

Higher Education Research – A Compilation of Journals and Abstracts 2015

Alexandra Hertwig

International Centre for Higher
Education Research Kassel
Universität Kassel

Kassel 2017

Contents

Comparative Education (51) 2015.....	1
Comparative Education Review (59) 2015	13
European Journal of Education (50) 2015	28
European Journal of Higher Education (5) 2015	40
Globalisation, Societies and Education (13) 2015	49
Higher Education (69) 2015	58
Higher Education (70) 2015	79
Higher Education Policy (28) 2015.....	100
Higher Education Quarterly (69) 2015.....	109
Innovative Higher Education (40) 2015.....	116
Internationalisation of Higher Education. A Handbook (2015)	125
Journal for Labour Market Research (48) 2015.....	130
Journal of Diversity in Higher Education (8) 2015	143
Journal of Higher Education, The (86) 2015.....	149
Journal of Higher Education Policy and Management (37) 2015.....	160
Journal of Research in International Education (14) 2015.....	177
Journal of Studies in International Education (19) 2015	183
Journal of the European Higher Education Area (2015).....	192
Minerva (53) 2015.....	199
Organization Studies (36) 2015.....	206
Perspectives. Policy and Practice in Higher Education (19) 2015	229
Quality in Higher Education (21) 2015	236
Research Evaluation (24) 2015.....	243
Research in Higher Education (56) 2015	256
Review of Higher Education, The (38/39) 2015	269
Sociology of Education (88) 2015	278
Studies in Higher Education (40) 2015.....	284
Tertiary Education and Management (21) 2015.....	321

INCHER-Kassel: Higher Education Research – A Compilation of Journals and Abstracts 2015

This *Compilation of Journals and Abstracts 2015* contains 27 pertinent, mainly international academic journals from the interdisciplinary field of higher education research. The collection ranges from decidedly higher education research to sociological, organizational, labor-market-focused, theoretical and empirical contributions to higher education research. This selection is provided by the library and research information services at INCHER-Kassel, University of Kassel, recommended as a useful information and research tool.

Guideline

The journals are listed in alphabetical order. General webpages and internet presence are linked on the first page of each journal, as well as electronic access options in Germany (primarily via national licences funded by DFG, DFG-Nationallizenz) and at INCHER-Kassel (as of March 2017).

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

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

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



How to browse and search the document

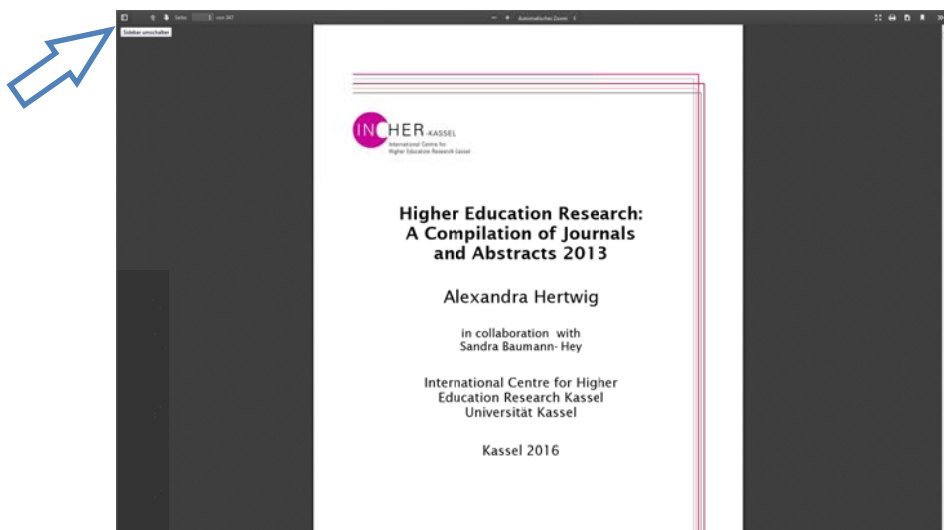
The contents provide the full list of the 28 journals included in the *Compilation*. Skip to a journal by clicking on the title.

OR

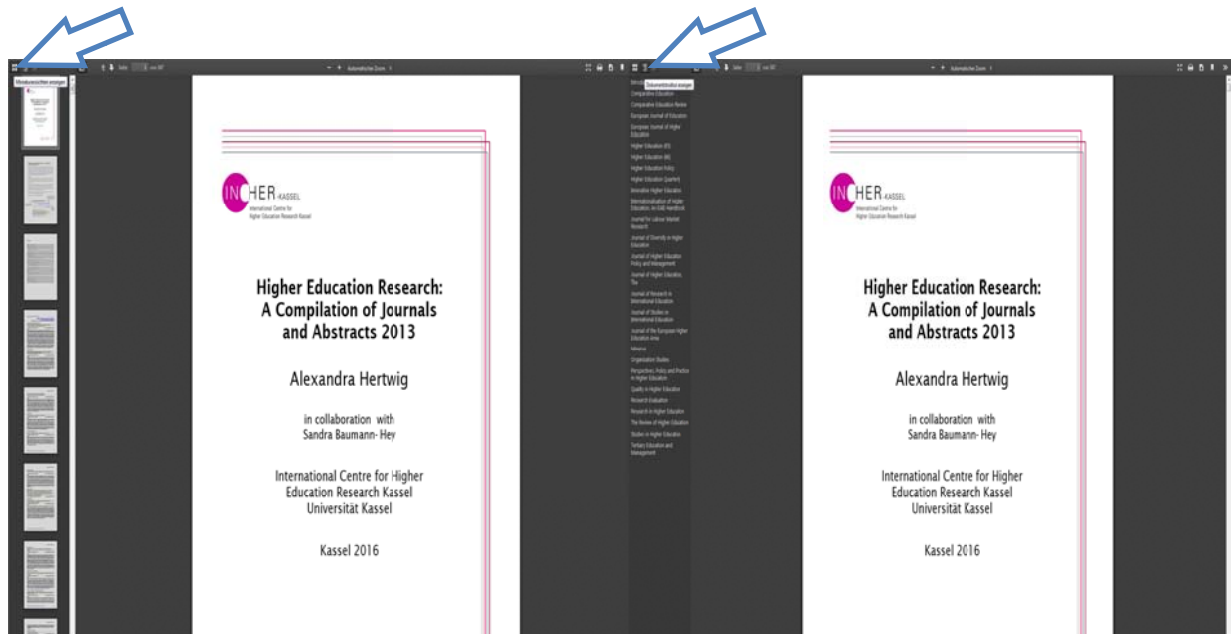
Use the bookmark function to see the journal titles:

View in Web-Browser (here Mozilla Firefox):

Tick the sidebar icon on the left:

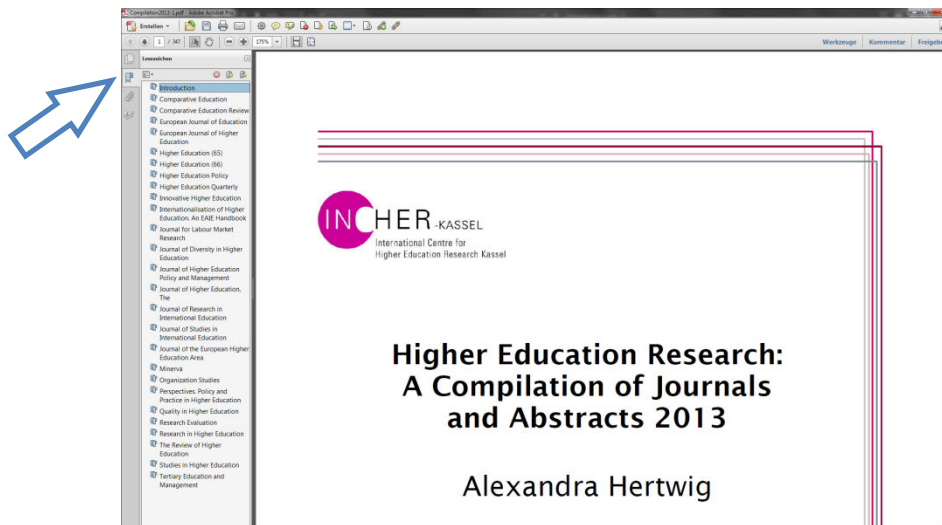


Switch sidebar from page view to document structure, choose journal:



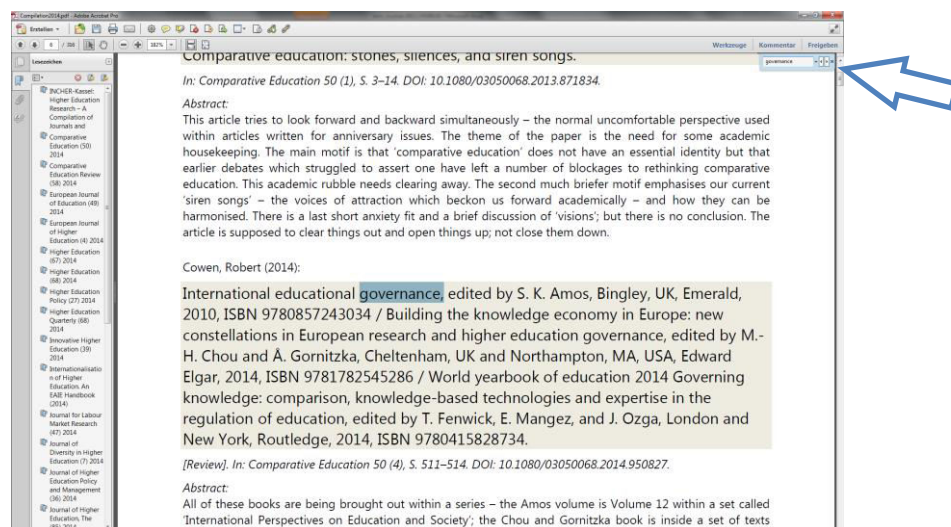
View in Adobe Acrobat:

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 (51) 2015

<http://www.tandfonline.com/loi/cced20>

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

Agirdag, Orhan; Yazici, Zeliha; Sierens, Sven (2015):

Trends in pre-school enrolment in Turkey. Unequal access and differential consequences.

In: *Comparative Education* 51 (4), S. 537–554. DOI: 10.1080/03050068.2015.1081796.

Abstract:

In this study, a historical and international analysis of early childhood education in Turkey is made. More specifically, we explore the trend in pre-school enrolment, compare Turkey's enrolment rate with other countries, study whether access to pre-school is related to social class and gender, and investigate the impact of pre-school attendance on later academic performance. We use data from the PISA (Programme for International Student Assessment) 2012 study and World Bank EdStats. The results indicate that Turkey's pre-school enrolment has strongly increased over the years. However, compared with other (newly) industrialised countries, Turkey has a very low pre-school enrolment rate. Regression analyses revealed that pupils from wealthy families are much more likely to attend pre-school than pupils from poor families, while no difference was found between girls and boys. Importantly, pre-school attendance was related to higher academic achievement, even though pupils from wealthy families benefited more than middle-class and poor pupils.

Altinyelken, Hülya Kosar (2015):

Democratising Turkey through student-centred pedagogy. Opportunities and pitfalls.

In: *Comparative Education* 51 (4), S. 484–501. DOI: 10.1080/03050068.2015.1081794.

Abstract:

Global reform talk on pedagogy has been converging around student-centred pedagogy (SCP) in recent decades. One of the significant appeals of this pedagogical model is its democratisation potentials. This article seeks to empirically study SCP's role in democratising learning and promoting social democratisation by taking the case of Turkey, a country whose democracy has been defined as being in acute crisis. The data are drawn from interviews with teachers and school management at eight public primary schools in Ankara. The study is mainly concerned with the potential of SCP in promoting democratic learning in classrooms, and understanding how broader social, cultural and political contexts support or impede such democratisation efforts. The paper will explore if adherence to democratic learning is more than rhetoric, particularly when serious limitations to social and political democratisation continue to persist in Turkey under the regime of the AKP.

Altinyelken, Hülya Kosar; Çayır, Kenan; Agirdag, Orhan (2015):

Turkey at a crossroads. Critical debates and issues in education.

In: *Comparative Education* 51 (4), S. 473–483. DOI: 10.1080/03050068.2015.1089076.

Abstract:

This introduction seeks to provide a contextual framework for understanding recent developments in the Turkish education system. For this purpose, it reviews some major policy issues such as neo-liberal education reforms and increasing religiosity. Then, the article introduces the various contributions included in this special issue of *Comparative Education*, and highlights some of the emerging issues and pattern. Dr Hülya Kosar Altinyelken is a senior lecturer and researcher at the Child Development and Education Department of the University of Amsterdam (UvA), the Netherlands. Her research engages with issues such as educational reforms, curriculum change, pedagogy and teachers. She is the co-editor of *Global Education Policy and International Development: New Agendas, Issues and Policies* and *Global Managerial Education Reforms and Teachers*. She has published in journals such as *International Journal of Educational Development*, *Journal of Education Policy*, *Comparative Education*, and *Research in Comparative and International Education*. Kenan Çayır is an Associate Professor at the Sociology Department of Istanbul Bilgi University, and director of the University's Center for Sociology and Education Studies. He works on citizenship, human rights education, the representation of national identity and intergroup relations in textbooks, and handling controversial issues in education. His latest publications

include *Who Are We? Identity, Citizenship and Rights in Turkey's Textbooks* (İstanbul: History Foundation Publications); *Ayrımcılık: Çok Boyutlu Yaklaşımlar* [Discrimination: Multidimensional Approaches] (İstanbul: Bilgi University Publications, 2012, K. Çayır and M. A. Ceyhan, eds.); and *Ayrımcılık: Örnek Ders Uygulamaları* [Discrimination: Examples of Classroom Practices] (İstanbul: Bilgi University Publications, 2012, K. Çayır and A. Alan, eds.). Orhan Agirdag (Ph.D., Sociology) is a tenure track professor at the University of Leuven and assistant professor at University of Amsterdam. Formerly, he was a Fulbright Fellow at the UCLA. His main research interests include inequality in education, educational policy, multilingualism, and religiosity.

Cave, Peter (2015):

Imagining Japan in post-war East Asia Identity politics, schooling and popular culture by Paul Morris et al. Abingdon: Routledge, 2013. 264 pp. ISBN 9780415713993.

[Review]. In: *Comparative Education* 51 (3), S. 463–464. DOI: 10.1080/03050068.2015.1040654.

Çayır, Kenan (2015):

Citizenship, nationality and minorities in Turkey's textbooks. From politics of non-recognition to 'difference multiculturalism'.

In: *Comparative Education* 51 (4), S. 519–536. DOI: 10.1080/03050068.2015.1088210.

Abstract:

Responding to the identity-based claims of discriminated-against minorities while maintaining a shared national identity in and through education is a continuing challenge for Turkey, as it is in many other national contexts. Through a systematic analysis of 245 Turkish textbooks, this study explores the presentation in them of Turkish national identity and those of ethnic, religious and language-based minorities. Textbooks in Turkey take their present shape and content as a result of a comprehensive curriculum reform of 2005 that aimed to make them conform to the norms of the EU. Despite this rewriting, the study shows that textbooks do not include any radical change in terms of the representation of the national self and of ethnic minorities. Indeed, a close analysis of the textbooks demonstrates that they still preserve an ethno-religious national identity. Recent attempts to include ethnic and religious minorities in the textbooks within the frame of a discourse of tolerance, on the other hand, show an inclusion on the basis of unequal social position for minorities.

Chisholm, Linda (2015):

Curriculum transition in Germany and South Africa. 1990–2010.

In: *Comparative Education* 51 (3), S. 401–418. DOI: 10.1080/03050068.2015.1037585.

Abstract:

At first sight, there is not much to compare, or any reason to compare, German and South African curricular frameworks. The history, nature of their respective transitions, level of development and educational legacies are very different. But the fall of the Berlin Wall and ending of apartheid brought both within a common neo-liberal global framework. A significant literature in comparative education points to increasing homogeneity in education systems and their curricula, while another points to how states and societies transfer, borrow, absorb or deflect such ideas in a manner that confirms difference and diversity, linked to historical specificity. The article probes these questions by comparing the history curriculum changes and their implications in both Germany and South Africa from 1990 to 2010 using a framework derived from Hayden White. It argues first that while the transitions in the 1990s were notably dissimilar, the international testing movement a decade later helped to precipitate common responses in the adoption and strengthening of standards in the early 2000s. However, despite this apparent convergence, the nature of standards developed differed substantially and these differences were linked to respective histories of history education in the transition. This article argues secondly that history curricula of both East and West Germany and a unified Germany had fully elaborated knowledge-focused curricula until the 2000s when competences were introduced. South Africa's 1997 curriculum did not build on past curricula, but its outcomes became hybridised artefacts before being abandoned in 2009 when the period of superficial convergence of form between the two countries came to an end. The article uses a combination of primary and secondary documents.

Cowen, Robert (2015):

Education in the United Kingdom, edited by Colin Brock, London, Bloomsbury Academic, 2015, 374 pp., £100 (hardback), ISBN 9781472531230 / Education in the European Union pre-2003 member states, edited by Trevor Corner, London, Bloomsbury Academic, 2015, 329 pp., £100 (hardback), ISBN 9781472528155 / Education in Australia, New Zealand and the Pacific, edited by Michael Crossley, Greg Hancock, and Terra Sprague, London, Bloomsbury Academic, 2015, 364 pp., £100 (hardback), ISBN 9781623567895 / Education in Eastern Europe and Eurasia, edited by Nadiya Ivaneko, London, Bloomsbury Academic, 2015, 340 pp., £100 (hardback), ISBN 9781623564803 / Education in North America, edited by D. E. Mulcahy, D. G. Mulcahy, and Roger Saul, London, Bloomsbury Academic, 2015, 323 pp., £100 (hardback), ISBN 9781472505521.

[Review]. In: *Comparative Education* 51 (3), S. 464–467. DOI: 10.1080/03050068.2015.1047151.

Cowen, Robert (2015):

Internationalization of education policy: a new constellation of statehood in education? by K. Martens (Editor), P. Knodel (Editor), Michael Windzio (Editor). Basingstoke: Palgrave Macmillan, 2014. 266 pp. ISBN 978-1137401687.

[Review]. In: *Comparative Education* 51 (2), S. 300–302. DOI: 10.1080/03050068.2015.1017957.

Dronkers, Jaap; Avram, Silvia (2015):

What can international comparisons teach us about school choice and non-governmental schools in Europe?

In: *Comparative Education* 51 (1), S. 118–132. DOI: 10.1080/03050068.2014.935583.

Abstract:

All European states have a primary obligation to establish and maintain governmental schools everywhere, but as the result of political struggle and constitutional guarantees, they have also allowed and often financed non-state schools based on special pedagogical, religious or philosophical ideas. Depending on the level of state grants for non-state schools, states have more or less the right to supervise these non-governmental schools and seek to guarantee that the quality of organisation and teachers are not lower than those in governmental schools. Using comparable cross-national data for all member states of the European Union, we first describe four existing basic arrangements of non-governmental and governmental schools: integrated educational systems of public and non-state schools, denomination supportive educational systems, limited-support non-governmental schools and educational systems with segregated public and non-state schools. Using the same cross-national data for all member states of the European Union, we then explore three other topics: parental background and the choice of non-governmental schools, non-governmental schools and their cognitive outcomes, and non-governmental schools and their non-cognitive outcomes. There are important differences between non-governmental-independent (without state grants) and non-governmental-dependent schools (with state grants); that school choice of non-governmental-dependent schools is more related to socially mobile parents, whereas schools choice of non-governmental-independent schools is more related the reproduction of social classes; that in a majority of European countries, non-governmental-dependent schools are more effective cognitively than governmental schools, but that non-governmental-independent schools are more effective cognitively only in a few countries and more ineffective in a larger number of countries. Also non-governmental-dependent schools are not more effective non-cognitively than governmental schools.

Ehren, M.C.M.; Gustafsson, J. E.; Altrichter, H.; Skedsmo, G.; Kemethofer, D.; Huber, S. G. (2015):

Comparing effects and side effects of different school inspection systems across Europe.

In: *Comparative Education* 51 (3), S. 375–400. DOI: 10.1080/03050068.2015.1045769.

Abstract:

In this article, different inspection models are compared in terms of their impact on school improvement and the mechanisms each of these models generates to have such an impact. Our theoretical framework was drawn from the programme theories of six countries' school inspection systems (i.e. the Netherlands, England, Sweden, Ireland, the province of Styria in Austria and the Czech Republic). We describe how inspection models differ in the scheduling and frequency of visits (using a differentiated or cyclical approach), the evaluation of process and/or output standards, and the consequences of visits, and how these models lead to school improvement through the setting of expectations, the use of performance feedback and actions of the school's stakeholders. These assumptions were tested by means of a survey of principals in primary and secondary schools in these countries (n = 2239). The data analysis followed a three-step approach: (1) confirmatory factor analyses, (2) path modelling and (3) fitting of multiple-indicator multiple-cause models. The results indicate that Inspectorates of Education that use a differentiated model (in addition to regular visits), in which they evaluate both educational practices and outcomes of schools and publicly report inspection findings of individual schools, are the most effective. These changes seem to be mediated by improvements in the schools' self-evaluations and the schools' stakeholders' awareness of the findings in the public inspection reports. However, differentiated inspections also lead to unintended consequences as principals report on narrowing the curriculum and on discouraging teachers from experimenting with new teaching methods.

Eta, Elizabeth Agbor (2015):

Policy borrowing and transfer, and policy convergence: justifications for the adoption of the Bologna Process in the CEMAC region and the Cameroonian higher education system through the LMD reform.

In: *Comparative Education* 51 (2), S. 161–178. DOI: 10.1080/03050068.2014.941174.

Abstract:

The borrowing and transfer of policies, ideas and practices from one system to another may in part explain the convergence of educational systems. Using text documents as research material, this paper examines the adoption and transfer of Bologna Process (BP) ideas in the Economic and Monetary Community of Central Africa (CEMAC) and in the Cameroonian higher education (HE) system through the lens of policy borrowing and transfer, and policy convergence, in order to understand the justification for such transfer at the local level. In 1999, in what is known as the BP, 29 ministers of HE signed the Bologna Declaration with the intention of creating a European HE area. In 2005, the heads of state of the CEMAC region signed the Libreville Declaration with the intention of creating the CEMAC Space for Higher Education, Research and Professional Training through licence, master and doctorat reform. The justification for the adoption of BP ideas in the CEMAC region was attributed to the convergence of educational systems. The need to legitimise the harmonisation of the degree structure and to adhere to international standards for international recognition of certificates and graduates was found to be the major justification for the reform in the Cameroonian HE system. This paper draws attention to two aspects: first, how the BP, a European model of harmonisation, has spread beyond Europe and is influencing reforms in other parts of the world, including Africa; and second, how borrowed models are justified at the local level.

Feuer, Hart N.; Hornidge, Anna-Katharina (2015):

Higher education cooperation in ASEAN. Building towards integration or manufacturing consent?

In: *Comparative Education* 51 (3), S. 327–352. DOI: 10.1080/03050068.2015.1031474.

Abstract:

The triad of cooperation, international exchange, and integration among institutions of higher education has become the new norm in the global experience of learning and academic training. The goal of improving and standardising the academic experience across countries is now typically also associated with fostering cultural and political ties and

complementing processes of cultural integration and economic growth. Behind the rhetoric of many new initiatives, however, is a competition of geopolitical proportions, in which various national or regional systems of higher education try to shore up their positions or conquer new territory. In this paper we assess these discursive and material battles over institutional hegemony in Southeast Asian higher education by drawing on the sociology of knowledge approach to discourse. We critically address the competitive negotiation over higher education taking place between international and Southeast Asian educational players, asking whether these contribute more to integration than reinforcing dominant higher education domains.

Gardinier, Meg P. (2015):

Middlemen and midwives of reform: the in-between worlds of Albanian educational policy-makers and professionals.

In: *Comparative Education* 51 (2), S. 276–292. DOI: 10.1080/03050068.2014.953802.

Abstract:

Based on a vertical case study in post-communist Albania, this article examines how three local experts become 'in-betweens' who strategically mediate processes of social change. For example, they negotiate constructions of time and place, East and West, policy and practice, state and society. As they localise global educational models, the 'in-betweens' concurrently engage in re-making cultural meaning. This analysis thus enhances our understanding of the cultural complexity of international educational policy transfer and localisation.

Jarvis, Peter (2015):

Lifelong learning in Europe: national patterns and challenges by by Ellu Saar, Odd Bjørn Ure, John Holford. Cheltenham: Edward Elgar Pub, 2013. 456 pp. ISBN 978-0857937353.

[Review]. In: *Comparative Education* 51 (2), S. 298–300. DOI: 10.1080/03050068.2014.941173.

Köseleci, Nihan (2015):

Progress towards good-quality education for all in Turkey. A qualified success?

In: *Comparative Education* 51 (4), S. 555–574. DOI: 10.1080/03050068.2015.1087211.

Abstract:

Drawing from a range of secondary data sources, this paper succinctly overviews patterns of access to good-quality education in Turkey over the last 15 years. It also maps the policy context within which issues of access, quality and equity are examined. As a result of effective supply and demand side strategies, enrolment ratios beyond the primary level have also risen, with the average lower secondary enrolment currently standing at over 90%, and gender disparity has also been achieved at this level. Yet, educational expansion was less successful in the least developed eastern and southeastern regions of Turkey, particularly for girls. Turkey has also given a higher priority to the quality of education, in line with this global paradigm shift towards learning. However, learning levels remain low and largely unequal across regions, ethno-linguistic groups and socio-economic status. School segregation widens inequalities based on students' socio-economic status, which should be taken into account in the aftermath of the new education reforms.

Lee, Jack T. (2015):

Soft power and cultural diplomacy. Emerging education hubs in Asia.

In: *Comparative Education* 51 (3), S. 353–374. DOI: 10.1080/03050068.2015.1037551.

Abstract:

Several education hubs have emerged in Asia and the Middle East in recent years with a specific focus on cross-border higher education. Through considerable efforts in policy planning and generous funding, these hubs aim to transform a country or city into an eminent destination for education, research, and training. The inherent design of these hubs raises many questions about higher education's contribution to international relations as large numbers of local and foreign actors congregate. Specifically, some education hubs are leveraging cultural heritage and colonial legacy as an instrument

of soft power by emphasising shared cultural identities and values. By engaging in cultural diplomacy, education hubs seek to exert influence on the international stage. However, assumptions about shared identities and values as well as the prevailing political climate of the local society present serious challenges for policy implementation. Alternatively, an education hub can also engage with international actors based on an enduring faith in the venture of science to propel the knowledge economy – another kind of norm that underpins soft power. This paper compares Malaysia, Singapore, and Hong Kong as education hubs that engage in soft power and cultural diplomacy.

Maussen, Marcel; Bader, Veit (2015):

Non-governmental religious schools in Europe: institutional opportunities, associational freedoms, and contemporary challenges.

[Introduction]. In: *Comparative Education* 51 (1), S. 1–21. DOI: 10.1080/03050068.2014.935581.

Abstract:

The European Convention on Human Rights guarantees freedom of education, including opportunities to create and operate faith-based schools. But as European societies become religiously more diverse and 'less religious' at the same time, the role of religious schools increasingly is being contested. Serious tensions have emerged between those who ardently support religious schools in various forms and those who oppose them. Given that faith-based schools enjoy basic constitutional guarantees in Europe, the controversy surrounding them often boils down to issues of public financing, degrees of organisational and pedagogical autonomy, and educational practices and management. This introduction to a special issue on controversies surrounding religious schools in a number of Western European countries briefly introduces structural pressures that affect the position of religious schools and sketches the relevant institutional arrangements in the respective countries. We then go on to introduce some of the main concerns that frame the relevant debates. The paper concludes by introducing the various contributions in the special issue.

Maussen, Marcel; Vermeulen, Floris (2015):

Liberal equality and toleration for conservative religious minorities. Decreasing opportunities for religious schools in the Netherlands?

In: *Comparative Education* 51 (1), S. 87–104. DOI: 10.1080/03050068.2014.935576.

Abstract:

Liberal democratic states face new challenges in balancing between principles of religious freedom and non-discrimination and in balancing these constitutional principles with other concerns, including social cohesion, good education, and immigrant-integration. In a context of increased prominence of secular and anti-Islamic voices in political debate, there are demands to reduce legal 'exceptions' for (conservative) religious groups in the Netherlands. This article focuses in particular on public debate and jurisprudence with regard to education and explores discussions of associational freedoms that are of importance to religious schools, including the right to select and refuse pupils (the debate on the so-called duty to enrol (acceptatieplicht)), the possibilities for schools to refuse hiring staff who do not support the school's philosophy (for example in relation to sexual orientation), and teaching on sexuality and sexual diversity. The article concludes by arguing that the Netherlands is undergoing a shift in the conceptualisation of religious freedom in relation to liberal equality, which in the longer run may destabilise a tradition of toleration and substantial collective freedoms for conservative religious groups.

Mchitarjan, Irina (2015):

The reception of German progressive education in Russia. On regularities of international educational transfer.

In: *Comparative Education* 51 (3), S. 419–445. DOI: 10.1080/03050068.2015.1029738.

Abstract:

This article reports a historical case study of extensive educational transfer: the reception, adaptation, and use of German progressive education and German school reform ideas and practices in Russia at the beginning of the twentieth century. The reception of German educational ideas greatly enriched the theory and practice of the Russian school reform, contributed to the dissemination of progressive education ideas among the educationally interested public (teachers and parents), and contributed significantly to the development of an official plan for a comprehensive progressive educational

school reform in pre-socialist Russia. Based on the findings of this and similar case studies, some general conclusions concerning the regularities of educational transfer processes – their presuppositions and motives, their contents and forms, and their functions for the recipients – are drawn, ending with a proposal for the development of an action-theoretical model of educational transfer processes.

McKinney, Stephen J.; Conroy, James C. (2015):

The continued existence of state-funded Catholics schools in Scotland.

In: *Comparative Education* 51 (1), S. 105–117. DOI: 10.1080/03050068.2014.935579.

Abstract:

Catholic schools in Scotland have been fully state-funded since the 1918 Education (Scotland) Act. Under this Act, 369 contemporary Catholic schools are able to retain their distinctive identity and religious education and the teachers have to be approved by the Catholic hierarchy. Similar to the position of other forms of state-funded and partially state-funded faith schools in Europe, the position of state-funded Catholic schools in Scotland has been contested. This paper initially locates the debate and discussion about Catholic schools in Scotland in the history and development of the wider faith schools debate in the UK, particularly England and Wales. The paper outlines the key themes in the debate on faith schooling in England and Wales identifying the similarities between the debate in Scotland and England and Wales and the distinctive features of the debate in Scotland. The paper will then focus on a critical examination and analysis of two key themes concerning state-funded Catholic schools in the Scottish context. The first theme is the debate over the continuation of government funding of Catholic schooling as it is effectively government funding of religious beliefs and practices for a particular Christian denomination. The second theme is more unique to Scotland and has some tenuous links to the debate on faith schools in Northern Ireland: the claims that Catholic schools are the root cause of sectarianism or contribute to sectarianism.

Merry, Michael S. (2015):

The conundrum of religious schools in twenty-first-century Europe.

In: *Comparative Education* 51 (1), S. 133–156. DOI: 10.1080/03050068.2014.935582.

Abstract:

In this paper Merry examines in detail the continued – and curious – popularity of religious schools in an otherwise 'secular' twenty-first century Europe. To do this he considers a number of motivations underwriting the decision to place one's child in a religious school and delineates what are likely the best empirically supported explanations for the continued dominant position of Protestant and Catholic schools. He then argues that institutional racism is an explanatory variable that empirical researchers typically avoid, though it informs both parental assessments of school quality as well as selective mechanisms many mainstream religious schools use to function as domains of exclusion. He then distinguishes between religious schools in a dominant position from those serving disadvantaged minorities and argues that the latter are able to play a crucially important function other schools only rarely provide and hence that vulnerable minorities may have reason to value.

Mincu, Monica E. (2015):

The Italian middle school in a deregulation era. Modernity through path-dependency and global models.

In: *Comparative Education* 51 (3), S. 446–462. DOI: 10.1080/03050068.2015.1033249.

Abstract:

In the current context of intensified moves towards educational deregulation, the configuration of the Italian middle school and its relationship to education governance is an interesting case. Historically, it represents a unique example of the successful 'decision-making' model of the welfarist era. Despite some internal constraints, at the end of the 1970s it was considered a progressive model of schooling for its time. At present, however, internal institutional processes and path-dependencies have rendered its comprehensiveness relatively formalised and weak. A key finding of this article is that ideas, such as the 'two people' theory, have played a crucial role in shaping actors' strategies and goals, while references to world models, in particular the English model, have mediated the reception of global policies. Cultural factors, such as the role played by families, are deeply linked to structural issues and inequalities. An ethnographic account depicts a welfarist institution whose internal processes and links to the wider society may be seen as an example of Italian modernity that

'speaks for itself'. Fieldwork clarifies the role of the teachers in mediating a path-dependent and cultural reproduction pattern. I argue that partial deregulation is a major source of inequalities at the middle school level, engendered by both new and old mechanisms, which further intensifies a selective path in education. This analysis will show how global deregulation trends meet local and enduring path-dependencies.

Morris, Paul; Vickers, Edward (2015):

Schooling, politics and the construction of identity in Hong Kong. The 2012 'Moral and National Education' crisis in historical context.

In: *Comparative Education* 51 (3), S. 305–326. DOI: 10.1080/03050068.2015.1033169.

Abstract:

Since Hong Kong's retrocession, the government has endeavoured to strengthen local citizens' identification with the People's Republic of China – a project that acquired new impetus with the 2010 decision to introduce 'Moral and National Education' (MNE) as a compulsory school subject. In the face of strong local opposition, this policy was withdrawn in 2012, and implementation of MNE made optional. This article seeks to elucidate the background to the MNE controversy of 2012 by locating the emergence of a distinctive Hong Kong identity in its historical context, and analysing successive official attempts (before and after the 1997 retrocession) to use schooling for purposes of political socialisation. We argue that the school curriculum has projected and reflected a dual sense of identity: a 'Chineseness' located mainly in ethno-cultural qualities, and a 'Hongkongeseness' rooted in civic attributes. While reinforced by schooling, local civic consciousness has been intimately related to a tradition of public activism strongly evident since the 1970s, and further strengthened post-1997.

Olsen, Tore Vincents (2015):

The Danish free school tradition under pressure.

In: *Comparative Education* 51 (1), S. 22–37. DOI: 10.1080/03050068.2014.935584.

Abstract:

The Danish free school tradition has entailed a large degree of associational freedom for non-governmental schools, religious as well as non-religious. Until the late 1990s, the non-governmental schools were under no strict ideological or pedagogical limitations; they could recruit teachers and students according to their own value base, and were given a large state subsidy. From the late 1990s, a number of legislative changes were introduced demanding that non-governmental schools provide civic education and document the academic value of their teaching programmes. The rules concerning the monitoring of schools were also changed. This article analyses the political justification for these changes and asks to what extent the changes have altered the Danish free school tradition.

Phillips, David (2015):

Editorial.

[Editorial]. In: *Comparative Education* 51 (2), S. 157–158. DOI: 10.1080/03050068.2015.1014228.

Phillips, David (2015):

Who gets published?

[Editorial]. In: *Comparative Education* 51 (3), S. 303–304. DOI: 10.1080/03050068.2015.1059988.

Phillips, David (2015):

Wolfgang Mitter.

[Obituary]. In: *Comparative Education* 51 (2), S. 159–160. DOI: 10.1080/03050068.2015.1014236.

Pons, Xavier; van Zanten, Agnès; Da Costa, Sylvie (2015):

The national management of public and Catholic schools in France: moving from a loosely coupled towards an integrated system?

In: *Comparative Education* 51 (1), S. 57–70. DOI: 10.1080/03050068.2014.935580.

Abstract:

In this article, we analyse changes in the contemporary management of private Catholic schools under State contract in France since the 1980s. Writing from a 'policy sociology' perspective, we use data from previous studies on policy and on public and private schools as well as from an ongoing research project comparing policies of accountability in France and in Quebec. After presenting an outline of the constitutional, legal and institutional context in which public and religious schools operate, we show that the introduction of new public management approaches and instruments in the field of education has not exerted a significant influence either on the public management of State-controlled private schools or on the coupling between the public and the private sector. The management of Catholic schools is still mainly based, on the one hand, on regulation through inputs and limited intervention by public authorities and, on the other hand, on a complex system of internal moral controls by the private authorities themselves. However, although the management of public and private schools remains loosely coupled, some moves towards a closer interaction between the authorities in charge of both systems have taken place in the last decade.

Rougier, Nathalie; Honohan, Iseult (2015):

Religion and education in Ireland: growing diversity – or losing faith in the system?

In: *Comparative Education* 51 (1), S. 71–86. DOI: 10.1080/03050068.2014.935578.

Abstract:

This paper examines the evolution of the state-supported denominational education system in Ireland in the context of increasing social diversity, and considers the capacity for incremental change in a system of institutional pluralism hitherto dominated by a single religion. In particular, we examine challenges to the historical arrangements emerging in two recent contentious issues: cuts in special funding for Protestant secondary schools and proposed diversification of the patronage of primary schools, revealing pressures on the dominant role of the Catholic Church and on the privileged place of religion in education. We identify a shift towards a more varied pluralism, or greater 'diversity of schools', in which multi- or non-denominational schools now feature more prominently, rather than towards either a secular system or privileged recognition of religious schools. These developments entail a change in the historical balance of religious equality and freedoms: from leaning more towards collective religious freedom and equality among religions, to tilting more towards individual religious freedom and non-discrimination. Yet the limited possibilities of incremental change are suggested by delays in changes of patronage, and the emerging balance displays continuing tensions between individual and collective freedom, clustered around 'diversity in schools': the integration of religion in the curriculum, religious instruction in the school day, and the accommodation of children and teachers of other beliefs in religious schools.

Scheunpflug, Annette (2015):

Non-governmental religious schools in Germany – increasing demand by decreasing religiosity?

In: *Comparative Education* 51 (1), S. 38–56. DOI: 10.1080/03050068.2014.935577.

Abstract:

This paper addresses the situation of non-governmental religious schools in Germany. The available empirical data demonstrate an increasing demand for these schools in recent decades. In this paper, possible causes of this development are discussed. First, the given constitutional framework for religion in governmental and non-governmental schools is presented. The particularity of the German school system comes into view: not only the churches but also the state – as an expression of its neutrality towards religion – maintains religious schools; furthermore, denominational religious instruction is also given in governmental non-religious schools. Second, the phenomenon of religious school selection will be considered: in which educational domains are non-governmental religious schools increasing? Where are they decreasing? Third, hypotheses explaining these developments – such as the special educational profiles of non-governmental religious schools, the wish for social distinction, avoiding problems of governmental schools, and better performance – are discussed.

Seggie, Fatma Nevra (2015):

Academic and cultural experiences of covered women in Turkish higher education.

In: *Comparative Education* 51 (4), S. 575–591. DOI: 10.1080/03050068.2015.1081795.

Abstract:

This qualitative study examines the educational and cultural experiences of 12 covered female students attending Turkish state universities in the academic year 2014–2015 and compares how they engage both academically and culturally on university campuses after the lifting of the headscarf ban. Findings indicate that covered students seem to attend academic and extra-curricular activities and use campus facilities but socialise mostly among themselves and feel a sense of tension as a result of the disturbing remarks, looks, and comments of other students. Although the results hint at a healthier campus climate compared to the climate during the time of the headscarf ban, the socialisation patterns of these women imply that students on campuses are together but separate. Another implication of the study is the emergence of a new version of the ban, an informal ban, as a result of the behaviour and attitude of others, which might potentially harm the university experiences of students.

Shields, Robin; Paulson, Julia (2015):

'Development in reverse'? A longitudinal analysis of armed conflict, fragility and school enrolment.

In: *Comparative Education* 51 (2), S. 212–230. DOI: 10.1080/03050068.2014.953314.

Abstract:

This paper presents a longitudinal analysis of cross-national data on armed conflict, state fragility, and enrolment in primary and secondary schooling. The study is motivated by questions raised in the 2012 Human Security Report, which challenges the widely held assumption that conflict is necessarily detrimental to educational outcomes. We use multilevel modelling techniques to determine how conflict and fragility relate to changes in enrolment. Our findings suggest that growth in enrolment is significantly lower in conflict-affected countries but that the effect is dependent upon countries' overall enrolment level. However, when we control for fragility, the effect of conflict is not significant, which is consistent with the Human Security Report's suggestion that fragility is an underlying cause of both conflict and poor educational outcomes. We conclude by discussing the relevance of our findings and challenges for future research on fragility and education.

Soltys, Dennis (2015):

Similarities, divergence, and incapacity in the Bologna Process reform implementation by the former-socialist countries: the self-defeat of state regulations.

In: *Comparative Education* 51 (2), S. 179–195. DOI: 10.1080/03050068.2014.957908.

Abstract:

This qualitative analysis describes the socialist legacy in the governance of higher education within the former Soviet-led member countries that entered the European Higher Education Area (EHEA) between 2001 and 2010. In joining the EHEA these countries signed on for the Bologna Process (BP), but are not members of the European Union. The analysis is based on EHEA BP Country Reports and a survey of Western academic literature and sources from the former-socialist region. It is argued that ministries of education are little engaged with academic and civic communities, in large part because policymakers underestimate the depth of the cultural and institutional changes that are necessary for educational reforms. Therefore, deep convergence of the new signatory countries to the EHEA via the BP has not occurred. Concurrently, West European measures intended to empower educational communities operate perversely in the post-socialist region, characterised by low civic and state capacities. The over-emphasis on bureaucratic checks and controls negates two important aspirations of Bologna: on the one side, university autonomy, empowerment of faculty, and development of local communities; and on the other side, the free flow of international knowledge. Without an adjustment of policies, the prospects for effective reforms are dimmed.

Sriprakash, Arathi; Mukhopadhyay, Rahul (2015):

Reflexivity and the politics of knowledge: researchers as 'brokers' and 'translators' of educational development.

In: *Comparative Education* 51 (2), S. 231–246. DOI: 10.1080/03050068.2014.996027.

Abstract:

This paper interrogates the ways in which 'reflexivity' has proliferated as a normative methodological discourse in the field of international and comparative education. We argue that the dominant approach to reflexivity foregrounds the standpoints of researchers and their subjects in a way that does not attend to the situated, contingent, and relational dynamics of 'knowing' itself. This too easily bypasses the performative effects of research; how disciplinary ways of knowing (through associated methods and discourses) enact particular realities of the world. Drawing on theoretical devices from actor–network theory, we put forward the perspective that social researchers, through the methods and disciplinary discourses they deploy, are 'brokers' and 'translators' of knowledge. This signifies the ways in which the process of research engages actors, scripts, and performances which produce particular understandings of, and effects on, education and development. The paper illustrates the contribution of this perspective through the case of research on teachers and education reform in India.

Stephens, David (2015):

Education, indigenous knowledges, and development in the global south: contesting knowledges for a sustainable future by Anders Breidlid. New York: Routledge, 2013. 244 pp. ISBN 978-0-415-89589-7 (hbk), ISBN 978-0-415-62988-1 (pbk), ISBN 978-0-203-09792-2 (e-book).

[Review]. In: *Comparative Education* 51 (2), S. 297–298. DOI: 10.1080/03050068.2014.999452.

Takayama, Keita (2015):

Asia as method in education. A defiant research imagination by Hongzhi Zhang, Philip Wing Keung Chan, Jane Kenway. Basingstoke: Routledge, 2015. 198 pp. ISBN 978-1138785960.

[Review]. In: *Comparative Education* 51 (3), S. 468–471. DOI: 10.1080/03050068.2015.1040653.

Tan, Charlene (2015):

Education policy borrowing and cultural scripts for teaching in China.

In: *Comparative Education* 51 (2), S. 196–211. DOI: 10.1080/03050068.2014.966485.

Abstract:

China's recent education reforms are a result of selective policy borrowing from 'the West'. Although comparativists have highlighted the importance of cultural context in policy borrowing in China, what remains relatively under-explored is the epistemological basis for cultural views that mediate policy transfer. This article argues that the dominant cultural factors ('cultural scripts') for teaching in China – students' respect for the teacher, student attention and discipline in class, and the importance of practice – find their genesis and justification in a Confucian worldview. Focussing on a Chinese classic text, Xueji (Record of Learning), this article elucidates the ancient Chinese views on the nature and transmission of knowledge and explains why the 'teacher-dominated' pedagogy is believed by many Chinese educators to be indispensable for 'good' teaching. An appreciation of the epistemological foundation of culture, it is argued, is salutary in enhancing our understanding of policy divergence across societies despite their apparent convergence of global/'Western' educational ideas and practices.

Toots, Anu; Lauri, Triin (2015):

**Institutional and contextual factors of quality in civic and citizenship education:
Exploring possibilities of qualitative comparative analysis.**

In: *Comparative Education* 51 (2), S. 247–275. DOI: 10.1080/03050068.2014.985926.

Abstract:

This article analyses quality assurance (QA) policies of 30 countries in civic and citizenship education (CCE) by using fuzzy set qualitative comparative analysis (fsQCA). The main aim is to find combinations of institutional and contextual factors that are systematically associated with a high achievement in citizenship education. Based on fsQCA, the assumption is that several pathways to a successful education may exist. Theoretically, two model paths were constructed – the accountability and the participatory paths with distinguished contextual conditions and institutional characteristics of QA systems. Empirical analysis revealed six configurations of contextual and institutional factors, belonging to the accountability or to the participatory paths. The strongest configuration in terms of consistency and coverage is the absence of strict regulations on teaching CCE embedded by a participatory path. The result of the accountability path is more diverse, indicating that both, a more regulative New Public Management-related and an internal assessment-oriented QA might be enabled by this context.

Unterhalter, Elaine (2015):

Education in Southern Africa, edited by Clive Harber, London, Bloomsbury, 2013, 265 pp., £100 (hardback), ISBN 978-14411-7149-8 / Education in East and Central Africa, edited by Charl Wolhuter, London, Bloomsbury, 2014, 462 pp., £100 (hardback), ISBN 978-14725-0541-5.

[Review]. In: *Comparative Education* 51 (2), S. 293–295. DOI: 10.1080/03050068.2015.1015274.

Walton, Adam (2015):

Education and international development: theory, practice and issues by Clive Harbor. Providence, RI: Symposium Books, 2014. 272 pp. ISBN 978-1873927472.

[Review]. In: *Comparative Education* 51 (2), S. 295–297. DOI: 10.1080/03050068.2015.1015273.

Comparative Education Review (59) 2015

<http://www.journals.uchicago.edu/loi/cer>
<http://www.jstor.org/action/showPublication?journalCode=compeducrevi&>
 [licence required | full access via UB Kassel / INCHERs intranet]

Arnove, Robert F. (2015):

Maestra (Teacher) produced and directed by Catherine Murphy. New York, WMM (A Women Make Movies Release), 2011. 33 minutes.

[Media Review]. In: *Comparative Education Review* 59 (3), S. 583–585. DOI: 10.1086/682335.

Asadullah, M. Niaz; Chaudhury, Nazmul (2015):

The Dissonance between Schooling and Learning. Evidence from Rural Bangladesh.

In: *Comparative Education Review* 59 (3), S. 447–472. DOI: 10.1086/681929.

Abstract:

Using a basic mathematics competence test based on the primary school curricular standard, we examine the extent to which years spent in school actually increases numeracy achievement in rural Bangladesh. Our sample includes 10–18-year-old children currently enrolled in school as well as those out of school. About half of the children failed to pass the written competence test, a finding that also holds for those having completed primary school. Even after holding constant a wide range of factors such as household income, parental characteristics, current enrollment status, child ability, and aggregate institutional indicators of school quality, there remains a statistically significant correlation between schooling attained and basic mathematics competence above and beyond primary school completion—but the estimated schooling-learning profile is relatively flat. The findings have wide implications for reformulating policies that tend to focus on quantitative expansion of education in developing countries, without concurrent improvements in learning.

Bartlett, Lesley (2015):

Grace, Milly, Lucy ... Child Soldiers directed by Raymonde Provencher. National Film Board of Canada, 2010. 72 minutes, 53 seconds.

[Media Review]. In: *Comparative Education Review* 59 (1), S. 188–190. DOI: 10.1086/679458.

Bradley, William S. (2015):

Higher Education and the State: Changing Relationships in Europe and East Asia edited by Roger Goodman, Takehiko Kariya and John Taylor. Oxford: Symposium Books, 2013. 270 pp. \$56.00 (paper). ISBN 978-1-87392-776-2.

[Review]. In: *Comparative Education Review* 59 (2), S. 378–380. DOI: 10.1086/680365.

Brehm, William C. (2015):

Strike for America: Chicago Teachers Against Austerity by Micah Uetricht. New York: Verso, 2014. 128 pp. \$14.95. ISBN 978-1-78168-325-5.

[Review]. In: *Comparative Education Review* 59 (1), S. 177–179. DOI: 10.1086/679296.

Burde, Dana (2015):

E-Team directed by Katy Chevigny and Ross Kauffman. Brooklyn, NY, Big Mouth Productions, 2014. 89 min.

[Media Review]. In: *Comparative Education Review* 59 (4), S. 804–806. DOI: 10.1086/684072.

Carnoy, Martin; Ngware, Moses; Oketch, Moses (2015):

The Role of Classroom Resources and National Educational Context in Student Learning Gains: Comparing Botswana, Kenya, and South Africa.

In: *Comparative Education Review* 59 (2), S. 199–233. DOI: 10.1086/680173.

Abstract:

We take an innovative approach to estimating student mathematics learning in the sixth grade of three African countries. The study reinforces the notion that beyond the quality of the teaching process in classrooms, national contextual factors are important in understanding the contribution that schooling makes to student performance. Our approach enhances more typical cross-sectional production function estimates in three ways: (1) to respond to critiques that production function estimates usually do not include classroom processes, we measure both teacher characteristics and teaching process variables and include them in the model; (2) to more clearly identify student learning with schooling processes, we estimate the gain in learning associated with a student's exposure to teaching characteristics and processes during the sixth-grade academic year in each country; and (3) to begin to address the issue of possible "national institutional factors" influencing student achievement, we use a comparative approach to approximate and initiate discussion of "country fixed effects."

Chi-Kin Lee, John (2015):

Re-evaluating Education in Japan and Korea: De-mystifying Stereotypes by Hyunjoon Park. New York: Routledge, 2013. 156 pp. \$145 (cloth). ISBN 978-0-415-59-552-0.

[Review]. In: *Comparative Education Review* 59 (1), S. 180–182. DOI: 10.1086/679336.

Chudgar, Amita (2015):

Association between Contract Teachers and Student Learning in Five Francophone African Countries.

In: *Comparative Education Review* 59 (2), S. 261–288. DOI: 10.1086/680351.

Abstract:

This article investigates the association between studying with a contract teacher and a student's academic outcomes, using data from five Francophone African countries for two grade levels and two subjects. Based on this analysis, the evidence for or against this form of teacher hiring is inconclusive. The results indicate that these relationships vary depending on the country context, and the attributes of teacher demographics, working conditions, and preferences that are accounted for.

Clarke, Lauren (2015):

Much Ado in Mostar directed by Steve Nemsick. Brainstorm Studio, 2012. 72 min.
Rwanda and Juliet directed by Ben Proudfoot. Breakwater Studios, Ltd., 2015. 88 min.

[Media Review]. In: *Comparative Education Review* 59 (4), S. 801–803. DOI: 10.1086/684049.

Coyne, Gary (2015):

Language Education Policies and Inequality in Africa. Cross-National Empirical Evidence.

In: *Comparative Education Review* 59 (4), S. 619–637. DOI: 10.1086/682828.

Abstract:

This article examines the relationship between inequality and education through the lens of colonial language education policies in African primary and secondary school curricula. The languages of former colonizers almost always occupy important places in society, yet they are not widely spoken as first languages, meaning that most people depend on formal education to learn them. The relationship between two related aspects of language education is tested with data on language education policies from 33 African states. Results show that the percent of teaching periods devoted to a colonial language as a subject of study has no association with income inequality. However, where colonial languages are the medium of instruction, income inequality is significantly higher even controlling for robust predictors of cross-national inequality. Results suggest that very heavy emphasis on such languages increases inequality by impeding progress through school, particularly for marginalized groups.

D'hondt, Fanny; van Praag, Lore; Stevens, Peter A. J.; van Houtte, Mieke (2015):

Do Attitudes toward School Influence the Underachievement of Turkish and Moroccan Minority Students in Flanders? The Attitude-Achievement Paradox Revisited.

In: *Comparative Education Review* 59 (2), S. 332–354. DOI: 10.1086/680171.

Abstract:

While many ethnic minority students underachieve compared with their ethnic majority peers, they often hold very positive school attitudes. Mickelson (1990) explained this attitude-achievement paradox by the existence of a double set of attitudes. Abstract attitudes reflect the dominant ideas about schooling, while concrete attitudes refer to a person's perceptions of reality and originate from the educational benefits people expect to obtain on the labor market. According to Mickelson, only students' concrete attitudes influence achievement. Applying Mickelson's theory in Flanders, regarding students of Turkish and Moroccan descent, we could not find evidence that abstract and concrete attitudes play a role in the achievement of ethnic minority students. Qualitative research suggests that this could be due to distinct interpretations of success and ways of dealing with perceived constraints. This contrasts with ethnic majority students, who are more likely to end the school year unsuccessfully if they hold pessimistic concrete attitudes.

Desai, Karishma (2015):

Ethnographies of Schooling in Contemporary India edited by Meenakshi Thapan. New Delhi: Sage Publications, 2014. 265 pp. £45.00 (paper). ISBN 978-8-13211-385-0.

[Review]. In: *Comparative Education Review* 59 (3), S. 556–558. DOI: 10.1086/682138.

Dimitriadis, Greg (2015):

Popular Culture, Pedagogy, and Teacher Education: International Perspectives edited by Phil Benson and Alice Chik. New York: Routledge, 2014. 201 pp. \$145.00 (cloth). ISBN 978-0-41582-207-7.

[Review]. In: *Comparative Education Review* 59 (2), S. 355–357. DOI: 10.1086/680394.

Dolby, Nadine (2015):

Can Education Change Society? by Michael W. Apple. New York: Routledge, 2012. 190 pp. \$129.00 (cloth); \$36.95 (paper). ISBN 978-0-415-87532-5; 978-0-415-87533-2.

[Review]. In: *Comparative Education Review* 59 (1), S. 166–168. DOI: 10.1086/679297.

Edmonds, Chloe; Wisler, Andria (2015):

Schooling for Social Change. The Rise and Impact of Human Rights Education in India by Monisha Bajaj. New York: Continuum International Publishing Group, 2012. 208 pp. \$42.95 (paper). ISBN 978-1-44116-295-3.

[Review]. In: *Comparative Education Review* 59 (3), S. 552–554. DOI: 10.1086/682137.

Fuguet Smith, Antonio (2015):

The Practice of Teachers' Professional Development: A Cultural-Historical Approach by Helen Grimmett. Rotterdam: Sense Publishers, 2014. 200 pp. \$43.00 (paper). ISBN 978-9-46209-609-7.

[Review]. In: *Comparative Education Review* 59 (2), S. 371–373. DOI: 10.1086/680398.

Ghosh, Ranjan (2015):

Caught in the Cross Traffic. Rabindranath Tagore and the Trials of Child Education.

In: *Comparative Education Review* 59 (3), S. 399–419. DOI: 10.1086/681905.

Abstract:

The article explores Rabindranath Tagore's ideas on child education, focusing on Tagore's notion of the child, method and nonmethod in education, a deep understanding of education in relation to the child's surroundings, and the ways in which Tagore envisaged the relationship between the child and the teacher—the guru-shishya dynamics. These investigations are transcultural in nature in that they engage with several thinkers and different clusters of ideas from the Western tradition, namely, Tolstoy, Rousseau, William Godwin, Martin Buber, Froebel, and others. The article also demonstrates how some of Tagore's ideas fall in line with certain contemporary discourses on child education.

Green, Andy; Green, Francis; Pensiero, Nicola (2015):

Cross-Country Variation in Adult Skills Inequality: Why Are Skill Levels and Opportunities So Unequal in Anglophone Countries?

In: *Comparative Education Review* 59 (4), S. 595–618. DOI: 10.1086/683101.

Abstract:

This article examines cross-country variations in adult skills inequality and asks why skills in Anglophone countries are so unequal. Drawing on the Organization for Economic Cooperation and Development's recent Survey of Adult Skills and other surveys, it investigates the differences across countries and country groups in inequality in both skills opportunities and outcomes and uses pseudo-cohort analysis to establish trends over time and during the life course. The analysis shows that adults' skills in Anglophone countries, and particularly in the United States and England, tend to be more unequal than in other countries on a wide range of measures. This cannot be explained by intercohort differences, skills distributions among adult migrants, or levels and distributions of adult learning, but inequality in education levels provides a strong predictor of skills inequality among adults. Whereas research suggests that early selection drives skills inequality in compulsory schooling, certain forms of tracking, such as bifurcation into academic or apprenticeship/vocational education in upper secondary education, can have a mitigating effect.

Hamid, M. Obaidul; Jahan, Iffat (2015):

Language, Identity, and Social Divides: Medium of Instruction Debates in Bangladeshi Print Media.

In: *Comparative Education Review* 59 (1), S. 75–101. DOI: 10.1086/679192.

Abstract:

This article critically examines the role of language as medium of instruction (MOI) in shaping students' self-perceptions, worldviews, and identities in a globalizing world. We draw on identity and social positioning theories and on Bourdieu's concepts of capital and symbolic struggle to frame our investigation. Using an analytical framework comprising critical discourse analysis and qualitative content analysis, we analyze letters written by Bangla- and English-medium writers to the editor of a Bangladeshi English newspaper to illustrate how discursive identity construction for "self" and "other" engaged the two groups in identity battles. We argue that (a) discursive identity politics may not be characterized in essentialist or nonessentialist terms exclusively but may actually draw on both depending on whether the representation is of self or other; and (b) although MOI is inextricably linked to social divides, the roots of the divides may lie in the social rather than in the discursive space.

Hayhoe, Ruth (2015):

The Language of Peace: Communicating to Create Harmony by Rebecca L. Oxford. Charlotte, NC: Information Age Publishing, Inc., 2013. 355 pp. \$45.99 (paper). ISBN 978-1-62396-094-0. / Understanding Peace Cultures by Rebecca L. Oxford. Charlotte, NC: Information Age Publishing, Inc., 2014. 344 pp. \$45.99 (paper). ISBN 978-1-62396-505-1.

[Review]. In: *Comparative Education Review* 59 (2), S. 357–358. DOI: 10.1086/680363.

Hayhoe, Ruth; Zha, Qiang (2015):

China's Rising Research Universities. A New Era of Global Ambition by Robert A Rhoads, Xiaoyang Wang, Xiaoguang Shi, and Yongcai Chang. Baltimore: Johns Hopkins University Press, 2014. 206 pp. \$39.95 (cloth). ISBN 1-4214-1454-6.

[Review]. In: *Comparative Education Review* 59 (4), S. 778–780. DOI: 10.1086/683240.

Hedayet, Mujtaba (2015):

Schools for Conflict or for Peace in Afghanistan by Dana Burde. New York, Columbia University Press, 2014. 211 pp. \$40.00 (cloth). ISBN 978-0-231-16928-8.

[Review]. In: *Comparative Education Review* 59 (4), S. 788–789. DOI: 10.1086/684048.

Jotia, Agreement Lathi (2015):

Youth Resistance Research and Theories of Change edited by Eve Tuck and Wayne Yang. New York, Routledge, 2014. 243 pp. \$150.00 (cloth); \$43.00 (paper). ISBN 97804415816847.

[Review]. In: *Comparative Education Review* 59 (3), S. 558–561. DOI: 10.1086/682232.

Jules, Tavis D. (2015):

"Educational Regionalization" and the Gated Global. The Construction of the Caribbean Educational Policy Space.

In: *Comparative Education Review* 59 (4), S. 638–665. DOI: 10.1086/683025.

Abstract:

This article draws on "regime theory," particularly on the concepts of cooperation, compatibility of interests, and proclivity to compromise, to examine the rise of the Caribbean Educational Policy Space (CEPS). In making this argument, with the aid of a content analysis of 26 educational policies from the 15 member states of the Caribbean Community (CARICOM), this article first locates the different policy mechanism of external effects, or policy tools, within the regional policy environment that governs and regulates education at the national level to explain how these policy tools and mechanisms have given rise to a very distinctive form of what I call educational regionalism that frames the regional educational policy space in the Caribbean. The data show that CARICOM utilized the noneconomic process of functional cooperation, and the policy tools of lesson drawing, policy externalization, and policy transfer to respond to pressures of globalization across three different policy cycles and concludes by discussing the implications of such a policy maneuver for the integrative project of economic regionalism.

Kamens, David H. (2015):

A Maturing Global Testing Regime Meets the World Economy. Test Scores and Economic Growth, 1960–2012.

In: *Comparative Education Review* 59 (3), S. 420–446. DOI: 10.1086/681989.

Abstract:

This article considers the growth of the international testing regime. It discusses sources of growth and empirically examines two related sets of issues: (1) the stability of countries' achievement scores, and (2) the influence of those national scores on subsequent economic development over different time lags. The article suggests that stability over time and across tests has historically been weak but is increasing in the post-1990 era. In addition, the analysis finds little evidence of macro-level effects of test score performance on subsequent economic growth. The article concludes by discussing scenarios that might alter these patterns.

Kobakhidze, Magda Nutsa (2015):

Shedding Light on Shadow Education Aarakshan by Prakash Jha. Mumbai, Prakash Jha Productions, 2011. Hindi with English subtitles. 164 minutes. DVD. \$9.95. 3 Saat (3 Hours) by Can Candan. Istanbul: Studio Tiglon, 2008. Turkish with English and French subtitles. 118 minutes. \$34.52. Private Tutoring in Cambodia by Privatization for Education Research Initiative. London: Cornucopia Productions, 2011. Khmer with English subtitles. 10 minutes. <http://www.periglobal.org/role-state/video/video-private-tutoring-cambodia>. Rean Kua-Why Private Tutoring? by Tith Chandara from the Royal University of Phnom Penh. 2011. Khmer with English subtitles. 16 minutes. <https://youtu.be/VKcuoKrJD0w>.

[Media Essay Review]. In: *Comparative Education Review* 59 (3), S. 577–582. DOI: 10.1086/682145.

Law, Wing-Wah; Du, Jianyi (2015):

Not One Less directed by Zhang Yimou. Guangxi Film Studio, 1999. 106 minutes. [In Chinese].

[Media Review]. In: *Comparative Education Review* 59 (1), S. 192–196. DOI: 10.1086/679396.

Lazdowski, Kathleen (2015):

New Literacies around the Globe: Policy and Pedagogy edited by Cathy Burnett, Julia Davies, Guy Merchant, and Jennifer Rowsell. London: Routledge, 2014. 210 pp. \$135.00 (cloth). ISBN 978-0-41571-956-8.

[Review]. In: *Comparative Education Review* 59 (2), S. 376–378. DOI: 10.1086/680435.

Leal, Melissa (2015):

Rhymes for Young Ghouls written and directed by Jeff Barnaby. Montreal: Prospector Films, 2013. 88 min.

[Media Review]. In: *Comparative Education Review* 59 (2), S. 383–385. DOI: 10.1086/680397.

Li, Jun (2015):

China's Aid and Soft Power in Africa. The Case of Education and Training by Kenneth King. Rochester, NY: James Currey, 2013. 238 pp. \$34.95 (paper). ISBN 978-1-84701-065-0.

[Review]. In: *Comparative Education Review* 59 (3), S. 561–564. DOI: 10.1086/682139.

Lo, Marieme S. (2015):

Gender, Religion and Education in a Chaotic Postmodern World edited by Zehavit Gross, Lynn Davies, and Al-Khansaa Diab. New York: Springer, 2012. 392 pp. \$209.00 (cloth). ISBN 978-9-40075-269-6.

[Review]. In: *Comparative Education Review* 59 (3), S. 572–576. DOI: 10.1086/682144.

Lobatos, Stacey (2015):

The Future of Syria: Refugee Children in Crisis. Geneva: United Nations High Commissioner for Refugees, 2013, <http://unhcr.org/FutureOfSyria/index.html>.

[Media Review]. In: *Comparative Education Review* 59 (2), S. 381–383. DOI: 10.1086/680366.

Luiz Coradini, Odaci (2015):

The Schooled Society: The Educational Transformation of Global Culture by David P. Baker. Stanford, CA: Stanford University Press, 2014. 342 pp. \$90.00. ISBN 978-0-8047-8736-9.

[Review]. In: *Comparative Education Review* 59 (1), S. 168–170. DOI: 10.1086/679299.

Magrath, Bronwen (2015):

Information Politics, Transnational Advocacy, and Education for All.

In: *Comparative Education Review* 59 (4), S. 666–692. DOI: 10.1086/682903.

Abstract:

This article explores transnational activism within Education for All (EFA), looking specifically at the strategic use of information and research by transnational advocacy organizations. Through a comparative case-study examination of two prominent civil society organizations within the EFA movement—the Asia South Pacific Association for Basic and Adult

Education (ASPBAE) and ActionAid International—I discuss how information about education is gathered, generated, and disseminated for advocacy purposes. I explore how informational strategies are shaped both by political opportunities in global educational governance and by the internal dynamics and cultures of these organizations.

Manzon, Maria (2015):

Comparative and International Education. An Introduction to Theory, Method, and Practice by David Phillips and Michele Schweisfurth. 2nd edition. London: Bloomsbury, 2014. 222 pp. £22.49/\$33.20 (paper); £24.99/\$36.89 (e-book); £67.50/\$99.65 (cloth). ISBN 978-1-4411-7648-6; 978-1-4411-7454-3; 978-1-4411-2242-1.

[Review]. In: *Comparative Education Review* 59 (4), S. 780–783. DOI: 10.1086/683254.

McBrien, Jody L. (2015):

Education and International Development. Theory, Practice, and Issues by Clive Harber. Oxford: Symposium Books, 2014. 272 pp. \$56.00. ISBN 978-1-873927-47-2.

[Review]. In: *Comparative Education Review* 59 (4), S. 785–788. DOI: 10.1086/683253.

Milana, Marcella (2015):

Debating Global Polity, Policy Crossing, and Adult Education.

In: *Comparative Education Review* 59 (3), S. 498–522. DOI: 10.1086/681906.

Abstract:

This article revisits the concept of “global polity” as a useful conceptual tool for studying public policy development in adult education. First, it describes the relations between polity, policy, and praxis and how these are addressed in adult education research. Then, it reviews how policy is conceptualized in terms of material and ideational crossing as well as of social and political crossing. Next, the article advocates integrating these perspectives with an actor-network “sensitivity” to better capture the complexity of the global-local tensions between polity, policy, and the practices these shape in diverse socioeconomic and political systems. Put briefly, the article argues for the need to deconstruct the false belief in education that what is “global” is intrinsically distinct from the characteristics of geographical or social territories; instead, it points to localized norms and ideas as ultimately contained and constituting what is (often) perceived as global.

Miller, Vachel (2015):

Schooling for Social Change. The Rise and Impact of Human Rights Education in India by Monisha Bajaj. New York: Bloomsbury, 2012. 190 pp. \$42.00 (cloth). ISBN 978-1-44117-305-8.

[Review]. In: *Comparative Education Review* 59 (3), S. 554–556. DOI: 10.1086/682143.

Moland, Naomi A. (2015):

Can Multiculturalism Be Exported? Dilemmas of Diversity on Nigeria’s Sesame Square.

In: *Comparative Education Review* 59 (1), S. 1–23. DOI: 10.1086/679014.

Abstract:

While scholars argue that “multicultural education” initiatives are rooted in liberal Western ideals, such projects are increasingly being exported to non-Western countries with significantly different sociohistorical contexts. This article examines the adaptation of multicultural education on the Nigerian version of Sesame Street, called Sesame Square, which

is coproduced by a Nigerian company and funded by USAID. Drawing on ethnographic observations, interviews, and episode analysis, I analyze Sesame Square's efforts to teach intergroup tolerance. While most nations struggle to balance diversity and unity, my research suggests that this endeavor is particularly delicate in Nigeria, where ongoing ethno-religious conflicts threaten to fracture the nation. The fate of multicultural education may depend less on its pedagogy than on the sociopolitical contexts in which it takes place. Paradoxically, multicultural education may be a luxury reserved for countries with some preexisting level of intergroup cohesion.

Murphy-Graham, Erin; Leal, Graciela (2015):

Child Marriage, Agency, and Schooling in Rural Honduras.

In: *Comparative Education Review* 59 (1), S. 24–49. DOI: 10.1086/679013.

Abstract:

This article examines the relationships between child marriage, agency, and schooling in rural Honduras. Through an in-depth qualitative case study, we address the following questions: (1) In what ways, if any, do girls exercise agency in their decision to marry? (2) How might education enhance girls' agency, expanding their choice sets and delaying the age of marriage? We argue that a lack of understanding of the decision-making processes of young girls impedes the design and implementation of interventions to address child marriage. Our in-depth, qualitative case study allows us to document how the agency that girls exercise is simultaneously thin, opportunistic, accommodating, and oppositional. Returning to Ahearn's notion of agency as the socioculturally mediated capacity to act (2001a, 112), our findings suggest that for education to enhance adolescent girls' agency it must transform the sociocultural conditions that constrain their actions, targeting individual girls, families, and communities.

Nordtveit, Bjorn H. (2015):

Announcements.

[Announcements]. In: *Comparative Education Review* 59 (1), DOI: 10.1086/679661.

Nordtveit, Bjorn H. (2015):

Expanded Knowledge Production in an Amorphous Field. The "Case" of the Comparative Education Review 's Yearly Bibliography.

[Editorial]. In: *Comparative Education Review* 59 (4), S. 591–594. DOI: 10.1086/683109.

Park, Hyunjoon; Byun, Soo-Yong (2015):

Why Some Countries Attract More High-Ability Young Students to Teaching. Cross-National Comparisons of Students' Expectation of Becoming a Teacher.

In: *Comparative Education Review* 59 (3), S. 523–549. DOI: 10.1086/681930.

Abstract:

Using data from 37,570 students in 23 OECD countries in PISA 2006, we examine how national contexts shape the expectation of being a teacher at age 30 among high-achieving students in secondary schools. Our results show considerable between-country differences in the degree of students' expectation of a teaching job. To address sources of this cross-national variation, we use two-level logit models by linking student-level data with country-level data. Consistent with earlier findings, we find that teachers' economic status matters for students' expectation of becoming a teacher. Moreover, our results show that teachers' social status also matters. Countries' levels of professionalization of teaching, indicated by whether teachers have a bachelor's degree and are fully certified, are also related to students' expectation of the teaching profession. Specifically, in countries with higher levels of professionalization, we see a reduced gender gap in students' expectation of becoming a teacher.

Ramírez, Gerardo Blanco (2015):

Higher Education and Sustainable Development: A Model for Curriculum Renewal by Cheryl Desha and Karlson Hargroves. London: Routledge, 2014. 265 pp. \$49.95 (paper). ISBN 978-1-84407-860-8.

[Review]. In: *Comparative Education Review* 59 (1), S. 175–177. DOI: 10.1086/678918.

Rapple, Jeremy (2015):

Imagining Japan in Post-war East Asia: Identity Politics, Schooling and Popular Culture edited by Paul Morris, Naoko Shimazu and Edward Vickers. Oxford: Routledge, 2013. 264 pp. \$155.00 (cloth). ISBN 978-0-41571-399-3.

[Review]. In: *Comparative Education Review* 59 (2), S. 373–376. DOI: 10.1086/680393.

Resnik, Julia (2015):

Comparative Education Research: Approaches and Methods edited by Mark Bray, Bob Adamson and Mark Mason. 2nd edition. Hong Kong: Comparative Education Centre, University of Hong Kong; Springer, 2014. xv+453 pp. HK\$250/US\$38. ISBN 978-988-178252-8-2.

[Review]. In: *Comparative Education Review* 59 (1), S. 170–173. DOI: 10.1086/679337.

Richardson, Stephen (2015):

Unsafe Gods: Security, Secularism and Schooling by Lynn Davies. London: Institute of Education Press, 2014. 248 pp. £23.99. ISBN 9781858565255.

[Review]. In: *Comparative Education Review* 59 (1), S. 182–184. DOI: 10.1086/679298.

Rogers, Alan (2015):

Adult Learning in Modern Societies: An International Comparison from a Life-course Perspective edited by H.-P. Blossfeld, E. Kilpi-Jakonen, D. V. de Vilhena, and S. Buchholz. Cheltenham: Edward Elgar, 2014. 387 pp. £95.00. ISBN 978-1-7834751-8-6.

[Review]. In: *Comparative Education Review* 59 (1), S. 185–187. DOI: 10.1086/680255.

Sargent, Tanja Carmel (2015):

Professional Learning Communities and the Diffusion of Pedagogical Innovation in the Chinese Education System.

In: *Comparative Education Review* 59 (1), S. 102–132. DOI: 10.1086/678358.

Abstract:

Pedagogical innovations have been diffusing unevenly through the Chinese education system as a result of the implementation of the New Curriculum Reforms. Drawing on large-scale linked teacher and principal survey data from the Gansu Survey of Children and Families, this article investigates the extent to which interlocking teacher networks, which are a characteristic of professional learning communities in China, play a role in the diffusion of pedagogical innovations. The article argues that, despite teachers' pessimistic attitudes about the viability of reform success in the face of the examination system, innovative ideas about pedagogy diffuse successfully throughout the education system as a result of frequent opportunities for teachers to interact and observe each other teaching in school-level professional learning

communities, and as a result of the cultivation of cosmopolitan external networks for officially designated near-peer teacher opinion leaders.

Semali, Ladislaus M. (2015):

Indigenist African Development and Related Issues. Towards a Transdisciplinary Perspective edited by Akwasi Asabere-Ameyaw, Josephus Anamuah-Mensah, George Sefa Dei, and Kolawole Raheem. Rotterdam: Sense Publishers, 2014. 225 pp. \$43.00 (paper). ISBN 978-9-46209-657-8.

[Review]. In: *Comparative Education Review* 59 (3), S. 566–570. DOI: 10.1086/682141.

Shah, Payal (2015):

Spaces to Speak: Photovoice and the Reimagination of Girls' Education in India.

In: *Comparative Education Review* 59 (1), S. 50–74. DOI: 10.1086/678699.

Abstract:

Delving into the “black box” of schooling can help us better understand the paradoxical reality that schooling for girls can be simultaneously empowering and disempowering. Despite recent interest in developing innovative research methodologies within the field of comparative education, there has been less attention to and reflexivity about the use of critical and participatory research methodologies as a way to gain insight into school processes that lead to dis/empowerment. This article details the use of photovoice methodology with rural, marginalized, adolescent-aged girls in Western India, with particular attention to collaboration, power sharing, and the production of “voice.” Through a case study of a group of girls in Gujarat, this article illustrates how photovoice methodology can act as an important analytical heuristic to illuminate the relationship between schooling and girls' empowerment and how photovoice as a method might itself contribute to the empowerment process of girls.

Sharra, Steve (2015):

Reclaiming Constructivist Pedagogy from Neoliberal Ideology Teaching and Learning in Context, Why Pedagogical Reforms Fail in Sub-Saharan Africa by Richard Tabulawa. Dakar, Senegal: CODESRIA, 2013. 200 pp. ISBN 978-2-86978-569-4.

[Review]. In: *Comparative Education Review* 59 (4), S. 792–800. DOI: 10.1086/683451.

Silova, Iveta (2015):

National Identity and Educational Reform: Contested Classrooms by Elizabeth Anderson Worden. New York: Routledge, 2014. 166 pp. \$145.00 (cloth). ISBN 978-0-41571-954-4.

[Review]. In: *Comparative Education Review* 59 (2), S. 364–365. DOI: 10.1086/680395.

Spaull, Nicholas; Taylor, Stephen (2015):

Access to What? Creating a Composite Measure of Educational Quantity and Educational Quality for 11 African Countries.

In: *Comparative Education Review* 59 (1), S. 133–165. DOI: 10.1086/679295.

Abstract:

The aim of the current study is to create a composite statistic of educational quantity and educational quality by combining household data (Demographic and Health Survey) on grade completion and survey data (Southern and Eastern African Consortium for Monitoring Educational Quality) on cognitive outcomes for 11 African countries: Kenya, Lesotho,

Malawi, Mozambique, Namibia, South Africa, Swaziland, Tanzania, Uganda, Zambia, and Zimbabwe. Doing so overcomes the limitations of earlier studies that focused solely on either quantity or quality. We term the new statistic “access to literacy” and “access to numeracy” and report it by gender and wealth. This new measure combines both quantity and quality and consequently places educational outcomes at the center of the discourse.

Steiner-Khamsi, Gita (2015):

Education, Privatisation and Social Justice: Case Studies from Africa, South Asia and South East Asia edited by Ian Macpherson, Susan L. Robertson, and Geoffrey Walford. Oxford: Symposium Books, 2014. 312 pp. \$45.00 (paper). ISBN 978-1-87392-737-3.

[Review]. In: *Comparative Education Review* 59 (2), S. 359–361. DOI: 10.1086/680399.

Takayama, Keita; Sriprakash, Arathi; Connell, Raewyn (2015):

Rethinking Knowledge Production and Circulation in Comparative and International Education: Southern Theory, Postcolonial Perspectives, and Alternative Epistemologies.

[Call for papers]. In: *Comparative Education Review* 59 (1), S. v–viii. DOI: 10.1086/679660.

Tom, Miye Nadya (2015):

Connecting Histories of Education. Transnational Cross-Cultural Exchanges in (Post)Colonial Education edited by Barnita Bagchi, Eckhardt Fuchs, and Kate Rousmaniere. New York: Berghahn Books, 2014. 262 pp. \$95.00 (cloth). ISBN 978-1-78238-266-9.

[Review]. In: *Comparative Education Review* 59 (4), S. 789–791. DOI: 10.1086/683465.

Vavrus, Frances (2015):

Bamako directed by Abderrahmane Sissako. Artificial Eye, 2006. 112 minutes. [In French and Bambara with English subtitles.].

[Media Review]. In: *Comparative Education Review* 59 (1), S. 190–192. DOI: 10.1086/679395.

Vegas, Emiliana; Coffin, Chelsea (2015):

When Education Expenditure Matters: An Empirical Analysis of Recent International Data.

In: *Comparative Education Review* 59 (2), S. 289–304. DOI: 10.1086/680324.

Abstract:

We analyze the diminishing correlations between education expenditure and learning outcomes to address two fundamental questions: Do education systems with different levels of education spending have different student achievement levels? If so, at what amount of education spending does the relationship between increased expenditure and student achievement differ? Using data from a large group of countries around the world, we find that the association between education spending and student performance in mathematics is statistically significant among systems that spend below a threshold of US\$8,000 per student annually (in purchasing power parity). Controlling for average income (GDP) per capita and income inequality, our estimates suggest that education spending is associated with increased student performance only among systems that spend below this threshold, with mean student achievement approximately 14 points higher on the PISA scale for every additional US\$1,000 spent.

Vera, Gabriela Gomez; Valenzuela, Juan Pablo; Sotomayor, Carmen (2015):

Against All Odds. Outstanding Reading Performance among Chilean Youth in Vulnerable Conditions.

In: *Comparative Education Review* 59 (4), S. 693–716. DOI: 10.1086/683108.

Abstract:

International studies show that the impact of socioeconomic status (SES) on learning has increased in a number of countries and that poverty is a risk factor that puts children's academic performance at risk. However, there are students who, despite living in impoverished conditions, achieve solid academic performance. How they do so is a question of central importance. The present study uses the concept of "resilience" as a theoretical framework that can help us to answer it. It investigates various characteristics common to the students, families, and schools of Chile, and places emphasis on understanding resilience as it relates to the academic achievement of students with low SES. Multilevel models and comparisons reveal performance determinants associated with resilience, such as reading engagement and schooling conditions. This study highlights resilience as a framework for addressing the obstacles that face disadvantaged youth in developing educational systems.

Verger, Antoni; Zancajo, Adrián (2015):

Education Policy in Developing Countries edited by Paul Glewwe. Chicago: University of Chicago Press, 2014. 342 pp. \$40.00 (paper). ISBN 9780226078717.

[Review]. In: *Comparative Education Review* 59 (2), S. 366–371. DOI: 10.1086/680396.

Villegas, Aldo "BOCAFLOJA" (2015):

Porfirio directed by Alejandro Landes. Produced by Franja Nomo. 101 min. Initial release. December 30, 2011.

[Media Review]. In: *Comparative Education Review* 59 (3), S. 585–587. DOI: 10.1086/682146.

Wagner, Daniel A. (2015):

The Tyranny of Experts: Economists, Dictators, and the Forgotten Rights of the Poor by William Easterly. New York: Basic Books, 2014. 394 pp. \$29.99. ISBN 978-0465089734.

[Review]. In: *Comparative Education Review* 59 (2), S. 361–364. DOI: 10.1086/680364.

Wai-Ho Yung, Kevin (2015):

Asia's High Performing Education Systems. The Case of Hong Kong edited by Colin Marsh and John Chi-Kin Lee. New York: Routledge, 2014. 366 pp. \$135.00 (cloth). ISBN 978-0-41583-487-2.

[Review]. In: *Comparative Education Review* 59 (3), S. 570–572. DOI: 10.1086/682142.

Weiss, Christopher C.; García, Emma (2015):

Student Engagement and Academic Performance in Mexico: Evidence and Puzzles from PISA.

In: *Comparative Education Review* 59 (2), S. 305–331. DOI: 10.1086/680170.

Abstract:

This paper investigates the relationship between student engagement—with teachers and schools— and academic performance in Mexico. It uses hierarchical linear models and data from the OECD 2003 PISA study to examine the relative importance of engagement in comparison to other educational inputs—school and family characteristics—as predictors of performance. Our findings suggest that stronger engagement with the school positively affects students' achievement. The estimates are similar to those of socioeconomic status or family composition. However, stronger engagement with teachers does not necessarily improve achievement, and can even negatively correlate with performance. The findings provide an insightful approach to understanding the educational process by incorporating a greater diversity of schooling factors, and support the need for evidence of the factors that make up engagement with different school aspects. Additionally, they speak to the influence of policies that contribute to student engagement that may improve academic performance for Mexican students.

Wessells, Michael (2015):

Decolonizing Global Mental Health. The Psychiatrization of the Majority World by China Mills. New York: Routledge, 2014. 175 pp. \$48.95 (paper). ISBN 978-1-84872-160-9.

[Review]. In: *Comparative Education Review* 59 (3), S. 550–552. DOI: 10.1086/682012.

Wiborg, Susanne (2015):

Privatizing Education. Free School Policy in Sweden and England.

In: *Comparative Education Review* 59 (3), S. 473–497. DOI: 10.1086/681928.

Abstract:

The aim of this article is to investigate why Sweden, the epitome of social democracy, has implemented education reforms leading to an extraordinary growth in Free Schools in contrast to liberal England, where Free School policy has been met with enormous resistance. Conventional wisdom would predict the contrary, but as a matter of fact Sweden has bypassed England by far in outsourcing schools to private providers. The comparative argument promulgated in this article is that the combination of three interconnected variables—(1) type of political system, (2) party policy changes along the Left-Right dimension, and (3) the responses of the Left toward market-led reforms of education—are key in explaining this difference in Sweden and England.

Williams, James H. (2015):

Understanding the Constructions of Identities by Young New Europeans. Kaleidoscopic Selves by Alistair Ross. London: Routledge, 2015. 218 pp. \$168.00 (cloth). ISBN 978-0415707404.

[Review]. In: *Comparative Education Review* 59 (4), S. 783–785. DOI: 10.1086/683452.

Willyard, Stacy (2015):

War Dance written and directed by Sean Fine and Andrea Nix. Produced by Shine Global, 2007.

[Media Review]. In: *Comparative Education Review* 59 (2), S. 385–388. DOI: 10.1086/680367.

Wolf, Sharon; Torrente, Catalina; McCoy, Marissa; Rasheed, Damira; Aber, J. Lawrence (2015):

Cumulative Risk and Teacher Well-Being in the Democratic Republic of the Congo.

In: *Comparative Education Review* 59 (4), S. 717–742. DOI: 10.1086/682902.

Abstract:

Remarkably little systematic research has examined the living and working conditions for teachers in sub-Saharan Africa and how such conditions predict teacher well-being. This study assesses how various risks across several domains of

teachers' lives—measured as a cumulative risk index—predict motivation, burnout, and job dissatisfaction in the Katanga province of the Democratic Republic of the Congo. Cumulative risk is related to lower motivation and higher burnout levels, and the relationship between cumulative risk and burnout is moderated by years of teaching experience. Specifically, less experienced teachers report the highest levels of burnout regardless of their level of cumulative risk. Experienced teachers with the low cumulative risk scores report the lowest levels of burnout, and burnout increases with higher levels of cumulative risk, suggesting that burnout decreases with experience but not for teachers who experience more risk factors. Implications for research and education policy in low-income and conflict-affected countries are discussed.

Wu, Bin (2015):

Seeking the Common Dreams between the Worlds: Stories of Chinese Immigrant Faculty in North American Higher Education edited by Yan Wang and Yali Zhao. Charlotte, NC: Information Age Publishing, 2013. 255 pp. ISBN 978-1-62396-352-1.

[Review]. In: *Comparative Education Review* 59 (1), S. 173–175. DOI: 10.1086/679288.

Yamada, Shoko (2015):

The Constituent Elements of Comparative Education in Japan: A Comparison with North America.

In: *Comparative Education Review* 59 (2), S. 234–260. DOI: 10.1086/680172.

Abstract:

This article, with the aim of identifying elements that constitute the characteristics of an academic space within comparative education, analyzes how comparative education has been discussed and practiced in Japan, based on a questionnaire completed by 264 members of the Japan Comparative Education Society and classification of articles published in its journal from 1975 to 2011. Reference to the discourse and practice in North America are made, using data provided by the scholars who looked into research trends among Comparative and International Education Society members and in *Comparative Education Review*. The natures of both spaces are influenced by the institutional contexts; research demands; and social, political, and economic environments in which they are situated. Researchers develop their academic identities by participating in research practices and discourse. The interrelated but separate dynamics between two sites show the factors that make them align with or diverge from each other.

Zaman, Mujadad (2015):

Dynamics of the Contemporary University. Growth, Accretion, and Conflict by Neil J. Smelser. Berkeley: University of California Press, 2013. 139 pp. \$39.95 (paper). ISBN 978-0-52027-581-2.

[Review]. In: *Comparative Education Review* 59 (3), S. 564–566. DOI: 10.1086/682140.

Ball, Stephen J. (2015):

Living the Neo-liberal University.

[Thought Pieces]. In: *European Journal of Education* 50 (3), S. 258–261. DOI: 10.1111/ejed.12132.

Biesta, Gert (2015):

What is Education For? On Good Education, Teacher Judgement, and Educational Professionalism.

In: *European Journal of Education* 50 (1), S. 75–87. DOI: 10.1111/ejed.12109.

Abstract:

[no abstract available]

Breslow, Lori (2015):

The Pedagogy and Pleasures of Teaching a 21st-Century Skill.

In: *European Journal of Education* 50 (4), S. 420–439. DOI: 10.1111/ejed.12159.

Abstract:

Since at least the 1990s, voices both inside and outside the academy have vigorously debated whether the university has the responsibility to educate students in 'transferable skills' in addition to disciplinary content. Lists of these skills often include critical thinking, problem solving, collaboration, and innovation, and, almost always, communication, this article's focus. I briefly review the debate on whether such skills should be a prominent part of the university curriculum, and specifically address one argument advanced by the critics—that these skills cannot be taught. I describe my experience teaching communication relying on research-based practices and reflect on what it means to teach transferable skills in the digital age, as pedagogy changes and the university extends its reach. The article concludes with a recommendation to expand the teaching and learning of transferable skills and suggests how this can be accomplished.

Carneiro, Roberto (2015):

Learning: The Treasure within - Prospects for Education in the 21 st Century.

In: *European Journal of Education* 50 (1), S. 101–112. DOI: 10.1111/ejed.12110.

Abstract:

(Note from the editors: This article was written in 2001, based on a presentation made by Roberto Carneiro at a conference in Mexico — IX Simposium de Educación, ITESO, Guadalajara, 26 al 29 de septiembre de 2001 — that discussed the Delors report and its implications. We decided to publish it in this issue entitled 'What is Learning For?' that launches the four issues of volume 50 because (i) it gives us a valuable first-hand account of the challenges faced by the International Commission on Education for the Twenty-first Century chaired by Jacques Delors and how they were addressed by a Commission of 15 members from across the world, and (ii) written before social media took hold and before the recession hit in the early years of the 21st century, it allows us to put the discussion in the four issues of the journal into a longer perspective and reflect on changes in visions, perceptions and priorities, even in the 'short' period since the article was written.)

Carneiro, Roberto; Desjardins, Richard; Gordon, Jean; Looney, Janet (2015):

Editorial.

[Editorial]. In: *European Journal of Education* 50 (1), S. 1–9. DOI: 10.1111/ejed.12111.

Carneiro, Roberto; Looney, Janet; Vincent-Lancrin, Stéphan (2015):

Learning from the Past, Looking to the Future. Issues and agendas in education.

In: *European Journal of Education* 50 (4), S. 524–535. DOI: 10.1111/ejed.12158.

Abstract:

This year, EJE has marked its 50th anniversary with a special set of four linked issues, the organisation of which was inspired in part by the four pillars of learning first set out in the 1996 Delors Report, Learning: the treasure within. In this article, the authors highlight key themes that have emerged. Several of the contributing authors suggest that deepening tensions have driven education systems further away from the holistic, humanist vision of the Delors Report. At the same time, there are innovative policies and practices that address a broader range of aims of learning and have flourished despite challenges. Moving forward, the authors examine the challenges of citizenship, creativity and innovation in education. The article concludes with suggestions on important themes for the education agenda in the near future to which EJE may contribute further insights.

Cheng, Kai-ming (2015):

Learning in a Different Era: do our education systems do enough to enable learners to flourish as independent, autonomous and well-balanced individuals?

In: *European Journal of Education* 50 (2), S. 128–130. DOI: 10.1111/ejed.12119.

Abstract:

[no abstract available]

Crossley, David (2015):

An Education Worth Having: The Aspirations and the Development of the Whole Education Network in England.

In: *European Journal of Education* 50 (2), S. 184–195. DOI: 10.1111/ejed.12121.

Abstract:

[no abstract available]

Crul, Maurice (2015):

Is Education the Pathway to Success? A Comparison of Second Generation Turkish Professionals in Sweden, France, Germany and The Netherlands.

In: *European Journal of Education* 50 (3), S. 325–339. DOI: 10.1111/ejed.12133.

Abstract:

Education is often seen as the most important mobility channel for children of immigrants. To what extent is this true? In this article, we look at successful second generation Turkish professionals in Sweden, France, Germany and The Netherlands. What kind of pathways did they take to become a professional? Based on the large quantitative international TIES survey, I reconstruct the pathways to a professional position in the four countries. We see how the open, comprehensive school systems in Sweden and France provide the main paths to a professional job. In Germany, however, it is the apprenticeship system. The Netherlands is a case in between. I describe how different educational institutional arrangements and the different ways the transition to the labour market is organised in the four countries also result in different routes to a professional career. I use new qualitative material from the ELITES project that was gathered in the four countries to illustrate the pathways to success in greater depth.

Desjardins, Richard (2015):

Education and Social Transformation.

[Editorial]. In: *European Journal of Education* 50 (3), S. 239–244. DOI: 10.1111/ejed.12140.

Desjardins, Richard (2015):

The Precarious Role of Education in Identity and Value Formation Processes: the shift from state to market forces.

In: *European Journal of Education* 50 (2), S. 134–146. DOI: 10.1111/ejed.12114.

Abstract:

This article briefly reviews the evolving role of major institutions thought to form, reproduce and transform individual as well as collective identities and values, with an emphasis on the impact of state vs market forces via educational systems. This is accompanied by a discussion of various pressures against the state to exert social control on identity and value formation processes. The growing influence of market forces on education and in turn on identity and value formation processes is outlined with reference to specific policy prescriptions that are aligned with the neoliberal agenda, for example the No Child Left Behind Act in the US. The analysis suggests that these prescriptions have contributed to a narrower role for education which may have positive as well as negative implications on identity and value formation processes.

Donlevy, Vicki (2015):

The Evolution of Learning Systems in a Changing World. Constantly Closing the Stable Door after an Ever-Bolting Horse?

[Thought Pieces]. In: *European Journal of Education* 50 (4), S. 383–386. DOI: 10.1111/ejed.12145.

Abstract:

[no abstract available]

Elfert, Maren (2015):

UNESCO, the Faure Report, the Delors Report, and the Political Utopia of Lifelong Learning.

In: *European Journal of Education* 50 (1), S. 88–100. DOI: 10.1111/ejed.12104.

Abstract:

Two education reports commissioned by the United Nations Educational, Scientific and Cultural Organization (UNESCO), Learning to be, otherwise known as the Faure report (1972) and Learning: The treasure within, otherwise known as the Delors report (1996), have been associated with the establishment of lifelong learning as a global educational paradigm. In this article, which draws on archival research and interviews, I will explore how these two reports have contributed to debates on the purpose of education and learning. In the first half, I will shed light on their origins, the context in which they came about, how they have been received by the education community and by UNESCO member states and how they have been discussed in the scholarly literature. In the second half, I will discuss the key themes of the reports, in particular lifelong learning as the global educational 'master concept'. In the last section, I will reflect on how the Faure report and the Delors report are still relevant for our debates about learning today. I will argue that the concept of lifelong learning, as put forward by these reports, was a political utopia which is at odds with today's utilitarian view of education.

Gordon, Jean; Hooge, Edith; Looney, Janet (2015):

Citizens, Learners and Workers in a Complex, Changing World. Challenges for policy and research.

In: *European Journal of Education* 50 (4), S. 373–378. DOI: 10.1111/ejed.12156.

Abstract:

[no abstract available]

Halász, Gábor (2015):

Education and Social Transformation in Central and Eastern Europe.

In: *European Journal of Education* 50 (3), S. 350–371. DOI: 10.1111/ejed.12130.

