates in the labour market and with the design of institutional mechanisms to facilitate students' transition from higher education to work, particularly given the context of scarcity of financial resources and the rise of graduate unemployment. This issue has been addressed, inter alia, through the creation of study programmes with internships. Despite the public discourse encouraging the use of such strategies, there is a general consensus regarding the absence of empirical studies on the professional value of these strategies. This article aims to assess two interrelated questions: the extent to which measures of graduate unemployment rate tend to decrease after the introduction of internships in Portuguese study programmes; and the extent to which this effect applies to the different institutions that comprise the Portuguese tertiary education landscape. It also seeks to contribute to the debate on the relevance of the structure and nature of internships, which are factors frequently neglected in the literature.

Simpson, Adrian (2018):

The structure of surveys and the peril of panels.

In: *Studies in Higher Education* 43 (8), S. 1334–1347. DOI: 10.1080/03075079.2016.1252321.

Abstract:

University league tables give the image that there is a single dimension along which institutions can be placed. Most derive rankings from an aggregate score of multiple items, which often include opinion responses which has the potential to introduce sampling bias. This paper explores what happens when the two issues of dimensionality and sampling bias interact in league tables. It uses the Times Higher Education Student Experience Survey – which uses a panel design – to explore these issues. It notes that they combine to produce a distorted image of the relative quality of the student experience in different institutions. We conclude that ignoring dimensionality and the systematically unrepresentative nature of the sample could lead policy makers to draw inappropriate conclusions.

Soderhjelm, Teresa; Bjorklund, Christina; Sandahl, Christer; Bolander-Laksov, Klara (2018):

Academic leadership: management of groups or leadership of teams? A multiple-case study on designing and implementing a team-based development programme for academic leadership.

In: *Studies in Higher Education* 43 (2), S. 201–216. DOI: 10.1080/03075079.2016.1160277.

Abstract:

Demands on academic leadership are increasing, which raises the need for leadership training. This article describes development and implementation of a group training intervention in academic leadership at a departmental level. Little systematic research has addressed the question of what forms of leadership training are associated with effectiveness of academic leadership teams. This study examined a comprehensive methodological approach including three different data collection methods. The content analysis of the intervention resulted in identification of vital components that are associated with team effectiveness. Here, the findings are considered in relation to the notion of functional role-taking, and their general implications are explored in relation to the possibility of systematically developing academic leadership.

Souza, S. B.; Veiga Simao, A. M.; Ferreira, A. I.; Costa Ferreira, P. (2018):

University students' perceptions of campus climate, cyberbullying and cultural issues. Implications for theory and practice.

In: *Studies in Higher Education* 43 (11), S. 2072–2087. DOI: 10.1080/03075079.2017.1307818.

Abstract:

This study investigated the influence of campus climate dimensions, namely newcomer adjustment and feelings of well-being on the tendency for victims of cyberbullying to become aggressors, and how cultural issues could influence students' involvement in situations of cyberbullying. Participants included 979 Portuguese and Brazilian university students who responded to the Cyberbullying Inventory for College Students and the Institutional and Psychosocial Campus Climate

Inventory. Moderation analyses revealed that the relationship between being a victim and being an aggressor of cyberbullying was influenced by variables of the psychosocial campus climate and cultural aspects. Student victims from Brazil showed a significant tendency to become aggressors, independently of their level of newcomer adjustment and feelings of well-being, whereas the victims from Portugal tended to break the cycle between being a victim and being an aggressor. Implications for future research, preventive practices and university policies are discussed.

Stockfelt, Shawanda (2018):

Ethnic variation in higher education participation amongst males in the UK. The mediating effects of attitudes and prior attainment.

In: *Studies in Higher Education* 43 (11), S. 1895–1911. DOI: 10.1080/03075079.2017.1290061.

Abstract:

This article reports on the findings from a longitudinal analysis of 2976 boys from the Next Steps (formerly LSYPE) data set. It unites the existing literature on ethnic gaps in attainment and higher education participation (HEP) to offer deeper, more holistic insight into the relationship between ethnicity and educational outcomes. The article offers a robust understanding of the extent to which ethnic variations in HEP are mediated by attitudes and attainment. Structural equation mediation models were used to investigate the link between ethnicity and outcome across a seven-year period. The analyses show specific mediated effects of attitude to school and attainment on ethnic variations in HEP for boys from certain BME groups relative to their White-British counterparts. The findings have implications for policy and practice, both in compulsory schooling and in higher education.

Sugrue, Ciaran; Englund, Tomas; Solbrekke, Tone Dyrdal; Fossland, Trine (2018):

Trends in the practices of academic developers. Trajectories of higher education?

In: *Studies in Higher Education* 43 (12), S. 2336–2353. DOI: 10.1080/03075079.2017.1326026.

Abstract:

Amidst the rapidly evolving Higher Education (HE) landscape, this paper provides a systematic review of Academic Development (AD) work, the roles and responsibilities of Academic Developers (ADs) in HE. Beginning from the perspective that HE institutions, as publicly funded organisations, have responsibility to contribute to the public good, more than 100 peer-reviewed papers (1995–2015) are interrogated under five themes. These are: a review of reviews, technology and AD work, their status and identity, assessment of AD work and impact, and the leadership roles of ADs and their impact on institutional leadership. Critical to the evolution of their work has been a more mainstream and public contribution. Their emerging responsibilities in collaboration with institutional leaders, as 'brokers' and 'bridge-builders' position them more strategically within institutions – with potential to be compromised in terms of their espoused values and dispositions while potentially more influential in shaping the futures of their organisations.

Taylor, C. A.; Harris-Evans, J. (2018):

Reconceptualising transition to Higher Education with Deleuze and Guattari.

In: *Studies in Higher Education* 43 (7), S. 1254–1267. DOI: 10.1080/03075079.2016.1242567.

Abstract:

This article draws on the philosophy of Deleuze and Guattari to reconceptualise transition to Higher Education. In doing so it contributes a new theoretical approach to understanding transition to Higher Education which largely remains under-theorised, uncritical and taken-for-granted. Drawing on data from two projects, the article activates Deleuze and Guattari's concepts of assemblage, rhizome and becoming to contest the established view of transition as a linear pathway or series of 'critical incidents'. The article illuminates how Deleuze and Guattari's concepts are of value both in theorising the multiplicity and heterogeneity of transition and in refocusing attention on the lived specificities of students' experiences within a complex web of institutional and affective practices. The article ends with a consideration of how Deleuze and Guattari recast understandings of transitions theory and practice.

Taylor, Rosemarye T.; Vitale, Thomas; Tapoler, Colton; Whaley, Kari (2018):

Desirable qualities of modern doctorate advisors in the USA. A view through the lenses of candidates, graduates, and academic advisor.

Abstract:

Desirable qualities for modern doctorate academic advisors in the USA that provide for successful completion were explored. In this mixed method study, both interview and survey data were collected. Interviews took place with 13 academic advisors and 18 doctoral candidates and graduates. Thirty-eight academic advisors and 151 candidates and graduates in the USA completed the survey. Participants were from 33 states and represented disciplines of physical therapy, nursing, health, education, and business. Findings across academic advisors, doctoral candidates, and graduates indicate that participants preferred structure in the advising process, helpful and timely feedback, regular communication, emotional support during the doctoral research journey, and a professional relationship that transitions from hierarchical to collegial as the candidate moves to completion of the modern doctorate process. Implications for preparation of academic advisors for modern doctorate candidates may be helpful in supporting their successful completion.

Thomas, Duncan A.; Nedeva, Maria (2018):

Broad online learning EdTech and USA universities. Symbiotic relationships in a post-MOOC world.