Abstract:

This article evaluates the outcomes of the efforts of Central and Eastern European (CEE) countries to make their education systems more effective in enhancing broader social and economic goals. It focuses on those 11 Central and Eastern European countries which became members of the EU in 2004 or following this date. First, it presents a short analysis of how educational goals were connected with the broader goals of social and economic progress before and during the first phase of the transition period after the collapse of Communism. It then analyses the impact of the accession of these countries to the EU, including the impact of some European mechanisms that have contributed to the strengthening of linkages between education and social-economic progress. The third part of the article attempts to evaluate the outcomes of the relevant national education reforms, development programmes and policies, most of them generated by these mechanisms, in the light of a number of selected indicators. A key conclusion of the article is that the adoption of the lifelong learning approach of the EU has been a major engine to strengthen the role of education in social and economic development in the CEE region, but most countries still need further efforts to translate this approach into coherent and effective national policies and to implement them so that they produce relevant and significant outcomes.

Halbert, Judy; Kaser, Linda (2015):

Learning to Be. A Perspective from British Columbia, Canada.

In: *European Journal of Education* 50 (2), S. 196–213. DOI: 10.1111/ejed.12125.

Abstract:

This article describes how learning to be, with a specific focus on social-emotional competencies, has become part of the educational mindset — and educational policy — in British Columbia, Canada. The development of a set of learning progressions for social responsibility, an emphasis on social emotional learning in the new curriculum framework, the recognition of the importance of the First Peoples Principles of Learning and a disciplined approach to inquiry through school-to-school networks are strengthening the focus on learning to be across schools and communities.

Hannon, Valerie (2015):

What is Learning For?

[Thought Pieces]. In: *European Journal of Education* 50 (1), S. 14–16. DOI: 10.1111/ejed.12107.

Hooge, Edith (2015):

Connecting with the World of Work. Horizontal accountability processes in institutions providing Vocational Education and Training (VET).

In: *European Journal of Education* 50 (4), S. 478–496. DOI: 10.1111/ejed.12155.

Abstract:

In VET systems, connectivity with the world of work has been on the agenda for many years: for Western and Southern European countries, since the 1980s as a consequence of the 1973 oil crisis, and then for Central and Eastern European countries, since the early 1990s. In the last few decades, awareness has grown that European prosperity depended heavily on the skills of the workforce and the innovativeness and competitiveness of the economy. In the EU, it has long been acknowledged that VET plays a key role in integrating young people in the labour market and providing skills and competences that foster innovation and entrepreneurship. More recently, VET has also been seen as a precondition to overcome the current economic crisis in Europe. This article analyses how institutions that provide VET can address these demands. It begins by describing European VET policy, characterising it as soft governance. Furthermore, based on data and insights from CEDEFOP and OECD research and publications, an overview is given of strategies and measures and of the practice of VET providers connecting and cooperating with the world of work throughout Europe. The article goes on to analyse in greater depth the concept of horizontal accountability and stakeholder theory, providing a framework to study the external orientation and connectivity with the world of work of VET colleges in The Netherlands. The Dutch VET system is described and compared with other systems in Europe. Drawing on empirical data, the horizontal accountability

processes in which Dutch VET colleges engage are unravelled, examining with which parties and about what they connect. Finally, some conclusions are proposed.

Illeris, Knud (2015):

The Development of a Comprehensive and Coherent Theory of Learning.

In: *European Journal of Education* 50 (1), S. 29–40. DOI: 10.1111/ejed.12103.

Abstract:

This article is an account of how the author developed a comprehensive understanding of human learning over a period of almost 50 years. The learning theory includes the structure of learning, different types of learning, barriers of learning as well as how individual dispositions, age, the learning environment and general social and societal conditions influence learning possibilities. All this started when the author, aged 27, broke off his career as a travel agent and joined a course for matriculation at the university. He found this course extremely ineffective and got the idea that a firm knowledge about how human learning takes place might be a starting point for the development of more engaging and effective learning, teaching, schooling and education. Over the years, he gathered inspiration from a broad range of learning theorists such as Piaget, Rogers, Ausubel, Leithäuser, Schön, Kolb, Furth, Mezirow, Kegan and his own Danish instructor, Thomas Nissen. But the theory was built up as his own structure by critically adding new elements from the examination of other theories and carefully analysing experience from teaching, supervising and observing learning courses at all levels from primary school to adult education and university studies.

Istance, David (2015):

Editorial.

[Editorial]. In: *European Journal of Education* 50 (2), S. 113–119. DOI: 10.1111/ejed.12124.

Istance, David (2015):

Learning in Retirement and Old Age: an agenda for the 21 st century.

In: *European Journal of Education* 50 (2), S. 225–238. DOI: 10.1111/ejed.12120.

Abstract:

This article is about education and learning for the 'retired'. In using this term, it is recognised that any such definitions and given age bands cover a wide range of situations and learning needs. Such diversity should closely inform the educational agenda for older adults, and as it is a life phase defined by challenge and change 'learning to be' encapsulates much that is essential to that agenda. The international evidence shows how rapidly our societies are ageing, and how much longer is spent in retirement: so rapid is that change and so large the numbers of seniors and the elderly that the active nature of learning represents a critical aspect of response to this major phenomenon. Contrary to a popular image of declining skills and capacities, the evidence reveals a much more nuanced picture of capability among the retired. Comparisons are drawn with the early childhood sector, which had parallel characteristics but which has since moved rapidly upwards among policy priorities. In conclusion, the article argues that 'active ageing' rather than 'lifelong learning' represents a more promising embracing framework through which to develop learning in retirement and old age.

Kehm, Barbara M. (2015):

Higher Education as a Field of Study and Research in Europe.

In: *European Journal of Education* 50 (1), S. 60–74. DOI: 10.1111/ejed.12100.

Abstract:

This article describes the emergence of higher education as a field of research, scholarship and study. In the first part, the meaning of higher education as a field of research is defined contrasting Europe and the US. Then, the institutional basis of higher education research in Europe is analysed (learned societies, institutes and centres, professorships, journals, study programmes). In the second part, the main areas of research and knowledge production are discussed, while the third focuses on the relationships between higher education research, policy and practice. The article ends with sections on future perspectives and conclusions.

Kneyber, R. (2015):

Learning for the Future. Preparing for a Life of Slavery after the Alien Invasion.

[Thought Pieces]. In: *European Journal of Education* 50 (4), S. 391–393. DOI: 10.1111/ejed.12148.

Kordik, Andrew (2015):

Does Schooling Develop The Skills Needed to Make Sense of the World?

[Thought Pieces]. In: *European Journal of Education* 50 (4), S. 387–390. DOI: 10.1111/ejed.12153.

Michel, Alain (2015):

Learning for an Active Citizenship and Working Life. Main Challenges and Ongoing Innovations.

[Thought Pieces]. In: *European Journal of Education* 50 (4), S. 379–382. DOI: 10.1111/ejed.12154.

Miller, Riel (2015):

Learning, the Future, and Complexity. An Essay on the Emergence of Futures Literacy.

In: *European Journal of Education* 50 (4), S. 513–523. DOI: 10.1111/ejed.12157.

Abstract:

Futures Literacy is the capacity to design and implement processes that make use of anticipation, generally with the purpose of trying to understand and act in a complex emergent context. This article examines the potential of Futures Literacy to contribute to the realisation of a better balance between learning that is shaped by the supposition that what needs to be learned is knowable in advance, what I will label 'push' education, and 'pull' learning, that starts from the discovery of not knowing something, initiating the search for hypotheses, experiments, and evidence that eventually lead to understanding. Insufficient Futures Literacy impedes the expansion our anticipatory activities beyond preparation and planning, with the result that at both the individual and institutional levels it is difficult to find the motivation and capability to undertake and organise learning that goes beyond 'push' education, or what people 'need' to know now in order to get: a 'good job', be 'good citizens', etc., in the future. As a result humanity may be less able to embrace complexity or pursue a diversification approach to resilience.

Misiaszek, Greg William (2015):

Ecopedagogy and Citizenship in the Age of Globalisation. Connections between environmental and global citizenship education to save the planet.

In: *European Journal of Education* 50 (3), S. 280–292. DOI: 10.1111/ejed.12138.

Abstract:

Teaching the connections between environmentally-harmful acts and social conflict is essential but is often ignored in education. This article presents two ways in which these are not taught because of the policies of those who benefit from the ignorance of these connections: first, the avoidance of teaching global-local connectivity and second, the devaluing of non-dominant cultures. Ecopedagogy is a democratic, transformative pedagogy centred on increasing justice by critically teaching the politics of environmental issues. I argue that global citizenship education (GCE) must be an element of ecopedagogy to contextually learn globalisation's effects upon local communities. In addition, GCE's goal is to increase students' understanding of diverse cultures to respect them. Ecopedagogy is also essential to GCE to fully teach social conflicts resulting from environmentally harmful acts. I offer policy and pedagogical changes to disrupt reproductive environmental pedagogies that help to sustain environmental ills for ecopedagogy-GCE models to emerge.

Miyamoto, Koji; Huerta, Maria C.; Kubacka, Katarzyna (2015):

Fostering Social and Emotional Skills for Well-Being and Social Progress.

In: *European Journal of Education* 50 (2), S. 147–159. DOI: 10.1111/ejed.12118.

Abstract:

Children need a balanced set of cognitive, social and emotional capabilities to adapt to today's demanding, changing and unpredictable world. OECD countries and partner economies recognise the importance on the holistic development of individuals. However, there are big gaps between stakeholders' knowledge, expectations and practices on how to foster such skills. This paper presents evidence on the importance of social and emotional skills; on how policy makers and schools are currently enhancing and monitoring such skills; and, on the existing gaps between knowledge, expectations and practices to mobilise these skills. The paper concludes by pointing ways in which education stakeholders can do more to better develop and mobilise the skills that drive individual's well-being and social progress. The paper draws on findings and frameworks that are being published in a full OECD report entitled 'Skills for Social Progress: the Power of Social and Emotional Skills' in the first half of 2015.

Mulder, Regina H.; Messmann, Gerhard; König, Christoph (2015):

Vocational Education and Training. Researching the Relationship between School and Work.

In: *European Journal of Education* 50 (4), S. 497–512. DOI: 10.1111/ejed.12147.

Abstract:

Researchers and policy makers agree that the relation between school and work is an important characteristic of vocational education and training (VET) and needs attention. The relation itself poses several challenges for research to be successful and useful for policy makers. In this article, we outline these challenges and answer the following question: What needs to be considered when researching the relation between school and work? Our central claim is that research on the relation between school and work needs to (1) take into account contextual conditions of the VET system, including identifying the central actors and their responsibilities within a VET system, (2) take into account the characteristics of VET itself, (3) define the quality of the relation between school and work (depending on the context, characteristics of the VET system and VET itself), and (4) be consistent with respect to chosen research aims and paradigms. To illustrate how these aspects can be taken into account an example of empirical research conducted in the German dual apprenticeship system is described. The readers are provided with guidelines for researchers and policy makers to carry out high quality research on the relation between school and work in VET systems that enables policy makers to make use of the results to improve the relation between school and work in VET systems.

Nascimbeni, Fabio (2015):

The Contribution of Openness to Transforming Education.

[Thought Pieces]. In: *European Journal of Education* 50 (4), S. 400–403. DOI: 10.1111/ejed.12152.

Prats Monné, Xavier (2015):

What Is Learning For? The Promise of a Better Future.

[Thought Pieces]. In: *European Journal of Education* 50 (1), S. 25–28. DOI: 10.1111/ejed.12106.

Puttnam, David (2015):

Learning to Be - Do Our Education Systems Do Enough to Enable Learners to Flourish as Independent, Autonomous and Well-Balanced Individuals?

In: *European Journal of Education* 50 (2), S. 120–122. DOI: 10.1111/ejed.12116.

Abstract:

[no abstract available]

Ramphele, Mamphela (2015):

Meaning and Mission.

[Thought Pieces]. In: *European Journal of Education* 50 (1), S. 10–13. DOI: 10.1111/ejed.12108.

Resnick, Lauren B.; Schantz, Faith (2015):

Re-thinking Intelligence. Schools that build the mind.

In: *European Journal of Education* 50 (3), S. 340–349. DOI: 10.1111/ejed.12139.

Abstract:

We now understand that human intelligence, once thought to be determined almost solely by heredity, is malleable. In developed countries, average intelligence test scores have increased substantially since the tests began to be administered 100 years ago. In school settings, however, intelligence is often still treated as a fixed attribute that limits many students' ability to learn. We argue that schools can and should create intelligence. A body of research has now shown that participating in certain forms of discussion-based instruction can lead to gains in performance, not only in the subject taught, but also in other, distant domains. This means that schools can actually 'grow the mind.' Here, we look at a few powerful examples of dialogic teaching and learning, and discuss some of the implications for the future of education.

Schuller, Tom; Watson, David (2015):

'The Treasure Within' and 'Learning Through Life': A Review and Prospectus.

In: *European Journal of Education* 50 (2), S. 214–224. DOI: 10.1111/ejed.12123.

Abstract:

In this article, Tom Schuller and David Watson, who were responsible for a major review of lifelong learning in the UK published in 2009, describe the main proposals from that review and compare them with the 1996 UNESCO report, *The Treasure Within*. They find many points of similarity, as well as clear differences. Apart from specific differences of analysis or emphasis, their 2009 'Learning Through Life' (LTL) report focused particularly on adults and dealt prominently with workplace and community-based opportunities compared with the full life-cycle but largely formal education focus of the Delors report. They discuss the LTL 4-lifestage model, the lifecycle distribution of resources, and entitlements to learning. They draw out key issues related to 'learning to be'. They provide a stocktake of the progress that has been made in the UK since the publication of their report in 2009 and find little grounds for encouragement that their suggested directions for change have been put into practice. They reflect on rationales and developments to offer a prospectus for lifelong learning that has general application, not only in the UK.

Sher, Mannie; King, Sadie (2015):

What Role, if any, Can Education Systems Play in Fostering Social Transformation for Social Justice? Prospects, Challenges and Limitations.

[Thought Pieces]. In: *European Journal of Education* 50 (3), S. 250–253. DOI: 10.1111/ejed.12134.

Sliwka, Anne; Yee, Brandy (2015):

From Alternative Education to The Mainstream: approaches in Canada and Germany to Preparing Learners to Live in a Changing World.

In: *European Journal of Education* 50 (2), S. 175–183. DOI: 10.1111/ejed.12122.

Abstract:

There has been a shift in the core idea of schooling in both Germany and Canada: While schools have traditionally focused on cognitive development, they now increasingly focus on 'engaged learners' and use integrated settings to support their cognitive, metacognitive and social-emotional development. In line with the theme 'Learning to Be', we argue that beliefs about the purpose of schooling are shifting from a narrow, knowledge-based approach to understanding that students need knowledge, skills and attitudes to succeed in their private, public and professional lives as adults. To this end, pedagogical concepts developed in alternative education are increasingly being implemented by mainstream schools. This article examines this significant development in Germany and Canada. We analyse current examples from mainstream schools, highlighting how they use alternative pedagogical concepts to transform the ways in which students come to know themselves as learners. In both countries, this process has been simultaneously bottom-up, driven by early-adopter schools, and top-down, driven by public awards or broad public initiatives.

Stanley, Julian (2015):

Learning Outcomes - From Policy Discourse to Practice.

In: *European Journal of Education* 50 (4), S. 404–419. DOI: 10.1111/ejed.12150.

Abstract:

This article argues that the concept of learning outcomes has been defined in Europe so that it can pervade and unify a wide range of policies relating to education and, in particular, to vocational education and training. It seeks to explain why learning outcomes are multi-dimensional and to clarify how policy, theoretical and operational dimensions can be distinguished and related to one another. In the light of this, it will propose a theoretical model that helps to clarify what the progressive implementation of an outcomes approach looks like and which one can be used to compare the progress of different countries. Furthermore, the article argues that, when it comes to implementation, there are problems in identifying the use and the impact of learning outcomes. There is a diversity of practice in their design and application as 'tools' in the construction of curricula and the influence of these curricula upon teaching and learning is by no means straightforward. There has been remarkable progress in the establishment and referencing of national qualifications frameworks and the use of tools such as level descriptors in Europe, but this cannot be taken as evidence that 'learning outcomes' approaches are well established or that they have the intended impact.

Stavenhagen, Rodolfo (2015):

Indigenous Peoples' Rights to Education.

[Thought Pieces]. In: *European Journal of Education* 50 (3), S. 254–257. DOI: 10.1111/ejed.12136.

Steffens, Karl (2015):

Competences, Learning Theories and MOOCs: Recent Developments in Lifelong Learning.

In: *European Journal of Education* 50 (1), S. 41–59. DOI: 10.1111/ejed.12102.

Abstract:

Our societies have come to be known as knowledge societies in which lifelong learning is becoming increasingly important. In this context, competences have become a much discussed topic. Many documents were published by international organisations (UNESCO, World Bank, European Commission) which enumerated 21st century key competences. The field of learning theories has also experienced advances. Findings from neuroscience have promoted a new understanding of what really happens in the brain when we learn. At the same time, the fact that learning increasingly takes place in virtual communities led George Siemens (2004) to propose connectivism as a learning theory for the digital age. Similarly, Roberto Carneiro (2010) suggested a theory he called generativism which aims at describing collaborative learning with digital technologies and open educational resources. These theories might be better able to describe and explain lifelong learning than classical learning theories.

In the field of digital technologies, Massive Open Online Courses (MOOCs) have recently received a great deal of attention. While Siemens suggested connectivist MOOCs (cMOOCs) as the ideal platform for connectivist learning, other forms of MOOCs were also developed. These MOOCs have spread at a breath-taking pace in the last few years, although it is far from clear to what extent they are based on principles from learning theories and really support learning. These developments will be presented and discussed with respect to their relevance for lifelong learning as an integral part of man's quest for meaning.

Stromquist, Nelly P. (2015):

Women's Empowerment and Education. Linking knowledge to transformative action.

In: *European Journal of Education* 50 (3), S. 307–324. DOI: 10.1111/ejed.12137.

Abstract:

Women's empowerment is a concept that has acquired substantial recognition in the past decade. However, it is better known among international development organisations, NGOs, and grassroots groups than in academic circles. This article examines the concept of women's empowerment as a foundational element in a theory of social change in which the oppressed must be key actors in the change process. On the basis of empirical evidence, it highlights four dimensions of

empowerment: economic, political, knowledge, and psychological. The knowledge dimension is fostered by one of the most respected and universal of institutions: formal education. Yet schools do not always provide friendly or even safe spaces for girls; moreover, the school curriculum emphasises academic subjects and avoids 'life skills' discussions. Most successful cases of empowerment through education have occurred in non-formal education programmes that specifically promote critical reflection on gendered social norms and encourage corrective responses. The article argues that the empowerment process must consider the close connection between the private and the public arenas, as the private space seriously constrains women's availability and possibilities for transformative action; therefore, both macro- and micro-level interventions are needed to create a modified gender division of labour. The promotion of agency — at both the individual and collective levels — plays a major role in the development of women's empowerment. Such a process requires the engagement of non-state actors, particularly women-led NGOs. The article ends with challenges for policy.

Takanishi, Ruby (2015):

Do Our Education Systems Do Enough to Enable Learners to Flourish as Independent, Autonomous and Well-Balanced Individuals?

In: *European Journal of Education* 50 (2), S. 123–127. DOI: 10.1111/ejed.12113.

Abstract:

[no abstract available]

Tayler, Collette (2015):

Learning in Early Childhood: Experiences, Relationships and 'Learning to Be'.

In: *European Journal of Education* 50 (2), S. 160–174. DOI: 10.1111/ejed.12117.

Abstract:

Learning in the earliest stage of life — the infancy, toddlerhood and preschool period — is relational and rapid. Child-initiated and adult-mediated conversations, playful interactions and learning through active involvement are integral to young children making sense of their environments and to their development over time. The child's experience in this early phase of life is at the heart of 'Learning to Be' in any society. This article reviews early learning studies aimed at understanding children's personal, intellectual and social development, and promoting that development. Particular reference is made to attachment and attention, the process of self-regulation, and the adult-child engagement strategies that advance the child's receptive and expressive language: these all exercise substantial influence on early childhood learning and child development outcomes over time. The selected research studies variously highlight the development of infants, toddlers, and young children in kindergarten and the early years of school, and how children make sense of their environments as social, learning and unique human beings. Both the home learning environment and early childhood education programmes are important in children's development. This article argues for high-quality early childhood experience and giving attention to the engagement role of adults in advancing young children's development, minimising the risk of poor development and supporting positive long-lasting personal, academic and social benefits. In this early phase of life, in the words of Jacques Delors: '... none of the talents which are hidden like buried treasure in every person must be left untapped'. (Delors et al. 1996, p. 23).

Teichler, Ulrich (2015):

Changing Perspectives. The Professional Relevance of Higher Education on the Way Towards the Highly-Educated Society.

In: *European Journal of Education* 50 (4), S. 461–477. DOI: 10.1111/ejed.12146.

Abstract:

Higher education has been one of the major thematic areas of the *European Journal of Education* over the years, and the relationships between higher education the world of work have been one of the 10 major themes in this area. The multitude of related articles shows substantial changes of the situation and the related discourse. The employment and work situation of graduates underwent changes in the course of expansion, the respective political climate had its ups and downs, and the knowledge base on the impact of study conditions and provisions of graduate employment and work improved over time. This notwithstanding, we note a constant return to the persistent questions as to whether we have too few or too many graduates. In recent years, higher education has been increasingly exposed to greater instrumental

expectations. The paradigms of 'knowledge society' and 'knowledge economy' reinforce a call for higher education to serve more directly the 'employability' of graduates. As views vary strikingly regarding issues such as specialisation vs. general competences, preparation for predictable tasks vs. preparing for an unexpected future, etc., higher education could keep a diversity of options in the best ways to ensure professional relevance.

Torres, Carlos Alberto (2015):

Global Citizenship and Global Universities. The Age of Global Interdependence and Cosmopolitanism.

In: *European Journal of Education* 50 (3), S. 262–279. DOI: 10.1111/ejed.12129.

Abstract:

This article focuses on the role of global universities and globalisations in an age of global interdependence and cosmopolitanism. Competing agendas that result from actions and reactions to multiple globalisations are considered in relation to global citizenship education. These agendas are crucial in understanding dilemmas of the local and the global in relation to education. Key emerging agendas are highlighted, including those of the hyperglobalisers, skeptics and transformationists. Three themes are central for this conversation, namely a) how multiple globalisations are impacting global life and academics, b) how networks have become privileged sites for global education, and c) the implications of globalisation and networks for global citizenship and global universities.

Tuckett, Alan (2015):

Adult Education, Social Transformation and the Pursuit of Social Justice.

[Thought Pieces]. In: *European Journal of Education* 50 (3), S. 245–249. DOI: 10.1111/ejed.12135.

Tuomi, Ilkka (2015):

Epistemic Literacy or a Clash of Clans? A Capability-based View on the Future of Learning and Education.

[Thought Pieces]. In: *European Journal of Education* 50 (1), S. 21–24. DOI: 10.1111/ejed.12101.

Urban, Mathias (2015):

From 'Closing the Gap' to an Ethics of Affirmation. Reconceptualising the Role of Early Childhood Services in Times of Uncertainty.

In: *European Journal of Education* 50 (3), S. 293–306. DOI: 10.1111/ejed.12131.

Abstract:

In this article, I offer a critical enquiry into the landscape of European and international policy approaches and strategies towards young children, their families and communities in a rapidly changing global context. Early childhood has attracted unprecedented attention among policy makers and international bodies in the last two decades. The apparent consensus about the 'need to increase participation in early childhood education and care' has been framed mainly by a 'human capital' discourse that promises high returns on investment in early intervention, and social cohesion through increased educational achievement. While members of the early childhood research and practice community have welcomed (or actively contributed to) this argument in order to raise visibility and support, questions arise whether policies and practices grounded in this logic are appropriate and make a difference in the lives of children and families, especially those from marginalised backgrounds. Drawing on experiences from recent European and international research projects, this article argues that early childhood policies that aim at 'closing the gap' between children from marginalised and dominant groups in society are grounded in a logic of integration and assimilation into an assumed normality that no longer exists. Instead, marginalisation, hyper-diversity, inequality and fragmentation have become the defining feature of all societies. Against this background, the article explores possibilities and strategies for developing 'competent systems' for all children, families and communities that are based on democratic practices, recognition and affirmation.

Wastiau, Patricia (2015):

What Does Learning Prepare for Today? Co-creating Knowledge for Action.

[Thought Pieces]. In: *European Journal of Education* 50 (4), S. 394–399. DOI: 10.1111/ejed.12149.

Weinstein, José (2015):

The Latin American School and The Challenge of Developing Fraternity.

In: *European Journal of Education* 50 (2), S. 131–133. DOI: 10.1111/ejed.12115.

Abstract:

[no abstract available]

Young, Michael (2015):

What is Learning and Why Does It Matter?

[Thought Pieces]. In: *European Journal of Education* 50 (1), S. 17–20. DOI: 10.1111/ejed.12105.

European Journal of Higher Education (5) 2015

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

[licence required | prints available at INCHER-Kassel]

Ashwin, Paul (2015):

Missionary zeal. Some problems with the rhetoric, vision and approach of the AHELO project.

In: *European Journal of Higher Education* 5 (4), S. 437–444. DOI: 10.1080/21568235.2015.1087869.

Abstract:

The OECD's Assessment of Higher Education Learning Outcomes (AHELO) project is an important contribution to discussions of how to define and measure the quality of global higher education. There is a genuine need for quality measures that can help to ensure students have equitable access to high-quality higher education wherever they study but do not reinforce existing institutional hierarchies that are simply based on historical reputation. However, I identify three problems with the approach that has been taken to AHELO which mean that even if it succeeded in its own terms, it would not meet this need. I conclude by arguing that rather than pursuing the illusion of a simple and robust measure of the comparative quality of learning outcomes globally, we should focus on the more everyday task of engaging stakeholders internationally in discussions about the development of high-quality undergraduate higher education.

Benneworth, Paul; Boer, Harry de; Jongbloed, Ben (2015):

Between good intentions and urgent stakeholder pressures. Institutionalizing the universities' third mission in the Swedish context.

In: *European Journal of Higher Education* 5 (3), S. 280–296. DOI: 10.1080/21568235.2015.1044549.

Abstract:

There is a widespread recognition across Europe, amongst policy-makers, university managers and scholars, that universities' societal roles (the 'third mission') are increasingly important. As universities become increasingly strategically managed, it is perhaps unsurprising that attention has turned towards the strategic management of this third mission. Universities risk becoming 'overloaded' with these missions and are forced to choose to dilute their strategic focus or only focus on a limited number of these missions. The third mission risks being regarded as a desirable but not an essential duty and therefore is unlikely to be an institutional focus. In this paper we therefore ask how can the third mission be meaningfully institutionalized given the pressures on university managers to focus on other areas. We explore this with reference to a detailed case study of a provincial Swedish university, Sjöstad University, with a long-standing commitment to creating a societal impact. We explore how Sjöstad University has created an impact, and then the tensions this raises for key university stakeholders, internally and with external partners. We then reflect on the institutionalization of the third mission and call for further consideration of how external stakeholders can provide universities with a strategic space to institutionalize the third mission.

Cai, Yuzhuo; Zhang, Han; Pinheiro, Rómulo (2015):

Institutionalization of technology transfer organizations in Chinese universities.

In: *European Journal of Higher Education* 5 (3), S. 297–315. DOI: 10.1080/21568235.2015.1044548.

Abstract:

There is a lack of in-depth studies on how technology transfer organizations (TTOs) are organized and developed. This paper examines the evolution/institutionalization of TTOs in Tsinghua University (TU), as a microcosm of the development of TTOs in Chinese universities. It explores two issues in particular: what kinds of TTOs have been developed in TU and why some organizational forms become more institutionalised than others. In so doing, an analytical framework is developed by synthesizing the literature on organizational innovation and institutionalization. The analysis is based on extensive review of academic literature and policy documents, as well as on face-to-face interviews with practitioners involved in technology transfer in TU. The paper identifies the tendencies of TTO development in Chinese universities and advances theories on the institutionalization of university TTOs in general.

Dakowska, Dorota; Harmsen, Robert (2015):

Laboratories of reform? The Europeanization and internationalization of higher education in Central and Eastern Europe.

[Introduction]. In: *European Journal of Higher Education* 5 (1), S. 4–17. DOI: 10.1080/21568235.2014.977318.

Deca, Ligia (2015):

International norms in the reform of Romanian higher education: a discursive analysis.

In: *European Journal of Higher Education* 5 (1), S. 34–48. DOI: 10.1080/21568235.2014.971040.

Abstract:

Higher education systems in Central and Eastern Europe have faced numerous challenges in their transitions following the collapse of totalitarian regimes in 1989–1990. Romania, as a country that is representative of the specificities of this particular region, as well as a relatively new member of the European Union, is a privileged site for understanding how external pressures influenced policy changes in light of its openness to European reintegration. By focusing on three phases of policy change corresponding broadly to three major legal transformations, this paper will observe when, why and by whom the international influences were strategically used in Romanian public discourse on higher education reform. Finally, a balance sheet will be drawn across the two decades of higher education reforms in Romania, which is meant to provide insights into wider problematics of reform, Europeanization and internationalization in situations of transition and peripherality.

Diogo, Sara (2015):

Same challenges, different processes: perceptions on governance changes in Portuguese and Finnish higher education.

In: *European Journal of Higher Education* 5 (2), S. 211–225. DOI: 10.1080/21568235.2014.967793.

Abstract:

This article compares recent governance reforms in Finnish and Portuguese higher education (HE) systems and institutions (HEIs). Although Portugal and Finland differ significantly, both the countries have recently undertaken similar HE legislative reforms. This article analyses the contexts and implementation processes of these legal frameworks: Law 62/2007 (RJIES) and Yliopistolaki 558/2009 (New Universities Act), aim at changing institutional governance structures, management and decision-making practices. Findings rely on legal documents and on the voices of practitioners. It is argued that new public management ideology and practice, also disseminated by international organizations' agendas (e.g. the Organisation for the Economic Cooperation and Development – OECD, and the European Commission), offer an explanation for similarities in national HE policies. In turn, historical and cultural specifics as well as structural characteristics of political-administrative systems may explain differences in policy design, implementation processes and national outcomes.

Dobbins, Michael (2015):

Exploring the governance of Polish public higher education: balancing restored historical legacies with Europeanization and market pressures.

In: *European Journal of Higher Education* 5 (1), S. 18–33. DOI: 10.1080/21568235.2014.969289.

Abstract:

This article places developments in Polish public higher education (HE) in the broader context of the literature on HE governance and, in particular, marketization. The Polish case stands out due to the parallel existence of prestigious large universities with long histories of scientific advancement and the largest number of private HE institutions in Europe. Since 1989 Poland has undergone a process of extreme massification, with student numbers having exponentially multiplied. The analysis aims to offer theoretical explanations based on historical institutionalism and organizational isomorphism for the differential development of Polish public and private HE. The author argues that Polish public HE has been characterized by fragmentary state-driven attempts to inject more competition into the system and altogether relative policy inertia – despite an internal and external environment which is highly conducive to policy change and in particular marketization.

The author presents a series of empirical indicators to assess the degree of marketization and/or attachment to the historical governance model, which was reinstated in 1990.

Fransson, Ola; Friberg, Torbjörn (2015):

Constructive alignment: from professional teaching technique to governance of profession.

In: *European Journal of Higher Education* 5 (2), S. 141–156. DOI: 10.1080/21568235.2014.997264.

Abstract:

The focus of this article is on changes of epistemic content in evaluating and controlling teaching at universities. Methodologically, in this study, we integrate macro-historical-political configurations with contemporary micro-social situations in contrast to a discursive-philosophical orientation. We strive for integration between historical processes and social practices. From the theoretical point of departure in the concept of epistemic drift, we want to investigate the changes and ambivalences that are the consequences when epistemic criteria developed in one social jurisdiction (research on teaching and learning in the 1970s and 1980s) are used in another social setting (teaching and learning in higher education, or TLHE, in the 2010s). The epistemic content discussed here is the qualitative turn of teaching and learning in the 1970s and 1980s, a turn that paved the way for the conceptualization of constructive alignment (CA) later in the 1990s, the concept that is the object of analysis. As the text moves on, it will be shown how CA gradually merge with a managerial form of learning outcome, in various policy contexts on European, national (Sweden) and university levels. We describe how CA became institutionalized as the most common pedagogical model in Swedish TLHE courses. Against this background of historical processes – the theoretical pedagogical foundation of CA, Bologna policies in Europe and Swedish higher education policies and national institutionalization of CA – we illustrate ethnographically how CA is received in local, social situations.

Gille-Belova, Olga (2015):

Beyond the limits of the European Higher Education Area: the case of Belarus.

In: *European Journal of Higher Education* 5 (1), S. 83–95. DOI: 10.1080/21568235.2014.979848.

Abstract:

All European Union (EU) member states and many former post-Soviet countries joined the Bologna Process without major obstacles during the 2000s and today belong to the European Higher Education Area (EHEA). The only European country which was refused membership in the EHEA was Belarus, whose demand was rejected in 2012. The case study of this failed accession provides a unique opportunity to analyse the interaction between European and national levels in the process of higher education (HE) transformations. This paper examines various strategic uses of the Bologna Process by different national and European actors. If the Belarusian officials perceived Bologna mainly as an opportunity to improve their relations with the EU by cooperating on a politically neutral issue, other domestic actors such as the Public Bologna Committee saw EHEA accession as an instrument for radically reforming the existing HE system. The refusal of the Belarusian application also reveals a complex interplay between the increasing importance of 'technical' criteria inside the EHEA and EU external policy considerations.

Holmberg, Daniel; Hallonsten, Olof (2015):

Policy reform and academic drift: research mission and institutional legitimacy in the development of the Swedish higher education system 1977–2012.

In: *European Journal of Higher Education* 5 (2), S. 181–196. DOI: 10.1080/21568235.2014.997263.

Abstract:

Twentieth-century massification of higher education and academic research led to mission diversification and structural diversification of national higher education systems (HESs), but also a tendency of non-university colleges to seek to develop into full-scale universities by the emulation of practices of established academic organizations, a tendency that has been called academic drift. The drift as such can have multiple causes, and in this article, we relate academic drift to the concepts of institutional logics and isomorphism from neoinstitutional organization theory, delineating policy-making, norm shifts and organizational action in response to uncertainty as three component processes of academic drift. Using the case of the organizational field of the Swedish HES and its recent 35-year history, we draw both empirical and

theoretical conclusions, and demonstrate the weight of the research mission in the building of institutional legitimacy for university colleges.

Jungblut, Jens; Vukasovic, Martina; Stensaker, Bjørn (2015):

Student perspectives on quality in higher education.

In: *European Journal of Higher Education* 5 (2), S. 157–180. DOI: 10.1080/21568235.2014.998693.

Abstract:

The study provides an insight into student perspectives on quality in higher education, using Harvey and Green conceptualizations as the point of departure, and exploring the linkages between the views on quality, the developments of the Bologna Process and related national reforms, as well as students' motivation for and expectations from higher education. Using the data collected in a survey of the student population in several European countries, the study shows that students have a multifaceted perception of quality in higher education, very homogenous with regards to 'quality as transformation/added value' perspective, but rather polarized with regards to 'quality as value for money' perspective. Students seem to prefer perspectives that put them in the centre of the process, though not necessarily only as active participants and co-creators of the higher education experience, but potentially also as passive consumers. The results show some blurring of the boundaries between the more traditional Humboldtian and the consumerist views on higher education among students.

Klemenčič, Manja (2015):

Ahead of 2015 Bologna Ministerial Conference: a new agenda for the European Higher Education Area.

[Editorial]. In: *European Journal of Higher Education* 5 (1), S. 1–3. DOI: 10.1080/21568235.2015.998405.

Klemenčič, Manja (2015):

Concluding Volume 5 of the European Journal of Higher Education and introducing a Debate Section.

[Editorial]. In: *European Journal of Higher Education* 5 (4), S. 351–353. DOI: 10.1080/21568235.2015.1099982.

Klemenčič, Manja (2015):

Reviewer acknowledgement.

In: *European Journal of Higher Education* 5 (4), S. 449. DOI: 10.1080/21568235.2015.1109376.

Abstract:

[List of reviewers provided, INCHER-Library]

Kohtamäki, Vuokko (2015):

Does structural development matter? The third mission through teaching and R&D at Finnish universities of applied sciences.

In: *European Journal of Higher Education* 5 (3), S. 264–279. DOI: 10.1080/21568235.2015.1044547.

Abstract:

The latest policy trends of higher education institutions (HEIs) have increasingly highlighted the importance of external stakeholders' expertise and resources. This paper investigated how the third mission through teaching and research and development (R&D) at Finnish universities of applied sciences (UASs) is influenced by the structural development policy. Finnish structural development aims to increase the positive external impacts of HEIs by initiating changes to their organizational structures and operations. The findings suggest that structural development and the ministry behind the policy are powerful, shaping both external stakeholder engagement and internal working environments in UASs. The UASs implemented immediate strategic responses to the policy. The high priority of the structural development policy seems to

be the result of survival thinking inside the UASs and not always of the academic appropriateness or desirability of the actions of this policy. The findings of this study suggest the institutionalization of regional mandates for UASs by linking teaching and R&D to confront various challenges.

Kooij, Yasemin (2015):

Academic inbreeding and mobility in higher education. Global perspectives by Yudkevich, M., Altbach, P., Rumbley, L. (Eds.) Hampshire, New York, Series: Palgrave Studies in Global Higher Education, 2015, 280 pp.

[Review]. In: *European Journal of Higher Education* 5 (3), S. 348–350. DOI: 10.1080/21568235.2015.1044550.

Koryakina, Tatyana; Sarrico, Cláudia S.; Teixeira, Pedro N. (2015):

Third mission activities. University managers' perceptions on existing barriers.

In: *European Journal of Higher Education* 5 (3), S. 316–330. DOI: 10.1080/21568235.2015.1044544.

Abstract:

In the context of increased international competition and financial austerity, an economic development mission has become an important strategic and policy issue for European higher education. This paper aims to contribute to knowledge regarding universities' engagement with the external environment and its impact on internal governance and management. Using a qualitative case study approach, the paper explores third mission activities in Portuguese universities and examines university managers' perceptions about the barriers to their greater effectiveness. The results identified two major types of barriers: external, relating mainly to government regulations and funding allocation, and internal, involving organizational characteristics. The study also highlighted some tensions between a growing emphasis on third mission activities and their institutionalization process within universities. The results are relevant to researchers who would like to continue the debate in a comparative perspective; as well as to policy-makers and institutional leaders.

Kosmützky, Anna (2015):

In defence of international comparative studies. On the analytical and explanatory power of the nation state in international comparative higher education research.

In: *European Journal of Higher Education* 5 (4), S. 354–370. DOI: 10.1080/21568235.2015.1015107.

Abstract:

Higher education is undergoing a process of globalization and new realities of a globalized higher education world are emerging. Globalization also has a profound impact on higher education research. Global and transnational topics are theoretically and empirically elaborated and seem on the rise, whereas the international comparative outlook seems to become outdated in a world where national spaces become more and more global. On the basis of a bibliometric analysis of the state and development of both international comparative and global and transnational higher education studies and based on a critique of the methodological nationalism, this article discusses the analytical and explanatory power of international comparative higher education studies and lessons that both fields can learn from each other. The suggestion is that international comparative studies could embrace transnational and global studies to develop towards a methodological glocalism instead of being outlived.

Králiková, Renáta (2015):

International models and domestic translations? The case of university governing boards in Romania and Lithuania.

In: *European Journal of Higher Education* 5 (1), S. 68–82. DOI: 10.1080/21568235.2014.969290.

Abstract:

In the early 2000s, several post-communist countries launched reforms of university management and governance marked by the influence of a 'modernization agenda' for higher education governance, which was promoted by the World Bank, the OECD and the European Commission. However, this 'modernization agenda' was employed differently in different

countries. This article examines the mechanisms involved in such 'translation' through a comparison of the introduction of university governing boards in Lithuania and Romania. There were two key findings. First, in line with the literature, it appears that institutional features formed during the institutional design process at the time of the transition in the early 1990s played an important role in translating the 'modernization agenda' almost 20 years later. They set in motion path-dependent logics that affected the manner and extent to which a 'modernization agenda' was 'translated'. Second, data gathered through extensive interviewing across the two national cases further show how actors' perceptions of institutions may also crucially influence policy translation.

Lebeau, Yann; Cochrane, Allan (2015):

Rethinking the 'third mission'. UK universities and regional engagement in challenging times.

In: *European Journal of Higher Education* 5 (3), S. 250–263. DOI: 10.1080/21568235.2015.1044545.

Abstract:

Drawing on the experiences and statements of two universities, this article sets out to relate current trends and discourses of engagement of UK higher education (HE) institutions with their regional environment in the context of major policy shifts in HE and in regional governance. The 'third mission' is considered as an aspect of what universities do in place and in relation to other place-based agencies. In this process of exploration, we attempt to identify adjustment behaviours and discourses in contrasting regional contexts and to relate them to the unequal power of universities and to their structural embeddedness in a local socio-economic and policy fabric.

Leisyte, Liudvika; Zelvy, Rimantas; Zenkiene, Lina (2015):

Re-contextualization of the Bologna process in Lithuania.

In: *European Journal of Higher Education* 5 (1), S. 49–67. DOI: 10.1080/21568235.2014.951669.

Abstract:

The paper explores the implementation of selected Bologna action lines in Lithuanian higher education institutions (HEIs). The study is carried out from an organizational perspective on national re-contextualization, drawing upon sociological institutionalism. The Bologna process is likely to be normatively accepted by institutions in the context of high uncertainty and change, but due to the local legal framework and organizational decoupling national re-contextualization takes place. We observe that the type of HEIs and the competitive horizons of disciplines found in these institutions may be strong mediating factors for the implementation of the Bologna action lines by HEIs.

Oliveira, Manuela; Vieira, Carlos; Vieira, Isabel (2015):

Modelling demand for higher education. A partial least-squares analysis of Portugal.

In: *European Journal of Higher Education* 5 (4), S. 388–406. DOI: 10.1080/21568235.2015.1084589.

Abstract:

Recognizing the strategic relevance of higher education, various countries have established ambitious objectives for the percentage of graduates in their population by 2020. In some cases, without effective policies aimed at increasing domestic rates of participation in higher education, such goals will not be met. However, successful measures are difficult to design and to implement when the phenomena they target are complex and encompass many personal, cultural, social and economic variables. Such is the case of aggregate demand for higher education. Therefore, a precise knowledge of its more likely influences is indispensable to perform the forecasting exercises required to inform the process of policy design and, subsequently, to monitor its success. In this paper, we employ the partial least-squares regression, which allows modelling with many variables even with relatively few observations, to identify the most relevant determinants of aggregate demand for higher education in Portugal. Our choice of country is dictated by the availability of adequate data but our results, suggesting that the most important factors are policy dependent, and may thus be managed to support strategic educational objectives, may be useful in other national contexts.

Pastore, Serafina; Pentassuglia, Monica (2015):

What university students think about assessment. A case study from Italy.

In: *European Journal of Higher Education* 5 (4), S. 407–424. DOI: 10.1080/21568235.2015.1070277.

Abstract:

Nowadays, assessment is widely recognized as a key element in higher education systems. Current studies are moving towards the revision of traditional modalities of testing, the individuation of alternative forms of assessment, and, above all, the analysis of conceptions that teachers and students have about assessment. The present research is oriented towards this last point. The paper presents an exploratory analysis of students' conceptions about formative assessment and self-assessment. Researchers conducted a survey in a public university in the South of Italy. Respondents indicated a great level of confusion about assessment. A critical need to re-look into assessment practices in the Italian higher education system is implied by this study.

Pietilä, Maria (2015):

Tenure track career system as a strategic instrument for academic leaders.

In: *European Journal of Higher Education* 5 (4), S. 371–387. DOI: 10.1080/21568235.2015.1046466.

Abstract:

This study examines the purposes for which leaders in universities use academic career systems. It focuses on the tenure track system which is new to Finland. Tenure track represents a newly established internal career path in a situation in which Finnish universities' organizational autonomy increased via new legislation from 2010. Drawing predominantly on interviews with academic leaders at two universities, the study investigates the goals of the career system. Shared aspirations include using the tenure track to attract high-performing junior researchers and to allocate resources within the university. The study's main focus is on governance structures: it examines the extent to which internal career paths contribute to making Finnish universities organizational actors. In that respect, the study presents an analysis of the organizational procedures related to tenure track decisions, the tensions created by hierarchical governance structures, and deans and department heads' sense-making of ambiguous situations for which no clear procedures or instructions exist. Tenure track committees represent new controlling bodies by which universities influence their research fields and the recruitment of academics. As a result, universities strengthen their position as stronger organizational actors, but at the same time they limit the freedom of departments to respond to field-specific needs.

Pinheiro, Rómulo; Langa, Patricio V.; Pausits, Attila (2015):

One and two equals three? The third mission of higher education institutions.

In: *European Journal of Higher Education* 5 (3), S. 233–249. DOI: 10.1080/21568235.2015.1044552.

Abstract:

In modern, knowledge-based societies, universities play an increasingly important role in achieving economic growth and social progress. Their traditional roles and missions are being broadened as to accommodate activities that facilitate engagement with various stakeholder groups. Universities do not want to be regarded as isolated and separated islands from their surrounding communities and have therefore developed internal mechanisms to bridge their activities with the needs and expectations of external actors. In this paper, we take stock of recent scholarly work and ongoing debates surrounding universities' third mission (TM). Broadly speaking, TM refers to the changing roles and functions of universities which, despite recent developments, have always been a matter of debate amongst academics and society at large.

Pinheiro, Rómulo; Langa, Patricio V.; Pausits, Attila (2015):

The institutionalization of universities' third mission. Introduction to the special issue.

[Editorial]. In: *European Journal of Higher Education* 5 (3), S. 227–232. DOI: 10.1080/21568235.2015.1044551.

Sagintayeva, Aida; Kurakbayev, Kairat (2015):

Understanding the transition of public universities to institutional autonomy in Kazakhstan.

In: *European Journal of Higher Education* 5 (2), S. 197–210. DOI: 10.1080/21568235.2014.967794.

Abstract:

Although institutional autonomy has recently received significant attention from scholars and policy-makers in much of the world, few studies have been made of the universities in transition towards institutional autonomy in post-Soviet countries. Autonomy and its related concept of public accountability are relatively new phenomena in Kazakhstan's higher education system. Learning to be autonomous presents challenges for the universities in transition from state central control to the decentralization of education system. Based on qualitative data analysis, this paper examines university leaders and faculty members' understandings, experiences and perspectives in relation to the transition to autonomy at their institutions. Our findings show that the challenges of the transition to institutional autonomy combine Soviet legacies, current difficulties of central control, entrenched practices of university leadership and legally limited practices of the faculty. We argue that for actual autonomy to take place, the discussed socially and ideologically constructed complexities of the universities in transition need to be dealt with by policy-makers and researchers and, more importantly, university leadership.

Sin, Cristina (2015):

Higher education reforms in Romania. Between the Bologna process and national challenges by Adrian Curaj, Ligia Deca, Eva Egron-Polak, Jamil Salmi. London: Springer, 2015. 228 pp. ISBN 978-3-319-08053-6.

[Review]. In: *European Journal of Higher Education* 5 (4), S. 445–448. DOI: 10.1080/21568235.2015.1044553.

Tight, Malcolm (2015):

Theory application in higher education research: the case of communities of practice.

In: *European Journal of Higher Education* 5 (2), S. 111–126. DOI: 10.1080/21568235.2014.997266.

Abstract:

This article examines communities of practice as an example of a theory applied within higher education research. It traces its origins and meaning, reviews its application by higher education researchers and discusses the issues it raises and the critiques it has attracted. This article concludes that while, like all theoretical frameworks, communities of practice has strengths and weaknesses, it remains useful for thinking about academics, students, their disciplines and how they work together.

van Damme, Dirk (2015):

Global higher education in need of more and better learning metrics. Why OECD's AHELO project might help to fill the gap.

In: *European Journal of Higher Education* 5 (4), S. 425–436. DOI: 10.1080/21568235.2015.1087870.

Abstract:

In this paper, I argue for more and better learning metrics in higher education, eventually through an international, comparative assessment of students' learning outcomes. Better learning measures may help to improve transparency in the system by addressing the information asymmetry problem. If not addressed adequately, the lack of transparency could lead to 'bubbles' comparable to those in financial markets. On a systemic level, the higher education community has a definite interest in filling the information gaps by making decisive steps forward in the development of valid and reliable learning metrics.

Vukasovic, Martina (2015):

Concluding comments: when international, European and domestic influences collide.

In: *European Journal of Higher Education* 5 (1), S. 96–106. DOI: 10.1080/21568235.2014.977317.

Abstract:

The concluding commentary summarizes the contributions to the special issue, identifies a number of transversal themes and specifies their empirical and theoretical contributions. The interplay between international, European and domestic influences on national policy changes and university adaptation is highlighted. This is used as the basis for a sketch of a research agenda, outlining of a theoretical framework and suggestions for topics for further research.

Watermeyer, Richard (2015):

Lost in the 'third space'. The impact of public engagement in higher education on academic identity, research practice and career progression.

In: *European Journal of Higher Education* 5 (3), S. 331–347. DOI: 10.1080/21568235.2015.1044546.

Abstract:

Public engagement (PE) is habitually recognized and advocated across the higher education (HE) community – especially by regulator and funder constituencies – as an intrinsically good thing. In the UK, a number of initiatives focused on embedding a culture of PE within universities have sought to further this claim, yet have done so without considering or reporting upon some of the less positive elements of its undertaking. In this paper, we report upon evidence from interviews with $n = 40$ UK academics, drawn from across the academic hierarchy, disciplines and a diverse range of higher education institutions. The testimony of respondents points towards a number of issues for public engagement in higher education (PE-HE), specifically the deleterious effects of its undertaking on academic identity; research practice and career progression.

Winterhager, Nicolas; Krücken, Georg (2015):

The local 'war for talent' – recruitment of recent tertiary education graduates from a regional perspective: some evidence from the German case.

In: *European Journal of Higher Education* 5 (2), S. 127–140. DOI: 10.1080/21568235.2014.987303.

Abstract:

We analyse recruitment of recent tertiary education graduates drawing on a rich set of interviews with human resource managers of 46 large- and medium-sized firms in different regions across Germany. Specifically, we address the question of which higher education institutions' managers choose for campus recruiting and which criteria managers use to select recruitment institutions. We find that a substantial share of institutions is located close to the firm seeking to recruit and that the major criterion for selection is geographic proximity to campus. Notably, quality- and performance-related criteria are hardly mentioned. This result is robust for firms in different regional settings, of different size and popularity. We further elaborate on the reasons behind this finding and conclude that the firms' regional orientation is driven by the interplay between three major factors: enhancing recruitment success and retention probability of graduates, avoiding competition with other employers and dealing with imperfect information.

Young, Mitchell (2015):

Humboldt's Lost Paradise: the ideology of the unity of teaching and research in higher education [Ztracený Humboltův ráj: Ideologie jednoty výzkumu a výuky ve vysokém školství], by Karel Sima and Petr Pbian, Praha, Sociologické Nakladatelství (SLON), 2013, 172 pp., CZK230 (paperback), ISBN 978-80-7419-156-5.

[Review]. In: *European Journal of Higher Education* 5 (1), S. 107–109. DOI: 10.1080/21568235.2014.995689.

Globalisation, Societies and Education (13) 2015

<http://www.tandfonline.com/loi/cgse20>

licence required

Bernstein, Samantha (2015):

OER and the value of openness: implications for the knowledge economy.

In: *Globalisation, Societies and Education* 13 (4), S. 471–486. DOI: 10.1080/14767724.2014.965012.

Abstract:

The knowledge economy is marked by recent trends in technological advancement, globalisation and increasing knowledge intensity. Through new technologies like Open Educational Resources (OER), knowledge can be freely accessed by individuals around the world, blurring traditional notions of ownership and prompting a social transformation manifested through values based on open knowledge access. This paper examines the extent to which values of openness are at odds with the capitalist frameworks underlying the knowledge economy and considers whether the influence of openness is transitory or whether a new capitalism must evolve in order to support social forces based on these values.

Black, Rosalyn (2015):

Educators, professionalism and politics: global transitions, national spaces and professional projects. World Yearbook of Education 2013, edited by Terry Seddon and John S. Levin, New York and Oxon, Routledge, 2013, 336 pp., ISBN 978-0-415-52914-3.

[Review]. In: *Globalisation, Societies and Education* 13 (3), S. 433–435. DOI: 10.1080/14767724.2014.981378.

Burgess, Chris (2015):

To globalise or not to globalise? 'Inward-looking youth' as scapegoats for Japan's failure to secure and cultivate 'global human resources'.

In: *Globalisation, Societies and Education* 13 (4), S. 487–507. DOI: 10.1080/14767724.2014.966805.

Abstract:

In Japan in recent years, there has been much discussion of the need for global human resources alongside criticism of Japanese youth as having an 'inward-looking' (uchimuki) orientation. Drawing out the contradictions apparent in a youth apparently reluctant to leave Japan and companies, universities and government seemingly desperate to nurture and attract global talent, this paper frames the uchimuki discourse as a cover for an insular Japan and its failure to attract and foster global human resources. As such, the two discourses shed a great deal of light on Japan's complex relationship with globalisation.

Christensen, Søren (2015):

Healthy competition and unsound comparison: reforming educational competition in Singapore.

In: *Globalisation, Societies and Education* 13 (4), S. 553–573. DOI: 10.1080/14767724.2014.979769.

Abstract:

It is frequently claimed that the 'competition state' responds to external competition by making competition increasingly central to its internal processes as well. This article discusses education reform in Singapore as departing from the opposite position. In Singapore 'excessive' competition in education is now targeted by policy-makers as a major obstacle to making Singapore education competitive in the global 'knowledge economy'. Nevertheless, the consequence of education reform does not seem to be a reduction of educational competition as such, but rather a transition from an 'academic' to a 'holistic' form of competition, raising new questions of educational equity and fairness.

Ding, Yueya (2015):

Constructing a theory of individual space: understanding transnational migration through the experience of return Chinese immigrants from Canada in Beijing.

In: *Globalisation, Societies and Education* 13 (2), S. 260–275. DOI: 10.1080/14767724.2014.934074.

Abstract:

Drawing on life history research, this study critically examines the transnational experiences of return Chinese immigrants from Canada in Beijing. Through the accounts of their experiences, it explores different integration and reintegration strategies, including self-adjustment, lifelong learning and flexible citizenship. A native concept of 'space' is examined and a theory of individual space (IS) is constructed. The study demonstrates that immigrants' integration is a process of constant construction and reconstruction of their expected IS in various societies. This space defines the self and its relationship to others and the outside world. By spatial transformation, migrants break spatial limitations to seek a better future. The tension between IS and the society the migrant enters determines the ongoing characteristics of contemporary transnational migration.

Edwards, D. Brent (2015):

Rising from the ashes: how the global education policy of community-based management was born from El Salvador's civil war.

In: *Globalisation, Societies and Education* 13 (3), S. 411–432. DOI: 10.1080/14767724.2014.980225.

Abstract:

This paper explores the relationship between the emergence of global education policies and conflict-affected contexts by analysing the trajectory of community-level education decentralization within and beyond El Salvador from the 1980s, during the country's civil war, to the 2000s, by which point this approach to education governance was being widely promoted and adapted around the world. The findings – based on two years of data collection – demonstrate not only the way these contexts can be particularly susceptible to intervention by foreign governments and international organizations but also how, in certain historical-structural moments, those contexts can be transformed and leveraged to experiment with and to entrench certain policies.

Enns, Charis (2015):

Transformation or continuation? A critical analysis of the making of the post-2015 education agenda.

In: *Globalisation, Societies and Education* 13 (3), S. 369–387. DOI: 10.1080/14767724.2014.959894.

Abstract:

As the target date of 2015 draws near for both the Education for All and Millennium Development Goals, consultations are well-underway to begin defining the shape and scope of the post-2015 development agenda. Between September 2012 and March 2013, UN Member States, private sector representatives, multilateral development agencies, epistemic communities and non-governmental organisations participated in the Global Thematic Consultation on Education in the Post-2015 Development Agenda. Participants involved emphasised education as a societal good and a fundamental human right. Participants also highlighted the importance of education in addressing broader global challenges, stating that 'education and learning should be transformative and foster global citizenship, thereby assuming its central role in helping people to forge more just, peaceful, tolerant and inclusive societies'. Such discourse suggests a shift in the objectives and priorities of global education in the post-2015 context. Is it possible that the post-2015 education agenda will represent a counter-hegemonic vision for global education? This paper engages in discursal analysis of the Global Thematic Consultation on Education in the Post-2015 Development Agenda to offer a preliminary answer to this question.

Fotovatian, Sepideh (2015):

Language, institutional identity and integration: lived experiences of ESL teachers in Australia.

In: *Globalisation, Societies and Education* 13 (2), S. 230–245. DOI: 10.1080/14767724.2014.934072.

Abstract:

Globalisation and increased patterns of immigration have turned workplace interactions to arenas for intercultural communication entailing negotiation of identity, membership and 'social capital'. For many newcomer immigrants, this happens in an additional language and culture - English. This paper presents interaction experiences of four non-native English language teachers with other institutional members. It uses a sociocultural perspective of second language to map their approaches to negotiations of professional and institutional identities in and through these interactions. Their discussions highlight the role of language, cultural practices and the emic socio-political factors embedded within institutional interactions in individuals' identity negotiation and integration.

Griffiths, Tom G.; Arnove, Robert F. (2015):

World culture in the capitalist world-system in transition.

In: *Globalisation, Societies and Education* 13 (1), S. 88–108. DOI: 10.1080/14767724.2014.967488.

Abstract:

World culture theory (WCT) offers an explanatory framework for macro-level comparative analyses of systems of mass education, including their structures, accompanying policies and their curricular and pedagogical practices. WCT has contributed to broader efforts to overcome methodological nationalism in comparative research. In this paper, we acknowledge the contributions of world culture theory in these terms, but develop the case for an alternative explanatory framework – world-systems analysis (WSA) – rooted in the historical development and contemporary crises of the capitalist world-economy. This case is built on two major points of critique of world culture theory: first, that its consensus orientation is inadequate for a macro-level accounting of social reality; and second, that its analysis of the economic functions of mass education, in isolation from the capitalist world-economy, further weakens its explanatory power. Working from this critique, we elaborate the capacity of world-systems analysis to overcome these shortcomings by providing a more comprehensive, historical perspective. This alternative approach incorporates the identification and analysis of shared cultural understandings underpinning policy and institutional practice, linked to the development of the capitalist world-economy. We conclude this paper by affirming the value of WSA as an alternative approach for comparative research, and its potential contribution to the development of more enlightened educational policy and a more just and democratic world-system.

Guo, Shibao (2015):

Work, learning and transnational migration.

[Introduction]. In: *Globalisation, Societies and Education* 13 (2), S. 171–176. DOI: 10.1080/14767724.2014.934068.

Huang, Yedan; Kuah-Pearce, Khun Eng (2015):

'Talent circulators' in Shanghai: return migrants and their strategies for success.

In: *Globalisation, Societies and Education* 13 (2), S. 276–294. DOI: 10.1080/14767724.2014.934075.

Abstract:

This paper argues for a flexible identity and citizenship framework to explore how return migrants, haigui, have readapted and re-established themselves back into Shanghai society, and how they have used their talents, knowledge and guanxi networks to optimise their chances of success. It argues that these return migrants, as talent circulators in their circulatory migration process, have adopted a flexible identity and citizenship, to confront their conflicting emotions and negotiated sacrifices for the well-being of their individual self and family as they expand their socio-economic and territorial space.

Maitra, Srabani (2015):

The making of the 'precarious': examining Indian immigrant IT workers in Canada and their transnational networks with body shops in India.

In: *Globalisation, Societies and Education* 13 (2), S. 194–209. DOI: 10.1080/14767724.2014.934070.

Abstract:

Since the 1990s, temporary staffing agencies have been playing a key role in managing and supplying a ready pool of skilled workers to the global IT market. Yet, such agencies often regulate their workforce to maintain flexible, low-cost and

accommodating workers. Due to continuing racial and gendered barriers, many immigrant Indian IT professionals living in Canada are increasingly depending on many such India-based staffing agencies (body shops) to get into IT employment globally. Such associations I argue are turning the workers into a self-regulated and precarious workforce subjected to severe regulations and flexible work patterns of the agencies.

Morita, Liang (2015):

English, language shift and values shift in Japan and Singapore.

In: *Globalisation, Societies and Education* 13 (4), S. 508–527. DOI: 10.1080/14767724.2014.967184.

Abstract:

This is a comparative study of English language education in Japan and Singapore and the role English plays in both countries. English language education in Japan has not been very effective. Although the communicative approach to teaching English was introduced in the 1980s, schools still use the grammar-translation method and most Japanese do not possess the communicative skills necessary for interacting with foreigners. Government rhetoric has also been hesitant in encouraging the learning of English due to concerns about English becoming a threat to the Japanese language and Japanese identity. This paper uses the case study of the Singaporean Chinese to point out that unlike in the Singaporean case, the chances of the Japanese shifting towards the English language and the values associated with it are relatively low.

Moufahim, Mona; Lim, Ming (2015):

The other voices of international higher education: an empirical study of students' perceptions of British university education in China.

In: *Globalisation, Societies and Education* 13 (4), S. 437–454. DOI: 10.1080/14767724.2014.959476.

Abstract:

Against a backdrop of globalised higher education (HE) – one in which a number of British universities are setting up campuses overseas – China represents a vast and lucrative market. This paper presents data on the perceptions and experiences of 20 Chinese students who are currently studying at a British university's campus located in China. Drawing upon theoretical and empirical linkages between the expansion of British HE into overseas markets and neo-colonial (or imperialist) activities, this paper discovers that sociocultural perceptions and ideological constructs such as 'creativity' and 'value' form a vital basis for the exchange of knowledge in transnational HE.

Oliveira Andreotti, Vanessa de; Biesta, Gert; Ahenakew, Cash (2015):

Between the nation and the globe: education for global mindedness in Finland.

In: *Globalisation, Societies and Education* 13 (2), S. 246–259. DOI: 10.1080/14767724.2014.934073.

Abstract:

This article explores some of the tensions at the interface of nationalist and global orientations in ideals of global mindedness and global citizenship looking specifically at the Finnish context. We engage with discussions related to the social-political and historical context of national identity in Finland and outline the conceptual framework of an educational initiative related to the development of global mindedness through experiences of international mobility and partnerships. This conceptual outline presents a set of theoretical distinctions through which we seek to challenge humanist and universalist approaches to the question of (the formation of) global mindedness by arguing that the issue is neither about cognition or understanding nor about empathy and relationships but ultimately has to do with modes of existence and exposure. Similar to discussions in other small states, the historical trajectory in Finland illustrates how the encounter between the nation and the globe poses particular challenges for education as it runs the risk of reverting to ethnocentric rather than globally minded forms of national identity building. We argue that this risk cannot be addressed with the promotion of a mere understanding of or mere empathy for the other as an educational or political antidote but rather requires an existential approach.

Piattoeva, Nelli; Takala, Tuomas (2015):

Russia as a returning donor – four roles in development assistance to education.

In: *Globalisation, Societies and Education* 13 (3), S. 388–410. DOI: 10.1080/14767724.2014.972343.

Abstract:

This article analyses the role of Russia in development assistance to education in light of the changing architecture of development assistance – the variety of positions identified with both ‘new’ and ‘old’ donor countries. We shed light on Russia's aims and agenda in the field of development assistance in general and specifically within the Russia Education Aid for Development programme, initiated in 2008 by agreement between the World Bank and the Russian Federation. Our analysis is based on existing research, policy documents on development assistance and READ documents, as well as interview data with relevant experts and staff. It yields a distinction between four different roles played by Russia as a donor.

Poole, Wendy; Fallon, Gerald (2015):

The emerging fourth tier in K-12 education finance in British Columbia, Canada: increasing privatisation and implications for social justice.

In: *Globalisation, Societies and Education* 13 (3), S. 339–368. DOI: 10.1080/14767724.2014.996857.

Abstract:

This paper examines increasing privatisation of education in the province of British Columbia, Canada. Conceptually, the paper is informed by theories of privatisation and social justice; and methodologically, it uses policy analysis to examine documents and financial records obtained from government departments. The paper critically analyses education policy that has enabled the emergence of private sources of revenue (tuition fees and for-profit revenue) and the establishment of school and programme choice. Analysis of levels of international student tuition generated by school districts in the province reveals differential capacity to produce such revenue. The authors argue that this differential capacity is leading to the development of a fourth tier within a pre-existing three-tier K-12 education system in British Columbia. The article concludes with a discussion of implications related to social justice in education.

Rapplee, Jeremy (2015):

Revisiting the metaphor of the island: challenging ‘world culture’ from an island misunderstood.

In: *Globalisation, Societies and Education* 13 (1), S. 58–87. DOI: 10.1080/14767724.2014.967486.

Abstract:

This article revisits the newly ‘discovered’ island that world culture theorists have repeatedly utilised to explain their theoretical stance, conceptual preferences and methodological approach. Yet, it seeks to (re)connect world culture with the real world by replacing their imagined atoll with a real one – the island-nation of Japan. In descending to understand social and educational change on the ‘island’ that may appear – from afar – to be consensually convergent on purported world models, this article challenges the ways that world culture theory suggests we read both individual nations and the wider World.

Robertson, Susan L.; Dale, Roger (2015):

Towards a ‘critical cultural political economy’ account of the globalising of education.

In: *Globalisation, Societies and Education* 13 (1), S. 149–170. DOI: 10.1080/14767724.2014.967502.

Abstract:

This paper outlines the basis of an alternative theoretical approach to the study of the globalisation of ‘education’ – a Critical, Cultural Political Economy of Education (CCPEE) approach. Our purpose here is to bring this body of concepts – critical, cultural, political, economy – into our interrogation of globalising projects and processes within what we will refer to as the ‘education ensemble’ as the topic of enquiry, whose authoritative, allocative, ideational and feeling structures, properties and practices, emerge from and play into global economic, political and cultural processes. In the first half of the paper we introduce and develop the concepts that will underpin our approach. In the second half of the paper we explore the explanatory potential and epistemic gain of a CCPEE approach by examining the different manifestations of the relationship between globalisation as a political, cultural and economic project and an education ensemble. We conclude by reflecting on the possibilities this perspective offers.

Shan, Hongxia (2015):

Complicating the entrepreneurial self: professional Chinese immigrant women negotiating occupations in Canada.

In: *Globalisation, Societies and Education* 13 (2), S. 177–193. DOI: 10.1080/14767724.2014.934069.

Abstract:

A core mode of governance in the era of neoliberalism is through the production of 'entrepreneurial self'. This paper explores how the 'entrepreneurial self' is produced for 21 Chinese immigrant women in Canada. The women displayed extraordinary entrepreneurialism by investing in Canadian education. Becoming entrepreneurial, however, is more than an individualised 'choice'. It is imbricated with the ideology of meritocracy cultivated in China, the 'credential and certificate regime' in Canada, and the gendered expectations in the host labour market and at home. Given the ideological confluence, and the material conditions the women lived, a feminized and racialized labour is reproduced.

Silova, Iveta; Brehm, William C. (2015):

From myths to models: the (re)production of world culture in comparative education.

In: *Globalisation, Societies and Education* 13 (1), S. 8–33. DOI: 10.1080/14767724.2014.967483.

Abstract:

This article traces the emergence of the world culture theory in comparative education using critical discourse analysis. By chronicling the emergence and expansion of world culture theory over the past four decades, we highlight the (unintended) limitations and exclusive regimes of thought that have resulted. We argue that the theory's *telos* of a 'world culture' neglects the notions of power and agency, and continues to use discourses of modernism and 'scientific' methodology to justify conformity as the reigning global 'norm'. The world culture theory ultimately results in an unwitting legitimisation of neoliberal policies and its varied educational projects. Drawing on the micro-, meso- and macro-levels of discourse analysis, we examine how the semantics and content of the world culture theory have evolved as it embraced an increasingly large and diverse community of scholars aligned with it. By highlighting some significant semantic shifts during the last four decades, we explore how the world culture theorists forged a relatively new (privileged) space in comparative education – a space that has increasingly turned deterministic and normative. Through a careful deconstruction of some of the basic assumptions of world culture theory, we call for reopening of an intellectual space for new ways of thinking about educational phenomena in the context of globalisation.

Silova, Iveta; Rapple, Jeremy (2015):

Beyond the world culture debate in comparative education: critiques, alternatives and a noisy conversation.

[Editorial]. In: *Globalisation, Societies and Education* 13 (1), S. 1–7. DOI: 10.1080/14767724.2014.967482.

Sobe, Noah W. (2015):

All that is global is not world culture: accountability systems and educational apparatuses.

In: *Globalisation, Societies and Education* 13 (1), S. 135–148. DOI: 10.1080/14767724.2014.967501.

Abstract:

This article explores why we see educational accountability systems circulating transnationally. It argues that researchers in the field of comparative and international education need to use the concepts of diffusion and translation to think about the formation, coordination and extension of networks and discursive formations through which heterogeneous, disparate objects are brought into relation. Approaching accountability in education as an 'apparatus' helps us engage with the research challenges presented by globalisation. This article proposes a way of seeing accountability as constitutive of the global and not as an after-effect. This approach helps us avoid the distracting and ultimately irrelevant fixation on a so-called 'global/local nexus' that is characteristic of much work in the field of comparative and international education. It also aims to improve on world culture theory explanations for why we are presently witnessing a global trend towards the

increased 'monitoring of monitoring', i.e., increased self-organising reflexivity in the self-description and self-observation that school systems are called to engage in.

Stromquist, Nelly P. (2015):

Explaining the expansion of feminist ideas: cultural diffusion or political struggle?

In: *Globalisation, Societies and Education* 13 (1), S. 109–134. DOI: 10.1080/14767724.2014.967489.

Abstract:

This article explores the expansion of feminist ideas as both a conceptual and a political issue. It focuses on two major theories of social change, world culture theory (WCT) and world system analysis (WSA), comparing and contrasting how they frame gender as a factor shaping society, how they account for the diffusion of feminist ideas and how they assess the impact of gender norms on sociocultural outcomes. Through the examination of texts and research based on these theories, this article weighs the ability of the theories to meaningfully and justly recognise the place of gender politics within the dynamics of social change. Both WCT and WSA predict isomorphism in the way gender is framed in modern society, but their explanatory accounts traverse drastically different paths. One asserts a conflict-free diffusion of values, whereas the other, decidedly based on conflict, sees gender as emerging from resistance or anti-systemic movements. The article concludes with an assessment of the contribution and missing aspects of each theoretical perspective.

Takayama, Keita (2015):

Provincialising the world culture theory debate: critical insights from a margin.

In: *Globalisation, Societies and Education* 13 (1), S. 34–57. DOI: 10.1080/14767724.2014.967485.

Abstract:

Neo-institutionalist theory of global 'isomorphism', or so-called World Culture Theory (WCT), has been much debated in comparative education. One notable feature of the debate is that the vast majority of its participants belong to a handful of closely knit comparative education communities. Ironically enough then, a debate that fundamentally concerns the globalisation of education has hardly been 'globalised', with virtually no comparative scholars participating from 'other' comparative education societies. Clearly, there is a need to critically engage with WCT by explicitly drawing on 'other' intellectual traditions of comparative education. To this aim, I first discuss the critical methodological insights and underlying epistemic standpoint of Japanese comparative education scholars. I then employ their arguments as a starting point for my subsequent post-colonial critique of WCT and the WCT debate. Overall, this study illuminates the hitherto unacknowledged 'epistemic ignorance' of the on-going WCT debate in the English-language, 'paradigmatic' comparative education realm and suggests a way to move beyond this provinciality.

Vostal, Filip (2015):

Speed kills, speed thrills: constraining and enabling accelerations in academic work-life.

In: *Globalisation, Societies and Education* 13 (3), S. 295–314. DOI: 10.1080/14767724.2014.959895.

Abstract:

Intensification, speed of change and faster pace of life have recently emerged as significant issues in studies analysing the current academic climate. This article takes up the 'social acceleration thesis' as a conceptual resource for capturing the relationship between the individual experience of time and the changing structure and operations of contemporary academia. Using qualitative data from the UK, it analyses the texture and implications of the accelerating pace of academic work-life. It argues that such pace is both resented, as well as strategically managed by academics. In this way, the analysis opens up more agentic approach to the overall dynamisation in academic work-life and argues that it is possible to conceive acceleration as practical and even thrilling. Against the background of such an approach, the article concludes by stating that acceleration in academic work-life is an ambivalent experience and by questioning recent propositions under the label of slow academia.

Watley, George (2015):

Educational alternatives as, and shaping, consumption.

In: *Globalisation, Societies and Education* 13 (3), S. 315–338. DOI: 10.1080/14767724.2014.914692.

Abstract:

Compulsory education experiences are not commonly thought to shape future consumer behaviour, except for defining social and cultural differentiation. This article will illustrate how Caribbeans in Northamptonshire, England used compulsory education, even by antithesis, to thwart institutional and social views of Caribbean inferiority through various manifestations of consumption. The article will commence with a brief overview of educational issues that affected Caribbean people in Britain generally in the 1960s onwards, especially in terms of the institutional structures they were fighting against. It will then move on to illustrate how local Caribbean people resisted cultural hegemony individually and collectively. Various forms of isolation combined with educational experiences indoctrinating inferiority on to Afro-Caribbeans occurred at multiple points and through multiple prisms which will be delineated throughout this article.

Woo, David James (2015):

Exploring organisational stratification and technological pedagogical change: cases of technology integration specialists in Hong Kong international schools.

In: *Globalisation, Societies and Education* 13 (4), S. 455–470. DOI: 10.1080/14767724.2014.965010.

Abstract:

An international school may make organisational choices that divide the school by curriculum, grade-level, language and location. This article explores how a school's organisational stratification impacts how the school supports changing teaching and learning practices through technology. The article draws from case data of technology integration specialists at international schools in Hong Kong. A variety of organisational sections and responses to imbalances in technological pedagogical support between sections are presented. The findings highlight how stratification may not only act as an appropriate valve for change and facilitate intercultural exchange through technology but also perpetuate existing inequalities within and between schools.

Yemini, Miri; Fulop, Alexandra (2015):

The international, global and intercultural dimensions in schools: an analysis of four internationalised Israeli schools.

In: *Globalisation, Societies and Education* 13 (4), S. 528–552. DOI: 10.1080/14767724.2014.967185.

Abstract:

Many educational systems worldwide are making substantial efforts to integrate an international dimension into local schools, fostering significant changes in the processes of instruction and learning as well as transformations at pedagogical and organisational levels. In this paper, we analyse data collected in four schools in Israel that the local press and educational authorities have acknowledged as schools that prominently and comprehensively incorporated international, global and intercultural dimensions. We employ a case-study approach based on interviews with principals and teachers; analysis of schools' websites and documents; and on-site observations, in order to analyse the expression of internationalisation, understand who is involved in the implementation process, and stimulate thinking about the broader impact of this process. We find that ideological and pragmatic reasons underlie schools' motivations to internationalise; their population and status comprise major factors in the decision regarding how, where, why, and when to integrate international and intercultural dimensions. The stakeholders interviewed perceive of internationalisation as offering both cosmopolitan capital to the students and a distinctive feature to the school. The schools demonstrate diverse internationalisation patterns that are neither monitored nor guided by any regulatory agency. These findings contribute to the identification of the factors promoting or delaying the internalisation process and to the understanding of the impact of this process on schools.

Zhang, Yan; Guo, Yan (2015):

Becoming transnational: exploring multiple identities of students in a Mandarin–English bilingual programme in Canada.

In: *Globalisation, Societies and Education* 13 (2), S. 210–229. DOI: 10.1080/14767724.2014.934071.

Abstract:

Guided by post-structural perspectives of identities as processes of becoming and transculturation and transnationalism, this study explores how multilingual students in a Mandarin–English bilingual programme form their sense of identities in a dynamic process. Multiple forms of data are collected, including observations, interviews and documents. The findings indicate that multilingual students are mobile, namely, they move across linguistic, cultural and ethnic spaces of interaction. In addition, they challenge the dominant discourse of any fixed and hyphenated identity and take up transcultural and transnational identities that allow their comfortable circulation among different worlds. This study calls for a need to unfold children's multiple and mobile identities and explores new possibilities for life.

Higher Education (69) 2015¹

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

[licence required | full access via UB Kassel / INCHERs Intranet | prints at INCHER-Kassel]

Alghamdi, Naif (2015):

Higher education in Saudi Arabia: Achievements, challenges and opportunities by Larry Smith and Abdulrahman Aboummoh. New York: Springer, 2013. 208 pp. ISBN 978-9400763203.

[Review]. In: *Higher Education* 69 (6), S. 1019–1021. DOI: 10.1007/s10734-014-9798-x.

Alnawas, Ibrahim (2015):

Student orientation in higher education: development of the construct.

In: *Higher Education* 69 (4), S. 625–652. DOI: 10.1007/s10734-014-9794-1.

Abstract:

This paper argues that student orientation (SO) is a high order construct that should be measured formatively rather than reflectively. Using a discovery-oriented approach, conducted by supplementing educational and marketing literatures with in depth interviews from 23 academic staff in seven different universities, the authors identified three second-order formative constructs and one first-order reflective construct to measure the concept of SO. The study then developed a self-administrated survey to validate the four identified constructs that form SO. Through using rigours statistical analysis, the study confirms that the measurement instrument for SO is the 53-item which can be validly and reliably measured using the nine multi-item components of: Measuring and Adapting Teaching Practices, Promoting Best Teaching Practices, Assessment and Feedback, Adopting Outside-In-Approach, Student Engagement, Employer Engagement Initiatives, Intrafunctional Coordination, Interfunctional Coordination and Effective Personal Tutoring System. The effect of SO on student satisfaction and university reputation was also hypothesised and tested using a structural equation modelling (SmartPLS 2.0).

Ashwin, Paul; Smith, Karen (2015):

Researcher creations? The positioning of policy texts in higher education research.

In: *Higher Education* 69 (6), S. 1007–1018. DOI: 10.1007/s10734-014-9819-9.

Abstract:

In this article we explore the way in which policy texts are positioned in a selection of higher education journal articles. Previous research has suggested that policy implementation studies have taken an uncritical approach to researching policies. Based on an analysis of articles published in higher education and policy journals in 2011, we argue that whilst these criticisms do appear to be valid, there is a bigger problem with the ways that policy texts are analysed and used in higher education research. This is that rather than subjecting particular policy texts to a sustained analysis, the majority of articles appear to focus on having an impact on policies that are very broadly conceived. We explore the implications of this and conclude by calling for more sustained, in-depth, analytical and critical research into the development and impact of higher education policies on higher education practices.

Blanco Ramírez, Gerardo (2015):

International accreditation as global position taking: an empirical exploration of U.S. accreditation in Mexico.

In: *Higher Education* 69 (3), S. 361–374. DOI: 10.1007/s10734-014-9780-7.

Abstract:

¹ The calendar year of 2015 covers the volumes 69 and 70 of *Higher Education*. For vol. 70 please see the next section.

Institutional accreditation in higher education holds universities accountable through external evaluation; at the same time, accreditation constitutes an opportunity for higher education leaders to demonstrate the quality of their institutions. In an increasingly global field of higher education, in which quality practices become diffused across national boundaries, U.S. institutional accreditation has been adopted in many countries as a form of external quality assurance. This study follows an ethnographic case study approach to explore in-depth how a Mexican institution of higher education, located only a few miles away from the U.S.–Mexico border, engaged in the process of institutional accreditation with a U.S. regional accrediting agency. Four themes constitute the finding of this study: (a) Reputational value is the central motivation to pursue U.S. accreditation given that, through accreditation, the institution in Mexico became connected to internationally recognized universities; (b) despite several benefits, the accreditation process established a complex division of labor in which members of the academic staff are necessary yet distanced from decision making; (c) compliance with highly challenging—yet construed as fair—standards legitimizes both the accreditation process and the U.S. accreditor; and (d) language and translation are valuable concepts to understand the accreditation process. Together, these findings suggest that U.S. accreditation may be approached as an exercise of global position taking.

Bougnol, Marie-Laure; Dulá, Jose H. (2015):

Technical pitfalls in university rankings.

In: *Higher Education* 69 (5), S. 859–866. DOI: 10.1007/s10734-014-9809-y.

Abstract:

Academicians, experts, and other stakeholders have contributed extensively to the literature on university rankings also known as “league tables”. Often the tone is critical usually focused on the subjective aspects of the process; e.g., the list of the universities’ attributes used in the rankings, their respective weights, and the size and composition of the comparison group. These aspects of a ranking are an easy target since, after all, they are based on someone’s opinion even if this person is considered an expert. There are other, purely technical, reasons why ranking schemes are problematic. In this paper we discuss these aspects of rankings by studying the handling of the data, exposing logical mistakes, and raising interpretation issues. We present these as a list of four “pitfalls” invoking in each case an example from an actual rankings. Each case also results in recommendations that address the technical issues involved.

Capsada-Munsech, Queralta (2015):

The role of social origin and field of study on graduates’ overeducation: the case of Italy.

In: *Higher Education* 69 (5), S. 779–807. DOI: 10.1007/s10734-014-9805-2.

Abstract:

This article explores the influence of social origin on overeducation across various fields of study. With the expansion of higher education most advantaged classes seek qualitative and quantitative advantages to differentiate themselves from other graduates. Although credentials are direct signals of productivity they can also be viewed by employers as indirect signals of non-cognitive skills, which can be acquired through family socialization. These credentials may explain differences in overeducation among graduates of different fields of study and social origin. Parental educational background and occupation are relevant characteristics from which individuals gain useful skills and information to avoid overeducation in the labour market. Using data from the Italian Graduates Employment Survey (ISTAT in Indagine Statistica sull’Inserimento Professionale dei Laureati. Istituto nazionale di statistica, Rome, 2007) this article provides evidence that graduates from fields of study that do not lead to a specific occupation (e.g. Humanities, Political and Social Sciences) decrease their risk of overeducation when their fathers belong to the professional class, but it has no influence on graduates from occupationally focused fields of study (e.g. Engineering and Medicine). These results are consistent even after controlling for the possible use of social networks when looking for a job.

Carless, David (2015):

Exploring learning-oriented assessment processes.

In: *Higher Education* 69 (6), S. 963–976. DOI: 10.1007/s10734-014-9816-z.

Abstract:

This paper proposes a model of learning-oriented assessment to inform assessment theory and practice. The model focuses on three interrelated processes: the assessment tasks which students undertake; students’ development of self-

evaluative capacities; and student engagement with feedback. These three strands are explored through the analysis of assessment practice in context. The research method involves in-depth classroom observations of five recipients of awards for teaching excellence across multiple disciplines; and semi-structured interviews with these teachers and a sample of their students. Findings highlight assessment tasks promoting thinking and practicing in the discipline; the use of critical reviews to develop student understandings of quality work; and 'same day feedback' to promote timely dialogues with students. The coherence of the model is discussed and some areas for further exploration are suggested.

Case, Jennifer M. (2015):

Knowledge and knowers: towards a realist sociology of education by Karl Maton.
London: Routledge, 2014. 244 pp. ISBN 978-0-415-47999-8.

[Review]. In: *Higher Education* 69 (1), S. 157–159. DOI: 10.1007/s10734-014-9730-4.

Cilesiz, Sebnem (2015):

Undergraduate students' experiences with recorded lectures: towards a theory of acculturation.

In: *Higher Education* 69 (3), S. 471–493. DOI: 10.1007/s10734-014-9786-1.

Abstract:

The use of recorded lectures—an instructional format that involves recording live lectures and disseminating these recordings to students by means of various technologies—as substitutes for classroom instruction is a growing phenomenon in higher education. Sustained use of recorded lectures has the potential to significantly alter students' college experience, however research on students' experiences with recorded lectures is scarce. This article reports a qualitative study of undergraduate students' experiences with sustained participation in recorded lectures as a required part of their curriculum, thereby addressing calls for research on the impact of technology on students' college experience. Data were collected through semi-structured interviews with 14 students enrolled in a campus-based undergraduate degree program in business at a flagship public university in the US, and were consequently analyzed using grounded theory. The findings suggest that students' experiences constitute a process of acculturation into the institutional context of recorded lecture courses through four stages, which are respectively labeled ignorance, disillusionment, crisis, and coping. The study's findings have implications for future research and practice in student development and instructional technology.

Collins, Christopher S. (2015):

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

In: *Higher Education* 69 (5), S. 883. DOI: 10.1007/s10734-015-9889-3.

Cooley, Sam J.; Burns, Victoria E.; Cumming, Jennifer (2015):

The role of outdoor adventure education in facilitating groupwork in higher education.

In: *Higher Education* 69 (4), S. 567–582. DOI: 10.1007/s10734-014-9791-4.

Abstract:

Groupwork is an increasingly popular method of learning in higher education and the ability to work effectively with others is important for academic success and employability. This systematic review investigated the use of outdoor adventure education (OAE) in facilitating the development of transferable groupwork skills in higher education. The studies reviewed provided some support in favour of OAE benefitting students' perceived groupwork skills, the functioning of existing student work groups, attitudes and confidence towards groupwork, and the cooperative and social environment within higher education. However, this evidence was limited by methodological weaknesses such as the use of non-validated questionnaires and a variety of problems with study design and analytical methods. Research was also lacking into the long-term impact of OAE on students' groupwork behaviour and their experience of higher education and subsequent

employability. Recommendations are made to advance this area of research, including the use of training evaluation models for more rigorous assessments of skill development and transfer.

Crook, Cheri Canode (2015):

Navigating the doctoral journey: a handbook of strategies for success Rowman and Littlefield by Amanda Rockinson-Szapkiw and Lucinda Spaulding. Lanham, MD: Rowman and Littlefield, 2014, 256 pp. ISBN 978-1475803730.

[Review]. In: *Higher Education* 69 (6), S. 1027–1030. DOI: 10.1007/s10734-014-9800-7.

Cuthbert, Alka Sehgal (2015):

Consuming Higher Education: Why Learning Can't Be Bought by Joanna Williams. London, New York: Bloomsbury Academic Press, 2013. ISBN: HB: 978-1-4411-9450-3.

[Review]. In: *Higher Education* 69 (1), S. 161–163. DOI: 10.1007/s10734-014-9732-2.

Cuthbert, Denise; Molla, Tebeje (2015):

PhD crisis discourse: a critical approach to the framing of the problem and some Australian 'solutions'.

In: *Higher Education* 69 (1), S. 33–53. DOI: 10.1007/s10734-014-9760-y.

Abstract:

A feature of HE reform discourse is the tendency to construct the rationale for reform in terms of averting calamity and risk. We refer to this risk talk as 'crisis discourse'. This study examines the formulation of PhD crisis discourse internationally and in Australia. We find that a key feature of PhD crisis discourse is that universities are producing too many graduates for too few academic jobs; and graduates lack skills that enable them to be productive in jobs outside academia. In Australia, the discourse has shifted from one dominated by efficiency concerns from the late 1990s to the present focus on graduate skills and employability. The policy solution to the efficiency crisis in the Australian PhD resulted in system-wide changes in research training funding focused on increased efficiency. The current unemployability discourse has as yet prompted isolated institutional responses, the introduction of new PhD programs or re-badging existing offerings as pro-skills development offerings. Following an examination of three Australian institutional responses, we conclude that the crisis discourse signals tensions surrounding the PhD: should achievement in doctoral education be measured by outcomes in intellectual excellence or the responsiveness of qualification to the current needs and priorities of society?

Dakowska, Dorota (2015):

Between competition imperative and Europeanisation: the case of Higher Education reform in Poland.

In: *Higher Education* 69 (1), S. 129–141. DOI: 10.1007/s10734-014-9765-6.

Abstract:

While the Europeanisation of Higher Education (HE) systems has triggered much debate, the relationship between European factors and domestic economic processes, has been less thoroughly analysed. This article analyses HE reforms in the light of two parallel processes, which have shaped this sector: the introduction of market mechanisms and a gradual Europeanisation. The Polish HE makes a good case study of the relationship between both processes as it has been shaped by the contingencies inherent to the establishment of a liberal economic regime. Another set of inputs originated from the conditionality of the EU accession process, which coincided with the launching of the Bologna Process. While the post-communist transformations entailed the large-scale privatisation of the HE system, the Bologna Process defined the role of the sector as supporting a 'knowledge-based economy', an agenda promoted by the Lisbon strategy and international institutions in the field. Trying to combine the study of policy practice and narratives this article takes into account the legislative outcomes as well as the reform debates based both on economic arguments and on the necessity to 'catch up with Europe'.

Degn, Lise (2015):

Sensemaking, sensegiving and strategic management in Danish higher education.

In: *Higher Education* 69 (6), S. 901–913. DOI: 10.1007/s10734-014-9812-3.

Abstract:

Strategic management and leadership has been a vital catchphrase in most European higher education reforms over the past decade, and has in many countries resulted in a strengthening of the top level management tiers. Rectors and Deans are increasingly tasked with the responsibility of turning HEIs into more active, entrepreneurial actors in society, and are in this way required to take on and inhabit the role as strategic managers to a much higher degree than ever seen before in higher education systems. This role, apart from being new to many of the managers, is at the same time complicated by the upending of the traditional governance structures, and the rigorous defence of the very same structures stemming from the academic staff. The article examines how these strategic managers simultaneously attempt to make sense of these changing circumstances, and how new and old ideas, values and norms play into these sensemaking processes. The findings suggest that while traditional academic norms may still be very influential, new ideas about HEIs have found their way into both sensemaking and sensegiving efforts, and that both old and new ideas significantly affect the goal construction and strategic management practice.

Degn, Lise; Sørensen, Mads P. (2015):

From collegial governance to conduct of conduct: Danish universities set free in the service of the state.

In: *Higher Education* 69 (6), S. 931–946. DOI: 10.1007/s10734-014-9814-1.

Abstract:

State-university relations across Europe have undergone massive transformations, ranging from establishing new control institutions to reaffirming institutional autonomy. In this reform wave Denmark can in many ways be seen as an extreme case as the reforms affecting the Danish higher education system have gone further than in many of the comparable European countries. In this article, Danish higher education policy is examined as an exemplary case of how differing ideas transform the perception of the higher education system over time. The Danish case is thus in addition to being an exemplary case of a common European trend an excellent opportunity for examining the dynamics of a reform process within higher education and particularly the notions of autonomy and control have taken on different meanings over time, changing how the role and governance of higher education institutions is perceived. The most recent developments in Danish higher education policy are discussed in terms of the concept of the competition state and the notion of 'conduct of conduct', in order to offer new insights into the state-university relation.

Dobbins, Michael; Khachatryan, Susanna (2015):

Europeanization in the "Wild East"? Analyzing higher education governance reform in Georgia and Armenia.

In: *Higher Education* 69 (2), S. 189–207. DOI: 10.1007/s10734-014-9769-2.

Abstract:

The authors examine higher education developments in two peripheral post-communist countries—Georgia and Armenia, whose education systems have previously received little attention in the literature. They focus on how both countries' models of higher education governance have evolved through the phase of political transformation and recent period of geopolitical tensions and more intense Europeanization and internationalization. Based on a series of empirical indicators for three ideal-types of higher governance derived from the previous literature, the authors assess the transformed relationship between the state and higher education institutions. Specifically, they focus on the extent to which both systems have converged on a market-oriented model of Anglo-American inspiration. The empirical analysis shows that following western practices has become a common leitmotiv of policy-makers in both countries and that new forms of "co-governance" between the state and university management have emerged. However, the authors argue that policy learning from the West has taken place in a very selective and tactical manner, as market-oriented steering instruments are only being adopted to the extent that they do not undermine the state's means for political control over higher education.

Dyson, Benjamin; Vickers, Kristin; Turtle, John; Cowan, Sara; Tassone, Adrianna (2015):

Evaluating the use of Facebook to increase student engagement and understanding in lecture-based classes.

In: *Higher Education* 69 (2), S. 303–313. DOI: 10.1007/s10734-014-9776-3.

Abstract:

Both lecture delivery and Facebook use are ubiquitous aspects of higher education from staff and student points-of-view, respectively. An attempt was made to integrate the two by setting up a Facebook group and delivering contemporary news stories in preparation for in-lecture discussion in a large-scale (1,200 students across 5 sections) Introduction to Psychology class. Each section experienced two-thirds of the class with Facebook intervention and one-third without, thereby each section served as its own control group. Overall, Facebook intervention did not yield higher self-report of course engagement or understanding for those portions of the course. Only those individuals who never viewed the Facebook postings reported lower engagement and understanding of the in-lecture discussion, in addition to a lower appreciation of the link between the Facebook content and the lecture material. Our data suggest that successful integration of social media into the classroom is a challenging one and the relative success or failure of these interventions may stand or fall on the basis of a complex interaction between a number of factors including the timing of content delivery, the integration of social media content with course assessment and the students' own perspective on using social media for academic purposes.

Evans, Carol (2015):

The malleability of intellectual styles by L.-F. Zhang. Cambridge, MA: Cambridge University Press, 2013. 382 pp. ISBN 978-1107507579.

[Review]. In: *Higher Education* 69 (1), S. 169–172. DOI: 10.1007/s10734-014-9768-3.

Fernex, Alain; Lima, Laurent; Vries, Erica de (2015):

Exploring time allocation for academic activities by university students in France.

In: *Higher Education* 69 (3), S. 399–420. DOI: 10.1007/s10734-014-9782-5.

Abstract:

The purpose of this article is to study how students allocate time to different university and extra-university activities and to identify factors that might explain variability both between and within fields of study. At the heart of this exercise is the question of the time students dedicate to academic activities in competition with a whole range of other activities. In the literature, multiple candidate explanations are available that arise from models from essentially different conceptual origin. In particular, economic, sociological, and phenomenologically inspired models could provide valuable insight into the question. After a critical examination of these models on their potential for explaining time allocation, a study is reported involving a survey in higher education institutions in France. Data were analyzed using a hierarchical linear modeling approach. Results show that time allocation seems to be rooted in students' past and current experience more than in their anticipations of the future. Implications for the value of the models in relation to the study of time allocation are discussed.