Abstract:

From 2012 USA universities entered new partnerships with private sector companies including Silicon Valley start-up Coursera. Coursera spearheads a new broad online learning segment of the fast growing global 'educational technology' (EdTech) sector. They offered free 'massive open online courses' (MOOCs) for global, universal learner audiences. Since 2015 several USA universities and Coursera expanded into 'post-MOOC', paid, accredited online modules and full degrees. We frame these post-MOOC developments as shaped by dynamic EdTech/university relationships and argue universities have been actively, and willingly, re-shaping higher education with EdTech; they are not passive victims of a potentially disruptive global 'MOOC phenomenon'. Our argument builds on interviews at six highly committed USA universities and at Coursera. These reveal rationales for post-MOOC developments related to: actions and attitudes of university actors; university resources; differing teaching subject areas; and exclusivity and longevity in relationships. We suggest that post-MOOC EdTech/university relationships are symbiotic, with three possible variants: commensal (neutral); mutualistic (positive); and parasitic (negative). We finally question whether current relationships may yet change from largely mutualistic to parasitic, given the apparent ambitions of Coursera and the wider global EdTech sector.

Thomson, Kate Eileen; Trigwell, Keith Randal (2018):

The role of informal conversations in developing university teaching?

Abstract:

Within workplace contexts, professionals learn from colleagues by engaging in informal conversations, yet little is known about the contribution these types of conversations make to how academics develop as teachers. Taking a socio-cultural perspective, this article reports on the experience of mid-career academics in conversations about teaching within their departmental contexts. This study drew on semi-structured interviews with 24 academic staff working in different departments at an Australian research-intensive university. The transcripts were analysed using Glaser and Strauss' [1967. The Discovery of Grounded Theory: Strategies for Qualitative Research. New York: Aldine] constant comparative method for developing grounded theory. The analysis reveals that the nature of conversations between colleagues has a distinct role in supporting academics to learn how to manage and improve their teaching practice in several unique ways, for example, through collaboration following a venting incident. Informal conversations about teaching are revealed as an avenue for continuing professional development for mid-career academics, and a productive area for future higher education research.

Tummons, Jonathan; Fournier, Cathy; Kits, Olga; MacLeod, Anna (2018):

Using technology to accomplish comparability of provision in distributed medical education in Canada. An actor-network theory ethnography.

In: *Studies in Higher Education* 43 (11), S. 1912–1922. DOI: 10.1080/03075079.2017.1290063.

Abstract:

This article is derived from a three-year ethnography of distributed medical education at one Canadian University across two Canadian provinces. It explores the ways in which students and staff work inside the technologically rich teaching environments within which the curriculum is delivered. Drawing on data constructed through observations, interviews and photographs, the article seeks to explain how the key concept of comparability of provision is accomplished. The article concludes that the education received at both campuses is comparable. However, simply to attribute this comparability to the technology itself is to ignore the central role that is played by the staff – academic, administrative and audio-visual. The article concludes by arguing that, notwithstanding the fact that people will always respond to technologies in unanticipated ways, the curriculum within which they are enfolded is sufficiently robust to accommodate such practices whilst at the same time maintaining the quality of the provision.

Tumuheki, Peace Buhwamatsiko; Zeelen, Jacques; Openjuru, George Ladaah (2018):

The influence of out-of-institution environments on the university schooling project of non-traditional students in Uganda.

In: *Studies in Higher Education* 43 (6), S. 960–972. DOI: 10.1080/03075079.2016.1201807.

Abstract:

Participation and integration of non-traditional students (NTS) in university education is influenced by factors within the institution and those external to the institution, including participants' self-perceptions and dispositions. The objective of this qualitative study is to draw from the life-world environment component of Donaldson and Graham's model of college outcomes for adults, to discuss the out-of-institution experiences of NTS participating in university education in Uganda. Findings derive from two elements: first, the social settings of work, family and community including the roles NTS play in these settings. The second element is connected to the first but goes deeper into individual relationships NTS have with important people around them. Both elements were found to be reinforcing and deterring to the NTS' university schooling project. To this end, we argue that to achieve quality-inclusive university education for all learners, the lifelong learning frameworks must be accentuated, even outside the university.

Tutticci, Naomi; Ryan, Mary; Coyer, Fiona; Lewis, Peter A. (2018):

Collaborative facilitation of debrief after high-fidelity simulation and its implications for reflective thinking. Student experiences.

In: *Studies in Higher Education* 43 (9), S. 1654–1667. DOI: 10.1080/03075079.2017.1281238.

Abstract:

Debriefing after high-fidelity simulation (HFS) is a critical element of the reflective process of simulation. Facilitator approaches, styles, and competence can influence the level of reflective thinking by final year undergraduate nurses. It is imperative that debrief facilitators focus on creating an enabling environment to cultivate reflective thinking. Students likewise are challenged to think reflectively within all aspects of their practice. Data collected using ethnographic methods were used to explore the influence of differing types of debrief facilitation approaches on levels of reflective thinking and how this translated to student experiences of HFS and their capacity to provide feedback using a reflective framework. Academic facilitators of HFS debriefs were most likely to engender reflective thinking; however, having an academic involved in the debrief process did not impact on critical reflection. Emotional processing of the simulation was not regularly evidenced, with minimal scaffolding and prompting provided by facilitators. Final year nursing students struggle to critically reflect on their simulation experiences. Interventions are required through direct action and further research to educate these students to critically reflect in both academic and professional practice.

Tymms, Peter; Higgins, Steve (2018):

Judging research papers for research excellence.

In: *Studies in Higher Education* 43 (9), S. 1548–1560. DOI: 10.1080/03075079.2016.1266609.

Abstract:

The UK's Research Excellence Framework of 2014 was an expensive high stakes evaluation which had a range of impacts on higher education institutions across the country. One component was an assessment of the quality of research outputs where a major feature was a series of panels organised to read and rate the outputs of their peers. Quality control was strengthened after the Research Assessment Exercise of 2008, but questions still remain about how fair it is to rate all papers on the same scale by raters who may vary in both their reliability and their severity/leniency. This paper takes data from a large department in which 23 senior staff rated the outputs from 42 academics. In total, 710 ratings were recorded. The analyses, using the Rasch model, showed that: a single scale described the data well; most raters were reliable although two were idiosyncratic; there was, however, a noticeable variation in the severity/leniency of the raters, which should be taken into account in the overall assessment. Suggestions for future exercises include a pre-appointment procedure for panel members and statistical adjustments for the severity/leniency of raters.

Uslu, Baris; Welch, Anthony (2018):

The influence of universities' organizational features on professorial intellectual leadership.

In: *Studies in Higher Education* 43 (3), S. 571–585. DOI: 10.1080/03075079.2016.1185774.

Abstract:

This research examines the intellectual leadership behaviours of senior academics at professoriate level, and the influences of institutional support practices, climate and communication in universities as main organizational features on these behaviours. To explore relations among research variables, qualitative data were collected by interviews with Australian senior academics, and analysed by using content and descriptive analysis techniques. According to senior academics, major professorial leadership behaviours are creating new knowledge, keeping up standards in disciplinary publications, helping younger researchers' academic development, obtaining competitive grants, raising the reputation of their institutions and using their expertize to influence public debates. In addition, senior academics confirmed that institutional resources contribute generally to their productivity within scholarly leadership, and organizational climate strongly affects their motivation and academic performance. Furthermore, they affirmed that organizational communication has greater impact on their intellectual leadership by its reflections on climate and institutional facilities in universities than its direct effects.

Vekkaila, Jenna; Virtanen, Viivi; Taina, Juha; Pyhalto, Kirsi (2018):

The function of social support in engaging and disengaging experiences among post PhD researchers in STEM disciplines.

In: *Studies in Higher Education* 43 (8), S. 1439–1453. DOI: 10.1080/03075079.2016.1259307.

Abstract:

The post-doctoral phase is characterized by a high level of competition and even a risk of unemployment due to the increasing number of PhDs. This study explores the function of social support or lack of it in post PhD researchers' engaging and disengaging experiences from the beginning of their careers as researchers. The data were collected from 40 post PhD researchers from STEM disciplines through semi-structured interviews and qualitatively content analysed. Receiving socio-emotional and informational support was perceived as highly significant for experienced engagement and disengagement, while instrumental support was rarely reported. Also a fourth form of social support, that is,. co-constructional support was identified. The results indicate that various forms of social support provide a significant mechanism that mediates post PhD researchers' engagement and disengagement in their early careers.

Vithal, Renuka (2018):

Growing a scholarship of teaching and learning institutionally.

In: *Studies in Higher Education* 43 (3), S. 468–483. DOI: 10.1080/03075079.2016.1180350.

Abstract:

While a number of studies report on how a scholarship of teaching and learning (SoTL) has been implemented in particular disciplines or faculties, arguably much less is known about how this can be achieved university-wide. This paper brings the lens of SoTL retrospectively, from the vantage position of a university leader, to a range of teaching and learning initiatives that were introduced in one South African university. Institutional evidence is provided on the multiple teaching and learning activities and their outcomes, which are analysed through an engagement with the literature on SoTL in four broad areas of teaching and learning: research and innovation; recognition, rewards and academic promotions; professional development and practice; and policy review and development. This is followed by a discussion on institutionalising SoTL through an 'organic approach'. It is concluded that SoTL can be grown institutionally, especially when conceptualised more inclusively and as multidimensional.

Wallace, Ann; Panteli, Niki (2018):

Bringing relevance to eLearning. A gender perspective.

In: *Studies in Higher Education* 43 (2), S. 292–304. DOI: 10.1080/03075079.2016.1166483.

Abstract:

In this paper, we discuss the importance of relevance in the provision of eLearning for the pursuit of higher education (HE). In particular, we argue how the extant literature focuses on quality and security in the design of eLearning platforms, but pays scant attention to how relevant the platform and the programme contents are to the needs of contemporary adult learners. We studied this topic from a gender perspective and identified the different imperatives and constraints pertaining to men and women seeking personal and career development through HE. Recommendations are made for HE institutions to pay particular attention to the role that relevance plays in eLearning.

Watermeyer, Richard; Lewis, Jamie (2018):

Institutionalizing public engagement through research in UK universities. Perceptions, predictions and paradoxes concerning the state of the art.

In: *Studies in Higher Education* 43 (9), S. 1612–1624. DOI: 10.1080/03075079.2016.1272566.

Abstract:

In this article, we draw on open-text responses taken from an online attitudinal survey provided by public engagement (PE) professional service staff working across universities in the United Kingdom (UK). These are individuals employed to support and sometimes lead academic staff, principally research active academics, in PE activities. Their responses provide an insight into the current and future status of PE in UK higher education (HE) and shed light on the working lives of PE support staff and the various 'professional' and organizational challenges they face in attempting to embed and ameliorate PE activity within UK universities. More significantly, these accounts intimate the contraction and homogenization of the university mission, where the efficacy attributed to and investment made in PE is only guaranteed, when it is perceived as an undertaking that supports and ameliorates institutional competitiveness.

Wilson, A. N.; Howitt, S. M. (2018):

Developing critical being in an undergraduate science course.

In: *Studies in Higher Education* 43 (7), S. 1160–1171. DOI: 10.1080/03075079.2016.1232381.

Abstract:

This article argues that the development of criticality in the three domains of knowledge, self and the world can and should be a goal for undergraduate learning in the sciences. It presents empirical evidence that this can be facilitated through

teaching and learning that places a strong emphasis on the social dimensions of both the exercise and nature of criticality. Given the opportunity to discuss science as both an ongoing process and a human endeavour situated within a social context, students appeared to be able to adopt a hyperopic view allowing for high levels of criticality. When reflecting on their learning, students frequently ascribed developments in their thinking to the interactional, relational nature of the learning environment.

Yu, Qionglei; Asaad, Yousra; Yen, Dorothy A.; Gupta, Suraksha (2018):

IMO and internal branding outcomes. An employee perspective in UK HE.

Abstract:

This study extends our knowledge of internal branding in the context of employees in the higher education sector. Employing a quantitative methodology in UK universities, a conceptual model is presented and tested on 235 employees. Internal market orientation (IMO) is examined as a management tool to drive employees' university brand commitment en route to brand supportive behavior. The results show that the effect of IMO on employees' university brand commitment varies among employees of different demographic groups. A two-step cluster analysis is carried out to highlight the impact of demographic heterogeneity. The results show that universities with higher level of IMO perform better relating to their internal branding outcomes in terms of employee university brand commitment as well as brand supportive behavior. However significant differences are found for the effect of IMO on employees' university brand commitment especially in the cluster of the 'Mature Male Academics,' suggesting specific managerial attention.

Zhang, Ran; Zwaal, Wichard; Otting, Hans (2018):

Measuring and monitoring conceptions of research.

Abstract:

This study assessed the validity and reliability of the Meyer, Shanahan, and Laugksch's Conceptions of Research Inventory using data collected from 227 undergraduate hotel management students in the Netherlands. The results of a series of exploratory and confirmatory factor analyses showed substantial empirical support for the five-factor structure of the scale and for the majority of items used to measure each of the five conceptions. Furthermore, analyses of variances and K-means cluster analyses revealed significant differences among students of three study years in two of the five research conceptions (i.e. Misconceptions and Problem-Solving), suggesting that undergraduates' research conceptions evolve as they progress through the curriculum. Theoretical and practical implications of the findings are discussed.

Zhang, Xi; Zhang, Yuan; Sun, Yongqiang; Lytras, Miltiadis; Ordonez de Pablos, Patricia; He, Wei (2018):

Exploring the effect of transformational leadership on individual creativity in e-learning. A perspective of social exchange theory.

Abstract:

Individual creativity (IC) is regarded as the core driver of innovation in higher education. Information and communication technology supports the opportunity to study IC in the online environment. In addition, we believe that the role of transformational leadership (TL) has changed compared to the offline environment. In this research, we employ social exchange theory as our theory foundation and test the moderating effect of TL on knowledge sharing (KS), which is an important antecedent of IC in online circumstances. We designed this study in an eight-week course where teams were required to complete a project online. Two rounds of survey were performed to collect data. The results show that KS has a positive effect on IC, and TL has a significant moderate effect on the relationship between economic reward and KS. Implications for theory and practice, and limitations are also given.

Specials

Rubin, M.; Wright, C. L. (2018):

Time and money explain social class differences in students' social integration at university (vol 42, pg 315, 2017).

[Corrigendum]. In: *Studies in Higher Education* 43 (9), S. 1707. DOI: 10.1080/03075079.2018.1497462.

Vukasovic, M.; Jungblut, L.; Elken, M. (2018):

Still the main show in town? Assessing political saliency of the Bologna Process across time and space (vol 42, pg 1421, 2017).

[Corrigendum]. In: *Studies in Higher Education* 43 (1), S. 200. DOI: 10.1080/03075079.2017.1386453.

Tertiary Education and Management (24) 2018

Editorials

Oleksiyenko, Anatoly; Tierney, William G. (2018):

Higher education and human vulnerability. Global failures of corporate design.

Original Articles

Ahmad, Ahmad Bayiz; Shah, Mahsood (2018):

International students' choice to study in China. An exploratory study.

Abstract:

International higher education is a major source of revenue in manydeveloped countries. Historically the top destination countries forinternational students have included USA, UK, France and Australia. Thekey countries where most international students are recruited frominclude China, India and other parts of Asia. The extant literature hasmostly examined the factors influencing international students to studyin Western countries. A new trend is now emerging with an acceleratinggrowth of international students in countries such as China and otherparts of Asia. This mixed-methods study addresses the gap in theliterature by exploring the factors that influence internationalstudents' choice to study undergraduate or postgraduate courses inChina. The study found that China is becoming an important destinationchoice for international students due to the distinctiveness of theChinese language, the rise of its universities in global rankings andthe country's economic growth.

Alipova, Olga; Lovakov, Andrey (2018):

Academic inbreeding and publication activities of Russian faculty.