García-Aracil, Adela (2015):

Effects of college programme characteristics on graduates' performance.

In: *Higher Education* 69 (5), S. 735–757. DOI: 10.1007/s10734-014-9803-4.

Abstract:

Education programmes are designed to equip young populations with the qualifications required to assume responsible roles in specific professions and in society generally. In this paper, the focus of the analysis is on the significance of a number of higher education programme characteristics in allocating young higher education graduates across the labour market and how these graduates perform in their jobs. Graduate performance is analysed in terms of both monetary and non-monetary pay-offs. The findings show that education programmes in which learning is linked to acquisition of work experience result in better paid employment, although an appropriate balance between theoretical and practical-oriented curricula is important.

Hasrati, Mostafa; Tavakoli, Parvaneh (2015):

Globalisation and MATESOL programmes in the UK.

In: *Higher Education* 69 (4), S. 547–565. DOI: 10.1007/s10734-014-9790-5.

Abstract:

This article reports the results of a mixed-methods approach to investigating the association between globalisation and MATESOL in UK universities. Qualitative and quantitative data collected from academic staff through eight emails, four interviews and 41 questionnaires indicate that the globalised context of higher education has affected these programmes in a number of ways including an increasing interest in recruiting more international students and a growing awareness about the need for curriculum and content modifications. The analysis of the data suggests that although change has been an inherent characteristic of these MAs over the past decade, it has been implemented gradually and conservatively, often relying on a dialectic relationship between academic staff and universities' policies. The results also imply that factors other than globalisation have also been at work. Many of the participants contend that globalisation has not lowered the quality of these MAs or standards of good practice

Hayden, Martin (2015):

Job satisfaction around the academic world by Peter James Bentley, Hamish Coates, Ian R. Dobson, Leo Goedegebuure, and V. Lynn Meek (eds). Dordrecht: Springer, 2013, 267 pp. ISBN 978-9400754331.

[Review]. In: *Higher Education* 69 (6), S. 1023–1025. DOI: 10.1007/s10734-014-9799-9.

Healey, Nigel Martin (2015):

Towards a risk-based typology for transnational education.

In: *Higher Education* 69 (1), S. 1–18. DOI: 10.1007/s10734-014-9757-6.

Abstract:

Transnational education (TNE) has been a growth area for UK universities over the last decade. The standard typology classifies TNE by the nature of the activity (i.e., distance learning, international branch campus, franchise, and validation). By analysing a large number of TNE partnerships around the world, this study reveals that the current typology has declining value because partnerships are becoming multidimensional and blurring the boundaries between one type and another. It draws on partnership theory and transaction cost analysis to develop a new risk-based typology, using six dimensions of a TNE partnership. The new typology provides a risk profile for a TNE partnership which identifies the sources of reputational risk to the home university.

Himanka, Juha (2015):

On the Aristotelian origins of higher education.

In: *Higher Education* 69 (1), S. 117–128. DOI: 10.1007/s10734-014-9764-7.

Abstract:

The story of how the sciences began to understand themselves as independent fields of research starts by detaching them from philosophy. The identity of the science in question will then further develop as it writes its own history. Higher education studies are, in such reflections, understood as a relatively new field that has its beginnings in the 1970s in questions of psychology, sociology and educational studies. Recent discussions have pointed out that there is an identity crisis going on within this field. This study returns to the old tradition of how a science forms its identity with the help of philosophy. The study returns to the influential formulations of Aristotle. Olaf Pedersen writes in his book on the history of universities that "many of our present difficulties, on closer inspection, appear to have been built into the system right from the beginning". Our aim is not primarily to study what Aristotle said about higher education but instead to understand our present views and problems better.

Hsiao, Chun-Hua (2015):

Impact of ethical and affective variables on cheating: comparison of undergraduate students with and without jobs.

In: *Higher Education* 69 (1), S. 55–77. DOI: 10.1007/s10734-014-9761-x.

Abstract:

Academic cheating is a serious problem among higher education organizations around the world. While most studies on academic cheating have focused on high school or college students, few have examined and compared students with and without jobs. Therefore, this study has empirically assessed the critical cheating issues by comparing undergraduate students with and without jobs. In addition, this study proposes a research framework based on the extended theory of planned behavior by including ethical and affective variables from the dual-process theory, the social learning theory, the decision affect theory, and the prospect theory. The survey method with a two-stage analytical procedure was used to achieve the research purpose. As a result, a total of 525 student samples were collected for subsequent analysis. The results suggest that all antecedents significantly affected students' cheating intention. Moreover, the hypothetical relationships were examined across three groups of students: no jobs, part-time jobs, and full-time jobs. The results showed that some major differences existed in the relationships between antecedents and cheating intention across the different student groups. While perceived behavioral control has the strongest effect on cheating intention among students with no jobs and with full-time jobs, unethical beliefs in the workplace have a significant effect on cheating for students with full-time jobs, but not for students with part-time jobs and with no jobs. Implications for practitioners and academic institutions are discussed.

Jungblut, Jens (2015):

Bringing political parties into the picture: a two-dimensional analytical framework for higher education policy.

In: *Higher Education* 69 (5), S. 867–882. DOI: 10.1007/s10734-014-9810-5.

Abstract:

This article examines conceptually the role of political parties in higher education policy. It discusses in how far political parties matter for changes in higher education policy, whether they offer different policy positions that might result in differing policy outputs and how one can conceptualize these differences. To do so, it develops a two-dimensional analytical framework consisting of one dimension that captures re-distributive conflicts and one dimension that captures conflicts over the control of the higher education system. To exemplify this, the article presents illustrative higher education systems and develops hypotheses about where different parties would ideally position themselves in relation to the framework. The article expands on these ideal positions by introducing different forms of path dependencies that might limit political parties and thus lead to a situation of constrained partisan preferences. Finally, it proposes a research agenda based on the analytical framework and the hypotheses generated from it. Overall, the article argues that political parties can be expected to favour different higher education systems and thus matter for changes in higher education policy.

Kandlbinder, Peter (2015):

Signature concepts of key researchers in North American higher education teaching and learning.

In: *Higher Education* 69 (2), S. 243–255. DOI: 10.1007/s10734-014-9772-7.

Abstract:

Universities in the English-speaking world share a common ancestry that extends back to medieval times. From these beginnings universities quickly developed distinctive qualities as they became integrated within different social and cultural systems of their home societies. A number of comparisons of higher education research have shown major differences developed between North American and non-North American higher education literature inviting conclusions that higher education research communities are largely separate. Drawing on Bourdieu's concept of empirical field research this paper reviews the research literature in three North American journals focused on higher education teaching and learning to identify six researchers who the journals' authors consider central to the field. A second level analysis of the citations within this literature revealed that these researchers were associated with developing five distinctive signature

concepts used by authors to support their arguments about higher education teaching and learning. By comparing the five signature concepts of the North American field of higher education teaching and learning with the five signature concepts of the non-North American literature this study concludes that there is some, albeit small, conceptual common ground on which to build collaboration between the two distinctive research fields.

Kilgo, Cindy A.; Ezell Sheets, Jessica K.; Pascarella, Ernest T. (2015):

The link between high-impact practices and student learning: some longitudinal evidence.

In: *Higher Education* 69 (4), S. 509–525. DOI: 10.1007/s10734-014-9788-z.

Abstract:

The current paper used data from the Wabash National Study of Liberal Arts Education—a longitudinal, pretest/posttest design—to estimate the effects of participation in the ten “high-impact” educational practices put forth and endorsed by the Association of American Colleges and Universities (AAC&U) on a variety of liberal arts educational outcomes. The high-impact practices included in the study were: first-year seminars, academic learning communities, writing-intensive courses, active and collaborative learning, undergraduate research, study abroad, service learning, internships, and capstone courses/experiences. Findings from ordinary least squares regression analyses suggested that active and collaborative learning as well as undergraduate research had broad-reaching positive effects across multiple liberal arts learning outcomes, such as critical thinking, need for cognition, and intercultural effectiveness. Several other high-impact practices—including study abroad, internship, service learning, and capstone course/experience—had more narrowly focused positive effects on student learning. Overall, this study’s findings support AAC&U’s advocacy of high-impact practices as pathways to student success.

Lau, Wilfred W. F.; Hui, C. Harry; Lam, Jasmine; Lau, Esther Y. Y.; Cheung, Shu-Fai (2015):

The relationship between spirituality and quality of life among university students: An autoregressive cross-lagged panel analysis.

In: *Higher Education* 69 (6), S. 977–990. DOI: 10.1007/s10734-014-9817-y.

Abstract:

University represents a critical transition from secondary school. University students are exposed to many new opportunities and intellectual stimulations, and some may find university life stressful and demanding. The quality of life (QoL) of university students is thus an important topic for researchers and educators alike. Furthermore, many universities are now paying attention to the spirituality of students, besides emphasizing their cognitive and psychosocial development. Using a sample of 1,160 Chinese university students mainly recruited from Hong Kong, this autoregressive cross-lagged panel study investigated a causal model of spirituality and QoL over a 3-year period. The study also tested the causal model for factorial invariance (configural, measurement, and structural invariance) across gender, religion, and time. Results indicated that spirituality was a causal predictor of QoL but not vice versa. There was some evidence to support factorial invariance of the model across gender, religion, and time. The theoretical and practical implications of the findings are discussed.

Leibowitz, Brenda; Bozalek, Vivienne; van Schalkwyk, Susan; Winberg, Christine (2015):

Institutional context matters: the professional development of academics as teachers in South African higher education.

In: *Higher Education* 69 (2), S. 315–330. DOI: 10.1007/s10734-014-9777-2.

Abstract:

This study features the concept of ‘context’ and how various macro, meso and micro features of the social system play themselves out in any setting. Using South Africa as an example, it explores the features that may constrain or enable professional development, quality teaching and the work of teaching and learning centres at eight universities in varied socio-cultural settings. The article draws on the work of critical realists and their explication of the concepts of structure, culture and agency. The research design was participatory, where members of teaching and learning centres at the eight institutions defined the aims and key questions for the study. They collected the data on which this article is based, namely a series of descriptive and reflective reports. The findings clustered around six themes: history, geography and resources;

leadership and administrative processes; beliefs about quality teaching and staff development; recognition and appraisal; and capacity, image and status of the TLC staff. These features play out in unique and unpredictable constellations in each different context, while at the same time, clusters of features adhere together. Whilst there is no one to one, predictive relationship between university type and outcome, there is a sense that socio-economic contextual features are salient and require greater attention than other features.

Lenartowicz, Marta (2015):

The nature of the university.

In: *Higher Education* 69 (6), S. 947–961. DOI: 10.1007/s10734-014-9815-0.

Abstract:

Higher education research frequently refers to the complex external conditions that give our old-fashioned universities a good reason to change. The underlying theoretical assumption of such framing is that organizations are open systems. This paper presents an alternative view, derived from the theory of social systems autopoiesis. It proposes that organizations, being open systems, are yet operationally closed, as all their activities and interactions with the environment are aspects of just one process: the recursive production of themselves, according to a pattern of their own identity. It is their identity that captures exactly what can and what cannot be sustained in their continuous self-production. Examining the organizational identity of universities within the theoretical framework of autopoiesis may hence shed new light on their resistance to change, explaining it as a systemic and social phenomenon, rather than an individual and psychological one. Since all processes of an autopoietic system are processes of its self-production, this paper argues that in the case of traditional European universities, the identity consists in the intertwining of only two processes: (1) introducing continuous change in the scope of scientific knowledge and (2) educating new generations of scholars, who will carry on this activity. This surprisingly leaves at the wayside seemingly the most obvious 'use of the university': the adequate education of students for the job market.

Li, Edward Feng; McCormick, John; Barnett, Kerry (2015):

A comparison of Chinese and Australian university academics' valence for teaching and cross-disciplinary research.

In: *Higher Education* 69 (4), S. 583–605. DOI: 10.1007/s10734-014-9792-3.

Abstract:

Corporate reforms have taken place in Australian and Chinese higher education systems to increase efficiency and productivity, and to accommodate the emergence of global markets by exposing universities to market competition. The competing demands of teaching and research arguably have emerged as an important issue for both Australian and Chinese higher education. This study provides insights into the two primary functions of higher education, namely teaching and research. Expectancy Theory is used to investigate Chinese and Australian university academics' valence for teaching and cross-disciplinary research, with reference to the key individual cultural values at the individual level, allocentrism and idiocentrism. A two-stage cluster sampling method was employed to select Chinese and Australian university academics. The Chinese sample comprised 213 universities academics from Beijing and Hangzhou, and the Australian sample consisted of 112 academics drawn from universities in Australia. Exploratory factor analysis was applied to identify factors in the Chinese and Australian data. The common factors identified for the Chinese and Australian samples were then compared, and posited hypotheses tested. There was no statistically significant difference between the Chinese and Australian participants' valence for teaching. However, the Australian academics reported significantly higher valence for cross-disciplinary research than the Chinese academics. In general, the Australian academics scored significantly higher on idiocentric factors and lower on allocentric factors than their Chinese counterparts. Findings suggest that it may be helpful to categorise academic activities according to individual and group orientations and matching academic activities with academics' cultural orientations may improve their motivation. In order to promote cross-disciplinary research, an environment of in-group cooperation may need to be fostered before any real progress can take place, especially when academics with allocentric orientations are involved.

Light, Greg; Calkins, Susanna (2015):

The experience of academic learning: uneven conceptions of learning across research and teaching.

In: *Higher Education* 69 (3), S. 345–359. DOI: 10.1007/s10734-014-9779-0.

Abstract:

Research and teaching are often construed by academic staff as incongruous activities that have little overlap in practice. Many studies on the relationship of teaching and research assume an inherent competition or “rivalry” between these two practices. In this study, we draw on a framework that conceptualizes these academic practices not as distinct and irreconcilable, but rather as analogous practices with a common essential goal: the advancement of learning and knowledge. Taking a phenomenographic research perspective, we investigated how 39 early career, research active academic staff at a research-intensive university conceive of learning across their academic experience and practices. We identified five distinct conceptions of academic learning within three general categories: disconnected, transitional, and connected.

Liu, Shuhua (2015):

Emerging international dimensions in East Asian higher education by Akiyoshi Yonezawa, Yuto Kitamura, Arthur Meerman and Kazuo Kuroda. Dordrecht: Springer, 2014. 261 pp. ISBN 978-9401788212.

[Review]. In: *Higher Education* 69 (6), S. 1035–1037. DOI: 10.1007/s10734-014-9827-9.

Loes, Chad N.; Salisbury, Mark H.; Pascarella, Ernest T. (2015):

Student perceptions of effective instruction and the development of critical thinking: a replication and extension.

In: *Higher Education* 69 (5), S. 823–838. DOI: 10.1007/s10734-014-9807-0.

Abstract:

This study utilized data from the Wabash National Study of Liberal Arts Education to test the robustness of research conducted by Pascarella et al. (*J Coll Stud Dev* 37:7–19, 1996) that explored the relationship between student perceptions of exposure to organized and clear instruction and growth in critical thinking skills among college freshmen. To accomplish this, we created fully-specified models that included statistical controls for an array of potential confounding influences such as, student race, sex, pre-college critical thinking ability, pre-college tested academic ability, parental educational degree attainment, pre-college academic motivation, and a measure of interaction with high school teachers. Net of these influences, our findings generally replicate those uncovered by Pascarella et al. (*J Coll Stud Dev* 37:7–19, 1996) which suggest that student perceptions of organized instruction are positively associated with gains in critical thinking. Perceptions of instructional clarity, however, failed to exert a statistically significant influence on the dependent variable. Lastly, the results of our analyses suggest the effect of student perceptions of organized instruction on critical thinking affects students similarly, regardless of tested academic preparation (ACT or equivalent score), sex, or pre-college critical thinking levels.

Löfström, Erika; Trotman, Tiffany; Furnari, Mary; Shephard, Kerry (2015):

Who teaches academic integrity and how do they teach it?

In: *Higher Education* 69 (3), S. 435–448. DOI: 10.1007/s10734-014-9784-3.

Abstract:

Whose role is it to teach academic integrity to university students? We explored academics’ conceptions about their role in promoting academic integrity in two countries, namely New Zealand and Finland. We used Q methodology to find common configurations of perspectives that can help us understand the premises based on which academics approach the tasks and roles associated with teaching academic integrity. The 56 academics in our sample were asked to sort 42 statements highlighting a broad spectrum of perspectives on academic integrity and the teaching of it, and answer some related interview questions. A centroid factor analysis using PQMethod software resulted in five configurations of views

with distinctive characteristics. We used three frameworks to interrogate these differences: (1) possible narrative from a students' perspective, (2) Biggs's levels of thinking about teaching, and (3) an ethical interpretation. Academics at our institutions appear united in respecting the importance of academic integrity, but not of one mind about what it is, how it should be taught, whether or not it can be taught, whose responsibility it is to teach it, and how to handle cases of misconduct. The results suggest that teachers are confused about integrity policies extant in higher education and about their roles within these.

Luo, Yan (2015):

Measuring quality of undergraduate education in Japan: comparative perspective in a knowledge based society by Reiko Yamada. Singapore: Springer, 2014. 221 pp. ISBN 978-9814585804.

[Review]. In: *Higher Education* 69 (6), S. 1031–1033. DOI: 10.1007/s10734-014-9826-x.

Mabokela, Reitumetse Obakeng; Mlambo, Yeukai Angela (2015):

"The older women are men:" navigating the academic terrain, perspectives from Ghana.

In: *Higher Education* 69 (5), S. 759–778. DOI: 10.1007/s10734-014-9804-3.

Abstract:

This qualitative study investigates how the intersection of gender, socio-cultural factors, and organizational culture impact professional experiences of women academics at a selected public university in Ghana. Given the glaring absence of women in academic positions across many African universities, particularly at academic ranks beyond the entry-level, junior-lecturer or lecturer positions, this study provides an understanding of socio-cultural and institutional factors that have impacted the upward mobility of women academics and the strategies these women have employed to navigate professional contexts that are not always supportive. This study is theoretically informed Barribeau's (Fem Afr 7:9–31, 2006) scholarship on Caribbean feminism, to examine the intersections of culture, gender, and post-colonial legacy on the professional lives of academic women. The key findings are centered around three themes that emerged from this study; the first highlights socio-cultural and family factors that impact the professional trajectory of Ghanaian women academics; the second, explores the manifestation of socio-cultural factors within the university; and the third focuses on organizational or institutional factors that affect their professional experiences.

Nisar, Muhammad Azfar (2015):

Higher education governance and performance based funding as an ecology of games.

In: *Higher Education* 69 (2), S. 289–302. DOI: 10.1007/s10734-014-9775-4.

Abstract:

To address the problematic situation of higher education affordability, and literacy, President Obama has recently outlined a new strategy to make colleges more affordable for the middle class. While this strategy includes many components, "Paying for Performance" is a core components of this new strategy. In recent years, states have also focused on performance based policies to influence the behaviour of higher education institutions. However, most impact assessment studies have shown that such policies have had a limited effect on the performance of these institutions. Most explanations given for this failure have been on the basis of principal-agent theory, resource dependence theory and neo-institutionalism. All these analyses tend to view universities in isolation of their real world ecology. Drawing from the insights of ecology of games perspective, this paper explains the failure of performance based funding policies in terms of the inherent complexity of the higher education system. Policy design implications like flexibility, symbolic contextualization and decentralized financial governance for higher education governance are also discussed.

Nistor, Nicolae; Daxecker, Irene; Stanciu, Dorin; Diekamp, Oliver (2015):

Sense of community in academic communities of practice: predictors and effects.

In: *Higher Education* 69 (2), S. 257–273. DOI: 10.1007/s10734-014-9773-6.

Abstract:

Sense of community (SoC) in communities of practice (CoP) seems to play a similar role to that of group cohesion in small groups: Both sustain participants' knowledge sharing, which in turn substantiates the socio-cognitive structures that make up the CoP such as scholar identities, practical repertoires in research and teaching or relationships between colleagues. However, empirical evidence of relationships between SoC and other CoP variables is scarce. A correlation study among German and Romanian scholars (N = 136) investigates predictors and effects of the social component of SoC (SoC-S) in academia. A conceptual model is validated, displaying CoP members' socio-emotional interpersonal knowledge as the strongest predictor of SoC-S and of knowledge sharing acceptance. Further, SoC-S significantly mediates the effect of time and centrality in CoP on knowledge sharing acceptance. The model explains a relatively large part of the variance of SoC-S (27 %) and of knowledge sharing acceptance (33 %). For academic practice, the study emphasizes the importance of SoC and interpersonal knowledge in academic communities as major factors of community building and knowledge sharing motivation.

Olaskoaga-Larrauri, Jon; González-Laskibar, Xabier; Barrenetxea-Ayesta, Miren (2015):

Political nature and socio-professional determinants of the concept of quality.

In: *Higher Education* 69 (4), S. 673–691. DOI: 10.1007/s10734-014-9796-z.

Abstract:

This paper is based on the hypothesis that the notions of teaching quality used in the higher education sector have a political nature; in other words, they may describe the approaches agents take as regards the duties they perform in institutions of higher education or the model of governance those institutions should adopt. This paper uses the statements academics have made through a survey to describe the prevailing attitudes in Spain's public universities and assess the influence that certain sociodemographic variables may have on the academics' preferred options.

Pabian, Petr (2015):

Why 'cheating' research is wrong: new departures for the study of student copying in higher education.

In: *Higher Education* 69 (5), S. 809–821. DOI: 10.1007/s10734-014-9806-1.

Abstract:

In this ethnographic study, I will show that students at Czech university departments employ copying strategies as part of the dominant educational practices centred on the 'replication' of authoritative knowledge. In the teaching/learning situations that we observed, teachers 'transmit' knowledge to students, who are expected to 'replicate' it in exams, which students manage by either memorization or copying; either way, students are excluded from knowledge construction. This educational configuration is re/produced not just by students and teachers but also by buildings and spaces built for frontal instruction; by projection technologies transmitting fixed knowledge; by students' community websites that enable sharing and electronic replication of lecture or crib notes; and by public policies of higher education funding or quality assurance. In conclusion, I will argue that many fundamental aspects of research on student so called 'cheating' need to be re-examined because this study demonstrates that student copying is integral to the dominant configuration in Czech higher education. This 'normality' of student copying challenges the moralist consensus of the literature, expressed in the very term 'cheating' as well as in proposals to counter student copying by instilling academic integrity in students, while ignoring complex higher education configurations.

Perna, Laura W.; Orosz, Kata; Jumakulov, Zakir; Kishkentayeva, Marina; Ashirbekov, Adil (2015):

Understanding the programmatic and contextual forces that influence participation in a government-sponsored international student-mobility program.

In: *Higher Education* 69 (2), S. 173–188. DOI: 10.1007/s10734-014-9767-4.

Abstract:

Although prior research establishes the forces that “push” and “pull” students to participate in foreign study, the transferability of findings from earlier studies is limited by the absence of theoretical grounding. In addition, relatively little is known about how a government-sponsored student mobility program promotes foreign study in a nation with a transitioning economy. Using case study methods, this study explores the characteristics of students who participate in such a program and identifies the programmatic characteristics and contextual forces that promote and limit participation. The findings shed light on the appropriate theoretical perspectives for understanding student participation in a government-sponsored mobility program and illustrate the need to consider how aspects of the national cultural, economic, and political context influence participation. The findings also raise several questions about how an international student mobility program should be structured to encourage participation and maximize benefits to individuals and society within a particular national context.

Petzold, Knut; Peter, Tamara (2015):

The social norm to study abroad: determinants and effects.

In: *Higher Education* 69 (6), S. 885–900. DOI: 10.1007/s10734-014-9811-4.

Abstract:

The acquisition of intercultural skills by studies abroad is often considered as desirable. But although we can observe a steady increase of studies abroad in the last two decades, the vast majority of students can, obviously, compete on the labor market also without study abroad experience. This leads to the consideration that it could be increasingly a socially expected and thus normative behavior to study abroad, which develops only in specific social and professional contexts. In this paper, both the conditions and effects of a social norm to study abroad are discussed theoretically and empirically. Data of a cross-sectional survey among students of economics and engineering at a German university are used. The direct mobility experience is the strongest predictor of a social norm to study abroad and this norm, in turn, determines the intention to study abroad most, compared to expected personality development and career success. The results are finally discussed in terms of possible effects on individual mobility biographies and social inequality.

Rocha, Magda (2015):

Predictors of the acquisition and portability of transferable skills: a longitudinal Portuguese case study on education.

In: *Higher Education* 69 (4), S. 607–624. DOI: 10.1007/s10734-014-9793-2.

Abstract:

The basis for this longitudinal study was to find the predictors of transferable skills acquisition and portability among university sophomore students. The method employed was the path analysis using as variables: (1) the theoretical framework of transferable skills representations (Evers and Rush in *Manag Learn* 27(4):275–300, 1996; Evers et al. in *The bases of competence: Skills for lifelong learning and employability*. Jossey-Bass, San Francisco, 1998) in the freshman and sophomore years (2) the developmental dimensions of Career adaptability and Vocational development (Savickas in *Contemporary models in vocational psychology*. Lawrence Erlbaum, Mahwah, 2001, in *Career choice and development*. Jossey-Bass, San Francisco, 2002, in *Career development and counseling: putting theory and research to work*. Wiley, Hoboken, 2005, in *Life-design International Research Group: Career Adaptability Project Meeting*, 2009), and, (3) the grades for Project I and Project II (curricular units specially developed for the acquisition of groups of transferable skills in the first and second years of Economics and Management program at the Catholic University of Porto [herein referred to as Catholic University of Porto]. The criteria used were the grades from two second-year curricular units (Business Law and Statistics). The objective was to observe the impact of other dimensions on actual skills acquisition, considering the influence of the former on the grades of Business Law and Statistics as an indicator of portability of the transferable skills acquisition. All participants were male and female students at the Catholic University of Porto, Faculty of Economics and Management, between 18 and 25 years of age ($M = 18.53$, $SD = 1.37$) at the first assessment ($N = 193$). Results suggest that Project I grades are the best predictor of both Business Law and Statistics grades. However, results also reveal that student's representations of their transferable skills measured at the first and the second year are mediated by Career adaptability measured at the second year. Results are discussed based on the aforementioned frameworks.

Romanowski, Michael H.; Nasser, Ramzi (2015):

Identity issues: expatriate professors teaching and researching in Qatar.

In: *Higher Education* 69 (4), S. 653–671. DOI: 10.1007/s10734-014-9795-0.

Abstract:

Today, academics are more transient, working outside their home countries, than at any other time in the history of academics especially in the Arab World where there is great demand for faculty members educated in Western culture and academia. However, many of these professors face considerable social, professional and academic challenges in teaching and research. This paper presents the voices of twenty expatriate professors (EPs) as they describe their experiences and conflicts they face teaching in GCC universities and how this impacts their identities as professors. Various identities and strategies that EPs use in their daily work and lives are described and discussed.

Sagarra, Marti; Mar-Molinero, Cecilio; Rodríguez-Regordosa, Herberto (2015):

Evaluating the success of educational policy in Mexican Higher Education.

In: *Higher Education* 69 (3), S. 449–469. DOI: 10.1007/s10734-014-9785-2.

Abstract:

State support in higher education (HE) is often justified on the grounds that HE is important for the development of the country. However, little analysis is normally done in order to assess the impact of education quality initiatives. The Mexican government has been engaging in a policy of HE quality improvement that can be traced to 1989. In this paper we use data from the period 2007–2010, when the various quality programmes were in action, in order to see if, on the basis of public information, it is possible to trace their impact on Federal, State, and Private Universities in Mexico. The technical approach is based on Multivariate Statistical Analysis, particularly in Ordinal Multidimensional Scaling. It was found that, during the period studied, the performance indicators used in this study show a general quality improvement in Mexican HE, and that this improvement has extended to both the State and the Private sectors. Whether this improvement is just in the data or it is real, we cannot say using published data.

Schartner, Alina (2015):

'You cannot talk with all of the strangers in a pub': a longitudinal case study of international postgraduate students' social ties at a British university.

In: *Higher Education* 69 (2), S. 225–241. DOI: 10.1007/s10734-014-9771-8.

Abstract:

The formation of social ties is a major factor in the international student experience (Ramsay et al. in *High Educ* 54(2):247–265, 2007), influencing student wellbeing and adjustment to the new academic and sociocultural environment (Ward et al. in *The psychology of culture shock*. Routledge, Hove, 2001). Although a significant body of research in the international student literature has explored the role of social ties in student adjustment (Maudeni in *Race Ethn Educ* 4(3):253–276, 2001), there is a lack of studies monitoring student sojourners' social ties longitudinally. This case study therefore sought to investigate the dynamics and functions of social ties by tracking a group of international students over one academic year. Semi-structured individual interviews were conducted at three time stages with 20 international postgraduate students at a single UK university. The aim was to replicate and extend the Functional Model of Friendship Networks (Bochner et al. in *Int J Psychol* 12(4):277–294, 1977) which suggests that student sojourners typically form three distinct social networks: a co-national network, a host national network, and a non-co-national international network. The data shows evidence for a lack of host contact, reveals complexities associated with co-national contact, and points to the dominance of highly supportive 'international ties'. Further longitudinal research is called for to further inform our understanding of international students' social contact patterns over time.

Shahjahan, Riyad A.; Madden, Meggan (2015):

Uncovering the images and meanings of international organizations (IOs) in higher education research.

In: *Higher Education* 69 (5), S. 705–717. DOI: 10.1007/s10734-014-9801-6.

Abstract:

Employing Stuart Hall's concept of representation, we examine how international organizations (IOs) are presented in the higher education literature. This paper examines how IOs, such as the World Bank, OECD, and UNESCO, are conceptualized and represented by higher education researchers. We focus on three main representations of IOs in the higher education literature: (1) Forces for convergence; (2) Mechanisms of influence; and (3) Dynamic networks. The purpose of the article is to identify analytical frameworks used to understand IOs in higher education in order to open up new concepts of IOs in the higher education literature. We will argue that new images of IOs are necessary to grasp the complexity of actors and processes used by IOs to create (and influence) higher education policy.

Sidhu, Ravinder; Yeoh, Brenda; Chang, Sushila (2015):

A situated analysis of global knowledge networks: capital accumulation strategies of transnationally mobile scientists in Singapore.

In: *Higher Education* 69 (1), S. 79–101. DOI: 10.1007/s10734-014-9762-9.

Abstract:

This paper investigates the geographic and professional mobility of scientists employed in Singapore's publicly funded research institutes in various techno-and lifescience specialisations. Using Bourdieu's conceptual framework, we analyse the capital portfolios of individual scientists against the structures of power which have informed Singapore's developmental history, the culture of its westernised political elite and its present day aspirations to become a knowledge-based economy. Using survey and interview data, we examine how individual scientists mobilize their portfolios of social and cultural capital in order to extract maximum value from the transnational field of research and development. These processes of mobilization require individuals to negotiate alignments between their habitus and the political-cultural field in Singapore. This empirical grounding enables us to offer some preliminary ideas about transformations to the scientific habitus.

Sojkin, Bogdan; Bartkowiak, Paweł; Skuza, Agnieszka (2015):

Changes in students' choice determinants in Poland: a comparative study of tertiary business education between 2008 and 2013.

In: *Higher Education* 69 (2), S. 209–224. DOI: 10.1007/s10734-014-9770-9.

Abstract:

For the last 20 years Polish education faced turbulent changes, first experiencing a rapid increase in the number of students and the dynamic growth of educational institutions, and then facing the reverse trend of decreasing number of students and universities being closed down or facing serious financial problems. Furthermore, forecasts for the next 10 years predict that most of the non-public universities in Poland will experience serious problems to survive in the market. Facing new challenges, universities changed the way they think about their students and the customer-oriented approach became the dominant management imperative for most of them. Ability to understand the reasons behind students tertiary education decisions emerged as a key issue in increasing enrollments. Predicting students choice determinants may be however more difficult than expected as those choices are dynamic and might change over time. While the literature on the university choice factors is growing, still little is evidenced with regard to the dynamism of the tertiary education decision making process and this article is aimed to contribute to filling this gap. We identified that both aspects of students decision making process—pursuing tertiary education and the choice of the particular university—are a subject of change over time and might be conditioned on economic, social and demographic changes of the given market.

Stensaker, Bjørn (2015):

Organizational identity as a concept for understanding university dynamics.

In: *Higher Education* 69 (1), S. 103–115. DOI: 10.1007/s10734-014-9763-8.

Abstract:

Universities are often portrayed as, and have been found to be, quite stable organizational forms where it is difficult to initiate and implement change. However, numerous empirical studies have also found that universities are undoubtedly changing both due to internal developments and external dynamics. The paper explores this seemingly contradictory

development. It argues that organizational identity is a promising concept for researching both continuity and change in higher education institutions, and identifies and describes various uses of organizational identity within universities and colleges, demonstrating the relevance of the concept for understanding current dynamics within the higher education sector. In the conclusion, it is argued that more studies of the intangible aspects of higher education are needed to enable a better understanding of the factors fostering both inertia and change in the sector.

Strauss, Luísa Mariele; Borenstein, Denis (2015):

A system dynamics model for long-term planning of the undergraduate education in Brazil.

In: *Higher Education* 69 (3), S. 375–397. DOI: 10.1007/s10734-014-9781-6.

Abstract:

Higher education in Brazil has experienced a rapid expansion since the 1990s as a consequence of the government's pliability in launching new programs and educational institutions. This expansion was mainly driven by the private sector. Despite this expansion, Brazil has not yet achieved the enrollment goal expected in the National Education Plan launched in 2010. Moreover, the demand for undergraduate programs, is presenting signs of reduction, characterizing a system with fast initial growth followed by stagnation. This paper presents the construction and application of a system dynamics model for analyzing long-term policies concerning undergraduate programs in Brazil at an aggregate level. The main objective of the model is to conduct scenario analysis given by the different behavior of several aspects related to the system, such as government regulation, demand, places, and the balance between public and private sectors. A scenario analysis was conducted, considering different policies regarding the nature of education and economic development. The results are highly promising, demonstrating the potential of this approach for both understanding the dynamic behavior of higher education, improving policies, and developing effective strategies.

Su, Xuhong; Johnson, Japera; Bozeman, Barry (2015):

Gender diversity strategy in academic departments: exploring organizational determinants.

In: *Higher Education* 69 (5), S. 839–858. DOI: 10.1007/s10734-014-9808-z.

Abstract:

Full inclusion of women into the academics remains a daunting challenge in the United States. The situation is particularly acute within science, technology, engineering and mathematics (STEM) fields where the underrepresentation of women and their career disadvantages attract a great deal of attention. Based on a dataset combining a survey of department chairs and their performance indicators, we attempt to investigate organizational determinants of gender diversity strategies in the STEM fields. The findings suggest that academic departments' commitment to a gender diversity strategy is related to their chairs' administrative power and their assessment of current gender diversity status. Moreover, the commitment signals departments' responses to social demands for more female faculty members. Nevertheless, women chairs prove less likely to pursue a gender diversity strategy, and more female faculty members hardly increase the likelihood of adopting such a strategy. The findings require care in interpretation because in cases where there are more women, the perceived need for adding women may be lessened. As such, gender diversity strategy may be compensatory in nature. The present study underscores the need for richer theories about recruitment of women STEM faculty and possibly, modifications in public policy for STEM human resources.

Tavares, Orlanda; Cardoso, Sónia; Carvalho, Teresa; Sousa, Sofia Branco; Santiago, Rui (2015):

Academic inbreeding in the Portuguese academia.

In: *Higher Education* 69 (6), S. 991–1006. DOI: 10.1007/s10734-014-9818-x.

Abstract:

This paper analyses the inbreeding phenomena in Portuguese public universities. Inbreeding is defined as the recruitment of academics by the same institution that awarded their PhDs. Focusing on 1,217 PhD-holding Portuguese academics, belonging to four public universities and to six disciplinary areas, inbreeding is analysed in order to understand whether it might be influenced by the age of the institution and by how long ago the disciplinary area was established in a particular institution. Although a higher level of inbreeding was observed in older universities and in some of the longer established

disciplinary areas, suggesting that institutional and disciplinary age play a role, it is possible to conclude that the inbreeding phenomenon is quite complex, and is influenced by other factors such as the disciplinary areas' core academic values and practices.

Thomson, Carol (2015):

Researching student learning in higher education: a social realist approach by Jennifer M. Case. London: Routledge, 2013. 155 pp. ISBN 978-0-415-66235-2.

[Review]. In: *Higher Education* 69 (1), S. 165–167. DOI: 10.1007/s10734-014-9756-7.

Trede, Franziska; McEwen, Celina (2015):

Early workplace learning experiences: what are the pedagogical possibilities beyond retention and employability?

In: *Higher Education* 69 (1), S. 19–32. DOI: 10.1007/s10734-014-9759-4.

Abstract:

With this paper, we explore early placement experiences and their pedagogical potential, including ways of keeping students enrolled and persisting with their studies. Few university courses offer early placements because traditionally placement experiences have a focus on employability and work readiness of graduates, hence occur towards the end of courses. We conceptualise workplace learning (WPL) as a transition pedagogy that can address university staff's interests in student retention. In this paper the relationship between early WPL experiences and keeping students enrolled and persisting with their learning as well as the pedagogical implications of early WPL experiences are explored. Empirical data of students' interpretations of their early placement experiences demonstrated that beyond motivating students to persist with learning and staying enrolled in the course placement experiences were seen as a highlight of their first year studies. We argue that there are some benefits to students' learning to using early placement experiences within a practice-based curriculum when combined with an explicit and deliberate pedagogy that prepares students for practice-based and lifelong learning approaches to work. We conclude that early WPL experiences at university can be used as a strategy to assist students to transition into these institutions and develop more deliberate learner and professional identities.

van der Weijden, Inge; Belder, Rosalie; van Arensbergen, Pleun; van den Besselaar, Peter (2015):

How do young tenured professors benefit from a mentor? Effects on management, motivation and performance.

In: *Higher Education* 69 (2), S. 275–287. DOI: 10.1007/s10734-014-9774-5.

Abstract:

Do young tenured professors who receive mentorship differ from those without mentorship in terms of motivation, scholarly performance, and group management practice? We conducted a survey among research group leaders in the biomedical and health sciences in the Netherlands, to study the effects of mentorship. Our results show that mentorship practices leads to positive results. Young professors who receive mentorship on average have a more positive view on their work environment and manage their research more actively. Furthermore, young professors with a mentor on average perform better in terms of acquired grants. These findings indicate that it is important for universities to actively organize mentorship programs for young senior staff.

Voce, Julie (2015):

Reviewing institutional policies for electronic management of assessment.

In: *Higher Education* 69 (6), S. 915–929. DOI: 10.1007/s10734-014-9813-2.

Abstract:

Electronic assignment submission (e-submission) tools, such as those within course management systems (e.g. Blackboard), or systems such as Turnitin, which enable students to submit coursework online are now one of the main centrally supported institutional tools in Higher Education (HE) in the United Kingdom (UK), however the development of institutional policies for the electronic management of assessment (EMA) has not kept up with the implementation of the

technology. This study takes a critical discourse analysis approach to review a selection of EMA policies from UK HE institutions. The results find that the policies are often unclear about the main actors involved in the EMA process and fail to clarify who is responsible for actions. In addition, whilst students feature most frequently in the policies, their role is often back-grounded such that students are not given control of the actions relating to them. The study concludes with guidance aimed at anyone writing their own institutional EMA policy and asserts that policies should be clear about the participants involved and their responsibilities.

Wilson-Strydom, Merridy (2015):

University access and theories of social justice: contributions of the capabilities approach.

In: *Higher Education* 69 (1), S. 143–155. DOI: 10.1007/s10734-014-9766-5.

Abstract:

Issues of social justice in higher education together with a focus on access or widening participation have become of increasing importance globally. Given the complex theoretical terrain of social justice and the tensions inherent in applying social justice frameworks within higher education, and particularly in the area of access, this paper argues that it is necessary to take a step back and reflect on key theories of social justice and their implications for higher education. The paper considers three leading theorists of social justice whose work is commonly applied in higher education contexts and provides an account of the implications of this work for a specific social justice challenge, that of increasing access to university. The complexities of access and success in South African higher education are used as an illustrative case. On the basis of this conceptual analysis an argument is presented for the capabilities approach as a particularly productive theoretical approach in the context of university access for promoting more just outcomes, through a specific consideration of student agency and the interaction of this agency with institutional contexts.

Wu, Ching-Ling; Bai, Haiyan (2015):

From early aspirations to actual attainment: the effects of economic status and educational expectations on university pursuit.

In: *Higher Education* 69 (3), S. 331–344. DOI: 10.1007/s10734-014-9778-1.

Abstract:

This study investigated the effects of economic status and the educational expectations of significant others on early university aspirations and actual university attainment. The study analyzed two-wave longitudinal data collected from 1,595 Taiwanese students in their 9th grade in middle school and in their freshman year at universities. The results revealed that economic status affected neither university aspirations nor university attainment. Among the significant others studied, parental expectations fundamentally affected university aspirations and teacher expectations consistently affected university aspirations and attainment. After considering economic status and educational expectations, early university aspirations remained strongly related to actual university attainment. Future research directions and practical educational approaches are recommended based on the aforementioned results.

Yan, Guangcai; Yue, Ying; Niu, Menghu (2015):

An empirical study of faculty mobility in China.

In: *Higher Education* 69 (4), S. 527–546. DOI: 10.1007/s10734-014-9789-y.

Abstract:

With the implementation of position appointment and contract system in China, faculty become more mobile than before in this emerging academic market, though in terms of mobility frequency and rate, they are still less active than their counterparts in the West. Using the data collected from 50 renowned research universities throughout China, this empirical study probes into the relationship between faculty members' working perception and their mobility intention, aiming at achieving a more comprehensive understanding of the academic profession in China. It proposes (a) to figure out the relationship between faculty members' mobility intention and their satisfaction with the internal environment within a university, and (b) to clarify which is more significant in predicting faculty members' mobility, the internal or external organizational environment factor. Additionally, given the social background of China, we intend to examine whether western-based theories about satisfaction and mobility intentions can provide an adequate account of the phenomenon in

this particular context. A most significant finding is that Chinese faculty members' low level of satisfaction with organizational environment is operative as the "push" factor but often in a potential way and even if when the "pull" factor, better opportunities for academic development emerges, the "pull" factor can not necessarily exert apparent influence, because the parameter "region/city" where one university is located works as a precondition or the most critical cause for their mobility or stability.

Young, Mitchell (2015):

Competitive funding, citation regimes, and the diminishment of breakthrough research.

In: *Higher Education* 69 (3), S. 421–434. DOI: 10.1007/s10734-014-9783-4.

Abstract:

At first glance Sweden looks like a researcher's paradise with high levels of GDP investment in research and high scores on citation indexes, yet recent studies have suggested that Sweden might be losing its edge in groundbreaking research. This paper explores why that is happening by examining researchers' logics of decision-making at a large university in Sweden. Interviews with researchers at different career stages and at a range of different departments are analyzed using a neo-institutionalist framework. The inherent logic of the quasi-markets which have been constructed to implement new policy ideas is compared to the logics by which researchers approach their funding applications and research outputs. The results suggest that a highly fragmented and competitive system can undermine efforts to foster groundbreaking research, despite the expectations posited by a neoliberal logic of governance.

Zepke, Nick (2015):

What future for student engagement in neo-liberal times?

In: *Higher Education* 69 (4), S. 693–704. DOI: 10.1007/s10734-014-9797-y.

Abstract:

The paper first examines the context that has given student engagement a very strong profile in higher education. It identifies neo-liberalism as the driving force in the present higher education context and argues that student engagement enjoys an elective affinity with it. While neo-liberalism is dominant, student engagement will be strong. But attitudes to student engagement will vary. It examines possible futures for student engagement by discussing how three different scenarios could affect the student engagement enterprise in neo-liberal times. The paper identifies conforming, reforming and reframing scenarios; discourses that fit comfortably with neo-liberal ideas and practice, soften them or challenge them in pursuit of greater social justice.

Zhou, Ji (2015):

International students' motivation to pursue and complete a Ph.D. in the U.S.

In: *Higher Education* 69 (5), S. 719–733. DOI: 10.1007/s10734-014-9802-5.

Abstract:

This study explores what motivates 19 international students to pursue a Ph.D. at a public research university in the U.S. and, more importantly, what motivates them to persist despite unsatisfying socialization. Based on value-expectancy achievement motivation theory, four motivations emerged: intrinsic interest in research, intrinsic interest in teaching, high utility of a U.S.-earned Ph.D., and high emotional and social cost of quitting. As students' educational experiences unfolded, the influence of these motivations changed over time. Findings and implications are discussed in connection with the achievement motivation theory and the literature on international student mobility. Implication for future research is also provided.

Zmas, Aristotelis (2015):

Financial crisis and higher education policies in Greece: between intra- and supranational pressures.

In: *Higher Education* 69 (3), S. 495–508. DOI: 10.1007/s10734-014-9787-0.

Abstract:

The current financial crisis is blamed for the proliferation of neoliberal policies in Greek universities. However, this article argues that the imposition of relevant policies has wider causes linked to contradictions observed during the democratization and modernization of universities over the last 40 years. At the same time policymakers are seeking 'external' support to mitigate the doubts of pressure groups, such as academic staff, students, and mass media, regarding the need to implement unpopular reforms in Greek universities. Set against this political backdrop, the present article argues that the references of the Greek political leadership to European discourse about universities are a strategy to build alliances within the country for the promotion of neoliberal reforms in the field of tertiary education. The implementation of these reforms has been facilitated through the financial crisis, which has pressured the Greek governments to take immediate measures for the sake of the 'national economy'.

Higher Education (70) 2015

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

[licence required | full access via UB Kassel / INCHERs Intranet | prints at INCHER-Kassel]

Adelfio, Giada; Boscaino, Giovanni; Capursi, Vincenza (2015):

Erratum to: A new indicator for higher education student performance.

In: *Higher Education* 70 (3), S. 609. DOI: 10.1007/s10734-015-9909-3.

Almansour, Sana; Kempner, Ken (2015):

Princess Nourah Bint Abudulrhman University's challenge: transition from a local to a global institution.

In: *Higher Education* 70 (3), S. 519–533. DOI: 10.1007/s10734-014-9853-7.

Abstract:

This case study addresses the transition of a university from a local to a global institution in the unique cultural and economic circumstances of the Kingdom of Saudi Arabia. Specifically, the authors investigate the case of Princess Nourah Bint Abudulrhman University (PNU), the largest women's university in the world with over 39,000 students. Saudi Arabia, and PNU in particular, offers a unique case of higher education development where economic and cultural issues pose both extraordinary opportunities and complications compared to other developed and newly industrialized countries. Although this case is of women's higher education in Saudi Arabia, the study offers a broader application into understanding the developing role of women in other Muslim countries and their participation in the public sphere of a Kingdom guided by Sharia Law. This study of PNU provides a case example for other national universities struggling to maintain a cultural, social, and economic balance between local needs and global influences. The administrators and faculty interviewed for this study indicate PNU's future as a global institution depends on its ability to maintain a delicate balance among the educational, economic, social, and cultural needs of women in the face of changing cultural mores. Herein lies the promise PNU offers other women's universities in the Arab World in their transition from a local to a global institution. The critical message from this study for other universities in transition in both developed and developing countries is the need to preserve cultural identity in the face of globalization.

Arimoto, Akira (2015):

Declining symptom of academic productivity in the Japanese research university sector.

In: *Higher Education* 70 (2), S. 155–172. DOI: 10.1007/s10734-014-9848-4.

Abstract:

From a framework of this study, modern society may be explained by a paradigm transformation from ascription to achievement and also from particularism to universalism. According to this hypothesis, Japanese university society has not developed successfully for more than the closed society to the opened society. This paper intends to deal with the Japanese differentiated university stratification, which has been formed among these value orientations by connection of particularism and ascription, with a focus on its effects on the academic productivity including both research and teaching productivity. For example, a closed academic structure with an inbreeding mechanism in tate-shakai (vertical society) has brought about a great deal of effect either positively or negatively on academic system throughout the country. We intend to discuss the reasons behind the declining symptom of academic productivity of the university on the basis of the given framework.

Backer, Liesje de; van Keer, Hilde; Valcke, Martin (2015):

Promoting university students' metacognitive regulation through peer learning: the potential of reciprocal peer tutoring.

In: *Higher Education* 70 (3), S. 469–486. DOI: 10.1007/s10734-014-9849-3.

Abstract:

Although successful learning in university education can be advanced by students' competence to self-regulate their learning, students often possess insufficient metacognitive regulation skills to regulate their learning adequately. The present study investigates changes in university students' adoption of metacognitive regulation after participating in reciprocal peer tutoring (RPT). A quasi-experimental pretest–posttest design was adopted, involving an experimental ($n = 51$) and two control groups; CG1 ($n = 24$) and CG2 ($n = 22$). Experimental students participated in a RPT intervention during a complete semester. Metacognitive regulation was assessed by means of think-aloud protocol analysis. Results indicate that RPT is promising to promote metacognitive regulation. Experimental students increasingly adopt monitoring, evaluation, and orientation and significantly evolve towards deep-level regulation from pretest to posttest. Except for an increased use of low-level comprehension monitoring, none of the evolutions in experimental students' regulation could be discerned for students in both control groups.

Basit, Tehmina N.; Eardley, Alan; Borup, Rosemary; Shah, Hanifa; Slack, Kim; Hughes, Amanda (2015):

Higher education institutions and work-based learning in the UK: employer engagement within a tripartite relationship.

In: *Higher Education* 70 (6), S. 1003–1015. DOI: 10.1007/s10734-015-9877-7.

Abstract:

Higher education institutions (HEIs) in the UK are increasingly engaging in work-based learning. The tripartite relationship between the HEI, the employer and the employee is viewed to be of great significance in work-based learning, not only in the initial stages of procurement of a contract, but also in designing and delivering the programme to meet the employer and employee needs, and those of the HEI, to make the programmes successful. This paper is based on one theme related to a larger EU-funded project on work-based learning leading to qualifications. Based on in-depth interviews at a post-1992 university in the UK with a range of staff including executive, senior management, managerial, teaching and administrative staff, we focus on this theme, to analyse employer engagement from the perspective of the HEI. We recommend strategies to enhance the tripartite relationship for the benefit of those involved and to improve policy and practice in the field. These include a strategic approach to work-based learning and regarding it as an integral part of higher education activity rather than a supplementary pursuit.

Bentley, Peter James; Gulbrandsen, Magnus; Kyvik, Svein (2015):

The relationship between basic and applied research in universities.

In: *Higher Education* 70 (4), S. 689–709. DOI: 10.1007/s10734-015-9861-2.

Abstract:

What is the central research activity in modern universities? This paper uses a comprehensive survey among individuals from 15 countries to map differences in orientation towards basic/fundamental research, applied/practical research and a combination of the two. Despite some claims in the literature that basic research is no longer a preoccupation of universities, our findings point at a continued strong presence of basic research in universities but with large variations between countries and academic disciplines. At the individual level, most academics engage in a combination of basic and applied research, rather than specialising, with applied orientations generally more common. Academics specialising in basic research tend to receive less external funding, work in environments where applied research is less emphasised and hold weaker professional obligations to apply their knowledge to problems in society.

Brownlee, Jamie (2015):

Contract faculty in Canada: using access to information requests to uncover hidden academics in Canadian universities.

In: *Higher Education* 70 (5), S. 787–805. DOI: 10.1007/s10734-015-9867-9.

Abstract:

In Canada, universities are undergoing a process of corporatization where business interests, values and practices are assuming a more prominent place in higher education. A key feature of this process has been the changing composition of academic labor. While it is generally accepted that universities are relying more heavily on contract faculty, to date, there is a lack of data to substantiate it in the Canadian context. This paper addresses this gap through reporting on a unique

longitudinal dataset I have created on academic staff for 18 universities in Ontario collected through access to information requests under the Freedom of Information and Protection of Privacy Act. I analyze these data to address two key questions. First, to what extent have there been changes in the composition of academic labor in arts-related disciplines within Ontario universities? Second, to what extent are past claims that administrators have been unable and/or unwilling to provide these kinds of data legitimate? I conclude that there has indeed been a significant increase in part-time and full-time contract appointments relative to tenure stream positions in Ontario universities. My research also suggests that the reluctance of universities to share data on contract faculty has been motivated by both political considerations as well as the nature of university data management, which has been made more problematic by the precarious relationship between universities and their contract employees.

Cantwell, Brendan (2015):

Laboratory management, academic production, and the building blocks of academic capitalism.

In: *Higher Education* 70 (3), S. 487–502. DOI: 10.1007/s10734-014-9851-9.

Abstract:

Academic capitalism has been among the most influential lines of research into markets in higher education. This paper takes up the distinct but related topic of academic production. This study makes use of a theory of fields and the concept of strategic action fields Fligstein and McAdam (Social Theory 29:1–26, 2011; A theory of fields, Oxford University Press, New York, 2012) and empirical evidence from a qualitative study of laboratory management at three research universities in the US to explore the how micro-dynamics of academic production may contribute to the establishment and maintenance of academic capitalism.

Chang, Dian-Fu; Nyeu, Fong-Yee; Chang, Hsiao-Chi (2015):

Balancing quality and quantity to build research universities in Taiwan.

In: *Higher Education* 70 (2), S. 251–263. DOI: 10.1007/s10734-014-9841-y.

Abstract:

Higher education in Taiwan has expanded dramatically in the previous three decades. The number of students enrolled in higher education institutions has nearly quadrupled from 348,290 (1984) to 1,345,000 (2013). In 2012, the gross entrance rate of higher education reached 84.43 %, which is higher than most higher education systems in Asia. Higher education that transforms from a mass system to a universal system raises public concern regarding its quality. This study explored situations arising from a change to right-based higher education, particularly in pursuing a balance between quality and quantity in the process of establishing research universities. We selected two top public universities to illustrate how institutional arrangements play crucial roles in balancing quality and quantity. The findings reveal strong pressure for a world-class university within both universities, whereas student opinions reflect a neglect of instruction. In this case, faculty focused less attention on teaching compared to their research. These two universities should focus more efforts on teaching to balance quality and quantity toward a world-class research university.

Chapman, Bruce; Lounkaew, Kiatananttha (2015):

Measuring the value of externalities from higher education.

In: *Higher Education* 70 (5), S. 767–785. DOI: 10.1007/s10734-015-9866-x.

Abstract:

This paper takes an innovative approach. We have used the idea of converting international evidence of the size of higher education externalities as a proportion of GDP into Australian-specific dollar equivalents and added these estimates to estimates of lifetime fiscal returns to graduates. This allows us to estimate the expected spillovers over a graduate's lifetime, an opportunity that has so far not been taken elsewhere. We conclude that an additional year of higher education in an Australian context, valued at the time of a student's enrolment, lies between \$10,635 and \$15,952 in 2014 terms. We also acknowledge that it is difficult and inappropriate to apply estimates of average externalities to issues related to public sector pricing. However, having some idea of the boundaries of the potential sizes of higher education spillovers is a valuable and interesting exercise.

Cheng, Nellie S. (2015):

A comparison of compliance and aspirational accreditation models. Recounting a university's experience with both a Taiwanese and an American accreditation body.

In: *Higher Education* 70 (6), S. 1017–1032. DOI: 10.1007/s10734-015-9880-z.

Abstract:

Despite the widespread adoption of accreditation processes and the belief in their effectiveness for improving educational quality, the search for good accreditation practices remains a critical issue. This article recounts one university's experiences when simultaneously undergoing the accreditation processes of both the Middle States Commission on Higher Education (MSCHE) and the Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT); the former is a regional accreditor in the USA, while the latter is a national accreditor in Taiwan. Based on in-depth interviews and document reviews, a comparison of the two accreditations was undertaken in terms of both their processes and their impacts on the university. The HEEACT accreditation process tended more toward requiring compliance, while the MSCHE process was more aspirational in nature, with the former body emphasizing control and external regulation and the latter emphasizing collaboration and improvement. One feature that was revealed to distinguish these two approaches is the degree of institutional centeredness, i.e., the emphasis on the university's uniqueness and specific stage of development, as well as the culture of engagement during the process of change. The pros and cons of both approaches and the government's role in the context of higher education are likewise discussed.

Davies, Mark (2015):

Academic freedom: a lawyer's perspective.

In: *Higher Education* 70 (6), S. 987–1002. DOI: 10.1007/s10734-015-9884-8.

Abstract:

Academic freedom is central to ideas of higher education, yet in the United Kingdom it is facing challenges from changing managerial approaches within some universities and changing governmental expectations. Universities are increasingly expected to focus upon knowledge which can be shown to have value and to exploit the results of academic enterprise. Resulting constraints on teaching and research by incessant market-driven demands have the potential to compromise academic freedom. This article considers aspects of academic freedom in an increasingly market-driven environment from a lawyer's perspective. The legal protections for academic freedom in the UK are minimal, and consideration of the intellectual property policies of a significant number of UK universities suggests that, in many, academic outputs, especially those relating to teaching, have become subject to more entrepreneurial models of higher education, becoming potentially saleable products to be owned and exploited by universities as they see fit. The position is exacerbated by increasing developments in the use of technology as part of the teaching process. Academics who lose ownership of aspects of their intellectual output risk the undermining of their position and academic freedom with a current employer and limiting their opportunities to change employer.

Dužević, Ines; Čeh Časni, Anita (2015):

Student and faculty perceptions of service quality: the moderating role of the institutional aspects.

In: *Higher Education* 70 (3), S. 567–584. DOI: 10.1007/s10734-014-9857-3.

Abstract:

The purpose of this study was to explore key attributes of service quality in the Croatian higher education system. In particular, the study aims to compare student and faculty perceptions of service quality and to identify institutional aspects that may affect the perceptions of these two customers. Principal component analysis is used to define key dimensions of service quality and independent sample t test or one-way between groups ANOVA to analyse the impact of institutional aspects on customer perceptions. The findings of this study showed that students and faculty separate service quality dimensions in a similar manner. The study also provides insight into the effects of institutional aspects on customer perceptions. The results revealed that ownership status, research orientation, and size significantly moderate customer perceptions of the service quality. The findings reported in this paper draw attention to the importance of the customer perceptions in the higher education context and the role of institutional characteristics in the formation of customer perceptions.

Ecker, John; Rae, Jennifer; Bassi, Amandeep (2015):

Showing your pride: a national survey of queer student centres in Canadian colleges and universities.

In: *Higher Education* 70 (5), S. 881–898. DOI: 10.1007/s10734-015-9874-x.

Abstract:

The presence of queer student centres (QSCs) across Canadian universities and colleges is largely unknown. It is an important area of investigation since queer-identified students have previously identified several benefits of these services, including receiving support from other queer individuals. The focus of the current study was to determine (a) the number of QSCs in Canadian universities and colleges; (b) factors predicting their existence; (c) types of support they receive; and (d) future directions. A national online survey of 156 institutions and two in-person focus groups ($n = 5$; $n = 2$) were conducted. Descriptive analyses and a logistic regression were completed, and qualitative responses of the survey and the focus groups were thematically coded. Results demonstrate that universities and institutions with larger student populations are more likely to have a centre and that institutional support is crucial for their operations. Implications for the sustainability and creation of centres are discussed.

Fraile, Rubén; Bosch-Morell, Francisco (2015):

Considering teaching history and calculating confidence intervals in student evaluations of teaching quality.

In: *Higher Education* 70 (1), S. 55–72. DOI: 10.1007/s10734-014-9823-0.

Abstract:

Lecturer promotion and tenure decisions are critical both for university management and for the affected lecturers. Therefore, they should be made cautiously and based on reliable information. Student evaluations of teaching quality are among the most used and analysed sources of such information. However, to date little attention has been paid in how to process them in order to be able to estimate their reliability. Within this paper we present an approach that provides estimates of such reliability in terms of confidence intervals. This approach, based on Bayesian inference, also provides a means for improving reliability even for lecturers having a low number of student evaluations. Such improvement is achieved by using past information in every year's evaluations. Results of applying the proposed procedure to university-wide data corresponding to two consecutive years are discussed.

Gao, Yuan (2015):

Constructing internationalisation in flagship universities from the policy-maker's perspective.

In: *Higher Education* 70 (3), S. 359–373. DOI: 10.1007/s10734-014-9834-x.

Abstract:

Internationalisation has become a central concern in today's higher education and has been developed as an explicit institutional-wide priority. However, as many researchers argue the meaning of internationalisation remains ambiguous and unclear. The majority of existing studies on the phenomenon are case based or focus on the divergence of intuitional motives and strategies. With all that has been known about the differences, a shared construct has yet been established to theoretically conceptualise the phenomenon. This article explored university practitioners' perceptions of internationalisation, in order to construct the phenomenon. To construct university internationalisation, by and large, means to identify the comparable elements of the phenomenon across individual cases and contexts. Specifically, university policy-makers from 17 flagship universities in Australia, Singapore and China were involved in the investigation. The findings show considerable commonalities in the major motive that drives institutional internationalisation, the strategies that universities develop for internationalisation and the approach to implement internationalisation strategies. These similarities enable the establishment of an integrated construct of university internationalisation. This is not to say that university internationalisation is understood and implemented in the same manner in universities across different countries. The observed divergences are also discussed and linked to the influential contextual factors. The findings of this study contribute to the theorising of the widely discussed phenomenon by answering the key question that in what way university internationalisation can be constructed.

Gopaul, Bryan (2015):

Inequality and doctoral education: exploring the “rules” of doctoral study through Bourdieu’s notion of field.

In: *Higher Education* 70 (1), S. 73–88. DOI: 10.1007/s10734-014-9824-z.

Abstract:

While studies have examined a myriad of issues in doctoral study, much of this research has not employed the tools of major social and cultural thinkers to the dynamics of doctoral education. This paper explores the use of Bourdieu’s notion of field to render visible the practices and contexts of doctoral education that produce inequalities across doctoral students. This qualitative study with 15 doctoral students in Engineering and in Philosophy demonstrated that these inequalities related to conflicted and codified rules of success within doctoral study, and students’ struggle to understand these rules, and then act in ways that enable students’ success in doctoral education.

Grammatikopoulos, Vasilis; Linardakis, M.; Gregoriadis, A.; Oikonomidis, V. (2015):

Assessing the Students’ Evaluations of Educational Quality (SEEQ) questionnaire in Greek higher education.

In: *Higher Education* 70 (3), S. 395–408. DOI: 10.1007/s10734-014-9837-7.

Abstract:

The aim of the current study was to provide a valid and reliable instrument for the evaluation of the teaching effectiveness in the Greek higher education system. Other objectives of the study were (a) the examination of the dimensionality and the higher-order structure of the Greek version of Students’ Evaluation of Educational Quality (SEEQ) questionnaire, and (b) the investigation of the effects of several background variables on students’ evaluations of teaching (SET) scores provided by the Greek version of SEEQ. A total of 1,264 students participated by filling in the questionnaires administered to them. The participants were selected from social science departments that belonged to eight universities of Greece. The results showed solid evidence of the applicability of the Greek version of SEEQ, by confirming the factor structure of the instrument and reassuring the multidimensionality of the teaching effectiveness construct. Additionally, the effects of several background variables on teaching effectiveness further supported the validity of SET scores.

Hellekjær, Glenn Ole; Fairway, Tone (2015):

The mismatch between the unmet need for and supply of occupational English skills. An investigation of higher educated government staff in Norway.

In: *Higher Education* 70 (6), S. 1033–1050. DOI: 10.1007/s10734-015-9882-x.

Abstract:

Nordic universities are involved in a global competition against American and UK universities, whose main competitive advantage is their placement in English-speaking countries. The authors argue that Nordic universities need to do more to offset this advantage than merely offer English-Medium (EM) courses to foreign and domestic students. They also need to systematically address their students’ need for advanced occupational English skills. To underpin this claim, the authors use data from three different needs analyses: (1) a large-scale survey of language use and needs in Norwegian government ministries, (2) a qualitative follow-up study based on interviews of state directorate staff, and (3) a follow-up survey of ministerial job advertisements. These show that while almost 89 % of ministerial staff use English at work on a regular basis, almost 80 % of the highly educated staff have no formal English courses beyond upper secondary school, and that this leads to communication problems. The job advertisement data show that this is because language skills are invariably required in combination with professional degrees that do not necessarily include language modules. It concludes by arguing the need to integrate language-learning goals into EM courses and to supplement these with occupational English and communication courses.

Hitt, Stacie; Sternberg, Martina; Wadsworth, Shelley MacDermid; Vaughan, Joyce; Carlson, Rhiannon; Dansie, Elizabeth; Mohrbacher, Martina (2015):

The higher education landscape for US student service members and veterans in Indiana.

In: *Higher Education* 70 (3), S. 535–550. DOI: 10.1007/s10734-014-9854-6.

Abstract:

The Post-9/11 Veterans Educational Assistance Act of 2008 or “New GI Bill” has resulted in rising enrollment and related demand for services by students in the USA. We examined current supports for student service members and veterans at institutions of higher education in Indiana in the context of this national trend. We employed prospective student service members who contacted campuses to ask staff and administrators about admissions, financial aid, academic, and student services policies and programs. Results showed that most institutions had the ability to refer to disability services, award credit for military training, and waive reapplication requirements following deployment. Few institutions reported support to military families or availability of student veterans’ organizations. Institution type and size, degrees offered, and the presence of graduate programs were related to availability of programs and services. Considerable variability across campuses suggested opportunities to refine, coordinate, and expand assistance to student service members and veterans.

Hu, Anning; Vargas, Nicholas (2015):

Economic consequences of horizontal stratification in postsecondary education: evidence from urban China.

In: *Higher Education* 70 (3), S. 337–358. DOI: 10.1007/s10734-014-9833-y.

Abstract:

Drawing on nationwide representative data, we study the patterns of horizontal stratification of higher education in contemporary urban Chinese society, examining how college major, location, and ranking affect college graduates’ occupational income and the likelihood of assuming a managerial position. The results suggest that (1) college major differentiates graduates’ occupational income, with STEM and professional majors having significant economic advantages. (2) College ranking is significantly correlated with the likelihood of assuming a managerial position, implying that college ranking is an effective signal of prestige to employers in urban China. (3) A “Big City Effect” is detected as college location is significantly associated with salary levels after controlling for job location. This study adds an Eastern case to the literature on education stratification. Theoretical implications of empirical findings are also discussed

Huang, Futao (2015):

Building the world-class research universities: a case study of China.

In: *Higher Education* 70 (2), S. 203–215. DOI: 10.1007/s10734-015-9876-8.

Abstract:

The purpose of this study is to analyze how China has strived to develop its world-class research universities and what are distinguishing characteristics of China’s efforts to form these universities for the last decades. This study begins with a review of literature and research questions. It then touches on the background and rationale of creating China’s world-class university. In the third section, it examines national policies and strategies of building China’s world-class research university since the mid-1990s. In the fourth section, based on national documentation and institutional strategies as well as major findings from the international survey of the Changing Academic Profession which was exercised in China in 2007, the study presents what has been achieved in the effort launched to create Chinese world-class research university and challenges facing China in this regard. The study concludes by arguing the following aspects: firstly, China has made an impressive progress of forming its world-class research university and national policies and strategies are effective; secondly, differing from the world-class research universities in the USA and the UK, the Chinese path to building a world-class research university is characterized with a top-down policy, accompanied by the growth in intensive funding from both national government and especially local authorities on few selected elite universities; and finally, the Chinese way is still receptive to Western influence and external international ranking systems or organizations; therefore, there is still a long way for China to become an internationally influential part of the higher education landscape.

Jayasuriya, Kanishka (2015):

Constituting market citizenship: regulatory state, market making and higher education.

In: *Higher Education* 70 (6), S. 973–985. DOI: 10.1007/s10734-015-9879-5.

Abstract:

The paper makes three claims: first that regulatory state making and market making in higher education is intertwined through a project of market citizenship that shapes the 'publicness' of higher education. Second, we argue that these projects of market citizenship are variegated and in Australia has taken the form of accommodation—via regulation tools—between social democratic and market elements, and finally we argue that the effect of this new regulatory state is a strategy to depoliticise the governance of higher education. Policy making appears to be the application of a set of technical rules rather than political decisions about the allocation of values.

Jensen, Karen; Nerland, Monika; Enqvist-Jensen, Cecilie (2015):

Enrolment of newcomers in expert cultures: an analysis of epistemic practices in a legal education introductory course.

In: *Higher Education* 70 (5), S. 867–880. DOI: 10.1007/s10734-015-9872-z.

Abstract:

This article focusses on the transformative role of knowledge in student learning, paying particular attention to the mechanisms that facilitate the "enrolment" of students into their prospective expert cultures. It is vital for educational policy and practice to develop an understanding of how students enter a specialised knowledge domain. This requires a transformation in understanding as well as the appropriation of specific tools, discourses and practices. However, to investigate how this happens and identify aspects that matter for supporting processes of transformation and change, we need frameworks that move beyond traditional divides in educational research. In particular, we need to develop frameworks that capture the dynamic relationship between knowledge as historically developed but unfolding, evolving institutional arrangements, and student experiences. Drawing on the work of sociologist Knorr Cetina, we suggest an approach that highlights the concepts of epistemic machineries, epistemic practices and 'epistementalities' as a useful starting point to investigate such a relationship. We use a study of knowledge and learning in legal education during an intensive one-week course to illustrate how these more general concepts can be put to work to facilitate studies of the multiple levels and linkages involved in supporting enrolment processes. Thus the article builds on and contributes to previous discussions in this journal, where the need to develop new frameworks to account for the role of knowledge in student learning has been argued.

Jerrim, John; Vignoles, Anna (2015):

University access for disadvantaged children: a comparison across countries.

In: *Higher Education* 70 (6), S. 903–921. DOI: 10.1007/s10734-015-9878-6.

Abstract:

In this paper, we consider whether certain countries are particularly adept (or particularly poor) at getting children from disadvantaged homes to study for a bachelor's degree. A series of university access models are estimated for four English-speaking countries (England, Canada, Australia and the USA), which include controls for comparable measures of academic achievement at age 15. Our results suggest that socioeconomic differences in university access are more pronounced in England and Canada than Australia and the USA and that cross-national variation in the socioeconomic gap remains even once we take account of differences in academic achievement. We discuss the implications of our findings for the creation of more socially mobile societies.

Jia, Pengfei; Maloney, Tim (2015):

Using predictive modelling to identify students at risk of poor university outcomes.

In: *Higher Education* 70 (1), S. 127–149. DOI: 10.1007/s10734-014-9829-7.

Abstract:

Predictive modelling is used to identify students at risk of failing their first-year courses and not returning to university in the second year. Our aim is twofold. Firstly, we want to understand the factors that lead to poor first-year experiences at university. Secondly, we want to develop simple, low-cost tools that would allow universities to identify and intervene on vulnerable students when they first arrive on campus. This is why we base our analysis on administrative data routinely collected as part of the enrollment process from a New Zealand university. We assess the 'target effectiveness' of our model from a number of perspectives. This approach is found to be substantially more predictive than a previously developed risk tool at this university. For example, observations from validation samples in the top decile of risk scores account for nearly 28 % of first-year course non-completions and 22 % of second-year student non-retentions at this university.

Jia, Pengfei; Maloney, Tim (2015):

Using predictive modelling to identify students at risk of poor university outcomes.

In: *Higher Education* 70 (1), S. 127–149. DOI: 10.1007/s10734-014-9829-7.

Abstract:

Predictive modelling is used to identify students at risk of failing their first-year courses and not returning to university in the second year. Our aim is twofold. Firstly, we want to understand the factors that lead to poor first-year experiences at university. Secondly, we want to develop simple, low-cost tools that would allow universities to identify and intervene on vulnerable students when they first arrive on campus. This is why we base our analysis on administrative data routinely collected as part of the enrollment process from a New Zealand university. We assess the 'target effectiveness' of our model from a number of perspectives. This approach is found to be substantially more predictive than a previously developed risk tool at this university. For example, observations from validation samples in the top decile of risk scores account for nearly 28% of first-year course non-completions and 22% of second-year student non-retentions at this university.

Kleinhans, Kelly A.; Chakradhar, Kala; Muller, Susan; Waddill, Paula (2015):

Multigenerational perceptions of the academic work environment in higher education in the United States.

In: *Higher Education* 70 (1), S. 89–103. DOI: 10.1007/s10734-014-9825-y.

Abstract:

The current workforce composition of the academy is comprised of multiple generational cohorts, Traditionalists, Leading Edge Boomers, Trailing Edge Boomers, Generation Xers and Millennials. Despite the plethora of research identifying a myriad of differences in the way these generational cohorts approach work and social activities little attention has been paid to their perceptions of the psychosocial aspects of the academic work environment. The present study used the Copenhagen Psychosocial Questionnaire II to assess job perceptions of 434 academic personnel across four generational cohorts. A direct discriminant function analysis revealed Trailing Edge Boomers perceived a greater effort-reward imbalance than Traditionalists/Leading Edge Boomers and Generation Xers, and Millennials perceive less imbalance than all other generations. There were also generational group differences in perceived stress and health. These results draw attention to the value of knowing the generational composition of a higher education institution in order to take into account the unique needs of each generational cohort when planning ways to improve recruitment, retention, and productivity of administrators, faculty and staff.

Kumar, Shailendra (2015):

India's trade in higher education.

In: *Higher Education* 70 (3), S. 441–467. DOI: 10.1007/s10734-014-9846-6.

Abstract:

India has had an extremely adverse balance of trade in education. Though only a minor education exporter through Mode 2, India is the world's second largest student-sending country. Nevertheless, given English as the medium of instruction especially in apex institutions, low tuition and cost of living, quite a few world-class institutions, and a long tradition of hosting international students, India should have been an attractive destination. The paper, therefore, aims at investigating into the reasons for this failure by undertaking a two-phase empirical analysis. The findings of the first phase using the panel data and pooled ordinary least squares (OLS) techniques attribute this failure to India's lower per capita income,

gross enrollment ratio (GER), and per-pupil expenditure, and none of its institutions being among the top 200 world university rankings. The findings of the second phase using the logit and probit models suggest that the probability of attracting international students by those institutions significantly increases which provide a hostel facility and fellowships, have a dedicated agency, and are accredited, privately-owned and unitary type.

Lee, Jenny J.; Sehoole, Chika (2015):

Regional, continental, and global mobility to an emerging economy: the case of South Africa.

In: *Higher Education* 70 (5), S. 827–843. DOI: 10.1007/s10734-015-9869-7.

Abstract:

This study examined mobility within the understudied region of southern Africa and particularly, the factors that drive and shape educational migration toward South Africa as a regional, continental, and global destination. Based on a survey administered to international students across seven South African universities, the findings revealed leading reasons were based on human capital and geopolitical rationales. The study also uncovered notable differences based on students' geographic origins.

Lei, Jun; Hu, Guangwei (2015):

Chinese university EFL teachers' perceptions of plagiarism.

In: *Higher Education* 70 (3), S. 551–565. DOI: 10.1007/s10734-014-9855-5.

Abstract:

Although Chinese university students' perceptions of plagiarism have been extensively investigated, those of their teachers have been surprisingly under-researched. This study sought to address this gap by investigating 112 Chinese university English teachers' knowledge of and attitudes towards plagiarism. While 57 participating teachers had overseas academic experience, the remaining ones received all their education in mainland China. They completed a perceptions of plagiarism survey that elicited their knowledge of several common forms of plagiarism in Anglo-American academia, perceptions of various possible causes of plagiarism, and attitudes towards plagiarism induced by different causes and plagiarism in general. The study found that the teachers reported varying knowledge of different types of transgressive textual practices, variegated perceptions of the different causes of plagiarism, but clearly punitive attitudes towards plagiarism. It also revealed significant differences between teachers with and without overseas academic experience in knowledge of and stances on plagiarism. These findings highlight the complexity of plagiarism as an intertextual phenomenon and point to the important role of cultural practices and academic socialisation in shaping perceptions of it.

Lesjak, Miha; Juvan, Emil; Ineson, Elizabeth M.; Yap, Matthew H. T.; Axelsson, Eva Podovšovnik (2015):

Erasmus student motivation: Why and where to go?

In: *Higher Education* 70 (5), S. 845–865. DOI: 10.1007/s10734-015-9871-0.

Abstract:

The ERASMUS exchange program is considered an important contributor to the tourism industry and higher education within and beyond the European Union (EU). However, the questions arise: (1) Why do participants elect to go on a study exchange? (2) Why do participants opt to study in a particular location? Identified international mobility motives reflect students' needs for professional and personal growth, but evidence also suggests some leisure travel motives. In line with such conceptualization, the present paper identifies the mobility and destination choice motives of 360 ERASMUS students from 26 European countries. One mobility motive (professional and personal growth) and two destination choice motives (infrastructure and image, and lifestyle and commercialization) emerged and are discussed in light of students' personal and situational characteristics. Conclusions are that international study mobility is driven by students' desire to grow personally and professionally while studying abroad, but students' choice of a destination depends on the destinations' general as well as touristic factors. Both mobility and destination choice motivations depend on students' personal and situational characteristics. As the student and educational tourism market is growing steadily, the EU is recommended to build on this market via ERASMUS and international student mobility to boost its weakening economy.

Ljosland, Ragnhild (2015):

Policymaking as a multi-layered activity. A case study from the higher education sector in Norway.

In: *Higher Education* 70 (4), S. 611–627. DOI: 10.1007/s10734-014-9832-z.

Abstract:

This paper deals with policymaking in the higher education sector as an activity which happens on many levels, with many and varying interests involved. As the present thematic issue highlights, language is present in higher education policymaking, whether explicitly or implicitly. This special issue's initial claim is that "Policy is what happens while you're busy doing something else". What this statement brings to the fore is the sometimes overlooked fact that language policies are not the only policies influencing language choice or the overall language distribution of the higher education sector, neither nationally nor globally. This paper describes a case study of a university department in Norway and the various interests and considerations involved in making a decision to move from Norwegian to English as the language of tuition. It discusses how internationalisation policy and language policy may be imposed by different agencies, and sometimes involves a conflict of interest having to be resolved. The paper further discusses how the university department in the case study in its local linguistic practice relates to policies made at the institutional, national and international levels, and reversely how actual practice at the local level influences national policies. The paper thus aims to develop our understanding of the "micro-" and "macro-" levels involved in determining language choice and language distribution in the higher education sector.

López-Yáñez, Julián; Altopiedi, Mariana (2015):

Evolution and social dynamics of acknowledged research groups.

In: *Higher Education* 70 (4), S. 629–647. DOI: 10.1007/s10734-014-9835-9.

Abstract:

Changes in higher education institutions characteristic of a knowledge society are strongly affecting academic life, scientists' working conditions and the social dynamics of scientific groups. In such situations, it is important to understand the different ways in which these groups are tackling the structural dilemmas posed by the changes affecting academic and scientific cultures. To this end, a research project on Andalusian acknowledged research groups was developed whose findings are discussed here. The project emphasised the importance of the groups' social dynamics, particularly their patterns of relationships, organizational culture, leadership configurations and social climate. The paper pays particular attention to the four cases studied in the second, qualitative, stage of the inquiry, whose disciplinary fields included ecology, fluids engineering, archaeology and neuropsychology. A conceptualisation of the main stages experienced by the groups in their evolutionary process is offered. Next, the main problems and dilemmas faced by the groups at each stage and the ways in which they confront them are depicted. In conclusion, some suggestions are provided as to how higher education institutions and administrations could successfully support the development of scientific research groups.

Ma, Wanhua; Yue, Yun (2015):

Internationalization for quality in Chinese research universities: student perspectives.

In: *Higher Education* 70 (2), S. 217–234. DOI: 10.1007/s10734-015-9899-1.

Abstract:

China's rapidly expanding university system aims to balance quantity and quality through a variety of measures, including internationalization. This paper employs data from a survey of 1264 students from 39 higher education institutions in order to understand students' view on institutional approaches to internationalization. The data show that "the Project 985" universities (elite research universities in China) have used internationalization to sustain two objectives: elite education and innovative research for quality, because there are high levels of agreement on three indicators with internationalization of these universities: student and faculty mobility, internationalizing curriculum and program, and international research collaboration and partnership. In "the Project 211" universities (second-tier research universities), the data show that internationalization activities are highly related to curriculum reforms and faculty mobility. While the other degree-offering universities provide less opportunity for internationalization, the non-degree-offering institutions find their distinct way for institutional internationalization by providing more "international internship" opportunities. Our analysis also indicates that institutional internationalization is disciplinary oriented. In disciplines like law and art, students

do not think that many activities are taken for internationalization by their institutions, while such disciplines as economics, management, and education have a higher level of internationalization. The paper will explain these findings in detail.

Marginson, Simon (2015):

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

In: *Higher Education* 70 (2), S. 265–281. DOI: 10.1007/s10734-014-9839-5.

Abstract:

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

Muller, Johan (2015):

The future of knowledge and skills in science and technology higher education.

In: *Higher Education* 70 (3), S. 409–416. DOI: 10.1007/s10734-014-9842-x.

Abstract:

This paper begins from the assumption that knowledge specialisation and differentiation will continue to increase, and that these features of contemporary STEM knowledge will increasingly pose questions which science and engineering education must address. Two typical responses are outlined. The first response, the default position, has come to be known as traditionalism, a minimal response that attempts to shore up a high-selectivity, low curriculum change elite template by means of repair services, which is where Academic Development in the universities began. The second response, a 'progressive' one reacting to traditionalism, strove to put the learner and the act of learning in the spotlight, inadvertently thereby foregrounding skills and backgrounding the knowledge to be taught and learnt. The paper goes on to discuss de-differentiating features of this second response and argues that this will over time undermine the capacity of the university to deal effectively with rapidly evolving specialisation and differentiation. The paper concludes by considering a third way to address the issue.

Nguyen, Huong Thu (2015):

Higher education in Vietnam: flexibility, mobility and practicality in the global knowledge economy by Ly Tran, Simon Marginson, Hoang Do, Quyen Do, Truc Le, Nhail Nguyen, Thao Vu, Thach Pham and Huong Nguyen. Basingstoke: Palgrave Macmillan, 2014. 263 pp. ISBN 978-1137436474.

[Review]. In: *Higher Education* 70 (5), S. 899–901. DOI: 10.1007/s10734-015-9870-1.

Pennock, Lea; Jones, Glen A.; Leclerc, Jeff M.; Li, Sharon X. (2015):

Assessing the role and structure of academic senates in Canadian universities, 2000–2012.

In: *Higher Education* 70 (3), S. 503–518. DOI: 10.1007/s10734-014-9852-8.

Abstract:

Academic governance is an important dimension of institutional self-governance. This paper reports on the findings of a new study of university senates (academic councils) in Canadian universities in order to analyze changes in structure and in senate members' perceptions of the structure and role of senates over the last decade. Following the basic design of a similar study in 2000, this study reveals that there have been modest changes to the structure and organizational

arrangements of many Canadian university senates over the last 10 years, including the rationalization and reform of the committee structures at many institutions. Findings of the study suggest the importance of senate orientation programming, the need for better oversight and assessment of academic quality, some confusion or ambiguity about the respective roles of board, senate and the administration, and continuing controversy about the proper role of the senate in strategic planning, financial, research, and fund-raising issues and activities.

Pinheiro, Rómulo; Antonowicz, Dominik (2015):

Opening the gates or coping with the flow? Governing access to higher education in Northern and Central Europe.

In: *Higher Education* 70 (3), S. 299–313. DOI: 10.1007/s10734-014-9830-1.

Abstract:

Access to higher education has become a key policy issue in most European countries in since the last half of the last century. We trace the historical development of the ways in which governments in two countries within the region, Norway and Poland, have attempted to steer developments. Three access waves or phases are identified and contextualized, by illuminating dominant policy logics and tensions. Our analysis suggests that “coping with the flow” reflects a continuous attempt to instrumentalize higher education and make it serve different political goals: equity, efficiency, and responsiveness. As for the institutions, these have either resisted or embraced government-led initiatives while protecting their institutional autonomy. We show empirical evidence of the fact that the two countries have undergone similar waves and policy measures, yet these have resulted in distinct institutional responses due to national peculiarities, history, local politics, and deeply rooted academic traditions.

Plewa, Carolin; Galán-Muros, Victoria; Davey, Todd (2015):

Engaging business in curriculum design and delivery: a higher education institution perspective.

In: *Higher Education* 70 (1), S. 35–53. DOI: 10.1007/s10734-014-9822-1.

Abstract:

University-business cooperation has risen to one of the top priorities for many higher education institutions, with its importance mirroring attention from scholars and policy makers worldwide. Despite prolific research in this area, however, few have investigated curriculum-related university-business cooperation or its facilitators. Hence, this study investigates five mechanisms as drivers of business engagement in the design and delivery of the curriculum and the alignment of the curriculum with business needs. Results of a European-wide survey of higher education institution managers show the positive impact of senior management engagement, alumni networks and external communication of university-business cooperation, particularly on business engagement in curriculum design and the curriculum meeting industry needs. The higher education institution's dedication of resources emerged as irrelevant in this context. The conceptual model is validated across higher education institutions with different levels of curriculum-related cooperation with business and across three countries, leading to implications for management and future research directions.

Postiglione, Gerard A. (2015):

Research universities for national rejuvenation and global influence: China's search for a balanced model.

In: *Higher Education* 70 (2), S. 235–250. DOI: 10.1007/s10734-014-9838-6.

Abstract:

The search continues for a Chinese research university model that can balance quality and quantity in research and teaching. This paper argues that finding one depends upon deepening internationalization, defining educational sovereignty, and expanding university autonomy. The paper does this by examining selected aspects in the development of the research university systems of the Chinese mainland and China's Hong Kong, particularly with respect to the governance of research and teaching.

Postiglione, Gerard A.; Arimoto, Akira (2015):

Building research universities in East Asia.

[Editorial]. In: *Higher Education* 70 (2), S. 151–153. DOI: 10.1007/s10734-015-9873-y.

Quardokus, Kathleen; Henderson, Charles (2015):

Promoting instructional change: using social network analysis to understand the informal structure of academic departments.

In: *Higher Education* 70 (3), S. 315–335. DOI: 10.1007/s10734-014-9831-0.

Abstract:

Calls for improvement of undergraduate science education have resulted in numerous initiatives that seek to improve student learning outcomes by promoting changes in faculty teaching practices. Although many of these initiatives focus on individual faculty, researchers consider the academic department to be a highly productive focus for creating change. In this paper, we argue that it is important for change agents to understand the informal social structure of the academic department and introduce social network analysis techniques to uncover this social structure. Examples are given from data collected in five academic departments. A short sociometric web survey was used to ask instructors to identify colleagues with whom they discuss teaching and the frequency of their discussions. Techniques of social network analysis are used to determine the current state of the department, target participants for a change initiative, and anticipate the spread of new teaching ideas. Results suggest that these techniques identify informal structures that would otherwise be hidden and that may be important for planning change initiatives.

Rassenfosse, Gaétan de; Williams, Ross (2015):

Rules of engagement: measuring connectivity in national systems of higher education.

In: *Higher Education* 70 (6), S. 941–956. DOI: 10.1007/s10734-015-9881-y.

Abstract:

With the advent of mass higher education and the consequent absorption of significant national resources, both public and private, it is inevitable that universities are increasingly expected to meet a range of societal needs. They are expected to 'connect' with society at large. In this paper, we argue that connectivity is best integrated with research, teaching and scholarship and should not be relegated to a 'third stream'. We compare degrees of connectivity of 50 national systems of higher education using ten indicators, making a distinction between domestic and international connectivity. The strongest finding is that smaller countries exhibit the highest level of international connectivity. The higher education systems in countries with large absolute numbers of researchers such as the USA, China and Japan are relatively self-contained compared with countries such as Ireland, Switzerland and Singapore. Another finding is the relative insularity of the education sector in Eastern Europe, including the Russian Federation. When differences in levels of economic development are allowed for, among lower-income countries South Africa stands out as having a well-connected higher education sector.

Raudla, Ringa; Karo, Erkki; Valdmaa, Kaija; Kattel, Rainer (2015):

Implications of project-based funding of research on budgeting and financial management in public universities.

In: *Higher Education* 70 (6), S. 957–971. DOI: 10.1007/s10734-015-9875-9.

Abstract:

The main goal of the paper is to explore—both theoretically and empirically—the implications of project-based research funding for budgeting and financial management at public universities. The theoretical contribution of the paper is to provide a synthesized discussion of the possible impacts of project-based funding on university financial management and budgeting. In the empirical part of the study, the cases of the two largest public universities in Estonia are used to uncover whether and in what form the effects outlined in the theoretical discussion have emerged. The study concludes that project-based funding of research gives rise to the following challenges: fluctuating revenues, fragmented revenue

sources, high transaction costs, coordination problems, high complexity in managing the finances, difficulties in securing cash flows, and problems in covering indirect costs. The Estonian experience also indicates that extreme reliance on project-based funding of research—when combined with certain features of funding instruments and weak steering capacities of the central administration—can lead to a paradoxical situation: the more successful the research groups are in obtaining project-based funding from diverse sources, the more strained becomes the budget of the university as a whole.

Reed, Phil; Reay, Emma (2015):

Relationship between levels of problematic Internet usage and motivation to study in university students.

In: *Higher Education* 70 (4), S. 711–723. DOI: 10.1007/s10734-015-9862-1.

Abstract:

This study explored the relationship between problematic levels of Internet use and motivation to study in a university sample. One hundred and sixty-two participants were recruited online and completed four questionnaires: Internet Addiction Test, Hospital Anxiety and Depression Scale, Emotional–Social Loneliness Scale, and the Motivated Strategies for Learning Questionnaire. Participants' scores were analysed to determine the presence of problematic levels of Internet use and any relationship between this factor and motivation to study. The results demonstrated that levels of problematic Internet use were negatively associated with several aspects of motivation to study (intrinsic goal orientation, control over learning, and learning self-efficacy). These relationships were over and above any impact that depression, anxiety, and social isolation had on motivation to study. The results suggest that increasing employment of digital learning technologies in higher education may be generating problems for some students, which may negatively impact their academic experience and outcomes in higher education.

Roh, Jin-Young (2015):

What predicts whether foreign doctorate recipients from U.S. institutions stay in the United States: foreign doctorate recipients in science and engineering fields from 2000 to 2010.

In: *Higher Education* 70 (1), S. 105–126. DOI: 10.1007/s10734-014-9828-8.

Abstract:

Using data from the Survey of Earned Doctorates by the National Science Foundation, this study examines factors influencing foreign doctorate recipients' decisions to stay in the United States after they complete their degrees. This study expands the existing literature on human capital theory on migration decision by exploring the variables that appear to be associated with one's migration decision, which takes into account the prestige of degrees and the home country context. The findings suggest that the foreign doctorate recipients with a prestigious doctoral degree were less likely to stay in the United States. The home country's economic conditions relative to those of the United States also significantly influenced one's migration decision. The foreign doctorate recipients' odds of staying in the United States increased when the unemployment rate gap between the home country and the United States widened. Lastly, the country of origin was important in predicting migration decisions for foreign doctorate recipients.

Rubin, Mark; Wright, Chrysalis L. (2015):

Age differences explain social class differences in students' friendship at university: implications for transition and retention.

In: *Higher Education* 70 (3), S. 427–439. DOI: 10.1007/s10734-014-9844-8.

Abstract:

The present research tested the hypotheses that (a) working-class students have fewer friends at university than middle-class students and (b) this social class difference occurs because working-class students tend to be older than middle-class students. A sample of 376 first-year undergraduate students from an Australian university completed an online survey that contained measures of social class and age as well as quality and quantity of actual and desired friendship at university. Consistent with predictions, age differences significantly mediated social class differences in friendship. The discussion

focuses on potential policy implications for improving working-class students' friendships at university in order to improve their transition and retention.

Severiens, Sabine; Meeuwisse, Marieke; Born, Marise (2015):

Student experience and academic success: comparing a student-centred and a lecture-based course programme.

In: *Higher Education* 70 (1), S. 1–17. DOI: 10.1007/s10734-014-9820-3.

Abstract:

Past research has shown that, under certain conditions, student-centred and small-scale course programmes result in more academic success. The present study investigates these conditions in further detail. It is examined whether, in comparison to a course programme that is relatively more lecture-based, a student-centred course programme promotes academic success to a larger extent when students' experience of these environments is positive, when they show high levels of effort and engagement and spend more time studying. Four hundred seventy-five first-year business administration students from a course programme relatively student-centred and a course programme relatively lecture-based participated in the study. The students completed a questionnaire on experiences, student attitude and time spent studying. Academic success data were obtained from student administration offices. Analyses of variance and linear structural modelling analyses were conducted to answer the research questions. Results show that in the relatively student-centred course programme, feeling at home affected effort as well as engagement. Effort was related to the time spent studying as well as academic success [credits and grade point average (GPA)]. Similarly, in the more lecture-based course programme, feeling at home affected effort and engagement. In this case, effort affects time spent studying which in turn affected academic success in terms of GPA. There are a number of differences between the models: time spent studying, effort and feeling at home seem to play different roles in the student-centred course programme compared to the course programme that is relatively lecture-based. The process that explains academic success in student-centred and small-scale course programmes is different compared to the process in more traditional lecture-based course programmes.

Shin, Jung Cheol; Lee, Soo Jeung (2015):

Evolution of research universities as a national research system in Korea: accomplishments and challenges.

In: *Higher Education* 70 (2), S. 187–202. DOI: 10.1007/s10734-014-9847-5.

Abstract:

This article focuses on South Korea, where the basis of the economy rapidly transformed from labor-intensive industries to heavy/chemical industries and then to technology-based industries within a short time period. The Korean case shows how national research systems evolve along with economic development. On the other hand, such rapid research system development is accompanied by problems and challenges. This article focuses on university research as a part of Korea's national research system in support of economic development, what Korean research universities have accomplished through policy initiatives, and the challenges the universities currently face.

Snowden, Collette; Lewis, Sally (2015):

Mixed messages: public communication about higher education and non-traditional students in Australia.

In: *Higher Education* 70 (3), S. 585–599. DOI: 10.1007/s10734-014-9858-2.

Abstract:

Australian Government participation targets recommended in the Review of Australian Higher Education (Bradley In Review of Australian higher education: Final report, Commonwealth of Australia 2008) presented a complex public communication challenge to higher education participation. This research discusses the content of communication messages about Australian universities propagated in the period following the implementation of new national student participation goals. It argues that despite the stated policy objectives and increasing public rhetoric about broadening access to university such messages continued to position universities as elite and exclusive, while vocational training colleges continued to be promoted as having less rigorous academic standards suited to those who aspire to develop

trade employment skills. Australian universities are part of a wider communication system that includes other tertiary education organisations including the vocational education sector, State and Federal Governments and the news and information media. The communication of messages about the value of higher education and differences between institutions in this system contributes to the formation of public beliefs and attitudes. The paper argues that the persistence of communication practices and messages that promote the superiority of university and the low success rates of students from disadvantaged backgrounds contributes to the persistence of entrenched views about post-secondary education. The limited discursive framing of university education in Australia in those messages is likely to prevent universities from increasing the participation rates of students from non-traditional higher education backgrounds and thus undermine national educational and associated economic goals, while contributing to an increasing social divide where educational achievement is the fault line.

Sturzeis, Laura (2015):

Jane Knight (ed): International Education Hubs: student, talent, knowledge–innovation models. Springer: Dordrecht, 2014, 251 pp.

[Review]. In: *Higher Education* 70 (3), S. 601–603. DOI: 10.1007/s10734-014-9840-z.

Theune, Katja (2015):

The working status of students and time to degree at German universities.

In: *Higher Education* 70 (4), S. 725–752. DOI: 10.1007/s10734-015-9864-z.

Abstract:

This paper analyzes time to first degree at German universities. The database is the “Absolventenpanel” 2001, a panel study conducted by the “Hochschul-Informationssystem.” The German university system is characterized by a long duration of study; the regular time is often exceeded. One potential reason might be the high proportion of students reporting part-time work during their studies. This paper focuses on the relationship between the working status of German students and their time to degree. Besides that, additional individual characteristics and parental background are included. Analysis is carried out for ten fields of study separately. The descriptive analysis reveals a positive correlation between the amount of part-time work and the duration of study. In the empirical analysis, the Cox proportional hazards model is applied. The results confirm that part-time work has an increasing effect on time to degree. These results and the aspect that mainly socially underprivileged students are engaged in part-time working during their studies should be considered in the political discussions of tertiary education financing and the Bologna process.

Tierney, William G.; Lanford, Michael (2015):

An investigation of the impact of international branch campuses on organizational culture.

In: *Higher Education* 70 (2), S. 283–298. DOI: 10.1007/s10734-014-9845-7.

Abstract:

The authors first survey the factors related to globalization that have stimulated the creation of international branch campuses. They then contend that the viability of an international branch campus should not be solely evaluated from a rational choice perspective oriented toward economic self-interest. Rather, the organizational culture of the branch campus and the home campus should also be considered, particularly since institutions are cultural entities with specific symbolic and interpretive ideologies. After analyzing two recent cases concerning New York University’s branch campus in Abu Dhabi and the new Yale-NUS College in Singapore using an organizational culture framework, they suggest that the creation of international branch campuses should be guided by three primary considerations such as (1) the value added by the creation of a branch campus; (2) how the branch campus is reflective of the unique culture of the home campus; and (3) whether faculty members on branch campuses have the same rights, institutional status, and expectations of shared governance that they would have on the home campus. While the text acknowledges that some conflicts are inevitable, the authors suggest that international branch campuses have the potential to foster awareness, enrichment, and understanding with a deeper investigation of these cultural dimensions.

Titus, Marvin A.; Vamosiu, Adriana; Gupta, Anubha (2015):

Conditional convergence of nonresident tuition rates at public research universities: a panel data analysis.

In: *Higher Education* 70 (6), S. 923–940. DOI: 10.1007/s10734-015-9883-9.

Abstract:

The current study examines how nonresident tuition among public research universities has converged toward a national average over the 1987–2006 time period in the USA. Using dynamic fixed-effect panel modeling estimated via GMM (and instrumental variables fixed-effect model to account for endogeneity), we inquire (1) how do competitive market forces and state higher education governance structures influence nonresident tuition rates at public universities and (2) to what extent is conditional convergence of nonresident tuition rates at public universities occurring. We find that over the past 20 years, there has been a rapid convergence in nonresident tuition at public research universities to a national average, shaped by external market forces such as the demand for education and price competition among neighboring states, tuition for residents, the distribution of higher education appropriations internal to states, and the state higher education governance structures. Nonresident tuition has increased at a faster pace in states with low nonresident tuition as compared to states with high nonresident tuition. Our results have implications for higher education policy guidance as they reveal how a tendency toward “privatization” in certain aspects and segments of public higher education has been constrained in states in which higher education is more regulated via consolidated governing boards.

Turner, V. Kelly; Benessaiah, Karina; Warren, Scott; Iwaniec, David (2015):

Essential tensions in interdisciplinary scholarship: navigating challenges in affect, epistemologies, and structure in environment–society research centers.

In: *Higher Education* 70 (4), S. 649–665. DOI: 10.1007/s10734-015-9859-9.

Abstract:

Scholars have enumerated unique challenges to collaborative interdisciplinary research, many of which evade prescriptive solutions. Some of these challenges can be understood as “essential tensions,” necessary and persistent contradictory imperatives in the scientific process. Drawing from interviews with internationally renowned interdisciplinary environment–society research center leaders primarily located in United States academic institutions, we identified three hierarchical tensions in collaborative interdisciplinary research: (1) an epistemic tension between knowledge generation processes that blend multiple approaches into one unified intellectual perspective versus pluralistic processes that maintain multiple, discrete intellectual perspectives, (2) a structural tension between organizations that provide stability to persist and build unified knowledge, while maintaining the flexibility to experiment with novel organizational arrangements that foster innovation, and (3) “affective” tensions for individual researchers between the security of working within cohesive research communities versus attraction to the creative challenges in new intellectual communities. Our results indicate that these tensions are interdependent, similar to previous observations that disciplinary and interdisciplinary knowledge productions are linked. Rather than attempt to resolve tensions between dueling directives, leaders of interdisciplinary research centers can manage essential tensions with purpose through process-oriented and self-reflective management of the unique epistemic culture of the research centers they lead.

van Waes, Sara; van den Bossche, Piet; Moolenaar, Nienke M.; Maeyer, Sven de; van Petegem, Peter (2015):

Know-who? Linking faculty’s networks to stages of instructional development.

In: *Higher Education* 70 (5), S. 807–826. DOI: 10.1007/s10734-015-9868-8.

Abstract:

Research into faculty members’ instructional development has primarily focused on individual skills and knowledge. As collegial interactions may support or constrain faculty’s professional development in higher education, this study compared and contrasted the networks of faculty members in different stages of instructional development (novice, experienced non-expert, and experienced expert teachers). Faculty networks comprised the relations that teaching faculty members used to communicate about their teaching practice. To capture these networks, a total of 30 faculty members were interviewed. We used an egocentric network approach to examine the differences between the networks in network size, tie strength, and network diversity. Results based on analyses of variance and multilevel analyses suggested three key findings: (a) Faculty members in different stages of instructional development varied in the size of their network; (b) faculty

members in different stages of development had access to different types of networks in terms of tie strength; and (c) faculty members in different stages of development varied in the diversity of teaching experience in their networks. Experienced expert teachers had larger, stronger, and more diverse networks compared with experienced non-experts. Novices also had larger networks, but they were characterized by lower tie strength and less diversity. These findings demonstrate that network development is not just a time–age effect, but suggests arrested development for experienced non-experts linked to limited network input. This provides important evidence for the role of collegial interactions throughout faculty's development as a teacher. We further discuss the implications of this study in light of faculty members' instructional development.

Walker, Melanie (2015):

Imagining STEM higher education futures: advancing human well-being.

In: *Higher Education* 70 (3), S. 417–425. DOI: 10.1007/s10734-014-9843-9.

Abstract:

The paper explores a conceptual approach to the question of what it means to provide a university education that addresses equity, and encourages the formation of STEM graduates oriented to public-good values and with commitments to making professional contributions to society which will advance human well-being. It considers and rejects resource-based and utilitarian approaches to well-being and opts for Amartya Sen and Martha Nussbaum's capabilities approach which involves developing graduates' capabilities and functionings to be and do in ways which they have reason to value. The capabilities approach argues for educational and social development as the expansion of such freedoms. The approach is sensitive also to diversity through the focus on the choice of a plurality of functionings and a wide informational basis for policy, practice and social justice evaluations. It allows an analysis of how different individuals can convert available resources into functionings through attending to conversion factors: personal (internal) conversion factors, social conversion factors and environmental (external) conversion factors. All make a difference to how an individual converts her resources into functionings and makes advantage and disadvantage visible. There is a further education-specific issue, that of selecting core valuable capabilities because not any form of science and engineering education will do. Educators need to deliberate and agree which capabilities and corresponding functionings are valuable and so should be supported in policy and practice. In a capabilities-friendly education, education would aim to secure and distribute valuable education capabilities to diverse students (women and men, black and white, rural and urban and so on) paying attention to the social arrangements in education (pedagogies, institutional culture and education policy) and to conversion factors and barriers that might impede the development of opportunities and valued outcomes.

Wichmann-Hansen, Gitte; Thomsen, Rie; Nordentoft, Helle Merete (2015):

Challenges in Collective Academic Supervision: supervisors' experiences from a Master Programme in Guidance and Counselling.

In: *Higher Education* 70 (1), S. 19–33. DOI: 10.1007/s10734-014-9821-2.

Abstract:

The idea of peer and group learning is not new in higher education. It has been applied and studied extensively in courses, programmes, and other formal classroom contexts. However, there is not, as yet, a correspondingly large body of research into peer learning in supervision contexts. In this article we address the challenges experienced by supervisors practising Collective Academic Supervision (CAS) as part of a Master Programme in Guidance and Counselling. The data stem from a research and development project and consist of video footage from three collegial development seminars in which five supervisors at master's level watched and discussed video footage of their own supervision of practices. The article, therefore, adds to existing literature on supervision in higher education by illuminating supervisors' perspective on collective supervision processes. Our analysis reveals three major challenges experienced by the supervisors: (1) facilitating equal participation within heterogeneous student groups, (2) balancing between providing answers and involving students, (3) identifying and developing the students' analytical skills. We discuss the practical implications of these challenges and conclude that metacommunication regarding individual expectations and group behaviour should be part of supervisors' repertoire of strategies when practicing CAS. However, more research is needed regarding supervisors' dilemmas, roles and responsibilities in collective supervision, as well as modes of interaction between supervisors and students in different study contexts.

Wu, Qi (2015):

Re-examining the “Chinese learner”: a case study of mainland Chinese students’ learning experiences at British Universities.

In: *Higher Education* 70 (4), S. 753–766. DOI: 10.1007/s10734-015-9865-y.

Abstract:

Although a great deal of literature contrasts the Chinese learner with Western learning conceptions and practice, a closer look at these studies reveals that many are explored through the lens of cultural knowledge and assumptions. The results of these studies generate a distorted understanding of Chinese students. Moreover, students’ learning is best explained in the context of local environments. This study therefore examines the “Chinese learner” through a case study of mainland Chinese postgraduate students’ intercultural learning experiences at British universities. The results show that learning beliefs and behaviors evolve as individuals participate in authentic situations. It is essential to break the stereotypes of Chinese students and constantly document the progress of their learning so as to generate effective intercultural pedagogy and practices in culturally diverse classrooms. Further, how Chinese students approach their learning is a complex phenomenon with multiple facets interacting including external factors, namely sociohistorical, cultural, and academic contexts, and internal factors, such as each student’s intellectual development. Academic staff in multicultural classrooms should recognize not just similarities but also diversity of students from the same culture and amend their teaching practices in response to students’ developing needs and interests.

Yang, Lijing; Webber, Karen L. (2015):

A decade beyond the doctorate: the influence of a US postdoctoral appointment on faculty career, productivity, and salary.

In: *Higher Education* 70 (4), S. 667–687. DOI: 10.1007/s10734-015-9860-3.

Abstract:

The number of postdoctoral researchers has increased dramatically in the past decade. Because of the limited number of academic staff openings and the general levels of salary, the role and value of the postdoctoral appointment are changing. Using a sample of respondents with continuous data in the 1999 through 2008 Survey of Doctoral Recipients, this study examined whether taking a postdoctoral position contributed to one’s faculty career and salary 10 years after doctorate completion. Results show that completing a postdoctoral position positively contributed to working in educational institutions and securing a tenure-track appointment. Taking one, but not two or more, postdoctoral positions increased one’s written scholarly productivity. However, the postdoctoral experience had no statistically significant impact on one’s salary a decade after degree completion. Implications are discussed for institutional and higher education policy.

Yonezawa, Akiyoshi; Shimmi, Yukiko (2015):

Transformation of university governance through internationalization: challenges for top universities and government policies in Japan.

In: *Higher Education* 70 (2), S. 173–186. DOI: 10.1007/s10734-015-9863-0.

Abstract:

In order to strengthen their international presence, universities pursuing a world-class status are striving to increase their internationalization. Internationalization implies a transformation of university governance, especially for universities in a non-English-speaking system such as Japan’s. This paper examines the challenges of internationalization for Japan’s top universities as a transformation process of these universities’ governance. First, the historical background of Japanese higher education as an early front-runner in Asia is discussed, along with the dynamics of national identity and global trends. Second, a series of government-funded programs for research and internationalization are examined from the viewpoint of governance reform. The construction of “world-class” universities not only implies concentrated financial investment but also a comprehensive transformation of university governance in a global context. The major challenges for top Japanese research universities in terms of maintaining and improving their international presence are also highlighted. This article suggests the importance of examining the historical and current context of university governance in East Asian higher education.

Zhang, Li-fang; Shin, Jung-Cheol (2015):

The research–teaching nexus among academics from 15 institutions in Beijing, Mainland China.

In: *Higher Education* 70 (3), S. 375–394. DOI: 10.1007/s10734-014-9836-8.

Abstract:

For long, the research–teaching nexus has maintained the interest of the scholarly community. The present study introduced a process variable—teaching styles—into the investigation of the association between research and teaching. The study adopted a predominantly quantitative-driven, mixed research method design, with a questionnaire survey supplemented by insiders' views. Three hundred and fifty-four academics from 15 institutions in Beijing, P. R. China, responded to the Thinking Styles in Teaching Inventory and reported their research publications for 3 years. The quantitative findings suggested that after key demographics and contextual factors were controlled for, teaching styles were related to research productivity largely in the anticipated directions. Subsequently, four additional academics who met the criteria of possessing expertise in teaching styles and of having experiences as academics in China were invited to explain the quantitative findings concerning the relationships between specific teaching styles and particular types of publications. It was concluded that although the magnitude of the relationship between teaching and research is rather small, the research–teaching nexus does exist. Theoretical significance is discussed and practical implications of the findings are proposed for academics and for university senior managers.

Zong, Xiaohua (2015):

China's rising research universities: a new era of global ambition by Robert A. Rhoads, Xiaoyang Wang, Xiaoguang Shi, Yongcai Chang. Baltimore, MD: Johns Hopkins University Press, 2014. 224 pp. ISBN 978-1421414539.

[Review]. In: *Higher Education* 70 (3), S. 605–607. DOI: 10.1007/s10734-014-9856-4.

Higher Education Policy (28) 2015

<http://link.springer.com/journal/41307>

[licence required | prints at INCHER-Kassel]

Chan, Sheng-Ju; Chan, Ying (2015):

Higher Education Research Community in Taiwan: An Emerging Field.

In: *Higher Education Policy* 28 (4), S. 459–475. DOI: 10.1057/hep.2015.16.

Abstract:

This paper aims to explore the evolution and characteristics of the higher education research community in Taiwan. In echoing the development of the East Asian region, Taiwan has made substantial progress during the past two decades. The massification of higher education itself has played a major role in promoting the academic differentiation or division of labour, including higher education research area. With the momentum gathered since the 1990s, we have seen the appearance of a professional society and its official journal. A national quality assurance agency and its research arms also promote the deepening of higher education research in Taiwan. Despite more emphases initially on instrumental or management-oriented purposes, higher education research in Taiwan today is moving in diverse and balanced directions, with a variety of themes and methods. However, the lack of a university-level degree programme due to constrained graduate employment prospects is inconsistent with the development of massification in higher education. In addition, the incoming large-scale higher education restructuring due to the rapidly declining birth rate has become an unstable factor to the development of this emerging field.

Chan, Sheng-Ju; Lin, Liang-Wen (2015):

Massification of Higher Education in Taiwan: Shifting Pressure from Admission to Employment.

In: *Higher Education Policy* 28 (1), S. 17–33. DOI: 10.1057/hep.2014.33.

Abstract:

Educational authorities in Taiwan have been expanding the higher education sector since the 1990s to meet the demands of economic transformation and to meet cultural expectations. Consequently, the higher education system of Taiwan has evolved from an elite system to a universal one. The rapid expansion of higher education is also characterized by salient features such as the increase of higher degrees, an enlarged private sector, and diminishing numbers of junior college institutions and students. This study explores whether these changes at the national level have brought challenges to the labour market. Our findings reveal that intensified competition for employment caused by the increased number of college graduates has incurred extra monetary cost and uncertain wage prospects at the individual level. Disadvantaged students might suffer the most from the massification in light of increased financial investments and low(er) rates of return to higher education.

Chan, Wing Kit (2015):

Higher Education and Graduate Employment in China: Challenges for Sustainable Development.

In: *Higher Education Policy* 28 (1), S. 35–53. DOI: 10.1057/hep.2014.29.

Abstract:

In the summer of 2013, the number of Chinese university graduates who did not know where to go after graduation reached an unprecedented 2 million. These graduates are not illegible to claim any benefits from social insurance schemes that based on formal employment. When away from home, neither do they have access to other supplementary benefits based on household registration status (*hukou*) financed and provided by the local governments of host cities. To address the issue of massive unemployment among graduates, the Chinese government has introduced a range of policy measures with an emphasis on 'flexible employment', an umbrella for several types of atypical jobs, while leaving the basic structure of social protection intact. This study reviews the development of the Chinese graduate employment policy with emphasis on the changes in the forefront of massive unemployment among graduates. By evaluating the effectiveness of policy measures, this study argues for a thorough reform of the higher education system.

Chen, Shuangye (2015):

Boundary Objects and Boundary Brokering to Make the Research-Policy-Practice Nexus Possible: The Case of the Chinese Higher Education Field.

In: *Higher Education Policy* 28 (4), S. 441–457. DOI: 10.1057/hep.2015.13.

Abstract:

The research-policy-practice nexus is a long-standing issue in higher education research (HER). Although closer linkages and greater relevance have been repeatedly suggested to improve the impact of HER on policy and practice, sophisticated theorization with contextual sensitivity is underdeveloped to renew the discussion in the non-western contexts. As the Chinese higher education system has become the largest in student number, its HER field is worthy of study, particularly regarding its impact on policy and practice. In comparison with the European model and the American model (Scott, 1999), the Chinese model of the research-policy-practice nexus is characterized by strong institutional basis, a strong practice orientation at the macro- and meso-levels, support from and legitimacy by the state, and program orientations for scholars and administrators. Those features have supported rich interactions through actors, activities and reifications in the Chinese higher education context to connect the research, policy and practice.

Chow, Alice S.Y.; Loo, Becky P.Y (2015):

Applying a World-City Network Approach to Globalizing Higher Education: Conceptualization, Data Collection and the Lists of World Cities.

In: *Higher Education Policy* 28 (1), S. 107–126. DOI: 10.1057/hep.2014.31.

Abstract:

Both the commercial and education sectors experience an increase in inter-city exchanges in the forms of goods, capital, commands, people and information/knowledge under globalization. The quantification of flows and structural relations among cities in globalizing education are under-researched compared to the well-established world/global cities literature emphasizing economic linkages. In this paper, the city's global education networks are examined through the Globalizing Education Index system, which consists of place power and network power indicators. The study finds that many more cities worldwide participate in global networks, suggesting decentralized knowledge flows under globalization. Meanwhile, concentration is attested by the presence of traditional education powers at the top of city hierarchy.

Clothey, Rebecca A.; Hu, Diya (2015):

The Impact of a National-Goal-Driven Higher Education Policy on An Ethnic Minority Serving Institution in China.

In: *Higher Education Policy* 28 (3), S. 353–368. DOI: 10.1057/hep.2014.15.

Abstract:

This paper examines the implementation of Project 985 at Minzu University of China, an ethnic minority serving university in China. As a university established specifically for the education of ethnic minorities, the paper examines in what ways the implementation of a policy uniformly mandated to serve national higher education goals by China's Central government impacts the unique institutional philosophy and mission at one particular university. The paper focuses primarily on the ways in which the university's function to serve the needs of the nation's ethnic minority population has become diffused amid other priorities.

Cody Davidson, J. (2015):

The Effects of a State Need-based Access Grant on Traditional and Non-traditional Student Persistence.

In: *Higher Education Policy* 28 (2), S. 235–257. DOI: 10.1057/hep.2014.7.

Abstract:

In 2011–2012, more than 236.7 billion dollars of student financial aid was disbursed to undergraduate and graduate students at postsecondary institutions in the United States. Today, many groups and organizations are advocating for

financial aid to increase student access and success as well as to assist the neediest students. The purpose of this study was to assess the impact of the College Access Program (CAP) grant, which is a need-based state access grant, on persistence from the first to second year at Kentucky's 2- and 4-year public institutions using logistic regression and propensity score matching. A dependent full-time student who receives the CAP grant has 51% greater odds of persisting from the first to second year, but receiving the CAP grant was not statistically significant for part-time or independent students. These findings have practical and policy implications if institutional, state and federal financial aid is to align to increase student access and success.

Degn, Lise (2015):

Translating Governance Ideas in Danish Higher Education.

In: *Higher Education Policy* 28 (3), S. 295–313. DOI: 10.1057/hep.2014.12.

Abstract:

Many of the same ideas seem to crop up repeatedly in the higher education governance reform wave in recent decades, with accountability, flexibility, and strategic capacity being a few of the common concepts. Several studies have shown, however, that national higher education systems receive these inputs very differently, leading to dissimilar implementation and interpretations of the same ideas, indicating that national contexts deserve particular attention when investigating the influence and impact of new concepts. The present paper presents results from a study of how central ideas about management and governance of higher education institutions have shaped and reshaped Danish national higher education policy since the 1970s. This study demonstrates the dynamics of how powerful ideas 'travel' over time, and adds to our knowledge about how 'global' ideas become 'local'.

Donina, Davide; Meoli, Michele; Paleari, Stefano (2015):

Higher Education Reform in Italy: Tightening Regulation Instead of Steering at a Distance.

In: *Higher Education Policy* 28 (2), S. 215–234. DOI: 10.1057/hep.2014.6.

Abstract:

In December 2010, a comprehensive reform (Law 240/2010, or 'Gelmini reform') changed the institutional governance and internal organization of Italian state universities. This paper investigates the redefinition of the state role in the light of public management reform narratives, linking them to the Governance Equalizer Model to evaluate how the on-going reform process has affected the power sharing arrangement and coordination mechanisms in the Italian higher education system thus far. Rhetoric of reform was influenced by the New Public Management narrative; Law 240 was presented as a fundamental change to the traditional Italian governance regime, based on detailed state regulation and academic self-governance. In practice, contradictions between the rhetoric of the reform and the effectiveness of implementation are evident: Italian reform complies more with the Neo-Weberian narrative and it did not have any substantial impact on power distribution.

He, Yu; Mai, Yinhua (2015):

Higher Education Expansion in China and the 'Ant Tribe' Problem.

In: *Higher Education Policy* 28 (3), S. 333–352. DOI: 10.1057/hep.2014.14.

Abstract:

College Enrolment Expansion policies have been implemented in China since 1999. Unfortunately, numbers of qualified teachers and the amount of educational funds input have not caught up with the pace of student intake. Even the curricula taught in colleges are outdated and work practice programmes are inefficient. As a result, new college graduates cannot meet the requirements of firms they wish to work for. Many graduates work in unskilled job positions with low pay. They are called the 'Ant tribe'. We estimate that the accumulative number of persons in 'Ant tribes' had exceeded 3 million by 2010, and the corresponding cost to China's annual GDP was over 0.22% in respect of effective labour input. Improvement in quality should take priority during the expansion of higher education.

Healey, Nigel; Michael, Lucy (2015):

Towards a New Framework for Analysing Transnational Education.

In: *Higher Education Policy* 28 (3), S. 369–391. DOI: 10.1057/hep.2014.17.

Abstract:

The well-documented growth of international student mobility has been paralleled by the emergence of so-called 'transnational education' (TNE), in which universities deliver their educational services to foreign students in their own countries, rather than the students travelling to the foreign university to study. While universities have engaged in limited TNE for decades (notably correspondence-based distance learning courses), transnational activity has expanded significantly over the last 20 years since the advent of the internet and the emergence of partnership-based models in which a third party delivers a franchised or validated programme. In this paper, we investigate the increasing complexity and multidimensionality of TNE partnerships, developing a new three-spectrum framework for conceptualising this activity. We argue that this new framework provides a more tractable way of understanding and analysing the 'new internationalisation' of higher education.

Horta, Hugo; Jung, Jisun; Yonezawa, Akiyoshi (2015):

Higher Education Research in East Asia: Regional and National Evolution and Path-Dependencies.

In: *Higher Education Policy* 28 (4), S. 411–417. DOI: 10.1057/hep.2015.12.

Abstract:

[no abstract available]

Hu, Yanjuan; van der Rijst, Roeland; van Veen, Klaas; Verloop, Nico (2015):

The Role of Research in Teaching: A Comparison of Teachers from Research Universities and those from Universities of Applied Sciences.

In: *Higher Education Policy* 28 (4), S. 535–554. DOI: 10.1057/hep.2014.19.

Abstract:

We explored how the institutional and individual backgrounds of university teachers influence their beliefs about what the role of research in university teaching should be and their perceptions of how they have managed to incorporate research into their actual teaching. A total of 132 teachers from research universities (RU) and universities of applied sciences (UAS) participated in our survey study. Teachers from both institutions highly value the role of research in teaching. The teachers from the RU were more positive about the incorporation of research into their teaching than the teachers from the UAS. To explain these differences, the institutional and individual backgrounds of the teachers were investigated in terms of: perceived research support and the institutional research culture, time spent doing research, educational background and research experience. Research support and research culture were found to be particularly and highly relevant for the teachers at the UAS. The teachers with higher educational backgrounds and more research experience [mdash] at the RU [mdash] were more positive about incorporating research into their actual teaching. We conclude that both institutional and individual backgrounds play a significant role in the incorporation of research into university teaching, particularly in the case of universities of applied sciences.

Jauhiainen, Arto; Jauhiainen, Annukka; Laiho, Anne; Lehto, Reeta (2015):

Fabrications, Time-Consuming Bureaucracy and Moral Dilemmas — Finnish University Employees' Experiences on the Governance of University Work.

In: *Higher Education Policy* 28 (3), S. 393–410. DOI: 10.1057/hep.2014.18.

Abstract:

This article explores how the university workers of two Finnish universities experienced the range of neoliberal policymaking and governance reforms implemented in the 2000s. These reforms include quality assurance, system of defined annual working hours, outcome-based salary system and work time allocation system. Our point of view regarding these practices is based on the ideas of the governmentality research tradition, which means that they can be seen as

technologies through which the ideology, values and aims of the neoliberal policy are carried out in every day work at university. This article draws on a survey that is based on open-ended questions concerning those managerial techniques. These experiences can be summarised into three themes from the perspective of performativity culture: techniques that confirm a culture of fabrication, moral dilemmas and increase in the new type of bureaucracy in their work.

Jung, Jisun (2015):

Higher Education Research as a Field of Study in South Korea: Inward but Starting to Look Outward.

In: *Higher Education Policy* 28 (4), S. 495–515. DOI: 10.1057/hep.2015.18.

Abstract:

This study aims to explore the development of higher education research in South Korea based on historical and scientometric perspectives. After the evolution of the country's higher education research community is presented, articles focusing on higher education from 1995 to 2012 are analysed. In total, 145 articles in international journals and 1,385 articles in national journals are collected and the publication patterns are compared in terms of research themes, methods and level of analysis between national and international journals. The results show that higher education research in South Korea still tends to focus on a limited set of research topics and research approaches despite the recent growth in research volumes and interests. In addition, there is still a lack of engagement in the international academic community. This study suggests that higher education research in the country needs to be more diversified with regard to research themes and methodologies, and it also needs to have an outward perspective with active engagement in the international academic community.

Jung, Jisun; Horta, Hugo (2015):

The Contribution of East Asian Countries to Internationally Published Asian Higher Education Research: The Role of System Development and Internationalization.

In: *Higher Education Policy* 28 (4), S. 419–439. DOI: 10.1057/hep.2015.15.

Abstract:

Studies of higher education by scholars based in Asia have been growing in volume, following worldwide trends. To a large extent, this growth has been driven by East Asian countries, but little is known about the characteristics of the contribution of these countries. This study analyses their overall and specific contribution. The paper concludes that systemic development and its internationalization, have different impacts on trends towards international publication of higher education research and on the collaborative networks nurtured and developed in each East Asian country. The main finding is that these countries present different realities in terms of engagement in internationally focused higher education literature among their national research communities. Yet, each country has made a wide-ranging contribution to international higher education research literature over time; each has a potentially decisive role in the further integration and development of higher education research in Asia over the coming years; and also, possibly, in the development of a regional higher education system.

Lee, Jack T. (2015):

The Regional Dimension of Education Hubs: Leading and Brokering Geopolitics.

In: *Higher Education Policy* 28 (1), S. 69–89. DOI: 10.1057/hep.2014.32.

Abstract:

Several education hubs have emerged in the last decade in Asia and the Middle East. These ambitious policy initiatives share a common interest in cross-border higher education even though diverse rationales underpin their development. While some claim to be an international education hub, others claim to be a regional education hub or simultaneously international and regional. Considerable rhetoric and assumptions of uniformity exist in the discourse of education hub development. This paper clarifies the regional dimension of education hubs in terms of concepts, rationales, and strategies of regional engagement. Policymakers pursue different definitions of region as they leverage higher education to gain geopolitical influence in targeted spheres. Furthermore, the distinction between the role of a regional leader and regional broker presents different opportunities for an education hub. The paper compares the development of three key education hubs in Asia: Malaysia, Singapore, and Hong Kong.

Liu, Shuiyun (2015):

Higher Education Quality Assessment in China: An Impact Study.

In: *Higher Education Policy* 28 (2), S. 175–195. DOI: 10.1057/hep.2014.3.

Abstract:

This research analyses an external higher education quality assessment scheme in China, namely, the Quality Assessment of Undergraduate Education (QAUE) scheme. Case studies were conducted in three Chinese universities with different statuses. Analysis shows that the evaluated institutions responded to the external requirements of the QAUE actively, but the actual effects of the QAUE on university operations were not as high as expected. The empirical study of the QAUE indicates that quality assessments can trigger university change as an external force, but genuine change can only occur when it is integrated with internal motivation and capacities for change. The external and internal forces involved in the process are detailed. The analysis also shows that there is limited impetus for quality assessment as an external force driving university change. This is determined by the functional mechanism of quality assessment per se.

Lo, William Yat Wai (2015):

Revisiting the Notion of Hong Kong as a Regional Education Hub.

In: *Higher Education Policy* 28 (1), S. 55–68. DOI: 10.1057/hep.2014.28.

Abstract:

Hong Kong has tried to develop itself as a regional education hub for a decade. However, the policy is being criticized because Hong Kong has neither diversified its student population ethnically and culturally nor expanded its share in the global higher education market. This paper explores this context to examine the significance of the education hub concept in the development of higher education in Hong Kong. Based on an analysis of the concept of education hub the paper argues that the purposes of building an education hub need to be defined. It also argues that an instrumentalist interpretation of internationalization of higher education is not enough to understand the importance of the education hub notion to the higher education development in the city. An idealistic and educational approach in this respect is a relevant idea for the prospect of Hong Kong as an education hub.

Mok, Ka Ho (2015):

Higher Education Transformations for Global Competitiveness: Policy Responses, Social Consequences and Impact on the Academic Profession in Asia.

In: *Higher Education Policy* 28 (1), S. 1–15. DOI: 10.1057/hep.2014.27.

Abstract:

Since the mid-1990s, the pressure of globalization and the pressing demands of a knowledge economy led to a series of educational reforms. The focus of these was the promotion of quality education and massification of higher education. After the Asian financial crisis in 1997, the governments in different parts of Asia have implemented comprehensive reforms to their higher education systems in order to enhance their global competitiveness. Confronted with increasing pressure for global university ranking, governments and universities in Asia have tried to adopt different strategies in terms of special funding schemes, and different forms of measures in shaping teaching, learning and research activities to enhance their global ranking. This article sets out against the context briefly outlined above to highlight major higher education transformations for global competitiveness, with particular reference to discuss policy responses, social consequences, and impact on the academic profession in Asia especially when major attention is geared towards the quest for global university ranking among universities in Asia.

Mok, Ka Ho (2015):

The Quest for Global Competitiveness: Promotion of Innovation and Entrepreneurial Universities in Singapore.

In: *Higher Education Policy* 28 (1), S. 91–106. DOI: 10.1057/hep.2014.30.

Abstract:

The economy of Singapore has been continuously reforming since its independence. In the late 1980s, the economy of Singapore depended heavily on the vibrant manufacturing sector formed by foreign direct investment and multinational companies. This article critically reviews the policies and reform measures adopted by the Singapore government in the last two decades. These measures were employed to transform its university sector and drive them to engage in the promotion of innovation and entrepreneurship through partnership with the industry and business for innovation and technological advancement. The analysis reveals the uniqueness of the Singapore model in strengthening university–enterprise cooperation to achieve the national goal of promoting innovation and entrepreneurship.

Myers, Carrie B.; Myers, Scott M.; Stewart, Tammy; Nynas, Suzette (2015):

Institutional Policies on Assessment of Pedagogy and Faculty Classroom Practices. Evidence from 4-Year Colleges and Universities in the United States.

In: *Higher Education Policy* 28 (3), S. 315–332. DOI: 10.1057/hep.2014.13.

Abstract:

This study used a multi-theoretical approach to examine the associations between institutional policies on the assessment of faculty pedagogy and faculty's use of learner-centred assessment (LCA) practices in their undergraduate classrooms in the United States. We found strong evidence that it was not the number of methods but the types of methods used by institutions to evaluate teaching that were significantly associated with the extent to which faculty use LCA practices in their undergraduate courses. Our results returned conflicting patterns: Assessments that were conducted top-down — those by deans and department heads — were associated with a reduced rate of LCA use in classrooms, whereas assessments that relied on data from students, peers, or faculty themselves were associated with a greater rate of LCA use. Yet, most student-centric methods to evaluate teaching, including the popular use of student evaluations of teaching, were unrelated to the incorporation of effective pedagogy. The pattern of results did not vary significantly across different types of higher education institutions.

Netz, Nicolai (2015):

What Deters Students from Studying Abroad? Evidence from Four European Countries and Its Implications for Higher Education Policy.

In: *Higher Education Policy* 28 (2), S. 151–174. DOI: 10.1057/hep.2013.37.

Abstract:

This study examines factors that deter students in Austria, Germany, Switzerland and the Netherlands from studying abroad. Using an adaptation of the Rubicon model of action phases, the path to gaining study abroad experience is conceptualised as a process involving two thresholds: the decision threshold and the realisation threshold. Theoretical predictions drawn from rational choice, migration and reproduction theories are integrated into this framework. On the basis of nationally representative and internationally comparable student survey data, logistic regressions are calculated for the two thresholds. Five implications for higher education policy are derived: First, the fact that there are various obstacles to studying abroad means that some students may face multiple disadvantages and might therefore need additional support. Second, mobility schemes might have to reflect better that obstacles at the decision threshold differ from obstacles at the realisation threshold. Third, the self-perpetuating nature of mobility makes the moments of political intervention crucial. Fourth, the similarity of obstacles between countries suggests certain supranational initiatives. Finally, the achievability of the European mobility targets could be discussed, as increasing mobility and creating equitable access to it might be conflicting goals.

Oleksiyenko, Anatoly (2015):

Reconciling Tensions between Excellence, Access and Equity in Multilateral R&D Partnerships: A Canadian Collaborators' Perspective.

In: *Higher Education Policy* 28 (2), S. 197–214. DOI: 10.1057/hep.2014.5.

Abstract:

Universities traverse epistemic, sectoral and geopolitical boundaries with increasing frequency, but along the way encounter challenges in mitigating unequal capacities, soaring costs and proprietary concerns. The bridging of disparate stakeholder interests requires an enormous effort, as research policies, institutional norms and organizational cultures in

global science often remain irreconcilable. In seeking to identify strategic leverages for optimal balance in cross-border partnerships, this paper considers the case study of the Structural Genomics Consortium, which represents a synergy of resources, interests and commitments by research universities, governments and industries in Canada, Sweden and the UK. By triangulating data derived from content analysis of institutional materials, interviews and participant observations in Toronto, the study zeroes in on the Canadian equilibration of symbolic, cultural and organizational forces aimed at securing long-term stakeholder support across institutional, sectoral and geopolitical domains.

Taylor, Barrett J.; Morphew, Christopher C. (2015):

Trends in Cost-sharing in the US and Potential International Implications.

In: *Higher Education Policy* 28 (2), S. 129–149. DOI: 10.1057/hep.2013.39.

Abstract:

'Cost-sharing' refers to the principle that a variety of sources contribute to the cost of higher education. This study utilizes university-level data from the United States to explore the increasing shift of cost burdens from governments to students. Panel regression results suggest that the share of expenditures drawn from tuition increases as a college or university draws a larger share of its total enrolment from low-income households. This, along with other findings, raises troubling questions of equity by suggesting that the burdens of heightened tuition reliance fall upon those who are least able to bear them.

Tight, Malcolm (2015):

Theory Development and Application in Higher Education Research. Tribes and Territories.

In: *Higher Education Policy* 28 (3), S. 277–293. DOI: 10.1057/hep.2014.11.

Abstract:

This paper examines the idea of tribes and territories, as an example of a theory developed and applied within higher education research of relevance to higher education policy. It traces the origins and meaning of the term, reviews its application by higher education researchers and discusses the issues it raises and the critiques it has attracted. It is concluded that while, like all theoretical frameworks, tribes and territories has strengths and weaknesses, it remains of use for thinking about academics, disciplines, their relations and associated policy areas.

Wai Lo, William Yat; Kit Ng, Felix Sai (2015):

Trends and Developments of Higher Education Research in Hong Kong: In Pursuit of a Cosmopolitan Vision.

In: *Higher Education Policy* 28 (4), S. 517–534. DOI: 10.1057/hep.2015.14.

Abstract:

With the processes of inter- and intranationalization, higher education in Hong Kong has been rapidly expanding in an effort to develop the city into a regional education hub. This article explores the trends and developments of higher education research (HER) in Hong Kong in the context of inter- and intranationalization. By drawing on the data from the Scopus database, this article analyzes a selection of journal articles on higher education published in Hong Kong over the past three decades. Findings show that significant growth and some new outputs have been seen in the field during the study period. In addition, local researchers have complied with the rule by forming more transnational and intranational research teams and by conducting more non-local studies. Interestingly, many of them have not abandoned local collaboration and studies, but they further developed their roots. These findings reveal that some internal signs of cosmopolitanization have been recorded in the field.

Yagci, Yasemin (2015):

Comment to the Article 'Setting Policy Agenda for the Social Dimension of the Bologna Process'.

[Erratum]. In: *Higher Education Policy* 28 (1), S. 127–128. DOI: 10.1057/hep.2014.26.

Yemini, Miri; Holzmann, Vered; Wit, Hans de; Sadeh, Efrat; Stavans, Anat; Fadila, Dalia (2015):

The Drive to Internationalize. Perceptions and Motivations of Israeli College Directors.

In: *Higher Education Policy* 28 (3), S. 259–276. DOI: 10.1057/hep.2014.9.

Abstract:

Given the relatively high degree of academic freedom granted to institutions in Israel in conjunction with the lack of governmental policy on internationalization, directors of higher education institutions comprise key agents in the institutional internationalization process that is taking place in Israeli higher education. In this study, we took a qualitative approach to explore the views and attitudes of seven college directors in Israel. We show that motivation for internationalization is a multifaceted phenomenon influenced by the college directors' personal characteristics as well as by the colleges' contextual factors. Moreover, it seems that second-tier colleges use internationalization to promote themselves towards the status of first-tier research universities. The study provides a first insight into the perceptions and motivations of Israeli educational institutions' leaders regarding the development of institutional-level internationalization strategies.

Yonezawa, Akiyoshi (2015):

Connecting Higher Education Research in Japan with the International Academic Community.

In: *Higher Education Policy* 28 (4), S. 477–493. DOI: 10.1057/hep.2015.19.

Abstract:

This study examines the historical, current, and future challenges of higher education research in Japan within a global context. Japanese higher education research has been strongly influenced by the international academic community. At the same time, higher education researchers in Japan have participated in international projects, and Japan has served as a leader for economic and academic research in East Asia. However, the language barrier and the early development of higher education as a clearly identifiable topic of research have contributed to rather unique characteristics of the Japanese higher education research. Currently, this area of research is undergoing rapid expansion through the participation of emerging professionals, such as institutional researchers and faculty/staff developers. In addition, the internationalization of the academic community is having both a progressive and a retrogressive impact on higher education research in Japan.

Higher Education Quarterly (69) 2015

<http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291468-2273>

[licence required | full access via UB Kassel / INCHERs Intranet]

Bamber, Veronica (2015):

Mixing Decks. Frameworks for Master's Scholarship.

In: *Higher Education Quarterly* 69 (3), S. 221–236. DOI: 10.1111/hequ.12070.

Abstract:

Postgraduate taught education in universities is under-researched compared to research on undergraduate learning and teaching. This results in two missed opportunities: making evidence-informed improvements to postgraduate taught education and integrating such improvements into thinking and practice. A commitment to evidence-informed improvement cycles at personal and local levels can generate knowledge, which can also inform practice in other settings. However, researchers who are new to learning and teaching research may not feel fully equipped, on the basis of their disciplinary knowledge, to undertake such inquiry. This paper considers and offers a case study of the use of frameworks that can support these practitioners in investigating students' understandings of what is expected in postgraduate study. With a flexible set of tools or frameworks on the mixing decks of postgraduate taught inquiry, such researchers are potentially better equipped to gain a good understanding of their students' learning.

Branine, Mohamed; Avramenko, Alex (2015):

A Comparative Analysis of Graduate Employment Prospects in European Labour Markets. A Study of Graduate Recruitment in Four Countries.

In: *Higher Education Quarterly* 69 (4), S. 342–365. DOI: 10.1111/hequ.12076.

Abstract:

The aim of this paper is to provide a comparative analysis of higher education and the graduate labour markets in selected European countries (France, Germany, Spain and United Kingdom) in the context of the expectations of graduates and prospective employers, and respective recruitment and selection practices. Expectations of graduating students from a number of European collaborating universities are sought and analysed in order to find out about a match between the knowledge and skills of graduates and the needs of European employers. The study examines the process of graduate recruitment, employee and employer expectations, and the role of higher education institutions in meeting such expectations. Primary data was gathered from 252 employers and 485 final year (graduating) students through the use of questionnaires. The analysis of the data collected has revealed different approaches to but similar methods of graduate recruitment between the four countries. Despite the current differences in higher education systems and labour market trends, the expectations of employers and graduating students are more similar than different. It is concluded that EU graduates will have good employment prospects in an integrated labour market.

Chesters, Jenny (2015):

Maintaining Inequality Despite Expansion: Evidence of the Link between Parents' Education and Qualitative Differences in Educational Attainment.

In: *Higher Education Quarterly* 69 (2), S. 138–157. DOI: 10.1111/hequ.12060.

Abstract:

The restructuring of the Australian labour market decreased demand for low-skilled workers and increased demand for highly skilled workers and professionals further strengthening the relationship between educational and occupational attainment. To satisfy the demand for highly educated workers, the government reorganised the higher education sector increasing the number of universities and trebling the number of places for domestic undergraduate students. Analysing data from the Household, Income and Labour Dynamics in Australia survey, this paper examines the association between parents' education and the likelihood of graduating from university for six birth cohorts of Australians. Overall, the findings suggest that although the expansion of the higher education sector in Australia provided alternative pathways into university, differences in educational attainment, on both quantitative and qualitative dimensions, persist.

Choi, Seungchan (2015):

Meritocratic Epistemic Communities: An Alternative Policy Paradigm for Higher Education.

In: *Higher Education Quarterly* 69 (1), S. 58–78. DOI: 10.1111/hequ.12047.

Abstract:

This paper attempts to propose an alternative policy frame for higher education policy by demonstrating the inadequacy of the market approach adopted by the 2011 English higher education policy in addressing the economic and social agenda, and by reframing higher education as a mechanism that selects and distributes talents to vocational sectors in a way that achieves socially optimal outcomes. The paper shows why government control is more appropriate than market mechanism in managing higher education cost, how effective screening and distribution of talents can be achieved through deliberation among epistemic community members and how the alternative policy frame supports a social justice agenda. The idea of a meritocratic epistemic community for screening and educating talents is central to this new frame as it facilitates the creation of a common space where competing stakeholders of one vocational sector gather together to deliberate on the merits of the future workforce.

Cooper, David (2015):

Social Justice and South African University Student Enrolment Data by 'Race', 1998–2012. From 'Skewed Revolution' to 'Stalled Revolution'.

In: *Higher Education Quarterly* 69 (3), S. 237–262. DOI: 10.1111/hequ.12074.

Abstract:

The paper looks closely at student enrolment trends through a case study of South African 'race' enrolment data, including some hypotheses about how student social class has influenced these trends. First, data on 1988–1998 enrolments showing a 'skewed revolution' in student africanisation are summarised. Then, using 2000–2012 data for the 23 new post-2000 universities and universities of technology, it is argued that the 'official' categorisation of these institutions masks new socio-economic inequalities; and a better understanding of the 'skewed' and 'stalled' africanisation revolution is possible using classification into three proposed new categories based on postgraduate enrolments and staff publications as indices of research-intensivity at each institution: (1) five 'upper band' universities; (2) seven 'middle band' universities; and (3) eleven 'lower band' universities. The paper concludes by distinguishing between 'reformist' and 'radical' national transformation policies in order to identify their impact on these new race- and class-based student inequalities.

Dobele, Angela R.; Rundle-Theile, Sharyn (2015):

Progression through Academic Ranks. A Longitudinal Examination of Internal Promotion Drivers.

In: *Higher Education Quarterly* 69 (4), S. 410–429. DOI: 10.1111/hequ.12081.

Abstract:

The last 20 years have brought major workload changes for academics globally, with the feeling that an academic in today's global higher education industry has three full-time jobs (research, teaching and service). Following recent Government reforms, the Australian higher education sector has been forced to redefine itself in a more commercial context. The need to research workloads over time is recommended owing to changes as a result of growth, internationalisation and increasing competition. This longitudinal study comprises 5 years of observable teaching and research workloads capturing the teaching and research output of more than 85 individuals in two Australian university business faculties. Our results reinforce the axiom 'publish or perish' as it is the number of research papers published which increases the chances of internal promotion. Other observed workload characteristics, number of courses taught, number of students, research income and the number of research grants awarded, did not increase the likelihood of internal promotion. Suggestions for policy reforms and further research are identified.

Fereidouni, Somayeh; Mehran, Golmar; Mansourian, Yasdan (2015):

Female Empowerment in Iran. The Voice of Iranian University Students.

In: *Higher Education Quarterly* 69 (4), S. 366–385. DOI: 10.1111/hequ.12079.

Abstract:

In line with global trends, the rate of Iranian female students' enrolment in higher education has increased. However, some policy makers have been concerned about this and without considering the female voice, they have implemented strategies to balance the labour market, which has led to a decrease in female students in certain majors. The results of an empirical study showed that going to university is the primary route to empowerment for girls in Iran. The study into the meaning of empowerment adopted a qualitative approach using unstructured in-depth interviews with 80 Iranian female university students from seven provinces of Iran. The narrative responses were analysed using content analysis and grounded theory. The results of this study led to develop a new theory called 'Female Empowerment through Higher Education', which has several key constituents of female empowerment including: social presence, the power to make decision, autonomy, education and building up a new value framework.

Filippakou, Ourania; Tapper, Ted (2015):

Mission Groups and the New Politics of British Higher Education.

In: *Higher Education Quarterly* 69 (2), S. 121–137. DOI: 10.1111/hequ.12065.

Abstract:

This article explores the emergence and impact of the mission groups in British higher education. The central argument is that given the development of a mass and diversified model of higher education it was inevitable that the higher education institutions would form pressure groups, while increased marketisation and growing inter-institutional competition have helped to sustain their presence. With particular reference to their input into the policy making process, it analyses how they contribute to a new politics of policy-making and concludes by considering the future of the mission groups in the light of the recent demise of the 1994 Group.

Fox Garrity, Bonnie (2015):

Trustees versus Directors, Whom Do They Serve? Boards, For-Profits and the Public Good in the United States.

In: *Higher Education Quarterly* 69 (1), S. 37–57. DOI: 10.1111/hequ.12057.

Abstract:

Postsecondary education in the United States is provided by public, not-for-profit and for-profit institutions. Public and not-for-profit institutions are expected to serve the public good due to state control or chartering requirements; for-profit institutions are not. Therefore, the decision to serve the public good is vested in the board. The for-profit director's role as representative of shareholders' interests does not ensure deference to the public good. Currently, national priorities are aligned with shareholder interests creating an environment ripe for expansion of for-profit education. However, there are implications as national priorities shift to positions that do not complement shareholder interests. Most critically, continued growth of for-profit postsecondary education may lead to a reduction of service of the public good by all institutions. Private institutions (not-for-profit or for-profit) exist in every large country; therefore, a thorough analysis of the legal distinctions among sectors is encouraged to understand the implications of growth.

Gourlay, Lesley; Lanclos, Donna M.; Oliver, Martin (2015):

Sociomaterial Texts, Spaces and Devices. Questioning 'Digital Dualism' in Library and Study Practices.

In: *Higher Education Quarterly* 69 (3), S. 263–278. DOI: 10.1111/hequ.12075.

Abstract:

Work on students' study practices posits the digital and material as separate domains, with the 'digital' assumed to be disembodied, decontextualised and free-floating, and spaces in the material campus positioned as prototypically 'traditional' and analogue. Libraries in particular are often characterised as symbolic of predigital literacy practices and

forms of meaning making. This binary oversimplifies student engagement, particularly in relation to their creation of and interactions with texts. Two studies illustrate this: an investigation of student and staff textual practices that explored the complex and emergent networks they created, adapted and maintained; and one that explored perceptions and use of library spaces (digital and physical). A sociomaterial analysis shows the ongoing importance of institutional, personal and public spaces. This demonstrates that in order to enhance the student experience, a more nuanced understanding of the complex, emergent relationships between digital and print, device and user, and author and text is required.

Greenhalgh, Trisha (2015):

Higher Education Governance as Language Games: A Wittgensteinian Case Study of the Breakdown of Governance at the London School of Economics 2004-2011.

In: *Higher Education Quarterly* 69 (2), S. 193–213. DOI: 10.1111/hequ.12064.

Abstract:

This paper calls for a more detailed study of social practices in the analysis of governance failures. Using the Woolf report on the breakdown of governance at the London School of Economics as a case study and Wittgenstein's notion of language games as an analytic lens, the author argues that widely used institutional and structural theories of governance are necessary but not sufficient to explain how governance works and why it fails. It is also necessary to understand, through a detailed micro-analysis of talk and action, the contingent social practices occurring within and outside these structures. This matters because structural accounts of governance tend to present solutions as changes in structures, standards and procedures or measures to make academics comply with these. A language games framing, in contrast, suggests that it matters less what form the structures of governance take than the extent to which they allow effective deliberation on the numerous contradictions and paradoxes that make up their day-to-day work. The paper concludes that those charged with governing universities should maximise opportunities for individuals and groups to deliberate on, and 'muddle through', the multiple and conflicting demands and accountabilities that characterise contemporary higher education.

Harvey, Lee (2015):

Editorial Farewell.

[Editorial]. In: *Higher Education Quarterly* 69 (4), S. 311–313. DOI: 10.1111/hequ.12083.

Healey, Nigel (2015):

Managing International Branch Campuses. What Do We Know?

In: *Higher Education Quarterly* 69 (4), S. 386–409. DOI: 10.1111/hequ.12082.

Abstract:

Over the last decade, the growth of the international branch campus (IBC) has been one of the most striking developments in the internationalisation of higher education. There are now over 200 IBCs across the world, mostly in the Middle East and East and South-east Asia. Despite the growing numbers of IBCs and the considerable financial and reputational risk they pose to their home universities, relatively little is known about the challenges of managing these foreign outposts. This paper reviews the growing, but still fragmented, literature in this increasingly important sector of higher education. It finds that managers of IBCs are faced with a range of challenges, which primarily stem from dealing with key stakeholder groups: students, staff, home and host country quality regulators, the home university and the host government, as well as the IBC's local joint venture partners. It concludes that further work is required to better understand the factors which influence and constrain IBC managers in balancing the competing interests of stakeholders.

Kaycheng, Soh (2015):

Multicollinearity and Indicator Redundancy Problem in World University Rankings: An Example Using Times Higher Education World University Ranking 2013-2014 Data.

In: *Higher Education Quarterly* 69 (2), S. 158–174. DOI: 10.1111/hequ.12058.

Abstract:

World university ranking systems used the weight-and-sum approach to combined indicator scores into overall scores on which the universities are then ranked. This approach assumes that the indicators all independently contribute to the overall score in the specified proportions. In reality, this assumption is doubtful as the indicators tend to correlate with one another and some highly so. This causes the multicollinearity problem rendering some predictors redundant. At the same time, some indicators may contribute so little to the overall score and thus making them non-contributing. When overlapping and non-contributing indicators are retained, the overall score takes on a meaning very different from what it is originally intended to be. Using data for the top 101 universities of the Times Higher Education World University Ranking 2013–2014, these problems are demonstrated and a solution is suggested. This resulted in a new overall scores made up of only two of the six indicators, namely 'research' and 'citation'. The universities were then ranked on the basis of the new overall score and compared with the original. It was also noticed that some of the universities have had their original overall scores inflated by the non-contributing indicators and hence were over-ranked. Implications for using the new overall and ranking are discussed.

Macfarlane, Bruce (2015):

Dualisms in Higher Education: a Critique of Their Influence and Effect.

In: *Higher Education Quarterly* 69 (1), S. 101–118. DOI: 10.1111/hequ.12046.

Abstract:

Dualisms pervade the language of higher education research providing an over-simplified roadmap to the field. However, the lazy logic of their popular appeal supports the perpetuation of erroneous and often outdated assumptions about the nature of modern higher education. This paper explores nine commonly occurring dualisms: collegiality/managerialism, student-centred/teacher-centred, deep learning/surface learning, academics/non-academics; research/teaching, old universities/new universities, liberal/vocational, public universities/private universities and higher education/further education. Illustrated by reference to a range of international contexts, it is argued that over-reliance on dualisms among higher education scholars has adverse effects including narrowing the possibilities of research design and inhibiting intellectual advancement within the field.

Moodie, Gavin (2015):

How Different Are Higher Education Institutions in the UK, US and Australia? The Significance of Government Involvement.

In: *Higher Education Quarterly* 69 (1), S. 3–36. DOI: 10.1111/hequ.12052.

Abstract:

Governments in the UK and many other countries have long sought to promote the diversity of their higher education institutions. However, diversity is hard to define, harder to measure and even more difficult to compare between countries. Most empirical analyses of the diversity of higher education systems use categorical variables, which shape the extent of diversity found. This study examines continuous variables of institutions' enrolment size and proportions of postgraduate, fulltime and international students to find the extent of variation amongst doctoral granting and all higher education institutions in the United Kingdom, United States and Australia. The study finds that there is less variety amongst all higher education institutions in the United Kingdom than in Australia, which in turn has much less variety than the United States. The paper argues that the extent of government involvement in higher education is not so important for institutional variety as the form that it takes. More tentatively, the paper suggests that the more limited the range of institutions for which government funding is available the stronger government involvement is needed to have variety among the limited range of institutions for which government financial support is available.

O' Connell, Catherine (2015):

Close-Up Examination of Discourses Associated with Global University Rankings. Counter-Narratives in UK Policy Context.

In: *Higher Education Quarterly* 69 (3), S. 279–294. DOI: 10.1111/hequ.12072.

Abstract:

In little over a decade since their introduction, global rankings are perceived as having significant and problematic effects. The dominant 'normative' research orientation applied to the research domain of rankings is identified as a contributory

factor to the sustained interest in rankings. The paper argues for a 'close-up' research orientation at this juncture to open up the debate and draw attention to alternative narratives of excellence in higher education through a discourse-analytic approach. The paper draws on an analysis of the use of global rankings by higher education sector 'mission groups' to influence national policy in the United Kingdom, with particular focus on lobbying texts produced by these groups in the period surrounding the United Kingdom general election. The analysis demonstrates the strategic struggle for positioning in relation to higher education policy and reflects the different narratives of self-identification of the mission groups. The study draws attention to ways global university rankings mediate discourse and activity and illuminates alternative discourses that respond to rankings.

Parry, Gareth (2015):

Making Policy in British Higher Education 1945-2011 by Michael Shattock.
Maidenhead: McGraw-Hill and Open University Press, 2012. 296 pp. £37.99. ISBN-13:
978 0 335241866. eISBN: 978 0 335241873.

[Review]. In: *Higher Education Quarterly* 69 (2), S. 214–218. DOI: 10.1111/hequ.12062.

Santiago, Rui; Carvalho, Teresa; Ferreira, Andreia (2015):

Changing knowledge and the academic profession in Portugal.

In: *Higher Education Quarterly* 69 (1), S. 79–100. DOI: 10.1111/hequ.12037.

Abstract:

The paper analyses the Portuguese academics' perceptions about changes in their research activities and modes of knowledge production. Quantitative data gathered from an on-line national survey have been used to develop this analysis. Results reveal that the majority of academics declared that they were not involved in knowledge and technology transfer and that their research activities were not influenced by external sponsors or clients. However, they did recognise that were strong external pressures to reconfigure the epistemologies, ontologies and the institutional conditions under which knowledge is produced. The data analysis also reveals that academics recognise forms of hybridism between autonomy and endogenous dynamics and heteronomy and exogenous dynamics in the development of their research activities and knowledge production.

Selwyn, Neil; Bulfin, Scott; Pangrazio, Luci (2015):

Massive Open Online Change? Exploring the Discursive Construction of the 'MOOC' in Newspapers.

In: *Higher Education Quarterly* 69 (2), S. 175–192. DOI: 10.1111/hequ.12061.

Abstract:

Massive Open Online Courses (MOOCs) have been a prominent topic of recent educational discussion and debate. MOOCs are, in essence, university-affiliated courses offered to large groups of online learners for little or no cost and are seen by many as a bellwether for change and reform across higher education systems. This study uses content and discourse analysis methods to examine how understandings of MOOC-related 'change' were presented in US, UK and Australian newspapers. Drawing on detailed analysis of 457 newspaper articles published between 2011 and 2013, the findings point to a predominant portrayal of MOOCs in relation to the massification, marketization and monetization of higher education, rather than engaging in debate of either 'technological' or 'educational' issues such as online learning and pedagogy, instructional design or student experience. The article then considers the reasons underpinning this restricted framing of what many commentators have touted as a radical educational form—not least the apparently close association between MOOCs and the economics of higher education.

Trowler, Paul (2015):

Editorial.

[Editorial]. In: *Higher Education Quarterly* 69 (3), S. 219–220. DOI: 10.1111/hequ.12073.

Trowler, Vicki (2015):

Negotiating Contestations and 'Chaotic Conceptions'. Engaging 'Non-Traditional' Students in Higher Education.

In: *Higher Education Quarterly* 69 (3), S. 295–310. DOI: 10.1111/hequ.12071.

Abstract:

Student engagement has been widely hailed as the solution to all that ails higher education but there is little agreement on the meaning or ambit of the term. Similarly, literature concerning 'non-traditional' students is characterised by a multiplicity of meanings and assumptions, seldom spelled out, ascribed to the term, which is nonetheless imbued with analytical and predictive significance. This paper uses data from early stages of the research to illustrate the importance of conceptual clarity in a study of engaging non-traditional students, illuminated through the lens of the Marxian notion of 'chaotic conceptions'. The paper examines the ideological work being done in disguising interests and inequities through the use of chaotic conceptions and uses the examples of students who define themselves as 'non-traditional' in their own study contexts to illustrate the problems of deploying such chaotic conceptions for purposes beyond description.

Wang, Chengbo; Li, Xiaomei; Ou, Xuan; O'Kane, James; Mao, Zhaofang; Zhang, Wenquan (2015):

An Exploration of the Readiness, Challenges and Expected Support for Their Overseas Study of Chinese Business and Management Programme Students.

In: *Higher Education Quarterly* 69 (4), S. 314–341. DOI: 10.1111/hequ.12077.

Abstract:

Chinese students are the largest international student cohort in the higher education institutions of English-speaking developed countries. The paper explores strategies to enhance the Chinese students' learning efficacy in overseas institutions. This research differs from other research focusing on international students already in English-speaking institutions; it explores the readiness of potential Chinese international students before departure from China, their anticipated challenges for study abroad and expected support from host institutions and staff. Besides the insights of anticipated challenges and expected support, the key findings include: the majority of the sample students are financially ready for overseas study, however they are not fully ready on English language; students from the public institute in the study have a higher level of readiness for subject knowledge than their private institute's peers. The findings offer a guide, to both the English-speaking institutions and their Chinese partners, on facilitating, teaching and preparing the Chinese students for a fruitful learning experience abroad and enhanced academic performance.

Whitchurch, Celia; Harvey, Lee (2015):

Hidden Agendas.

[Editorial]. In: *Higher Education Quarterly* 69 (2), S. 119–120. DOI: 10.1111/hequ.12069.

Whitchurch, Celia; Harvey, Lee (2015):

Modulating Binaries.

[Editorial]. In: *Higher Education Quarterly* 69 (1), S. 1–2. DOI: 10.1111/hequ.12068.

Innovative Higher Education (40) 2015

<http://link.springer.com/journal/10755>

[licence required | Nationallizenz DFG 1976-2002 | full access via UB Kassel / INCHERs intranet]

Baker, Vicki L.; Baldwin, Roger G. (2015):

A Case Study of Liberal Arts Colleges in the 21st Century: Understanding Organizational Change and Evolution in Higher Education.

In: Innovative Higher Education 40 (3), S. 247–261. DOI: 10.1007/s10755-014-9311-6.

Abstract:

We draw upon the evolutionary model of change in order to examine the organizational transformation of three liberal arts colleges (Albion College, Allegheny College, Kenyon College). Relying on our prior research (Baker, Baldwin, & Makker, 2012), we seek to continue our exploration and understanding of the evolution occurring in the important liberal arts college sector of higher education. We seek to understand why and how these colleges change, what changes occur, and, especially, what makes liberal arts colleges susceptible to change. The findings of this study have the potential to illuminate change in other types of higher education institutions.

Burd, Elizabeth L.; Smith, Shamus P.; Reisman, Sorel (2015):

Exploring Business Models for MOOCs in Higher Education.

In: Innovative Higher Education 40 (1), S. 37–49. DOI: 10.1007/s10755-014-9297-0.

Abstract:

Massive Open Online Courses (MOOCs) potentially challenge the traditional dominance of brick and mortar institutions as providers of quality higher education. The benefits for students include reduced education costs and global access to exclusive institution courses and instructors. However, the benefits for institutions are less clear as there is a financial overhead required to develop and deliver content that is suitable for mass student consumption. In this article we examine the opportunities that MOOCs provide and identify several different business model challenges for offering MOOCs.

Coles, Jeremy T.; Carstens, Brittany A.; Wright, Jennifer M.; Williams, Robert L. (2015):

Political Incongruity between Students' Ideological Identity and Stance on Specific Public Policies in a Predominantly White Southeastern State Institution.

In: Innovative Higher Education 40 (1), S. 5–18. DOI: 10.1007/s10755-014-9292-5.

Abstract:

The study determined whether or not a predominantly Caucasian sample (N = 187) attending a southeastern state's major public university embraced political policies consistent with their self-identified political ideology. The findings showed that the highest percentage of students identified with a conservative ideology and that a much lower percentage identified with a liberal ideology. Nonetheless, students approved of more liberal policies than conservative ones. These findings suggest that southern students are likely to be more open to examining the pros and cons of sociopolitical policies than to comparing the merits of political ideologies.

Comeaux, Eddie; Brown, Alan; Sieben, Nicole P. (2015):

Issues in Athletic Administration. A Content Analysis of Syllabi from Intercollegiate Athletics Graduate Courses.

In: Innovative Higher Education 40 (4), S. 359–372. DOI: 10.1007/s10755-015-9333-8.

Abstract:

This study examined courses focused on intercollegiate athletics in sport-related graduate programs (e.g., Sport Leadership, Sport Management, and Athletic/Sport Administration). A content analysis of course syllabi was used to

determine the alignment of course scope and content. Analysis included course type (i.e., required or elective), instructor status, course hours per week, number of major readings, course objectives, course topics, course structure and activities, and student assessment. While several course topics were consistent across syllabi, intercollegiate athletics courses were found to vary widely in their course purpose statements, course objectives, and major readings. This study highlights new directions for future work in aligning professional preparation programs for athletic administrators and has implications for course design, which we believe is significant because of the importance of intercollegiate athletics within U.S. higher education.

Damiani, Michelle L.; Harbour, Wendy S. (2015):

Being the Wizard behind the Curtain. Teaching Experiences of Graduate Teaching Assistants with Disabilities at U.S. Universities.

In: Innovative Higher Education 40 (5), S. 399–413. DOI: 10.1007/s10755-015-9326-7.

Abstract:

This study investigated the teaching experiences of graduate students with disabilities, using 12 semi-structured in-person and phone interviews. We selected participants using stratified random sampling representing diverse disabilities, degree programs, and regions of the United States. Findings suggest that students engage in complex self-accommodation influenced by their dual roles as students and employees. Students also discussed their development as instructors and the need for mentoring and campus spaces for disability. We utilize the metaphor of the “wizard behind the curtain” to explain how these students actively navigate graduate school.

Draeger, John; del Prado Hill, Pixita; Mahler, Ronnie (2015):

Developing a Student Conception of Academic Rigor.

In: Innovative Higher Education 40 (3), S. 215–228. DOI: 10.1007/s10755-014-9308-1.

Abstract:

In this article we describe models of academic rigor from the student point of view. Drawing on a campus-wide survey, focus groups, and interviews with students, we found that students explained academic rigor in terms of workload, grading standards, level of difficulty, level of interest, and perceived relevance to future goals. These findings contrast with our previous research about the faculty conception of academic rigor (Draeger et al. 2013) based on active learning, meaningful content, higher-order thinking, and appropriate expectations. Our new research offers the prospect of increasing the level of academic challenge in ways that resonate with student concerns.

Edwards, Kirsten T. (2015):

Perceptions of Power and Faith among Black Women Faculty: Re-thinking Institutional Diversity.

In: Innovative Higher Education 40 (3), S. 263–278. DOI: 10.1007/s10755-014-9312-5.

Abstract:

In this article I report on the perceptions and attitudes of Christian Black women faculty members in regards to religious difference at both historically Black colleges and universities [HBCUs] and predominantly White institutions [PWIs]. By taking a focused look at uncomplicated Christian privilege at HBCUs, the study asked what conditions are in place at HBCUs that offer these women an uncommon space of authenticity, while simultaneously supporting a privilege system that could potentially silence different religiously-identified students. I address implications in regards to diversity at HBCUs.

Ellett, Chad D.; Demir, Kadir; Monsaas, Judith (2015):

Science and Mathematics Faculty Responses to a Policy-Based Initiative: Change Processes, Self-Efficacy Beliefs, and Department Culture.

In: Innovative Higher Education 40 (2), S. 127–141. DOI: 10.1007/s10755-014-9299-y.

Abstract:

The purpose of this study was to examine change processes, self-efficacy beliefs, and department culture and the roles these elements play in faculty engagement in working in K-12 schools. The development of three new web-based measures of faculty perceptions of change processes, self-efficacy beliefs, and department culture are described. The context for the research is the development of new state Board of Regents policies that encourage faculty work in K-12 schools and improvements in the scholarship of teaching and learning in the faculty tenure and promotion process. Extensive statistical analyses were completed to examine the characteristics of these new measures and relationships among the measures. We discuss the implications of the study findings for measuring and understanding change and sustainability of policy-based initiatives in higher education.

Ellis, Donna E. (2015):

What Discourages Students from Engaging with Innovative Instructional Methods: Creating a Barrier Framework.

In: Innovative Higher Education 40 (2), S. 111–125. DOI: 10.1007/s10755-014-9304-5.

Abstract:

When faculty members choose to implement instructional methods that are learning-centred, this may represent a change for students; and some resist engaging. In this exploratory case study research, 172 students shared what discourages them from being willing to engage with these innovative methods that aim to facilitate their learning. Questionnaire and interview responses revealed eight key themes that are used to create a comprehensive barrier framework, and comparative analyses assist in reducing the findings. A fishbone diagram provides a possible planning tool for practitioners, and theoretical connections to the Reasoned Action Approach model are explored to further distill the findings.

Gallego, Muriel; Busch, Carey (2015):

Towards the Inclusion of Students with Disabilities. Accessibility in Language Courses.

In: Innovative Higher Education 40 (5), S. 387–398. DOI: 10.1007/s10755-015-9321-z.

Abstract:

While there is extensive research regarding the readiness of faculty members to provide accommodations for students with disabilities in higher education, less has been reported concerning the preparation of teaching assistants in faculty-like positions. The investigation reported here focused on college-level language instruction, and it expands current understanding by incorporating the perceptions of teaching assistants. A survey of higher education institutions in the United States was conducted in order to gather impressions from language program directors, teaching assistants, and Disability Services Office staff about their perceptions of the collective effort to guarantee access to students with disabilities. Results indicate a mixed-pattern; and, while accommodating language students with learning disabilities is occurring, there is still significant need for ongoing awareness-raising and training.

Galyon, Charles E.; Voils, Kyle L.; Blondin, Carolyn A.; Williams, Robert L. (2015):

The Effect of Randomized Homework Contingencies on College Students' Daily Homework and Unit Exam Performance.

In: Innovative Higher Education 40 (1), S. 63–77. DOI: 10.1007/s10755-014-9296-1.

Abstract:

Students in an introductory educational psychology course submitted answers to daily homework questions for which they received credit either for percentage of questions answered in every homework assignment or for the accuracy of their answers to 10% of randomly selected questions. Potential credit was the same under both homework contingencies, with instructor time limited for assessing the homework. Random homework credit based on the accuracy of answers produced significantly more accurate and detailed answers, as well as better exam performance, than did credit based on the number of questions answered. The principal contribution of this study was to demonstrate how assessing the quality of daily homework could be both beneficial and manageable in college courses.

Garcia, Gina A.; Okhidoi, Otgonjargal (2015):

Culturally Relevant Practices that “Serve” Students at a Hispanic Serving Institution.

In: Innovative Higher Education 40 (4), S. 345–357. DOI: 10.1007/s10755-015-9318-7.

Abstract:

As institutions not founded to “serve” Latina/o students, Hispanic Serving Institutions (HSIs) must actively change their curricula and programs to meet the needs of their diverse population, including Latina/o, low income, and first generation students. Using a case study approach, including interviews and focus groups, this study examined culturally relevant practices at one HSI, including the ethnic studies curriculum and student support programs. Specifically, findings highlight how the Chicana/o Studies department and the Educational Opportunity Program have historically served underrepresented students and the ways in which such programs are embedded within the structures of the institution. This study has implications for HSIs and other institutions enrolling and serving diverse populations.

Gavazzi, Stephen M.; Fox, Michael (2015):

A Tale of Three Cities: Piloting a Measure of Effort and Comfort Levels within Town-Gown Relationships.

In: Innovative Higher Education 40 (3), S. 189–199. DOI: 10.1007/s10755-014-9309-0.

Abstract:

This article extends the argument that scholarship on marriages and families provides invaluable insights into town-gown relationships. First, a four-square matrix constructed from the twin dimensions of effort and comfort levels is used to describe a typology of campus and community associations. Next the construction of the Optimal College Town Assessment (OCTA), a measure that contains items reflecting both the effort and comfort dimensions, is discussed. We offer an analysis of data from a pilot study utilizing the OCTA with a sample of 602 individuals employed in three communities surrounding the regional campus of a major university, with particular attention paid to variation as a function of distance from the campus. We include a discussion of the implications of the findings for assessment efforts targeting town-gown relationships.

Gonyo, Claire P.; Cantwell, Brendan (2015):

Faculty Perceptions of Students in Life and Physical Science Research Labs.

In: Innovative Higher Education 40 (4), S. 317–329. DOI: 10.1007/s10755-014-9315-2.

Abstract:

This qualitative study involved interviews of 32 faculty principle investigators at three research institutions and explored how they view the role of students within physical and life science labs. We used socialization theory and student engagement literature to analyze faculty views, which can contribute to student investment in STEM fields. Findings relate to understanding students as workers versus learners or trainees and the tension that results from differing views of students.

Hentschke, Guilbert C.; Parry, Shirley C. (2015):

Innovation in Times of Regulatory Uncertainty: Responses to the Threat of “Gainful Employment”.

In: Innovative Higher Education 40 (2), S. 97–109. DOI: 10.1007/s10755-014-9298-z.

Abstract:

While advocates of the proposed “Gainful Employment” regulations promise a variety of improvements for students attending for-profit colleges and universities (FPCUs), there is little research on how these institutions are responding to this heightened form of accountability. Through interviews with senior executives of FPCUs, we used grounded theory to identify three general institutional responses – catalytic, reactionary and status quo – plus 16 program-related initiatives. This study assessed responses to increased environmental uncertainty brought about by the potential Gainful Employment regulations.

Hnat, Hope Bradley; Mahony, Daniel; Fitzgerald, Shawn; Crawford, Fashaad (2015):

Distributive Justice and Higher Education Resource Allocation: Perceptions of Fairness.

In: Innovative Higher Education 40 (1), S. 79–93. DOI: 10.1007/s10755-014-9294-3.

Abstract:

Although the organizational justice theoretical framework has been used frequently across a wide variety of settings, its use in examining higher education institutions has been limited. The purpose of the study reported here was to begin the process of applying this framework to higher education by identifying the distributive justice sub-principles of equity in this setting. For the study we interviewed nine academic deans across diverse disciplines and identified five sub-principles. These sub-principles of equity were (a) quantity and quality of research publications, (b) external research funding, (c) quality of teaching, (d) impact on students, and (e) quality service. There were differences in the relative importance of these five possible contributions to the institution, as well as how they were assessed. The five sub-principles can be used in future research to examine higher education resource distributions and their impact more fully.

Horvitz, Brian S.; Beach, Andrea L.; Anderson, Mary L.; Xia, Jiangang (2015):

Examination of Faculty Self-efficacy Related to Online Teaching.

In: Innovative Higher Education 40 (4), S. 305–316. DOI: 10.1007/s10755-014-9316-1.

Abstract:

Through this study we sought to gain understanding of the challenges professors face as they make the transition to teaching online. We measured professors' online teaching self-efficacy using survey research methods. Results showed that online teaching self-efficacy was high among the professors surveyed with no self-efficacy scores lower than 3.69 out of 5. The perception of student learning was the independent variable with the greatest impact on self-efficacy. Other variables that had a significant relationship with self-efficacy sub-scales were semesters taught online, future interest in teaching online, gender, satisfaction with teaching online, and academic discipline. The results suggest directions for faculty development interventions such as training and support structures.

Kattari, Shanna K. (2015):

Examining Ableism in Higher Education through Social Dominance Theory and Social Learning Theory.

In: Innovative Higher Education 40 (5), S. 375–386. DOI: 10.1007/s10755-015-9320-0.

Abstract:

In most societies, some social identity groups hold a disproportionate amount of social, cultural, and economic power, while other groups hold little. In contemporary U.S. society, examples of this power are evident around issues of ability/disability, with able-bodied individuals wielding social dominance and people with disabilities experiencing a lack of social, cultural, and economic power. However, this relationship between able-bodied individuals and people with disabilities is neither static nor determinant; and through social modeling it may be altered to foster increased positive outcomes for people with disabilities, including both undergraduate and graduate students. As educators and institutional staff members frequently engage with students with disabilities, improving ally behavior and overall accessibility will increase rapport building with students, leading to more just and equitable interactions.

MacNell, Lillian; Driscoll, Adam; Hunt, Andrea N. (2015):

What's in a Name. Exposing Gender Bias in Student Ratings of Teaching.

In: Innovative Higher Education 40 (4), S. 291–303. DOI: 10.1007/s10755-014-9313-4.

Abstract:

Student ratings of teaching play a significant role in career outcomes for higher education instructors. Although instructor gender has been shown to play an important role in influencing student ratings, the extent and nature of that role remains contested. While difficult to separate gender from teaching practices in person, it is possible to disguise an instructor's gender identity online. In our experiment, assistant instructors in an online class each operated under two different gender

identities. Students rated the male identity significantly higher than the female identity, regardless of the instructor's actual gender, demonstrating gender bias. Given the vital role that student ratings play in academic career trajectories, this finding warrants considerable attention.

McClure, Kevin R. (2015):

Exploring Curricular Transformation to Promote Innovation and Entrepreneurship. An Institutional Case Study.

In: Innovative Higher Education 40 (5), S. 429–442. DOI: 10.1007/s10755-015-9325-8.

Abstract:

Colleges and universities in the United States have developed and implemented a wide array of opportunities for undergraduate students to learn about innovation and entrepreneurship. Drawing upon an institutional case study, this article examines why one public research university initiated and supported curricular and co-curricular offerings in an effort to engage all students in innovation and entrepreneurship. Four rationales drawn from 31 interviews are presented: perceived labor market demands, student interest, private donations, and competition with other institutions. These rationales are analyzed and connected to conceptual perspectives on the formation and transformation of curricula in higher education.

Merkel, John Conrad; Brania, Abdelkrim (2015):

Assessment of Peer-Led Team Learning in Calculus I. A Five-year Study.

In: Innovative Higher Education 40 (5), S. 415–428. DOI: 10.1007/s10755-015-9322-y.

Abstract:

This five-year study of the peer-led team learning (PLTL) paradigm examined its implementation in a Calculus I course at an all-male HBCU institution. For this study we set up a strong control group and measured the effect of PLTL in the teaching and learning of Calculus I through two points of measure: retention and success rates and learning gains. Our analysis reveals those aspects that can make the implementation of PLTL in calculus and perhaps in mathematics in general challenging and also shows hopeful aspects that promote better learning of the subject.

Morris, Libby V. (2015):

Celebration of Excellence in Teaching: What is Your Philosophy?

[Editors Page]. In: Innovative Higher Education 40 (1), S. 1–3. DOI: 10.1007/s10755-014-9310-7.

Morris, Libby V. (2015):

Editor's Page. Celebration - the 4th Stage in the Education Cycle?

[Editorial]. In: Innovative Higher Education 40 (4), S. 289–290. DOI: 10.1007/s10755-015-9332-9.

Morris, Libby V. (2015):

Editor's Page. Trigger Warnings.

[Editorial]. In: Innovative Higher Education 40 (5), S. 373–374. DOI: 10.1007/s10755-015-9342-7.

Morris, Libby V. (2015):

Focus First on Teaching and Learning.

[Editorial]. In: Innovative Higher Education 40 (2), S. 95–96. DOI: 10.1007/s10755-015-9317-8.

Morris, Libby V. (2015):

On or Coming to your Campus Soon: Drones.

[Editorial]. In: *Innovative Higher Education* 40 (3), S. 187–188. DOI: 10.1007/s10755-015-9323-x.

Nguyen, David J.; Larson, Jay B. (2015):

Don't Forget About the Body. Exploring the Curricular Possibilities of Embodied Pedagogy.

In: *Innovative Higher Education* 40 (4), S. 331–344. DOI: 10.1007/s10755-015-9319-6.

Abstract:

Traditional pedagogy divides mind and body into a dichotomy that regards the body as little more than a subordinate instrument in service to the mind. Embodied pedagogy joins body and mind in a physical and mental act of knowledge construction. In this article we offer an integration of extant literature analyzing isolated applications of embodied pedagogy into a holistic curricular vision. We employ a constructivist lens informed by the socially situated perspectives of critical pedagogy. Our exploration reveals shared salient characteristics that bridge disparate disciplines in the implementation of embodied pedagogy. Based on our analysis of these characteristics, we offer actionable steps to realize a curriculum integrating embodied pedagogy.

Niehaus, Elizabeth; O'Meara, KerryAnn (2015):

Invisible but Essential: The Role of Professional Networks in Promoting Faculty Agency in Career Advancement.

In: *Innovative Higher Education* 40 (2), S. 159–171. DOI: 10.1007/s10755-014-9302-7.

Abstract:

The benefits of professional networks are largely invisible to the people embedded in them (O'Reilly 1991), yet professional networks may provide key benefits for faculty careers. The purpose of the study reported here was to explore the role of professional networks in faculty agency in career advancement, specifically focusing on the overall relationship between the social capital gained from networks and faculty agency in career advancement. Findings suggest that off-campus networks are particularly important for faculty agency but that the benefits of networks may take time to develop.

Reybold, L. Earle; Konopasky, Abigail; Trepal, Heather; Haberstroh, Shane (2015):

Negotiating the Practitioner-Faculty Dialectic: How Counselor Educators Responded to Hurricane Katrina.

In: *Innovative Higher Education* 40 (3), S. 229–245. DOI: 10.1007/s10755-014-9307-2.

Abstract:

As Hurricane Katrina forced thousands of Gulf Coast residents to evacuate, U.S. communities established shelters for emergency intake. Faculty members across the country, especially those trained in counseling, volunteered immediately for crisis work. This study examined the experiences of a faculty response team from one counselor education program, focusing on academic and counselor role expectations and perceived professional implications. We conducted interviews with all eight faculty members in one program and analyzed data using constant comparative and discourse analyses. The dialectic of chaos/order, central to all narratives, was expressed as trying/doing, insider/outsider, visibility/invisibility, and leaving/staying. In the discussion we explore implications for faculty members as crisis responders.

Taggart, Gabel (2015):

Department Chair Advice on Teaching and Research at U.S. Research Universities.

In: *Innovative Higher Education* 40 (5), S. 443–454. DOI: 10.1007/s10755-015-9329-4.

Abstract:

Using data from a 2010 survey of academic chairs, this study reports on academic department chairs' recommended time allocations to new assistant professors. I contend that personal values about research and teaching influence the department chair's recommendations along with organizational characteristics. Multi-level modeling indicates that department chairs' own academic time allocations, promotion history, and desire for quality teaching as well as organizational characteristics such as research facilities, average teaching load, and research ranking influence the department chairs' advice. These results suggest that organizational characteristics do not dominate official, individual actions within the university setting as bureaucratic and neo-institutional theories might predict.

Thomas, Nicole; Bystydzienski, Jill; Desai, Anand (2015):

Changing Institutional Culture through Peer Mentoring of Women STEM Faculty.

In: *Innovative Higher Education* 40 (2), S. 143–157. DOI: 10.1007/s10755-014-9300-9.

Abstract:

Higher education institutions often use mentoring to socialize faculty members into their academic disciplines and to retain them. Mentoring can also be used to change organizational culture to meet the needs of historically marginalized faculty members. In this article we focus on peer mentoring circles for women STEM faculty at a large, midwestern research university. Participants reported diverse, context-dependent mentoring needs and expressed interest in communicating issues raised in the circles to administrative leaders. A workshop for circle participants and administrators led subsequently to college-wide teams that addressed problems identified in the circles. We conclude that peer mentoring as a means to facilitate institutional change has great potential.

Thompson, Carol; Kleine, Michael (2015):

An Interdisciplinary Dialog About Teaching and Learning Dialogically.

In: *Innovative Higher Education* 40 (2), S. 173–185. DOI: 10.1007/s10755-014-9303-6.

Abstract:

Two professors at the University of Arkansas at Little Rock co-taught an interdisciplinary course in speaking and writing dialogically, that is, without lecture. Given that many learning environments include large enrollments and online instruction, both of which often foster an impersonal atmosphere, it seemed that dialogic instruction might significantly counter what we believe to be a distressing trend. We, the instructors, worked to create a positive social world in the classroom (guided by the theory of the Coordinated Management of Meaning) and to foster deep learning. We also endeavored to apply some of the principles Paulo Freire advanced in *Pedagogy of the Oppressed*. Outcomes were better than expected. Students moved deeply into the assigned readings. Both speaking and writing improved markedly and in relationship with each other. We share our explanation of this work concerning dialogical pedagogy in writing that is itself dialogical.

Trant, Eleanore C.; Crabtree, Katelyn E.; Ciancio, Dennis J.; Hart, Leslie A.; Watson, Tiffany B.; Williams, Robert L. (2015):

Why Some HOPE Scholarship Recipients Retain the Scholarship and Others Lose It.

In: *Innovative Higher Education* 40 (3), S. 201–214. DOI: 10.1007/s10755-014-9306-3.

Abstract:

The study we report here examined parental, pre-course, and in-course predictors of students' probability of retaining ($n = 136$) or losing the HOPE scholarship ($n = 41$). The study was conducted in a multi-section, entry-level course ($n = 203$) for the Teacher-Education Program at a large state university in the southeastern U.S. Logistic regression that included a special computation of standardized beta weights was used in determining the predictive strength of selected variables and groups of variables. The variables with the strongest standardized beta weights included class attendance, critical thinking ability, and high school GPA. Of the various sub-groups of variables, pre-course and in-course variables generated the strongest prediction models. All models did much better in predicting retention than loss of HOPE scholarships.

Wilson, Rachel; Yontz, Brian (2015):

Degree Completers at Baccalaureate Arts and Sciences Institutions and the Contemporary U.S. Macroeconomy.

In: *Innovative Higher Education* 40 (1), S. 51–61. DOI: 10.1007/s10755-014-9290-7.

Abstract:

Recent economic downturns have led some liberal arts institutions to consider changes to their program offerings. With this article we seek to enhance the understanding of the correlation between liberal arts and pre-professional programs with the economy in order to help inform higher education faculty and administration when exploring changes to their institutions' identity. Our research suggests that the percentage of liberal arts degree completers is sensitive to macroeconomic conditions. While driving forces behind these results were not investigated in this study, we consider two possible causes for our findings. Specifically, we suggest a student driven and faculty/institution driven reason for our findings.

Wolf-Wendel, Lisa; Ward, Kelly (2015):

Academic Mothers: Exploring Disciplinary Perspectives.

In: *Innovative Higher Education* 40 (1), S. 19–35. DOI: 10.1007/s10755-014-9293-4.

Abstract:

In this article we explore the role of academic discipline on the careers of tenure-line faculty women with children. Longitudinal, qualitative findings show that disciplinary contexts and ideal worker norms shape what it means to be an academic and a mother. Even after achieving tenure, ideal worker norms affect these roles; professional advancement is not a given in the academic pipeline. Institutions of higher education must create environments that facilitate the promotion of women to the rank of full professor and into administrative positions.

Wurdinger, Scott; Qureshi, Mariam (2015):

Enhancing College Students' Life Skills through Project Based Learning.

In: *Innovative Higher Education* 40 (3), S. 279–286. DOI: 10.1007/s10755-014-9314-3.

Abstract:

This study examined whether life skills could be developed in a Project Based Learning (PBL) course. The participants were students enrolled in a graduate level PBL course. The same 35-question survey was given to students at the beginning and end of the course, and students were asked to rank their life skills using a Likert scale. Additionally, we interviewed three students in order to capture some of the student's views on the use of PBL. A paired sample t – test revealed that there was no significant difference from survey 1 to survey 2 in time management, collaboration, and work ethic; but there was a significant difference from survey 1 to survey 2 in responsibility, problem solving, self-direction, communication, and creativity. However, on average all life skills showed an increase. The interviews also indicated that PBL allowed students to practice and develop life skills.

Internationalisation of Higher Education. An EAIE Handbook (2015)

<http://handbook-internationalisation.com/>

[licence required | prints available at INCHER-Kassel]

Agasisti, Tommaso; Johnes, Geraint (2015):

Efficiency, costs, rankings and heterogeneity. The case of US higher education.

In: *Studies in Higher Education* 40 (1), S. 60–82. DOI: 10.1080/03075079.2013.818644.

Abstract:

Among the major trends in the higher education (HE) sector, the development of rankings as a policy and managerial tool is of particular relevance. However, despite the diffusion of these instruments, it is still not clear how they relate with traditional performance measures, like unit costs and efficiency scores. In this paper, we estimate a variety of models to evaluate costs in US higher education institutions. A particularly innovative feature of our approach involves the estimation of latent class and random parameter stochastic frontier models of a multiproduct cost function: this allows us fully to accommodate both the heterogeneity across institutions and the presence of technical inefficiencies. Such methodological strategy is essential in analyzing the US HE system, which is characterized by a strong internal differentiation. Our main findings are two. First, on a public policy ground, the estimates suggest that global economies could be achieved by effecting a reduction in the number of institutions providing undergraduate instruction, while increasing the number of institutions engaged in postgraduate activity. Second, the current existing rankings turn out as coherent with ratings provided by the calculation of efficiency scores.

Becker, Rosa; Lokhoff, Jenneke; Sundbäck, Annika (2015):

Joint Programmes from A to Z: a Preview.

C 2.7. In: *Internationalisation of Higher Education. An EAIE Handbook* (2), S. 105-128.

Abstract:

This article aims to offer practical suggestions to those involved in developing or managing joint programmes offered by institutions in different countries and that lead to a joint or multiple degree. The article is based on a new reference guide called 'Joint programmes from A to Z: a reference guide for practitioners'. This article tries to answer practical questions such as: How do you approach joint programme development? How do you manage a joint programme? What are the most crucial aspects that you need to take into account, and at what stage?

Bischof, Lukas; Punčo, Patrik (2015):

Quality Assurance in International Cooperation and Development Projects in Higher Education.

D 4.13. In: *Internationalisation of Higher Education. An EAIE Handbook* (1), S. 67-82.

Abstract:

Considerable funding is invested in international cooperation projects in higher education by national donors and the European Commission. This paper is addressed to practitioners and donor organizations interested in project quality assurance in international cooperation projects in higher education. Most principles and tools can, however, easily be used in other contexts as well. It gives an introduction to what constitutes quality assurance (QA) in such projects and explains why it is important to consciously include QA from the onset of the project. It aims to broaden a typically narrow understanding of QA by differentiating the four functions – planning support, advice, facilitation and control – that it should ideally serve. It describes which qualifications a quality assurance partner should ideally have in order to maximally contribute to effective and productive project management. Lastly, the paper provides an overview of QA instruments that can deliver a real added value to any international project and shows how each of them relates to the four functions of QA. This paper argues that having a competent QA partner can significantly improve the delivery of the desired results and their sustainability once a project has ended.

Bollig, Michael; Bölts, Stephanie; Elger, Christina (2015):

Challenges and Options regarding Internationalisation at German Universities.

B 1.1-5. In: *Internationalisation of Higher Education. An EAIE Handbook* (2), S. 69-86.

Abstract:

Policy papers of international and national organizations in tertiary education describe rapid internationalisation in research and teaching as the engine of globalized knowledge. Rankings – both international and national – nowadays attempt to measure the success of internationalisation using quantifiable and non-quantifiable indicators and thereby make internationalisation efforts comparable across the globe. This article intends to outline some of the pertinent structures of internationalisation in tertiary education, followed by a reflection of weaknesses and challenges commonly associated with internationalisation efforts in Germany before sharing some strategies drawn from our home university – the University of Cologne – devised to address these challenges.

Brandenburg, Uwe; Laeber, Lisa (2015):

How do HEIs Measure Internationalisation Today? Analysis of User Profiles in the IMPI Toolbox.

F 3.3. In: *Internationalisation of Higher Education. An EAIE Handbook* (2), S. 35-68.

Abstract:

There is a lot of debate on the measuring of internationalisation today. We argue about input versus output, the question of outcomes, impacts and effects, and the right way to go. This paper aims to shed some light on the current trends in measuring at least input and output, not based on pure assumptions or single case studies but the empirical findings of an analysis of users of the IMPI toolbox over the last three years. It shows that choices of indicators depend on regions, sizes and types of HEIs but also, and much more so, on which goal dimension is under scrutiny. The analysis of the use of the IMPI toolbox shows that we need a diverse approach to measure internationalisation.

Buttery, Robert; Sprenger, Brigitte (2015):

Case Study: Swiss HE programme marketing.

B 1.2-6. In: *Internationalisation of Higher Education. An EAIE Handbook* (3), S. 91-112.

Abstract:

Different funding structures and destination preferences coupled with an ever-increasing demand for outgoing mobility exchange, both within and beyond Europe, has led to a considerable imbalance between Europe's HEIs and their global partners. Currently, it has reached a critical level. An overhaul is needed to rekindle partnerships and to ensure sustained, balanced partnerships that are mutually beneficial for all parties. For Swiss HEIs the issue is compounded by the results of a marginally won referendum that introduced quotas that contravened EU bilateral contracts and promptly led to Swiss exclusion from EU mobility programmes. In this case study, the authors track the rapid development of internationalization within their own institution and outline how the current challenges of addressing the imbalances are being met. External socio-economic factors are considered, tried and tested and then easy-to-implement solutions are presented. Within this context, HEIs programme marketing takes a pole position in guaranteeing success. Therefore, the approach of 'target and relationship marketing' was realigned to deal with the fast changing paradigms. The current approach has partially been successful in capping and reducing mobility imbalances. However, there is not a sustainable solution, especially, in the face of increasing numbers!

Ferencz, Irina (2015):

Mobility Windows – the What, Why, How and to Which End?

D 3.17. In: *Internationalisation of Higher Education. An EAIE Handbook* (1), S. 21-42.

Abstract:

This article presents a selection of the main findings of the "Mapping mobility windows in European higher education (MOWIN)" project and of the ensuing publication "Mobility windows. From concept to practice". Dedicated to the concept of mobility windows, the project and the publication aimed to bring much needed clarity in the European-level discourse around this topic. The paper presents the definition of mobility, the 4-types typology, and looks into the practical

implementation of mobility windows. Last but not least it presents 5 main recommendations, put forward for the attention of institutional, national and European decision-makers.