Abstract:

The literature on the consequences of academic inbreeding shows ambiguous results: some papers show that inbreeding positively influences research productivity measured by the quantity and quality of publications, while others demonstrate the opposite effect. There are contradictory results both in the studies of different countries and within countries. This variety of results makes it impossible to transfer the findings from one academic system to another, and in Russia this problem has been under-explored. This paper focuses on the relationship between inbreeding and publication activity among Russian faculty. The research was conducted using data from the 'Monitoring of Educational Markets and Organizations' survey. The results show that there is no significant effect of academic inbreeding on publication productivity: no substantial and robust differences in publication activity between inbreds and non-inbreds have been found. The paper finishes with a discussion of possible explanations inherent in the Russian academic system.

Boe, Tove (2018):

E-learning technology and higher education. The impact of organizational trust.

Abstract:

The aim of this paper is to analyze the impact of trust perceptions on teachers' intention to continue using e-learning technology in higher education. Drawing on the model of organizational trust and the information systems continuance model, a new research model is developed and tested using data from a university college based on a survey of 401 university teachers. We find that teachers' perceptions of system-based trust and trust in management exerted strong direct effects on intention to continue using an e-learning system. Additionally, system-based trust affects perceived usefulness, and thus fully mediates the influence of perceived usefulness on teachers' intentions to use e-learning technology. Our findings clarify the relationship between trust and teachers continued use of e-learning technology and have implications, theoretical as well as practical, for trust-building structures that could improve the implementation of e-learning technologies in higher educational settings.

Deering, Darren; Sa, Creso (2018):

Do corporate management tools inevitably corrupt the soul of the university? Evidence from the implementation of responsibility center budgeting.

Abstract:

The use of corporate management tools in universities has been widely critiqued in recent decades, as it is viewed as undermining academic goals and promoting marketization and corporatization. Responsibility center budgeting (RCB) is one popular management tool that has been decried as promoting market logics, internal competition and institutional fragmentation. This comparative case study investigated four North American universities that employed RCB for several years, to investigate the relationship between unit autonomy and coordination. Site visits and interviews with key informants were conducted at the four universities, supplemented by document analysis. The analysis identifies widely different experiences between two sets of universities. Findings show that the ability of the central administration to promote vertical coordination is critical to mitigating the adverse consequences of RCB.

Feixas, Monica; Martinez-Usarralde, Maria-Jesus; Lopez-Martin, Ramon (2018):

Do teaching innovation projects make a difference? Assessing the impact of small-scale funding.

Abstract:

This article presents the outcomes of a research study carried out during 2015–2016 at the University of Valencia (Spain) to understand the factors influencing the impact of small-scale innovation funding on teachers' practices, the learning culture of the teaching team and the satisfaction of students' learning. The research used a mixed-method design: a questionnaire examined the factors influencing transfer of innovation; in-depth interviews with project leaders yielded information about the adoption and transfer of funded projects; and a focus group with institutional managers provided suggestions to improve the efficiency of the innovation projects and calls. The results provide qualitative and quantitative evidence of the capacity of the scheme to deliver outcomes that enhance the teaching practices of the funded teams. The design of the innovation project, the innovation culture of the teaching team and the context of the implementation appear as factors that have a positive impact on the transfer, adoption and sustainability of an innovation.

Hogfeldt, Anna-Karin; Malmi, Lauri; Kinnunen, Paivi; Jerbrant, Anna; Stromberg, Emma; Berglund, Anders; Villadsen, Jorgen (2018):

Leading the teacher team. Balancing between formal and informal power in program leadership.

Abstract:

This continuous research within Nordic engineering institutions targets the contexts and possibilities for leadership among engineering education program directors. The IFP-model, developed based on analysis of interviews with program leaders in these institutions, visualizes the program director's informal and formal power. The model is presented as a tool for starting a shared discussion on the complexities of the leadership of engineering program development. The authors liken program development to hunting in teams. Each individual expert in the program is needed, and all experts will need to work and collaborate for the same target. This calls for strategic and long-term thinking of engineering education development. Institutions should support the development of both formal structures as well as informal leadership skills among their program directors, but never fall for the temptation to see the program director as the only actor on the stage.

Huu Cuong Nguyen; Thi Thu Hien Ta (2018):

Exploring impact of accreditation on higher education in developing countries. A Vietnamese view.

Abstract:

This study investigates the viewpoints of higher education managers, staff, lecturers and students on the impacts of accreditation in institutional quality management. These views are explored via a case study approach involving semi-structured interviews with key stakeholders at a leading university in Vietnam. The study's results suggest that accreditation influences most of the university's management activities, including programmes, teaching activities, lecturers, supporting staff, learners, and facilities. We argue the influence of accreditation contributes significantly to enhancing the university's quality of teaching, learning, research and management. Recommendations for improvement in the use of accreditation results are also proposed.

Jackson, Liz (2018):

Reconsidering vulnerability in higher education.

Abstract:

Vulnerability appears to be increasing in the neoliberal and corporate authoritarian university, but few articles have explored vulnerability in depth in higher education. This paper provides a systematic understanding of vulnerability and considers its implications for academics. First, the author examines vulnerability as conceptualized within psychological and philosophical lenses. The author posits that vulnerability has positive potential and is not just a cause for concern. Next, the paper explores vulnerability in terms of relationality and affect in the context of different professional and social positions, and the rise of managerialism in diverse national and disciplinary environments. That vulnerability circulates through interrelations suggests that it is not a problem that can be ameliorated through giving academics more resources as individuals. Rather, vulnerability stems not from individual neediness or fragility, but from interactive operations and processes within communities. The essay concludes by considering the implications of reconceptualizing academic vulnerability alternatively as a positive learning disposition in higher education.

Jin, Jin; Horta, Hugo (2018):

Same university, same challenges? Development strategies of two schools at a prestigious Chinese university in a changing higher education landscape.

Abstract:

In a globalized world, universities face challenges adapting to changing environmental pressures and expectations of legitimacy. Studies on the topic have tended to focus on universities in North America and Europe, while Chinese universities have received less attention, perhaps due to their status as latecomers to global higher education. Based on institutional theory and resource dependence theory, this study examines the development process of two schools with different characteristics in a prestigious public Chinese university. Based on document and interview analyses, the findings

indicate that both schools advocate internationalization as a development strategy but for different reasons. In response to the changing environment, one school continues to conform to the institutional environment; meanwhile, the other is competing in the task environment while also adhering to the university's and the state's norms, beliefs, demands and expectations. Based on the analysis, this article recommends that Chinese policymakers allow proactive schools willing to further their positioning in national and global higher education systems to have more autonomy and leeway in developing themselves.

Jung, Jisun (2018):

Students' perception of EdD and PhD programmes in Hong Kong.

Abstract:

The aim of this study is to explore the learning experiences of students enrolled on a Doctorate in Education programme in Hong Kong. The main questions are as follows. How do EdD students position themselves as doctoral candidates? How do EdD students experience their education in terms of scholarly expertise and scholarly identity? How do EdD students characterise their relationships with their supervisors? What perceptions do PhD students hold of the field of knowledge of EdD students and the value of an EdD degree? The data obtained from 10 semi-structured interviews in one selected institution are discussed with reference to the four main themes; distinction between EdD and PhD degrees: 'co-existent' vs. 'separate'; positioning of EdD programme: title of doctor as 'unfair' vs. 'deserved'; scholarly value: 'insightful' vs. 'non-academic'; and relationship with supervisor: 'independent and self-managed' vs. 'never equal, unlike the relationship between PhD student and supervisor'.

Kekale, Jouni (2018):

Proactive strategic recruitment in research groups.

Abstract:

Higher education is facing increasing expectations on accountability, better quality, outcomes and social relevance. Recruitment of academic staff is often considered the single most important component in creating a successful university. This paper describes a model for proactive strategic recruitment that can be seen as a way to improve strategic academic recruitments and, consequently, outcomes of academic work.

Kolluri, Suneal; Tierney, William (2018):

College for All in capitalist America. The post-secondary emphasis in the neoliberal age.

Abstract:

College for All approaches to secondary education have gained prominence over recent decades. This trend has resulted in scholarly criticism. College is inappropriate for many students, and insisting that all students attend ensures failure, frustration and debt. The College for All policy, intended to enhance democratic equality and undermine human vulnerability, may thus achieve neither of its goals. However, the alternative to College for All, which the authors label College for Some, is equally wrought with challenges. Approaches that emphasize tracking, for example, inevitably stratify students along capitalist hierarchies. Ultimately, the authors argue that neither College for All nor College for Some practices will enhance social equity as currently applied. Instead, the authors put forward a 'Justice for All' approach that borrows from critical pedagogy and suggests college preparatory practices elevate concerns of social justice to prepare students to advocate for democratic equity regardless of postsecondary pursuits.

Kristensen, Katrine Hahn; Karlsen, Jan Erik (2018):

Strategies for internationalisation at technical universities in the Nordic countries.

Abstract:

This article investigates strategies for internationalisation at technical universities in the Nordic countries. The study explores the institutional rationales for internationalisation, the stories told in the strategy documents, the importance of leaders, faculty, administration and students for implementation of the strategy, and barriers and key components of successful internationalisation. We studied the strategic work with internationalisation across 27 technical universities in Denmark, Finland, Iceland, Norway and Sweden. This work reflects both global trends of competition and the traditional Nordic model of cooperation. Overall, the universities incorporated internationalisation in their strategies in order to increase quality in research and education, and to establish strategic partnerships and networks. There is a shift in rationales from a more traditional approach of internationalisation to a new integrated form.

Lerdpornkulrat, Thanita; Koul, Ravinder; Poondej, Chanut (2018):

Student perceptions of learning environment. Disciplinary program versus general education classrooms.

Abstract:

The purpose of this study was to examine student perceptions of the learning environment in their program major and general education classrooms. The participants were 870 undergraduate students majoring in engineering, fine arts, education, economics and nursing programs at a university in Thailand. We found significant differences in the perceptions of the classroom learning environment across various disciplines. Engineering and economics students perceived the learning environment in general education classrooms as more cooperative than the learning environment in program major classrooms. Fine arts and nursing students perceived greater involvement among students in the program major classrooms than in the general education classrooms. Our findings contribute to the body of research on inter-disciplinary differences in classroom learning environments in universities and the ways in which these differences may impact student learning outcomes.

Macheridis, Nikos (2018):

Balancing authority and autonomy in higher education by implementing an agile project management approach.

Abstract:

This article develops and implements an agile management approach in higher education. Such an approach follows core practices, such as project plans. The project manager has to identify the agility drivers that represent changes and pressures; prioritize agility capabilities to take advantage of changes; identify agility providers to obtain agility capabilities; and make managerial choices to manage the project. The object of the study is a department at a public university; it must follow the institutional framework and laws, and the university and faculty decisions, strategies and policies. The article discusses how agility can be created in such circumstances.

Mahlck, Paula (2018):

Vulnerability, gender and resistance in transnational academic mobility.

Abstract:

Focusing on Tanzanian and Mozambican PhD students funded by Swedish development aid, this article investigates how everyday academic work life is gendered in Sweden and in the students' home academic departments. In particular, it focuses on the role of 'important others', such as international donors, universities, colleagues and family, in enhancing or alleviating vulnerability and how this shifts across spatial contexts. Integral to this is exploring how obstacles are managed and negotiated by PhD students, and how they articulate capability and therefore resist a position as a victim. The results indicate the glonacality of vulnerability as something that stretches over institutional and national boundaries, and how vulnerability can be (re)produced at local university level despite the good intentions of donors and universities operating at a global level. In addition, a translocational and intersectional perspective highlights how situations of vulnerability are gendered and radicalised differently in different academic contexts.

Marini, Giulio (2018):

Higher education staff and Brexit. Is the UK losing the youngest and brightest from other EU countries?

Abstract:

Since the Brexit referendum in 2016, and the formal act of triggering article 50 by Theresa May's cabinet in 2017, the UK has entered a period of negotiations, the outcome of which, and also the terms of the post-exiting phase, are still uncertain. In this period of uncertainty, the mobility of people is one of the main issues at stake. The topic is important for the higher education sector where the percentage of (other) European Union staff in UK universities has grown at an impressive rate in recent years before the Brexit referendum. This paper draws from official Higher Education Statistic Agency (HESA) data to investigate if there is any inversion of this trend in the British system, arguing that some 'Brexodus' of academic staff – meaning a decrease in the percentage of other EU nationals – has already started for some academics, namely the youngest and the brightest.

McCartney, Dale M.; Metcalfe, Amy Scott (2018):

Corporatization of higher education through internationalization. The emergence of pathway colleges in Canada.

Abstract:

Through increased international student tuition revenue, internationalization provides public Canadian higher education institutions opportunities to offset the effects of stagnant provincial operating grants or earmarked governmental allocations. Pathway colleges, institutions that are either operated by host institutions or as private corporations, offer international students alternative routes to bachelor's degrees, pathways that are intended for students who do not meet the entrance criteria of Canada's public sector universities. While beneficial for some students, our analysis shows that pathway colleges tilt the public university towards an academic model that eschews collegial governance structures, privileges a consumerist vision of education, and relies on contract and precarious academic labor. We present a typology of pathway colleges, providing examples of this trend across Canada. Our study examines the potential increase of human vulnerability that these colleges both produce and rely upon for staff and student recruitment.

Menon, Maria Eliophotou; Argyropoulou, Eleftheria; Stylianou, Andreas (2018):

Managing the link between higher education and the labour market. Perceptions of graduates in Greece and Cyprus.

Abstract:

The paper investigates the experience of employed higher education graduates in two countries with high rates of graduate unemployment. It examines the employment experience of graduates and their perceptions regarding the contribution of higher education to their employment and career prospects. Qualitative research was used to collect information from 58 university graduates in two Southern European countries, Greece and Cyprus. Respondents provided information on the skills and competencies acquired through higher education and utilised in the world of work. In both countries, modest links were reported between jobs and graduates' field of study, as well as between knowledge and non-knowledge-based competencies acquired through higher education, and the requirements of the graduates' jobs. The findings are used as the basis for suggestions that can enhance graduate employability and contribute to the management of the link between higher education and the labour market.

O'Byrne, Colin; McIntyre, Gwynaeth; Lie, Celia; Townsend, Sheena; Schonthal, Benjamin; Shephard, Kerry (2018):

Can 'pooling teaching tips' be more than 'pooling teaching tips'?

Abstract:

There is increasing interest in how academic development of various kinds influences university teaching and student learning. To date the focus has been on formal, expert-led opportunities to learn how to teach. Our institution has developed a less formal, participant-led forum for teaching staff that was initially established to share ideas on teaching techniques and skills. We report here on participant-led research that explores if and how this model of group learning works, and how it might relate to other models that have been applied to tertiary teaching development. Authors adopted a self-study research framework incorporating a collaborative autoethnography. The data emphasises how participants use this forum as a community of practice, as a means for deep engagement with learning about teaching, and as a means to rationally manage their learning against a backdrop of challenges associated with learning to teach in research-led higher education.

Oleksiyenko, Anatoly (2018):

Zones of alienation in global higher education. Corporate abuse and leadership failures.

Abstract:

Worldwide, academic ecosystems suffer from the industrialization of creative work and evaluative hegemony. Managerial obsession with growth has corroded collegiality, breeding mistrust, anxiety and burnout – negatively impacting the physical and mental health of faculty members. Concerned with benchmarking, audits and competitive self-assessment, academic managers generate accountability-heavy workloads, which are of doubtful value for critical inquiry, but a source of gratification for a metrics-minded bureaucracy and its coercive pace setters. Legitimized and propelled by the knowledge factories of global neoliberalism, this approach becomes particularly corrosive in the 'zones of alienation' created through the malignant interaction of two phenomena: 'leaderism' and 'soldierism'. This paper explains how these phenomena emerge as a result of leadership failures and corporate abuse in global higher education.