Hall-van den Elsen, Cathy; Scholz, Casey (2015):

Perspectives on Transnational Teaching Teams: Australia and Vietnam.

D 4.12. In: *Internationalisation of Higher Education. An EAIE Handbook* (1), S. 43-66.

Abstract:

This paper reports on part of a larger research project funded by the Australian Office for Learning and Teaching which explored the professional development needs of transnational teaching teams across a range of academic disciplines in two Australian universities and their offshore partners. The paper provides an overview of the process and activity undertaken to understand the key determinants of successful transnational teaching teams and to develop a support mechanism for the induction of team members. Data was obtained through interviews with faculty in two campuses of an Australian university, in Australia and Vietnam. The research adopted an interpretivist paradigm to provide a better understanding of issues affecting faculty across both campuses, including relationship management; approaches to academic equivalence, contextualisation and customisation; the identification of quality-related issues for regular discussion and the establishment of professional practices to support student learning.

Heleta, Savo (2015):

Higher Education in Post-Conflict Societies: Settings, Challenges and Priorities.

A 2.1-10. In: *Internationalisation of Higher Education. An EAIE Handbook* (1), S. 1-20.

Abstract:

Higher education plays a crucial role in capacity building for livelihood improvements, development, innovation and progress. Without a strong and sound higher education system and institutions that can provide quality education, post-conflict countries will struggle to move from destruction to recovery and socio-economic development and from insecurity and violence to stability and lasting peace. Despite the importance of higher education for recovery, development and progress, rebuilding and reforming higher education systems and institutions is not a priority for local and international actors involved in recovery efforts around the world. Ultimately, this undermines future prospects for post-conflict countries and sets them to fail in the long-run. This paper sheds the light on post-conflict settings and different approaches and actors involved in recovery processes and operations. It highlights post-conflict challenges, maps out medium-to-long-term recovery priorities and examines where higher education fits in the plans of local and international actors. Finally, the paper explores how to improve current practices and how external actors can help countries rebuild their higher education systems and institutions in the aftermath of violent conflict.

Hudzik, John K. (2015):

Outcome Assessment of Higher Education Internationalization: A Guide for Design and Steps to Begin.

B 1.2-5. In: *Internationalisation of Higher Education. An EAIE Handbook* (2), S. 1-34.

Abstract:

This article is about measuring the outcomes from the internationalization of higher education institutions. Its scope covers documenting outcomes for the teaching/learning, research/scholarship, and service/application missions of higher education. The issues and methodologies discussed can be applied to each of these missions individually, or to all. It includes a six step process for designing and starting the assessment process. The six steps build on critical contextual issues so that the utility of assessment can be enhanced. The context for assessment is that it be linked to institutional missions, core values and capabilities; to stakeholder priorities and needs for documentation of outcomes; and ultimately to serve as a means of documenting and justifying the growing size and complexity of resources and actions allocated to the internationalization of higher education. This article also introduces several key research design and data issues requiring attention if assessment is to produce valid and reliable findings.

Klemenčič, Manja (2015):

Internationalisation of Higher Education in the Peripheries.

A 2.1-11. In: *Internationalisation of Higher Education. An EAIE Handbook* (3), S. 1-24.

Abstract:

There are cities and regions within countries and there are countries which are considered centres of civilizational and economic attraction – ‘centres,’ – and there are places less attractive to non-citizens, considered in the ‘peripheries’. Higher education institutions in the centres have natural advantages and a better starting point to internationalise. Namely, centres attract talent and talent in turn attracts more talent. Lacking these natural advantages, institutions in peripheral locations need a deliberate internationalisation strategy. This article highlights the ‘gear effect’ of an integrated institutional approach to internationalisation, in which international engagements within teaching, research and third mission are reinforced by four cross-cutting internationalisation functions: international institutional cooperation, international profiling, international recruitment and international mobility.

Kooij, Yasemin (2015):

Strategic Partnerships and Thematic Networks.

D 4.14. In: *Internationalisation of Higher Education. An EAIE Handbook* (2), S. 87-104.

Abstract:

The contribution provides a brief overview of internationalisation trends and activities, particularly reflecting on the background of such cases in Germany. An increasing range of activities is mentioned in relation to the internationalisation of higher education, one of the recent ones being strategic partnerships and networks. The new DAAD-Programme “Strategic Partnerships and Thematic Networks” provides a noteworthy example of such activities. It has therefore been chosen to provide an illustration from Germany. The contribution is based on information from the DAAD and the results of the formative evaluation project carried out by INCHER-Kassel.

Kosunen, Tiina; Peltola, Marianna; Tauriainen, Paivi (2015):

A hands-on guide to organizing non-academic staff training weeks.

E 1.9. In: *Internationalisation of Higher Education. An EAIE Handbook* (3), S. 116-136.

Abstract:

When mobility of non-academic university staff became possible within Erasmus, the University of Helsinki chose to exclude staff with international job descriptions from their exchanges. Aside from promoting networking, the now very popular International Staff Exchange Week has proven motivational for the hosting staff to brush up on their language skills and enhance Internationalisation at Home.

Lauridsen, Karen M.; Cozart, Stacey M. (2015):

Teaching and learning in the international classroom: quality principles and lessons learned from the IntlUni project.

D 3.18. In: *Internationalisation of Higher Education. An EAIE Handbook* (3), S. 73-90.

Abstract:

As higher education in Europe becomes increasingly internationalized, many higher education institutions are facing new diversity issues as well as opportunities arising from educational settings where students and teachers often have different first languages, cultural backgrounds, and expectations about the teaching and learning processes and outcomes. Certainly, many teachers in these settings are meeting the challenges of this diversity, and some are leveraging it to improve student learning and intercultural competence. Nevertheless, the work of IntlUni, an Erasmus Academic Network (2012-15), has shown that many teachers – and ultimately their students – would benefit greatly from more systematic and principled approaches to the challenges and opportunities of the international classroom. This chapter presents a framework for approaching international diversity in the shape of a set of principles for quality teaching and learning in the international classroom, developed by the network, as well as a number of the important lessons learned.

Lilley, Kathleen (2015):

Educating global citizens: Organisational insights.

A 2.1-12. In: *Internationalisation of Higher Education. An EAIE Handbook* (3), S. 25-48.

Abstract:

The global citizen term is commonly used in higher education though remains poorly understood. Key informant research exploring the meaning of the term has found that the global citizen represents the critical and ethical disposition of the 'ideal global graduate', is linked to the philosophy of moral and transformative cosmopolitanism, and liberal values. However, the organisational complexity involved with educating ethical and transformative thinking students is rarely investigated. This contribution reports on research that explored organisational implications influencing the education of global citizens, from the perspective of international higher education key informants.

Vanhanen, Riikka (2015):

FINNIPS – The power of network cooperation.

D 4.15. In: *Internationalisation of Higher Education. An EAIE Handbook* (3), S. 49-72.

Abstract:

The Finnish Network for International Programmes (FINNIPS) is a cooperation body, which, in 2015, has brought together 21 Universities of Applied Sciences (UAS) and over 50 of their English-taught degree programmes. This article describes the purpose and functions of the FINNIPS network and discusses the various dimensions and benefits of the cooperation that the network generates for the higher education institutions involved. It discloses the practices agreed upon and implemented within the international degree programmes' admission and selection process, as well as in student recruitment and marketing. Moreover, the article will shed light on the joint efforts aimed at the development of international degree programmes and learning environments in a broader sense.

Walenkamp, Jos; Funk, Andreas; den Heijer, Joyce (2015):

Internationalizing Curricula. The Needs and Wishes of Alumni and Employers With Regard to International Competencies.

D 2.7. In: *Internationalisation of Higher Education. An EAIE Handbook* (1), S. 83-108.

Abstract:

The current social and political environment requires graduates to be internationally competent. This study shows that indeed both alumni and employers emphasize the importance of such competencies. The findings further suggest that institutions of higher education play a crucial role in the acquisition of international competencies. However, there is room for improvement. Taking internationalization seriously will help internationalize learning outcomes and innovate curricula, develop new and goal-oriented ways of teaching and learning, enhance the effectiveness of study and internships abroad, as well as aid the internationalization at home. Such policies should be supported by further research on the specific requirements of international competencies for each and every course in our universities.

Journal for Labour Market Research (48) 2015

http://www.iab.de/de/publikationen/Journal_for_Labour_Market_Research.aspx#Springer

<http://link.springer.com/journal/12651>

(2004-2014, 2009-Open Access)

[full access via UB Kassel / INCHERs intranet | prints at INCHER-Kassel]

† Bernhard Jagoda.

[Nachruf] (2015). In: *Journal for Labour Market Research* 48 (3), S. 191. DOI: 10.1007/s12651-015-0184-7.

† Gerhard D. Kleinhenz.

[Nachruf] (2015). In: *Journal for Labour Market Research* 48 (3), S. 189. DOI: 10.1007/s12651-015-0183-8.

Anderson, Karen; Baethge, Martin; Sadowski, Dieter (2015):

Editorial.

In: *Journal for Labour Market Research* 48 (2), S. 75–79. DOI: 10.1007/s12651-015-0174-9.

Abstract:

The current debate about "Modell Deutschland" has been prompted by the global financial crisis that emerged in 2008 and the Hartz labour market reforms in Germany. Six contributions concerning labour market reform, production systems, vocational education and training, industrial relations, employment patterns, and social policy examine the pillars of the German Model. A central argument in all of the contributions is that the German Model is undergoing a process of recalibration accompanied by increased uncertainty, rather than institutional breakdown. The Model's institutional preconditions and sources of legitimacy are becoming weaker and more questioned than in the past. These processes unfold less via major crises and political interventions than through "creeping" economic and social changes.

Die neue Debatte zum „Modell Deutschland“ ist vor allem durch die weltweite Finanzkrise von 2008 und die Arbeitsmarktreformen in Deutschland (Hartz) angestoßen. In sechs Beiträgen (zu Arbeitsmarktreformen; Produktionssystem; Berufsbildungssystem; Industrielle Beziehungen; Beschäftigungsformen; Sozialpolitik) werden die Eckpfeiler des deutschen Modells ausgeleuchtet. Die Quintessenz der Beiträge läuft auf eine Neuaustarierung des Modells mit erhöhten Unsicherheiten und offenen Fragen hinaus, nicht auf seinen institutionellen Zusammenbruch. Seine Bestandvoraussetzungen und Legitimationsgrundlagen werden weicher und sind stärker gefährdet als in der Vergangenheit. Dies geschieht weniger durch die großen Krisen oder politische Eingriffe als vielmehr durch die „schleichenden“ Veränderungen in der Ökonomie und den sozialen Feldern.

Anderson, Karen M. (2015):

The politics of incremental change. Institutional change in old-age pensions and health care in Germany.

In: *Journal for Labour Market Research* 48 (2), S. 113–131. DOI: 10.1007/s12651-015-0180-y.

Abstract:

This paper analyzes policy shifts in two core welfare state programs in Germany: old-age pensions and health care. Both programs are prototypes of Bismarckian/conservative program design (benefits are based on occupational and family status; financing is based on payroll contributions, and administration is based on corporatist arrangements) and both have experienced tremendous cost pressures because of demographic change and rising non-wage labor costs. A series of reforms since the late 1980s has reduced the generosity of benefits and aims to change the governance structures of both programs. Although the reforms include substantial benefit cuts, key conservative principles concerning benefit entitlement and financing remain largely untouched. In both programs, derived rights based on family status remain strong, and occupational fragmentation continues to characterize the overall structure of both systems. The paper argues

that this pattern of institutional change is not new, but is typical of the politics of muddling through that has characterized the German system since its inception. I emphasize the impact of German political institutions, the structure of electoral competition, and the legacies of conservative social policy to explain the contemporary pattern of policy development. (Author's abstract, IAB-Doku)

Dieser Artikel analysiert die Verschiebungen in zwei Säulen der Sozialversicherung: Altersrente und Gesundheitswesen. Beide Säulen sind Modelle konservativer, bismarckscher Prägung, und beide Systeme unterliegen aufgrund des demographischen Wandels und der steigenden Lohnnebenkosten einem enormen Kostendruck. Der Artikel hat drei zentrale Aussagen. Erstens haben Reformen zwar signifikante Veränderungen mit sich gebracht, jedoch die grundsätzlichen Strukturen und das Umverteilungsprofil des deutschen Wohlfahrtsstaats bleiben gleichwohl bestehen. Eine Reihe von Reformen hat die Großzügigkeit in der Leistungsverteilung gemindert und darauf abgezielt, die Leitungsstrukturen sowohl bei den Altersrenten als auch im Gesundheitswesen zu verändern. Die Einführung der Riesterrente im Jahr 2001 und des Gesundheitsfonds 2009 sollten als Reformen betrachtet werden, die die Anreize sowohl für die Versicherten als auch für die Leistungsträger neu gestalten. Die konservativen Grundprinzipien in Bezug auf Leistungsanspruch und Finanzierung bleiben weitgehend erhalten. Zweitens werden durch zwei Jahrzehnte der Reformen mehr Ungleichheiten erzeugt werden als es im alten System gab. Es gibt ein größeres Maß an Ausdifferenzierung bei den Altersrenten, und eine zunehmende Anzahl von Rentnern erhalten Leistungen, die nur knapp über der Armutsgrenze liegen. Die Annahmequoten bei der betrieblichen und der privaten Altersversorgung sind stark nach Einkommen geschichtet, ebenso wie der Wert der zur Förderung der Deckung verwendeten Steuerausgaben und Zuschüsse. Gleichmaßen werden die Reformen im Gesundheitswesen immer mehr Zahlungen aus eigener Tasche erfordern, was die niedrigen Einkommensgruppen härter treffen wird. Drittens will der Artikel nachweisen, dass dieses Muster der institutionellen Veränderung nicht neu, sondern für die Politik der kleinen Schritte, die den deutschen Wohlfahrtsstaat seit seinen Anfängen kennzeichnet, typisch ist.

Baethge, Martin; Wolter, Andrä (2015):

The German skill formation model in transition. From dual system of VET to higher education?

In: *Journal for Labour Market Research* 48 (2), S. 97–112. DOI: 10.1007/s12651-015-0181-x.

Abstract:

The German system of skill formation, in particular the dual system of vocational education and training (VET), is considered in the political economic debate to be a pillar of the German model, mainly for two reasons: On the one hand, training of skilled workers was supported by the specific path of development of diversified quality production from its beginning. On the other hand, the dual VET system represents one of the most important fields for the German corporatist governance system. The article develops the following ideas: the conditions of the German VET system fundamentally changed during the second half of the twentieth century: Cognitive preconditions for VET continuously increased, and since the mid-1960s educational reform and expansion in Germany (old Länder) gradually resulted in increasing higher levels of education and in a differentiation of the educational landscape as well as in a shift in young peoples' educational careers towards higher education. The driving forces behind these developments will be analysed and discussed with respect to their impact on the relation between the dual VET system and higher education. The argumentation results in the following conclusion: Firstly, the broad trend toward upskilling the German labour force will continue and the integration of low-qualified youth into VET and the labour market will become more precarious than in the past. Secondly, corporatist governance of the dual VET-System will come more and more under pressure and become less important in the German educational system as a whole. (Author's abstract, IAB-Doku)

Das deutsche Ausbildungssystem, insbesondere das duale System der Berufsausbildung, wird in der politischen Ökonomie aus wenigstens zwei Gründen als Grundpfeiler des deutschen Modells angesehen: Zum einen ist die Facharbeiterausbildung unauflöslich mit dem deutschen Industrialisierungspfad der diversifizierten Qualitätsproduktion verbunden, gleichsam als dessen qualifikatorisches Rückgrat. Zum anderen stellt das duale Berufsausbildungssystem eines der wichtigsten Felder des deutschen korporatistischen Steuerungssystems dar.

Der Artikel entwickelt folgende Argumente: Die Bedingungen des deutschen Berufsausbildungssystems haben sich in der zweiten Hälfte des 20. Jahrhunderts fundamental gewandelt: Die kognitiven Voraussetzungen für Berufsausbildung haben sich kontinuierlich erhöht. Seit der Bildungsreform Mitte der 1960er Jahre hat sich das durchschnittliche Bildungsniveau der Bevölkerung sukzessive erhöht, die Bildungslandschaft in Deutschland ausdifferenziert und haben sich die Bildungskarrieren immer weiter in Richtung Hochschulbildung verlagert.

Die hinter diesen Entwicklungen stehenden Kräfte werden analysiert und in ihrer Bedeutung für das Verhältnis zwischen dualer Berufsausbildung und Hochschulbildung diskutiert. Im Ergebnis kommt der Beitrag zu zwei zentralen Schlussfolgerungen: 1. Der breite Trend zur Qualifikationserhöhung (upskilling) in der deutschen Beschäftigungsstruktur wird sich fortsetzen, und die Arbeitsmarktintegration gering qualifizierter Jugendlichen wird deutlich prekärer als in der Vergangenheit. 2. Die korporatistische Governance des dualen Systems wird immer mehr unter Druck geraten und im Bildungssystem insgesamt an Gewicht verlieren.

Beicht, Ursula; Walden, Günter (2015):

Unterschiedliche Berufsinteressen als Einflussfaktor für die Einmündungschancen in betriebliche Ausbildung? Ein Vergleich zwischen männlichen und weiblichen Jugendlichen mit und ohne Migrationshintergrund.

In: *Journal for Labour Market Research* 48 (4), S. 325–346. DOI: 10.1007/s12651-015-0193-6.

Abstract:

Numerous past studies dealing with the transition into initial vocational education and training in Germany have shown that young people with migration backgrounds have significantly poorer chances of ending up in in-company initial vocational education and training than those without migration backgrounds. The present article investigates whether possible deviations in career interests could explain the different chances of transition. Given that occupational preferences are still to a large extent influenced by a person's gender, distinctions are made in the analyses between male and female migrants and men and women without migration backgrounds. The underlying data is based on the representative surveys of reported training place applicants which were conducted in 2010 and 2012 by the Federal Institute for Vocational Education and Training (BIBB) in cooperation with the Federal Employment Agency (BA) (BA/BIBB Surveys of Applicants 2010 and 2012). With regard to deviations in career interests, the results show that young people with migration backgrounds are significantly more interested in service occupations than young people without migration backgrounds. This applies to men and women equally. However, the analyses show that migrants have poorer chances of transition into in-company initial vocational education and training even if the differences in career interests are taken into account. On the other hand, the different chances of transition of men and women can be attributed clearly to the deviations in career interests - both for migrants and non-migrants. (Author's abstract, © Springer-Verlag)

Wie zahlreiche Studien zum Übergang in Berufsausbildung ergaben, sind in Deutschland die Chancen der Einmündung in betriebliche Berufsausbildung für Jugendliche mit Migrationshintergrund deutlich schlechter als für diejenigen ohne Migrationshintergrund. In diesem Beitrag wird untersucht, inwieweit möglicherweise voneinander abweichende Berufsinteressen die Unterschiede in den Einmündungschancen erklären können. Da die beruflichen Präferenzen nach wie vor stark geschlechtsspezifisch geprägt sind, wird bei den Analysen zwischen männlichen und weiblichen Migranten sowie Männern und Frauen ohne Migrationshintergrund unterschieden. Die Datenbasis bilden die vom Bundesinstitut für Berufsbildung (BIBB) in Kooperation mit der Bundesagentur für Arbeit (BA) in den Jahren 2010 und 2012 durchgeführten repräsentativen Befragungen von gemeldeten Ausbildungsstellenbewerbern (BA/BIBB-Bewerberbefragungen 2010 und 2012). Hinsichtlich abweichender beruflicher Interessen ergibt sich, dass Jugendliche mit Migrationshintergrund deutlich stärker Dienstleistungsberufe anstreben als Jugendliche ohne Migrationshintergrund. Dies gilt gleichermaßen für Männer und Frauen. Die Analysen zeigen allerdings, dass schlechtere Einmündungschancen für Migranten in betriebliche Ausbildung auch dann bestehen bleiben, wenn die Unterschiedlichkeit der Berufspräferenzen berücksichtigt wird. Unterschiedliche Einmündungschancen von Männern und Frauen lassen sich dagegen – sowohl bei Migranten als auch bei Nicht-Migranten – klar auf voneinander abweichende berufliche Interessen zurückführen.

Buttet, Sebastien; Dolar, Veronika (2015):

Engines of liberation redux when home appliances prices are endogenous.

In: *Journal for Labour Market Research* 48 (1), S. 27–40. DOI: 10.1007/s12651-014-0167-0.

Abstract:

We propose a model of the household where the transmission mechanism between home appliances and women's labor supply is identical to the one in Greenwood et al. (2005b) with one important exception. We explicitly model firms' pricing and output choices in the appliances sector and thus, the price of home appliances is determined endogenously by the laws of supply and demand rather than being taken exogenously from outside the model. We use this new framework to characterize the general equilibrium effects of rising household wages on the price of home appliances, and thus ultimately women's labor supply. The ratio between the price of home appliances and household wages declines following

a rise in the wage level, which leads to widespread adoption of home appliances and increased labor force participation of married women. A numerical example shows that rising wages account for half of the increase in participation of married women between 1960 and 1970.

In diesem Artikel schlagen wir ein Haushaltsmodell vor, in welchem der Übertragungsmechanismus zwischen Haushaltsgeräten und dem Angebot an weiblichen Arbeitskräften mit einer wichtigen Ausnahme dem von Greenwood et al. (2005b) entspricht. Wir modellieren explizit die Preis- und Produktionsentscheidungen der Unternehmen im Haushaltsgerätesektor sowie Branchendynamiken. Demzufolge wird der Preis von Haushaltsgeräten endogen von den Gesetzen von Angebot und Nachfrage bestimmt und nicht exogen außerhalb des Modells. Wir nutzen diesen neuen Ansatz, um die allgemeinen Gleichgewichtseffekte steigender Haushaltseinkommen auf die Preise von Haushaltsgeräten und letztlich das Angebot an weiblichen Arbeitskräften zu bestimmen. Unser wichtigstes Ergebnis ist, dass das Verhältnis zwischen dem Preis von Haushaltsgeräten und Haushaltseinkommen nach einem Anstieg des Lohnniveaus sinkt, was wiederum zu einer steigenden Verwendung von Haushaltsgeräten und einer steigenden Erwerbsbeteiligung verheirateter Frauen führt. Demnach sind steigende Marktlöhne für knapp die Hälfte des Anstiegs der Erwerbsbeteiligung verheirateter Frauen zwischen 1960 und 1970 verantwortlich.

Doerr, Annabelle; Kruppe, Thomas (2015):

Training vouchers, local employment agencies, and policy styles.

In: *Journal for Labour Market Research* 48 (1), S. 41–56. DOI: 10.1007/s12651-014-0168-z.

Abstract:

This paper analyzes how the policy style of local employment agencies is correlated with the award intensity of training vouchers for the unemployed—an important instrument of Active Labor Market Policy (ALMP) in Germany. We define the policy style of agencies on the basis of caseworkers' and managers' assessments regarding the voucher system and information on internal organization, cooperative and communicative behavior. We use unique survey data in combination with data on training voucher awards from the Federal Employment Agency. Our results suggest that cooperative behavior and communication have a positive influence on the intensity of training voucher awards after we control for regional and labor market characteristics.

In diesem Papier untersuchen wir den Zusammenhang von Politikstilen örtlicher Arbeitsagenturen und der Vergabeintensität von Bildungsgutscheinen, einem der wichtigsten Instrumente der aktiven Arbeitsmarktpolitik in Deutschland. Den Politikstil definieren wir dabei über die Einschätzung von ArbeitsvermittlerInnen und TeamleiterInnen in Bezug auf das Gutscheinsystem, die interne Organisation in den Arbeitsagenturen und deren Kooperations- und Kommunikationsverhalten. Wir benutzen dazu einzigartige Befragungsdaten und prozessproduzierte Daten der Bundesagentur für Arbeit über die Ausgabe von Bildungsgutscheinen. Unter Berücksichtigung regionaler und arbeitsmarktspezifischer Eigenschaften der örtlichen Arbeitsagenturbezirke finden wir Hinweise darauf, dass Agenturen mit einer hohen Kommunikations- und Kooperationsbereitschaft durchschnittlich mehr Gutscheine ausgeben.

Eichhorst, Werner; Tobsch, Verena (2015):

Not so standard anymore? Employment duality in Germany.

In: *Journal for Labour Market Research* 48 (2), S. 81–95. DOI: 10.1007/s12651-015-0176-7.

Abstract:

This paper gives an overview of the transformation of the German labour market since the mid-1990s with a special focus on the changing patterns of labour market segmentation or 'dualisation' of employment in Germany. While labour market duality in Germany can partially be attributed to labour market reforms promoting, in particular, non-standard forms of employment and allowing for an expansion of low pay, structural changes in the economy as well as strategic choices by employers and social partners also play a prominent role. Our main argument is that the liberalization of non-standard contracts has contributed to the expansion of overall labour market inclusion and job growth in Germany and that at least some forms of non-standard work provide stepping stones into permanent regular jobs. Atypical contracts do not necessarily undermine the dominance of standard employment relationships and job quality in this primary segment but rather form a supplementary part of employment in sectors and occupations that depend on more flexible and maybe cheaper forms of labour. (Author's abstract, IAB-Doku)

Dieser Beitrag gibt einen Überblick über den Wandel des deutschen Arbeitsmarktes seit Mitte der 90er Jahre, wobei der Fokus auf der Entwicklung der Arbeitsmarktsegmentierung oder der „Dualisierung“ der Beschäftigungsverhältnisse in

Deutschland liegt. Während die Dualisierung des deutschen Arbeitsmarktes teilweise auf Arbeitsmarktreformen, die vor allem verschiedene Arten von atypischer Beschäftigung und die Verbreitung von Niedriglohn fördern, zurückgeführt werden kann, spielen ebenso strukturelle Veränderungen in der Wirtschaft sowie strategische Entscheidungen von Arbeitgeber und Tarifpartner eine entscheidende Rolle. Unser Hauptargument ist, dass die Liberalisierung atypischer Arbeitsverträge die gesamte Arbeitsmarkintegration und das Beschäftigungswachstum in Deutschland gefördert hat und dass zumindestens einige Formen atypischer Beschäftigung ein Sprungbrett in unbefristete Normalarbeitsverträge darstellen. Atypische Arbeitsverträge müssen nicht zwingend die vorherrschende Stellung von Normalarbeitsverhältnissen und die Arbeitsplatzqualität im primären Arbeitsmarkt untergraben, sondern sie stellen eine zusätzliche Art von Beschäftigung in Branchen und Berufen dar, die auf mehr Flexibilität ausgerichtet sind.

Frerichs, Frerich (2015):

Demografischer Wandel in der Erwerbsarbeit – Risiken und Potentiale alternder Belegschaften.

In: *Journal for Labour Market Research* 48 (3), S. 203–216. DOI: 10.1007/s12651-014-0171-4.

Abstract:

At the background of demographic change in gainful employment the paper analyses which challenges are faced to employ an ageing workforce productively and to foster the workability of older workers. In particular, the influence of working conditions on the age-specific workability in the spheres of health, skills and motivation is stressed. The given risks and potentials in the development of workability are embedded in a clarifying system of human resource strategies on company level in the sense of production regimes. A system of age-management is enfolded which incorporates a longitudinal perspective and tries to integrate the relevant fields of action such as work design, career management, health promotion and training. Finally, it is stressed that for implementing this strategy successfully it is not only necessary to reflect the specific company frameworks but also to observe a stronger actor centered perspective, e.g. via collective agreements. (Author's abstract, IAB-Doku)

Der Beitrag analysiert vor dem Hintergrund des demografischen Wandels in der Erwerbsarbeit, welche Herausforderungen sich für eine produktive Nutzung alternder Belegschaften und die Förderung der Arbeitsfähigkeit älterer Arbeitnehmer im Betrieb stellen. Hierzu wird vor allem der Einfluss der Arbeitsbedingungen auf die Entwicklung der altersspezifischen Leistungsfähigkeit in den drei zentralen Feldern der Gesundheit, der Qualifikation und der Motivation herausgearbeitet. Die gegebenen Risiken und Chancen in der Entwicklung der Leistungsfähigkeit werden erklärend eingebunden in betriebliche Strategien der Humanressourcennutzung im Sinne von Produktionsregimen. Als handlungsleitend für eine Verbesserung der Leistungsfähigkeit wird ein System des Alternsmanagements dargestellt, das zum einen erwerbsbiografisch ausgerichtet ist und zum anderen eine integrative Betrachtungsweise der zentralen Handlungsfelder in der Arbeits- und Laufbahngestaltung, der Gesundheitsförderung und der betrieblichen Weiterbildung anstrebt. Im Ausblick wird deutlich gemacht, dass zur Umsetzung dieses Handlungsansatzes nicht nur die betrieblichen Rahmenbedingungen stärker berücksichtigt werden müssen, sondern auch die akteursbezogene Perspektive – z. B. in Form tarifvertraglicher Aushandlungsprozesse – gestärkt werden muss.

Hanglberger, Dominik; Merz, Joachim (2015):

Does self-employment really raise job satisfaction? Adaptation and anticipation effects on self-employment and general job changes.

In: *Journal for Labour Market Research* 48 (4), S. 287–303. DOI: 10.1007/s12651-015-0175-8.

Abstract:

Empirical analyses using cross-sectional and panel data found significantly higher levels of job satisfaction for the self-employed than for employees. We argue that by neglecting anticipation and adaptation effects estimates in previous studies might be misleading. To test this, we specify models accounting for anticipation and adaptation to self-employment and general job changes. In contrast to recent literature we find no specific long-term effect of self-employment on job satisfaction. Accounting for anticipation and adaptation to job changes in general, which includes changes between employee jobs, reduces the effect of self-employment on job satisfaction by two-thirds. When controlling for anticipation and adaptation to job changes, we find a positive anticipation effect of self-employment and a positive effect of self-employment on job satisfaction in the first years of self-employment. After 3 years, adaptation eliminates the higher satisfaction of being self-employed. According to our results, previous studies overestimate the positive long-term effects of self-employment on job satisfaction. (Author's abstract, IAB-Doku)

Zahlreiche empirische Analysen, auf Querschnittsdaten oder Paneldaten basierend, kamen zu dem Ergebnis, dass Selbständige ein höheres Niveau an Arbeitszufriedenheit erreichen als abhängig Beschäftigte. In unserem Beitrag untersuchen wir, ob dieses empirische Ergebnis möglicherweise auf die Vernachlässigung von Antizipations- und Adaptionseffekten zurückgeführt werden kann. Um den Sachverhalt empirisch zu überprüfen, spezifizieren wir fixed-effects Regressionsmodelle, die auch Antizipation und Adaption der Arbeitszufriedenheit vor einem Wechsel aus abhängiger Beschäftigung in Selbständigkeit und allgemein bei einem Arbeitsplatzwechsel berücksichtigen. Grundlage für unsere Analyse ist das Sozio-oekonomische Panel (SOEP) der Jahre 1984–2009. Im Gegensatz zur existierenden Literatur findet sich keine positive Langzeitwirkung der Selbständigkeit, wenn Antizipation und Adaption berücksichtigt werden. Werden Antizipation und Adaption bei Arbeitsplatzwechsel im Allgemeinen berücksichtigt, so reduziert sich der Effekt der Selbständigkeit auf die Arbeitszufriedenheit um ca. zwei Drittel. In Modellen, die Antizipation und Adaption an Selbständigkeit und Arbeitsplatzwechsel berücksichtigen, zeigt sich lediglich für die ersten drei Jahre der Selbständigkeit eine höhere Arbeitszufriedenheit. Der positive Effekt der Selbständigkeit nimmt in der Folge jedoch ab und ist für Personen, die 4 oder mehr Jahre selbständig sind, nicht mehr signifikant. Die Ergebnisse verdeutlichen damit, dass bisherige Studien die positive Wirkung der Selbständigkeit auf die Arbeitszufriedenheit zumindest deutlich überschätzen.

Herrigel, Gary (2015):

Globalization and the German industrial production model.

In: *Journal for Labour Market Research* 48 (2), S. 133–149. DOI: 10.1007/s12651-014-0170-5.

Abstract:

Das deutsche Modell der Industrieproduktion befindet sich wegen der Globalisierung im Wandel. Produzierende multinationale Unternehmen verlagern ihren Schwerpunkt von der Bedienung der weltweiten Nachfrage über den Export nun hin zu einer Strategie von „dort produzieren wo man verkauft“ („produce where you sell“), wodurch deren Direktinvestitionen in den Emerging Markets zunehmen. Diese Strategie führt zu einer rekursiven Dynamik, die die Demographische- und Rollenverteilungen deutscher Produktionsstandorte im Inland verändert. Dies wiederum stellt eine Herausforderung für die Akteure innerhalb des deutschen Systems der industriellen Beziehungen und der Industriepolitik dar; und diese haben gerade erst begonnen, sich ihr zu stellen. Insgesamt besteht die Kernbotschaft dieses Beitrags darin, dass die aktuellen Prozesse der Produktionsglobalisierung rekursiv sind, d.h. Schritte, die außerhalb Deutschlands unternommen werden, wirken sich auf allen Ebenen auf die Organisationsstrukturen und Verfahrensweisen innerhalb Deutschlands aus und verändern diese.

Globalization is transforming the German manufacturing production model. German manufacturing MNCs are shifting from servicing global demand via exports to a strategy of “produce where you sell” FDI expansion in emerging global markets. This strategy is generating recursive dynamics that are transforming the demographic and role composition of German home country production locations. This, in turn, poses challenges for the German systems of industrial relations and for industrial policy that are only beginning to be addressed. Overall, the article’s take home conceptual message is that contemporary manufacturing globalization processes are recursive: i.e.: actions taken outside of Germany, on all levels, have consequences for—and involve change in—organizations and practices within Germany.

Lechmann, Daniel S. J. (2015):

Can working conditions explain the return-to-entrepreneurship puzzle?

In: *Journal for Labour Market Research* 48 (4), S. 271–286. DOI: 10.1007/s12651-015-0172-y.

Abstract:

Some influential studies show that many self-employed could apparently achieve higher earnings were they working in paid employment. One potential explanation for this “return-to-entrepreneurship puzzle”, not empirically tested yet, is that entrepreneurship entails non-monetary benefits, such as autonomy, flexibility, and task variety. Using German data and a decomposition analysis, I examine the contribution of these working conditions to the observed earnings differential between self-employment and paid employment. I confirm that self-employed individuals report lower earnings than what they are expected to earn in paid employment. However, differences in working conditions barely contribute to the earnings gap. This finding casts some doubt on the relevance of compensating differentials for explaining the return-to-entrepreneurship puzzle.

Verschiedene einflussreiche Studien haben gezeigt, dass viele Selbständige scheinbar höhere Einkünfte erzielen könnten, wenn sie stattdessen als abhängig Beschäftigte tätig wären, ein Befund, der in der Literatur als „return-to-entrepreneurship puzzle“ bekannt ist. Ein möglicher Erklärungsansatz dafür, der bisher empirisch nicht überprüft wurde, ist, dass die

Selbständigkeit im Gegenzug nicht-monetäre Vorteile wie etwa mehr Autonomie, Flexibilität und Abwechslung mit sich bringt. Mittels einer Zerlegungsanalyse untersuche ich auf Grundlage deutscher Daten, inwiefern Unterschiede in solchen Arbeitsbedingungen den gemessenen Verdienstunterschied zwischen Selbständigkeit und abhängiger Beschäftigung erklären können. Ich bestätige, dass Selbständige niedrigere Einkünfte angeben als ihren erwarteten Einkünfte in abhängiger Beschäftigung entspricht. Allerdings tragen Unterschiede in den Arbeitsbedingungen kaum zum Verdienstunterschied bei. Dies lässt Zweifel an der Relevanz kompensierender Differentiale als Erklärung für das return-to-entrepreneurship puzzle aufkommen.

Marsden, David (2015):

The future of the German industrial relations model.

In: *Journal for Labour Market Research* 48 (2), S. 169–187. DOI: 10.1007/s12651-015-0188-3.

Abstract:

The paper examines recent evidence on the erosion of the German industrial relations model. Although its coverage has declined, much of this has occurred in smaller and newer establishments, and compared with Britain, it has remained solid in the areas of Germany's traditional industrial strength. This is explained by the nature of high performance work systems that involve flexible working and on-the-job problem-solving. Both countries have modernised their work systems in recent decades, with German industrial firms maintaining higher degrees of worker autonomy and learning and British ones relying more on managerial control. The survival of the German model in this sector, as compared with services, is attributed to the role of such work systems in the high end of international competition. A model is developed to explain why stable cooperation within these work relationships is enhanced by means of a strong institutional framework. It is then used to explain why employers in the sectors using these systems have continued to work within these institutions. It is argued that employers' increased focus on the match between commercial needs and workplace institutions has contributed to the growing segmentation within German industrial relations which has been widely documented, and represents a departure from the classical post-war German model. The article finishes by asking how far this can go before damaging social and political cohesion." (Author's abstract, IAB-Doku) ((en))

Möller, Joachim (2015):

Did the German Model Survive the Labor Market Reforms?

In: *Journal for Labour Market Research* 48 (2), S. 151–168. DOI: 10.1007/s12651-015-0182-9.

Abstract:

This paper discusses the specific features of the German model as a specific variety of capitalism that is distinct from the Anglo-Saxon model because it builds more on social security and social partnership. It argues that the German model has experienced increasing pressure due to growth in systemic unemployment since the mid-1970s. The situation worsened as a result of the financial distress experienced after re-unification. Therefore, although painful for some groups of workers, the labor market reforms implemented from 2003 to 2005 were necessary to keep the German model alive. I argue that a certain erosion of the German model resulting from less collective bargaining coverage, labor market segmentation and higher wage inequality has falsely been attributed to the reforms. Rather, these phenomena are caused by long-run trends that were already occurring in the 1990s or even earlier. The German economy successfully passed the stress test of the Great Recession and is exhibiting ongoing employment growth. Basic features of the German model such as long tenures for qualified prime-age workers or the dual training system remain essentially intact. Hence, the German model is not dead, but vitally alive. However, some prudent counter-measures need to be implemented to fight against creeping erosion from segmentation and inequality. These should be taken with a sense of proportion in order to not jeopardize the great employment-related successes of the reform. (Author's abstract, IAB-Doku)

Der Aufsatz diskutiert entlang verschiedener Dimensionen die Kennzeichen des deutschen Modells als einer besonderen Spielart des Kapitalismus. Diese unterscheidet sich vom angelsächsischen Modell, da sie stärker auf soziale Absicherung und Sozialpartnerschaft setzt. Er argumentiert, dass das deutsche Modell aufgrund der seit Mitte der 1970er Jahre schubartig angewachsenen Sockelarbeitslosigkeit zunehmend unter Druck geraten ist. Die Situation verschlechterte sich noch aufgrund der finanziellen Belastungen durch die deutsche Wiedervereinigung. Obgleich schmerzhaft für bestimmte Arbeitnehmergruppen, waren die in den Jahren 2003 bis 2005 durchgeführten Arbeitsmarktreformen letztlich unvermeidlich, um einen Kollaps des Systems zu verhindern. Gewisse Erosionserscheinungen am deutschen Modell wie die rückläufige Tarifabdeckung, die zunehmende Segmentation des Arbeitsmarktes und die höhere Lohnungleichheit werden fälschlicherweise den Reformen zugeschrieben. Die empirischen Fakten belegen, dass diesen Phänomenen längerfristige Trends zugrunde liegen, die schon vor den Reformen in den 1990er Jahren oder sogar früher einsetzten. Nach den

Reformen überstand die deutsche Wirtschaft den Stresstest der Großen Rezession erfolgreich und zeigte nachhaltiges Beschäftigungswachstum. Wesentliche Bestandteile des deutschen Modells wie die langen Betriebszugehörigkeiten von qualifizierten Facharbeiter/innen, das duale Ausbildungssystem, die starke Exportorientierung sowie eine solide finanzierte Sozialversicherung sind im Wesentlichen erhalten geblieben. Deswegen ist das deutsche Modell keineswegs abgewickelt, sondern im Kern weiterhin sehr lebendig. Eine gewisse Bedrohung ergibt sich aus den schleichenden Erosionserscheinungen durch wachsende Segmentation und Ungleichheit. Hierauf sollte mit ausgewogenen Gegenmaßnahmen reagiert werden, die jedoch nicht die Beschäftigungserfolge des bisherigen Reformprozesses wieder in Frage stellen sollten.

Nawakitphaitoon, Kritkorn; Ormiston, Russell (2015):

Occupational human capital and earnings losses of displaced workers: does the degree of similarity between pre- and post-displacement occupations matter?

In: *Journal for Labour Market Research* 48 (1), S. 57–73. DOI: 10.1007/s12651-014-0169-y.

Abstract:

This paper examines the effect of accumulated human capital, and particularly occupational human capital, on the earnings losses of displaced workers. Unlike most of the previous studies of job displacement, this paper uses a continuous measure of occupational skills transferability to measure the similarity between the pre- and post-displacement occupations of reemployed displaced workers. Using the 2004, 2006, 2008, and 2010 Displaced Worker Survey (DWS), the main finding is that post-displacement earnings losses are highly correlated with the degree of similarity between pre- and post-displacement occupations. Displaced workers who find jobs in occupations similar to their previous jobs suffer smaller earnings losses than those who find less similar jobs. This relationship is non-linear in that higher skills transferability reduces the earnings losses at a decreasing rate as the transferability of occupational skills increases.

In dieser Arbeit werden die Auswirkungen akkumulierten Humankapitals, insbesondere beruflichen Humankapitals, auf die Einkommensverluste freigesetzter Arbeitskräfte untersucht. Abweichend zu den meisten früheren Studien zu Arbeitsplatzverlusten nutzt diese Arbeit die durchgängige Messgröße der Übertragbarkeit beruflicher Kenntnisse, um die Ähnlichkeit von Beschäftigungen vor und nach dem Arbeitsplatzverlust von wiederbeschäftigten freigesetzten Arbeitskräften zu messen. Unter Nutzung der Displaced Worker Survey (DWS) der Jahre 2004, 2006, 2008 und 2010 ist die wichtigste Erkenntnis dieser Arbeit, dass Einkommensverluste nach einem Arbeitsplatzverlust eine starke Korrelation mit dem Ähnlichkeitsgrad zwischen den Beschäftigungen vor und nach dem Arbeitsplatzverlust aufweisen. Freigesetzte Arbeitskräfte, die Beschäftigungen finden, die ihren früheren Beschäftigungen ähneln, haben geringere Einkommensverluste als diejenigen, die weniger ähnliche Beschäftigungen finden. Diese Beziehung ist insofern nicht linear, als eine höhere Übertragbarkeit von Kenntnissen die Einkommensverluste bei steigender Übertragbarkeit von beruflichen Kenntnissen in sinkendem Maße reduziert. Die weitere Analyse zeigt außerdem die positive Beziehung zwischen Einkommen vor dem Arbeitsplatzverlust und dem Grad der beruflichen Ähnlichkeit.

Neeß, Christina (2015):

What do employers look for during the selection process of graduates from economic degrees of study? Results of a factorial survey. Worauf achten Arbeitgeber im Auswahlprozess von Absolventen wirtschaftswissenschaftlicher Studiengänge? Ergebnisse eines faktoriellen Surveys.

In: *Journal for Labour Market Research* 48 (4), S. 305–323. DOI: 10.1007/s12651-015-0179-4.

Abstract:

When employers hire a new staff member, the selection process is heavily characterised by uncertainty as the actual productivity of employees can only be estimated in advance. In particular, this affects the recruiting of entrants. In this respect, the article would like to tackle the question of which criteria the decision makers in companies take into consideration when recruiting university graduates. The assumption can be made based on human capital and signal theoretical considerations, that the applicant's individual skills are a deciding factor. Against the background of changing university structures in Germany that are particularly apparent with the new Bachelor and Master study courses and degrees, it will also be investigated whether the reputation of universities as a signal can also be included in the selection process to reduce the level of uncertainty. The investigation of the question took place with a factorial survey. The findings show that the applicant's individual qualifications have a decisive influence over the chances of success: Employers

consider the final grades in their decision, although not in such an extent as with other individual criteria. In this way, practical experience in particular raises the likelihood of being invited to a job interview. Experience abroad and voluntary work also improve the chances of success. In this process, the reputation of the university is of almost no importance.

Stellen Arbeitgeber neue Mitarbeiter ein, so ist der Auswahlprozess häufig geprägt von Unsicherheit, da sich die tatsächliche Produktivität von Arbeitnehmern vorab nur schwer einschätzen lässt. Dies betrifft insbesondere die Rekrutierung von Berufsanfängern. Der Beitrag widmet sich in diesem Sinne der Frage, auf welche Kriterien Entscheidungsträger in Unternehmen bei der Rekrutierung von Hochschulabsolventen achten. Auf Grundlage humankapital- und signaltheoretischer Überlegungen wird die Annahme getroffen, dass individuelle Kompetenzen der Bewerber entscheidend sind. Vor dem Hintergrund veränderter Hochschulstrukturen in Deutschland, die sich besonders deutlich anhand der neuen Studiengänge und -abschlüsse Bachelor und Master zeigen, wird darüber hinaus untersucht, ob zur Verringerung der Unsicherheit auch die Reputation von Universitäten als Signal in den Auswahlprozess einbezogen werden kann. Die Untersuchung der Fragestellung erfolgt mit einem faktoriellen Survey. Die Befunde hieraus zeigen, dass die individuelle Qualifikation des Bewerbers entscheidenden Einfluss auf die Erfolgschancen nimmt: Arbeitgeber beziehen die Abschlussnote in ihre Entscheidung ein, allerdings nicht in einem stärkeren Maße als andere individuelle Kriterien. So erhöht insbesondere Praxiserfahrung die Wahrscheinlichkeit zu einem Vorstellungsgespräch eingeladen zu werden. Auch Auslandserfahrung und ehrenamtliches Engagement verbessern die Erfolgschancen. Der Hochschulreputation kommt in diesem Prozess nahezu keine Bedeutung zu.

Oberschachtsiek, Dirk; Scioch, Patrycja (2015):

The outcome of coaching and training for self-employment. A statistical evaluation of outside assistance support programs for unemployed business founders in Germany.

In: *Journal for Labour Market Research* 48 (1), S. 1–25. DOI: 10.1007/s12651-014-0161-6.

Abstract:

This paper focuses on the question of whether improving the competence of new business founders through programs that offer external expertise enhances the duration of self-employment. In our analysis, we focus on three different programs that are provided along with a financial subsidy and that focus on founders who started a business while they were unemployed. We found that participation was strongly determined by regional patterns and time, and that individual characteristics were less important. These results reflect a particular regional specialization in promoting self-employment. A statistical matching approach was used to control for selectivity and was performed in a way that explicitly considered differences across regions and over time. The results show that the treatment effects tended to be low. However, we found evidence that external expertise increased passive learning.

Die vorliegende Arbeit geht der Frage nach, ob sich Förderprogramme, die helfen externen Sachverstand bei einer Gründung einzubinden, positiv auf die Verbleibsdauern in Selbständigkeiten auswirken. Hierzu werden drei unterschiedliche Programme betrachtet, die zusätzlich zu einer finanziellen Basissicherung Gründungsvorhaben aus der Arbeitslosigkeit fördern. Wir finden, dass die Selektion in die Förderprogramme stark durch regionale Merkmale determiniert wird und dass individuelle Charakteristika bei der Inanspruchnahme der Förderleistungen wenig relevant sind. Dieses verweist auf eine regionale Spezialisierung in der Ausrichtung der Förderung bei der Aufnahme einer selbständigen Tätigkeit durch die aktive Arbeitsmarktpolitik. Das angewandte Selektionskorrekturverfahren (statistisches Matching) berücksichtigt diese Besonderheiten, so dass neben individuellen Merkmalen explizit auch regionale und zeitliche Aspekte kontrolliert werden. Die Analysen zeigen, dass die Wirkung der zusätzlichen Förderung für die Verbleibsdauer in Selbständigkeit eher gering ausfallen und dass Selbstständigkeitsperioden bei Inanspruchnahme externer Expertise schneller beendet werden als ohne. Dieses deutet darauf hin, dass externe Expertise bei Gründungen aus der Arbeitslosigkeit tendenziell passives Lernen fördert.

Peter, Richard; Rauch, Angela; Struck, Olaf; Tisch, Anita (2015):

Current and future challenges for a long and healthy working life.

[Editorial]. In: *Journal for Labour Market Research* 48 (3), S. 193–194. DOI: 10.1007/s12651-015-0190-9.

Rauch, Angela; Burghardt, Anja; Eggs, Johannes; Tisch, Anita; Tophoven, Silke (2015):

lidA–leben in der Arbeit. German cohort study on work, age and health.

In: *Journal for Labour Market Research* 48 (3), S. 195–202. DOI: 10.1007/s12651-015-0189-2.

Abstract:

The aim of the study 'lidA-leben in der Arbeit. German Cohort Study on Work, Age and Health' is to provide a database that enables the investigation of the relationship between work, ageing and health. lidA focuses on two birth cohorts of German baby boomers, born in 1959 and 1965. The longitudinal design of the study allows not only the differentiation between age groups but also identification of cohort and period effects. For this purpose, employees of the two cohorts are interviewed repeatedly at intervals of 3 years. The content of the survey is divided into three thematic fields: The first field concentrates on their current work situation and occupation and contains questions on work environment and individual evaluation of job demands. The second thematic field includes a range of questions on the health status of the interviewees. Additionally, a hand-grip strength test is conducted as an objective indicator for long-term development of muscle strength. The last set of survey questions goes into more detail on the household and socio-demographic characteristics of the respondents. This article gives an overview of the currently available first two waves of the lidA panel survey. The article is structured as follows. After an introduction, the main aims of the study are discussed. The subsequent sections describe the research and sampling design as well as the content of the survey. The paper concludes with an outlook, information on data access and the prospects of future research on the basis of lidA." (Author's abstract, IAB-Doku)

Ziel der Studie „lidA-leben in der Arbeit. Kohortenstudie zu Gesundheit und Älterwerden in der Arbeit“ ist es eine Datenbasis zu schaffen, die die Untersuchung der Zusammenhänge zwischen Arbeit, Altern und Gesundheit ermöglicht. lidA betrachtet zwei Geburtsjahrgänge der deutschen Babyboomerkohorten, geboren 1959 und 1965. Das Längsschnittdesign der Studie ermöglicht es nicht nur Alterseffekte zu untersuchen, sondern auch Kohorten- und Periodeneffekte zu identifizieren. Zu diesem Zweck werden Erwerbstätige der beiden Geburtskohorten in einem Abstand von drei Jahren wiederholt befragt. Die Inhalte der Befragung untergliedern sich in drei thematische Bereiche: Der erste Bereich konzentriert sich auf ihre aktuelle Erwerbssituation und berufliche Tätigkeit und enthält Fragen zum Arbeitsumfeld und zur Einschätzung der individuellen Arbeitsanforderungen. Das zweite Themenfeld umfasst eine Reihe von Fragen zum Gesundheitsstatus. Außerdem wird ein Handgreifkrafttest als objektiver Indikator zur Abbildung der Entwicklung der Muskelkraft über die Zeit durchgeführt. Der letzte Bereich der Befragung erfasst Merkmale des Haushalts und der Soziodemographie der Befragten. Der vorliegende Artikel gibt einen Überblick über die derzeit verfügbaren ersten beiden Wellen der lidA-Befragung. Der Artikel ist wie folgt strukturiert: Nach einer kurzen Einführung werden die Hauptziele der Studien diskutiert. Die nachfolgenden Abschnitte beschreiben das Forschungs- und Stichprobendesign und die Inhalte der Befragung. Das Papier endet mit einem Ausblick, Informationen zum Datenzugang und Perspektiven für zukünftige Forschung auf Basis von lidA.

Tisch, Anita (2015):

Health, work ability and work motivation. Determinants of labour market exit among German employees born in 1959 and 1965.

In: *Journal for Labour Market Research* 48 (3), S. 233–245. DOI: 10.1007/s12651-015-0186-5.

Abstract:

In Germany, 20 % of annual retirees withdraw from the labour market early due to work disability. Meanwhile, it has been argued that in modern societies, not only health but also work motivation and self-perceived work ability have growing influences on individual immediate employment decisions. Moreover, work motivation and work ability have been argued to mediate the relationship between health and labour market exit.

Therefore, this article analyses the mediational effect of work ability and work motivation in the relationship between health and labour market exit. The study employs data from the lidA Cohort Study (German Cohort Study on Work, Age, Health, and Work Participation) (n = 3796), which is linked to register data from the Federal Employment Agency. The data linkage facilitates following the survey participants' work trajectories even after their interviews and allows for a one-year follow-up study. The sample of the lidA study comprises two cohorts of the ageing German baby boom generation (employees born in 1959 and 1965). The baby boomers are chosen because they are the first cohorts whose official retirement age has been raised to 67 years of age and for whom almost no possibilities of early retirement are available aside from disability pensions.

This article reveals an increased probability of labour market withdrawal within one year after individuals report health impairments, low physical or mental work ability, or a preference for exiting employment (low work motivation). The findings further show that low work motivation and low self-perceived work ability can only partly mediate the relationship between impaired health and labour market withdrawal (< 10 %).

Derzeit sind rund 20 % der jährlichen Rentenneuzugänge in Deutschland vorzeitige Renteneintritte aufgrund von Erwerbsunfähigkeit und damit auf gesundheitliche Einschränkungen zurückzuführen. Gleichzeitig wird argumentiert, dass Gesundheit heute nur noch eine mittelbare Einflussgröße für den Erwerbsausstieg darstellt und dass Erwerbsausstiegsprozesse zunehmend durch Arbeitsfähigkeit und Arbeitsmotivation erklärt werden können.

Der vorliegende Beitrag beschäftigt sich daher mit der Frage, inwiefern selbsteingeschätzte Arbeitsfähigkeit und individuelle Arbeitsmotivation als Mediatoren für den Zusammenhang zwischen Gesundheit und Erwerbsausstieg gelten können. Die Studie stützt sich auf Daten der lidA-Studie, eine deutsche Kohortenstudie zu Arbeit, Alter, Gesundheit und Erwerbsteilhabe (n = 3.796). Um die Erwerbsteilhabe ein Jahr nach der Befragung untersuchen zu können, werden die Befragungsdaten mit prozessproduzierten Registerdaten der Bundesagentur für Arbeit verknüpft, die den individuellen Arbeitsmarktstatus (beschäftigt, arbeitslos, Leistungsbezug) tagesgenau abbilden. Die lidA-Studie umfasst zwei Kohorten der Babyboomerjahrgänge: Erwerbstätige, die 1959 und 1965 geboren sind. Die Babyboomer sind aus zwei Gründen besonders interessant für die Analyse von vorzeitigen Erwerbsausstiegsprozessen: Zum einen sind sie die ersten deren offizielles Rentenalter auf 67 Jahre angehoben wurde. Zum anderen haben sie, im Gegensatz zu vorangegangenen Geburtsjahrgängen, neben den Erwerbsunfähigkeitsrenten nahezu keine Möglichkeiten des vorzeitigen Erwerbsausstieges mehr.

Dieser Artikel zeigt im Ergebnis, dass Personen mit gesundheitlichen Beeinträchtigungen, niedrigerer körperlicher oder geistiger Arbeitsfähigkeit sowie Personen welchen eine geringe Arbeitsmotivation zugeschrieben werden kann, eine erhöhte Wahrscheinlichkeit haben aus der aktuellen Beschäftigung auszusteigen. Die Ergebnisse zeigen aber auch, dass Arbeitsmotivation und Selbsteinschätzung der Arbeitsfähigkeit die Beziehung zwischen Gesundheit und Arbeitsmarktrückzug nur teilweise zu vermitteln vermögen (< 10 %).

Tophoven, Silke; Du Prel, Jean-Baptist; Peter, Richard; Kretschmer, Veronika (2015):

Working in gender-dominated occupations and depressive symptoms. Findings from the two age cohorts of the lidA study.

In: *Journal for Labour Market Research* 48 (3), S. 247–262. DOI: 10.1007/s12651-014-0165-2.

Abstract:

Gender-specific differences in the frequency of depression to the disadvantage of women have been known for decades. In Germany, there is evidence that the prevalence of mental disorders also differs by occupation. The present study investigates whether for women working in male-dominated occupations and for men working in female-dominated occupations is related to depressive symptoms independently from other factors like work stress and work-family conflict. Special attention is paid to gender differences. Moreover, women are distinguished according to their working time (full-time or not). We use data from the first wave of the lidA study for our analyses. We make use of the applied Beck Depression Inventory, the effort-reward imbalance scales as well as the work-family conflict scale. Occupational gender segregation is defined as a share of 80 % of men and women per occupation, respectively. For women, the results of the multivariate analyses show an independent relationship between depressive symptoms and working in male-dominated occupations. Furthermore, significant interactions between occupational gender segregation and work stress are observed in both men and women regarding depressive symptoms.

Seit Jahrzehnten sind geschlechtsspezifische Unterschiede im Auftreten von Depressionen zum Nachteil von Frauen bekannt. In Deutschland gibt es Hinweise darauf, dass sich die Prävalenz von psychischen Störungen auch in Abhängigkeit des Berufs unterscheidet. Die vorliegende Studie untersucht, ob die Tätigkeit in einem Männerberuf für Frauen oder in einem Frauenberuf für Männer mit Depressivität zusammenhängt unabhängig von weiteren Faktoren wie Arbeitsbelastungen und Work-Family Konflikt. Ein besonderes Augenmerk wird dabei auf geschlechtsspezifische Unterschiede gelegt sowie für Frauen zudem auf Unterschiede nach dem Umfang der Erwerbstätigkeit. Für unsere Analysen verwenden wir die Daten der ersten Welle der lidA-Studie. Wir nutzen das vereinfachte Beck-Depressions-Inventar, Skalen zur Messung beruflicher Gratifikationskrisen sowie des Work-Family Konflikts. Ein Anteil eines Geschlechts von 80 Prozent pro Berufsangabe wird verwendet, um die Dominanz eines Geschlechts zu bestimmen. Die Ergebnisse multivariater Analysen zeigen, dass Frauen in männerdominierten Berufen signifikant höhere Depressivitätswerte aufweisen. Weiterhin können signifikante Interaktionen zwischen beruflicher Geschlechtersegregation und wahrgenommenen Arbeitsbelastungen für Frauen und Männer in Bezug auf Depressivität berichtet werden.

Weber, Andreas; Weber, Ulrike (2015):

Älter, hörbeeinträchtigt und... erwerbstätig! Hearing loss, over fifty: but employed.

In: *Journal for Labour Market Research* 48 (3), S. 263–270. DOI: 10.1007/s12651-015-0187-4.

Abstract:

Until recently in Germany, there has been a lack of meaningful data or statistics related to that segment of the population that is disabled yet still part of the active workforce, including older working people.

Since 2009, Project GINKO has been tackling this gap in research for this section of employed, hearing-impaired people (through communication and organization, GINKO specifically studies the effect legislation has had on the professional integration of the hard-of-hearing, those who have lost their hearing and deaf people).

One of the study's objectives is to analyze the conditions involved in professionally integrating the hearing-impaired into the workforce, with particular reference to the issue of legal mobilization of SGB IX, including its specific implementation during the average work day by structuring the workplace to meet the needs of the disabled as defined under § 81(4) SGB IX, e.g. by providing technical assistance.

Nationwide, every disabled person who was part of the GINKO study was provided with a standardized survey—which was also available online as sign language videos—asking them about the contents of the current legislation and their workplace situation. Overall, $n = 3,189$ severely disabled working persons responded to the GINKO survey, of whom $n = 661$ (20.7 %) were between 50 and 65 years old. The percentage of female workers in this age group was 48.7 %.

The results of the GINKO project showed that the measures provided by § 81 para 4, SGB IX for configuring disability-friendly workplaces for elderly hearing-impaired employees have been rather minimal. Thus, data analysis for older, professionally active participants ($n = 661$) regarding how their workplaces are configured showed that only 29.6 % of this group judged their workplace overall as meeting the needs of the hearing impaired. In particular, technical aids such as FM systems or additional microphones are not available to many of the employed participants, although they could use them. Also important for people with hearing impairment is noise reduction in the workplace, such as sound insulation, which has only been taken into account for about a third of respondents.

Thus, GINKO project analyses show that further efforts are needed to actually implement existing legal options.

Bisher fehlen in Deutschland ausreichend aussagekräftigen Daten oder Statistiken zur Erwerbsteilhabe von Menschen mit Behinderung, so auch von älteren erwerbstätigen Menschen mit Behinderung.

Um diese Forschungslücke für den Teilbereich von erwerbstätigen Menschen mit einer Hörbehinderung in den Blick zu nehmen, wird seit 2009 das Projekt GINKO (Gesetzeswirkungen bei der beruflichen Integration schwerhöriger, ertaubter und gehörloser Menschen durch Kommunikation und Organisation) durchgeführt.

Ein Ziel der Studie ist die Analyse der Bedingungen der beruflichen Integration von Menschen mit Hörbehinderung unter besonderer Berücksichtigung der Frage der Rechtsmobilisierung des SGB IX und dessen konkrete Umsetzung im Arbeitsalltag, insbesondere der behindertengerechten Gestaltung des Arbeitsplatzes auf Grundlage des § 81(4) SGB IX durch z. B. technische Hilfsmittel.

Dazu wurden im Rahmen der GINKO-Studie bundesweit Betroffene mit einem standardisierten Fragebogen, der auch online mit Gebärdensprachfilmen zur Verfügung stand, schriftlich zu Inhalten der aktuellen Gesetzgebung und der Situation am Arbeitsplatz befragt. Insgesamt beteiligten sich an der GINKO-Umfrage $n = 3.189$ schwerbehinderte berufstätige Personen, davon waren $n = 661$ (20,7 %) der Teilnehmenden zwischen 50 und 65 Jahre alt. Der Anteil der Arbeitnehmerinnen in dieser Altersgruppe betrug 48,7 %.

Die Ergebnisse des GINKO-Projekt zeigten, dass die durch § 81 Abs.4, SGB IX vorgesehenen Maßnahmen zur Gestaltung von behinderungsgerechten Arbeitsplätzen bei älteren hörbeeinträchtigten Arbeitnehmenden bisher noch in eher geringem Maße umgesetzt werden. So ergaben die Analysen der Angaben der älteren berufstätigen Teilnehmenden ($n = 661$) zur Gestaltung ihres Arbeitsplatz, dass lediglich 29,6 % dieser Gruppe ihren Arbeitsplatz insgesamt betrachtet als hörgeschädigten gerecht beurteilt. Insbesondere technische Hilfsmittel wie z. B. FM-Anlagen oder Zusatzmikrophone stehen vielen erwerbstätigen Teilnehmenden nicht zur Verfügung, obwohl sie sie benötigen würden. Auch der für Menschen mit Hörschädigung wichtige Aspekt der Lärm-Minderung am Arbeitsplatz wie z. B. Schalldämmung wird nur bei etwa einem Drittel der Befragten berücksichtigt.

Somit zeigen die Analysen im Rahmen des GINKO-Projekts auf, dass weitere Anstrengungen nötig sind, um die vorhandenen gesetzlichen Möglichkeiten konkret umzusetzen.

Weigl, Matthias; Müller, Andreas; Hornung, Severin; Leidenberger, Max; Heiden, Barbara (2015):

Erratum to: Weigl, M., Müller, A., Hornung, S., Leidenberger, M., Heiden, B.: Job resources and work engagement: the contributing role of selection, optimization, and compensation strategies at work.

[Erratum]. In: *Journal for Labour Market Research* 48 (3), S. 217–231. DOI: 10.1007/s12651-015-0173-x.

Abstract:

You may find the online version of the original publication at doi:10.1007/s12651-014-0163-4

The online version of the original article can be found at <http://dx.doi.org/10.1007/s12651-014-0163-4>.

Erratum to: *J Labour Market Res* (2014) 47:299–312 DOI:10.1007/s12651-014-0163-4

The article mentioned above was submitted as part of the present Special Issue, but was inadvertently published in the last issue of volume 47. For completeness, it is reprinted here again as is.

We apologise for this oversight.

The life-span model of selection, optimization, and compensation (SOC) provides a valuable theoretical framework for understanding organizational behaviour related to coping with age-related changes. Although previous research has demonstrated that SOC strategies at work contribute positively to individual outcomes, the role of workplace characteristics has been insufficiently addressed. This study investigated direct and indirect effects of SOC strategies at work and two important job resources (i.e., learning and developmental opportunities and autonomy at work) in predicting work engagement. All variables were assessed through employee self-reports based on standardized survey measures. Data collected from 118 flight attendants showed that SOC strategies were positively associated with work engagement ($r = 0.28$, $p < 0.05$). Learning and developmental opportunities ($r = 0.35$, $p < 0.01$) and job control ($r = 0.31$, $p < 0.01$) were also related to work engagement. Additionally, we found meaningful mediation effects, such that positive associations of job resources with work engagement were significantly mediated through SOC use. These findings suggest that the application of successful aging strategies and enhanced job resources are conducive to engagement at work. Theoretical and practical implications regarding the joint effects of SOC strategies and job resources for successful aging in the workplace are discussed.

This research was supported by the Munich Centre of Health Sciences (MCHealth). All authors declare that they have no conflict of interest. The study data was obtained as part of the master thesis requirements for Maximilian Leidenberger, University of Innsbruck, Austria.

An erratum to this article is available at <http://dx.doi.org/10.1007/s12651-015-0173-x>.

"Arbeitsressourcen und Arbeitsengagement: Der Einfluss von alternsgünstigen Handlungsstrategien der Selektion, Optimierung und Kompensation (SOK)"

Das Handlungsmodell der Selektion, Optimierung und Kompensation (SOK) hat sich als ein wichtiger Ansatz zum Verständnis der Bewältigung von alters- und alternsbedingten Veränderungen bei Beschäftigten an ihrem Arbeitsplatz herausgestellt. Bislang konnte die Forschung zeigen, dass Beschäftigte mit häufigen SOK-Strategien in der Arbeit erfolgreiches Altern am Arbeitsplatz berichten. Gleichwohl sind die verantwortlichen Arbeitsbedingungen für eine erfolgreichen SOK-Anwendung unzureichend beleuchtet. Unsere Studie untersuchte die direkten und indirekten Effekte für das Engagement in der Arbeit durch die Anwendung von SOK-Handlungsweisen am Arbeitsplatz sowie durch zwei zentrale Ressourcen der Arbeit: Lern- und Entwicklungsmöglichkeiten sowie Autonomie im Job. Diese Informationen wurden mittels eines Fragebogen erfasst, anhand standardisierter Skalen. Die Untersuchungsgruppe waren $N = 118$ Flugbegleiter verschiedener deutscher und österreichischer Airlines. Die vermehrte Anwendung von SOK Strategien ging mit höherem Arbeitsengagement einher ($r = 0.28$, $p < 0.05$). Lern- und Entwicklungsmöglichkeiten in der Arbeit ($r = 0.35$, $p < 0.01$) und Autonomie ($r = 0.31$, $p < 0.01$) waren gleichfalls mit mehr Arbeitsengagement assoziiert. Anhand von Mediationsanalysen fanden wir, dass der positive Effekt der Arbeitsressourcen für das Engagement in der Arbeit durch die Anwendung von SOK Strategien teilweise vermittelt wurde. Unsere Ergebnisse demonstrieren, dass sowohl die Anwendung von alternsgünstigen Handlungsstrategien als auch die erweiterte Ressourcen der Arbeit positiv für das Engagement in der Arbeit sind. Der Beitrag schließt mit Empfehlungen für eine weitere theoretische Erforschung des Themas wie auch potentielle praktische Konsequenzen aus den Ergebnissen für eine alternsgünstige Arbeitsgestaltung.

Journal of Diversity in Higher Education (8) 2015

<http://www.apa.org/pubs/journals/dhe/index.aspx>

[licence required | restricted access via UB Kassel]

Aguinaga, Arellys; Gloria, Alberta M. (2015):

The effects of generational status and university environment on Latina/o undergraduates' persistence decisions.

In: *Journal of Diversity in Higher Education* 8 (1), S. 15–29. DOI: 10.1037/a0038465.

Abstract:

This study examined the importance of identity and cultural fit within the university on Latina/o undergraduates' academic persistence decisions. The psychosociocultural model (Gloria & Rodriguez, 2000) provided a framework for the study in which 128 Latino/a students' generational level in the United States, cultural congruity, perceptions of the university environment, ethnic identity, and cultural orientation were explored relative to academic persistence decisions. Although each of the model's dimensions collectively informs students' educational experiences, the cultural dimension was emphasized to better understand its role for Latino/a undergraduates within higher education. Specifically, results of 3 mediating analyses supported the mediating role of university environment on academic persistence for students with an Anglo orientation, but not for those with a Mexican orientation. Similarly, results from 3 moderator analyses revealed a moderating role of generational level in the United States for Latina/o undergraduates with a Mexican orientation and a stronger ethnic identity, but not for those with an Anglo orientation. Overall, student services personnel should focus on meaning and adherence to values for first-generation students and sense of university cultural fit for second-generation plus students in addressing academic persistence decisions. Additional practice implications for student services personnel in higher education and directions for further research are discussed.

Bentley-Edwards, Keisha L.; Chapman-Hilliard, Collette (2015):

Doing race in different places: Black racial cohesion on Black and White college campuses.

In: *Journal of Diversity in Higher Education* 8 (1), S. 43–60. DOI: 10.1037/a0038293.

Abstract:

Understanding the range of factors that contribute to Black students' success requires scholars to examine resiliency from multifaceted perspectives that include aspects of social competency, social responsibility, and agency. Using a national sample of 242 Black college students, the current study examines the indicators that inform racial cohesion and dissonance at different college contexts, that is, Historically Black Colleges/Universities (HBCU) or Predominately White Institutions (PWI). Exploring these factors has implications for how Black college students perceive and navigate the challenge of balancing personal success and social responsibility. Students at HBCUs were higher in racial cohesion, particularly on the Racial Agency subscale. No statistically significant differences were found on the Psychological Cohesion subscale or on the measure of Black racial dissonance by college context and gender. This suggests that differences in racial cohesion behaviors were neither the result of disparities in emotional connections, nor ambivalent feelings toward Blacks as a whole. Social interactions in high school moderated the relationship between racial cohesion and college contexts. Thus, Black friendships before college may engender stronger racial cohesion, regardless of the college context. Additionally, racial cohesion moderated the inverse relationship between White social interactions and racism stress, implying that student affairs personnel can use community-building strategies to facilitate interracial social interactions on college campuses.

Chung, Jennifer Y. (2015):

A critical biculturalist approach to ethnic student organizations.

In: *Journal of Diversity in Higher Education* 8 (1), S. 30–42. DOI: 10.1037/a0038345.

Abstract:

This article presents a case study of a Korean American student organization described as "struggling" by student leaders and administrators. Student leaders blamed themselves; however, I shift from an evaluative and utilitarian approach to ethnic student organizations to an analysis of ethnic student organizations (ESOs) as sites for learning about bicultural

students. I use the methodology of case study and the conceptual framework of critical biculturalism to identify 2 factors that impacted the organization: essentialized and, at the same time, uncertain notions of Korean culture; and the influence of a majority Korean American evangelical church. Taking these into account, I find that students' leadership of the organization may be an expression of their "tactical responses" as bicultural beings. Ultimately, this case study reveals that struggling ESOs should not be written off and offers a critical biculturalist approach to how students of color make sense of and live out the complexities and contradictions of identity, culture, and power.

Gasman, Marybeth; Abiola, Ufuoma; Travers, Christopher (2015):

Diversity and senior leadership at elite institutions of higher education.

In: *Journal of Diversity in Higher Education* 8 (1), S. 1–14. DOI: 10.1037/a0038872.

Abstract:

This article explores the lack of diversity at the 8 Ivy League institutions using a Critical Race Theory lens. It includes a comprehensive literature review of the scholarship related to diversity in academe, but especially within the areas of elite institutions and administration. The article also provides data pertaining to the senior leadership at the Ivy League institutions juxtaposed with data on senior level administrators throughout the nation, using the American Council on Education's On the Pathway to the Presidency report. Lastly, the article provides recommendations to presidents and institutions for bolstering high-level diversity among high level administrators. The authors stress the importance of addressing the historical and current policies and practices that either facilitate or negate the goals of diversity. They also encourage Ivy League institutions to create internal committees or task forces that focus on racial and ethnic disparities in senior administration.

Gasman, Marybeth; Nguyen, Thai-Huy; Conrad, Clifton F. (2015):

Lives intertwined: A primer on the history and emergence of minority serving institutions.

In: *Journal of Diversity in Higher Education* 8 (2), S. 120–138. DOI: 10.1037/a0038386.

Abstract:

In this article, we provide an overview—a primer—of the rise of Minority Serving Institutions (MSIs) as context for understanding the contemporary place of these institutions in our broader system of higher education. We also demonstrate how the emergence and the evolution of MSIs stem from our nation's struggle to provide equal educational opportunities to minority communities. Throughout the article, we interweave the shared and individual struggles as well as the successes across these 4 major types of MSIs. Woven throughout this narrative, we explore in-depth (a) the role of the federal government in both suppressing and elevating higher education for minorities, and (b) the impact of various groups and individuals on the growth of MSIs. It is through the historical legacy of MSIs that we showcase how these institutions came to represent the voices and concerns of minority communities to take control and manage their own education. We conclude the article with a snapshot of the place of each of the 4 types of MSIs in contemporary higher education and recommendation for future research.

Kachchaf, Rachel; Ko, Lily; Hodari, Apriel; Ong, Maria (2015):

Career–Life Balance for Women of Color: Experiences in Science and Engineering Academia.

In: *Journal of Diversity in Higher Education* 8 (3), S. 175–191. DOI: 10.1037/a0039068.

Abstract:

The National Science Foundation recently recognized that career–life balance in science, technology, engineering, and mathematics (STEM) may present some unique challenges for women of color compared with their White and/or male counterparts, thus negatively impacting retention and advancement for a minority demographic that has long been underrepresented in STEM (National Science Foundation, 2011). However, there is a dearth of literature on this topic. This article advances our understanding of the nature of these challenges by analyzing career–life balance issues for three underrepresented minority women and the impact of these issues on their career trajectories. We explore the experiences of these women, at different stages of pursuing STEM academia, as they encounter career–life balance issues. Using the approach of narrative inquiry, we describe the interplay between domestic realities (e.g., social life, elder care, pregnancy)

and the ideal worker norm, a prevalent gendered standard within STEM of pure dedication to scientific work. Using the lens of cumulative disadvantage we examine how the intersection of racial/ethnic and gender identities generated a set of experiences for each participant that positioned her outside that norm, resulting in significant obstacles (e.g., exclusion from professional networks, lack of support, questioning of competence). We describe how continual tension with the ideal worker norm impacted these women's career trajectories, illustrate how their experiences of career-life balance may be different from those who more closely embody the norm, and detail issues that need to be addressed to increase the participation, retention, and advancement of women of color in STEM academia.

Lester, Jaime (2015):

Cultures of Work-Life Balance in Higher Education: A Case of Fragmentation.

In: *Journal of Diversity in Higher Education* 8 (3), S. 139–146. DOI: 10.1037/a0039377.

Abstract:

In response to demographic shifts, colleges and universities implemented new policies, adopted new practices, and created professional development opportunities to gain support for work-life balance. Research on work-life balance reveals gender disparities, lack of policy usage, and a lack of cultural change with little understanding of the ways to bring about a campus culture that understands, promotes, and has established norms that support work-life balance. Research often recommends that cultural change be established to support policy usage and reduce stigma from work-life balance. This research study examined 2 institutions of higher education to challenge the notion that organizational change can be simply created and to examine the impact of fragmented cultures and individual identity on change. The 2 major themes—symbolic meaning of policies and children and discontinuity of symbols and policies—that emerged in this study provide evidence of the need for campuses to contend with organizational culture and, in particular, on symbols and discourses intentionally presented to reflect work-life balance acceptance. This study concludes with recommendation of how leaders, faculty, and policymakers can support work-life balance within higher education despite the ambiguity and complexity of organizational life.

Maramba, Dina C.; Palmer, Robert T.; Yull, Denise; Ozuna, Taryn (2015):

A Qualitative Investigation of the College Choice Process for Asian Americans and Latina/os at a Public HBCU.

In: *Journal of Diversity in Higher Education* 8 (4), S. 258–271. DOI: 10.1037/a0039009.

Abstract:

Although research has shown that more Asian American and Latino students are choosing to attend historically Black colleges and universities (HBCUs), no research has offered insight into what motivates students from these demographics to enroll in these institutions. Given this, the authors explored the college choice process for Asian American and Latino students at a public HBCU. This article concludes with implications to help HBCUs be more intentional about increasing the recruitment and enrollment of students from these populations as well as discussing future research considerations.

McCoy, Dorian L.; Winkle-Wagner, Rachelle; Luedke, Courtney L. (2015):

Colorblind Mentoring? Exploring White Faculty Mentoring of Students of Color.

In: *Journal of Diversity in Higher Education* 8 (4), S. 1–19. DOI: 10.1037/a0038676.

Abstract:

In this critical multisite case study we examined the concept of colorblind mentoring. Using Bonilla-Silva's Colorblind Racism Frames, we sought to understand White faculty members' perspectives on their mentoring of Students of Color. The findings revealed that White faculty members often engage with students from a "colorblind perspective." Their use of race-neutral, colorblind language (avoiding racial terms but implying them) allowed White faculty members to describe their students as academically inferior, less prepared, and less interested in pursuing research and graduate studies while potentially ignoring structural causes. Faculty perceptions of students may influence the way Students of Color perceive their academic abilities and potential to achieve success in STEM disciplines and in graduate education.

O'Brien, Catherine; Kroner, Crystal; Placier, Peggy (2015):

Deaf culture and academic culture: Cultivating understanding across cultural and linguistic boundaries.

In: *Journal of Diversity in Higher Education* 8 (2), S. 104–119. DOI: 10.1037/a0038821.

Abstract:

This exploratory study examined student responses to an interactive theater performance about the experiences of deaf students in the hearing culture of higher education. The theoretical framework for the study synthesized sociological work by Zerubavel, Foucault, and Bourdieu on construction and maintenance of institutional boundaries separating the "normal" from the "deviant." The authors designed a performance based on Boal's Theatre of the Oppressed in which a deaf student confronts the cultural boundaries between her Deaf culture and the audistic culture of academe. Students in 5 classes responded to the scene, proposing changes to the instructor's teaching that would facilitate boundary-crossing and "help" the deaf student. Surprisingly, a few students blamed the deaf student for her situation and said that the presence of the interpreter was distracting and detrimental to their learning. While the study was exploratory and limited by time constraints, the study adds to the growing knowledge base on use of interactive theater in higher education classrooms. The findings are positive enough to suggest future directions for theater as a classroom tool to make visible the situations of students whose identities and cultures continue to position them as outsiders to academic culture.

O'Shea, Sarah (2015):

"I Generally Say I Am a Mum First... But I'm Studying at Uni": The Narratives of First-in-Family, Female Caregivers Transitioning Into an Australian University.

In: *Journal of Diversity in Higher Education* 8 (4), S. 243–257. DOI: 10.1037/a0038996.

Abstract:

The university student experience is both evolving and diverse. Increasing numbers of older students are accessing universities worldwide, and also access for student equity groups is a key policy driver in countries such as the United Kingdom, Australia, United States, and others. However, among this change and flux, how individuals manage their transition into this environment with reference to new and existing identities is worthy of further exploration. This article draws on 2 separate but complementary Australian research projects that explored the experiences of students who had all commenced university after a significant gap in learning. The participants that feature in this article are all female caregivers who also identified as being first-in-family to come to university. The article seeks to explore how the women managed this move into this tertiary environment and also the ways in which student and caregiving identities interacted. The article presents narrative vignettes derived from the collective voices of participants, each of which explores key facets of this return to learning.

Rivera-Ramos, Zully A.; Oswald, Ramona F.; Buki, Lydia P. (2015):

A Latina/o campus community's readiness to address lesbian, gay, and bisexual concerns.

In: *Journal of Diversity in Higher Education* 8 (2), S. 88–103. DOI: 10.1037/a0038563.

Abstract:

In response to the call for new and innovative methods of assessing campus climate (Worthington, 2008), the current study is the first to examine the readiness of a Latina/o campus community to address lesbian, gay, and bisexual (LGB) concerns. Using the Community Readiness Model, data were collected through individual interviews with a total of 16 students, staff, and faculty from programs and organizations serving the Latina/o campus community. The 6 dimensions assessed included climate, knowledge of LGB concerns, knowledge of LGB efforts, leadership, resources, and efforts. Findings suggest that there is a mismatch between the current Latina/o LGB programming and the Latina/o campus community's stage of readiness to address LGB issues. Despite the fact that Latina/o LGB efforts had been developed for about a decade, the community was assessed to be at a vague awareness stage of readiness with regard to the dimensions of climate, knowledge of LGB concerns and efforts, and leadership. The resources dimension was found to be at the preplanning stage of readiness, whereas the efforts dimension was reported to be at the preparation stage by staff and faculty and at the initiation stage by students. Given the stage variability across dimensions, programming has to focus on

the lowest stage of readiness obtained, namely vague awareness. Culturally sensitive recommendations for programming strategies that match the community's stage of readiness are presented.

Sallee, Margaret; Hart, Jeni (2015):

Cultural Navigators: International Faculty Fathers in the U.S. Research University.

In: *Journal of Diversity in Higher Education* 8 (3), S. 192–211. DOI: 10.1037/a0039042.

Abstract:

Based on interviews with 16 international tenure-track and tenured faculty fathers from collectivist cultures at 2 U.S. research universities, this study explores how these men reconcile the demands of parenting with those of the academic career. Adding to a robust body of literature on the concerns of domestic faculty parents, this study focuses on the ways in which the unique concerns of raising children in a foreign country further complicate the ways in which parents try to navigate work and family issues. Using Lamb, Pleck, Charnov, and Levine's (1985) typology of paternal involvement as a theoretical guide, the article suggests that, as a result of being removed from support structures in their countries of origin, international faculty fathers may assume greater roles in their children's lives than they might have had they not moved to the United States.

Schmaling, Karen B.; Trevino, Amira Y.; Lind, Justin R.; Blume, Arthur W.; Baker, Dana L. (2015):

Diversity statements. How faculty applicants address diversity.

In: *Journal of Diversity in Higher Education* 8 (4), S. 213–224. DOI: 10.1037/a0038549.

Abstract:

The purpose of the present study was to examine application materials for assistant professor positions in 3 academic disciplines. Applicants were asked to write a diversity statement describing how they would advance diversity through their research, teaching, and service. The sample included application materials submitted by 191 candidates for tenure-track faculty positions at a public research university in computer science, political science, and psychology. Application letters and diversity statements were coded for 9 diversity dimensions. For example, My research in the Latino community . . . , and I volunteer at a middle school to encourage more girls to pursue computer science . . . , would be coded as reflecting the diversity dimensions of ethnicity/race and gender, respectively. Applicant self-disclosures of diversity were uncommon, occurring in fewer than 1 quarter of the letters. Nonspecific forms of diversity were most frequently mentioned in application materials, followed by references to ethnicity/race, disability, age, and gender. Comparisons between the searches revealed that psychologist applicants had significantly higher density of references to diversity in their letters than the 2 other disciplines, and also were most likely to cite specific, rather than nonspecific, dimensions of diversity. These results add to our understanding of how faculty applicants approach the diversity statement component of applications and reveal potential differences between disciplines in the diversity construct. The results are discussed in terms of suggestions to faculty applicants and directions for further research.

Tower, Leslie E.; Dilks, Lisa M. (2015):

Work/Life Satisfaction Policy in ADVANCE Universities: Assessing Levels of Flexibility.

In: *Journal of Diversity in Higher Education* 8 (3), S. 157–174. DOI: 10.1037/a0039372.

Abstract:

Work/life satisfaction policies are seen as key to recruiting, retaining, and advancing high quality faculty. This article explores the work/life policies prevalent at NSF ADVANCE institutions (PAID, Catalyst, and IT). We systematically review ADVANCE university websites (N = 124) and rank 9 categories of work/life policy including dual career support, tenure clock extension, and tuition remission. Our rankings show that for most policies, ADVANCE institutions are highly progressive. For example, protections for birth mothers tend to be generous and more than half of the universities surveyed go beyond the ACA regarding lactation. However, tuition remission and dual-career policies are lagging.

Woodford, Michael R.; Kulick, Alex; Atteberry, Brittanie (2015):

Protective factors, campus climate, and health outcomes among sexual minority college students.

In: *Journal of Diversity in Higher Education* 8 (2), S. 73–87. DOI: 10.1037/a0038552.

Abstract:

Heterosexism on campus can create a chilly climate for sexual minority students. Research has documented the negative impacts of campus climate on sexual minority students' health; however, little research has examined the role of potential protective factors among this population. Drawing on data collected from self-identified sexual minority students as part of a larger campus climate study, we examine the relationship between heterosexism on campus (experiential and psychological) and mental health (depression, anxiety, and alcohol abuse) and negative physical health symptoms. To explore potential protective factors, we investigate the role of individual-level (self-esteem and physical exercise) and interpersonal-level (LGB friends and instructor relations) variables on the climate-mental/physical health relationships. Our findings suggest that experiencing heterosexist harassment, but not perceived attitudes toward sexual minorities, is a risk factor for all 4 outcomes. Further, exercise moderated the impacts of heterosexist harassment on depression and anxiety, self-esteem and LGB friends moderated the impacts of heterosexist harassment on risk for alcohol abuse, and instructor relations moderated the relationship between heterosexist harassment and negative physical health symptoms. Practitioners and researchers should consider the specific buffering impacts of protective factors on health outcomes among sexual minority students.

Young, Kathryn; Anderson, Myron; Stewart, Saran (2015):

Hierarchical microaggressions in higher education.

In: *Journal of Diversity in Higher Education* 8 (1), S. 61–71. DOI: 10.1037/a0038464.

Abstract:

Although there has been substantial research examining the effects of microaggressions in the public sphere, there has been little research that examines microaggressions in the workplace. This study explores the types of microaggressions that affect employees at universities. We coin the term "hierarchical microaggression" to represent the everyday slights found in higher education that communicate systemic valuing (or devaluing) of a person because of the institutional role held by that person in the institution. We explore hierarchical microaggressions through examining qualitative data from multiple cultural competence trainings devoted to learning about microaggressions on college campuses. Findings indicate 4 main types of hierarchical microaggressions: valuing/devaluing based on role/credential, changing accepted behavior based on role, actions (ignoring/excluding/surprise/interrupting) related to role, and terminology related to work position. The findings add a new dimension of interpretation to the current research on microaggressions, one that relates directly to hierarchical status of workplace identities. Hierarchical microaggressions exist in all workplaces, but are of a unique type in a university because of the rhetoric related to equality and upward mobility associated with college going. Our findings indicate that these forms of microaggressions are more than insensitive comments; they impact people because people take on an identity associated with their status at the university, an identity related to the amount of higher education they attain. This study adds to the literature on microaggressions and provides university stakeholders with the language and the tools to reduce microaggressions from their respective environments leading to the improvement of overall campus climate.

Journal of Higher Education, The (86) 2015

<http://muse.jhu.edu/journals/jhe/>
<http://www.jstor.org/action/showPublication?journalCode=jhighereducation&>
 [licence required | restricted access via UB Kassel]

Agasisti, Tommaso; Johnes, Geraint (2015):

Efficiency, costs, rankings and heterogeneity. The case of US higher education.

In: *Studies in Higher Education* 40 (1), S. 60–82. DOI: 10.1080/03075079.2013.818644.

Abstract:

Among the major trends in the higher education (HE) sector, the development of rankings as a policy and managerial tool is of particular relevance. However, despite the diffusion of these instruments, it is still not clear how they relate with traditional performance measures, like unit costs and efficiency scores. In this paper, we estimate a variety of models to evaluate costs in US higher education institutions. A particularly innovative feature of our approach involves the estimation of latent class and random parameter stochastic frontier models of a multiproduct cost function: this allows us fully to accommodate both the heterogeneity across institutions and the presence of technical inefficiencies. Such methodological strategy is essential in analyzing the US HE system, which is characterized by a strong internal differentiation. Our main findings are two. First, on a public policy ground, the estimates suggest that global economies could be achieved by effecting a reduction in the number of institutions providing undergraduate instruction, while increasing the number of institutions engaged in postgraduate activity. Second, the current existing rankings turn out as coherent with ratings provided by the calculation of efficiency scores.

An, Brian P. (2015):

The Role of Academic Motivation and Engagement on the Relationship Between Dual Enrollment and Academic Performance.

In: *Journal of Higher Education, The* 86 (1), S. 98–126. DOI: 10.1353/jhe.2015.0005.

Abstract:

I examine whether academic motivation and engagement—conditions that advocates consider mechanisms for the effect of dual enrollment—account for the relationship between dual enrollment and academic performance. Few studies examine the claimed mechanisms that account for the impact of dual enrollment, which leaves the processes through which dual enrollment influences a student's college experience as a black box. Using data from the Wabash National Study of Liberal Arts Education, I find a positive direct effect of dual enrollment on first-year college GPA, which remains even after controlling for precollege variables. I further find students who participated in dual enrollment are more academically motivated and engaged than nonparticipants. Although dual enrolled students are more academically motivated and engaged in class than nonparticipants these indicators generally account for less than 20% of the effect of dual enrollment on academic performance. Finally, for some students (e.g., students who earned college credit through dual enrollment but not through examination), participation in dual enrollment exerts a stronger effect on first-year college GPA at midselective and very selective institutions than at highly selective institutions.

Ayers, David F.; Palmadessa, Allison L. (2015):

The Community College and a Rising Global Imaginary. An Analysis of Practical Reasoning, 1950–2013.

In: *Journal of Higher Education, The* 86 (6), S. 864–892. DOI: 10.1353/jhe.2015.0032.

Abstract:

Through an analysis of 245 issues of the Community College Journal published between 1950 and 2013, we show how three discourses—international understanding and geopolitics, economic competitiveness, and global citizenship—inform practical reasoning about a rising global imaginary and its implications for the community college. By

demonstrating shifts in practical reasoning among policy actors, we illuminate at least in part the ideological nature of the policy process. Ultimately, a better knowledge of the normative aspects of the policy process may help policy scholars proactively inform policy.

Barnhardt, Cassie L. (2015):

Campus Educational Contexts and Civic Participation: Organizational Links to Collective Action.

In: *Journal of Higher Education, The* 86 (1), S. 38–70. DOI: 10.1353/jhe.2015.0003.

Abstract:

Proponents of civic engagement extol the virtues of the college experience for enhancing students' capacities for democratic participation, yet few studies have examined the organizational contexts of such actions. This article applies theory regarding social movements in organizations to highlight the relationship between campus curricular offerings and campus collective action.

Belasco, Andrew S.; Trivette, Michael J. (2015):

Aiming Low: Estimating the Scope and Predictors of Postsecondary Undermatch.

In: *Journal of Higher Education, The* 86 (2), S. 233–263. DOI: 10.1353/jhe.2015.0008.

Abstract:

Postsecondary undermatch occurs when students fail to enroll at a college or university that possesses a level of selectivity their academic credentials would permit them to attend. Given the demonstrated link between selective college attendance and postsecondary and professional attainment, recent studies have attempted to examine which factors may prevent students from enrolling at appropriately competitive institutions. Using data provided by NCES's Educational Longitudinal Survey (ELS:2002/2006), this study aims to quantitatively assess whether results yielded from these studies generalize to a national level, and whether other contextual variables play a significant role. Descriptive results show that postsecondary undermatch is indeed a pervasive phenomenon, but not as widespread as previous studies have claimed; while multilevel analysis suggests that background, environment, and college-related attitudes have significant influence on the likelihood of undermatch.

Braxton, John M. (2015):

Why Are Professors Liberal and Why Do Conservatives Care? by Neil Gross, Cambridge, MA: Harvard University Press, 2013. 393 pp. ISBN: 978-0-674-05909.

[Review]. In: *Journal of Higher Education, The* 86 (5), S. 804–806. DOI: 10.1353/jhe.2015.0027.

Broido, Ellen M.; Brown, Kirsten R.; Stygles, Katherine N.; Bronkema, Ryan H. (2015):

Responding to Gendered Dynamics. Experiences of Women Working Over 25 Years at One University.

In: *Journal of Higher Education, The* 86 (4), S. 595–627. DOI: 10.1353/jhe.2015.0023.

Abstract:

In this feminist, constructivist case study we explored how 28 classified, administrative, and faculty women's experiences working at one university for 25–40 years have changed. Participants ranged from 45- to 70-years-old at the time of their interview, with more than half older than 60, and 84% identified as White. Women with extended history of service to a single institution provide a unique lens for examining institutional change and gendered structures as they have, in their longevity, thrived or survived. In this article we explore a subset of the findings focused on how women recognize gendered dynamics within the university, and how women respond to inequitable dynamics. Women's descriptions of the climate include experiences of modern and benevolent forms of sexism in this institution; however, few participants identified these behaviors as sexist. We extend current understandings by documenting modern sexism in higher education and identifying patterns of description and denial of sexism, as well as adaptation and resistance to gendered

dynamics. We demonstrate that climate cannot be measured solely by reports of sexual harassment, and explain why sexism is likely to be underreported.

Camacho, Sayil; Rhoads, Robert A. (2015):

Breaking the Silence: The Unionization of Postdoctoral Workers at the University of California.

In: *Journal of Higher Education, The* 86 (2), S. 295–325. DOI: 10.1353/jhe.2015.0010.

Abstract:

This article examines the postdoctoral unionization movement at the University of California (UC) using case study methodology. More specifically, we examine postdoctoral union organizers involved in the United Automobile Workers of America (UAW) Local 5810, focusing on their efforts to unionize postdoctoral employees at the UC. The study is situated within the broader context of neoliberal influences and the corporatization of the contemporary U.S. research university. The case of the UC postdoc union movement is seen as particularly important given that approximately 1/10th of all U.S. university postdoctoral workers are employed at the UC and the quest to meet UC's postdoctoral research needs is increasingly global in nature. Accordingly, we rely on two primary sources of data: the collection and analysis of key documents and semistructured interviews with postdoctoral union organizers. The findings focus on three key issues: 1) conditions of workplace vulnerability; 2) challenges of organizing a postdoctoral union and negotiating a contract; and 3) outcomes of the unionization process.