Ozolins, Modris; Stensaker, Bjorn; Gaile-Sarkane, Elina; Ivanova, Liene; Lapina, Inga; Ozolina-Ozola, Iveta; Straujuma, Anita (2018):

Institutional attention to European policy agendas. Exploring the relevance of instrumental and neo-institutional explanations.

Abstract:

This article addresses how European policy initiatives in higher education, research and innovation are diffused in the European higher education research and education area. Based on an instrumental and an institutional perspective, specific expectations are developed as to how policy diffusion might unfold, and, through an in-depth analysis of the strategic plans of 19 higher education institutions in Latvia and Norway, the article identifies factors that potentially

mediate European policies into the strategic agenda of universities and colleges. The findings show that European Union membership and policy area seems to matter for the attention given to European policy initiatives, while administrative capacity at institutional level have less or quite mixed effects. The article concludes that both instrumental and institutional perspectives are of value in explaining how European policy diffusion takes place.

Pathania, Gaurav J.; Tierney, William G. (2018):

An ethnography of caste and class at an Indian university. Creating capital.

Abstract:

Despite having outlawed the caste system and the concept of untouchability in 1947, caste identity remains a cornerstone of social, political and economic life in India. Like other social institutions, educational institutions are the reflection of caste prejudices and discrimination. The recent inclusion of lower castes through the reservation system (affirmative action) has changed the nature of higher education. Based on an ethnographic account of a university campus and students' perceptions about caste issues, the authors suggest that the structure of higher education in India is designed in a manner that exacerbates, instead of ameliorates, tensions of class and caste. Using Bourdieu's notion of cultural capital, the paper defines the existing campus culture as a 'caste culture'. The text concludes that elite institutions do not yet guarantee the capability to overcome existing caste prejudices and stereotypes, regardless of structural attempts at reform.

Patricio, Maria Teresa; Santos, Patricia; Loureiro, Paulo Maia; Horta, Hugo (2018):

Faculty-exchange programs promoting change. Motivations, experiences, and influence of participants in the Carnegie Mellon University-Portugal Faculty Exchange Program.

Abstract:

The international mobility of faculty is increasing worldwide. Although studies have considered the experiences of academics abroad, less is known about faculty-exchange programs with policy objectives. This study helps to fill this gap by analyzing a nationwide structured faculty exchange program established by Carnegie Mellon University and Portuguese universities to bring change to Portuguese higher education. The findings are based on interviews with Portuguese program participants, whose motivation to participate and experiences with the program, in addition to the influence of their experience abroad on their home institution, were explored. We find that, although the alignment of individual motivations with institutional interests is important to such programs, the complex transposition of individual experiences to the institutional level may be impeded by cultural resistance as well as resource and organizational constraints. Our exploration of the features that determine the success or failure of these experiences provides insights for policymakers seeking to implement faculty-mobility programs in the future.

Shephard, Kerry; Brown, Kim; Guiney, Tess; Deaker, Lynley (2018):

Valuing and evaluating community-engaged scholarship.

Abstract:

This article examines the nature of, and need for, evaluation of community-engaged university teaching and research. The research was conducted as part of a larger project aimed at improving institutional understanding of how to best support community-engaged university people. We interviewed 25 community-engaged colleagues, and used a general inductive approach to identify four recurring themes relating to evaluation within interview transcripts. The themes emphasised diverse conceptualisations of the nature of evaluation in this context, and concomitant concerns about where their community engagement fits within our higher education institution. Our research may help our institution, and others, to decide how best to provide institutional support to university people who choose to become community-engaged.

Skrbinjek, Vesna; Sustersic, Janez; Lesjak, Dusan (2018):

Political preferences and public funding of tertiary education during the economic crisis.

In: *Tertiary Education and Management* 24 (2), S. 168–186. DOI: 10.1080/13583883.2017.1407958.

Abstract:

This article analyses how political preferences, which are co-determined by the beliefs of decision-makers and influences of interest groups and the general public, affect the decisions to maintain or cut public funding for tertiary education during the economic crisis. Our sample included 29 European countries which we divided into two groups depending on the level of public funding for tertiary education before the crisis, which we used as a measure of revealed political preferences. We then observed the differences in changes in public tertiary education funding during the crisis between these two groups of countries using five different indicators. Three of the five indicators show that countries with a stronger political preference for tertiary education public funding cut their spending on tertiary education to a lesser extent (or even increased spending) during the economic crisis.

Tamtik, Merli (2018):

Movers and shakers of Canadian innovation policy recognizing the influence of university vice-presidents as policy advocates.

In: *Tertiary Education and Management* 24 (4), S. 311–324. DOI: 10.1080/13583883.2018.1445772.

Abstract:

This paper examines the growing influence and impact of university Vice Presidents (VPs) Research on coordinating Canada's innovation policy. As universities have become increasingly entrepreneurial, the institutional responsibilities go beyond policy implementation and have shifted towards shaping national level policy debates. By utilizing multi-level governance framework, the paper demonstrates how non-governmental stakeholders navigate the multi-level, multi-actor and multi-issue landscape of innovation policy. The findings provide evidence on the role of VPs Research in advocating and mediating complex inter-jurisdictional relationships between the private sector, and the federal and provincial governments. Policy coordination is viewed as an issue-driven functional process that assumes individual learning capacity and is influenced by the interdependence of stakeholder interests.

Tetrevova, Libena; Vlckova, Vladimira (2018):

Benefits, limitations and measures concerning the development of cooperation between higher education institutions and external entities.

In: *Tertiary Education and Management* 24 (4), S. 377–394. DOI: 10.1080/13583883.2018.1476579.

Abstract:

Cooperation between higher education institutions and external entities is a prerequisite for the success of all economic entities and society as a whole in any knowledge-based economy. The aim of the study was to identify, analyze and evaluate the benefits of, and factors limiting, cooperation between higher education institutions and external entities, and identify measures that would contribute to the development of this cooperation from the perspective of managers of public, state and private higher education institutions carrying out activities in the Czech Republic. The study shows that higher education managers consider the contribution to the development of knowledge and experience of students, academics and researchers to be the most important benefit of cooperation. From their point of view, the most significant limiting factors are the limited time availability of faculty/staff, insufficient financial resources and the administrative demands of cooperation. The development of cooperation would be most enhanced by financial support from national public sources or the EU, or through the use of contacts with graduates working for external entities.

Uslu, Baris (2018):

The components of communication systems in universities. Their influence on academic work life.

In: *Tertiary Education and Management* 24 (1), S. 34–48. DOI: 10.1080/13583883.2017.1359662.

Abstract:

This research aimed to identify the components of communication systems in universities and to explore their influence on academic life. To collect data, interviews were carried out with academics from Australian universities. Thematic descriptive and content analyses were performed on the data-set. Analyses showed that the human relations unit, deanship office, academic board, newsletters, academic and public events, tea/coffee/lunch meetings, social activities and celebrations are common formal and informal channels of communication in universities. Academic support mechanisms also provide various communication opportunities such as professional interactions during staff training, collegial evaluation on grant proposals, and intellectual discussions at public events. Access to top management and mentoring between senior and junior academics are other important kinds of communication. The results revealed that good communication systems are an essential component of a participative, collaborative and interdisciplinary work environment, and as such a positive environment noticeably contributes to academics' individual and collective productivity.

ZeHf – Zeitschrift für empirische Hochschulforschung (2) 2018

Editorials

Wild, Elke; Grabowski, Joachim; Hüther, Otto (2018):

Editorial.

[Editorial]. In: *ZeHf – Zeitschrift für empirische Hochschulforschung* 2 (1), S. 3–5. Online verfügbar unter https://www.budrich-journals.de/index.php/zehf/article/view/31605/27185.

Wild, Elke; Grabowski, Joachim; Hüther, Otto (2018):

Editorial.