Cantwell, Brendan; Taylor, Barrett J. (2015):

Rise of the Science and Engineering Postdoctorate and the Restructuring of Academic Research.

In: *Journal of Higher Education, The* 86 (5), S. 667–696. DOI: 10.1353/jhe.2015.0028.

Abstract:

Since the 1980s the number of postdocs employed at U.S. research universities has increased dramatically as has the importance of postdocs to academic research. Growth in postdoc employment has coincided with increased dependence on external research funds. Using panel regression analysis, this article explores the organizational characteristics associated with the tendency to employ postdocs and the relationship between postdoc employment and dependence on external research funds.

Chen, P. Daniel; Simpson, Patricia A. (2015):

Does Personality Matter? Applying Holland's Typology to Analyze Students' Self-Selection into Science, Technology Engineering, and Mathematics Majors.

In: *Journal of Higher Education, The* 86 (5), S. 725–750. DOI: 10.1353/jhe.2015.0024.

Abstract:

This study utilized John Holland's personality typology and the Social Cognitive Career Theory (SCCT) to examine the factors that may affect students' self-selection into science, technology, engineering, and mathematics (STEM) majors. Results indicated that gender, race/ethnicity, high school achievement, and personality type were statistically significant factors in increasing or decreasing a student's odds of enrolling in a STEM major. Specifically, students with a strong investigative personality were more likely to enroll in STEM majors, while those with a strong artistic personality or enterprising personality were less likely to do so. Males with a strong social personality also tended not to choose STEM majors, though social personality had a positive effect on whether females chose STEM majors. Implications of the findings for policymakers, educators, and administrators were explored.

Cheslock, John J.; Knight, David B. (2015):

Diverging Revenues, Cascading Expenditures, and Ensuing Subsidies: The Unbalanced and Growing Financial Strain of Intercollegiate Athletics on Universities and Their Students.

In: *Journal of Higher Education, The* 86 (3), S. 417–447. DOI: 10.1353/jhe.2015.0017.

Abstract:

We present a three-part conceptual model that illuminates key dynamics promoting financial unsustainability within intercollegiate athletics. Revenue divergence comprises the first part as the influx of commercial athletic revenues primarily benefits a small set of universities housing prominent athletic programs. These schools then increase athletic expenditures, which promotes expenditures cascades as their spending spurs expenditure growth at other athletic programs. Because external revenues do not increase alongside expenditures at these other programs, subsidies ensue as student fees and institutional subsidies are increased to fill growing deficits. These increases, however, will be difficult to sustain in an era of tight academic budgets and rising student debt. We describe each part of the model using a range of organizational theories and use financial data from intercollegiate athletic programs to demonstrate that the patterns predicted by our framework are supported empirically.

Colbeck, Carol (2015):

Do Babies Matter? Gender and Family in the Ivory Tower by Mary Ann Mason, Nicholas H. Wolfinger, and Marc Goulden, 2013. New Brunswick, NJ: Rutgers University Press. 188 pp. Hardcover ISBN: 978-0-8135-6081-6 (\$72.00). Paperback ISBN: 978-0-8135-6080-9 (\$25.95). Web PDF ISBN: 978-0-8135-6082-3 (\$25.95). e Pub ISBN: 978-0-8135-6715-0 (\$25.95).

[Review]. In: *Journal of Higher Education, The* 86 (2), S. 326–329. DOI: 10.1353/jhe.2015.0011.

Cory, Anita; Ward, Kelly (2015):

How Universities Work by John V. Lombardi. Baltimore: Johns Hopkins University Press, 2014. 220 pp. Paperback ISBN: 978-421411224 / E-book ISBN: 978-1421411231.

[Review]. In: *Journal of Higher Education, The* 86 (4), S. 663–666. DOI: 10.1353/jhe.2015.0019.

Denson, Nida; Chang, Mitchell J. (2015):

Dynamic Relationships: Identifying Moderators that Maximize Benefits Associated with Diversity.

In: *Journal of Higher Education, The* 86 (1), S. 1–37. DOI: 10.1353/jhe.2015.0002.

Abstract:

This study examined factors that can moderate the relationship between cross-racial interaction and undergraduate students' development. While previous studies have shown that students benefit from interacting across racial differences, they have not examined whether those educational benefits are moderated by other factors. The moderators examined in this study included measures of the quality of cross-racial interactions, students' support of race-conscious admissions, and students' satisfaction with their college's respect for diverse beliefs. The results show that the benefits associated with those interactions on students' academic self-concept and social agency depend on the quality of their interactions and their perceptions of their campus climate. The findings suggest that while efforts to enhance access are vital, those initiatives should not be conflated with efforts to improve an institution's capacity to address the quality of the context in which students engage with diversity.

Dunstan, Stephany Brett; Jaeger, Audrey J. (2015):

Dialect and Influences on the Academic Experiences of College Students.

In: *Journal of Higher Education, The* 86 (5), S. 777–803. DOI: 10.1353/jhe.2015.0026.

Abstract:

The dialects that college students speak represent a type of diversity that can influence many elements of their experiences in college, including academic experiences. In this study, we examined the influence of speaking a stigmatized dialect on academic experiences for White and African American students (both male and female) from rural Southern Appalachia attending a large research institution in the urban South. This qualitative study was aided by quantitative sociolinguistic methods used to identify and describe students' speech patterns in order to better understand the influence that students perceived their dialect to have on academic experiences. Findings suggest that for more vernacular students, dialect can influence participation in class, degree of comfort in course, perceived academic challenges, and for some, their beliefs about whether or not others perceive them as intelligent or scholarly based on their speech. This study has implications for the consideration of language diversity in fostering welcoming academic environments and in the role of language discrimination and stereotype threat/stereotype management.

Eagan, M. Kevin; Garvey, Jason C. (2015):

Stressing Out. Connecting Race, Gender, and Stress with Faculty Productivity.

In: *Journal of Higher Education, The* 86 (6), S. 923–954. DOI: 10.1353/jhe.2015.0034.

Abstract:

This study uses multilevel modeling to analyze data from a national sample of full-time, undergraduate faculty at four-year institutions to examine the connections among race, gender, sources of stress, and productivity in the areas of research, teaching, and service. We find that stress due to discrimination has particular negative salience for faculty of color. By contrast, stress due to family obligations significantly and positively correlated with faculty's adoption of student-centered teaching practices and participation in civic-minded activities.

Eagan, M. Kevin; Jaeger, Audrey J.; Grantham, Ashley (2015):

Supporting the Academic Majority: Policies and Practices Related to Part-Time Faculty's Job Satisfaction.

In: *Journal of Higher Education, The* 86 (3), S. 448–483. DOI: 10.1353/jhe.2015.0012.

Abstract:

The academic workforce in higher education has shifted in the last several decades from consisting of mostly full-time, tenure-track faculty to one comprised predominantly of contingent, non-tenure-track faculty. This substantial shift toward part-time academic labor has not corresponded with institutions implementing more supportive policies and practices targeted toward part-time faculty. This study examines the associations between part-time faculty satisfaction and a set of items that measure campus resources provided to part-timers, their perceptions of the campus climate, and measures of the institutional context. Findings point to opportunities for campuses and departments to improve part-time faculty's satisfaction through providing access to office space and developing a sense of respect among part-time and full-time faculty.

Garces, Liliana M.; Mickey-Pabello, David (2015):

Racial Diversity in the Medical Profession: The Impact of Affirmative Action Bans on Underrepresented Student of Color Matriculation in Medical Schools.

In: *Journal of Higher Education, The* 86 (2), S. 264–294. DOI: 10.1353/jhe.2015.0009.

Abstract:

This study examines the impact of affirmative action bans in six states (California, Washington, Florida, Texas, Michigan, and Nebraska) on the matriculation rates of historically underrepresented students of color in public medical schools in these states. Findings show that affirmative action bans have led to about a 17% decline (from 18.5% to 15.3%) in the first-time matriculation of medical school students who are underrepresented students of color. This decline is similar to drops

in the enrollment of students of color that have taken place across other educational sectors, including the nation's most selective public undergraduate institutions, law schools, and various graduate fields of study, after bans on affirmative action were enacted in some of these states. The findings suggest that statewide laws banning the consideration of race in postsecondary admissions pose serious obstacles for the medical profession to address the health care crisis facing the nation.

Gilmore, Joanna; Vieyra, Michelle; Timmerman, Briana; Feldon, David; Maher, Michelle (2015):

The Relationship between Undergraduate Research Participation and Subsequent Research Performance of Early Career STEM Graduate Students.

In: *Journal of Higher Education, The* 86 (6), S. 834–863. DOI: 10.1353/jhe.2015.0031.

Abstract:

Undergraduate research experiences have been adopted across higher education institutions. However, most studies examining benefits derived from undergraduate research rely on self-report of skill development. This study used an empirical assessment of research skills to investigate associations between undergraduate research experiences and research skill performance in graduate school. Research experience characteristics including duration, autonomy, collaboration, and motivation were also examined. Undergraduate research experience was linked to heightened graduate school performance in all research skills assessed. While autonomy and collaboration were highlighted in student interviews, duration was most strongly correlated to significant increases in research skill performance. Based on these findings, we advocate for the inclusion of research experiences into the undergraduate science curriculum coupled with the creation of centralized offices of undergraduate research and faculty incentives for involving undergraduates in their research.

Griffin, Kimberly A.; Gilbert, Claire K. (2015):

Better Transitions for Troops: An Application of Schlossberg's Transition Framework to Analyses of Barriers and Institutional Support Structures for Student Veterans.

In: *Journal of Higher Education, The* 86 (1), S. 71–97. DOI: 10.1353/jhe.2015.0004.

Abstract:

Schlossberg's transition theory is used to frame qualitative analysis of narratives from veterans, administrators, and student affairs professionals, examining whether and how institutions can influence veterans' transitions to higher education. Findings suggest how institutional structures assist students in developing navigational strategies, as well institutional actions and policies that pose transitional challenges

Gurantz, Oded (2015):

Who Loses Out? Registration Order, Course Availability, and Student Behaviors in Community College.

In: *Journal of Higher Education, The* 86 (4), S. 524–563. DOI: 10.1353/jhe.2015.0021.

Abstract:

In California, the combination of budget cuts and high unemployment from the Great Recession has resulted in "overcrowded" conditions, with more students attempting to enroll in fewer available classes. State-level policy recommendations have focused on altering registration priorities to mitigate the impact of overcrowding, but it is unclear whether these changes will impact enrollment, as little is known about student behavior within these systems. Present-biased individuals who must engage in immediate efforts to obtain delayed rewards may procrastinate before beginning a task and vary in how intensely they engage in a task once they begin, and registration is found to be no exception. Varying levels of delay and intensity were found to be predictive of students' course-taking patterns, even after controlling for a wide range of background characteristics, including previous registration delay and intensity. As a result, many courses that met graduation or transfer requirements had seat availability during the registration process and only closed near the beginning of the semester, which is in contrast to common narratives of overcrowding. Student registration is an understudied part of the college process, but suboptimal registration behaviors are shown to have significant consequences on the likelihood of college enrollment and retention.

Hearn, James C.; Belasco, Andrew S. (2015):

Commitment to the Core: A Longitudinal Analysis of Humanities Degree Production in Four-Year Colleges.

In: *Journal of Higher Education, The* 86 (3), S. 387–416. DOI: 10.1353/jhe.2015.0016.

Abstract:

As many national commissions and observers have noted, the past forty years have brought unprecedented declines in humanities enrollments and programs in U.S. higher education. These changes are particularly striking in the iconic academic heart of the enterprise, the four-year college sector, where many institutions have diversified curricular offerings well beyond their historic roots in the liberal arts. Colleges have significantly varied, however, in the extent of their retreat from the traditional core curriculum. What factors, then, are associated with maintaining earlier established academic norms in this organizational field? This analysis of four-year colleges' humanities degree production investigates several propositions, concluding that deeper institutionalization and stronger financial resources have been especially important in constraining schools' retreat from the humanities over recent decades. Examination of time-based interaction effects suggests notable evolution in the role of religious affiliation and gender in humanities degree production over the period. Implications of the findings for research and policy are considered.

Hurtado, Sylvia; Alvarado, Adriana Ruiz; Guillermo-Wann, Chelsea (2015):

Thinking About Race: The Salience of Racial Identity at Two- and Four-Year Colleges and the Climate for Diversity.

In: *Journal of Higher Education, The* 86 (1), S. 127–155. DOI: 10.1353/jhe.2015.0000.

Abstract:

Racial identity salience is an important component of identity development that is associated with a number of educational outcomes. Using the Diverse Learning Environments Survey, this study identifies precollege and college experiences that contribute to a heightened salience of racial identity, and its relationship to perceptions of campus climate.

Kelchen, Robert; Goldrick-Rab, Sara (2015):

Accelerating College Knowledge: A Fiscal Analysis of a Targeted Early Commitment Pell Grant Program.

In: *Journal of Higher Education, The* 86 (2), S. 199–232. DOI: 10.1353/jhe.2015.0007.

Abstract:

The persistently low college attainment rates of youth from poor families are partly attributable to their uncertainty about college affordability. The current federal financial aid system does not provide specific information about college costs until just before college enrollment and the information is only available to students completing a complex application. Evidence suggests this late timing reduces their motivation and ability to adequately prepare for college. This paper evaluates the fiscal consequences of instead making an early commitment of the full Pell grant to eighth graders from needy families, using a simplified eligibility process. Analyses conducted using the Panel Study of Income Dynamics suggest the predicted costs are low relative to the benefits estimated using prior research findings. A simulation of the estimated fiscal effects indicates that Pell program costs would grow by approximately \$1.5 billion annually and the benefits would exceed the costs by approximately \$600 million.

Keup, Jennifer (2015):

Gap Year: How Delaying College Changes People in Ways the World Needs by Joseph O'Shea. Baltimore: John Hopkins University Press, 2013. 183 pp. \$29.95. Paperback ISBN: 978-1-4214-1036-4. e-Book ISBN: 978-1-4214-1037-1.

[Review]. In: *Journal of Higher Education, The* 86 (3), S. 484–487. DOI: 10.1353/jhe.2015.0013.

Kim, Jeongeun; Kim, Jiyun; DesJardins, Stephen L.; McCall, Brian P. (2015):

Completing Algebra II in High School. Does It Increase College Access and Success?

In: *Journal of Higher Education, The* 86 (4), S. 628–662. DOI: 10.1353/jhe.2015.0018.

Abstract:

Noting the benefits of mathematics in students' future educational attainment and labor market success, there is considerable interest in high school requirements in terms of course-taking in mathematics at the national, state, and school district level. Previous research indicates that taking advanced math courses in high school leads to positive college outcomes. However, these studies often fail to account for the self-selection of students into curricular pathways that may result in biased estimates of the effect of course-taking on subsequent educational outcomes. Applying an instrumental variable (IV) approach, we investigate how the level of math courses a student completes in high school differently affects their chances of attending and completing postsecondary education. Using longitudinal student unit record data from Florida, our results indicate that a statistical model that does not account for students' self-selection produces results different from a technique that corrects for this potential source of bias. Specifically, completing Algebra II significantly increases the probability of attending college, particularly two-year colleges, but has no significant effect on degree attainment.

Kimball, Bruce A. (2015):

The Last Professors: The Corporate University and the Fate of the Humanities by Frank Donoghue. 2008. New York: Fordham University Press. 172 pp. ISBN: 978-0823228591 / *Liberal Arts at the Brink*. Victor E. Ferrall, Jr. 2011. Cambridge: Harvard University Press. 304 pp. ISBN: 978-0674049727 / *The Marketplace of Ideas: Reform and Resistance in the American University*. Louis Menand. 2010. New York: W. W. Norton, 2010. 176 pp. ISBN 978-0393062755 / *The Lost Soul of Higher Education: Corporatization, the Assault on Academic Freedom, and the End of the American University*. Ellen Schrecker. 2010. New York: New Press. 304 pp. ISBN: 978-1595584007.

[Review]. In: *Journal of Higher Education, The* 86 (1), S. 156–170. DOI: 10.1353/jhe.2015.0001.

Maramba, Dina C.; Sulè, V. Thandi; Winkle-Wagner, Rachelle (2015):

What Discourse on the Texas Top Ten Percent Plan Says about Accountability for Diversity.

In: *Journal of Higher Education, The* 86 (5), S. 751–776. DOI: [N.A.]

Abstract:

At the heart of the longstanding debate of addressing racial inequities in higher education is an argument about whether race should be a factor in admissions decisions. One argument is that institutions should be held accountable for diversity through external policies like affirmative action. Alternatively, there is the position that institutions will act in good faith to implement diversity goals. Through a critical discourse analysis of policy discourse from the Texas legislature regarding 2009 changes to the Texas Top Ten Percent Plan, findings suggest that there may be less emphasis on accountability for institutional diversification through external policy like affirmative action. Instead, policy focuses on individual institutional diversity efforts. Using Critical Race Theory (CRT) as a theoretical framework, our findings maintain that as interest convergence changes (as the power elite no longer see current admissions policy benefiting them), there may be stronger arguments for internal accountability for diversity, leaving diversity efforts up to the people within individual institutions. Implications for institutional accountability are further discussed.

Maxey, Daniel; Kezar, Adrianna (2015):

Revealing Opportunities and Obstacles for Changing Non-Tenure-Track Faculty Practices. An Examination of Stakeholders' Awareness of Institutional Contradictions.

In: *Journal of Higher Education, The* 86 (4), S. 564–594. DOI: 10.1353/jhe.2015.0022.

Abstract:

Over a period of several decades, non-tenure-track faculty members (NTTF) have become a majority of instructional faculty among nonprofit higher education institutions. A growing volume of research points to a relationship between the poor working conditions or lack of support these faculty members often experience and adverse effects on student learning outcomes. Research also suggests there is limited awareness about the rising numbers of NTTFs and nature of these problems. This study utilized a modified Policy Delphi approach to surface and examine the perspectives of approximately 40 individuals representing a broad range of higher education stakeholder groups (e.g., boards, accreditation agencies, unions) about the causes and implications of rising contingency in the academic workforce. The findings suggest that awareness about how NTTF practices are inefficient and misaligned with stakeholders' common commitments to student learning and the health of the academic profession has the potential to facilitate change. However, conditions were also identified that are currently obstacles for change. This study contributes to a better understanding of factors influencing change in higher education and suggests how a set of resonant values and interests may be evoked by change agents to increase awareness and support for revising or replacing existing NTTF practices.

Miller, Jennifer M.; Feldman, Maryann P. (2015):

Isolated in the Lab. Examining Dissatisfaction with Postdoctoral Appointments.

In: *Journal of Higher Education, The* 86 (5), S. 697–724. DOI: 10.1353/jhe.2015.0029.

Abstract:

Dissatisfaction with postdoctoral appointments is associated with demographics, career goals, types of research, postdoc-advisor interaction, and program quality. Rather than a simple inverse relationship to dissatisfaction, the effect of program quality depends on the postdoc's autonomy to shape a research project, interaction with an advisor, and the advisor's commercialization-related activities.

Natow, Rebecca S. (2015):

From Capitol Hill to Dupont Circle and Beyond: The Influence of Policy Actors in the Federal Higher Education Rulemaking Process.

In: *Journal of Higher Education, The* 86 (3), S. 360–386. DOI: 10.1353/jhe.2015.0015.

Abstract:

The federal higher education rulemaking process develops policies that can profoundly affect college students, higher education institutions, and other actors in the higher education policy community. But little has been researched about the influence that different types of actors have on higher education rulemaking. By analyzing interviews with 55 policy and higher education actors as well as reviewing documents, news articles, and websites, this case study examines the involvement and influence of different types of policy actors in higher education rulemaking. This research finds that federal bureaucrats, congressional officials, White House officials, and certain interest groups consistently participate in, and are often influential over, the higher education rulemaking process; however, no one category of actor consistently dominates the rulemaking process. Political actors are particularly influential in high-profile rules with easy-to-understand subject matters. In highly technical and less prominent rules, bureaucrats and certain interest groups often exercise greater power. This research illustrates the importance of understanding policy subject matter in determining which actors exercise the most power, and suggests that no single theory of bureaucratic policymaking is consistently correct about the types of actors that tend to control regulatory outcomes.

O'Meara, KerryAnn (2015):

A Career with a View: Agentic Perspectives of Women Faculty.

In: *Journal of Higher Education, The* 86 (3), S. 331–359. DOI: 10.1353/jhe.2015.0014.

Abstract:

This study examined how women faculty in one research university enacted agency via perspectives that facilitated their career advancement amidst gendered organizational practices. Archer's (2003) critical realist theory of agency and inner conversations and Acker's (2006) work on gendered organizations guided analysis. Four perspectives adopted by women associate and full professors to achieve their goals are described and analyzed. These four perspectives contributed toward agentic actions, as well as women's satisfaction and well-being. The strengths and the limitations of supporting agentic perspectives as a way to advance gender equity and organizational change are presented.

Olivas, Michael A. (2015):

The DREAMers: How the Undocumented Youth Movement Transformed the Immigrant Rights Debate. Walter J. Nicholls. 2013. Stanford, CA: Stanford University Press. 240pp. Cloth ISBN: 9780804787031 / **Out of the Shadows, Into the Streets! Transmedia Organizing and the Immigrant Rights Movement.** Sasha Costanza-Chock. 2014. Cambridge, MA: MIT Press. 296pp. Hardcover ISBN: 9780262028202 / **Living the Dream: New Immigration Policies and the Lives of Undocumented Latino Youth.** Maria Chavez, Jessica L. Lavariega Monforti, and Melissa R. Michelson. 2015. Boulder, CO: Paradigm Publishers. 192pp. Hardcover ISBN 9781612057125.

[Review]. In: *Journal of Higher Education, The* 86 (6), S. 955–959. DOI: 10.1353/jhe.2015.0035.

Posselt, Julie R. (2015):

Disciplinary Logics in Doctoral Admissions. Understanding Patterns of Faculty Evaluation.

In: *Journal of Higher Education, The* 86 (6), S. 807–833. DOI: 10.1353/jhe.2015.0030.

Abstract:

Ph.D. attainment rates by race and gender vary widely across the disciplines, and previous research has found disciplinary variation in graduate admissions criteria and practices. To better understand how disciplines shape admissions preferences and practices, which in turn may shape student access to graduate education, this article uncovers disciplinary patterns of faculty evaluation in doctoral admissions. Building on our knowledge of disciplinary cultures, I conducted comparative ethnographic case studies of doctoral admissions in ten highly selective programs in the humanities, social sciences, and natural sciences, including 86 interviews with 68 participants and 22 hours of admissions committee observations. In this article, I analyze patterns of faculty evaluation evident in three programs representing two high-consensus disciplines, economics and philosophy. Their prevailing theories, epistemologies, methodologies, and practical priorities each have a formative influence on judgments of applicants and the conduct of admissions decision making. I propose that institutionalized disciplinary assumptions are the basis for disciplinary logics: models of rationality by which faculty legitimize in-group standards of quality and evaluative practice that outsiders may deem contestable.

Smith, Rachel A. (2015):

Magnets and Seekers. A Network Perspective on Academic Integration inside Two Residential Communities.

In: *Journal of Higher Education, The* 86 (6), S. 893–922. DOI: 10.1353/jhe.2015.0033.

Abstract:

Residential learning communities aim to foster increased academic and social integration, ideally leading to greater student success. However, the concept of academic integration is often conceptualized and measured at the individual level, rather than the theoretically more consistent community level. Network analysis provides a paradigm and measures that are more appropriate for conceptualizing and measuring the academic integration that learning communities purport to foster. This mixed methods study focuses on two individual residential communities to examine student structural embeddedness as measured by their peer academic networks and described by participants. Results show that the

learning community allows for some students to become academic “magnets” who attract others to work with them, which is related to higher GPA. The study has theoretical and practical implications for how institutions measure community-based results and design subsequent community-level programs.

Wells, Ryan S.; Kolek, Ethan A.; Williams, Elizabeth A.; Saunders, Daniel B. (2015):

“How We Know What We Know”: A Systematic Comparison of Research Methods Employed in Higher Education Journals, 1996–2000 v. 2006–2010.

In: *Journal of Higher Education, The* 86 (2), S. 171–198. DOI: 10.1353/jhe.2015.0006.

Abstract:

This study replicates and extends a 2004 content analysis of three major higher education journals. The original study examined the methodological characteristics of all published research in these journals from 1996 to 2000, recommending that higher education programs adjust their graduate training to better match the heavily quantitative and statistically sophisticated journal content. We examine the same journals’ content from 2006 to 2010—one decade later—through the lens of knowledge production in higher education, and explore the ways that dominant modes of research may legitimize and/or delegitimize various forms of inquiry. Our findings reveal a field that continues to be dominated by quantitative methods and which is increasingly using more advanced statistical techniques. We discuss the tensions of a field more aligned with federal and state priorities and therefore better positioned to influence policy, but with a concomitantly contracted scope of and approach to inquiry. We also discuss implications for the training of graduate students, professionals, and policymakers as well as implications for publishing and researching other aspects of knowledge production in higher education.

Xu, Yonghong (2015):

Focusing on Women in STEM. A Longitudinal Examination of Gender-Based Earning Gap of College Graduates.

In: *Journal of Higher Education, The* 86 (4), S. 489–523. DOI: 10.1353/jhe.2015.0020.

Abstract:

This study investigates the underrepresentation of women in science, technology, engineering, and mathematics (STEM) occupations from the aspect of earning differentials. Using a national data source that tracked college graduates’ work experiences over a ten-year time frame post-bachelor’s degree, this study examines longitudinally the gender-based earning gaps of college graduates in STEM fields, and compares the earning differentials between STEM and non-STEM occupations. The findings indicate a significant departure between the earning profiles of men and women within the first ten years of employment. Further, findings indicate that women in STEM occupations experienced multiple earning penalties concurrent with their growing family obligations. To increase the representation of women in STEM fields, interventions are called for to encourage a family-friendly workplace that is open to and supportive of women managing a home and career. Also, incentives are needed to support women’s continuation to graduate education as a means to increase their human capital and to level their earning power.

Journal of Higher Education Policy and Management (37) 2015

<http://www.tandfonline.com/loi/cjhe20>

[licence required | no access available at INCHER-Kassel]

Erratum

(2015). In: *Journal of Higher Education Policy and Management* 37 (6), S. 1.

Abstract:

Shephard, K., Trotman, T., Furnari, M., & Löfström, E. (2015). Teaching research integrity in higher education: policy and strategy. *Journal of Higher Education Policy and Management*. doi: 10.1080/1360080X.2015.1102823

When the above article was first published online, an error was introduced to the contents of Table 1.

This mistake has now been amended in the online and print versions.

Taylor & Francis apologises for this error.

Barker, Karen (2015):

The challenging Australian policy context for university engagement.

In: *Journal of Higher Education Policy and Management* 37 (5), S. 477–489. DOI: 10.1080/1360080X.2015.1079384.

Abstract:

Despite the current broad agreement amongst Australian universities that engagement is now a core activity, the implications of that commitment are yet to be fully realised. The difficulties many universities face in articulating engagement as a strategic priority begin with the conceptual and definitional issues around the third mission and its shifting nomenclature. Government policy has provided little support and guidance around the definition and scope of engagement, while the lack of mandatory formal reporting on engagement outcomes and of dedicated base funding for engagement has hampered the development of benchmarks that could provide a sector-wide framework for engagement practices between universities and communities. This weak policy environment has contributed to the peripheralisation of engagement at the institutional level despite efforts within universities to make it a strategic priority.

Bhayat, Imtiaz; Manuguerra, Maurizio; Baldock, Clive (2015):

A decision support model and tool to assist financial decision-making in universities.

In: *Journal of Higher Education Policy and Management* 37 (1), S. 69–82. DOI: 10.1080/1360080X.2014.991529.

Abstract:

In this paper, a model and tool is proposed to assist universities and other mission-based organisations to ascertain systematically the optimal portfolio of projects, in any year, meeting the organisations risk tolerances and available funds. The model and tool presented build on previous work on university operations and decision support systems with an added robust process element to the task of reviewing projects that form part of a budget. In addition, the model and tool enable review of risk and return and assists universities and other organisations to determine the optimal mix of projects within a portfolio that provides the greatest financial return and the greatest contribution to the organisations mission. While the paper utilises key academic concepts, it has been created for practical use either inside or outside the budget cycle to assist decision-makers at universities and mission-based organisations. The aim has been to present in a manner to appeal to those with broad finance and accounting skills and to those with a more theoretical understanding of statistics.

Birds, Rachel (2015):

Redefining roles and identities in higher education.

The liminal experiences of a university spinout company. In: *Journal of Higher Education Policy and Management* 37 (6), S. 633–645. DOI: 10.1080/1360080X.2015.1103003.

Abstract:

Across many developed economies, policy foregrounds the role of innovation in stimulating economic recovery and underpinning growth. Higher education is expected to contribute significantly to the innovation agenda. This paper examines one example of innovation in the UK higher education context, namely the creation of a spinout company, and explores its implications for the individual knowledge worker. Focusing on the developing professional identities of those involved, the narrative draws on data from an ethnographic study of the birth of a university spinout company and its eventual launch as an independent company. Utilising the concept of 'third space' to frame the spinout experience, it argues that individuals engaging in 'innovative' activities of a commercial nature in higher education develop hybrid roles at the margins of their organisations. The extent to which these are tenable over the longer term is debated.

Boswell, Martin (2015):

Giving effect to quality audit recommendations: a case study from an organisational culture perspective.

In: *Journal of Higher Education Policy and Management* 37 (5), S. 572–585. DOI: 10.1080/1360080X.2015.1079393.

Abstract:

This article summarises the results of a study of the effects of quality audit at an institution over time. The findings from four academic audit reports, prepared for one New Zealand university between 1996 and 2009, yielded a large dataset. Once grouped thematically for analysis, the data were analysed in terms of how well the institution responded to auditors' recommendations by introducing changes. Inferences were drawn about the organisational culture of the institution. The model used for the analysis may be applicable to other institutions wishing to review their own quality assurance progress over time.

Bruckmeier, Kerstin; Fischer, Georg-Benedikt; Wigger, Berthold U. (2015):

Tuition fees and the time to graduation. Evidence from a natural experiment.

In: *Journal of Higher Education Policy and Management* 37 (4), S. 459–471. DOI: 10.1080/1360080X.2015.1056596.

Abstract:

We used the recent introduction of general tuition fees at public universities in several of the German federal states as a natural experiment to identify whether tuition fees reduce the time to graduation and the extent to which they do so. We employed a difference-in-differences approach with the states that introduced fees as the treatment group and the states that remained fee-free as the control group. Our results indicate that the introduction of tuition fees led to a significant decrease in the time to graduation.

Bryant, Dennis; Richardson, Alice (2015):

To be, or not to be, trained.

In: *Journal of Higher Education Policy and Management* 37 (6), S. 682–688. DOI: 10.1080/1360080X.2015.1102818.

Abstract:

This paper compares the learning output from study units taught by PhD qualified lecturers against study units taught by PhD qualified lecturers who additionally have acquired formal postgraduate certification in higher education teaching. The findings reveal that the two teaching profiles exhibit different patterns of learning outputs. Understanding these patterns might help to inform universities with respect to enhancing student retention rates.

Cai, Yuzhuo; Yang, Po; Lyytinen, Anu; Hölttä, Seppo (2015):

Seeking solutions through the mirror of Finnish experience. Policy recommendations for regional university transformation in China.

In: *Journal of Higher Education Policy and Management* 37 (4), S. 447–458. DOI: 10.1080/1360080X.2015.1056597.

Abstract:

China has recently launched a radical reform to transform over 600 regional universities into application and technology oriented institutions. The reform is a response to diverse labour market demands, regional economic development and the suboptimal structure of the higher education system, and uses international experiences as a reference. While China is still

struggling to identify proper international models to follow, this article offers a potential candidate – Finland, with respect to Finnish experiences recommendations for the Chinese reform are discussed and elicited. The analysis flows from discussions in a series of seminars and workshops held in Finland and China in 2014. This article argues that the Finnish experience is of relevance to Chinese regional university transformation, notwithstanding the huge difference in scale.

Cameron, Craig; Klopper, Christopher (2015):

University lawyers: a study of legal risk, risk management and role in work integrated learning programmes.

In: *Journal of Higher Education Policy and Management* 37 (3), S. 344–360. DOI: 10.1080/1360080X.2015.1034423.

Abstract:

Work integrated learning (WIL) is in growing demand by multiple stakeholders within the higher education sector in Australia. There are significant and distinct legal risks to universities associated with WIL programmes. University lawyers, along with WIL administrators and university management, are responsible for managing legal risk. This quantitative study of 41 Australian university lawyers offers awareness and insight into their role, the legal risks and their risk management practices with respect to WIL programmes. The results furnish university management, WIL administrators and university lawyers in all jurisdictions with a series of issues related to risk management that warrant further consideration. In particular the authors suggest that the appointment of a dedicated WIL lawyer, a clear delineation of risk management responsibilities through university policy and education and greater collaboration between university lawyers and WIL administrators has the potential to improve institutional risk management in the specific context of WIL programmes.

Carr, Caleb T. (2015):

Spotlight on ethics: institutional review boards as systemic bullies.

In: *Journal of Higher Education Policy and Management* 37 (1), S. 14–29. DOI: 10.1080/1360080X.2014.991530.

Abstract:

Bullying, often considered an interpersonal or intergroup behaviour, has not been explored as an unintended artefact of organisational structure. Institutional review boards (IRBs), the 'human research ethics committees' at US universities, help oversee the protection of human research subjects, particularly in the social sciences within higher education, but are organisationally situated so that they often have unchecked power over research. Consequently, this essay utilises IRBs as a lens through which to explore systemic bullying. Though important components of academic institutions, considering IRBs as bullies may empower institutions to the address negative effects on researchers' personal and professional well-being and the unchecked mission creep reported of many IRBs.

Chan, Vivian (2015):

Implications of key performance indicator issues in Ontario universities explored.

In: *Journal of Higher Education Policy and Management* 37 (1), S. 41–51.

Abstract:

Since 1998, the Ministry of Training, Colleges and Universities in Ontario, Canada, has required that data on specific key performance indicators (KPIs) be made public by its publicly funded universities. The information is intended to be used by universities to demonstrate their achievements, to improve their programmes and services, and to provide a basis for informed decision-making by potential students and their parents in the selection of institutions and programmes. An exploratory and descriptive study on the perception of major informants of participating universities regarding the efficacy and effectiveness of existing KPIs uncovered a number of underlying issues: KPIs are not seen as appropriate measures of performance and accountability at institutional or programme levels; awarding performance funding through aggregation at institutional and system levels is far removed from programme improvement at the decision-making level; and, Ontario Student Assistance Programme Default Rates are driven by factors that are beyond institutions' control.

Chatelain, Amber M. (2015):

The effect of academics' dress and gender on student perceptions of instructor approachability and likeability.

In: *Journal of Higher Education Policy and Management* 37 (4), S. 413–423. DOI: 10.1080/1360080X.2015.1056598.

Abstract:

This study sought to discover student perceptions of academics' dress and gender and their impact on perceived instructor approachability and likeability. Three categories of dress were examined: casual, business casual and professional. The results of this study suggest students at career-arts institutions perceive female teachers as less approachable and less likeable than male teachers, and teachers in casual attire less likeable than teachers in business casual or professional attire. However, the results of the two-way ANOVA suggest there is no statistical significance in students' perceptions of the approachability of teachers based upon attire, and no statistical significance in students' perceptions of the approachability or likeability of teachers based upon attire and gender.

Cooley, Asya (2015):

Funding US higher education: policy making theories reviewed.

In: *Journal of Higher Education Policy and Management* 37 (6), S. 673–681. DOI: 10.1080/1360080X.2015.1102819.

Abstract:

Higher education policy and politics in the United States (US) has been an issue of studies for several decades. Since the 1960s, researchers have been attempting to understand, explain and extrapolate on the relationships between higher education funding and political institutions. This review attempts to assess recent studies concerned with US higher education funding policies. Specifically, research undertaken for this paper followed McLendon's (2003) suggestion for organising research studies according to four areas of contemporary political science research lines: (a) principal-agent theory, (b) policy process theories, (c) policy innovation and diffusion theory, and (d) comparative perspectives on government political systems. The studies selected for this review advance our knowledge of the forces that drive policies as well as address the issues that higher education institutions are facing: accountability, affordability and access.

Coombe, Leanne (2015):

Australian higher education reforms – unification or diversification?

In: *Journal of Higher Education Policy and Management* 37 (2), S. 125–143. DOI: 10.1080/1360080X.2015.1019116.

Abstract:

The higher education policy of the previous Australian government aimed to achieve an internationally competitive higher education sector while expanding access opportunities to all Australians. This policy agenda closely reflects global trends that focus on achieving both quality and equity objectives. In this paper, the formulation and implementation of the policy are examined according to the policy cycle approach, drawing on additional theories and analytic frameworks as applicable. The analysis explores why such an ambitious policy approach was taken, how it was implemented and factors affecting its achievability. Indicators suggest the policy was not delivered successfully within the term of the Labor administration. It also highlights an ongoing policy trend to unify the higher education sector, despite evident divisions within the sector and between levels of government administration. The paper concludes with recommendations to diversify the system so that the equity and quality policy agendas can be implemented concurrently.

Crawford, Tina; Germov, John (2015):

Using workforce strategy to address academic casualisation. A University of Newcastle case study.

In: *Journal of Higher Education Policy and Management* 37 (5), S. 534–544. DOI: 10.1080/1360080X.2015.1079394.

Abstract:

Casual and sessional academic staff have traditionally been on the margins of institutional life despite the expansion of this cohort across the university sector. This paper details a project to address this lack of recognition through a workforce

strategy to engage, support and effectively manage this often neglected cohort of the academic workforce. We discuss the learnings from the project and its potential application for other universities.

Crawford, Tina; Germov, John (2015):

Using workforce strategy to address academic casualisation: a University of Newcastle case study.

In: *Journal of Higher Education Policy and Management* 37 (5), S. 534–544. DOI: 10.1080/1360080X.2015.1079394.

Abstract:

Casual and sessional academic staff have traditionally been on the margins of institutional life despite the expansion of this cohort across the university sector. This paper details a project to address this lack of recognition through a workforce strategy to engage, support and effectively manage this often neglected cohort of the academic workforce. We discuss the learnings from the project and its potential application for other universities.

Denard Thomas, J.; Gail Lunsford, Laura; Rodrigues, Helena A. (2015):

Early career academic staff support: evaluating mentoring networks.

In: *Journal of Higher Education Policy and Management* 37 (3), S. 320–329. DOI: 10.1080/1360080X.2015.1034426.

Abstract:

Which academics benefit from participation in formal mentoring programmes? This study examined the needs and mentoring networks of new academics with evaluative data from a pilot mentoring programme. Themes from these data point towards re-envisioning initiatives for academic staff development. First, an examination of the expansion of mentoring networks of new staff suggests that some need more support than others. Second, new academics have common needs in professional development support, despite disciplinary differences and the beliefs of many administrators. Third, evaluation of new academics' self-reports show that there are differences in mentoring preferences that influence programme participation. Fourth, participant reports reveal both perceived benefits and some detriments of programme participation. Fifth, a somewhat widespread academic mentoring mindset was identified that may lead to problematic mentoring outcomes depending on demographic characteristics of protégés. Implications for administrators in charge of staff development and avenues for future research are presented.

Dent, Alan (2015):

Aligning IT and business strategy. An Australian university case study.

In: *Journal of Higher Education Policy and Management* 37 (5), S. 519–533. DOI: 10.1080/1360080X.2015.1079395.

Abstract:

Alignment with business objectives is considered to be an essential outcome of information technology (IT) strategic planning. This case study examines the process of creating an IT strategy for an Australian university using an industry standard methodology. The degree of alignment is determined by comparing the strategic priorities supported by both the IT and university strategic plans, using Sharrock's 'four agendas' framework. The significant differences between the two strategies are examined and explained, revealing the need for IT strategic planning methodologies to include a framework to measure business alignment.

Dobson, Ian R. (2015):

Letter from the editor.

[Editorial]. In: *Journal of Higher Education Policy and Management* 37 (1), S. 1–2. DOI: 10.1080/1360080X.2014.992093.

Dobson, Ian R. (2015):

Letter from the editor.

[Editorial]. In: *Journal of Higher Education Policy and Management* 37 (2), S. 123–124. DOI: 10.1080/1360080X.2015.1018103.

Abstract:

An introduction is presented in which the editor discusses articles within the issue on topics including mentoring for Year 9 students from Australia, suggestion to increase the proportion of students from low socioeconomic areas at Australian universities, and dealing with email overload.

Dobson, Ian R. (2015):

Letter from the editor.

[Editorial]. In: *Journal of Higher Education Policy and Management* 37 (3), S. 267–268. DOI: 10.1080/1360080X.2015.1044154.

Abstract:

An introduction is presented in which the editor discusses various reports within the issue on topics including gender equality in academia, students' engagement with digital technology, and lawyers role in assessing risk in work-integrated learning programmes

Dobson, Ian R. (2015):

Letter from the editor.

[Editorial]. In: *Journal of Higher Education Policy and Management* 37 (4), S. 361–362. DOI: 10.1080/1360080X.2015.1065582.

Dobson, Ian R. (2015):

Letter from the editor.

[Editorial]. In: *Journal of Higher Education Policy and Management* 37 (6), S. 611–612. DOI: 10.1080/1360080X.2016.1102681.

Ebert, Karin; Axelsson, Leona; Harbor, Jon (2015):

Opportunities and challenges for building alumni networks in Sweden: a case study of Stockholm University.

In: *Journal of Higher Education Policy and Management* 37 (2), S. 252–262. DOI: 10.1080/1360080X.2015.1019117.

Abstract:

Because of the potential value of alumni involvement for student success, for connections to society and as a base for future philanthropy, there is growing interest in developing university alumni relations programmes in countries that do not have a long tradition in this area. This case study of Stockholm University describes the goals, strategies, barriers and successes of building an alumni programme in an environment that lacks a tradition of alumni relations and aims to provide perspectives and ideas that can help other universities worldwide with their work towards building alumni programmes that fit their cultural contexts and goals.

Else, Fabienne C.; Crookes, Patrick A. (2015):

The online presence of teaching and learning within Australian university websites.

In: *Journal of Higher Education Policy and Management* 37 (4), S. 363–373. DOI: 10.1080/1360080X.2015.1056599.

Abstract:

Teaching and Learning as a form of scholarship has struggled for recognition in universities, with one of the biggest hurdles being visibility. As the Internet is now one of the primary sources of visibility, this study examines how Australia's 39 universities present their teaching and learning profiles online. The purpose was to examine the aspects of teaching and learning that were visible and those which were not, highlighting the areas of scholarship that may require enhanced focus. The study used a scoring system of 15 primary criteria drawn from the literature, in conjunction with common teaching and learning website elements as ascertained from a brief study of 20 websites. The results revealed that while certain teaching and learning aspects such as professional development and awards are consistently presented across the

Australian tertiary sector online, other aspects such as scholarship of teaching and learning research foci and external impact are not generally visible on Australian university websites.

Favaloro, Chrissa (2015):

Marketing in the Australian higher education sector.

In: *Journal of Higher Education Policy and Management* 37 (5), S. 490–506. DOI: 10.1080/1360080X.2015.1079396.

Abstract:

This article examines domestic marketing in the Australian higher education sector, specifically, the marketing investment patterns of universities and their levels of student growth as a return on marketing investment. Marketing expenditure by universities has risen 23 per cent in the five years to 2013, with several institutions allocating in excess of AU\$10 million per annum to advertising and promotions. However, few universities convert strong marketing investment into strong revenue streams or student growth returns. With government funding cuts in prospect for Australian universities and proposals to increase their exposure to market forces, it is inevitable that marketing budgets – and the outcomes of expenditure on marketing – will come under greater scrutiny in the future.

Ferguson, Hazel; Wheat, Katherine L. (2015):

Early career academic mentoring using Twitter: the case of #ECRchat.

In: *Journal of Higher Education Policy and Management* 37 (1), S. 3–13.

Abstract:

Early career academics around the world frequently see themselves as being in need of targeted career support to navigate the years directly following PhD graduation. The growth of discussion groups on Twitter that target these users raises questions about their potential usefulness to address career development support needs. This paper reflects on the authors' experiences of starting a career development discussion group via Twitter for early career academics. Drawing on the group's tweets during its first year, we explore its role as a peer-mentoring forum that provides opportunities for support and knowledge sharing. We conclude that online communities like #ECRchat can be an important source of support, but that the norms developed within them may also individualise struggles and impose additional kinds of work on participants.

Field, Laurie (2015):

Appraising academic appraisal in the new public management university.

In: *Journal of Higher Education Policy and Management* 37 (2), S. 172–189. DOI: 10.1080/1360080X.2014.991534.

Abstract:

Against a backdrop of new public management (NPM) thinking and managerialism generally applied to universities in a range of countries, this study examines one of its manifestations – performance management for academics. Drawing on in-depth interviews with 40 academics at an Australian university, this article identifies six stances regularly adopted by those conducting performance appraisal interviews with academics. These are labelled 'nurturing', 'hard-driving', 'self-serving', 'coddling', 'disengaged' and 'hostile'. Each of these appraisal stances is described in detail and then considered from two perspectives – that of academics themselves and of NPM. The material presented suggests that while a 'nurturing' stance was viewed favourably by the academics interviewed, it is out of step with NPM thinking. 'Hard-driving' and 'self-serving' stances, which directly reflect NPM thinking, were disliked by many (although not all) of the interviewees who had experienced them. The most common appraising stance – a 'disengaged' one – was widely condemned, as was the 'hostile' stance, yet both stances have much in common with the ruthlessness of NPM.

Franken, Margaret; Penney, Dawn; Branson, Christopher (2015):

Middle leaders' learning in a university context.

In: *Journal of Higher Education Policy and Management* 37 (2), S. 190–203. DOI: 10.1080/1360080X.2015.1019120.

Abstract:

This article focuses on the phenomenon of middle leadership in a university context and directs attention to the significance of learning as a central facet of leadership development. Drawing on the reflections of two of the authors as

new middle leaders (chairpersons of departments), this article critically examines how middle leaders learn aspects of their role. Two tenets underpin our analysis: learning is fundamentally a social process – we learn with and from others; and learning is relational – what and how we learn is determined to some extent by others and affects others. Our experiences point to learning constraints and affordances arising from events, practices and artefacts. Constraints were largely associated with transmission learning experiences, while affordances were found in collaborative knowledge-sharing contexts that arose as information grounds in response to an information need. We argue that both those we lead, and the organisation itself, would likewise benefit from a knowledge-sharing perspective on learning.

Gray, Stephen (2015):

Culture clash or ties that bind? What Australian academics think of professional staff.

In: *Journal of Higher Education Policy and Management* 37 (5), S. 545–557. DOI: 10.1080/1360080X.2015.1079397.

Abstract:

This paper uses a framework analysis to explore the opinions a cohort of Australian academic staff hold towards professional staff. Five indicative themes were identified from the extant literature on university professional staff: the professional other; managerialism; an expensive bureaucracy; complementary agendas; and the third space and beyond. These five themes formed the basis of an online survey and semi-structured interviews that gathered data on academics' opinions towards professional staff at both the local, departmental level and of those in central, divisional units. The interview and survey results revealed that the academics involved in this project held departmental professional staff in high esteem but that there was ambivalence directed to those in central units. The second part of this paper uses Sharrock's Four Agendas model to consider ways in which institutional leaders can capitalise on the existing strengths in the academic–professional working relationship towards fulfilling their strategic goals in a rapidly changing environment.

Henderson, Michael; Selwyn, Neil; Finger, Glenn; Aston, Rachel (2015):

Students' everyday engagement with digital technology in university: exploring patterns of use and 'usefulness'.

In: *Journal of Higher Education Policy and Management* 37 (3), S. 308–319. DOI: 10.1080/1360080X.2015.1034424.

Abstract:

The much-discussed potential of 'technology-enhanced learning' is not always apparent in the day-to-day use of digital technology throughout higher education. Against this background, the present paper considers the digital devices and resources that students engage most frequently with during their university studies, what these technologies are being used for, and perceptions of 'usefulness' attached to these uses. The paper draws upon data gathered from a survey of undergraduate students (n = 1658) from two Australian universities. Having explored a variety of factors shaping student engagement with digital technology within these university settings, the paper considers how ongoing discussions about digital technology and higher education might better balance enthusiasms for the 'state of the art' (i.e. what we know might be achieved through technology-enabled learning) with an acknowledgement of the 'state of the actual' (i.e. the realities of technology use within contemporary university contexts).

Johnson, Katherine A.; Warr, Deborah J.; Hegarty, Kelsey; Guillemin, Marilys (2015):

Small wins. An initiative to promote gender equity in higher education.

In: *Journal of Higher Education Policy and Management* 37 (6), S. 689–701. DOI: 10.1080/1360080X.2015.1102820.

Abstract:

Gender inequity in leadership and management roles within the higher education sector remains a widespread problem. Researchers have suggested that a multi-pronged method is the preferred approach to reach and maintain gender equity over time. A large university faculty undertook an audit to gauge the level of gender equity on the senior decision-making committees. As a result, a gender equity initiative was launched throughout the faculty. Gender equity was then measured a year later. The results showed some improvements in gender equity on committees at the faculty level and within some of the schools of the faculty. In some schools, gender representation became more unequal. The results highlight the importance of specific gender equity policies that can be translated easily into practice and that have leadership support. This case study shows that a modest gain in gender equity is possible if the appropriate institutional and local supports are available.

Kimber, Megan; Ehrich, Lisa C. (2015):

Are Australia's universities in deficit? A tale of generic managers, audit culture and casualisation.

In: *Journal of Higher Education Policy and Management* 37 (1), S. 83–97. DOI: 10.1080/1360080X.2014.991535.

Abstract:

Managerial changes to Australian universities have had considerable impact on employees. In this article, we consider some of these changes and apply a theory known as the democratic deficit to them. This theory was developed from the democratic critique of managerialism, as it has been applied in the public sector in countries with Westminster-type political systems. This deficit covers the: weakening of accountability through responsibility being replaced with responsiveness, denial of public values through the use of private-sector performance practices and hollowing out of the state through the contracting out and privatisation of public goods and services and the redefinition of citizens as customers and clients. We suggest that the increased power of managers, expansion of the audit culture and the extensive use of contract employment seem to be weakening the democratic culture and role of universities in part by replacing accountability as responsibility with accountability as responsiveness.

Langelett, George; Chang, Kuo-Liang; Ola' Akinfenwa, Samson; Jorgensen, Nicholas; Bhattarai, Kopila (2015):

Elasticity of demand for tuition fees at an institution of higher education.

In: *Journal of Higher Education Policy and Management* 37 (1), S. 111–119. DOI: 10.1080/1360080X.2014.991536.

Abstract:

Using a conjoint survey of 161 students at South Dakota State University (SDSU), we mapped a probability-of-enrolment curve for SDSU students, consistent with demand theory. A quasi-demand curve was created from the conditional-logit model. This study shows that along with the price of tuition fees, distance from home, availability of majors, and family and friend connections to the school have significant effects on a student's decision to attend SDSU. From these results, we found that for enrolments at SDSU, the price elasticity of demand for tuition fees turns elastic around the \$9000 price point.

Li, Fuhui (2015):

Developing a credit recognition system for Chinese higher education institutions.

In: *Journal of Higher Education Policy and Management* 37 (4), S. 424–431. DOI: 10.1080/1360080X.2015.1056600.

Abstract:

In recent years, a credit recognition system has been developing in Chinese higher education institutions. Much research has been done on this development, but it has been concentrated on system building, barriers/issues and international practices. The relationship between credit recognition system reforms and democratisation of higher education has attracted little attention. This article will provide insight for understanding the ongoing development of credit recognition in Chinese institutions, in the perspective of democratisation. It outlines the major institutional implications of credit recognition system development and illustrates what have been effected in Chinese high education institutions in terms of democratisation. The author suggests that though democratisation is not pursued as an official policy, it is going on unnoticed, hand in hand with reforms to recognise credit for study in Chinese higher education.

Lynch, Julianne; Walker-Gibbs, Bernadette; Herbert, Sandra (2015):

Moving beyond a 'bums-on-seats' analysis of progress towards widening participation: reflections on the context, design and evaluation of an Australian government-funded mentoring programme.

In: *Journal of Higher Education Policy and Management* 37 (2), S. 144–158. DOI: 10.1080/1360080X.2015.1019122.

Abstract:

In 2010, the Australian government established the Higher Education Participation and Partnerships Programme – a funding agenda to promote programmes that respond to the under-representation in higher education of people from low socioeconomic status (SES) backgrounds. Many government-funded programmes and projects have since emerged

that respond to the problem of low SES under-representation, based on partnerships between higher education providers and other organisations. The arguments made in this paper draw on one such project: a mentoring programme implemented from 2011 to 2013 that targeted the aspirations of Year 9 regional secondary students. We discuss data and documentation that provide insights into the conception and design of the mentoring programme, and the strategies used to evaluate it, in order to discuss how funding and policy contexts influence the possible solutions that might be implemented in response to the under-representation in higher education of people from low SES backgrounds.

Mårtensson, Pär; Richtnér, Anders (2015):

What parameters do students value in business school rankings?

In: *Journal of Higher Education Policy and Management* 37 (6), S. 646–658. DOI: 10.1080/1360080X.2015.1102821.

Abstract:

The starting point of this paper is the question: Which issues do students think are important when choosing a higher education institution, and how are they related to the factors taken into consideration in ranking institutions? The aim is to identify and rank the parameters students perceive as important when choosing their place of education. The paper is based on a qualitative pre-study and a quantitative main study in which the authors examine what students perceive as important in business school rankings. Our findings show that, by taking the students' perspective into account, one can see that some of the parameters used in rankings are of less importance to the students: for example, rankings that over-emphasise research. Second, we identify the parameters that could be included in business school rankings to make them more relevant to students: for example, paying more attention to learning outputs in rankings. Our findings highlight the importance of taking individual stakeholders into account in the rankings and understanding how rankings could be made more relevant and valuable for the range of stakeholders.

Massaro, Vin; O'Neill, Arthur; Reese, Harvey; Speechley, Bob (2015):

Colin Plowman (1926–2015). A remarkable man.

[Obituary]. In: *Journal of Higher Education Policy and Management* 37 (5), S. 473–474. DOI: 10.1080/1360080X.2015.1094777.

McLaughlin, Jacqueline E.; McLaughlin, Gerald W.; McLaughlin, Josetta (2015):

Using composite metrics to measure student diversity in higher education.

In: *Journal of Higher Education Policy and Management* 37 (2), S. 220–240. DOI: 10.1080/1360080X.2015.1019124.

Abstract:

The role and impact of diversity in higher education has permeated conversations about student access and achievement for many years. Language articulated by various courts suggests that higher education policies should reflect a broad conceptualisation of diversity beyond that of the magnitude and proportion of race and ethnicity, yet institutions struggle to measure diversity in a manner that effectively supports the management of diversity goals and meets the legal requirements for targeted strategies. Building on methodologies from biology and political science, this paper proposes a new way of conceptualising and measuring diversity that addresses the limitations of traditional diversity metrics and accounts for race and race-neutral attributes within a single model. Using data from over 1500 colleges and universities, the development of a composite diversity index is demonstrated as a strategy for meeting organisational need to account for and measure multiple diversity attributes.

Morris, Tracy L.; Laipple, Joseph S. (2015):

How prepared are academic administrators? Leadership and job satisfaction within US research universities.

In: *Journal of Higher Education Policy and Management* 37 (2), S. 241–251. DOI: 10.1080/1360080X.2015.1019125.

Abstract:

A national sample of 1515 university administrators (academic deans, directors, associate deans, and department chairs) completed a survey of leadership skills, preparedness for administrative role, and job satisfaction. Overall, participants felt least well prepared in the areas of developing entrepreneurial revenue, developing metrics to document progress, and

handling grievances and appeals. Leaders who had taken courses in business administration, human resources/leadership, industrial-organisational psychology, and behavioural psychology reported feeling more prepared for their administrative role than those who had not. Indications of role strain were evident. The majority of participants had become less interested and less enthusiastic about their work since beginning their administrative appointment. Approximately half reported that duties of the administrative role regularly interfered with well-being and quality of life. Only 20.5 per cent of participants reported feeling good at their job every day. Women reported feeling more overwhelmed and less well compensated than men – yet also more skilled in inspiring others and addressing poor performance. Our findings highlight the need for continued leadership development and management training, as well as mechanisms to support leaders in maintaining wellness behaviours. This study provides baseline measures on how academic administrators experience their roles and is part of an ongoing longitudinal investigation of leadership in higher education.

Piché, Pierre Gilles (2015):

Institutional diversity and funding universities in Ontario: is there a link?

In: *Journal of Higher Education Policy and Management* 37 (1), S. 52–68. DOI: 10.1080/1360080X.2014.991537.

Abstract:

The fiscal climate of restraint in the Canadian province of Ontario has led to increased calls for a more diversified higher education system. Significant diversity in the university sector in Ontario has not been achieved that underscores the importance of understanding government policy and its related influences on institutional diversity. This study used policy and descriptive analysis and drew on mutually related theoretical perspectives from organisational theory as its conceptual framework to examine the factors that promoted or hindered processes of diversity in the sector. The study suggests that the lack of diversity objectives in provincial funding policies combined with the existing egalitarian operating funding model contributed to the continued lack of diversity in the university sector in Ontario while federal funding programmes distributed on the basis of a peer review, competitive process increased the potential for diversification. Structural policy directions to enhance diversity in the university sector are also considered.

Pignata, Silvia; Lushington, Kurt; Sloan, Jeremy; Buchanan, Fiona (2015):

Employees' perceptions of email communication, volume and management strategies in an Australian university.

In: *Journal of Higher Education Policy and Management* 37 (2), S. 159–171. DOI: 10.1080/1360080X.2015.1019121.

Abstract:

Despite email playing a central role in university business, little is known about the strategies used by staff to manage email and the factors contributing to email overload. In a mixed method study undertaken in one Australian university comparing academic (n = 193) and professional (n = 278) staff, we found that while email volume was higher in academics they used fewer email management strategies. For both groups, thematic analyses of commentary responses revealed that the unnecessary use of emails by staff and students, the expectation of a quick turnaround and an escalation in email traffic were associated with email overload and, as a consequence, increased work-related stress. In conclusion, we suggest that email overload typifies the working environment of academic and professional staff in modern universities, pointing to the importance of training staff in email management strategies for improving productivity and well-being.

Plaček, Michal; Ochrana, František; Půček, Milan (2015):

Benchmarking in Czech higher education. The case of schools of economics.

In: *Journal of Higher Education Policy and Management* 37 (4), S. 374–384. DOI: 10.1080/1360080X.2015.1056601.

Abstract:

This article describes the use of benchmarking in universities in the Czech Republic and academics' experiences with it. It is based on research conducted among academics from economics schools in Czech public and private universities. The results identified several issues regarding the utilisation and understanding of benchmarking in the Czech educational environment. The survey results have also been compared with existing theories regarding the use of benchmarking in higher education as well as with the research results of other authors. Recommendations for public policy are based on an econometric analysis of global benchmarking initiatives.

Puusa, Anu; Kekäle, Jouni (2015):

Feelings over facts – a university merger brings organisational identity to the forefront.

In: *Journal of Higher Education Policy and Management* 37 (4), S. 432–446. DOI: 10.1080/1360080X.2015.1056602.

Abstract:

This article presents a qualitative case study based on an analysis of the outcomes and meanings attributed by university academics to an institutional merger, from the perspective of organisational identity. The change process may have broadened the 'us and them' gap that exists between those responsible for university leadership and the university's academic staff. The integration process between campuses of the university in question is not yet complete, but scholars seem to want to consolidate and build a joint identity at the university which at the moment seems relatively superficial. The empirical material reported in this article shows how slow and difficult it is to introduce major changes at the practical level, and that psychological realities at the departmental and organisational levels tend to be different.

Robertson, Michael; Germov, John (2015):

Bringing the budget back into academic work allocation models. A management perspective.

In: *Journal of Higher Education Policy and Management* 37 (5), S. 507–518. DOI: 10.1080/1360080X.2015.1079398.

Abstract:

Issues surrounding increasingly constrained resources and reducing levels of sector-based funding require consideration of a different Academic Work Allocation Model (AWAM) approach. Evidence from the literature indicates that an effective work allocation model is founded on the principles of equity and transparency in the distribution and allocation of academic work across the three key domains of teaching, research, and service-administration. It is recognised that the success of any AWAM approach is positively influenced by a clear methodology that is easily understood and widely accepted by academic staff. This paper presents a case study of the development of a new faculty-level AWAM at one Australian university that incorporates the desired principles, but is linked to the budget and resource planning, allowing it to be agile and responsive in a volatile fiscal environment.

Ryan, Suzanne (2015):

Academic life and labour in the new university: hope and other choices by Ruth Barcan. Surrey, UK: Ashgate, 2013. 258 pp. £65.00 (hardback), ISBN 9781409436218.

[Review]. In: *Journal of Higher Education Policy and Management* 37 (1), S. 120–122.

Sagar, Tracey; Jones, Deborah; Symons, Katrien; Bowring, Joanne; Roberts, Ron (2015):

Student participation in the sex industry. Higher education responses and staff experiences and perceptions.

In: *Journal of Higher Education Policy and Management* 37 (4), S. 400–412. DOI: 10.1080/1360080X.2015.1056604.

Abstract:

This article discusses student sex workers in higher education in Wales from an institutional perspective. It investigates how student sex work is dealt with within higher education and in doing so highlights the lack of higher education policies/guidance/training to assist staff members who have experiences with students working in the sex industry. Drawing on data from The Student Sex Work Project, the research found that staff members' knowledge on the legalities of sex work and on appropriate referral pathways is inadequate. While some institutions and some of their staff deem that student sex work would bring the reputation of the university and/or the profession for which the student is training into disrepute (necessitating disciplinary action), other institutions and staff indicated that student sex work requires an individualised approach, which can offer support in different areas. The article argues that steps need to be undertaken to make the higher education environment inclusive for all students, including those who work in the sex industry.

Sarmiento Espinel, Jaime Andrés; Silva Arias, Adriana Carolina; Van Gameren, Edwin (2015):

Quality differences of higher education and its determinants in a less-developed country.

In: *Journal of Higher Education Policy and Management* 37 (2), S. 204–221. DOI: 10.1080/1360080X.2015.1019118.

Abstract:

Two key measures to determine the quality of higher education are the performance of students and the accreditation of a programme's quality. We analyse the difference in the distributions of the student's scores in a standardised test of economics knowledge between accredited and non-accredited undergraduate economics programmes in a less-developed country. We estimate what the distribution of scores in non-accredited programmes would have been if their students possessed the characteristics of students in accredited programmes. The scores come from the Colombian National Exam of Higher Education in economics, while student, family, programme and institutional information is built from a survey held before the test. The score distributions indicate better performance in quality-accredited economics programmes compared to non-accredited programmes. Results suggest that individual characteristics explain the larger part of the quality gap, while family features contribute the least. The programme and institutional characteristics have opposing impacts, mainly around the mean of the score distribution.

Sataøen, Hogne Lerøy (2015):

Higher education as object for corporate and nation branding: between equality and flagships.

In: *Journal of Higher Education Policy and Management* 37 (6), S. 702–717. DOI: 10.1080/1360080X.2015.1102822.

Abstract:

Branding has become an important issue within higher education. The use of core value statements and visions are expressions of this. To be a successful brand, organisations must also make sure they are different from others. However, in both the scholarly discourse and in political rhetoric, the Nordic model highlights equal access to education and opportunities for all. Values such as egalitarianism and diversity may be difficult to fit into a frame of reference where excellence is at the centre. Historically higher education has also been an important part of nation branding initiatives. This paper asks how different branding perspectives (corporate branding and nation branding) are matched and harmonised with respect to higher education in two Nordic countries. The study shows that there is a lack of harmonisation between nation branding and corporate branding, and that the discourse on excellence is not conducive to differentiation at the organisational level.

Sharrock, Geoff (2015):

A history of the modern Australian university by Hannah Forsyth. Sydney: NewSouth Publishing, 2014. 278 pp. AU\$34.99 (paperback). ISBN 978-1-742-23412-0.

[Review]. In: *Journal of Higher Education Policy and Management* 37 (2), S. 263–265.

Sharrock, Geoff (2015):

Letter from the guest editor.

[Editorial]. In: *Journal of Higher Education Policy and Management* 37 (5), S. 475–476. DOI: 10.1080/1360080X.2015.1079356.

Sharrock, Geoff (2015):

Making sense of the MOOCs debate.

In: *Journal of Higher Education Policy and Management* 37 (5), S. 597–609. DOI: 10.1080/1360080X.2015.1079399.

Abstract:

This article considers recent public debates about massive open online courses (MOOCs) and their potential to transform higher education. Drawing on reports and media commentary, it probes the claims and counterclaims of MOOC proponents and MOOC sceptics. It considers the implications for students, governments, institutions and scholars themselves. The paper concludes that mass-scale online courses have the potential to reshape the sector significantly over time.

Shephard, Kerry; Trotman, Tiffany; Furnari, Mary; Löfström, Erika (2015):

Teaching research integrity in higher education. Policy and strategy.

In: *Journal of Higher Education Policy and Management* 37 (6), S. 615–632. DOI: 10.1080/1360080X.2015.1102823.

Abstract:

Recently published research suggested that university academics have qualitatively disparate views on some key aspects of teaching research integrity within the broader construct of academic integrity and surprisingly ambiguous views on others. In the light of this variation, we have reviewed the research and academic integrity policies of our institutions, and the relevant international literature, with respect to six areas of interest in order to understand how policy and strategy elements relate to, and may need to adapt to, the diversity of viewpoints that university colleagues may hold about them. We develop some generic recommendations that may help our institutions, and others, adapt to the diverse perspectives of academic colleagues about research and academic integrity and how it could be taught.

Skinner, Timothy C.; Peetz, David; Strachan, Glenda; Whitehouse, Gillian; Bailey, Janis; Broadbent, Kaye (2015):

Self-reported harassment and bullying in Australian universities: explaining differences between regional, metropolitan and elite institutions.

In: *Journal of Higher Education Policy and Management* 37 (5), S. 558–571. DOI: 10.1080/1360080X.2015.1079400.

Abstract:

We analyse data from the largest survey of university staff in Australia to determine whether bullying and harassment are more common in regional than staff showed no difference in harassment metropolitan and Go8 universities, and to what extent any differences could be attributed to other factors. While professional rates between regional and metropolitan and Go8 universities, academic staff at regional universities reported significantly higher levels of harassment. This probably reflected the labour market and resource context of regional universities. Binary logistic regression indicated that a perceived lack of support for professional development partially explained the effect of regional status on differences in the rates of harassment/bullying across university types. Markers of organisational culture only partially account for differences in the rates of harassment/bullying between university types.

Soh, Kaycheng (2015):

What the Overall doesn't tell about world university rankings: examples from ARWU, QSWUR, and THEWUR in 2013.

In: *Journal of Higher Education Policy and Management* 37 (3), S. 295–307. DOI: 10.1080/1360080X.2015.1035523.

Abstract:

In the various world university ranking schemes, the Overall is a sum of the weighted indicator scores. As the indicators are of a different nature from each other, Overall conceals important differences. Factor analysis of the data from three prominent ranking schemes reveals that there are two factors in each of the ranking systems. For Academic Rankings of World University, the two factors are both academic in nature with a time element and are negatively correlated. For the QS World University Ranking (QSWUR) and Times Higher Education World University Rankings (THEWUR), there are two factors each, one for academic excellence and one for managerial excellence. The two factors in QSWUR have a low negative correlation, but the two factors in THEWUR are not correlated. These findings do not support the assumption that the indicators are mutually supporting and additive as conceptualised by the ranking providers. To avoid misinterpretation of the Overall, it is suggested that world university ranking needs be re-conceptualised to have a higher-order institutional excellence, comprising two lower-order measures based on academic excellence and managerial excellence. Possible future development is discussed.

Stensaker, Bjørn; Maassen, Peter (2015):

A conceptualisation of available trust-building mechanisms for international quality assurance of higher education.

In: *Journal of Higher Education Policy and Management* 37 (1), S. 30–40. DOI: 10.1080/1360080X.2014.991538.

Abstract:

While external quality assurance in higher education was originally developed to cater for various domestic needs, recent decades have seen various attempts in the use of quality assurance also as a mechanism for creating more trust in cross-national higher education activities. In this article, a conceptual framework for analysing available trust-building mechanisms in higher education is presented, and it is discussed how the different mechanisms identified impact the current development in international quality assurance. The article further discusses how the current dynamics in the international quality assurance area could be interpreted and concludes by pointing to future pathways for building trust in this area.

Stoddart, Patrick (2015):

Using educational technology as an institutional teaching and learning improvement strategy?

In: *Journal of Higher Education Policy and Management* 37 (5), S. 586–596. DOI: 10.1080/1360080X.2015.1079401.

Abstract:

Increasingly, educational technology is identified as crucial to addressing many scale issues around higher education learning and teaching. However, such projects are often run with the technical project goals achieved but the educational goals unrealised. Further, in an age of austerity, all investments must be closely scrutinised as to their efficacy in meeting their intended goals. To what extent can educational technology be used as a management tool to enable and promote institution-level change in learning and teaching as a strategic goal? This paper reports on use of the Resources, Activity, Support and Evaluation (RASE) model at an Australian university in its move from an incumbent to a new ?learning management system? coupled with judicious use of inflection points introduced to drive educational change across a whole institution and to model and report on that change.

Wamboye, Evelyn; Adekola, Abel; Sergi, Bruno S. (2015):

Internationalisation of the campus and curriculum. Evidence from the US institutions of higher learning.

In: *Journal of Higher Education Policy and Management* 37 (4), S. 385–399. DOI: 10.1080/1360080X.2015.1056603.

Abstract:

This study evaluates the extent to which academic institutions and their curricula are internationalised in the US. The survey instrument incorporates variables that assess the students' globalisation skills related to international awareness, international competency and international expertise. Generally, findings suggest that a large proportion of students in the US glean their international learning experiences from course-infused content. This allows them to develop international awareness and competency skills, but fall short of the international expertise skills. Furthermore, the probability that students will be exposed to international or cross-cultural learning experiences increases as they advance in their various programmes.

Wilson, Katie; Wilks, Judith (2015):

Australian Indigenous higher education. Politics, policy and representation.

In: *Journal of Higher Education Policy and Management* 37 (6), S. 659–672. DOI: 10.1080/1360080X.2015.1102824.

Abstract:

The growth of Aboriginal and Torres Strait Islander participation in Australian higher education from 1959 to the present is notable statistically, but below population parity. Distinct patterns in government policy-making and programme development, inconsistent funding and political influences, together with Indigenous representation during the last 50 years have shaped the higher education participation of Australia's Indigenous populations. In this article, the authors

identify a constant ideological flux between welfare, equity and economic priorities in successive Australian government approaches impacting on equal opportunities for Indigenous Australians in higher education. Maintaining and increasing Aboriginal and Torres Strait Islander participation in higher education requires a continued focus on targets for higher education enrolments, governance and working with Indigenous educators.

Wilson Kasule, George; Wesselink, Renate; Noroozi, Omid; Mulder, Martin (2015):

The current status of teaching staff innovation competence in Ugandan universities: perceptions of managers, teachers, and students.

In: *Journal of Higher Education Policy and Management* 37 (3), S. 330–343. DOI: 10.1080/1360080X.2015.1034425.

Abstract:

How competent are university teaching staff to deliver effectively their present and future university duties in Uganda? This question was explored in this study by collecting data from managers (n = 90), teachers (n = 126), and students (n = 179) through a questionnaire administered at Kyambogo University. The results show that teacher performance in the role of innovating; knowledge society facilitating; collaborating and networking; higher education designing and developing; and entrepreneurship, could not be considered as satisfactory. It was also established that there are significant differences in the perception of the aforesaid among the respondent categories. The findings suggest that urgent intervention is needed to develop teacher innovation competence if Uganda wants to have an effective higher education. This study also highlights the centrality of using various internal key stakeholders in the educational system such as students and educational managers if effective teacher performance evaluation is to be attained in universities.

Winchester, Hilary P.M; Browning, Lynette (2015):

Gender equality in academia: a critical reflection.

In: *Journal of Higher Education Policy and Management* 37 (3), S. 269–281. DOI: 10.1080/1360080X.2015.1034427.

Abstract:

Gender equality in academia has been monitored in Australia for the past three decades so it is timely to reflect on what progress has been made, what works, and what challenges remain. When data were first published on the gender composition of staff in Australian universities in the mid-1980s women comprised 20 per cent of academic staff and held 6 per cent of senior positions. Since the early 1990s many Australian universities have had policies in place to remove sex discrimination and initiatives to increase women's representation in academia. Two decades on, women comprise 44 per cent of academic staff and hold 31 per cent of senior positions. How did this happen? What worked? Are there still challenges to be addressed? This paper provides a critical reflection on what has worked, the practical impacts on gender in academia in Australia and what challenges remain for the future.

Xiao, Jian; Wilkins, Stephen (2015):

The effects of lecturer commitment on student perceptions of teaching quality and student satisfaction in Chinese higher education.

In: *Journal of Higher Education Policy and Management* 37 (1), S. 98–110. DOI: 10.1080/1360080X.2014.992092.

Abstract:

Student satisfaction has become an important concept in higher education because students are paying higher tuition fees and increasingly seeing themselves as customers and because satisfaction is commonly used as an indicator of quality by quality assurance agencies and the compilers of rankings and league tables. In business organisations, it has been established that employee commitment has a significant impact on employee performance and customer satisfaction. The purpose of this research is to examine the effects of lecturer commitment on student perceptions of teaching quality and student satisfaction. The sample comprised 24 lecturers and 456 students at one Chinese university. Data were obtained through self-administered paper-based questionnaires. A model linking lecturer commitment with students' perceived teaching quality and student satisfaction was created and the hypotheses were tested using structural equation modelling. It was found that lecturer commitment to students' academic achievement and lecturer commitment to the social integration of students are both positively related to student satisfaction. However, lecturer commitment to the social integration of students did not appear to influence students' perceptions of teaching quality. The implications for higher education institutions are discussed.

Yezdani, Omer (2015):

The nature of choice and value for services and amenities in Australian universities.

In: *Journal of Higher Education Policy and Management* 37 (3), S. 282–294. DOI: 10.1080/1360080X.2015.1034428.

Abstract:

In two decades, Australian university students have accumulated over \$25 billion in debt, a figure that is expected to increase dramatically over the next few years. The literature has rarely considered students' attitudes about ancillary services and amenities, despite their importance to the character of university life and substantial contribution to rising student debt. This case study examines the attitudes and concerns of students regarding the compulsory fees for non-teaching services and amenities levied at an Australian university. Using a concept analysis and mapping technique, this case study highlights significant concerns among students regarding the benefits of services and amenities, and low involvement in the co-creation of value. Drawing on service co-creation topologies, the study identifies market opportunity and further reforms that could facilitate a more sustainable, responsive and dynamic service provision environment, in the context of the Australian and international higher education.

Journal of Research in International Education (14) 2015

<http://jri.sagepub.com/>

[licence required | available via DFG Allianz-Lizenz (1) 2002 -]

Akhtar, Nadeem; Pratt, Cornelius B.; Bo, Shan (2015):

Factors in the cross-cultural adaptation of African students in Chinese universities.

In: *Journal of Research in International Education* 14 (2), S. 98–113. DOI: 10.1177/1475240915592107.

Abstract:

Since 2006, the enrollment of African students in Chinese universities has been increasing steadily. A majority of the students have been recruited through the China Scholarship Council. Cast against that background of growth in the number of African students in Chinese universities, it is important that their educational experience in a country whose cultural landscape and political orientation are significantly different from those of their homelands be examined for evidence on their overall well-being. A total of 110 students from 32 African countries enrolled in six public Chinese universities responded to a questionnaire on their satisfaction with and adjustment and adaptation to their new cultural and academic environments. Results indicated that the students' over-expectation of China and natural factors, particularly China's weather as a barrier to adjustment, had negative associations with their overall satisfaction and with their adaptation to their environment. A broad network of friends, prior cross-cultural experience, and prior knowledge of cultural differences had positive associations with satisfaction and adaptation. The implications of these results for developing campus programs for acculturating the students, as well as other international students in Chinese universities, are presented.

Bailey, Lucy (2015):

Reskilled and 'Running Ahead': Teachers in an international school talk about their work.

In: *Journal of Research in International Education* 14 (1), S. 3–15. DOI: 10.1177/1475240915572949.

Abstract:

This article reports on a study of the professional identity of expatriate teachers working in an international school in Malaysia. It examines the practical, cultural and professional challenges they experienced as they transitioned to an international school setting. Their experiences of curricular, organisational and cultural change are explored, and the impact of these on their professional identity is analysed. Also explored is the importance of a professional community with shared norms to maintaining a continued identity in the face of change.

Bailey, Lucy (2015):

The experiences of host country nationals in international schools: A case-study from Malaysia.

In: *Journal of Research in International Education* 14 (2), S. 85–97. DOI: 10.1177/1475240915590557.

Abstract:

Although there has been considerable research into expatriate children attending international schools, there has been little investigation into children who attend international schools within their own nation. Seeking to redress this imbalance, this article analyses interview data from a small-scale study of host country nationals attending an international school in Malaysia, in order to examine the significance attached by them to international schooling, and contrasts these accounts with interviews conducted with their expatriate teachers.

Bunnell, Tristan (2015):

The 'Yew Chung model' of international education: The scope for investigation and research.

In: *Journal of Research in International Education* 14 (3), S. 258–270. DOI: 10.1177/1475240915615785.

Abstract:

The Yew Chung Education Foundation operates a network of five international schools in China, plus one in California, serving in total around 5500 children. This article investigates the aims and philosophy of a 'model' of international education which aims not only to educate children but also to bring about an inner transformation of their worldview whereby they are both 'Eastern' and 'Western'. However, the Yew Chung 'model' to date stands untested. There is much scope for investigation and research.

Castro, Paloma; Lundgren, Ulla; Woodin, Jane (2015):

International Mindedness through the looking glass: Reflections on a concept.

In: *Journal of Research in International Education* 14 (3), S. 187–197. DOI: 10.1177/1475240915614202.

Abstract:

The aim of this article is to report and reflect on a research project involving the conceptualization of the term International Mindedness, which is used across a range of International Baccalaureate (IB) global and local contexts. The research process involved both a critical analysis of IB official documents and a literature review of concepts related to this term, which revealed important differences in their interpretations. The results shed light on the process of articulating a concept that is used globally and interpreted locally.

Collins, Ian (2015):

Using international accreditation in higher education to effect changes in organisational culture: A case study from a Turkish university.

In: *Journal of Research in International Education* 14 (2), S. 141–154. DOI: 10.1177/1475240915592589.

Abstract:

International accreditation is now a significant yet controversial issue in global higher education. This case study looked at the experience of an intensive English language preparatory programme within a university in Turkey going through an accreditation by a foreign institution, and assessed to what extent the project managed to foster changes in its organisational culture. While it was clear that most felt the accreditation had a significant impact, there was much less clear evidence of changes in organisational culture.

Costas Batlle, Ioannis (2015):

Research journeys: A collection of narratives of the doctoral experience by Elsa Lee, Chloe Blackmore and Emma Seal (eds), Newcastle upon Tyne: Cambridge Scholars Publishing, 2013.

[Review]. In: *Journal of Research in International Education* 14 (2), S. 182–184. DOI: 10.1177/1475240915593704.

Dimitriou, Constantine C. (2015):

Researching contexts, practices and pedagogies in English for academic purposes by L. Blaj-Ward. Basingstoke: Palgrave Macmillan, 2014. 204 pp. ISBN 978-1137331861.

[Review]. In: *Journal of Research in International Education* 14 (2), S. 172–175. DOI: 10.1177/1475240915593843.

Dunworth, Katie (2015):

Re-imagined universities and global citizen professionals: International education, cosmopolitan pedagogies and global friendships by S. George. Basingstoke: Palgrave Macmillan, 2014. 284 pp. ISBN 978-1137358943.

[Review]. In: *Journal of Research in International Education* 14 (1), S. 80–82. DOI: 10.1177/1475240914567397.

Freeman, Bradley (2015):

A western professor in Singapore: Cross-cultural readings, expectations, and surprises in the classroom.

In: *Journal of Research in International Education* 14 (2), S. 127–140. DOI: 10.1177/1475240915593842.

Abstract:

The educational field is seeing an increased growth in English-language teaching opportunities abroad. This situation gives rise to a number of interesting research inquiries. For example, can teaching experience in one cultural context translate well into another? What do studies tell us about cross-cultural awareness and effectiveness of those teaching abroad and their students' proficiencies? This article introduces readers to literature that, while not always within the direct scope of international education, is made relevant given the specific case of an American professor's teaching experience abroad in Southeast Asia. The article is a case study comparing systems and discussing various literature related to cross-cultural matters, while also proposing multi-disciplinary research paths to explore.

Halicioglu, Margaret L. (2015):

Challenges facing teachers new to working in schools overseas.

In: *Journal of Research in International Education* 14 (3), S. 242–257. DOI: 10.1177/1475240915611508.

Abstract:

This article considers the potential challenges facing teachers moving abroad for the first time, both professional challenges in their school and personal challenges in their private life. It suggests that such teachers embarking on a professional adventure overseas would benefit from careful consideration of the kind of school they will thrive in, mindful preparation for the move to a foreign country, and an awareness that they will experience some form of culture shock. It identifies areas requiring further academic research into the issue.

Hrycak, John (2015):

Home and away: An inquiry into home-based and overseas teacher perceptions regarding international schools.

In: *Journal of Research in International Education* 14 (1), S. 29–43. DOI: 10.1177/1475240915573136.

Abstract:

The world of international schools is expanding, fuelled in part by globalisation and the ease with which employees can relocate across the globe as they seek new employment opportunities. As these mobile families relocate overseas, international schools provide an education for their children which may offer a curriculum based on a common and transferable syllabus, similar to one they experienced at home. The research on which this article is based presents a picture not only of teaching in the United Kingdom and overseas, but also of teachers' perceptions, views and expectations regarding international teaching. It offers comparisons between what teachers at home believe is happening, and the reality as perceived by those with overseas experience. The study explores this internationally nomadic workforce, and observes the growth in international schools which, in turn, has further increased the demand for the international teacher. The findings show that the majority of home teachers in the study are aware of the international opportunities available to teachers. The results also show similarities in responses from home and overseas teachers. This research furthermore reveals that there exists a continually growing market, which provides teachers with increased choice about where to teach, live and progress their career.

Keßler, Catharina; Krüger, Heinz-Hermann; Schippling, Anne; Otto, Ariane (2015):

Envisioning world citizens? Self-presentations of an international school in Germany and related orientations of its pupils.

In: *Journal of Research in International Education* 14 (2), S. 114–126. DOI: 10.1177/1475240915593844.

Abstract:

Against the backdrop of changes in global education, the German education system has undergone immense diversification. Many private schools are being founded, among them international schools catering both to an

international clientele and to growing numbers of Germans. This article presents results from part of a qualitative longitudinal study on educational careers of young people and the role of peer cultures. The self-presentations of an international school centred on pupil support, lifelong learning and global citizenship are set in relation to the perspectives of their pupils in this context.

Korhonen, Vesa; Weil, Markus (2015):

The internationalisation of higher education: Perspectives on self-conceptions in teaching.

In: *Journal of Research in International Education* 14 (3), S. 198–212. DOI: 10.1177/1475240915615447.

Abstract:

In this article, we aim to identify university teachers' experiences of their roles and practices in different internationalising higher education environments. Reflections on the university teachers' self-conceptions are examined using a specific story-writing assignment and content analysis of the stories teachers produce. The method was adapted for different target groups of university teachers in Finland, Switzerland and Germany during the years 2011–2013. The findings show two main orientations of university teachers' self-conceptions and provide an overview for sustainable action within the internationalisation context.

Kuchah, Kuchah (2015):

Going Global: Transnational perspectives on globalization, language, and education by Leslie Seawright. Cambridge: Cambridge Scholars Publishers, 2014. 240 pp. ISBN 978-1443863339.

[Review]. In: *Journal of Research in International Education* 14 (3), S. 271–272. DOI: 10.1177/1475240915618472.

Lamberton, Geoff; Ashton-Hay, Sally (2015):

Preparing Chinese international business students for the transition to undergraduate study in Australia.

In: *Journal of Research in International Education* 14 (2), S. 155–171. DOI: 10.1177/1475240915591962.

Abstract:

The diverse range of academic, social and cultural challenges experienced by Asian students when studying at Western universities is well documented. This research involved a pre-departure curriculum designed to ease the intercultural transition and adjustment for Chinese international students to a new learning environment in Australia. Moving beyond the conventional solution of establishing support systems for international students once onshore at the host institution, an academic team identified the major cultural and learning challenges for Chinese students, including use of technology, team work and active learning strategies. With embedded academic skills, the pre-departure programme was delivered at the Chinese partner institution with evidence that Chinese students developed understanding of the expectations for study at an Australian university and improved intercultural competence skills. An unanticipated result was how the project evolved into a much broader undertaking where insight gained into the enormous cultural and learning differences between a Chinese and an Australian university has led to pedagogical, curricular and environmental changes at the host institution. This study discusses lessons learned and presents cultural competence as a dual concept requiring international students, together with staff at the host institution, to engage actively in intercultural learning, creating a truly internationalised educational environment. Few studies on international student transition programmes exist, so this project has the potential to inform intercultural education providers, policy makers and educators.

Langford, Mary (2015):

Women's colleges and universities in a global context by Kristen A. Renn. Baltimore: Johns Hopkins University Press, 2014. 192 pp. ISBN 978-1421414775.

[Review]. In: *Journal of Research in International Education* 14 (2), S. 178–182. DOI: 10.1177/1475240915591245.

Martínez, María A.; Hetterschijt, Caroline; Iglesias, Marcos J. (2015):

The European Schools: Perspectives of parents as participants in a learning community.

In: *Journal of Research in International Education* 14 (1), S. 44–60. DOI: 10.1177/1475240915573377.

Abstract:

Within the framework of schools as communities of learning and practice, the purpose of the research upon which this article is based has been to analyze the perceptions of families with respect to the strengths, weaknesses, and challenges of the European Schools. The findings of the research show that parents value highly the existence of the European Schools. However, they feel that more authentic participation and greater transparency is needed to transform the tendency toward bureaucratization and centralization in the system.

Milligan, Lizzi (2015):

Education and international development: Theory, practice and issues by Clive Harber. Oxford: Symposium Books, 2014, 272 pp. ISBN 978-1-873927-47-2.

[Review]. In: *Journal of Research in International Education* 14 (1), S. 75–76. DOI: 10.1177/1475240915569970.

Rader, Debra (2015):

Safe passage: How mobility affects people and what international schools should do about it by Douglas W. Ota. Nowich: Summertime, 2014. 362 pp. ISBN 978-1909193406.

[Review]. In: *Journal of Research in International Education* 14 (2), S. 175–178. DOI: 10.1177/1475240915593459.

Rydenvald, Marie (2015):

Elite bilingualism? Language use among multilingual teenagers of Swedish background in European Schools and international schools in Europe.

In: *Journal of Research in International Education* 14 (3), S. 213–227. DOI: 10.1177/1475240915614935.

Abstract:

This article explores the language use and language attitudes as reported by a number of multilingual teenagers with a Swedish background in European Schools and international schools in Europe. Special attention is given to the concepts of Third Culture Kids and elite bilingualism in relation to teenagers' multilingualism. This study is based on a sociolinguistic survey comprising 72 participants. The results show a relationship between the language of instruction in two different international education programmes and participants' reported language use and attitudes.

Sagie, Netta (2015):

Comparative and international education: An introduction to theory, method and practice, 2nd edn by David Phillips and Michele Schweisfurth. London: Bloomsbury Academic, 2014. 240 pp. ISBN 978-1441176486.

[Review]. In: *Journal of Research in International Education* 14 (1), S. 76–77. DOI: 10.1177/1475240915569971.

Savva, Maria (2015):

Characteristics of the international educator and the strategic role of critical incidents.

In: *Journal of Research in International Education* 14 (1), S. 16–28. DOI: 10.1177/1475240915570548.

Abstract:

This study explored the characteristics of the international educator through a qualitative analysis of initial decisions to teach abroad. Using interview data from 30 Anglophone educators based across three international schools in China and the Netherlands, the investigation looked beyond surface motives to explore the deeper values which propelled educators overseas. Dominant characteristics included a high value ascribed to travel, as well as a high value ascribed to change and/or risk. How international educators came to ascribe these values was often explained through critical incidents during their formative or young adult years. Analysis of critical incidents suggested that early or repeated exposure to travel, including study abroad experiences, contributed significantly to the development of predispositions towards international employment.

Walker, George (2015):

The changing landscape of international schooling: Implications for theory and practice by Tristan Brunnell. London: Routledge, 2014. 196 pp. ISBN 978-0415737982.

[Review]. In: *Journal of Research in International Education* 14 (1), S. 77–80. DOI: 10.1177/1475240914567396.

Walker, Patricia (2015):

The globalisation of higher education and the sojourner academic: Insights into challenges experienced by newly appointed international academic staff in a UK university.

In: *Journal of Research in International Education* 14 (1), S. 61–74. DOI: 10.1177/1475240915571032.

Abstract:

The increasingly diverse nature of the higher education academic community in the United Kingdom is under-researched and under-theorised. This article presents an exploratory study of the lived experiences of newly appointed international academic staff as expressed in their written reflections on their professional practice and interpreted by the author using Hofstede's cultural dimensions. Challenges identified as resulting from individuals' enculturation in a different system of education from that in which they are currently operating may form the basis of a larger scale study.

Ye, Lily; Edwards, Viv (2015):

Chinese overseas doctoral student narratives of intercultural adaptation.

In: *Journal of Research in International Education* 14 (3), S. 228–241. DOI: 10.1177/1475240915614934.

Abstract:

This study aims to explore how Chinese overseas doctoral students adjust to a different academic, social and cultural environment, using Giddens' theoretical framework of self-identity. The findings indicate the participants proactively used various coping strategies in meeting challenges and adapting to new social environments. Continuity and stability of self-identity were achieved either culturally or academically through self-reflexivity, autonomy, creativity, authenticity and reliance on an ontological identity. The results challenge the grand narrative of essentialised 'problematic Chinese learners'.

Journal of Studies in International Education (19) 2015

<http://jsi.sagepub.com/>

[licence required | Allianz-Lizenz DFG (1) 1997 - | Prints at INCHER-Kassel]

Abrahamse, Augusta; Johnson, Mathew; Levinson, Nanette; Medsker, Larry; Pearce, Joshua M.; Quiroga, Carla; Scipione, Ruth (2015):

A Virtual Educational Exchange: A North–South Virtually Shared Class on Sustainable Development.

In: *Journal of Studies in International Education* 19 (2), S. 140–159. DOI: 10.1177/1028315314540474.

Abstract:

Increasingly, international competence is considered an important skill to be acquired from an undergraduate education. Because international exchange presents a challenge to many students, there is a need to develop and implement alternative means for incorporating international and cross-cultural experiences into the undergraduate classroom. We report on the implementation of a semester-long, virtually shared course offering between a U.S. and a Bolivian university. As STEM (science, technology, engineering, and mathematics) majors tend to be under-represented in study-abroad programs, this class sought to provide a multidisciplinary experience that could be relevant to both hard and social science majors. Furthermore, the relevance and learning impact of this class was enhanced through the incorporation of a service-learning component in conjunction with a rural Bolivian partner organization. The results of this experience show that virtually shared classroom experiences can successfully facilitate international experiences for undergraduate students.

Altbach, Philip G.; Wit, Hans de (2015):

Internationalization and Global Tension: Lessons From History.

In: *Journal of Studies in International Education* 19 (1), S. 4–10. DOI: 10.1177/1028315314564734.

Abstract:

Increasing political and military tension in several parts of the world will inevitably affect international higher education. Nationalist, religious, and ideological conflicts challenge the original ideas of international cooperation and exchange in higher education as promoters of peace and mutual understanding and of global engagement. Since the end of the Cold War, we have not seen this type of tension and turmoil on such a scale. What lessons can we learn from the past in how to act and react in this new environment? In the 20th century, politics and international ideological struggles dominated the world. Academic cooperation and exchange have been critical in maintaining connections between nations and have paved the way for further contacts. Even though we should be realistic that international cooperation and exchange are not a guarantee of peace and mutual understanding, they certainly keep communication open and dialogue active. Will the increasingly widespread conflicts in the world today, based on religious fundamentalism, resurgent nationalism, and other challenges, harm the impressive strides that have been made in international higher education cooperation?

Caruso, Raul; Wit, Hans de (2015):

Determinants of Mobility of Students in Europe: Empirical Evidence for the Period 1998–2009.

In: *Journal of Studies in International Education* 19 (3), S. 265–282. DOI: 10.1177/1028315314563079.

Abstract:

This article studies the economic determinants of intra-European student mobility. We constructed a panel of 33 European countries for the period 1998–2009. The dependent variable is the inflow of foreign students (International Standard Classification of Education [ISCED] 5–6) from European Union (EU)-27, European Economic Area (EEA), and candidate countries. Results show that (a) the expenditure per student appears to be a crucial determinant. It is reasonable to maintain that students are likely to choose countries where the students are granted with adequately funded services and perhaps monetary incentives. Eventually, other significant determinants are (a) the actual level of safety, (b) the degree of openness of host country, and (c) the GDP per capita of host country.

Castro, Rita; Rosa, Maria João; Pinho, Carlos (2015):

A Model for Stakeholders' Influence on Internationalization: A Contribution From the Portuguese, Brazilian, and Dutch Cases.

In: *Journal of Studies in International Education* 19 (2), S. 160–181. DOI: 10.1177/1028315314563078.

Abstract:

This article aims to discuss stakeholders' influence on higher education institutions' (HEIs) internationalization, through an analysis of the relationships established between stakeholders' importance and the institutions' rationales for internationalization, the strategies developed for internationalization, and the benefits from internationalization. Data for this study were collected in 80 Portuguese, Dutch, and Brazilian HEIs, using a questionnaire adapted from the 2nd and 3rd International Survey of Internationalization of the International Association of Universities. The results obtained from a descriptive–correlational treatment of the data allowed developing and proposing a typology for stakeholders' classification and a model for their influence on internationalization.