[Editorial]. In: *ZeHf – Zeitschrift für empirische Hochschulforschung* 2 (2), [95]-96. Online verfügbar unter https://www.budrich-journals.de/index.php/zehf/article/view/32526/27992.

Original Articles

Dörrenbächer, Laura; Russer, Lea; Perels, Franziska (2018):

Selbstregulationstraining für Studierende: Sind quantifizierte qualitative Lerntagebuchdaten zur Wirksamkeitsüberprüfung geeignet?

In: ZeHf – Zeitschrift für empirische Hochschulforschung 2 (1), S. 40–56. DOI: 10.3224/zehf.v2i1.03.

Abstract:

Die vorliegende Studie evaluiert ein Training zum selbstregulierten Lernen (SRL) für Studierende durch eine prozessanalytische Auswertung quantifizierter qualitativer Lerntagebuchdaten. Das Training umfasste sieben wöchentliche Sitzungen und vermittelte fachunabhängige SRL-Strategien in Anlehnung an das Prozessmodell nach Zimmerman (2000). Siebenundzwanzig Studierende nahmen an dem Training teil und füllten für den gesamten Trainingszeitraum (täglich) ein Lerntagebuch aus. Eine Kontrollgruppe von 44 Studierenden füllte die Lerntagebücher für den gleichen Zeitraum aus, nahm aber nicht an dem Training teil. Die qualitativen Lerntagebuchdaten bezogen sich auf die drei Phasen des SRL-Prozessmodells nach Zimmerman (2000) (Fragen zu Zielsetzung, Strategienutzung, Beeinträchtigungen beim Lernen und geplante Modifikationen). Mittels eines theoriegeleiteten Kodierschemas konnten die Daten quantifiziert werden, sodass eine prozessanalytische Auswertung möglich war. Diese quantifizierten qualitativen Antworten zeigten gute Reliabilitätswerte und erste Hinweise für die Kriteriumsvalidität. Über den Zeitverlauf zeigten sich in der Trainingsgruppe im Vergleich zur Kontrollgruppe positive Entwicklungen in der Qualität der Zielsetzung und den geplanten Modifikationen. Die Implikationen der Ergebnisse für Trainingsforschung im Bereich des selbstregulierten Lernens werden diskutiert und die angewandte Methodik der Quantifizierung qualitativer Daten wird kritisch reflektiert.

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The present study analyses the effect of a self-regulated learning (SRL) training for college students by conducting time series analyses with quantified qualitative learning diary data. The training comprised seven weekly sessions that taught cross-curricular SRL strategies in the sense of Zimmerman's (2000) process model. Twenty-seven college students participated in the training and filled out learning diaries (daily) during the whole training program. A control group of 44

college students filled out the learning diaries for the same period but did not participate in the training. The qualitative learning diary data represented the three phases of SRL in reference to Zimmerman (2000) (questions concerning goal setting, strategy usage, difficulties, and planned modifications). Using a theorydriven coding scheme, data were quantified and could then be analysed within a time-series approach. These quantified qualitative answers show good reliabilities and indicate criterion validity. The training group showed a positive development concerning the quality of goal setting and planned modifications in comparison to the control group. Implications of the findings are discussed with regard to training research on self regulated learning and the methodology of quantifying qualitative date is critically reflected.

Eulenberger, Jörg (2018):

Lehramtsstudium – und dann? Übergangswege nach einem Lehramtsstudium vor dem Hintergrund sich verändernder Arbeitsmarktbedingungen.

In: ZeHf – Zeitschrift für empirische Hochschulforschung 2 (1), S. 75–92. DOI: 10.3224/zehf.v2i1.05.

Abstract:

Welche Auswirkungen haben sich verändernde Arbeitsmarktbedingungen auf das regionale und berufsfeldbezogene Mobilitätsverhalten von LehramtsabsolventInnen? Mittels Sequenzmusteranalyse anhand der Daten von 699 sächsischen LehramtsabsolventInnen der Jahrgänge 2009-2012 wurden Übergangsmuster identifiziert und anhand bivariater Verfahren analysiert. Es zeigte sich, dass die regionale Mobilität zwar bei guten Arbeitsmarktbedingungen sinkt, die berufsfeldbezogene Mobilität jedoch steigt.

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Which effects occur under changing employment market conditions for the occupational and regional mobility behavior of teacher post-graduates? Using a sequence pattern analysis for 699 Saxonian teacher post-graduates from 2009 to 2012, the study identifies transition models which were analyzed by bivariate methods ensuing. Results show a decreasing regional mobility under good employment market conditions, while the occupational mobility is increasing at the same time.

Grassinger, Robert (2018):

Nicht erfüllte Erfolgserwartungen sowie nicht erfüllte Studienwerte und ihre Bedeutung für die Veränderung der Lern- und Leistungsmotivation, das emotionale Erleben und die Intention zum Studienabbruch im ersten Semester.

In: ZeHf – Zeitschrift für empirische Hochschulforschung 2 (1), S. 23–39. DOI: 10.3224/zehf.v2i1.02.

Abstract:

Gemäß dem Erwartungs-Wert-Modell der Lern- und Leistungsmotivation prägen Erfolgserwartungen und Studienwerte die Entscheidung für einen Studiengang. Sowohl Arbeiten zur Veränderung der Lern- und Leistungsmotivation zu Studienbeginn als auch Befragungen von Studienabbrechern geben Hinweise darauf, dass sich die vor Studienbeginn gebildeten Erfolgserwartunge und Studienwerte im Studium nicht gänzlich erfüllen. Es wurde angenommen, dass StudienanfängerInnen nicht erfüllte Erfolgserwartungen und nicht erfüllte Studienwerte im Studium erleben und diese mit einer Veränderung des studiengangspezifischen Fähigkeitsselbstkonzepts und der Studienwerte während des ersten Semesters, mit dem Erleben von Freude sowie Angst und mit der Intention eines Studienabbruchs am Ende des ersten Semesters assoziiert sind. Geprüft wurden diese Hypothesen an einer Stichprobe von 218 StudienanfängerInnen, die vor Studienbeginn sowie zur Mitte und am Ende ihres ersten Semesters befragt wurden. Konfirmatorische Faktorenanalysen erbrachten Hinweise darauf, dass zwischen nicht erfüllten Erfolgserwartungen, nicht erfüllten Studienwerten, dem studiengangspezifischen Fähigkeitsselbstkonzept und den Studienwerten zu unterscheiden ist. In einer latenten Wachstumsmodellierung ergaben sich Zusammenhänge der Veränderung des studiengangspezifischen Fähigkeitsselbstkonzepts und der Studienwerte im ersten Semester mit dem Erleben nicht erfüllter Erfolgserwartungen und nicht erfüllten Studienwerten. Schließlich zeigte sich, dass StudienanfängerInnen – inkrementell zum Fähigkeitsselbstkonzept und zu den Studienwerten – umso weniger Freude und eine höhere Intention zum Studienabbruch berichteten, je stärker ihre nicht erfüllten Studienwerte ausgeprägt waren.

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According to the expectation-value model of learning and achievement motivation, both success expectations and study values shape the decision to enroll in a degree program. Studies on learning and achievement motivation with persons at

the start of a course of studies, as well as surveys of drop-outs, indicate that the success expectations and study values formed before enrollment are not completely fulfilled over the course of a degree program. It is here assumed that undergraduates experience unfulfilled success expectations and unfulfilled study values, and that these are associated with changes in their study-specific ability self-concepts and study values during their first semester, experiences of joy and anxiety, and the intention to drop out. These hypotheses were tested on a sample of 218 undergraduate students who were interviewed before the start, in the middle of, and at end of their first semester in a degree program. Confirmatory factor analyses provide evidence that distinctions should be made between unfulfilled success expectations, unfulfilled study values, study specific ability self-concepts and study values. Using latent growth modeling, correlations were detected between changes in the study-specific ability self-concept and study values in the first semester with experiences of unfulfilled expectations of success and unfulfilled study values. Finally, it seems that students beginning a degree program reported less joy and a higher intention to drop out – incremental to study specific ability self-concepts and study values – when their unfulfilled study values were more pronounced.