Chen, Yih-Lan Ellen; Kraklow, Deborah (2015):

Taiwanese College Students' Motivation and Engagement for English Learning in the Context of Internationalization at Home: A Comparison of Students in EMI and Non-EMI Programs.

In: *Journal of Studies in International Education* 19 (1), S. 46–64. DOI: 10.1177/1028315314533607.

Abstract:

To promote internationalization in Taiwan's higher education system, one initiative is to create international programs that accommodate both international and domestic students and that use English as the medium of instruction (EMI). Most EMI studies have focused on program results; however, the current study investigates the factors that lead students to participate in EMI programs in the first place, particularly the relationship between motivation and engagement. An instrument based on Self-Determination Theory was used to collect data about second language (L2) motivation and engagement from 276 Taiwanese college students. Data analysis using MANOVA indicated significant differences in both intrinsic motivation and English learning engagement between the students participating in EMI and non-EMI programs. Multiple regressions reveal significant predictive power of both intrinsic motivation and external regulation on English learning engagement. The results suggest gradual implementation of EMI that supports faculty and student adjustment is most effective. Inclusion of practical aspects, such as internships and service learning, into EMI programs may also enhance motivation in academic engagement.

Cho, Jaehee; Yu, Hongsik (2015):

Roles of University Support for International Students in the United States: Analysis of a Systematic Model of University Identification, University Support, and Psychological Well-Being.

In: *Journal of Studies in International Education* 19 (1), S. 11–27. DOI: 10.1177/1028315314533606.

Abstract:

Unlike previous research on international students' social support, this current study applied the concept of organizational support to university contexts, examining the effects of university support. Mainly based on the social identity/self-categorization stress model, this study developed and tested a path model composed of four key variables—university identification, university support, school-life satisfaction, and psychological stress. Results from structural equation modeling (SEM) supported most paths among those four variables, particularly presenting the critical roles of university support for international students' psychological well-being.

Deschamps, Eric; Lee, Jenny J. (2015):

Internationalization as Mergers and Acquisitions: Senior International Officers' Entrepreneurial Strategies and Activities in Public Universities.

In: *Journal of Studies in International Education* 19 (2), S. 122–139. DOI: 10.1177/1028315314538284.

Abstract:

This study investigated the various emerging forms of internationalization and how senior international affairs officers describe their motivations and rationales for implementing these activities. Based on interviews with senior international officers at 30 international offices in U.S. public universities, this study identified and classified increased entrepreneurial activities in the forms of acquisitions and mergers.

Friedman, Jonathan Z.; Miller-Idriss, Cynthia (2015):

The International Infrastructure of Area Studies Centers: Lessons for Current Practice From a Prior Wave of Internationalization.

In: *Journal of Studies in International Education* 19 (1), S. 86–104. DOI: 10.1177/1028315314536992.

Abstract:

Existing studies of the internationalization of higher education have detailed the broad contours of change in the new "global" era, but they have told us much less about the individuals and processes underpinning these transformations. Moreover, they tend to treat internationalization as a recent or new phenomenon. There have been prior waves of internationalization in the American academy, however, and their institutional structures continue to endure. Area studies centers—institutionalized on U.S. campuses during the Cold War to train international experts and promote world knowledge—offer one such example, as their practices continue alongside those associated with the current wave of internationalization. Drawing on a long-term study of area studies centers housed at the U.S. Social Science Research Council (SSRC), we suggest that the international infrastructure that supports their operation, and the experiences of faculty and administrators associated with them, are instructive for those engaged in other university internationalization efforts today.

Gao, Yuan (2015):

Toward a Set of Internationally Applicable Indicators for Measuring University Internationalization Performance.

In: *Journal of Studies in International Education* 19 (2), S. 182–200. DOI: 10.1177/1028315314559030.

Abstract:

This article emphasizes the urgent demand for measurements of university internationalization and proposes a new approach to develop a set of internationally applicable indicators for measuring university internationalization performance. The article looks into existing instruments developed for assessing university internationalization, particularly focusing on the methodological aspects. By examining the weaknesses of current instruments, a new approach for developing indicators for university internationalization has been proposed in the study. The new approach highlights the method for developing indicators, people who should be engaged in the process and the steps should be followed in indicator development. The study also provides a conceptual framework of university internationalization for developing the indicator set. Suggestions for further work are made at the end of the article.

Ghazarian, Peter G.; Youhne, Mia S. (2015):

Exploring Intercultural Pedagogy: Evidence From International Faculty in South Korean Higher Education.

In: *Journal of Studies in International Education* 19 (5), S. 476–490. DOI: 10.1177/1028315315596580.

Abstract:

International faculty mobility raises important questions about the relationship between culture and teaching in higher education. As international faculty members adjust to new cultural expectations, they may alter their teaching styles. This

study uses survey data to examine the teaching styles of international faculty members in South Korea. The study considers whether international faculty assimilate into Confucian heritage classroom culture by testing the hypothesis that formal authority and expert teaching styles will correlate positively with the number of semesters an international faculty member has taught in South Korea. However, the results reject this hypothesis. The findings elucidate teaching styles used by international faculty members in Korea and provide a platform for further investigation into intercultural pedagogy in higher education.

Gopinath, Deepak (2015):

Characterizing Indian Students Pursuing Global Higher Education: A Conceptual Framework of Pathways to Internationalization.

In: *Journal of Studies in International Education* 19 (3), S. 283–305. DOI: 10.1177/1028315314563783.

Abstract:

One might argue that an Indian student entering higher education is faced with a critical question—Where to study, in India or abroad? With a gross enrollment ratio of around 20% in the tertiary sector, only one in five in the 18 to 23 age group of a 140 million eventually gets to answer the question. But those who do, and whose numbers are rapidly increasing, pursue higher education abroad in response to a range of choices presented not only by increasing domestic provision in higher education but also through increased international collaborations (for instance, through branch campuses) that Indian students can avail of without leaving the country. As a result, this presents problems for characterizing the Indian student pursuing higher education abroad. By placing emphasis on the multiple transitions across spaces and tensions between “controlled” and “emergent” mobilities, this article sets out a conceptual framework with which to understand potential pathways into higher education, so that policy makers and educational providers can better understand international mobility in the Indian higher education sector.

Hail, Henry Chiu (2015):

Patriotism Abroad: Overseas Chinese Students’ Encounters With Criticisms of China.

In: *Journal of Studies in International Education* 19 (4), S. 311–326. DOI: 10.1177/1028315314567175.

Abstract:

Prior research on international education suggests that host country students’ lack of interest in talking to international students is a major cause of international student segregation. Some Chinese international students, however, complain that although host students want to talk with them about China, they often exhibit misinformed, prejudiced and offensive views of Chinese current events. This has occasionally led to tensions between Chinese international students and host communities. Drawing on interviews and open-ended surveys of Chinese students at an American university, this study shows a variety of positive and negative cross-national interactions and uses social identity theory to explain why tensions may arise. Negative reactions to hearing criticism of one’s home country are often motivated by concerns for status, loyalty, harmony, or utilitarian politics. However, fostering a common group identity and the perception of mutual benevolence among students from different countries can promote positive cross-national interaction. Furthermore, international students may learn more about democracy and human rights through observing the host society rather than directly discussing these topics with host country members.

Huang, Futao (2015):

The Internationalization of Japan’s Academy Across Research and Non-Research Universities.

In: *Journal of Studies in International Education* 19 (4), S. 379–393. DOI: 10.1177/1028315315574102.

Abstract:

The purpose of this article is to look at the internationalization of both Japanese faculty members’ teaching and research activities and their affiliated institutions, as well as their views on international connections between research universities and non-research universities based on major findings from the latest national survey which was implemented in 2011. The study begins with a brief introduction to the research framework and methodology. Then by dividing all Japanese universities into two types—research universities and non-research universities—it examines important observations about the teaching and research activities which were undertaken by individual academics and occurred in their institutions, as

well as individual academics' attitudes toward international issues. The study concludes by providing two major findings: First, the overall internationalization of Japan's universities is primarily concerned with the attraction of foreign students to Japanese campus and sending out Japanese students to other countries at an institutional level, while at an individual level, a majority of academics are still receptive to new ideas from foreign books and journals in comparison with their views on other international connections; second, there appears to be a much higher level of international activities in which respondents from research universities are involved and which are carried out in research universities. Furthermore, the study presents some implications for research, policy, and institutions.

Knight, Jane (2015):

International Universities: Misunderstandings and Emerging Models?

In: *Journal of Studies in International Education* 19 (2), S. 107–121. DOI: 10.1177/1028315315572899.

Abstract:

Internationalization has transformed higher education institutions and systems but there is much confusion as to what an international, binational, transnational, cosmopolitan, multinational, or global university actually means. There is no standardized model for an international university, nor should there be, but a deeper understanding of different types of international institutions is necessary. This article examines key characteristics of three generic models or generations of international universities. The classic model or first generation is an internationalized university with a diversity of international partnerships, international students and staff, and multiple international and intercultural collaborative activities at home and abroad. This is the most common model. The second generation is called the satellite model, which includes universities with satellite offices around the world in the form of branch campuses, research centers, and management/contact offices. Internationally co-founded universities constitute the third and most recent generation of international universities. These are stand-alone institutions co-founded or co-developed by two or more partner institutions from different countries. This article elaborates on the three models, provides examples of international co-founded institutions, identifies a number of issues and challenges, and poses the question as to what the next model of international universities might look like.

Kwiek, Marek (2015):

The Internationalization of Research in Europe: A Quantitative Study of 11 National Systems From a Micro-Level Perspective.

In: *Journal of Studies in International Education* 19 (4), S. 341–359. DOI: 10.1177/1028315315572898.

Abstract:

This article focuses on the impact of international research collaboration on individual research productivity in 11 European countries. Research productivity and international publication co-authorship of “internationalists” and “locals” (or academics collaborating and not collaborating internationally) are compared. The article uses a micro-level (individual) approach and relies on the primary data collected in a comparable format through a survey from 17,211 European academics. In all countries and all clusters of academic fields studied, international collaboration in research is strongly correlated with substantially higher research productions. Internationalization increasingly plays a stratifying role, though: More international collaboration tends to mean higher publishing rates and those who do not collaborate internationally may be losing more than ever before in terms of resources and prestige in the process of “accumulative disadvantage.” The competition is becoming a permanent feature of the European research landscape, and local prestige combined with local publications may no longer suffice in the race for resources and academic recognition. Cross-disciplinary and cross-national differences apply but our study shows a powerful role of internationalization of research for both individual research productivity and the competitiveness of national research outputs.

Leask, Betty; Rumbley, Laura; Hunter, Fiona (2015):

Final Editorial.

[Editorial]. In: *Journal of Studies in International Education* 19 (1), S. 3. DOI: 10.1177/1028315314564731.

Lilley, Kathleen; Barker, Michelle; Harris, Neil (2015):

Exploring the Process of Global Citizen Learning and the Student Mind-Set.

In: *Journal of Studies in International Education* 19 (3), S. 225–245. DOI: 10.1177/1028315314547822.

Abstract:

Increasingly, university and employer discourse identify a need for graduates to have an intellectual and global “mind-set” beyond disciplinary competencies and national boundaries. Universities aiming to educate global citizens show limited outcomes. Global citizen research has investigated the mobility experience, yet limited attention has been paid to the theoretical process of student change to inform how domestic students could engage in comparable learning experiences. The purpose of this study was to expand knowledge on the process of global citizen learning and the student mind-set. Two phases of research gathered in-depth information from international higher education key informants and mobility students. The research resulted in a conceptual model for global citizen learning and an “identikit” of recognizable markers for a global citizen disposition. The model identifies facilitators and manifestations of “student change” and identifies reflexivity, relationality, criticality, and the social imaginary as capacities of global mind-set. These findings suggest that educating all students as global citizens could be more closely aligned to the internationalization of education and employability agendas.

Mak, Anita S.; Bodycott, Peter; Ramburuth, Prem (2015):

Beyond Host Language Proficiency: Coping Resources Predicting International Students’ Satisfaction.

In: *Journal of Studies in International Education* 19 (5), S. 460–475. DOI: 10.1177/1028315315587109.

Abstract:

As international students navigate in a foreign educational environment, having higher levels of coping or stress-resistance resources—both internal and external—could be related to increased satisfaction with personal and university life. The internal coping resources examined in this study were host language proficiency, self-esteem, intercultural social self-efficacy, and academic self-efficacy. The external resources studied were perceived social support from (a) hosts and (b) non-hosts. Survey participants were 385 Asian-born international students in Australian universities. Regression analyses revealed that academic self-efficacy and social support from hosts were significant predictors of both personal and university life satisfaction, but the effects of English language proficiency and social support from non-hosts disappeared when other resources were considered. Additional predictors of personal satisfaction were intercultural social self-efficacy and self-esteem. We discuss the implications for future research on the international student experience and for learning support provision for international university students.

Mikal, Jude P.; Yang, Junhong; Lewis, Amy (2015):

Surfing USA: How Internet Use Prior to and During Study Abroad Affects Chinese Students’ Stress, Integration, and Cultural Learning While in the United States.

In: *Journal of Studies in International Education* 19 (3), S. 203–224. DOI: 10.1177/1028315314536990.

Abstract:

Campuses across the United States continue to welcome a record number of Chinese students coming in pursuit of both academic and cultural goals. Yet, high levels of acculturative stress coupled with difficulties integrating into life abroad jeopardize accomplishing these goals. In this study, we examine Chinese students’ Internet use both prior to and during study abroad, and its effects on stress, integration, and learning while abroad. In-depth interviews were conducted with 18 undergraduate and graduate students from China currently studying in the United States. Findings indicate that although online media and resources provide valuable information to Chinese students, they may also set the stage for entry into established, cohesive co-national peer groups, thereby discouraging integration.

Potts, Davina (2015):

Understanding the Early Career Benefits of Learning Abroad Programs.

In: *Journal of Studies in International Education* 19 (5), S. 441–459. DOI: 10.1177/1028315315579241.

Abstract:

European and U.S. institutions have promoted the value of a learning abroad experience for many years. As Australian higher education institutions have adopted policies and strategies to increase participation in learning abroad, with employability as a central argument, it is important to study this claim. This article examines the links between a learning abroad experience and early career benefits for recent graduates from Australian higher education, with an exploratory consideration of various conditions that may promote working for an international organization. Participation in multiple learning abroad programs emerged as an important variable. Participants reported a high level of benefit from their learning abroad experience in relation to the early stages of their career. Although employability skills such as interpersonal and communication skills, teamwork skills, and problem solving and analytical skills were rated as the greatest perceived benefits, career-related benefits such as future career prospects and increased motivation and passion for their chosen career direction were also identified. Although the study is set within the Australian higher education and graduate employment context, it contributes to the growing body of literature on the value of learning abroad to participants, educational institutions, employers, and society in general.

Sandekian, Robyn E.; Weddington, Michael; Birnbaum, Matthew; Keen, J. Katée (2015):

A Narrative Inquiry Into Academic Experiences of Female Saudi Graduate Students at a Comprehensive Doctoral University.

In: *Journal of Studies in International Education* 19 (4), S. 360–378. DOI: 10.1177/1028315315574100.

Abstract:

Saudi student enrollment in U.S. colleges and universities has nearly tripled since 2009–2010, in large part due to the King Abdullah Scholarship Program. The representation of Saudi females is also increasing due to the loosening of Saudi Arabia's long-standing restrictions on women's travel and acceptable fields of study and careers. This constructivist study highlights some of the academic experiences of female Saudi graduate students at a Comprehensive Doctoral University in the western United States. Challenges related to students' insufficient English language skills, differences in their comfort levels interacting with American and Saudi men, positive relationships with both male and female faculty members, and generally positive feelings about their experiences at their university of choice emerged as themes within the data. The participants' varied prior experiences with mixed-gendered educational environments led to differing levels of comfort with developing relationships with men.

Schatz, Monika (2015):

Toward One of the Leading Education-Based Economies? Investigating Aims, Strategies, and Practices of Finland's Education Export Landscape.

In: *Journal of Studies in International Education* 19 (4), S. 327–340. DOI: 10.1177/1028315315572897.

Abstract:

Since the first publication of the Organization for Economic Co-Operation and Development (OECD) PISA (Programme for International Student Assessment) results in 2000, the Finnish education system has received much praise both in Finland and abroad. In recent years, Finland started to build up its own education export sector with the aim of becoming a leading actor in the international field of education export. The evolution of Finnish education export is an interesting case study not only because it is a recent phenomenon but also because of Finland's unique legal position toward the commercialization of education. This article introduces the current action steps and stakeholders of this newly emerging sector. It explores aims, strategies, and practices from the perspective of the Finnish government, Finnish education institutions, and the private sector, and sets Finnish education export in a global perspective. It is sensitive toward current challenges in the field to provide valuable insights not only for the international audience but also for Finnish actors.

Shao, Yinjuan; Crook, Charles (2015):

The Potential of a Mobile Group Blog to Support Cultural Learning Among Overseas Students.

In: *Journal of Studies in International Education* 19 (5), S. 399–422. DOI: 10.1177/1028315315574101.

Abstract:

We explored the use of mobile social software, in the form of a mobile group blog, to assist cultural learning. The potential of using this technology for cultural adaptation among overseas students was examined as those students adapted to the everyday life of studying abroad. Two pilot studies and a successful field study of a mobile group blog as used by U.K. overseas students are reported. A further study with prospective overseas students witnessing this “moblogging” in China revealed the advantages of communicating through this technology as a form of peer-supported preparation for cultural adaptation. Potential advantages for learning a second language, via this system, were highlighted as communication was interwoven with cultural adaptation and exercised in the blog entries. Given mobile Internet, the language experience together with cultural observation impressively supported these students’ growing confidence with time, space, and imagination.

Stütz, Alexander; Green, Wendy; McAllister, Lindy; Eley, Diann (2015):

Preparing Medical Graduates for an Interconnected World: Current Practices and Future Possibilities for Internationalizing the Medical Curriculum in Different Contexts.

In: *Journal of Studies in International Education* 19 (1), S. 28–45. DOI: 10.1177/1028315314536991.

Abstract:

Preparing medical graduates who are competent to work in a global environment requires broad integration of international and intercultural perspectives throughout the medical curriculum. Employing Leask and Bridge’s “conceptual framework of internationalisation of the curriculum,” this article first highlights the emphasis placed on international mobility, global health, and cultural competency as ways to address internationalization of the curriculum within the discipline of medicine. Second, it highlights the influence of national and regional contexts on internationalizing the curriculum by comparing approaches from Germany and Australia. A review of the literature reveals that in spite of some contextual differences, medicine seems to struggle with a disciplinary understanding of an internationalized curriculum that is comprehensive and coherent. This article argues that what is needed instead is a transformative approach to learning and to curriculum development in medicine. Finally, implications for future research and practice are considered.

Waterval, Dominique G. J.; Frambach, Janneke M.; Driessen, Erik W.; Scherpbier, Albert J. J. A. (2015):

Copy but Not Paste: A Literature Review of Crossborder Curriculum Partnerships.

In: *Journal of Studies in International Education* 19 (1), S. 65–85. DOI: 10.1177/1028315314533608.

Abstract:

Crossborder curriculum partnerships, entailing the transposition of an entire curriculum and the related degree(s) from “home” to “host” institution, are a rather new phenomenon in internationalization in education. The literature describes successful and unsuccessful partnerships, but critical factors for the success or failure of sustainable partnerships remain to be identified. We conducted a narrative literature review to find such factors. Using an iterative approach, we analyzed 39 articles retrieved from Web of Science, Google Scholar, ERIC, PubMed, and PsycInfo and meeting the inclusion criteria. We developed a framework of 13 factors in four domains: students, teachers, curriculum, and soft and hard project management. Simply copy-pasting a curriculum is generally considered to be destined for failure. To overcome challenges, partners should take preventive and affirmative measures across multiple domains. The findings may provide guidance to those considering or engaged in designing, developing, managing, and reviewing a crossborder partnership.

Yemini, Miri; Giladi, Aviva (2015):

Internationalization Motivations and Strategies of Israeli Educational Administration Programs.

In: *Journal of Studies in International Education* 19 (5), S. 423–440. DOI: 10.1177/1028315315579240.

Abstract:

Internationalization became a mainstreamed goal of almost every higher education institution, and institutions are expected to proactively implement this process. Although as an academic discipline, education is considered to be one of the most context-related and locally oriented ones, it had not avoided pressures to internationalize. Within the flurry of research on internationalization, a paucity of information exists on the perceptions of academic leadership regarding internationalization within academic educational administration programs, which are preparing future schools’ leadership,

who may in turn act as catalysts or inhibitors of internationalization at schools. This study aims to fill this gap with a comprehensive, in-depth, interview-based analysis of the views and opinions of educational administration program directors within diverse contextual settings in the Israeli higher education system, including the large research universities and colleges in the Jewish and Palestinian-Arab sectors, with both secular and religious inclinations. We identified three major discrete themes in the perceptions of educational administrative directors regarding internationalization: (a) the program's purpose, (b) internationalization's relations with the institutions' goals, and (c) internationalization's meaning. This study sheds light on the motivations for and obstacles facing internationalization from the underresearched perspective of educational administration degree program directors operating within the complex tension of the global-local nexus in education systems.

Ziguras, Christopher; Gribble, Cate (2015):

Policy Responses to Address Student "Brain Drain": An Assessment of Measures Intended to Reduce the Emigration of Singaporean International Students.

In: *Journal of Studies in International Education* 19 (3), S. 246–264. DOI: 10.1177/1028315314561121.

Abstract:

For several decades, Singapore has experienced a high rate of outbound degree mobility with around 1 in 10 higher education students currently studying outside the country according to UNESCO figures. Singapore's successful economic development strategy, which has seen it become a key Asian hub for knowledge-intensive industries for internationalized services, has benefited from the presence of large numbers of graduates who have been educated abroad. However, significant numbers of Singaporean students do not return home after their studies, and since the late 1990s, the government has expressed concern about the resulting "brain drain." This article examines four strategies that have been used by the Singapore government to address this concern: reducing the number of outbound students through improvements to domestic study options, promoting the return of graduates after their studies, engagement with the Singaporean diaspora, and recruitment of incoming international students into the workforce. While data are limited, the measures adopted to support each of these approaches appear to have had some success over the past decade. While the circumstances of each sending country vary, the case of Singapore is illustrative of the types of practical measures that are effectively adopted by governments to moderate the negative impacts of student emigration.

Journal of the European Higher Education Area. Policy, practice and institutional engagement (2015)

<http://www.ehea-journal.eu/>

[licence required | prints available at INCHER-Kassel]

Alexe, Daniela, Deca, Ligia, Cezar Mihai Hâj (2015):

Bologna Process Implementation in Romania: Policy Implementation Lessons.

In: *Journal of the European Higher Education Area* (1), S. 19–46.

Abstract:

Romania is one of the signatories of the Bologna Process Declaration in 1999. Following this decision, Romania made efforts for the alignment of its higher education system to the objectives and the policies promoted by the Bologna Process. In this process different action lines have received different attention, as the understanding of the policy problems and the national priorities were not always in line with the EHEA ministerial agreements. The current article looks at the main commitments Romania has made within the Bologna Process by analysing the overall national implementation, the associated funding policies and institutional practices. The article focuses on three Bologna Process action lines: social dimension, quality assurance and internationalization of higher education, due to their complexity (beyond legal changes), impact at the grassroots level and their various understandings by the stakeholder community. The article ends with a short overview of the policy lessons that can be drawn regarding Bologna Process and its national translation for other countries which found themselves in policy transitions in the past two decades.

Antonowicz, Dominik (2015):

Lost opportunity? The Bologna Process in Poland.

In: *Journal of the European Higher Education Area* (3), S. 95–110.

Abstract:

The main goal of this paper is to explore the political and institutional complexity of the implementation of the Bologna process in Polish higher education within the context of the (a) expansion, (b) social accountability and (c) the internationalization (Europeanization). This paper argues from the perspective that the Bologna process missed a window of opportunity to transform Polish higher education from its elite (Humboldtian) structure into a mass model that would better suit society and the economy. In peripheral countries, such as in Poland, the Bologna process was mimetically inaugurated as part of a much wider political agenda to 'catch up' with the West. The structural convergence was achieved automatically, however the content of teaching barely changed. The instrumentalism of Bologna turned it into a political process that utilized higher education in order to achieve strategic political goals. In other words, it obscured the real aims of the Bologna process and without seeing its purposes. The process turned into a meaningless bureaucratic exercise that only consumed a huge amount of time and produced piles of largely useless documents.

Bennetot, Enora; Claeys-Kulik, Anna-Lena; Estermann, Thomas (2015):

Developments in resource allocation policies for universities – A comparative European overview.

In: *Journal of the European Higher Education Area* (4), S. 1–18.

Abstract:

The DEFINE project analysed the use of funding efficiency measures such as performance-based funding, institutional mergers and excellence schemes across Europe. It particularly sought to assess the impact such measures have on institutions themselves, on their teaching and research activities, as well as on their interaction with society and different stakeholders. The paper summarises the results of the analysis for each of the three mechanisms and includes recommendations addressed to both policy makers and university practitioners to enhance related positive effects and mitigate possible detrimental consequences at system and institutional levels.

Bergan, Sjur (2015):

Structural Reforms in the European Higher Education Area: Update and Perspectives.

In: *Journal of the European Higher Education Area* (1), S. 1–18.

Abstract:

Structural reforms have been at the heart of the Bologna Process since its inception but coordination between the various areas of structural reforms has been weak. In its 2012 – 15 programme, the Bologna Follow Up Group appointed a working group on structural reforms (SRWG) whose report was adopted by the BFUG in November 2014. The report includes recommendations concerning quality assurance, qualifications frameworks, recognition and transparency instruments. Above all, it brings the different policy areas together in a European area of transparency and recognition. The article provides an overview of the SRWG report and recommendations and places these within the broader context of higher education reforms and the future orientations of the European Higher Education Area.

Cerdeira, Luísa; Lourdes Machado-Taylor, Maria de; Gil Cabrito, Belmiro; Patrocínio, Tomás (2015):

The Impact of Cost-Sharing on Accessibility and Equity in Portuguese Higher Education – Recent Trends.

In: *Journal of the European Higher Education Area* (4), S. 39–62.

Abstract:

Portuguese higher education institutions (both universities and polytechnics) have been facing, over the last decade, particularly in recent years with the adoption of austerity brought by the intervention of the Troika (European Central Bank, European Commission, International Monetary Fund), a policy of cuts in public funding. In consequence the financing for social support programs (scholarships, support for meals and lodging) has decreased. Therefore, demand to access higher education has been decreasing since 2010/2011 and so is the number of students enrolled for the first time in the 1st year. This is especially significant in the private higher education subsystem. This article presents the evolution of higher education in Portugal, seeking to show the impact of cost-sharing policies in budgetary resources of higher education institutions and accessibility and social support for students in the last decade, particularly in recent years.

Fuchs, Stephan; Wahlers, Marijke (2015):

Enhancing Attractiveness for International Students – A View from Germany.

In: *Journal of the European Higher Education Area* (2), S. 1–21.

Abstract:

While the number of students in the world is ever on the rise, so is the number of students who spend some time in another country or even get their degrees abroad. Some countries appear to be particularly attractive as a study destination. Using Germany as an example, this paper examines the factors which matter most in order to attract international students – from marketing and recruiting to positive study conditions to, last but not least, successful entry into the labour market for graduates. The findings in this paper should be particularly helpful for decision makers at institutional and national level who intend to enhance the attractiveness of their institution or study destination for international students.

Girotti, Francesco; Filippini, Giovanna (2015):

Towards the creation of a new space for inter-institutional structural cooperation: From ERASMUS to ERASMUS+.

In: *Journal of the European Higher Education Area* (3), S. 47–72.

Abstract:

European Programmes for Higher Education have evolved from the Erasmus to the Erasmus+ Programmes in parallel with the growing influence of the European Commission in the definition of policies for tertiary education at European level. While in 1987 the Erasmus Programme funded purely mobility projects, the Programmes launched in the last 15 years have reserved a special place for multilateral initiatives. This article will first of all analyse the creation of this “new space for

collaboration" created by the LLP. Secondly, it presents a case study of successful structural cooperation, the JOIMAN project case, focusing on the methodology applied rather than on the description of results. We conclude by presenting where this new space is still available within the ERASMUS+ Programme.

Harbord, John (2015):

Student plagiarism and discourse acquisition: Quality assurance beyond the patrolling of incorrect source use.

In: *Journal of the European Higher Education Area* (2), S. 91–104.

Abstract:

Definitions of plagiarism have by and large until recently entailed the writer's intention to deceive. This article examines a current trend in higher education policy towards removing the element of intent from official definitions of plagiarism, making it easier to convict student plagiarists who insist their breaking of the rules was unintentional. I argue that this change of definition and the conflation of dishonesty with poor scholarship is likely to have negative consequences for the quality of education because it focuses on sanctions and not on learning. I advocate an alternative approach to the issue, including greater focus on institutionalizing structures and systems for support for student writing across the European Higher Education Area.

Harutyunyan, Karine; Tsaturyan, Kristina (2015):

Financial and Social Support to Students in Higher Education Institutions of Armenia: Analysis of the Issues and Recommendations.

In: *Journal of the European Higher Education Area* (4), S. 63–78.

Abstract:

This case study focuses on the public funding of higher education in Armenia. It also analyses the State policy on social and financial support to students in Armenia and compares it with the policies in other countries. The final part describes the Armenia's new policy on alternative funding scheme: the Competitive Innovation Fund in Armenia. Funding of higher education is a matter of great importance for the country and, hence, this study has the potential to inform decision makers and suggest new policies and practices aimed at improving the situation.

Hauptman, Arthur M. (2015):

Strategies for Achieving Financial Sustainability in Higher Education: A Consideration of the Options.

In: *Journal of the European Higher Education Area* (4), S. 79–92.

Abstract:

This chapter identifies and analyzes a series of policy options that countries should consider in making their higher education systems and policies more sustainable both for instruction and research. In addition to traditional options such as increasing public and private funding and redesigning policies to achieve greater efficiency, it also argues that good governance is essential for sustainability. Stakeholders must have good relationships with each other for the system to work well.

Leite, Denise; Miorando, Bernardo Sfredo (2015):

The Bologna Process from a Brazilian Perspective: Reports from the Other Side of the Atlantic.

In: *Journal of the European Higher Education Area* (1), S. 47–68.

Abstract:

This article proposes a view on the Bologna Process from a Brazilian perspective. It describes how Brazilian universities modelled themselves after Europe and the responses of Brazilian academics to the globalization of the Bologna Process. The article points out confluences between the reforms of Bologna and recent transformation in higher education.

Morón, Marián; Soriano, Guadalupe (2015):

Teaching in Diversity and Training from Diversity: a translational approach.

In: *Journal of the European Higher Education Area* (3).

Abstract:

Today, teaching and learning paradigms seem to be under the magnifying glass of academic researchers and practitioners. Indeed, the European Higher Education Area (EHEA) has promoted an in-depth reflection on teaching practices for the construction of a common area of education, with shared principles and convergent tools. However, unity in diversity is a key principle in Europe, which is evident in the existence of divergent institutions, academic traditions and systems, and also different teaching practices and student behaviour. As a consequence, different teacher expectations or "lay theories" towards their own teaching (Holt-Reynolds 1992) may be found within the European context. On the other hand, mobility has encouraged students (and teachers) to move all over Europe in order to benefit from shared structures and common objectives in Higher Education. This is the background of the Temcu project (Training Teachers for the Multicultural Classroom at University) developed from 2003 to 2006 by a group of European Higher Education institutions in order to make the most of the presence of international student groups as a result of student mobility in Europe. This article will present the main results of the Temcu research initiative with the objective of promoting reflection on teacher training within the current academic convergent context. Interdisciplinary research and international cooperation will be highlighted as the key elements of success that this experience relied on. Finally, we will encourage further reflection and more definite support for quality teaching; we believe quality teacher training should be prioritized in the European agenda, given the new educational paradigm reform under consideration. From the implementation of the module, participants seem to value the opportunity to self-reflect and re-assess their own teaching practices. Future plans of the team include the implementation of initiatives to qualitatively and quantitatively measure the impact of the project in university teaching so far.

Payne, David G. (2015):

A Common Yardstick for Graduate Education in Europe.

In: *Journal of the European Higher Education Area* (2), S. 23–50.

Abstract:

Recent policy changes and demographic and geographic shifts in students seeking postgraduate educational experiences in Europe have transformed the very concept of graduate education within the European Higher Education Area (EHEA). These changes have dramatically improved mobility in postgraduate education within the EHEA, both for European students and those in the rest of the world, in ways that have positive implications for the future competitiveness of the European Union (EU). However, to ensure the most qualified candidates are placed in the limited number of spots in graduate programmes, European institutions must make very different judgment calls than in the past, when candidates were localised and often determined by individual professors or programmes. Now institutions must weigh the relative merits of students from their own country, across the EU, and around the world. Standardised testing can play an important role in helping European institutions create clear and fair admissions procedures for graduate education. However, to date there has been limited public discussion about the role standardised testing can play in this process. In this article, the author, who oversees the GRE® and TOEFL® programmes for ETS, outlines the key issues involving the use of standardised testing, including the GRE General Test, in graduate admissions and explain the potential benefits within a European context.

Perez-Esparrells, C.; Casani, Fernando; Puente Chaudé, Xavier (2015):

Madrid Universities' Strategies, in the Spanish framework, of decreasing public funding. Some evidence from the economic crisis period, 2008-2012.

In: *Journal of the European Higher Education Area* (4), S. 19–38.

Abstract:

In the context of the economic and fiscal crises of southern Europe, in 2012 the Spanish government passed new legislation to reduce public expenditure on universities, which to some extent must have reduced their autonomy. We postulate that this restraint has particularly affected student financial support and research funds. In this context, the regional government of Madrid, which is responsible for the education policy in this region, has modified the Higher Education funding strategy by strongly increasing tuition fees while reducing the operational public funds allocated to universities -block grant-, especially those to be spent by universities in investments in the crisis period 2008-2012. Despite this loss of income, Madrid public universities have attempted to establish their own strategy for their teaching, research and innovation activities to compete, and also to improve their efficiency in order to counteract the reduced public funds. To achieve both goals, Madrid universities have reduced their expenditure by restructuring their offering of courses and study programs, and the organizational structure and staffing. In general, the six public universities have increased income coming from the European Union and students and their families. However, we identify that there have been different behaviours to face the economic crisis among universities in order to strength their own profiles.

Pfeffer, Thomas; Reif, Lil (2015):

Digital Media: What Difference(s) do they Make for Universities?

In: *Journal of the European Higher Education Area* (1), S. 79–102.

Abstract:

This article offers a holistic concept to analyse the impact of digital media on universities. By using a comprehensive institutional approach, this perspective distinguishes itself from the narrow focus on eLearning that only deals with potential changes in the mode of delivery in higher education. The authors argue that it is not just the mode of delivery, but also the content of higher education; not just the publication of research results, but also the practice of doing research; and not just the external communication of the university, but also the internal ways of organising the institution, which are changing due to digital media. For practitioners in the management of research and higher education institutions, the paper offers a concept of six organisational dimensions, against which technical tools and digital applications can be assessed. This framework also allows for identifying issues that cut across the proposed dimensions, which might lead to the development of new products, workflows and opportunities for universities.

Rott, Gerhart (2015):

Academic Knowledge and Students' Relationship to the World: Career Management Competence and Student Centred Teaching and Learning.

In: *Journal of the European Higher Education Area* (2), S. 51–70.

Abstract:

Putting its main focus on employability, the article introduces the concept of career management competence (CMC) and considers its socio-economic background. It explores features of student-centred learning (SCL) with a focus on the enhancement of active reflective learning (as achieved by outcome-based teaching and learning and by research-based learning). As common ground between CMC and SCL it identifies an emphasis on personal agency and the ability to build on academic knowledge in relation to the world of work and to society at large, as well as in relation to personal academic and professional development. Three cases from different countries, institutions and contexts spotlight key features of these issues.

Rott, Gerhart (2015):

Interdependencies in Modern Higher Education: Enhancing Career Management Competence and Student Centred Teaching and Learning.

In: *Journal of the European Higher Education Area* (2), S. 71–90.

Abstract:

The article builds on the concepts of career management competence (CMC) and student-centred learning (SCL) introduced in the previous article, Academic Knowledge and Students' Relationship to the World: Career Management Competence and Student Centred Teaching and Learning. This follow-up article will make the link between CMC and SCL more explicit, with a focus on active reflective learning and institutional implementation. A closer look is taken at the

question how an integrative approach (IA) can enhance some of the interactive potentials between SCL and CMC. Based on this analysis, implications for higher education institutional governance and supportive national and European policy development are outlined. Six cases from different countries, institutions and contexts throw a spotlight on crucial features of the topics introduced, and the conclusion sums up core results.

Short, Angela (2015):

Leading the Horse ... Mandatory Certified Training for all Higher Education Teaching Staff in Europe?

In: *Journal of the European Higher Education Area* (3), S. 1–22.

Abstract:

"You can lead a horse to water but you cannot make him drink" (Proverb)

Mandatory certified pedagogical training for all staff in Higher Education in Europe is one of the recommendations of the McAleese Report on improving the quality of teaching in Higher Education. Recognising the financial burden this may place on institutions and the potential staff resistance to the change this mandatory training imposes, this article presents a model of professional development (MALT) that takes into account the needs of the student, the institution and the individual academic. The author examines the features of the MALT programme that align with Self Determination Theory and the potential benefits it offers, including how it may mediate staff resistance to what can be considered a complex change.

Siekkinen, Taru; Pekkola, Elias; Kuoppala, Kari (2015):

The EU Human Resource Strategy for Researchers and the working conditions of Finnish fixed-term re-searchers.

In: *Journal of the European Higher Education Area* (3), S. 111–142.

Abstract:

The Charter and Code incorporating the Human Resource Strategy for Researchers (HRS4R) is a European Commissions initiative to make researchers' careers more attractive, and increase, and support the mobility of researchers by standardizing the researchers' careers in EU area. The reputation of the quality of the working life in Finland has been fairly good. However, the university employees' working conditions are often very precarious. In this article, we study the discrepancy between HRS4R action plans of ten Finnish universities and the survey data dealing the fixed term -researchers working conditions.

Temple, Paul (2015):

The Bologna Process and Institutional Change in Central and Eastern Europe.

In: *Journal of the European Higher Education Area* (1), S. 69–78.

Abstract:

The introduction of the Bologna Process in the universities of Central and Eastern Europe has imposed significant externally-mandated changes on institutions still in the process of assimilating reforms in a range of academic and organisational areas. This paper examines how Bologna-based changes are being handled in different countries in the region, and argues that the study of these changes throws light on the implementation of institutional change more broadly.

Viliūnas, Giedrius (2015):

Subject area descriptors and curriculum reform in European Higher Education Area: a bridging stone or a trap of specialization?

In: *Journal of the European Higher Education Area* (3), S. 73–94.

Abstract:

The program of curriculum reform in the European Higher Education Area logically leads from creating and referencing international and national qualification frameworks, implementation of common instruments of quality assurance and learning outcomes, towards coordination of curricula in sectors and particular subject areas. Such direction for the second decade of Bologna Process was formulated in policy documents of Leuven and Louvain-la-Neuve Ministerial Conference. Nonetheless, the analysis of the examples of curriculum regulation in Lithuanian higher education legislation shows that this direction may lead towards excessive specialization and narrow professionalization of study programmes. This evidence brings the discussion back to questions on degree and a cycle of higher education and how subject-specific disciplinary orientation of the curriculum can coexist with interdisciplinary dimension of studies and development of broader competences.

Minerva (53) 2015

<http://link.springer.com/journal/11024>

[licence required | DFG Nationallizenz: 1962-2002 | licence via UB Kassel: 1997 -]

Baneke, David (2015):

NASA in the World: Fifty Years of International Collaboration in Space by John Krige, Angelina Long Callahan and Ashok Maharaj. New York: Palgrave Macmillan, 2013. 353 pp. ISBN 978-1137340924.

[Review]. In: *Minerva* 53 (3), S. 303–305. DOI: 10.1007/s11024-015-9277-2.

Barandiaran, Javiera (2015):

Reaching for the Stars? Astronomy and Growth in Chile.

In: *Minerva* 53 (2), S. 141–164. DOI: 10.1007/s11024-015-9272-7.

Abstract:

While scholars and policy practitioners often advocate for science and technology transfer as a motor for economic growth, many in Latin America have long warned of the pitfalls of such top-down, North-South transfers. To many in Latin America, scientific aid or cooperation from the North has often reproduced hierarchies that perpetuate dependency. Large astronomy observatories located in Chile – with a high price tag, cutting-edge technology, and seen to answer seemingly arcane research questions – seem ripe for reproducing precisely these kinds of hierarchical relationships. Using data from documents, interviews, and a site visit to Gemini South, one of several large telescopes in Chile, this paper takes a historical perspective to examine how resilient these hierarchical relationships are. Over forty years, astronomy in Chile grew thanks to new policies that fostered cooperation among universities and gave locals privileged access to the telescopes. But the community also grew in ways that reproduced dependency: foreign science benefits significantly, the Chilean state operates in top-down ways, and its support for science leaves it blind to the benefits high-tech telescopes deliver to Chile, which are not linked to export-led growth. The state appears as both an obstacle and an enabler to the growth of a national scientific community.

Baron, Christopher; Hamlin, Christopher (2015):

Malaria and the Decline of Ancient Greece: Revisiting the Jones Hypothesis in an Era of Interdisciplinarity.

In: *Minerva* 53 (4), S. 327–358. DOI: 10.1007/s11024-015-9280-7.

Abstract:

Between 1906 and 1909 the biologist Ronald Ross and the classicist W.H.S. Jones pioneered interdisciplinary research in biology and history in advancing the claim that malaria had been crucial in the decline of golden-age Greece (fourth century BCE). The idea had originated with Ross, winner of the Nobel Prize for demonstrating the importance of mosquitoes in the spread of the disease. Jones assembled what, today, we would call an interdisciplinary network of collaborators in the sciences and humanities. But early negative reviews of Jones's *Malaria and Greek History* (1909) by classicists and historians ended the project, despite a positive reception among malariologists. Today, the "Jones hypothesis" is often used to exemplify the naïveté of past scholarship, and few examine Jones's evidence and reasoning. In this age of renewed interdisciplinarity, a review of what went wrong is timely. Jones and Ross knew they were opening new methodological territory and struggled with the challenges of multiple ways of knowing. Over 100 years later, malaria remains an important site of historical-biological research, yet integration is elusive. After reviewing the Jones-Ross relationship, Jones's interdisciplinary campaign, and the reception of the hypothesis among classicists/ancient historians and in malariology, we conclude by highlighting some of the specific challenges faced by those exploring the interface of biology and history.

Brandl, Barbara (2015):

Seeds, Science, and Struggle: The Global Politics of Transgenic Crops by Abby Kinchy. Cambridge: MIT Press, 2012. 240 pp. ISBN 978-0262517744.

[Review]. In: *Minerva* 53 (2), S. 189–192. DOI: 10.1007/s11024-015-9267-4.

Choi, Hyungsub; Shields, Brit (2015):

A Place for Materials Science: Laboratory Buildings and Interdisciplinary Research at the University of Pennsylvania.

In: *Minerva* 53 (1), S. 21–42. DOI: 10.1007/s11024-015-9265-6.

Abstract:

The Laboratory for Research on the Structure of Matter (LRSM), University of Pennsylvania, was built in 1965 as part of the Advanced Research Projects Agency's (ARPA) Interdisciplinary Laboratories (IDL) program intended to foster interdisciplinary research and training in materials science. The process that led to the construction of the four-story structure served as the focus of intense debates over the meaning and process of interdisciplinary research in universities. The location of the building, its size, internal design, and functionalities were all subject to heated negotiations among patrons, scientists, and university administrators, to find the proper place of interdisciplinary materials science on the University of Pennsylvania's campus. Building on the recent work on laboratory architecture, this paper argues that the negotiations and controversies over the LRSM building were concrete representations of the broader struggle over the appropriate place of interdisciplinary research and training within a university.

Foladori, Guillermo; Arteaga Figueroa, Edgar; Záyago Lau, Edgar; Appelbaum, Richard; Robles-Belmont, Eduardo; Villa, Liliana et al. (2015):

Nanotechnology in Mexico: Key Findings Based on OECD Criteria.

In: *Minerva* 53 (3), S. 279–301. DOI: 10.1007/s11024-015-9281-6.

Abstract:

This analysis of Mexico's nanotechnology policies utilizes indicators developed by the Organization for Economic Co-operation and Development, which in 2008 conducted a pilot survey comparing the nanotechnology policies of 24 countries. In this paper, we apply the same questionnaire to the Mexican case, adding business information derived from the National Institute of Statistics and Geography survey on nanotechnologies, also an OECD instrument.

Halfman, Willem; Radder, Hans (2015):

The Academic Manifesto: From an Occupied to a Public University.

In: *Minerva* 53 (2), S. 165–187. DOI: 10.1007/s11024-015-9270-9.

Abstract:

Universities are occupied by management, a regime obsessed with 'accountability' through measurement, increased competition, efficiency, 'excellence', and misconceived economic salvation. Given the occupation's absurd side-effects, we ask ourselves how management has succeeded in taking over our precious universities. An alternative vision for the academic future consists of a public university, more akin to a socially engaged knowledge commons than to a corporation. We suggest some provocative measures to bring about such a university. However, as management seems impervious to cogent arguments, such changes can only happen if academics take action. Hence, we explore several strategies for a renewed university politics.

Johnston, Sean F. (2015):

Toward a New Dimension: Exploring the Nanoscale by Anne Marcovich and Terry Shinn, Oxford: Oxford University Press, 2014. 240 pp. ISBN 978-0198714613.

[Review]. In: *Minerva* 53 (4), S. 431–434. DOI: 10.1007/s11024-015-9282-5.

Miettinen, Reijo; Tuunainen, Juha; Esko, Terhi (2015):

Epistemological, Artefactual and Interactional–Institutional Foundations of Social Impact of Academic Research.

In: *Minerva* 53 (3), S. 257–277. DOI: 10.1007/s11024-015-9278-1.

Abstract:

Because of the gross difficulties in measuring the societal impact of academic research, qualitative approaches have been developed in the last decade mostly based on forms of interaction between university and other societal stakeholders. In this paper, we suggest a framework for qualitative analysis based on the distinction between three dimensions of societal impact: epistemological, artefactual and interactive-institutional. The epistemological dimension addresses what new research results and understanding of relevant phenomena have contributed to solving of technological and societal problems. The artefactual dimension comprises analysis of the artefacts, methods, tools and services through the use of which societal impact is realized. Finally, in the interactional–institutional dimension the forms and forums of collaboration between university and other societal actors are explored. The model is elaborated by analyzing the work of three university research groups in different disciplines. The framework may be used in articulating formative and dialogical peer evaluation of research to foster learning and social improvement as well as in evaluation of research proposals and research programs.

Olmos-Peñuela, Julia; Benneworth, Paul; Castro-Martínez, Elena (2015):

What Stimulates Researchers to Make Their Research Usable? Towards an ‘Openness’ Approach.

In: *Minerva* 53 (4), S. 381–410. DOI: 10.1007/s11024-015-9283-4.

Abstract:

Ambiguity surrounding the effect of external engagement on academic research has raised questions about what motivates researchers to collaborate with third parties. We argue that what matters for society is research that can be absorbed by users. We define ‘openness’ as a willingness by researchers to make research more usable by external partners by responding to external influences in their own research practices. We ask what kinds of characteristics define those researchers who are more ‘open’ to creating usable knowledge. Our empirical study analyses a sample of 1583 researchers working at the Spanish Council for Scientific Research (CSIC). Results demonstrate that it is personal factors (academic identity and past experience) that determine which researchers have open behaviours. The paper concludes that policies to encourage external engagement should focus on experiences which legitimate and validate knowledge produced through user encounters, both at the academic formation career stage as well as through providing ongoing opportunities to engage with third parties.

Pfister, Thomas (2015):

Coproducing European Integration Studies: Infrastructures and Epistemic Movements in an Interdisciplinary Field.

In: *Minerva* 53 (3), S. 235–255. DOI: 10.1007/s11024-015-9275-4.

Abstract:

This paper is interested in the interdisciplinary characteristics of European integration studies. It explores how the institutional and intellectual, internal and external boundaries of this interdisciplinary field are shaped. For this purpose, it discusses two interlocking dynamics that are most important: on the one hand, the European Union actively attempts to mobilise European integration studies to contribute to building a united Europe by providing specific spaces, resources, and infrastructures for academic research and the public dissemination of results. On the other hand, the external and internal boundaries of this interdisciplinary field are shaped by the movements and interactions of scholars from different academic backgrounds. Together, the different academic strands and policies coproduce the interdisciplinary field of European integration studies. Suggesting avenues for future research, the conclusion recommends analysing key debates in the context of European integration in terms of boundary objects around which academics, policy-makers, and publics can engage with each other and points to specific sites for further observations of these processes of coproduction.

Rushforth, Alexander; Rijcke, Sarah de (2015):

Accounting for Impact? The Journal Impact Factor and the Making of Biomedical Research in the Netherlands.

In: *Minerva* 53 (2), S. 117–139. DOI: 10.1007/s11024-015-9274-5.

Abstract:

The range and types of performance metrics has recently proliferated in academic settings, with bibliometric indicators being particularly visible examples. One field that has traditionally been hospitable towards such indicators is biomedicine. Here the relative merits of bibliometrics are widely discussed, with debates often portraying them as heroes or villains. Despite a plethora of controversies, one of the most widely used indicators in this field is said to be the Journal Impact Factor (JIF). In this article we argue that much of the current debates around researchers' uses of the JIF in biomedicine can be classed as 'folk theories': explanatory accounts told among a community that seldom (if ever) get systematically checked. Such accounts rarely disclose how knowledge production itself becomes more-or-less consolidated around the JIF. Using ethnographic materials from different research sites in Dutch University Medical Centers, this article sheds new empirical and theoretical light on how performance metrics variously shape biomedical research on the 'shop floor.' Our detailed analysis underscores a need for further research into the constitutive effects of evaluative metrics.

Sánchez-Vázquez, Luis; Menéndez-Navarro, Alfredo (2015):

Nuclear Energy in the Public Sphere: Anti-Nuclear Movements vs. Industrial Lobbies in Spain (1962–1979).

In: *Minerva* 53 (1), S. 69–88. DOI: 10.1007/s11024-014-9263-0.

Abstract:

This article examines the role of the Spanish Atomic Forum as the representative of the nuclear sector in the public arena during the golden years of the nuclear power industry from the 1960s to 1970s. It focuses on the public image concerns of the Spanish nuclear lobby and the subsequent information campaigns launched during the late 1970s to counteract demonstrations by the growing and heterogeneous anti-nuclear movement. The role of advocacy of nuclear energy by the Atomic Forum was similar to that in other countries, but the situation in Spain had some distinguishing features. Anti-nuclear protest in Spain peaked in 1978 paralleling the debates of a new National Energy Plan in Congress, whose first draft had envisaged a massive nuclearization of the country. We show how the approval of the Plan in July 1979, with a significant reduction in the nuclear energy component, was influenced by the anti-nuclear protest movements in Spain. Despite the efforts of the Spanish Atomic Forum to counter its message, the anti-nuclear movement was strengthened by reactions to the Three Mile Island accident in March 1979.

Sui, Suli; Sleeboom-Faulkner, Margaret (2015):

Commercial Genetic Testing and its Governance in Chinese Society.

In: *Minerva* 53 (3), S. 215–234. DOI: 10.1007/s11024-015-9279-0.

Abstract:

This paper provides an empirical account of commercial genetic testing in China. Commercial predictive genetic testing has emerged and is developing rapidly in China, but there is no strict and effective governance. This raises a number of serious social and ethical issues as a consequence of the enormous potential market for such tests. The paper demonstrates that the commercialization of genetic testing and the lack of adequate regulation have created an environment in which dubious advertising practices and misleading and unprofessional medical advice are commonplace. The consequences of these ethically problematic activities for the users of predictive tests are unknown. The paper concludes with a bioethical and social science perspective on the ethical governance issues raised by the dissemination and utilization of commercial genetic testing in Chinese society.

Vanderstraeten, Raf (2015):

The Making of Parsons's The American University.

In: *Minerva* 53 (4), S. 307–325. DOI: 10.1007/s11024-015-9285-2.

Abstract:

Talcott Parsons is often identified as the 'master' of mid-twentieth-century social theory. In the 1960s and 1970s, however, his writings were hardly any longer discussed, but mostly neglected. *The American University* is Parsons's last monograph published during his lifetime. On the basis of extensive archival research, this paper discusses the conception, construction and publication of this monograph. The first section clarifies how and why some fine distinctions were made within 'the team,' viz. between co-author (Gerald Platt), collaborator (Neil Smelser) and editorial associate (Jackson Toby). The second section focuses on the two epilogues of this monograph, viz. Smelser's epilogue to *The American University* and Parsons's epilogue to Smelser's coeval study on Public Higher Education in California, in which the tensions within 'the team' surfaced most visibly. The third section looks at the publication of the monograph and the failed attempts to complete related research projects. Altogether, this reconstruction of the making of *The American University* clearly illuminates the descending phase of Parsons's scientific career. It also sheds light on the substantive problems of the work Parsons produced in the latter part of his life and career.

Vuolanto, Pia (2015):

Boundary Work and Power in the Controversy Over Therapeutic Touch in Finnish Nursing Science.

In: *Minerva* 53 (4), S. 359–380. DOI: 10.1007/s11024-015-9284-3.

Abstract:

The boundary work approach has been established as one of the main ways to study controversies in science. However, it has been proposed that it does not meet the power dynamics of the scientific field sufficiently. This article concentrates on the intertwining of boundary work and power. It combines the boundary work approach developed by Thomas Gieryn and the analysis of power in the work of Pierre Bourdieu. Based on a literature review and an analysis of a controversy over therapeutic touch, it finds four forms of boundary work: intradisciplinary, interdisciplinary, between science and society, and between science and other knowledge systems. The article shows how the different forms of boundary work reveal multiple power struggles, hierarchisations and tensions. The controversy appeared in Finnish nursing science when the Finnish Association of Sceptics gave its annual Humbug Award to a book on therapeutic touch. The book was based on a master's thesis at the University of Tampere department of nursing science. The nursing scholars in the department reacted abruptly and banned certain books, which astonished the students, and a lively public debate followed. In the debate, nursing science was both defended and challenged. The framework of the study shows that the boundary work approach can be used to study different aspects of power. The article proposes that the framework could be used in other controversies as well to study the layers of power in boundary work.

Waijjer, Cathelijm J. F. (2015):

The Coming of Age of the Academic Career: Differentiation and Professionalization of German Academic Positions from the 19th Century to the Present.

In: *Minerva* 53 (1), S. 43–67. DOI: 10.1007/s11024-014-9264-z.

Abstract:

In modern academic career systems there are a large number of entry positions, much smaller numbers of intermediate positions, and still fewer full professorships. We examine how this system has developed in Germany, the country where the modern academic system was introduced, tracing the historical development of academic positions since the early 19th century. We show both a differentiation and professionalization. At first, professorships and private lecturer positions were the only formal positions, but later, lower formal academic positions emerged. Over the whole period, the share of higher academic positions steadily decreased. This differentiation process was closely connected to professionalization: remuneration through salaries was extended from professors to almost everyone working in the German academic system. We propose that the process of differentiation and professionalization was induced by the expansion and democratization of higher education. Finally, our study shows that the opportunities for PhDs to obtain salaried (post-)doctoral positions have increased since the 1950s. On the other hand, opportunities for PhDs to become a professor or obtain another tenured job have decreased since the 1980s due to a slowdown of higher education expansion.

Wagner, Caroline S.; Bornmann, Lutz; Leydesdorff, Loet (2015):

Recent Developments in China–U.S. Cooperation in Science.

In: *Minerva* 53 (3), S. 199–214. DOI: 10.1007/s11024-015-9273-6.

Abstract:

China's remarkable gains in science over the past 25 years have been well documented but it is less well known that China and the United States have become each other's top collaborating country. Science and technology has been a primary vehicle for growing the bilateral relationship between China and the United States since the opening of relations between the two countries in the late 1970s. During the early 2000s, the scientific relationship between China and the United States—as measured in coauthored papers—showed significant growth (Jin et al. in *Journal of Shanxi University* 30(2):295–302, 2007). Chinese scientists claim first authorship much more frequently than U.S. counterparts by the end of the decade. The sustained rate of increase of collaboration with one other country is unprecedented on the U.S. side. Even growth in relations with eastern European nations does not match the growth in the relationship between China and the United States. Both countries can benefit from the relationship, but for the U.S., greater benefit would come from a more targeted strategy.

Wallace, Matthew L.; Rafols, Ismael (2015):

Research Portfolio Analysis in Science Policy: Moving from Financial Returns to Societal Benefits.

In: *Minerva* 53 (2), S. 89–115. DOI: 10.1007/s11024-015-9271-8.

Abstract:

Funding agencies and large public scientific institutions are increasingly using the term “research portfolio” as a means of characterizing their research. While portfolios have long been used as a heuristic for managing corporate R&D (i.e. R&D aimed at gaining tangible economic benefits), they remain ill-defined in a science policy context where research is aimed at achieving societal outcomes. In this article we analyze the discursive uses of the term “research portfolio” and propose some general considerations for their application in science policy. We explore the use of the term in private R&D and related scholarly literature in existing science policy practices, and seek insight in relevant literature in science policy scholarship. While the financial analogy can in some instances be instructive, a simple transposition from the world of finance or of corporate R&D to public research is problematic. However, we do identify potentially fruitful uses of portfolio analysis in science policy. In particular, our review suggests that the concept of research portfolio can indeed be a useful analytical instrument for tackling complex societal challenges. Specifically, the strands of scholarship identified suggest that the use of research portfolio should: i) recognize the diversity of research lines relevant for a given societal challenge, given the uncertainty and ambiguity of research outcomes; ii) examine the relationships between research options of a portfolio and the expected societal outcomes; and iii) adopt a systemic perspective to research portfolios – i.e. examine a portfolio as a functional whole, rather than as the sum of its parts. We argue that with these considerations, portfolio-driven approaches may foster social inclusion in science policy decisions, help deliberation between “alternative” portfolios to tackle complex societal challenges, as well as promote cost-effectiveness and transparency.

Wehling, Peter (2015):

Neoliberalism and Technoscience: Critical Assessments Series: Theory, Technology and Society by Luigi Pellizzoni and Marja Ylönen. Farnham/Burlington, VT: Ashgate, 2012. 245 pp. ISBN 978-1409435327.

[Review]. In: *Minerva* 53 (2), S. 193–198. DOI: 10.1007/s11024-015-9268-3.

Weiss, Charles (2015):

How Do Science and Technology Affect International Affairs?

In: *Minerva* 53 (4), S. 411–430. DOI: 10.1007/s11024-015-9286-1.

Abstract:

Science and technology influence international affairs by many different mechanisms. Both create new issues, risks and uncertainties. Advances in science alert the international community to new issues and risks. New technological capabilities transform war, diplomacy, commerce, intelligence, and investment. This paper identifies six basic patterns by which advances in science and technology influence international relations: (1) as a juggernaut or escaped genie with rapid and wide-ranging ramifications for the international system; (2) as a game-changer and a conveyer of advantage and disadvantage to different actors in the international system; (3) as a source of risks, issues and problems that must be addressed and managed by the international community; (4) as key dimensions or enablers of international macro phenomena; (5) as instruments of foreign policy or sources of technical information for the management of an ongoing international regime; (6) as the subject of projects and institutions whose planning, design, implementation and management provide grist for the mill of international relations and diplomacy.

Woelert, Peter (2015):

Governing Knowledge: The Formalization Dilemma in the Governance of the Public Sciences.

In: *Minerva* 53 (1), S. 1–19. DOI: 10.1007/s11024-015-9266-5.

Abstract:

This paper offers a conceptually novel contribution to the understanding of the distinctive governance challenges arising from the increasing reliance on formalized knowledge in the governance of research activities. It uses the current Australian research governance system as an example – a system which exhibits a comparatively strong degree of formalization as to its knowledge mechanisms. Combining theoretical reflections on the political-administrative and epistemic dimensions of processes of formalization with analyses of interview data gathered at Australian universities, it is suggested that such a strong reliance on formalized knowledge has rather ambivalent governance ramifications. On the one hand, it allows for a seemingly rational and efficient form of the control and coordination of research activities. Yet on the other hand, it also increases the risk that knowledge is used in governance contexts in superficial, unconsidered and ultimately unreasonable ways. It is further suggested that there are a range of indications that precisely such use elicits and reinforces a range of dysfunctional behaviors on part of relevant individual and organizational actors in the public science system.

Organization Studies (36) 2015

<http://oss.sagepub.com/>

[licence required | full access via DFG-Allianz-Lizenz]

Aaltonen, Aleks; Lanzara, Giovan Francesco (2015):

Building Governance Capability in Online Social Production: Insights from Wikipedia.

In: *Organization Studies* 36 (12), S. 1649–1673. DOI: 10.1177/0170840615584459.

Abstract:

This article investigates a form of governance that makes online social production possible. Drawing on the concepts of capability and routine, we develop a dynamic, process-oriented view that departs from past research focused on static comparative analysis. We theorize that online social production systems develop a collective governance capability to steer the process of integrating distributed knowledge resources to the production of value. Governance mechanisms emerge from individual and collective learning that is made possible by new technology, and they evolve over time, as routines are developed to respond to new problems faced by a growing production system. Using Wikipedia as a paradigmatic example of online social production, we characterize governance as an evolving, enabling and embedded process and discuss implications for a dynamic theory of governance.

Adler, Paul S. (2015):

Community and Innovation: From Tönnies to Marx.

In: *Organization Studies* 36 (4), S. 445–471. DOI: 10.1177/0170840614561566.

Abstract:

The idea of community has lurked in various forms in organization studies since the field's inception, but its recent prominence as a critical precondition for innovation makes urgent the resolution of two theoretical puzzles. Both puzzles can be stated in the terms suggested by Tönnies' classic contrast of *Gemeinschaft* and *Gesellschaft*, community and association. First, it is difficult to reconcile the idea that community is critical to innovation with the traditionalistic character of *Gemeinschaft*. Second, it is difficult to reconcile any idea of community in work organizations with the conflictual character of the capitalist employment relation and the instrumental *Gesellschaft* character of the economic sphere. I argue that the resolution of the second puzzle via Marxist theory leads us to a resolution of the first. My thesis, in summary, is that community is a critical component of the capitalist labour-process, and that where this labour-process is oriented toward innovation, community is taking an historically new form. This new form represents a dialectical synthesis of *Gemeinschaft* and *Gesellschaft*, a form we can call *Genossenschaft*, or collaborative. The argument is essentially theoretical; I illustrate some key features of this emergent collaborative form with case data from a software services firm. In conclusion I suggest that this new form represents communism developing in the heart of capitalism.

Ahrne, Göran; Aspers, Patrik; Brunsson, Nils (2015):

The Organization of Markets.

In: *Organization Studies* 36 (1), S. 7–27. DOI: 10.1177/0170840614544557.

Abstract:

Markets have sometimes been described as vastly different from and even opposite to formal organizations. But markets and organizations share a similarity as well. Both are organized – by the use of decisions on membership, rules, monitoring, sanctions or hierarchy. Market organization creates differences among markets, and specific dynamics, which can be explained by the actions and interactions of market organizers: profiteers, 'others', sellers and buyers. The concept of market organization is an analytical tool, which can be used for analysing why and how markets are created, why they get their specific form and how they change.

Arnould, Eric J.; Cayla, Julien (2015):

Consumer Fetish: Commercial Ethnography and the Sovereign Consumer.

In: *Organization Studies* 36 (10), S. 1361–1386. DOI: 10.1177/0170840615580012.

Abstract:

What is the sovereign consumer that occupies such a central role in organizational discourse whose satisfaction has become an organizational imperative? Our research draws from extended fieldwork in the world of commercial ethnography. Our analysis shows how ethnography is implicated in the organizational fetishization of consumers, that is, how in the process of understanding and managing markets, a quasi-magical fascination with amalgams of consumer voices, images, and artefacts comes about. We offer several contributions. First, we demonstrate the pertinence of (primarily anthropological) theories of the fetish to organizational sensemaking. Second, we describe a distinctive process of organizational market sensemaking that is sensuous, magical, and analogical. Third, we offer a subtle critique of commercial ethnography, a popular research practice that aims to bring 'real' consumers to life inside the firm.

Avgar; Ariel C. (2015):

Co-operative Workplace Dispute Resolution: Organizational Structure, Ownership, and Ideology by Elizabeth A. Hoffmann. London: Routledge, 2012. 220 pp. ISBN 978-1409429241.

[Review]. In: *Organization Studies* 36 (9), S. 1265–1268. DOI: 10.1177/0170840615588741.

Bachmann, Reinhard; Gillespie, Nicole; Priem, Richard (2015):

Repairing Trust in Organizations and Institutions: Toward a Conceptual Framework.

In: *Organization Studies* 36 (9), S. 1123–1142. DOI: 10.1177/0170840615599334.

Abstract:

Trust plays a fundamental role in facilitating social exchange, yet recent global events have undermined trust in many of society's institutions and organizations. This raises the pertinent question of how trust in organizations and institutions can be restored once it has been lost. The emerging literature on trust repair is largely focused at the micro level, with limited examination of how these processes operate at the macro level and across levels. In this introductory essay, we show how the papers in this special issue each advance our understanding of macro-level trust repair. We draw on these papers, as well as the extant interdisciplinary literature, to propose an integrated conceptual model of six key mechanisms for restoring trust in organizations and institutions, highlighting the merits, limits and paradoxes of each. We conclude that no single mechanism can be relied on to rebuild organizational trust and identify a future research agenda for advancing scholarly understanding of organizational and institutional trust repair.

Balogun, Julia; Best, Katie; Lê, Jane (2015):

Selling the Object of Strategy: How Frontline Workers Realize Strategy through their Daily Work.

In: *Organization Studies* 36 (10), S. 1285–1313. DOI: 10.1177/0170840615590282.

Abstract:

This paper explores how frontline workers contribute to an organization's realized strategy. Using a workplace studies approach, we analyse the work of museum tour guides as a salient example of workers engaged in frontline work. Our findings demonstrate the subtle and intricate nature of the embodied work of frontline workers as they 'bring into being' the strategic aims of an organization. We identified five elements as central to this process: (1) the situated physical context; (2) audience composition; (3) the moral order; (4) the talk, actions and gestures of the guide; and (5) the corresponding talk, actions and gestures of the audience. Drawing on these categories, we find frontline workers to demonstrate 'interactional competence': assessing and making use of the physical, spatial and material specifics of the context and those they are interacting with, and enlisting interactional resources to uphold a moral order that brings these others in as a working audience, encouraging them to respond in particular ways. Frontline workers thus skilfully combine language, material and bodily expressions in the flow of their work. Demonstrating these dynamics gives a more central role to material in the realization of strategy than previously recognized; demonstrates that 'outsiders' have an important part to play in realizing strategy; and highlights the importance of frontline workers and their skilled work in bringing strategy into being.

Baralou, Evangelia; Tsoukas, Haridimos (2015):

How is New Organizational Knowledge Created in a Virtual Context? An Ethnographic Study.

In: *Organization Studies* 36 (5), S. 593–620. DOI: 10.1177/0170840614556918.

Abstract:

Seeking to enhance our understanding of organizational knowledge creation in multimodal polysynchronous contexts, this paper empirically explores a project team, within a UK-based international company, concerned with the development of new software. Our aim is to extend current dialogical approaches to organizational knowledge creation, largely developed in the context of face-to-face communication, into virtual contexts of communication. Through close analysis of the ICT-mediated dialogical interactions between the members of a project team and the occasional face-to-face interactions between certain members of the project team and other organizational members, we show how knowledge creation emerges via three core dialogical processes: dialogues with real others, quasi-dialogues with invisible others, and quasi-dialogues with virtual artifacts. Exploring these processes in more depth, we further argue that the dialogical processes at hand are crucially shaped by team members actively working with the materiality of technology used, which enables them to: (a) mobilize multiple task-related voices when simultaneously interacting in multiple contexts; (b) alter the boundaries of communication to suit the demands of the task at hand; and (c) textualize the ongoing experience of interaction with others and artifacts.

Beverungen, Armin; Böhm, Steffen; Land, Chris (2015):

Free Labour, Social Media, Management: Challenging Marxist Organization Studies.

In: *Organization Studies* 36 (4), S. 473–489. DOI: 10.1177/0170840614561568.

Abstract:

In this paper we explore how so-called 'social media' such as Facebook challenge Marxist organization studies. We argue that understanding the role of user activity in web 2.0 business models requires a focus on 'work', understood as value productive activity, that takes place beyond waged labour in the firm. A reading of Marx on the socialization of labour highlights the emerging figure of 'free labour', which is both unpaid and uncoerced. Marxist work on the production of the 'audience commodity' provides one avenue for understanding the production of content and data by users as free labour, but this raises questions concerning the distinction between productive and unproductive labour, which is central to Marx's labour theory of value. The Marxist literature on 'the becoming rent of profit' allows for a partial understanding of how the value produced by free labour is captured, thereby developing the understanding of the economic dimension of 'free labour' as unpaid. It overstates, however, the 'uncontrolled' side of free labour, and neglects the ways in which this work is managed so as to ensure that it is productive. We therefore call for a return to Marxist labour process analysis, albeit with an expanded focus on labour and a revised understanding of control associated with digital protocols. On this basis, a Marxist organization studies can contribute to an understanding of the political economy of digital capitalism.

Biggart, Nicole Woolsey (2015):

Global Themes and Local Variations in Organization and Management: Perspectives on Glocalization by Gili S. Drori, Markus A. Höllerer, and Peter Walgenbach (Eds.). London: Routledge, 2013. 448 pp. ISBN 978-0415807685.

[Review]. In: *Organization Studies* 36 (11), S. 1602–1604. DOI: 10.1177/0170840615603886.

Blaschke, Steffen (2015):

James R. Taylor Elizabeth J. Van Every: *When Organization Fails: Why Authority Matters*. New York: Routledge, 2014. 220 pp. ISBN: 978 0415741668.

[Review]. In: *Organization Studies* 36 (4), S. 565–568. DOI: 10.1177/0170840614564323.

Bleiklie, Ivar; Enders, Jürgen; Lepori, Benedetto (2015):

Organizations as Penetrated Hierarchies: Environmental Pressures and Control in Professional Organizations.

In: *Organization Studies* 36 (7), S. 873–896. DOI: 10.1177/0170840615571960.

Abstract:

Organizational control and environmental influences on organizational behavior are central themes in organization studies, yet little effort has been made to bring them together. In this paper we seek to contribute to filling this gap by investigating and conceptualizing environmental influences on organizational control. The paper examines patterns of organizational control and their environmental couplings through three parallel case studies of public universities in three European countries. We provide a systematic characterization of the space of configurations of control in professional knowledge-intensive organizations along the two axes of centralization of power and formalization of social relationships. We show that environmental characteristics do matter for the contestation and selection of control models. Finally, we unpack and conceptualize the synergetic influence of three environmental characteristics (institutional pressures, resource environment, and external social relationships) as providing sources of legitimacy and power for specific control regimes.

Bloomfield, Brian P.; Vurdubakis, Theo (2015):

Mors ex Machina: Technology, Embodiment and the Organization of Destruction.

In: *Organization Studies* 36 (5), S. 621–641. DOI: 10.1177/0170840614556922.

Abstract:

The article argues that the organization of destruction requires the same level of attention that organization studies have typically accorded to the organization of production. Taking as its starting point recent debates in the field concerning the embodied character of organizational ethics, the present paper sets out to explore what we might call the contemporary 'automation of warfare' by focusing on the proposed deployment of autonomous robots capable of exercising lethal force while governed by the 'ethical constraints' dictated by the Laws of War. Acknowledging the 'technical' challenges inherent in the development of 'ethical warrior robots', we propose that the importance of such technological fixes for the management of human conflict primarily lies not in their status as (potentially) functional artefacts but rather in their role as material expressions of the moral and philosophical conflicts haunting Atlantic (post?)modernity.

Bouilloud, Jean-Philippe; Deslandes, Ghislain (2015):

The Aesthetics of Leadership. Beau Geste as Critical Behaviour.

In: *Organization Studies* 36 (8), S. 1095–1114. DOI: 10.1177/0170840615585341.

Abstract:

This paper focuses on the role of beau geste in organizations, showing that it is endowed with a specifically critical dimension as it challenges both the established order and customary practices. We also scrutinize its unique role that consists in critically resisting economic norms. Analysing the beau geste actually offers an opportunity to broaden the scope of our vision of leadership by relying on aesthetics rather than conventionally viewing the leader as an artist. In the first part, we thus concentrate on the way leadership scholars have so far dealt with aesthetics. In the second part, through a series of examples and by adopting a historical perspective, we describe the defining features of the beau geste in organizations: gratuity effect, impact on the common good, size effect and surprise effect. We then analyse how beau geste indeed constitutes a form of provocation against an 'organized' world in which economic rationality seems to prevail. In the conclusion, we outline future prospects for research.

Brannan, Matthew J.; Parsons, Elizabeth; Priola, Vincenza (2015):

Brands at Work: The Search for Meaning in Mundane Work.

In: *Organization Studies* 36 (1), S. 29–53. DOI: 10.1177/0170840614553382.

Abstract:

Brand scholarship traditionally resides within the marketing literature and focuses on organizations' external relationships with customers. However, increasing critical attention in organization studies has focused on the brand in order to understand its impact on the internal dynamics of employment relations in contemporary organizations. Drawing on an

ethnography of frontline service work in an IT consultancy call centre, we explore the brand as an internal organizational resource sustaining the process of employee meaning-making activities. Documenting the 'work of the brand', we outline what the brand offers both employees and employers and, in doing so, we theorize the brand at work as a connecting mechanism between processes of identity formation/re-formation and regulation. While employees are encouraged to internalize particular brand meanings (in this case prestige, success and quality), we found that they often willingly buy into these intended brand meanings as a palliative to 'cope' with mundane work. In this way brand meanings are central to producing a self-disciplining form of employee subjectivity.

Brown, Andrew D.; Colville, Ian; Pye, Annie (2015):

Making Sense of Sensemaking in Organization Studies.

In: *Organization Studies* 36 (2), S. 265–277. DOI: 10.1177/0170840614559259.

Abstract:

Sensemaking' is an extraordinarily influential perspective with a substantial following among management and organization scholars interested in how people appropriate and enact their 'realities'. Organization Studies has been and remains one of the principal outlets for work that seeks either to draw on or to extend our understanding of sensemaking practices in and around organizations. The contribution of this paper is fourfold. First, we review briefly what we understand by sensemaking and some key debates which fracture the field. Second, we attend critically to eight papers published previously in Organization Studies which we discuss in terms of five broad themes: (i) how sense is made through discourse; (ii) the politics from which social forms of sensemaking emerge and the power that is inherent in it; (iii) the intertwined and recursive nature of micro-macro sensemaking processes; (iv) the strong ties which bind sensemaking and identities; and (v) the role of sensemaking processes in decision making and change. Third, while not designed to be a review of extant literature, we discuss these themes with reference to other related work, notably that published in this journal. Finally, we raise for consideration a number of potentially generative topics for further empirical and theory-building research.

Brown, Andrew D.; Coupland, Christine (2015):

Identity Threats, Identity Work and Elite Professionals.

In: *Organization Studies* 36 (10), S. 1315–1336. DOI: 10.1177/0170840615593594.

Abstract:

Elite professionals opportunistically employ threats to their work identities to author preferred selves. Predicated on understandings that identities are subjectively available to people as in-progress narratives, and that these are often insecure fabrications, we investigate the identity work of members of a UK-based professional Rugby League club. The research contribution we make is to demonstrate that professionals use identity threats as flexible resources for working on favoured identities. We show that rugby players authored identity threats centred on the shortness of their careers, injury and performance, and how these were appropriated (made their own) by men to develop desired occupational and masculine identities. In so doing, we also contribute to debates on how professionals' identity discourse is an expression of agency framed within relations of power.

Cailluet, Ludovic (2015):

Marcelo Bucheli, R. Daniel Wadhvani (eds): *Organizations in Time: History, Theory, Methods*. Oxford: Oxford University Press, 2014. 336 pp. ISBN: 978 0199646890.

[Review]. In: *Organization Studies* 36 (7), S. 979–982. DOI: 10.1177/0170840614564321.

Carruthers, Bruce G. (2015):

The Great Persuasion: Reinventing Free Markets since the Depression by Angus Burgin. Cambridge, MA: Harvard University Press, 2015. ISBN 978-0674503762.

[Review]. In: *Organization Studies* 36 (12), S. 1741–1742. DOI: 10.1177/0170840615590747.

Cleavenger, Dean J.; Munyon, Timothy P. (2015):

Overcoming the Help-Seeker's Dilemma: How Computer-Mediated Systems Encourage Employee Help-Seeking Initiation.

In: *Organization Studies* 36 (2), S. 221–240. DOI: 10.1177/0170840614556920.

Abstract:

Helping processes are critical for organizations. Yet, research suggests that there are strong disincentives for employees to seek help from others. Drawing on self-presentation theory, this paper tested how computer-mediated communication may be used to stimulate a help-seeking response from workers. Subjects were placed in an induced-failure work scenario and provided with a computer-mediated channel with which to request help. By experimentally manipulating feedback, anonymity, and interdependence features of the work context, we then measured the length of time before subjects requested help. Eighty three percent of subjects initiated a request for help within the work period, and these help-seeking requests were made more quickly under strong helping norms, high goal interdependence, and high anonymity conditions rather than weak helping norms, low goal interdependence, and low anonymity conditions. The results provide new insights into the design of official communication channels intended to encourage employee help-seeking.

Croft, Charlotte; Currie, Graeme; Lockett, Andy (2015):

The Impact of Emotionally Important Social Identities on the Construction of a Managerial Leader Identity: A Challenge for Nurses in the English National Health Service.

In: *Organization Studies* 36 (1), S. 113–131. DOI: 10.1177/0170840614556915.

Abstract:

The ability of individuals to accommodate the emotional transition into roles requiring the construction of a leader identity is an under-researched phenomenon. To address this research gap we consider the experience of 32 nurse managers undergoing a leadership development programme, exploring how an emotional attachment to their professional group identity may cause identity conflict during the construction of a managerial leader identity. We consider how competing desired identities can result in negative emotional experiences, calling into question existing work, which assumes that desired group identities are congruent with leader identities. Our work suggests that identity work can mitigate identity conflict at the individual level, enabling nurse managers to function in their role, but emotional distress will continue due to a perceived loss of professional identity and group influence. We contend it is only by eschewing an emotional attachment to a professional group identity that nurse managers will be able to overcome this negative emotional experience.

Delbridge, Rick; Sallaz, Jeffrey J. (2015):

Work: Four Worlds and Ways of Seeing.

In: *Organization Studies* 36 (11), S. 1449–1462. DOI: 10.1177/0170840615612021.

Abstract:

Organizations are spaces and places of work. In this introductory essay to the Special Issue of *Organization Studies* dedicated to 'Worlds of Work', we lay out our vision for placing the study of work and workers back at the centre of organization studies. We advance four inter-related work-world metaphors or ways of seeing organizations: as physical worlds, as worlds of hierarchy, as spaces of innovation, and as fields of actors. Research that puts work at the centre of organizational analysis, and places organization within its context of economy, politics and society, will provide important new insights into the experience of work and nature of contemporary organization. Such an agenda will be founded on both a recognition of the socially constructed nature of these phenomena and their dialectics, tracing how these tensions play out in new and hybrid forms.

Deroy, Xavier; Clegg, Stewart (2015):

Back in the USSR: Introducing Recursive Contingency Into Institutional Theory.

In: *Organization Studies* 36 (1), S. 73–90. DOI: 10.1177/0170840614544556.

Abstract:

Institutional theory's understanding of unplanned change in fragmented and complex environments has made the connection between institutional work at the micro level and institutional logics at the macro level a central issue. Change that is not planned is contingent on events. In practice an event, as a single occurrence of an unexpected, unanticipated or unacknowledged process, connects these levels, as the event is selected for attention, enacted in meaning, and organizationally coded. Not all events are selected, enacted and coded, of course. The recognition, attributes and potential of events depend on selections made from and meaning given to past events and those conceived as coming into being in the future perfect. The concept of recursive contingency describes how unique occurrences become connected in an evolving process over time; in doing so, it stresses the important role of the unexpected in regard to institutional change. Using a theoretical framework derived from Luhmann's work, in which institutions are seen as relatively autonomous self-closed subsystems generating contingency, we define an event as such by the fact that what it means and what is to be done with it cannot be decided by the application of a rule: choice is demanded that requires coding it as a specific type of event. A recursive view of contingency can be connected to an institutional theory of change in which the central role of institutional codes and networks of communication is stressed, producing a new theoretical approach to the explanation of institutional change. To illustrate the argument we make reference to one of the most significant counterfactual cases for questioning the solidity of institutions: the collapse of the key organization of the Soviet Union, the Communist Party.

Dick, Penny (2015):

From Rational Myth to Self-Fulfilling Prophecy? Understanding the Persistence of Means-ends Decoupling as a Consequence of the Latent Functions of Policy Enactment.

In: *Organization Studies* 36 (7), S. 897–924. DOI: 10.1177/0170840615575191.

Abstract:

Organizations operating in pluralistic institutional environments are facing ever greater pressures to adopt and implement policies and practices that have few if any benefits for their core functions. This situation is characterized by Bromley and Powell as reflective of means–ends decoupling. Current theory suggests that this form of decoupling can be difficult to sustain unless the logic of confidence in the policy/practice is maintained, i.e. actors believe that it is useful, relevant and important. In this study, I argue that part-time working in the UK police service illustrates a sustained case of means–ends decoupling in that its official purpose (to retain the skills and experience of (mainly female) police officers) not only appears to have few benefits for the subunits in which it is implemented, but the practice itself is seen to interfere with the achievement of operational goals, generating efficiency gaps. Despite this situation, the logic of confidence in this practice is maintained. Using Merton's distinction between the manifest and latent functions of a policy, I argue that this situation can be understood by examining how the policy on part-time working functions latently to increase managers' accountability regarding the accommodation of part-time working. This means that managers are unwilling to refuse requests for part-time working but its manifest function (the retention of skills and experiences) operates to ameliorate efficiency gaps through a process I term 'institutional satisficing'. Furthermore, the manifest function of part-time working can be used as a rhetorical tool by managers to justify potentially controversial methods of accommodating part-time officers in frontline roles which can result in the serendipitous recoupling of part-time working to its intended purposes.

Eberl, Peter; Geiger, Daniel; Aßländer, Michael S. (2015):

Repairing Trust in an Organization after Integrity Violations: The Ambivalence of Organizational Rule Adjustments.

In: *Organization Studies* 36 (9), S. 1205–1235. DOI: 10.1177/0170840615585335.

Abstract:

This paper investigates how an organization attempts to repair trust after organizational-level integrity violations by examining the influence of organizational rules on trust repair. We reconstruct the prominent corruption case of Siemens AG, which has faced the greatest bribery scandal in the history of German business. Our findings suggest that tightening organizational rules is an appropriate signal of trustworthiness for external stakeholders to demonstrate that the organization seriously intends to prevent integrity violations in the future. However, such rule adjustments were the source of dissatisfaction among employees since the new rules were difficult to implement in practice. We argue that these different impacts of organizational rules result from their inherent paradoxical nature. To address this problem, we suggest managing an effective interplay between formal and informal rules.

Endrissat, Nada; Islam, Gazi; Noppeney, Claus (2015):

Enchanting Work: New Spirits of Service Work in an Organic Supermarket.

In: *Organization Studies* 36 (11), S. 1555–1576. DOI: 10.1177/0170840615593588.

Abstract:

Drawing from a qualitative, empirical study of work experiences in a North American organic supermarket, we introduce the notion of 'enchanting work', a polyvalent concept referring to the aura found in certain forms of service work in contrast to the disenchantment commonly associated with it. Enchanting work, because of its unique stance vis-a-vis workplace critique and commitment, can inform the study of work by moving beyond the dichotomy of meaningful versus alienated work. Our findings show how enchanting work can be found on three different levels to (1) infuse otherwise mundane work processes with meaning, (2) obscure organizational control mechanisms and divert attention from precarious work conditions, and (3) recruit the participation of workers for creating an enchanted workplace. We discuss the implications of our results for understanding contemporary worlds of work and explore both the emancipatory and ideological ramifications of enchanting work.

Ferraro, Fabrizio; Etzion, Dror; Gehman, Joel (2015):

Tackling Grand Challenges Pragmatically: Robust Action Revisited.

In: *Organization Studies* 36 (3), S. 363–390. DOI: 10.1177/0170840614563742.

Abstract:

In this article, we theorize a novel approach to addressing the world's grand challenges based on the philosophical tradition of American pragmatism and the sociological concept of robust action. Grounded in prior empirical organizational research, we identify three robust strategies that organizations can employ in tackling issues such as climate change and poverty alleviation: participatory architecture, multivocal inscriptions and distributed experimentation. We demonstrate how these strategies operate, the manner in which they are linked, the outcomes they generate, and why they are applicable for resolving grand challenges. We conclude by discussing our contributions to research on robust action and grand challenges, as well as some implications for research on stakeholder theory, institutional theory and theories of valuation.

Gatenby, Mark (2015):

The Utopia of Rules: On Technology, Stupidity, and the Secret Joys of Bureaucracy by David Graeber. Brooklyn, London: Melville House, 2016. 272 pp. ISBN 978-1612195186.

[Review]. In: *Organization Studies* 36 (11), S. 1599–1602. DOI: 10.1177/0170840615590746.

Gerber, Alison (2015):

The Economics of Creativity: Art and Achievement under Uncertainty by Pierre-Michel Menger. Cambridge, MA: Harvard University Press, 2014. 416 pp. ISBN 978-0674724563.

[Review]. In: *Organization Studies* 36 (8), S. 1115–1117. DOI: 10.1177/0170840615572588.

Gonzalez, Jorge A.; Pérez-Floriano, Lorena R. (2015):

If You Can't Take the Heat: Cultural Beliefs about Questionable Conduct, Stigma, Punishment, and Withdrawal among Mexican Police Officers.

In: *Organization Studies* 36 (5), S. 665–687. DOI: 10.1177/0170840615571961.

Abstract:

We introduce the concept of cultural beliefs about questionable conduct, and examine how these beliefs interact with stigma consciousness to influence punishment and two withdrawal behaviors: turnover and absenteeism. We used a sample of Mexican police officers in a border city and implemented a mixed method design, paying attention to the national, occupational, and organizational context of this setting. We conducted a qualitative phase to explore the prevalence and meaning of occupational stigma and four cultural beliefs about questionable conduct: greed, toughness, wariness, and savvy. The results of this phase helped us develop a context-relevant measure of cultural beliefs about questionable conduct using Mexican proverbs. The results of the quantitative phase indicated that, contingent upon stigma consciousness, beliefs about questionable conduct affected received punishment, turnover, and absenteeism. We discuss the theoretical and behavioral implications of our findings for socialization, identity management, occupational stigma, corruption, and ethical behavior.

Hancock, Philip; Sullivan, Katie; Tyler, Melissa (2015):

A Touch Too Much: Negotiating Masculinity, Propriety and Proximity in Intimate Labour.

In: *Organization Studies* 36 (12), S. 1715–1739. DOI: 10.1177/0170840615593592.

Abstract:

This paper explores how men who perform intimate labour negotiate perceptions of themselves and their work through complex intersections of masculinity, proximity and propriety. Its focus is on the ways in which embodied organizational negotiations are shaped by gendered perceptions of bodily propriety in three examples of physically, sexually and/or emotionally intimate forms of labour: male massage therapists; men who work in sex shops; and men working as Santa Claus performers. While ostensibly quite different forms of work, each is shaped by the expectation that a ‘quality’ interaction with customers or clients will be based upon the nurturance of a close physical, sexual and/or emotional bond between the service provider and recipient, at the same time as maintaining appropriate bodily boundaries and professional distance. Mediating both imperatives requires a careful negotiation of being appropriately close while at the same time understanding that social perceptions of their work, themselves as workers, and their interactions with customers and clients mean that they are frequently under heightened scrutiny, requiring constant vigilance on their part. Drawing on insights from phenomenological writing on embodiment, specifically Merleau-Ponty’s (2002 [1945]) *Phenomenology of Perception*, the analysis considers the ways in which intersections between masculinity, propriety and proximity are perceived and negotiated in intimate forms of labour, reflecting on instances when a touch becomes ‘too much’. It considers what these instances reveal to us about gendered experiences of embodiment within organizations and the importance of perception in understanding embodied negotiations of workplace intimacy.

Hancock, Philip; Sullivan, Katie; Tyler, Melissa (2015):

A Touch Too Much: Negotiating Masculinity, Propriety and Proximity in Intimate Labour.

In: *Organization Studies* 36 (12), S. 1715–1739. DOI: 10.1177/0170840615593592.

Abstract:

This paper explores how men who perform intimate labour negotiate perceptions of themselves and their work through complex intersections of masculinity, proximity and propriety. Its focus is on the ways in which embodied organizational negotiations are shaped by gendered perceptions of bodily propriety in three examples of physically, sexually and/or emotionally intimate forms of labour: male massage therapists; men who work in sex shops; and men working as Santa Claus performers. While ostensibly quite different forms of work, each is shaped by the expectation that a ‘quality’ interaction with customers or clients will be based upon the nurturance of a close physical, sexual and/or emotional bond between the service provider and recipient, at the same time as maintaining appropriate bodily boundaries and professional distance. Mediating both imperatives requires a careful negotiation of being appropriately close while at the same time understanding that social perceptions of their work, themselves as workers, and their interactions with customers and clients mean that they are frequently under heightened scrutiny, requiring constant vigilance on their part. Drawing on insights from phenomenological writing on embodiment, specifically Merleau-Ponty’s (2002 [1945]) *Phenomenology of Perception*, the analysis considers the ways in which intersections between masculinity, propriety and proximity are perceived and negotiated in intimate forms of labour, reflecting on instances when a touch becomes ‘too much’. It considers what these instances reveal to us about gendered experiences of embodiment within organizations and the importance of perception in understanding embodied negotiations of workplace intimacy.

Helfen, Markus (2015):

Institutionalizing Precariousness? The Politics of Boundary Work in Legalizing Agency Work in Germany, 1949–2004.

In: *Organization Studies* 36 (10), S. 1387–1422. DOI: 10.1177/0170840615585338.

Abstract:

The legalizing of agency work in Germany is used as an illustrative case for exploring and theorizing how contests about regulating organizations' labor practices are played out through the politics of boundary work. By combining the idea of inter-field relations from the theory of strategic action fields with considerations about boundary work within and between organizational fields, this paper explains the recent proliferation of agency work as the outgrowth of a long-term legalization contest. By taking a historical perspective, it illuminates how the boundary work of (former) incumbents and (new) challengers modulates institutional dynamics. Based on qualitative primary and secondary material, the findings reveal how the politics of boundary work facilitate power reversals in organizational fields by allowing defeated parties to survive in a field's niches, to cross a field's boundaries, and to rebuild their intervention capacity as well as by making incumbent coalitions erode over time.

Hiatt, Shon; Grandy, Jake (2015):

From Social Movement to Moral Market: How the Circuit Riders Sparked an IT Revolution and Created a Technology Market by Paul-Brian McInerney. Stanford: Stanford University Press, 2014. 256 pp. ISBN 978 0804785129.

[Review]. In: *Organization Studies* 36 (6), S. 831–834. DOI: 10.1177/0170840614564320.

Hirst, Alison; Humphreys, Michael (2015):

Configurable Bureaucracy and the Making of Modular Man.

In: *Organization Studies* 36 (11), S. 1531–1553. DOI: 10.1177/0170840615593585.

Abstract:

The flexibility of people in modern societies rests upon their capacity to divide themselves into separate modules of thought and action, and deploy them in ways that fit their purposes. The practice of 'informatizing' work by converting tasks into software-based processes entails the modular design of work, because software has a modular form. We use the concept of modularity to analyse the implications of informatization in the empirical context of a 'shared service centre' providing professional services. We make three contributions. First, informatization enlarges the scope for organizational flexibility, because the organization can be treated as a configuration of modules which can be reshuffled to suit changing circumstances. Second, employees must attempt to deploy enhanced modular capabilities, by executing any given set of processes, in a flexible, unemotional and time-efficient fashion. Third, given the ability to informatize complex service work, and the existence of organizational templates which accommodate it, the modular design and management of other services may become more common.

Hydle, Katja Maria (2015):

Temporal and Spatial Dimensions of Strategizing.

In: *Organization Studies* 36 (5), S. 643–663. DOI: 10.1177/0170840615571957.

Abstract:

This paper extends existing research on time and space in strategizing by combining the understanding of temporal-spatial activities from practice theory with the strategy-as-practice perspective. In practice theory, temporal dimensions incorporate the past, present, and future of temporality and objective time, while spatial dimensions involve the places and paths of spatiality and objective space. These dimensions are used to uncover patterns of everyday activities in service provision and the related deliberate and non-deliberate strategizing in a transnational professional service firm. Three overall patterns of practices are identified as a result, and a framework of the temporal and spatial dimensions of strategizing is developed. The contribution of this study is to identify how strategy is realized, modified and developed,

simultaneously, through distributed agency. Attention to the temporal-spatial dimensions helps explain the enabling and limiting factors in strategizing.

Ingvaldsen, Jonas A. (2015):

Organizational Learning: Bringing the Forces of Production Back In.

In: *Organization Studies* 36 (4), S. 423–444. DOI: 10.1177/0170840614561567.

Abstract:

Under the influence of the 'communities of practice' perspective, research on organizational learning has lost sight of the role of science and technology. As a result, theory development in this field too often takes archaic work forms as its starting point. Based on a structural and materialist interpretation of Marx, this paper proposes an alternative approach that theorizes organizational learning as an outcome of contradictory processes in which the productive forces are progressively socialized, albeit unevenly. This approach leads to a very different perspective on tacit/explicit knowledge, work formalization, identity formation and the roles of managers and engineers. This structural-Marxist theory of organizational learning offers a more fruitful account of learning in technologically advanced, competitive sectors such as the manufacturing and process industries. Increasingly, it also applies to private and public service provision.