Happ, Roland; Förster, Manuel; Beck, Klaus (2018):

Eingangsvoraussetzungen von Studierenden der Wirtschaftswissenschaften mit und ohne Migrationshintergrund.

Abstract:

Während es für den Schulbereich eine Vielzahl von Studien gibt, die dem Zusammenhang von Migrationshintergrund (MH) und schulischen Leistungen nachgehen, liegen für den Hochschulbereich kaum belastbare Befunde vor. Dies gilt insbesondere für die bundesweit am meisten nachgefragten Studiengänge der Wirtschaftswissenschaften, die zugleich einen vergleichsweise hohen Anteil an Studierenden mit MH aufweisen. Der Beitrag berichtet Befunde zu den Eingangsvoraussetzungen von N = 1,395 StudieneinsteigerInnen mit und ohne MH an 10 deutschen Hochschulen. Wie sich zeigt, haben Personen mit MH zwar keine signifikant schlechtere Note in der Hochschulzugangsberechtigung, aber sie bringen im Vergleich mit jenen ohne MH ein geringeres ökonomisches Vorwissen mit, insbesondere dann, wenn Deutsch nicht als Familiensprache genutzt wird.

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Although a large number of studies have been conducted on the connection between migration background (MB) and academic performance at school level, reliable findings about this connection at the higher education level are scarce. This is particularly the case for business and economics, which is the most popular field of study in Germany and attracts a large number of students with a MB. In this article, investigation is made into the relationship between the final secondary school grade point average of N = 1,395 beginning students at 10 universities in Germany and their economic knowledge while controlling for MB. Students with a MB did not have significantly worse grades; however, they had less economic knowledge than those without a MB, especially when German was not their family language.

Müller, Lars (2018):

Zum Zusammenhang von Studienabbruch und Migrationshintergrund. Die Rolle von schulischer Leistung und Lern-Engagement im Studium.

Abstract:

Der Beitrag untersucht anhand der KOAB-Daten (n=2,617) die Ursachen für den erhöhten Studienabbruch von Personen mit Migrationshintergrund in Deutschland. Schulische Leistungen und studentisches Lern-Engagement werden als mögliche Erklärungen analysiert. Neben der Schulabschlussnote leistet die Interaktion mit Lehrenden einen Beitrag zur Aufklärung des Zusammenhangs von Studienabbruch und Migrationshintergrund. Der Zusammenhang kann jedoch nicht vollständig erklärt werden, sondern bleibt signifikant.

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This article examines the causes of high dropout rates among students with migration background in higher education in Germany using KOAB data (n=2,617). High school performance and student engagement in higher education learning are analyzed as possible explanations. Besides high school performance, "interaction with faculty" contributes to the

explanation of the relationship between dropout and migration background. However, this relationship remains significant even after controlling for mediators.

Seethaler, Elisabeth (2018):

Befunde zur prädiktiven Validität eines Aufnahmeverfahrens für Lehramtsstudierende.

Abstract:

Mit 2007 wurden zur Professionalisierung der Lehrerbildung in Österreich die Pädagogischen Hochschulen gegründet. Damit einher ging die gesetzliche Einführung von Eignungsverfahren. Um die Prädiktorqualität eines eingesetzten Aufnahmeverfahrens für die Bewährung im Studium (Phase A) und im Lehrberuf (Phase B) zu untersuchen, startete mit 2010/11 eine Längsschnittstudie (N=309; Vollerhebung). Im vorliegenden Artikel werden die Ergebnisse aus Phase A (Studium und Praktika, 2010-2015) diskutiert.

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2007 was a landmark regarding the professionalization of teacher training in Austria as the University of Education was founded and respective statutory aptitude assessment procedures were implemented. To examine the reliability of prediction with respect to the admission procedure applied for the Study Phase (A) and the Vocational Phase (B), a long-term study was launched in 2010/11 (N=309; full coverage survey). This article reports and analyses the findings of Phase A (2010-2015).

Theurer, Caroline; Freytag, Verena; Hein, Tatjana (2018):

Haltungen zu ästhetischer Bildung als interdisziplinäres Studienelement im Grundschullehramt.

Abstract:

Zugänge zu kulturell-ästhetischen Erfahrungsräumen sind stark von soziodemografischen Hintergrundmerkmalen beeinflusst. Schule und Unterricht kommt daher eine besondere Bedeutung zu, Gelegenheiten der Begegnung mit ästhetischer Praxis zu schaffen. Im Rahmen der Lehramtsausbildung werden Studierende jedoch unterschiedlich für diesen Bereich professionalisiert. Der Beitrag stellt Teilergebnisse einer Studie vor, in der u. a. Haltungen von Grundschullehramtsstudierenden am Standort Kassel untersucht werden. Wie sich zeigt, erkennen Studierende den Wert ästhetischer Bildung an und sehen sich selbst nach Absolvierung eines entsprechenden Moduls in der Verantwortung, ästhetisches Lernen zu fördern.

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Participation in – and experiences with – the Arts are strongly determined by socioeconomic background characteristics. Therefore, educational institutions bear great responsibilities in order to create opportunities for young people to get in touch with the Arts. However, teachers are usually poorly professionalized for this field, as there is no comprehensive understanding on how to implement it in teacher training studies. The paper reports on a study that asks about attitudes towards Arts education. After finishing the corresponding study element students value Arts education and feel responsible for fostering their students in this field.

Wagner, Andreas (2018):

Fördert die Exzellenzinitiative soziale Ungleichheit bei der Hochschulwahl?

Abstract:

Untersucht wird die Frage, ob die Exzellenzinitiative eine Prestigewirkung auf die Hochschulwahl von Studierenden mit hohem sozioökonomischen Status (SES) hat. Eine Längsschnittregression der Daten des Deutschen Studierendensurveys der Universität Konstanz zeigt keinen signifikanten Kausaleffekt. Stattdessen verdichten sich Hinweise, dass die

Exzellenzinitiative bereits vorhandene Prestigedifferenzen zwischen deutschen Universitäten abbildet, die mit geringer sozialer Ungleichheit zwischen den Studierenden einhergehen.

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This article explores if Universities of Excellence especially attract high SES students. A longitudinal regression of the Konstanz University's German Student Survey data does not show a significant causal effect. However high SES students are slightly more likely to choose a University of Excellence and a correlating prestige impact on students is captured before the funding decisions were published. Apparently the Excellence Initiative retrospectively marks prestigious universities that have a slightly higher average student SES.

Wild, Steffen; Deuer, Ernst; Schulze Heuling, Lydia (2018):

Auswirkungen der Regelschuldauer bis zum Abitur auf die studentischen Vorstellungen von Arbeitgeberattraktivität.

Abstract:

Die vorliegende Studie untersucht, ob sich eine Schulzeitverkürzung in den Ansprüchen, die Studierende an potentielle Arbeitgeber stellen, niederschlägt. Befragt wurden 299 dual Studierende an der Dualen Hochschule Baden-Württemberg. Dual Studierende sind für viele Unternehmen die begehrten Nachwuchskräfte. Die Ergebnisse legen nahe, dass Abiturientinnen und Abiturienten des achtjährigen Gymnasiums (G8) besonderen Wert auf Karriereperspektiven, einen sicheren Arbeitsplatz und eine sinnstiftende Aufgabe legen. Studierende mit Hintergrund des neunjährigen Gymnasiums (G9) legen eher Wert auf das Innovationspotential der Arbeitssituation.

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This survey examines whether reducing the schooling period has an impact on the demands that students have of prospective employers. We collected data from 299 undergraduates at the Baden-Wuerttemberg Cooperative State University, who are high potentials and sought after by companies. Results suggest that high-school graduates with eight years of secondary schooling expect job security, career prospects and meaningful work from their employers. Students with nine years of secondary schooling rather, on the contrary, emphasize advancement of their innovation potential.