Joutsenvirta, Maria; Vaara, Eero (2015):

Legitimacy Struggles and Political Corporate Social Responsibility in International Settings: A Comparative Discursive Analysis of a Contested Investment in Latin America.

In: *Organization Studies* 36 (6), S. 741–777. DOI: 10.1177/0170840615571958.

Abstract:

This paper examines the discursive legitimization of controversial investment projects to provide a better understanding of the ways in which corporate social responsibility is constructed in international settings. On the basis of a discursive analysis of an intense dispute between Finnish, Uruguayan and Argentinean actors over a pulp mill project in Uruguay, we develop a framework that elucidates four legitimating discourses: technocratic, societal, national-political, and global-capitalist. With this framework, our analysis helps to better understand how CSR involves discourse-ideological struggles, how CSR is embedded in international relations, and how CSR is mediatized in contemporary globalizing society. By so doing, our analysis contributes to critical studies of CSR as well as research on legitimation more generally.

Knight, Eric (2015):

A Process Theory of Organization by Tor Hernes. Oxford: Oxford University Press, 2014. 256 pp. ISBN 978-0199695089.

[Review]. In: *Organization Studies* 36 (10), S. 1423–1426. DOI: 10.1177/0170840615588740.

Kociatkiewicz, Jerzy; Kostera, Monika (2015):

Into the Labyrinth: Tales of Organizational Nomadism.

In: *Organization Studies* 36 (1), S. 55–71. DOI: 10.1177/0170840614546154.

Abstract:

Labyrinths and mazes have constituted significant spaces for tales of transformation, from prehistoric designs through the myth of the Minotaur and the pilgrimage design in Chartres cathedral to contemporary novels and pictorial representations. Labyrinths and labyrinthine designs can also commonly be found in present-day organizations. This text, based on an ethnographic study as well as on an analysis of academic discourse, explores their significance as symbol and as physical structure. Drawing upon the notion of transitional space, it presents labyrinths as an indelible part of human experience, an archetype, and a sensemaking tool for understanding and explaining organizational complexity. The unavoidable presence of labyrinthine structures is presented as a counterpoise to the reductionist tendency towards simplification, streamlining and staying on-message, allowing or demanding space for reflection, doubt and uncertainty.

Komporozos-Athanasiou, Aris; Fotaki, Marianna (2015):

A Theory of Imagination for Organization Studies Using the Work of Cornelius Castoriadis.

In: *Organization Studies* 36 (3), S. 321–342. DOI: 10.1177/0170840614559258.

Abstract:

At a time when organizations are asked to imagine themselves anew in order to survive, organizational treatments of 'imagination' lack engagement with its profound political and generative nature. To address this gap, the paper draws on the works of Cornelius Castoriadis (1922–1997) and proposes a politically situated theory of imagination for organization studies. We build on Castoriadis's core ideas of representation, signification and affect to develop a radical proposition: imagination is 'where it all begins', an inexhaustible psychosocial force driving organizations and organizing, and setting the institutionalization process in motion. To illustrate the great potential contributions of this proposition for organization studies, we discuss how three key persisting dualisms in organizational thinking, those between 'representational' and 'non-representational' inquiry, 'body' and 'mind', and between the 'private' and 'public', begin to dissolve when considered under our suggested framework. We then draw some important implications of Castoriadian imagination for charting alternative futures at times of economic and social crises, and identify some directions for future research.

Llewellyn, Nick (2015):

'He probably thought we were students': Age norms and the exercise of visual judgement in service work.

In: *Organization Studies* 36 (2), S. 153–173. DOI: 10.1177/0170840614546151.

Abstract:

This paper analyses how organisational actors draw upon, perhaps without conscious acknowledgement, assumptions about age as they engage in organisational activities. Drawing on video-recordings of naturalistic interaction, the paper analyses how customers are positioned with respect to age-based norms, often following visual assessments of their physical appearance. Through detailed rhetorical and sequential analysis, the paper describes artful practices, through which participants make age-based norms relevant for the composition of ordinary organisational actions. The paper is amongst the first micro-sociological studies to analyse how people engage age-based norms in this way. It shows the positioning of age identities to be substantially an interactional phenomenon, as well as a discursive and reflexive one.

Maielli, Giuliano (2015):

Explaining Organizational Paths through the Concept of Hegemony: Evidence from the Italian Car Industry.

In: *Organization Studies* 36 (4), S. 491–511. DOI: 10.1177/0170840614561565.

Abstract:

By analysing the Fiat case, we contextualize path-dependence processes within the relations of production and propose a neo-Gramscian interpretation of the agency-structure interplay within path-dependent phenomena based on the distinction between structural hegemony and hegemonic projects. Building upon recent developments in understanding institutional complexity, we treat agency as embedded within, yet separated from, self-reinforcements that are generated by multiple competing logics. The aim is to deepen our understanding of the relationship between collective agency and the emergence of meta-routines in the pre-formation phase of the path-dependence process, and their interaction with self-reinforcements in the formation and lock-in phases.

Mair, Johanna; Mayer, Judith; Lutz, Eva (2015):

Navigating Institutional Plurality: Organizational Governance in Hybrid Organizations.

In: *Organization Studies* 36 (6), S. 713–739. DOI: 10.1177/0170840615580007.

Abstract:

Hybrid organizations operate in a context of institutional plurality and enact elements of multiple, often conflicting institutional logics. Governance is highly relevant in navigating such an environment. This study examines how hybrid organizations set up their governance structures and practices. Building on survey data from 70 social enterprises, a subset of hybrid organizations, we identify two types of hybrid organization: conforming hybrids rely on the prioritization of a single institutional logic and dissenting hybrids use defiance, selective coupling and innovation as mechanisms to combine and balance the prescriptions of several institutional logics. We illustrate these mechanisms by drawing on the qualitative analysis of selected cases. This study refines current debates on social enterprises as hybrid organizations. Based on our findings, we speculate that some social enterprises might assume hybridity for symbolic reasons while others – genuine hybrids – do so for substantive reasons.

Martela, Frank (2015):

Fallible Inquiry with Ethical Ends-in-View: A Pragmatist Philosophy of Science for Organizational Research.

In: *Organization Studies* 36 (4), S. 537–563. DOI: 10.1177/0170840614559257.

Abstract:

The clash between positivist and constructivist research methodologies in organization studies has sent many researchers to look for a 'third way' in critical realism and more recently in pragmatism. Building on John Dewey's work, this article develops a position where the fallible nature of all knowledge is acknowledged and the value of science is anchored to its ability to resolve genuine human problems. It is argued that this kind of ontological experientialism and epistemological fallibilistic instrumentalism offers the most original and defensible version of pragmatism as a philosophy of science. In it, science is seen as an outgrowth of ordinary inquiry, and thus it starts and ends in experiencing, is always constrained by fallibilism, proceeds utilizing abduction, and instead of 'knowledge' it produces warranted assertions. However, as pragmatist inquiry is always done with ends-in-view, pragmatism retains the possibility to evaluate the value of different theories and propositions, and thus sees scientific research as an inherently ethical activity. The position is contrasted to positivism, constructivism, critical realism and more realist interpretations of pragmatism to show its uniqueness, and its basic implications for research practice are explained.

McKague, Kevin; Zietsma, Charlene; Oliver, Christine (2015):

Building the Social Structure of a Market.

In: *Organization Studies* 36 (8), S. 1063–1093. DOI: 10.1177/0170840615580011.

Abstract:

Motivated by the question of how to develop viable new markets and value chains in the resource-constrained settings of least developed countries, we adopted multi-year qualitative methods to examine the intervention of a nongovernmental organization (NGO) in developing the dairy value chain in Bangladesh. Consistent with the theoretical premise that markets and value chains are social orders, we found that the NGO's success relied on building the social structure of a market wherein market participants could negotiate relationships and norms of production and exchange and embed them in practices and technologies. To establish social structure among participants as a means of market building, the NGO acquired relevant knowledge, then used contextual bridging (transferring new meanings, practices and structures into a given context in a way that is sensitive to the norms, practices, knowledge and relationships that exist in that context), brokering relationships along the value chain (facilitating introductions and exchanges between value chain members) and funding experimentation (providing resources to test ideas and assumptions about new market practices). Market participants themselves also contributed to the development of the market's social structure by means of social embedding (building relationships and negotiating norms of exchange and coordination), and material embedding (implementing technologies and practices and integrating market norms into technology). Increased productivity and equity and reduced costs of transactions resulted from the creation of a social structure that, in this case, preceded and enabled the economic structuring of a market rather than the other way around.

McNulty, Terry; Stewart, Abigail (2015):

Developing the Governance Space: A Study of the Role and Potential of the Company Secretary in and around the Board of Directors.

In: *Organization Studies* 36 (4), S. 513–535. DOI: 10.1177/0170840614556919.

Abstract:

This study brings together developments in corporate governance and organization studies to examine the work of the company secretary, a mandatory legal officer in UK listed corporations, typically positioned close to the board of directors, but hitherto largely ignored in governance and organizational research. Regulation continues to use distinctions between inside executive and outside independent non-executives on boards, opening up organizational space between what one director actually does vis-a-vis another. This study combines a socio-spatial perspective of organization with theories of board behaviour to identify the potential for company secretaries to engage in a vibrant role performance in and around the boardroom. Findings show the potential for company secretaries to act as boundary spanners, 'walking the lines and working the spaces' that connect executive and non-executive directors, so developing the governance space in ways that enable board effectiveness.

Miller, Kent D. (2015):

Agent-Based Modeling and Organization Studies: A critical realist perspective.

In: *Organization Studies* 36 (2), S. 175–196. DOI: 10.1177/0170840614556921.

Abstract:

The method of agent-based modeling raises philosophy of science issues that modelers have yet to resolve in a way that reconciles their work with that of other management and organization researchers. As a result, agent-based modelers have made only modest contributions to advancing organization theory and empirical research. In response, this study proposes critical realism as a philosophical perspective to understand and orient agent-based modeling research. A critical realist perspective clarifies the nature and purpose of agent-based modeling and indicates the potential complementarity between agent-based modeling and other approaches to theory building and testing in the field of management and organization studies. Key emphases within critical realism on mechanistic explanations, emergence, simplifying assumptions, and abductive reasoning support agent-based modelers' practices. Critical realism carries implications for specifying models, clarifying ontology, evaluating model outcomes, validating models, triangulating, and identifying the limits of agent-based modeling. This study provides practical guidance from a critical realist perspective—to modelers and nonmodelers—to advance the contribution of agent-based modeling to management and organization research.

Mom, Tom J. M.; van Neerijnen, Pepijn; Reinmoeller, Patrick; Verwaal, Ernst (2015):

Relational Capital and Individual Exploration: Unravelling the Influence of Goal Alignment and Knowledge Acquisition.

In: *Organization Studies* 36 (6), S. 809–829. DOI: 10.1177/0170840615580009.

Abstract:

We investigate how the relational capital of a person within an organization affects the extent to which she or he conducts exploration activities. Our theory separates out a negative effect that comes from aligning goals with other organizational members from a positive effect that stems from acquiring knowledge from them. Our data from 150 members of the R&D teams of three leading R&D-intensive firms support the theoretical model. By developing and testing this theory, we contribute to the literature on exploration, which lacks understanding of the antecedents of individual exploration in organizations. We also contribute to relational capital literature, which has focused on organizational and group-level exploration, but which has shown inconsistent findings regarding the relationship between relational capital and exploration. A reason for this may be that this body of research has emphasized positive effects of relational capital for exploration only, and has not accounted for the different mechanisms that mediate the effects of relational capital on individual exploration activities. Our theory offers a more comprehensive view by explaining how relational capital may provide both benefits and liabilities to individual exploration activities.

Moufahim, Mona.; Reedy, Patrick; Humphreys, Michael (2015):

The Vlaams Belang: The Rhetoric of Organizational Identity.

In: *Organization Studies* 36 (1), S. 91–111. DOI: 10.1177/0170840614546149.

Abstract:

In this paper we combine work on rhetorical strategies with that of organizational identity theory. We highlight the relationship between organizational identity and the deployment of discursive resources at the societal level by organizations seeking to influence such identities. We analyse the way in which an extreme right political organization, the

Vlaams Belang, has used rhetorical framing and strategies to construct a collective identity. This framing is aimed at persuading potential supporters of the organization to identify themselves with it. We argue that these frames derive their characteristic form and power from broader social and political processes that are given insufficient attention in published work on identity in organizations. We discuss the implications of our study for organizational theory, particularly the political and ethical questions raised by the use of potentially manipulative strategies. We conclude with a discussion of the ethical problems that arise when an organization's managers attempt to direct identity formation by exploiting a persistent desire for stability and continuity in a world where it becomes ever more elusive.

Mueller, Frank; Carter, Chris; Whittle, Andrea (2015):

Can Audit (Still) be Trusted?

In: *Organization Studies* 36 (9), S. 1171–1203. DOI: 10.1177/0170840615585336.

Abstract:

This paper analyses audit as an exemplar of an expert system. The paper explores the premise that systemic trust in audit has been damaged and requires repair, looking specifically at the role of the institutionalized mechanism of the public inquiry. This is examined empirically in relation to the interaction between the heads of the Big Four accounting firms in the UK and the House of Lords Economic Select Committee in the course of the recent parliamentary investigation into the UK audit market, prompted by the global financial crisis. In particular, the paper seeks to understand how there can be transfer of trust, following Sztompka (1999), between different levels and between agents in a system. In this case, the Big Four – as privileged market participants – require re-legitimation from agents that are part of the political and legal apparatus. We therefore argue that re-legitimation of the Big Four's privileged market position is dependent on transfer of trust.

Munro, Ian (2015):

The Risk in Risk Management by Greg Vit. London: Routledge, 2013. 148 pp. ISBN: 978 0415509848.

[Review]. In: *Organization Studies* 36 (3), S. 394–398. DOI: 10.1177/0170840614564325.

Murdoch, Zuzana (2015):

Organization Theory and the Study of European Union Institutions: Lessons and Opportunities.

In: *Organization Studies* 36 (12), S. 1675–1692. DOI: 10.1177/0170840615585342.

Abstract:

Most scholarship in modern organization theory maintains a near-exclusive focus on private-sector settings. In contrast, this article argues that complex public-sector organizational systems – such as the European Union (EU) – can provide a very relevant laboratory to both fine-tune organization theoretical propositions and test them empirically. I first draw attention to the value-added of organization theory for the study of EU institutions. Then, I turn to these institutions' capacity to present a springboard for theoretical development in organization theory, and bring forward a number of avenues for further research on the intersection of EU studies and organization theory that can push forward both research fields.

O'Neil, Mathieu (2015):

Labour out of Control: The Political Economy of Capitalist and Ethical Organizations.

In: *Organization Studies* 36 (12), S. 1627–1647. DOI: 10.1177/0170840615585339.

Abstract:

Digitally networked voluntary associations such as free software projects and Wikipedia can be distinguished from capitalist firms in two respects. First, their predominant logic is 'ethical'. Participation is primarily motivated by self-fulfilment and validated by a community of peers, rather than by earning wages. Second, their governance is 'modular', understood in a design sense (decomposable blocks sharing a common interface), but also in political economy terms:

participants oppose restricted ownership and control by individually socializing their works into commons. In recent years capitalist-centralized firms have increasingly engaged with ethical-modular organizations, in some cases paying wages to participants (such labour is thus both 'alienated' or sold, and 'communal', as workers freely cooperate to produce commons). This article reviews the literature dealing with the relationship of these two organizational types. It argues that the manner in which scholars approach a central characteristic of ethical-modular organizations – participants relinquish exclusive property rights over the resource they have created – leads to highly diverse interpretations. Four hypotheses are presented. A 'panoptic' view overlooks the abjuration of exclusive property rights, so that ethical-modular organizations can be defined as a variant of the evolution of capitalist firms into post-bureaucratic networks. 'Skeptics' view this abjuration as irrelevant, and ethical-modular organizations as increasing worker exploitation. In contrast, 'activists' celebrate the abjuration of exclusive property rights, and present ethical-modular organizations as key actors in a historical process leading to the disappearance of capitalism and hierarchy. Finally 'reformists' suggest that the co-optation of communal labour by firms will benefit business practices and society. The article examines the analytical focus of each hypothesis in terms of labour, loss of control by firms over workers, and societal impact. Where appropriate, it raises questions and objections. The conclusion addresses communal labour's effective dependence on capitalist-centralized firms and suggests factors which may contribute to its emancipation.

Pickering, Mark E. (2015):

An Exploratory Study of Organizational Governance in Publicly-Quoted Professional Service Firms.

In: *Organization Studies* 36 (6), S. 779–807. DOI: 10.1177/0170840615571959.

Abstract:

There has been a trend of large professional service firms (PSFs) to move from the partnership form of ownership to alternative ownership forms. As part of this trend large, publicly-quoted accounting companies have emerged in Australia, the US and the UK. Research on how publicly-owned PSFs, including accounting companies, are governed, whether aspects of the governance of partnership persist, why particular governance interpretive schemes and associated structures and systems are implemented and implications for performance is sparse. This study explores the interpretive scheme of governance in two Australian publicly-quoted accounting companies and finds one of the companies to have mimicked the major attributes of the partnership interpretive scheme while the other company moved to a corporate form of governance eliminating all vestiges of the partnership interpretive scheme. Governance was found to have significant implications for the performance of the companies with moving from a partnership interpretive scheme contributing to the ultimate failure of one of the companies. The cases suggest that failed experiments in the governance of publicly-owned PSFs, a relatively recently emerged ownership form in some professions, may contribute to conflicting prior findings on the implications of ownership form for the performance of PSFs. Two alternative approaches to the introduction of corporate style governance structures and systems were identified with the findings suggesting potential benefits of evolution rather than revolution. Based on the findings, a theoretical model of the interpretive scheme of governance of publicly-traded PSFs is developed including factors affecting the interpretive scheme implemented and the introduction of more corporate-like governance structures and systems, potential performance implications of PSFs moving away from a partnership interpretive scheme and the conditions and contingencies under which the relationship may hold. The paper also extends the application of agency theory to publicly-owned PSFs.

Rond, Mark de (2015):

Manufacturing Morals: The Values of Silence in Business School Education by Michel Anteby. Chicago: University of Chicago Press, 2013. 272 pp. ISBN: 978 0226092478.

[Review]. In: *Organization Studies* 36 (3), S. 391–394. DOI: 10.1177/0170840614564324.

Russell, Stephanie; McCabe, Darren (2015):

Regulators, Conformers and Cowboys: The Enterprise Discourse, Power and Resistance in the UK Passive Fire Protection Industry.

In: *Organization Studies* 36 (12), S. 1693–1714. DOI: 10.1177/0170840615593582.

Abstract:

This article draws on industry-level research to explore the enterprise discourse in the UK passive fire protection industry. It highlights the theoretical weaknesses of the enterprise discourse by questioning the assumption that employers and managers necessarily support enterprise. It examines how employers, not just employees, may seek to resist or evade enterprise and how, far from offering a united front, employers may oppose each other. The article points towards the need for industry-level studies due to the limitations and potentially misleading insights that can flow from organization-level studies. Overall, it is argued that there may be more common ground between employees and employers in terms of opposition to enterprise than has previously been suggested.

Scarborough, Harry; Panourgias, Nikiforos S.; Nandhakumar, Joe (2015):

Developing a Relational View of the Organizing Role of Objects: A study of the innovation process in computer games.

In: *Organization Studies* 36 (2), S. 197–220. DOI: 10.1177/0170840614557213.

Abstract:

Innovation processes create distinctive challenges for coordination. Objects are seen as supporting coordination in such settings by enabling the emergent action needed to deal with a dynamic and uncertain process. Thus, previous work has highlighted the role of different types of objects in coordinating the collaborative tasks undertaken by expert groups, either by motivating the creation of new knowledge or through the translation of understanding. Through an empirical study of innovation processes in the computer games sector, our paper adds to this previous work by finding that the relations between objects, and not the objects alone, help to orchestrate multiple collaborative tasks towards a final outcome within temporal and resource constraints. The relational view which emerges from this study shows how such a 'system of objects' is able to stabilize coordination of the process while preserving the emergence and autonomy of games developer practices needed to achieve innovation.

Seibel, Wolfgang (2015):

Studying Hybrids: Sectors and Mechanisms.

In: *Organization Studies* 36 (6), S. 697–712. DOI: 10.1177/0170840615580005.

Abstract:

The present paper introduces and compares two alternative perspectives on hybridity. One is the perspective of hybrids being located at the interface of dominant 'sectors' such as the private for-profit sector, the public sector and the civil society or nonprofit sector. The alternative perspective focuses on a combination of sector-specific governance mechanisms. The paper discusses the characteristics as well as the advantages and disadvantages of those two perspectives and what a combination of both implies for further research with an emphasis on the analysis of organizational pathologies and managerial coping.

Sewell, Graham; Taskin, Laurent (2015):

Out of Sight, Out of Mind in a New World of Work? Autonomy, Control, and Spatiotemporal Scaling in Telework.

In: *Organization Studies* 36 (11), S. 1507–1529. DOI: 10.1177/0170840615593587.

Abstract:

We draw on the geographical concepts of social space, territoriality, and distantiation to examine an apparent tension inherent in telework: i.e., using information and communication technologies to work away from traditional workplaces can give employees a greater sense of autonomy while simultaneously placing new constraints on the way they conduct themselves in settings that were previously beyond the reach of managerial control. We draw on a longitudinal case study of a Belgian biopharmaceutical company to show how technical and professional teleworkers developed broadly similar strategies of spatiotemporal scaling to cope with this tension. We conclude by considering how these scaling strategies allowed employees to cope with the demands of 'hybrid' work that is conducted both at home and in traditional settings.

Sgourev, Stoyan V. (2015):

Brokerage as Catalysis: How Diaghilev's Ballets Russes Escalated Modernism.

In: *Organization Studies* 36 (3), S. 343–361. DOI: 10.1177/0170840614563743.

Abstract:

The analysis elaborates and illustrates a proposition on brokerage that is implicit in existing research—that through self-assembling their ties, brokers may trigger chains of events with systemic consequences that they can only partly control or benefit from. By relaxing the assumption of strategic control, the analysis contributes to reducing the discrepancy between micro and macro levels of analysis. This approach is illustrated with the case of the Ballets Russes (1909–1929) and its founder Sergei Diaghilev, who revolutionized the arts in the early 20th century by aggregating developments in dance, music, design and literature. The role of a catalyst emerges in connecting artists on the supply side and in matching supply and demand for novelty. Catalysis was triggered by the interaction between identity and field-level fragmentation when the personal network of an unusually multifaceted broker became a platform for the interpenetration of heretofore disconnected social networks. However, in escalating Modernism Diaghilev's brokerage contributed to the demise of the social world that generated the Ballets Russes.

Siebert, Sabina; Martin, Graeme; Bozic, Branko; Docherty, Ian (2015):

Looking 'Beyond the Factory Gates'. Towards more Pluralist and Radical Approaches to Intraorganizational Trust Research.

In: *Organization Studies* 36 (8), S. 1033–1062. DOI: 10.1177/0170840615580010.

Abstract:

The aim of this paper is to suggest new avenues for trust research by critiquing the extant literature on this topic. We analyse the most influential research on intraorganizational trust from the perspective of a classic industrial sociology framework from the 1970s – Alan Fox's work on frames of reference and trust dynamics. Our analysis of intraorganizational trust studies leads us to three conclusions. First, the large majority of intraorganizational trust research has strong unitarist underpinnings, which support a managerial agenda that is potentially detrimental to employees' (and indeed managers') long-term interests. Second, most of this research fails to explain how trust in organizations is embedded in societal and field-level institutions, hence it would benefit from looking 'beyond the factory gates' for a more complete understanding of trust dynamics in organizations. In this connection, we argue that Fox's pluralist and radical perspectives, which are under-represented in intraorganizational trust research, could provide new lines of inquiry by locating internal trust relations in a wider institutional context. Third, Fox's explanation of how low and high trust dynamics in organizations are embedded in wider society may help address the concerns about under-socialized, endogenous explanations and open the way for structure-agency analyses of building, maintaining and repairing intraorganizational trust.

Spicer, Andrew; Okhmatovskiy, Ilya (2015):

Multiple Paths to Institutional-Based Trust Production and Repair: Lessons from the Russian Bank Deposit Market.

In: *Organization Studies* 36 (9), S. 1143–1170. DOI: 10.1177/0170840615585334.

Abstract:

We propose and test the proposition that state ownership represents an important mechanism of institutional-based trust production in market development that requires analysis in its own right, particularly following periods of financial crisis when the state's role as a regulator is often viewed as ineffective or corrupt. To test the proposition that state ownership and state regulation act as distinct sources of institutional-based trust production, we examine individual choices of market participation and avoidance in Russia's market for bank deposits. To analyze the consequences of institutional-based trust, we look at individual preferences to keep savings in a private bank, in a state bank, or in cash outside of the banking system. To analyze antecedent conditions, we measure an individual's trust in political actors and government agencies. Our results support the proposition that the state produces institutional-based trust in the Russian banking system through its roles as both an owner and a regulator.

Stevens, Merieke; MacDuffie, John Paul; Helper, Susan (2015):

Reorienting and Recalibrating Inter-organizational Relationships: Strategies for Achieving Optimal Trust.

In: *Organization Studies* 36 (9), S. 1237–1264. DOI: 10.1177/0170840615585337.

Abstract:

Drawing upon longitudinal, dyadic, comparative case-based research, we analyze the pursuit of optimal trust, i.e. trust that is neither excessive nor insufficient, by introducing the concepts of reorientation and recalibration. First, we show that large deviations from optimal trust are best addressed by reorientation which deals with both too much as well as too little trust. Reorientation processes include substantial efforts to change parties' attributions of the intentions underlying past behavior, to reestablish social equilibrium among the parties, and to make structural changes via adjustments to goals and incentives. Reorientation is necessary when imbalance occurs in the powerful and opposed forces associated with excessive trust (faith, favoritism, contentment, loyalty) vs insufficient trust (skepticism, impartiality, exigency, opportunism). Second, we demonstrate that there is an effective path to maintaining optimal trust via practices we call recalibration, wherein small deviations are addressed before damage to trust occurs. Recalibration maintains inter-organizational trust near its optimum through processes that proactively balance the opposed forces. Large deviations from optimal trust in either direction can unleash destabilizing dynamics, requiring significant reorientation efforts to offset. Recalibration processes are then essential for preserving the effects of successful reorientation.

Symon, Gillian; Pritchard, Katrina (2015):

Performing the Responsive and Committed Employee through the Sociomaterial Mangle of Connection.

In: *Organization Studies* 36 (2), S. 241–263. DOI: 10.1177/0170840614556914.

Abstract:

In the light of increasingly mobile and flexible work, maintaining connections to work is presented as vital. Various studies have sought to understand how these connections are experienced and managed, particularly through the use of smartphones. We take a new perspective on this practice by bringing together the conceptual fields of sociomateriality and identity work. Through the analysis of narratives produced by smartphone users in an engineering firm we argue that connection can be viewed as a sociomaterial assemblage that performs particular identities: being contactable and responsive; being involved and committed; and being in-demand and authoritative. Through this analysis we both elaborate the concept of connectivity at work and indicate how the material is implicated in identity performances

Tasselli, Stefano (2015):

Social Networks and Inter-professional Knowledge Transfer: The Case of Healthcare Professionals.

In: *Organization Studies* 36 (7), S. 841–872. DOI: 10.1177/0170840614556917.

Abstract:

This study examines the relationship between the structure of professional networks and patterns of inter-professional knowledge transfer in the healthcare setting. Collecting survey data and qualitative evidence from 118 professionals in a hospital department, we used theory on the sociology of professions and social networks to investigate patterns of knowledge transfer between doctors and nurses. First we found that members of different professions tend to be embedded in distinctive professional cliques, which in turn inhibit effective inter-professional knowledge transfer. Network structure, however, combines with individual characteristics in predicting knowledge transfer patterns. By occupying central positions in closely knit networks, clinical directors can facilitate knowledge transfer patterns between doctors and nurses. And actors who are legitimated both intra-professionally and inter-professionally to occupy brokerage positions in social networks, namely junior doctors and nurse managers, are more likely to gain access to non-redundant, valuable knowledge. The overall picture is one of network structure interplaying with the characteristics of individual actors in shaping the dynamics of professional interactions.

Tomkins, Leah; Simpson, Peter (2015):

Caring Leadership. A Heideggerian Perspective.

In: *Organization Studies* 36 (8), S. 1013–1031. DOI: 10.1177/0170840615580008.

Abstract:

This paper develops the idea of caring leadership based on Heidegger's philosophy of care. From this perspective, caring leadership is grounded in the practices of 'leaping-in' and 'leaping-ahead' as modes of intervention in the affairs of the world and the efforts of others. This involves gauging and taking responsibility for the ramifications of intervention, balancing the urge for certainty of outcome and visibility of contribution with the desire to encourage and enable others. Our analysis suggests several twists to contemporary leadership debates. We argue that the popular models of transactional and transformational leadership are to be critiqued not for their over-reliance but, rather, their under-reliance on agency. This is a different kind of agency to that of heroic or charismatic models. It involves tolerance of complexity and ambivalence; a rich sense of temporal trajectory; concern for one's presence in the world; and crucially, the ability to resist the soothing normativity of 'best practice'. From this position, we argue that the problem with the growing scholarly interest in an ethic of care is that it provides too tempting a recipe to follow. In a Heideggerian view, caring leadership has little to do with compassion, kindness or niceness; it involves and requires a fundamental organization and leadership of self.

Überbacher, Florian.; Jacobs, Claus D.; Cornelissen, Joep P. (2015):

How Entrepreneurs Become Skilled Cultural Operators.

In: *Organization Studies* 36 (7), S. 925–951. DOI: 10.1177/0170840615575190.

Abstract:

Cultural entrepreneurship and symbolic management perspectives portray entrepreneurs as skilled cultural operators and often assume them to be capable from the outset to purposefully use 'cultural resources' in order to motivate resource-holding audiences to support their new ventures. We problematize this premise and develop a model of how entrepreneurs become skilful cultural operators and develop the cultural competences necessary for creating and growing their ventures. The model is grounded in a case study of an entrepreneur who set up shop and sought to acquire resources in a culturally unfamiliar setting. Our model proposes that two adaptive sensemaking processes – approval-driven sensemaking and autonomy-driven sensemaking – jointly facilitate the gradual development of cultural competences. These processes jointly enable entrepreneurs to gain cultural awareness and calibrate their symbolic enactments. Specifically, while approval-driven sensemaking facilitates recognizing cultural resources to symbolically couple a venture's identity claims more tightly with the cultural frames of targeted audiences and gain legitimate distinctiveness, autonomy-driven sensemaking enables recognizing cultural constraints and more effective symbolic decoupling to shield the venture from constraining cultural frames and defend the venture's autonomy and resources. We conclude the paper with a discussion of the theoretical implications of our study for cultural entrepreneurship and symbolic management research.

Vallas, Steven P.; Cummins, Emily R. (2015):

Personal Branding and Identity Norms in the Popular Business Press: Enterprise Culture in an Age of Precarity.

In: *Organization Studies* 36 (3), S. 293–319. DOI: 10.1177/0170840614563741.

Abstract:

The theory of enterprise culture (du Gay, 1996) has provoked one of the more enduring strands of research on organizations and identities. Yet, after a decade and half of debate, the validity of this theory remains mired in ambiguity. In this article we revisit the theory of enterprise culture by exploring shifts in the popular business press and employee responses to them, in an effort to track the identity norms that have impinged on job seekers over time. Scrutinizing career-advice texts published between 1980 and 2010, we do indeed find partial support for the theory of enterprise culture, as the most popular renderings of work and employment have exhibited a marked yet complex turn toward entrepreneurial rhetoric. Interviews with 53 employees and job seekers suggest that a discourse of personal branding is indeed pervasive, and is often uncritically incorporated into the conceptions that job seekers bring to bear on their career horizons. Yet we also find that enterprise discourse has evolved beyond the notion of the "sovereign consumer" on which enterprise theory was initially based. Employees today are advised not merely to be responsive to the wants of customers;

now, they must actively shape those wants, emulating corporate marketing techniques in an effort to establish the value of their own personal brands. Homo economicus is alive and well but has elided existing representations.

Verbeeten, Frank H. M.; Speklé, Roland F. (2015):

Management Control, Results-Oriented Culture and Public Sector Performance: Empirical Evidence on New Public Management.

In: *Organization Studies* 36 (7), S. 953–978. DOI: 10.1177/0170840615580014.

Abstract:

New Public Management (NPM) has been guiding public sector reform for over 25 years. Its position on the design of effective management control rests on three key ideas: (1) performance improvement requires a results-oriented culture that emphasizes outcomes rather than inputs or processes; (2) public sector organizations need to introduce performance management based on targets, monitoring and incentives; and (3) public sector organizations should decentralize decision rights and reduce their reliance on rules and procedures. Focusing on the particularly influential version of NPM as advocated by the OECD, we examine the validity of these ideas theoretically and empirically. We conclude that NPM's reform programme should be reconsidered. Although the evidence indicates that a results-oriented culture is positively associated with performance, we find little support for the assumed benefits of NPM-type performance contracting. In addition, the results suggest that both the effects of decentralization and the reliance on rules and procedures are opposite to NPM's expectations.

Vidaillet, Bénédicte; Gamot, Grégory (2015):

Working and Resisting when One's Workplace is Under Threat of Being Shut Down. A Lacanian Perspective.

In: *Organization Studies* 36 (8), S. 987–1011. DOI: 10.1177/0170840615580013.

Abstract:

The case presented here shows how a set of Lacanian concepts can be useful for analysing the behaviour of employees' representatives in a factory belonging to a large globalized and financialised corporation and threatened with closure. We identify a central characteristic of this organization (the obliteration of symbolic authority) to identify the psychic processes the employees' representatives go through as a result of this characteristic and the impact in terms of their difficulties in exerting resistance. We rest our analysis on the distinction Lacan makes between utterance and enunciation and make use of the concepts of master signifier, symbolic authority, fantasy and superego. We show that in this case the absence of symbolic authority leads the staff representatives to be taken over by the fantasy of a tyrannical and unbarred Other that has the absolute power to close down the factory at any time, and to feel guilty that they never do enough, a typical sense of guilt resulting from the superego's unfulfillable demands. This theory is also relevant for understanding the paradoxes of resistance: the staff representatives will need to reintroduce a symbolic authority so as to be able to start resisting and no longer be overwhelmed by the fantasy of an unbarred Other. We emphasize the benefits of using a Lacanian approach for understanding how discursive, psychic and emotional processes are joined in the power relations characteristic of a global capitalist corporation, and reflect on the structural conditions in which resistance is possible in contemporary organizations.

Vidal, Matt; Adler, Paul; Delbridge, Rick (2015):

When Organization Studies Turns to Societal Problems: The Contribution of Marxist Grand Theory.

In: *Organization Studies* 36 (4), S. 405–422. DOI: 10.1177/0170840615575948.

Abstract:

Marxist theory, we argue, can be a valuable resource as organization studies turns to the urgent societal problems of our times. In order to address these problems, organizational studies needs greater historical depth and interdisciplinarity. We argue that these imperatives necessitate a return to grand theory. Grand theories provide the frameworks needed for integrating in a systematic as opposed to an ad hoc manner both scholarship across disciplines and middle-range theories within disciplines. We show that marxism offers a particularly fruitful grand theory for organization studies and for the social sciences more broadly, because it affords a platform for integrating various social sciences and because it offers

penetrating insight into both the *longue durée* of history and the political-economic dynamics of capitalism. In making our case, we present and defend the core ideas of marxism, including its theory of modes of production, its distinctive theory of “soft” technological and economic determinism, its labor theory of value, and its account of the key developmental tendencies of capitalism—concentration and centralization of capital, socialization, and recurrent crises. We illustrate the power of these ideas by showing how they can be used to enrich organizational research on the 2007-8 financial crisis. And we introduce the four articles in this Special Themed Section, which show the capacity of marxist concepts to reframe and enrich research on traditional and emerging topics in organization studies, including organizational learning and communities of practice, knowledge work, teamwork and collaboration, social media and digital capitalism, and organizational routines and path dependence.

Wasserman, Varda; Frenkel, Michal (2015):

Spatial Work in Between Glass Ceilings and Glass Walls: Gender-Class Intersectionality and Organizational Aesthetics.

In: *Organization Studies* 36 (11), S. 1485–1505. DOI: 10.1177/0170840615593583.

Abstract:

This study explores the relations between organizational spatiality, gender, and class. It examines the work performed by managers and architects on the one hand, and by various groups of female employees on the other, in constructing, reproducing, and challenging gender-class identities through space-related means. Three types of gender-class spatial work are identified—discursive, material, and interpretive-emotional—to highlight the role of space in constructing and reconstructing inequality regimes within organizations. Applying insights from Lefebvre’s spatial theory, we analyze the case of the Israeli Ministry of Foreign Affairs’ new headquarters, demonstrating how the spatial work of various actors is both gendered and gendering. We also show how space is enacted by women from different social groups in accordance with their habitus and with the aim of distinguishing themselves from others.

Weitzner, David; Deutsch, Yuval (2015):

Understanding Motivation and Social Influence in Stakeholder Prioritization.

In: *Organization Studies* 36 (10), S. 1337–1360. DOI: 10.1177/0170840615585340.

Abstract:

Insight into organizational responses to stakeholder claims and influence attempts is critical to understand the challenges currently facing managers and organizations. Drawing on Kelman’s (1958) model of social influence, we advance the field’s understanding of the factors driving firm-level prioritization of competing stakeholder claims by developing a theoretical framework that accounts for both the stakeholder attributes that are important to relevant decision makers, and the decision makers’ motivations for accepting or rejecting the influence attempts of varying stakeholders. Our framework distinguishes itself from existing research by focusing on stakeholder prioritization, not salience, recognizing that stakeholder-related decisions result from group interaction and that important decision makers are not limited to those found within the classic boundaries of the firm. Consequently, we argue that decision makers are simultaneously stakeholders with attributes that might be relevant to other decision makers involved in prioritization. In addition, we identify a more extensive set of stakeholder attributes that includes powerlessness and illegitimacy.

Wilhoit, Elizabeth D.; Kisselburgh, Lorraine G. (2015):

Collective Action Without Organization: The Material Constitution of Bike Commuters as Collective.

In: *Organization Studies* 36 (5), S. 573–592. DOI: 10.1177/0170840614556916.

Abstract:

This study uses a novel situation of organizing, bicycle commuting, to develop an argument regarding the requirements for collective action and increased autonomy for the material in constituting organizations. We found that through individual material and spatial practices, bike commuters constitute themselves as a collective, making their presence known and creating possibility for change. However, bike commuters’ discourses indicate that they do not experience a collective identity or sense of community of practice. We use this study to extend two areas of theory. First, we suggest that collective action can take place without organization or organizing: individual activities can aggregate to have an

effect even if they are not officially coordinated or members do not acknowledge membership in a collective. Second, we suggest that this example moves beyond previous work on the communicative constitution of organizations to suggest that the material can constitute a collective, even without human, discursive recognition of it.

Yanow, Dvora (2015):

Practice Theory, Work, and Organization: An Introduction by Davide Nicolini. Oxford: Oxford University Press, 2013. 320 pp. ISBN 978-0199231607.

[Review]. In: *Organization Studies* 36 (5), S. 689–691. DOI: 10.1177/0170840615572590.

Yu, Kyoung-Hee; Kim, Sunghoon; Restubog, Simon (2015):

Transnational Contexts for Professional Identity Development in Accounting.

In: *Organization Studies* 36 (11), S. 1577–1597. DOI: 10.1177/0170840615593586.

Abstract:

Global expansion in the boundaries of professional work, the introduction of managerial concepts and thinking, and changes in the organizational form of professional service firms all impact the process by which professionals come to identify with their profession. The focus of this paper is on transnational professional careers and professional identity development, which remain an under-researched aspect of how globalization affects the professions. Based on original survey data from Australia, we chart the influence of social and organizational contexts on professional identity development for migrant and local accounting professionals respectively. Findings suggest that unlike the “boundaryless” opportunities associated with globe-trotting professionals, the majority of professional migrants are significantly constrained by the organizational and inter-subjective settings in which they work. Theoretically, we extend the concept of professional identity development to include not only formative early career experiences, but also large institutional jolts such as those provided by migration. Findings also help expand current understandings of organizations as sites of professionalization by shedding light on their impact on transnational careers.

Zanoni, Patrizia; Janssens, Maddy (2015):

The Power of Diversity Discourses at Work: On the Interlocking Nature of Diversities and Occupations.

In: *Organization Studies* 36 (11), S. 1463–1483. DOI: 10.1177/0170840615593584.

Abstract:

Drawing on Fairclough’s comprehensive social theory of discourse as text, social practice and discursive practice, the paper examines how discourses of diversity are implicated in the power dynamics in the Belgian branch of an international automobile company. Our analysis shows how diversity discourses are interlocked with occupations. On the one hand, speakers’ occupational practices are conditional for the emergence of multiple, occupation-distinct discourses of diversity. On the other, in their discursive practice, speakers not only construct diversity but at once deploy it as a symbolic currency to reaffirm their own occupational practices and related subject positions warranting voice in the workplace. Our study contributes to the extant critical diversity literature and the organizational scholarship on work by showing how the power dynamics of diversity cannot be adequately conceptualized without attending to occupational discursive and non-discursive practices.

Perspectives. Policy and Practice in Higher Education (19) 2015

<http://www.tandfonline.com/loi/tpsp20#.VSPvMOHj8pQ>

[licence required | restricted access via Nationallizenz DFG (1) 1997 – (4) 2000]

Statement of retraction. "Transnational higher education in Uzbekistan" by E. K. Sia, Volume 18, Issue 4, 2014, pp. 138-144. DOI: 10.1080/13603108.2014.979263.

[Retraction] (2015). In: *Perspectives: Policy and Practice in Higher Education* 19 (3), S. 102.

Abstract:

The following article is being retracted from publication in *Perspectives: Policy and practice in higher education*: "Transnational higher education in Uzbekistan" by E. K. Sia, Volume 18, Issue 4, 2014, pp. 138-144. DOI: 10.1080/

13603108.2014.979263 | <http://www.tandfonline.com/10.1080/13603108.2014.979263>

as following publication it was brought to the attention of the Editor and publishers that the author had not followed their institution's publishing code of practice before the submission and acceptance of the above mentioned article, which warrants a breach in protocol in need of correction.

The Editor and publishers of the journal, Taylor & Francis, note we received, peer-reviewed, accepted, and published the article in good faith based on warranties made by the author regarding provenance and ethical practice.

The retracted article will remain online to maintain the scholarly record, but it will be digitally watermarked on each page as 'retracted'.

Beer, Janet (2015):

Diversity in leadership.

[Perspective]. In: *Perspectives: Policy and Practice in Higher Education* 19 (2), S. 40–42. DOI: 10.1080/13603108.2015.1021402.

Behrens, Rob (2015):

Sailing on the 'Boundless and Bottomless Sea': a view from the OIA Bridge.

In: *Perspectives: Policy and Practice in Higher Education* 19 (1), S. 4–9. DOI: 10.1080/13603108.2015.1009191.

Abstract:

The prevention and resolution of student complaints are critical factors in maintaining and improving the student experience. Rob Behrens looks at the wider context, drawing on lessons from beyond higher education, to examine the opportunities and possible pitfalls.

Canning, John (2015):

A new measurement and ranking system for the UK National Student Survey.

In: *Perspectives: Policy and Practice in Higher Education* 19 (2), S. 56–65. DOI: 10.1080/13603108.2015.1021401.

Abstract:

Despite numerous criticisms of the UK National Student Survey (NSS) institutional managers still strongly support its use in informing student choice, quality and assurance and quality enhancement activities. This article outlines a granular and nuanced benchmarking system for the NSS which provides both a 'raw' score (weighted student satisfaction score) and a normalised quotient (weighted student satisfaction quotient) to enable users to take a more considered approach to the absolute and relative strengths and weaknesses of individual course programmes.

Chan, Jeremy (2015):

China's innovation paradox.

In: *Perspectives: Policy and Practice in Higher Education* 19 (1), S. 23–27. DOI: 10.1080/13603108.2014.992999.

Abstract:

China aims to become an innovation-led nation by 2020, but its leadership is generally sceptical – and oftentimes hostile – to the market forces, open exchange of ideas, and creative destruction that have unlocked innovation in other countries. Instead, Beijing hopes to promote innovation in China through a massive expansion in higher education, more skilled workers, and heavy investments in R&D. Can China's leaders engineer a top-down approach to innovation?

Coulson, Jonathan; Roberts, Paul; Taylor, Isabelle (2015):

The future of the campus: Architecture and master planning trends.

In: *Perspectives: Policy and Practice in Higher Education* 19 (4), S. 116–121. DOI: 10.1080/13603108.2015.1026421.

Abstract:

The article discusses current and likely future trends within the architecture and master planning of university campuses. It argues that higher education administrators must maximise the value of the campus to create physical environments that enhance the student experience.

Gaskell, Craig; Hayton, Elizabeth (2015):

Distance administration: Multiple perspectives on multi-site institutions.

In: *Perspectives: Policy and Practice in Higher Education* 19 (2), S. 43–48. DOI: 10.1080/13603108.2014.1001003.

Abstract:

It is becoming increasingly important to understand multi-campus arrangements in the rapidly changing higher education environment. Some attention has been given to the academic perspectives of such arrangements; however, there is limited published work relating to administrative and professional services. Different approaches are evident and although the organisational structure in any particular context will be determined by a host of complex and changing factors, it is important that careful consideration is given to the viewpoint of administrators who work day to day distant from the main institutional centre. This paper focuses on the perspectives of administrators within multi-campus institutions, emphasising the viewpoint of those working at sites that are not the main institutional administrative centre. It considers organisational structure and specific issues that might affect staff. Potential positives and negatives for individuals and institutions are discussed and key factors for consideration are emphasised.

Hastings, Roscoe; Mansell, Oliver (2015):

Somewhere over the rainbow: The challenges and opportunities open to LGBT* staff.

In: *Perspectives: Policy and Practice in Higher Education* 19 (4), S. 122–126. DOI: 10.1080/13603108.2015.1046531.

Abstract:

At the recent Association of University Administrators (AUA) Annual Conference in Nottingham, UK, the authors presented a session exploring the role that Lesbian, Gay, Bisexual and Trans* (LGBT*) Staff Networks have to play in higher education institutions and explored the best practice to support their successful launch and longevity. This accompanying article looks to build upon some of the points made in their session while exploring some of the wider issues that LGBT* staff face within higher education in the current policy context, most notably in the UK.

Hogan, John (2015):

Reshaping the university: the rise of the regulated market in higher education by David Palfreyman and Ted Tapper. Oxford University Press, Oxford, June 2014, 307 pp. £ 55 (hardback), ISBN 9780199659821.

[Review]. In: *Perspectives: Policy and Practice in Higher Education* 19 (1), S. 33–34. DOI: 10.1080/13603108.2014.963728.

James, William (2015):

How To Herd Cats: Leading a Team of Independent Thinkers by Simon Hartley. North Charleston: CreateSpace Independent Publishing Platform, 2014. 82 pp. ISBN 978-1500723361.

[Review]. In: *Perspectives: Policy and Practice in Higher Education* 19 (4), S. 143–144. DOI: 10.1080/13603108.2015.1072116.

Jaspal, Rusi (2015):

Constructing and protecting identity in a diverse higher education context.

In: *Perspectives: Policy and Practice in Higher Education* 19 (4), S. 127–134. DOI: 10.1080/13603108.2015.1071291.

Abstract:

UK higher education (HE) has become increasingly diverse. Despite the clear social, economic and pedagogical benefits of diversity, it can also be challenging for identity as it may bring about psychological change and compel both the 'dominant majority' and 'minorities' to adjust to the presence, identities and worldviews of the other. Drawing upon Identity Process Theory from social psychology, the present article explores the potential challenges to identity in a diverse HE context and how students may subsequently cope with these challenges. After a brief overview of Identity Process Theory, two case studies are presented that focus on how social class and ethnic/religious diversity can impact identity. The more general aim of this article is to develop the basic tools for enhancing students' learning experience in a diverse HE context. It is suggested that HE institutions need to support students from diverse backgrounds in ways that are conducive to a positive identity, and that they must facilitate a shared superordinate identity which can be viewed as inclusive and available to all, regardless of class, ethnicity, religion or any other identity.

Law, David (2015):

A tribute to Professor Sir David Watson (1949–2015).

[Editorial]. In: *Perspectives: Policy and Practice in Higher Education* 19 (2), S. 35–39. DOI: 10.1080/13603108.2015.1035581.

Law, David (2015):

Do watchdogs eat fish?

[Editorial]. In: *Perspectives: Policy and Practice in Higher Education* 19 (4), S. 103–106. DOI: 10.1080/13603108.2015.1096506.

Law, David (2015):

Jam tomorrow?

[Editorial]. In: *Perspectives: Policy and Practice in Higher Education* 19 (3), S. 67–70. DOI: 10.1080/13603108.2015.1053294.

Law, David (2015):

What was your number one resolution for 2015?

[Editorial]. In: *Perspectives: Policy and Practice in Higher Education* 19 (1), S. 1–3. DOI: 10.1080/13603108.2015.1019270.

McDonald, Ian; Mayouf, Mohammad; Rowe, Sophie Grace; Charles, Rachel-Ann; Sultan, Fahad; Patel, Karen et al. (2015):

The development of a postgraduate research community: a response to the needs of postgraduate researchers at Birmingham City University.

In: *Perspectives: Policy and Practice in Higher Education* 19 (3), S. 96–101. DOI: 10.1080/13603108.2015.1033775.

Abstract:

At many new universities, research is often seen as a fringe and/or niche activity, which falls well behind learning and teaching in the list of priorities of such institutions. This issue has major effects on the research experience of postgraduate researchers (PGRs), especially when the research community is small and fragmented across campuses. This problem further raises the necessity to create a university-wide research community that seeks to enhance PGRs' overall experience. Therefore, this paper aims to investigate the influence of a PGR network on PhD candidates' experience at Birmingham City University (BCU), UK. Research was conducted across six faculties at BCU, to gather feedback from PGRs regarding their overall needs and common issues faced. Results were used to develop a framework that reflects research values for PGRs in alignment with the University's core values. This article provides a useful model for enhancing the overall experience of PGRs.

Mirza, Ather (2015):

The king under the car park.

In: *Perspectives: Policy and Practice in Higher Education* 19 (1), S. 28–32. DOI: 10.1080/13603108.2014.981608.

Abstract:

In February 2013, the University of Leicester staged what The Guardian described as 'The most extraordinary press conference ever held at any UK university.' This was part of a media and communications campaign that brought worldwide attention to the discovery of King Richard III by the University's archaeologists. How do you manage a communications process like this? What were the pitfalls and how does multimedia journalism enhance reputation?

Palfreyman, David (2015):

Send for special branch!

[Perspective]. In: *Perspectives: Policy and Practice in Higher Education* 19 (3), S. 79–83. DOI: 10.1080/13603108.2015.1028114.

Palfreyman, David (2015):

Send for the director of compliance!

[Perspective]. In: *Perspectives: Policy and Practice in Higher Education* 19 (1), S. 10–18. DOI: 10.1080/13603108.2015.1011728.

Peat, Jo (2015):

Getting down to the nitty-gritty: the trials and tribulations of an institutional professional recognition scheme.

In: *Perspectives: Policy and Practice in Higher Education* 19 (3), S. 92–95. DOI: 10.1080/13603108.2015.1029999.

Abstract:

The current national and institutional focus on teaching and learning in higher education (HE) in the UK has led to a growing credentialisation of those teaching in this sector. There is now more emphasis on being recognised as being qualified to teach in HE and this information is being included in statistical reports, marketing documentation and other promotional materials. Thus, having a recognised qualification is becoming requisite for many, both those new to teaching in this sector and experienced colleagues, who hitherto had never needed to consider this. This paper considers some of the practicalities and potential pitfalls of introducing a professional recognition scheme for those involved in teaching and supporting learning across a university.

Pellegrino, Jeffrey Louis; Snyder, Charity; Crutchfield, Nikki; Curtis, Cesquinn M.; Pringle, Eboni (2015):

Leveraging institutional knowledge for student success: promoting academic advisors.

In: *Perspectives: Policy and Practice in Higher Education* 19 (4), S. 135–141. DOI: 10.1080/13603108.2015.1081302.

Abstract:

To engage students and meet institutional goals, higher education leaders need to leverage the institutional knowledge of their staff and their professional competencies. Evidence based decision-making provides a stepping-stone to strategic staffing practices. Strategically developing and retaining staff members moves the conversation from foundational evidence to policy and practices. This meta-analysis provides a case study for the development process of a 'career ladder' borne in institutional evidence and strategically implemented through leadership and policy development. Five steps are identified in the achievement institutional recognition and sustainability for key personnel in Academic Advising. Step 1: empower institutional leaders; Step 2: recruit change leaders; Step 3: link strategic plan outcomes to larger institutional culture and policy; Step 4: engage strategic stakeholders; and Step 5: assess policy implementation and outcomes (different processes). Practical implementation strategies for policy are discussed.

Raban, Colin; Cairns, David (2015):

Where do we go from here?

In: *Perspectives: Policy and Practice in Higher Education* 19 (4), S. 107–115. DOI: 10.1080/13603108.2015.1084547.

Abstract:

In June 2015, the Higher Education Funding Council for England (HEFCE) proposed a lighter touch quality assessment regime that would place greater reliance on institutions' own governance arrangements. In July 2015 the Minister for Higher Education announced a Teaching Excellence Framework (TEF) parts of which appear inconsistent with HEFCE's proposals. In August the Quality Assurance Agency for Higher Education (QAA) responded to HEFCE's proposals envisaging some developments to its present quality assessment arrangements. This article analyses the key issues and principles that will supposedly govern the design of a new quality assessment regime from 2017. It proposes points of reference against which to evaluate the proposals for that new regime; these are whether the approach to review that is adopted: a) differentiates between institutions on the basis of their capacities to manage their responsibilities; b) shows the regulator's willingness to trust institutions to discharge their responsibilities (with verification) and willingness by institutions to accept their responsibilities; c) adopts an approach to risk and its management that is forward-looking and enables pre-emptive actions to forestall negative outcomes; and d) makes greater use of metrics that are interpreted by experts qualified to make judgements on academic matters.

Sabzalieva, Emma (2015):

Challenges in contemporary higher education in Kyrgyzstan, Central Asia.

In: *Perspectives: Policy and Practice in Higher Education* 19 (2), S. 49–55. DOI: 10.1080/13603108.2015.1011727.

Abstract:

Largely unknown to most of the world, Kyrgyzstan has a flourishing higher education (HE) sector, with more universities per head than other countries with similar populations. Kyrgyzstan is also a major regional importer of international students in Central Asia. This paper opens up this understudied country in three ways: first, through a brief analysis of the HE sector in Kyrgyzstan; second, by offering a personal view of life on the HE coalface through the findings of primary interviews with university managers in Kyrgyzstan, and third, by identifying five key contemporary challenges of working in Kyrgyz universities. The paper therefore contributes to the limited academic and practical study of HE in Central Asia by offering a new perspective on contemporary global challenges in HE administration and management. The key findings are relevant to organisations seeking to understand the context of working in the HE sector in Kyrgyzstan, and also to individuals and organisations wishing to deepen their comparative understanding of HE sectors around the world.

Tomlin, Hayley (2015):

The great university gamble: money markets and the future of higher education by Andrew McGettigan. London: Pluto Press, 2013. 232 pp. ISBN 978-0745332932.

[Review]. In: *Perspectives: Policy and Practice in Higher Education* 19 (4), S. 142–143. DOI: 10.1080/13603108.2015.1049240.

Vidal, Sheila; Laureano, Raul; Trindade, Margarida (2015):

Assessing the impact of Grant Managers on the success of grant applications.

In: *Perspectives: Policy and Practice in Higher Education* 19 (3), S. 84–91. DOI: 10.1080/13603108.2015.1019948.

Abstract:

Grant Managers contribute to the mission of research-intensive institutions by helping them to obtain competitive funding. However, their effectiveness in helping institutions and individuals secure funding is poorly studied. In this study, we provide an assessment of the contribution of Grant Managers in attracting competitive funding for research. We compare success rates of funding applications having benefited from specialised input into the grant proposal's content prior to submission (advanced support) with those having received less support. We collected information from two Grant Offices of Portuguese biomedical research institutions from 2008 to 2011 and focused on the European Commission Marie Curie grants. The results show improved success rates for funding applications which have received advanced support, suggesting that Grant Managers providing specialised support are essential for supporting the research activity. This study fosters the debate on Grant Management assessment and may contribute to a wider recognition of the profession.

Wellings, Paul (2015):

The architecture and the plumbing: what features do the higher education systems in the UK and Australia have in common?

In: *Perspectives: Policy and Practice in Higher Education* 19 (3), S. 71–78. DOI: 10.1080/13603108.2015.1023383.

Abstract:

The recent period can only be seen as one of rapid and substantial churn as UK governments have attempted to widen participation, strengthen the national system of innovation and control the direct public costs of higher education. Very similar issues have dominated the debate in Australia. This paper compares the current position of two higher education systems which have done similar things but in a different order, and in different social, political and economic settings. The paper, in a longer version that is available on the HEPI website, was first presented in HEPI's annual lecture series. The version published by HEPI contains all the tables and figures used in the lecture. In 2003, in the first of the HEPI lectures, Lord Dearing addressed four themes: finance; competition and growth; diversity of provision and the role of Higher Education in society. Despite all the changes in the past decade, all these issues remain at the core of the debate on the design of effective higher education systems. With reference to these themes, the paper considers: the organisation of the two university systems; entry standards and social equity; the effect of deregulating student numbers; research patterns; and the relationship between business and universities. The technical analysis of student support mechanisms and loans structure is not investigated because detailed coverage has already been given in a number of studies commissioned by HEPI during 2014.

Whyte, William (2015):

Private giving, public good: the impact of philanthropy at the University of Edinburgh by Jean Grier. Edinburgh: Edinburgh University Press, 2014. 224 pp. ISBN 978-0748699575.

[Review]. In: *Perspectives: Policy and Practice in Higher Education* 19 (4), S. 144–145. DOI: 10.1080/13603108.2015.1077173.

Yemini, Miri (2015):

Internationalisation discourse hits the tipping point.

In: *Perspectives: Policy and Practice in Higher Education* 19 (1), S. 19–22. DOI: 10.1080/13603108.2014.966280.

Abstract:

The discourse on internationalisation has undergone a transformation in recent years, particularly in the sphere of education, where the term's centrality has long been undeniable. This discourse has evolved from a focus on internationalisation's increasing importance in education to a mounting critique regarding the process's utility and incorrect interpretation of its meaning by countries and higher education institutions. This critique attributes to internationalisation many negative implications linked to neoliberalism within the socio-economic discourse and thus

raising the need for novel theoretical conceptualisation of the term that will allow further development of empirical research and academic discourse. The present article discusses the need to redefine the concept of internationalisation, and proposes a new definition for internationalisation. The article argues that negative by-products should not be a reason to dismiss a concept that has significance for learners and the education system.

Quality in Higher Education (21) 2015

<http://www.tandfonline.com/loi/cqhe20#.VSPsuuHj8pQ>

[licence required | restricted access via Nationallizenz DFG: (1) 1995 – (6) 2000]

Erratum

(2015). In: *Quality in Higher Education* 21 (2), i-i.

Abstract:

Erratum Blackmur, D. (2015) Arguing with Stephanie Allais. Are National Qualifications Frameworks instruments of neoliberalism and social constructivism? *Quality in Higher Education*. <http://dx.doi.org/10.1080/13538322.2015.1071545>
When the above article was first published online, there was a spelling error on p.13. This has now been corrected so that the sentence reads correctly: 'Instead, claims are made such as: the logic of CBNQFs 'fits well' with neoliberal ideology (Allais, 2014, p. 236)'.

Taylor & Francis apologises for this error.

Abigail, Wendy; Hill, Pauline (2015):

Choosing a research higher degree supervisor. A framework for nurses.

In: *Quality in Higher Education* 21 (1), S. 7–25. DOI: 10.1080/13538322.2015.1049437.

Abstract:

Nursing is a relatively new discipline in research with a small number of registered nurses holding a research higher degree (RHD). Entry into RHD study for nurses is often via a less direct route than the traditional bachelor's degree through honours to PhD pathway. The supervisor-candidate relationship is an important factor in RHD completions and the perception of a quality experience by RHD candidates. A comprehensive search of the electronic literature was conducted to investigate recommendations for nursing RHD candidates to consider when searching for a supervisor. Thematic analysis of the literature found three main themes: assessing the RHD supervisor's background, personality and management style. Based on the identified themes, recommendations included a list of concepts for the RHD candidate to investigate in relation to themselves and the supervisor. The function of choosing an appropriate supervisor is one of the most important steps a candidate will make. By investigating supervisors' suitability, nursing RHD candidates may avoid potential issues in the supervision process that could impact on their successful timely completion of their PhD.

Ansah, Francis (2015):

A strategic quality assurance framework in an African higher education context.

In: *Quality in Higher Education* 21 (2), S. 132–150. DOI: 10.1080/13538322.2015.1084720.

Abstract:

This study is based on a pragmatist analysis of selected international accounts on quality assurance in higher education. A pragmatist perspective was used to conceptualise a logical internal quality assurance model to embed and support the alignment of graduate competencies in curriculum and assessment of Ghanaian polytechnics. Through focus group and in-depth interviews, the framework was evaluated by internal stakeholders including lecturers, students and administrators of the polytechnics. It was found that from a pragmatist perspective, quality assurance concepts and practices in higher education reported in the international literature could be used to design a context-specific quality assurance framework for higher education systems in Africa but there will be challenges with implementation of such a framework. The challenges found include quality culture and financial resources. Nonetheless, it was noted that effective planning and stakeholder commitment can surmount the challenges to ensure effective implementation of the framework to enhance quality.

Beerens, Maarja (2015):

Quality assurance in the political context: in the midst of different expectations and conflicting goals.

In: *Quality in Higher Education* 21 (3), S. 231–250. DOI: 10.1080/13538322.2015.1111004.

Abstract:

Higher education quality assurance systems develop within a complex political environment where national level goals and priorities interact with European and global developments. Furthermore, quality assurance is influenced by broader processes in the public sector that set expectations with respect to accountability, legitimacy and regulatory quality. As a result, quality assurance systems often face different and even conflicting goals from different parts of society. The traditional goals of securing minimum standards and facilitating improvement within universities are augmented with such goals as providing information to the public, supporting inter-institutional competition and positioning institutions or higher education systems in the global competition. The relative priority of these goals is in a constant change over time. This paper aims to map the main tensions that emerge from the conflicting demands and discusses the extent to which impact evaluation can address some of the difficulties.

Bejan, Stelian Andrei; Janatuinen, Tero; Jurvelin, Jouni; Klöpping, Susanne; Malinen, Heikki; Minke, Bernhard; Vacareanu, Radu (2015):

Quality assurance and its impact from higher education institutions' perspectives: methodological approaches, experiences and expectations.

In: *Quality in Higher Education* 21 (3), S. 343–371. DOI: 10.1080/13538322.2015.1112546.

Abstract:

This paper reports on methodological approaches, experiences and expectations referring to impact analysis of quality assurance from the perspective of three higher education institutions (students, teaching staff, quality managers) from Germany, Finland and Romania. The presentations of the three sample institutions focus on discussing the core characteristics of quality assurance procedures applied and their expected and observed impacts, and how intended and non-intended undesirable ones are measured. It turns out that all sample institutions have already some instruments and sub-procedures in place for impact analysis of quality assurance and all of them are striving for further improvement by applying internal and external quality assurance procedures and impact analyses. Finally, a closer look at the recently revised Standards and Guidelines for Quality Assurance in the European Higher Education Area shows that the European sample institutions are on their way towards coherent quality assurance policies, while there is also room left for further improvement and investigation (for example, in implementing systematic methodologies of impact evaluation and quality policies in general).

Blackmur, Douglas (2015):

Arguing with Stephanie Allais. Are National Qualifications Frameworks instruments of neoliberalism and social constructivism?

In: *Quality in Higher Education* 21 (2), S. 213–228. DOI: 10.1080/13538322.2015.1071545.

Abstract:

National Qualifications Frameworks (NQFs) are a principal means by which governments seek to assure the quality of higher education. A body of critical scholarship has, however, emerged in the last two decades that challenges their philosophical and practical foundations. Stephanie Allais is prominent amongst the critics. She has published extensively on the role of the NQFs that have been implemented in the United Kingdom, New Zealand, Australia, South Africa and upwards of one hundred other countries progressively since the early 1990s. *Selling Out Education. National Qualifications Frameworks and the Neglect of Knowledge* (Sense Publishers, Rotterdam, 2014) is the latest in this body of work. A critical, albeit selective, reading of *Selling Out Education* is presented in this article. It examines certain themes and issues that are central to Allais's arguments: neoliberalism and the origins of competency-based NQFs (CBNQFs); social constructivism, economics imperialism and educational policy; the implementation, and continued proliferation, of CBNQFs; and a threat of CBNQFs to bodies of knowledge and to traditional universities. The book offers an arguably often highly contestable challenge to the assumptions, values and policy prescriptions that underpin the competency movement and much writing about higher education quality assurance. *Selling Out Education* thus deserves a wide international readership. It is, however, not just about NQFs: it is, rather, a wide-ranging political tract that argues that selling out education will only cease when capitalism has been defeated.

Cheung, Jordan C.M. (2015):

Professionalism, profession and quality assurance practitioners in external quality assurance agencies in higher education.

In: *Quality in Higher Education* 21 (2), S. 151–170. DOI: 10.1080/13538322.2015.1051795.

Abstract:

This article seeks to spark a dialectic discussion on the establishment of a set of professional competencies for quality assurance practitioners who serve in external quality assurance agencies in higher education. Such a need is identified due to the shortage of relevant and sufficient coverage in the quality assurance literature. To substantiate the need, the concepts of professionalism and profession, and how these concepts are linked to the quality assurance in higher education sector, are carefully examined through a desk-top research study. References are drawn from the experiences in several other occupations. The result reveals that the development of the essential competencies for external quality assurance practitioners in higher education is valuable and essential and it will be useful for the practitioners to transform themselves into a profession in the long run.

Damian, Radu; Grifoll, Josep; Rigbers, Anke (2015):

On the role of impact evaluation of quality assurance from the strategic perspective of quality assurance agencies in the European higher education area.

In: *Quality in Higher Education* 21 (3), S. 251–269. DOI: 10.1080/13538322.2015.1111005.

Abstract:

In this paper the current national legislations, the quality assurance approaches and the activities of impact analysis of three quality assurance agencies from Romania, Spain and Germany are described from a strategic perspective. The analysis shows that the general methodologies (comprising, for example, self-evaluation reports, peer reviews, on-site visits, assessment reports, follow-up measures) and main subjects of quality assurance in higher education (such as study programmes and institutional structures and processes) are very similar in the sample cases. However, up to now, impact evaluation of quality assurance has not been implemented systematically in the sample agencies (as in many others). This is the more relevant since the European standards of quality assurance in higher education oblige quality assurance agencies to analyse their general findings and observe the effects of their activities. Against that background, it is argued that methodologically sound impact analyses of quality assurance interventions in higher education institutions should be seen as an integral part of the agencies' own quality assurance because it would make their work more transparent and easier to improve systematically. The paper identifies some professionalisation needs required for impact evaluation competences: staff and peers who are qualified by methodological knowledge but also by 'soft' skills such as project and conflict management.

Due, Clemence; Zambrano, Sofia C.; Chur-Hansen, Anna; Turnbull, Deborah; Niess, Christiane (2015):

Higher degree by research in a foreign country. A thematic analysis of the experiences of international students and academic supervisors.

In: *Quality in Higher Education* 21 (1), S. 52–65. DOI: 10.1080/13538322.2015.1032002.

Abstract:

International students undertaking a higher degree by research may experience a range of difficulties and challenges while studying in their host country. Some of these challenges, including language and cultural difficulties, limited peer relationships and challenges in forming relationships with supervisors, have been outlined in the literature but there is less research that has considered both the experiences of international students and supervisors together to provide a cohesive overview of the issues that international higher-degree-by-research students may face. Using a qualitative interview design, this research therefore sought to examine this issue within one faculty in a single university in Australia. International higher-degree-by-research students were found to be diverse in their expectations and desires of their new host country and university. Thus, it should not be assumed that all students will have similar priorities. The article provides some suggestions for universities when developing or refining their programmes to better support international higher-degree-by-research students in settling into their new country and programme of study.

Gasson, Susan (2015):

Supporting quality timely PhD completions: delivering research outcomes.

In: *Quality in Higher Education* 21 (1), S. 79–88. DOI: 10.1080/13538322.2015.1049438.

Abstract:

The case study used a three-phase organising process to explain how design and implementation of an accessible and interactive electronic thesis submission form streamlined quality assurance of theses and their timely dissemination via an online thesis repository. The quality of the theses submitted is assured by key academics in their final sign off of the form. It describes the role of shared cultural value in ensuring ready acceptance of a change process within one university and highlights the value of communication in achieving positive change. Quality standards as defined by an external policy framework are shown to be interpreted at the local university level to enhance the PhD completion experience. It describes the impact of moving quality assurance processes to an online environment on research activities; considering the potential for quality assurance to improve universities' teaching, learning and research activities by facilitating academic oversight of the quality assurance process and reducing the overheads associated with monitoring, measuring and reporting on quality assurance measures.

Halbert, Kelsey (2015):

Students' perceptions of a 'quality' advisory relationship.

In: *Quality in Higher Education* 21 (1), S. 26–37. DOI: 10.1080/13538322.2015.1049439.

Abstract:

The current research education context in Australia is one of increased pressures for timely completion with a spotlight on the scope and depth of training and a profound increase in enrolments. These factors inevitably shape the supervision experiences of doctoral candidates. This paper discusses student perceptions of supervision. Supervision is the most influential factor in candidates' doctoral satisfaction. While this may be no real surprise, there is a need to tease out the differences and tensions in perceptions of supervision quality. Students' notions of 'the good supervisor' can identify some common characteristics but also some variance depending on learning style and previous experiences. As a result, students' expectations can be very different across and amongst modes of study, disciplines and stages of the candidature. This paper discusses the implications of these perceptions in relation to quality agendas. It draws on taxonomies of supervision and Foucault's notions of subjectivity and power/knowledge to analyse the tensions that emerge from these different perceptions and what they reveal about the role of power, agency and knowledge production within a 'quality' supervisory relationship.

Houston, Don (2015):

Quality in postgraduate research.

[Review]. In: *Quality in Higher Education* 21 (1), S. 1–6. DOI: 10.1080/13538322.2015.1049440.

Kajaste, Matti; Prades, Anna; Scheuthle, Harald (2015):

Impact evaluation from quality assurance agencies' perspectives: methodological approaches, experiences and expectations.

In: *Quality in Higher Education* 21 (3), S. 270–287. DOI: 10.1080/13538322.2015.1111006.

Abstract:

Starting from the main objective of external quality assurance (EQA) procedures to assure and improve the quality of higher education institutions and its provisions, the paper examines expected impacts of EQA procedures on institutions from the perspectives of three European quality assurance agencies. First, the paper examines the expected impacts of different standard parts of a typical peer review procedure on higher education institutions and assesses when a procedure is most likely to have an effect on the institution. The second part presents the current practices of the three EQA agencies, AQU Catalunya (Spain), Evaluationsagentur Baden-Württemberg (evalag) (Germany) and the Finnish Education Evaluation Centre (Finland) on assessing the impact of their EQA procedures.

Kozar, Olga; Lum, Juliet F. (2015):

Online doctoral writing groups: do facilitators or communication modes make a difference?

In: *Quality in Higher Education* 21 (1), S. 38–51. DOI: 10.1080/13538322.2015.1032003.

Abstract:

Pursuing doctoral study away from one's institution may have logistical advantages but many off-campus doctoral students face challenges in accessing the sorts of training and collegial support offered to their on-campus counterparts. To enhance and maintain the quality of education offered to off-campus and distance PhD candidates, higher education institutions need ways to provide them with access to training and communities of practice that are pedagogically effective, practical to implement and sustainable. This paper reports on an empirical study that investigates the perceived effectiveness of three online doctoral writing groups, involving ten off-campus PhD students in total, that varied in degree of facilitation and mode of communication. The findings suggest that online doctoral writing groups can be perceived as effective regardless of the presence of an expert facilitator and that groups that include synchronous communication seem to lead to higher levels of satisfaction than groups run only asynchronously.

Kozar, Olga; Lum, Juliet F. (2015):

Online doctoral writing groups: do facilitators or communication modes make a difference?

In: *Quality in Higher Education* 21 (1), S. 38–51. DOI: 10.1080/13538322.2015.1032003.

Abstract:

Pursuing doctoral study away from one's institution may have logistical advantages but many off-campus doctoral students face challenges in accessing the sorts of training and collegial support offered to their on-campus counterparts. To enhance and maintain the quality of education offered to off-campus and distance PhD candidates, higher education institutions need ways to provide them with access to training and communities of practice that are pedagogically effective, practical to implement and sustainable. This paper reports on an empirical study that investigates the perceived effectiveness of three online doctoral writing groups, involving ten off-campus PhD students in total, that varied in degree of facilitation and mode of communication. The findings suggest that online doctoral writing groups can be perceived as effective regardless of the presence of an expert facilitator and that groups that include synchronous communication seem to lead to higher levels of satisfaction than groups run only asynchronously.

Leiber, Theodor; Stensaker, Bjørn; Harvey, Lee (2015):

Impact evaluation of quality assurance in higher education: methodology and causal designs.

In: *Quality in Higher Education* 21 (3), S. 288–311. DOI: 10.1080/13538322.2015.1111007.

Abstract:

In this paper, the theoretical perspectives and general methodological elements of impact evaluation of quality assurance in higher education institutions are discussed, which should be a cornerstone of quality development in higher education and contribute to improving the knowledge about the effectiveness (or ineffectiveness) of quality assurance. The suggested core methodology consists in comparative and longitudinal studies carried out simultaneously to the quality assurance interventions and relying on surveys and mixed methods. The methodology is applicable to any particular quality assurance procedure and any achievement area of higher education institutions. To round off the methodology presentation, an overview of causal designs, in particular causal social mechanisms, for impact analyses of quality assurance in higher education institutions and its challenges and limits is outlined and some characteristics of survey questionnaire construction are given.

Little, Daniel (2015):

Guiding and modelling quality improvement in higher education institutions.

In: *Quality in Higher Education* 21 (3), S. 312–327. DOI: 10.1080/13538322.2015.1111008.

Abstract:

The article considers the process of creating quality improvement in higher education institutions from the point of view of current organisational theory and social-science modelling techniques. The author considers the higher education institution as a functioning complex of rules, norms and other organisational features and reviews the social mechanisms and processes through which agencies can stimulate quality improvement. The article provides a few examples of how these social processes might be modelled using social simulation techniques, including agent-based models, discrete event simulation and other modelling techniques developed for representing complex social processes of coordination and cooperation. A better representation of universities as complexes of organisations will support more effective quality improvement by higher education leaders and external agencies.

Minelli, Eliana; Rebora, Gianfranco; Turri, Matteo (2015):

Quest for accountability: exploring the evaluation process of universities.

In: *Quality in Higher Education* 21 (2), S. 103–131. DOI: 10.1080/13538322.2015.1066611.

Abstract:

The article explores the organisational impact of evaluation and control mechanisms on universities from the point of view of accountability. Three case studies are analysed with the aim of understanding the significance of these systems both at corporate governance level and in relation to their influence on the behaviour of the academic staff. Open-ended, in-depth interviews were conducted in three universities from two countries in order to collect the opinions of the top managers and academics with different roles and seniority. The combination of four different but partially overlapping analytical frameworks (new public management, neo-institutional sociology, organisational control theory and sense-making) has supported the analysis and the interpretation of the empirical material collected. The analysis sheds light on a somewhat neglected aspect: the interdependence among various systems and tools that simultaneously operate in an organisation and inevitably combine to influence the behaviour of its employees. On this basis indications are given in order to facilitate the introduction and the management of more appropriate evaluation mechanisms both at the national system and the organisational level.

Miroiu, Adrian; Păunescu, Mihai; Vîiu, Gabriel-Alexandru (2015):

Ranking Romanian academic departments in three fields of study using the g-index.

In: *Quality in Higher Education* 21 (2), S. 189–212. DOI: 10.1080/13538322.2015.1051794.

Abstract:

The scientific performance of 64 political science, sociology and marketing departments in Romania is investigated with the aid of the g-index. The assessment of departments based on the g-index shows, within each of the three types of departments that make up the population of the study, a strong polarisation between top performers (very few) and weak performers (much more numerous). This alternative assessment is also found to be largely consistent with an official ranking of departments carried out in 2011 by the Ministry of Education. To conduct the evaluation of departments the individual scientific output of 1385 staff members working in the fields of political science, sociology and marketing is first determined with the aid of the 'Publish or Perish' software based on the Google Scholar database. Distinct department rankings are then created within each field using a successive (second-order) g-index.

Peng, Hongbing (2015):

Assessing the quality of research supervision in mainland Chinese higher education.

In: *Quality in Higher Education* 21 (1), S. 89–100. DOI: 10.1080/13538322.2015.1049441.

Abstract:

This article assesses the quality of research supervision in mainland Chinese higher education by critiquing the related literature. It provides an evaluative overview of the Chinese graduate supervisor-student relationship after presenting the supervision system that is at work. The study has revealed that despite the general satisfaction felt towards the supervision, complaints are found about the leadership style in the relationship, from both supervisors and students, paternalistic leadership in particular. The article explores relevant academic and non-academic factors, discusses measures to address the complaints and outlines solutions to establish effective supervisory relationship, especially contractual type. The weaknesses of the prior literature are also outlined.

Sridharan, Bhavani; Leitch, Shona; Watty, Kim (2015):

Evidencing learning outcomes: a multi-level, multi-dimensional course alignment model.

In: *Quality in Higher Education* 21 (2), S. 171–188. DOI: 10.1080/13538322.2015.1051796.

Abstract:

This conceptual framework proposes a multi-level, multi-dimensional course alignment model to implement a contextualised constructive alignment of rubric design that authentically evidences and assesses learning outcomes. By embedding quality control mechanisms at each level for each dimension, this model facilitates the development of an aligned curriculum. The use of rubrics is a crucial theme for many higher education institutions owing to the binding requirement by universities to provide evidence to quality assurance agencies. The success of evidencing learning outcomes through rubrics, however, is only one piece of the puzzle. The other is the contextualised constructive alignment of intertwined factors. Despite the significance of embedding these factors, there has been little, if any, systematic framework in this area. The two key instrumental forces underpinning the conception of this model are: seeking external accreditation and the implementation of programme enhancement thus realising the strategic agenda for an Australian university.

Stensaker, Bjørn; Leiber, Theodor (2015):

Assessing the organisational impact of external quality assurance: hypothesising key dimensions and mechanisms.

In: *Quality in Higher Education* 21 (3), S. 328–342. DOI: 10.1080/13538322.2015.1111009.

Abstract:

The aim of the article is to provide a framework in which the organisational impact of external quality assurance (EQA) can be assessed. Based on existing studies of the impact of EQA in universities and colleges it is suggested that greater systematisation of how impact is measured is needed for a better understanding of how EQA can be used as a policy instrument. The article identifies key dimensions with respect to the categorisation of organisational impact of EQA. It discusses the possible links between different types and forms of EQA and their relation to organisational change and development. It also provides some reflections on elements of hypothetical mechanisms for organisational impact of EQA.

Tynan, Liz; Johns, Kellie (2015):

Piloting the Post-Entry Language Assessment: outcomes from a new system for supporting research candidates with English as an additional language.

In: *Quality in Higher Education* 21 (1), S. 66–78. DOI: 10.1080/13538322.2015.1049442.

Abstract:

The Post-Entry Language Assessment (PELA) was introduced by the James Cook University Graduate Research School in February 2013 as a pilot programme to test a new mechanism for initiating post-enrolment support for research degree candidates who have English as an additional language. Language ability does not necessarily, on its own, predict academic outcomes. Nevertheless, difficulties in expressing research in competent English lead to additional stresses for English-as-an-additional-language research students, particularly in the early stages of candidature. The PELA is a simple academic writing test that diagnoses the writing abilities of incoming international research degree candidates and channels them into relevant personalised support structures. A mixed methods approach was used in this project, in which data were gathered from test and retest scores, while qualitative data were gathered using a questionnaire. This pilot study has helped form the foundation of a responsive, effective and sustainable language and learning support model for this diverse student cohort at the university. This system may be useful in other Anglophone universities that enrol higher degree by research candidates from English-as-an-additional-language backgrounds.

Williams, James (2015):

Editorial.

[Editorial]. In: *Quality in Higher Education* 21 (2), S. 101–102. DOI: 10.1080/13538322.2015.1084771.

Research Evaluation (24) 2015

<http://rev.oxfordjournals.org/>

[licence required | DFG Allianz Licence from Vol. 6 (1996) - | access via DFG/institutional access]

Renewal of the Editorial Board and new activities.

[Announcement] (2015). In: *Research Evaluation* 24 (4), S. 341–342.

Aagaard, Kaare; Bloch, Carter; Schneider, Jesper W. (2015):

Impacts of performance-based research funding systems: The case of the Norwegian Publication Indicator.

In: *Research Evaluation* 24 (2), S. 106–117. DOI: 10.1093/reseval/rvv003.

Abstract:

There has been a growing use of performance-based research funding systems (PRFS) as a policy tool. With the introduction of the Publication Indicator in 2004, Norway joined this international trend in which the allocation of basic funds is increasingly linked to performance indicators. The purpose of this article is to present and discuss the main results of a recent evaluation of the Norwegian Publication Indicator, which examines the Indicator's impact on publishing patterns, its properties, and how it has functioned in practice. This includes both a broad range of potential effects such as the Indicator's impact on the quantity and the quality of publications, Norwegian language publishing, and length of articles and monographs. It also includes an examination of properties such as the Indicator's legitimacy and transparency, how it functions as a measure of research performance across different fields, its use as a management tool, and how the system is organized and administrated in practice. In examining these questions, the article draws on a number of different data sources, including large-scale surveys of both researchers and research managers, multilevel case studies, and bibliometric analysis. The article concludes with a discussion of the implications of the analysis both for further development of the Norwegian Model and for PRFS in general.

Abramo, Giovanni; D'Angelo, Ciriaco Andrea; Rosati, Francesco (2015):

Selection committees for academic recruitment: does gender matter?

In: *Research Evaluation* 24 (4), S. 392–404. DOI: 10.1093/reseval/rvv019.

Abstract:

Underrepresentation of women in the academic system is a problem common to many countries, often associated with gender discrimination. In the Italian academic context in particular, favoritism is recognized as a diffuse phenomenon affecting hiring and career advancement. One of the questions that naturally arises is whether women who do assume decisional roles, having witnessed other phenomena of discrimination, would practice less favoritism than men in similar positions. Our analysis refers to the particular case of favoritism in the work of university selection committees responsible for career advancement. We observe a moderate positive association between competitions with expected outcomes and the fact the committee president is a woman. Although committees presided by women give more weight to scientific merit than those presided by men, favoritism still occurs. In fact, in the case the committee president is a woman, the single most important factor for the success of a candidate is joint research with the president, while in the case of male presidents, it is the years together in the same university.

Ancaiani, Alessio; Anfossi, Alberto F.; Barbara, Anna; Benedetto, Sergio; Blasi, Brigida; Carletti, Valentina et al. (2015):

Evaluating scientific research in Italy. The 2004–10 research evaluation exercise.

In: *Research Evaluation* 24 (3), S. 242–255. DOI: 10.1093/reseval/rvv008.

Abstract:

The Italian Research Evaluation assessment for the period 2004–10 (VQR 2004–10) has analyzed almost 185,000 articles, books, patents, and other scientific outcomes submitted for evaluation by Italian universities and other public research bodies. This article describes the main features of this exercise, introducing its legal framework and the criteria used for evaluation. The innovative methodology that has been used for evaluation, based on a combination of peer review and bibliometric methods, is discussed and indicators for assessing the quality of participating research bodies are derived

accordingly. The article also presents the main results obtained at the University level, trying to understand the existing relationship among research quality and University characteristics such as location, dimension, age, scientific specialization, and funding.

Angulo-Tuesta, Antonia; Santos, Leonor M. P. (2015):

Evaluation of the impact of maternal and neonatal morbidity and mortality research funded by the Ministry of Health in Brazil.

In: *Research Evaluation* 24 (4), S. 355–368. DOI: 10.1093/reseval/rvv022.

Abstract:

Evaluating the impact of health research contributes to demonstrating to society the return on investments made. This article analyzes the impact of maternal and neonatal morbidity and mortality research funded by the Brazilian Ministry of Health in 2004. The Canadian Academy of Health Sciences research evaluation framework was applied. The methods used involved articulation between bibliometric and bibliographic databases and analysis of the technical reports of projects funded. Results disclosed a broad diversity of impacts in the four dimensions studied, demonstrating the relevance of governmental efforts to strengthen the management of the priority-based research system, responsible for fund allocation and monitoring of the research outcomes. This study contributes with empirical evidence of impact on the dimensions of advancing knowledge and research capacity-building. Fifty-nine scientific articles were produced by 25 of the 40 studies funded and were published in periodicals indexed in internationally recognized databases. One hundred and forty-seven students from diverse academic levels were involved in the research projects, in particular health degree course students (63) and postgraduate students, particularly those taking master's degree courses (50). Some studies reported influence on the informing decision-making dimension in clinical management and practice, as well on implementing health interventions. The health benefits dimension registered health system performance indicators. Political changes are needed to structure solid evaluation programs within governmental institutions and to promote effective interfaces between government, researchers, the health system, and society.

Barjak, Franz; Es-Sadki, Nordine; Arundel, Anthony (2015):

The effectiveness of policies for formal knowledge transfer from European universities and public research institutes to firms.

In: *Research Evaluation* 24 (1), S. 4–18. DOI: 10.1093/reseval/rvu024.

Abstract:

We use survey data for 247 European universities and 40 public research organizations to investigate the effects of institutional policies on four outcomes of transfer performance (R&D agreements with companies, patent applications, licence agreements, and start-ups established). We find that the effects of policies to establish clear rules, improve transparency, and provide financial or non-financial incentives vary by outcome. Improving transparency by publishing the policies for licencing or intellectual property are often negatively correlated with outcomes, particularly for licence agreements. Out of three non-financial incentives, only social rewards have a rather positive effect (on start-ups), but financial incentives are positively correlated with several outcomes. A higher salary is positively linked to the number of research agreements and patent applications, while giving inventors a share of revenue is positively correlated with licencing and start-ups. The results suggest that the type of incentive as well as the degree of transparency of transfer policies should be chosen to complement the main transfer channels and strategy of the institution.

Bloch, Carter; Graversen, Ebbe Krogh; Pedersen, Heidi Skovgaard (2015):

Researcher mobility and sector career choices among doctorate holders.

In: *Research Evaluation* 24 (2), S. 171–180. DOI: 10.1093/reseval/rvv004.

Abstract:

The number of PhDs produced each year has increased greatly in OECD and many other countries. Arguments that increased educational stocks can benefit national competitiveness, productivity growth, and welfare are used to support the increased supply of doctorate holders in higher education. At the same time it is also clear that a growing number of doctorate holders will need to find employment outside the Higher Education sector. However, it is less clear what processes drive the resulting choice of sector and occupation. Key questions here are to what extent push factors such as

labor market conditions influence sector choice and what pull factors lie behind self-selection into sectors. This article shows that the doctorate holders' mobility toward other nonuniversity sectors are determined by individual specific characteristics and scientific field (pull factors) but may also be influenced by push factors such as the supply of PhDs and the number of new academic positions within their field.

Foray, Dominique; Hollanders, Hugo (2015):

An assessment of the Innovation Union Scoreboard as a tool to analyse national innovation capacities: The case of Switzerland.

In: *Research Evaluation* 24 (2), S. 213–228. DOI: 10.1093/reseval/rvu036.

Abstract:

This article investigates the Innovation Union Scoreboard (IUS) as a tool to carry out case studies about national innovation capacities in the case of given countries. It clarifies what this statistical framework can offer in terms of information and insights on strengths and weaknesses of a given country relative to the other countries which are also involved in this statistical exercise. The investigation is carried out through the case study of Switzerland; a country that is leading the IUS ranking for many years. The approach will therefore start with the full analysis of the IUS results for Switzerland. Then other statistical evidence as well as qualitative insights will be added to the discussion to identify what really matters to explain success and the potential weaknesses the Swiss policy should care about. The conclusion is that if the IUS can be considered as an important tool to inform innovation policies, it should not be applied in an isolated manner or without relying on other types of indicators and information on the system considered.

Good, Barbara; Vermeulen, Niki; Tiefenthaler, Brigitte; Arnold, Erik (2015):

Counting quality? The Czech performance-based research funding system.

In: *Research Evaluation* 24 (2), S. 91–105. DOI: 10.1093/reseval/rvu035.

Abstract:

After the fall of the Iron Curtain and a subsequent period of restructuring the research and innovation system, the Czech Republic has introduced a performance-based research funding system, commonly known as the Evaluation Methodology. The Evaluation Methodology is purely quantitative and focused solely on research outputs (publications, patents, prototypes, etc.) to determine the amount of institutional funding for research organizations. While aiming to depersonalize and depoliticize the allocation of institutional funding in the research system, improve research productivity, and safeguard accountability, we argue that the Evaluation Methodology has in fact become a negative example of a performance-based research funding system. Our analysis of the Evaluation Methodology shows that it has introduced considerable instability and unpredictability in the Czech research system, making strategic planning for research organizations difficult. The article contributes to a growing body of literature on research evaluation and performance-based research funding systems, discussing the impacts of introducing such systems in countries including the UK, Spain, Slovakia, Hong Kong, Australia, Poland, Italy, New Zealand, Flanders, Norway, Denmark, and Finland. The Czech case provides new insights in the interactions between politico-economic regimes and research policy, while also directing the attention of research policy scholars to significant developments in Central and Eastern European countries.

Guinea, Jaquin; Sela, Erika; Gomez-Nunez, Aantonio J.; Mangwende, Tichaona; Ambali, A.; Ngum, N. et al. (2015):

Impact oriented monitoring: A new methodology for monitoring and evaluation of international public health research projects.

In: *Research Evaluation* 24 (2), S. 131–145. DOI: 10.1093/reseval/rvu034.

Abstract:

Impact oriented monitoring (IOM) is a novel methodology for identifying and assessing the impacts of EU-funded research projects in the area of International Public Health. A framework based on the logic and payback categories is used to categorize, into multi-dimensions, the impacts produced by public health research projects. A set of tools, including: 1) a project results framework; 2) a coordinators' survey; 3) an end users' survey, and 4) an assessment tool (scoring matrix), have been developed for both collecting data on results and activities and helping in assessing impacts. The need to know the impact of the projects based on robust data but, at the same time, to minimize the time and resources required of both the EC officers implementing the methodology and the project coordinators providing data on results and impacts,

has led to the development of the IOM methodology. The methodology is expected to provide the DG Research and Innovation of the European Commission (EC) with usable information on how the research projects in the area of international public health are producing impacts. More importantly, this information could improve the performance of existing programmes and also form the basis for supporting research policy planning. The IOM methodology can be easily adapted to other EC-funded research areas and also implemented in other countries by institutions responsible for funding research activities.

Haddow, Gaby (2015):

Research classification and the social sciences and humanities in Australia. (Mis)Matching organizational unit contribution and the impact of collaboration.

In: *Research Evaluation* 24 (3), S. 325–339. DOI: 10.1093/reseval/rvv006.

Abstract:

The capacity to recognize the contribution of individual researchers and their organizational unit is likely to be at odds with the purpose of a national research assessment, due to the broader approach to identifying research strengths and its classification at disciplinary levels. The Australian research assessment exercise, Excellence in Research for Australia (ERA), is devised to determine research quality in this wider context. To explore the impact of research classification on the visibility of research contribution, this study analysed articles published by authors affiliated with two social sciences and humanities (SSH) fields—‘education’ and ‘language, communication and culture’. Article classification was examined for agreement with the authors’ affiliated organizational unit’s field. The influence of national and international co-authorship on article classification was also examined. Articles were distributed across different classification categories and a substantial proportion did not match with the authors’ organizational unit’s field. National and international co-authorship by education-affiliated authors was found to be significantly associated with publishing outside their organizational unit’s field. As the first investigation to focus on how research is distributed by the ERA’s classification scheme when applied to journal articles by SSH authors, the study provides empirical evidence of the challenges involved in recognizing the contribution of organizational units. This work builds on the existing literature relating to classification and research evaluation and has the potential to inform research managers of the complexities in setting strategic research priorities based on ERA outcomes.

Hammarfelt, Björn; Rijcke, Sarah de (2015):

Accountability in context: effects of research evaluation systems on publication practices, disciplinary norms, and individual working routines in the faculty of Arts at Uppsala University.

In: *Research Evaluation* 24 (1), S. 63–77. DOI: 10.1093/reseval/rvu029.

Abstract:

Given the increased role of bibliometric measures in research evaluation, it is striking that studies of actual changes in research practice are rare. Most studies and comments on ‘a metric culture’ in academia focus on the ideological and political level, and there is a clear shortage of empirical studies that analyze how researchers handle demands for accountability in context. In adopting a mixed-methods approach involving both bibliometric data and answers from questionnaires, we provide an in-depth study of how researchers at the faculty of Arts at Uppsala University (Sweden) respond to the implementation of performance-based research evaluation systems. Publication patterns from 2006 to 2013 show that journal publications, especially English-language ones, are increasing, and the proportion of peer-reviewed publications has doubled. These changes are in line with the incentives of the evaluation systems under study. Answers to the survey confirm that scholars are conscious about this development, and several respondents articulate a disagreement between disciplinary norms and external demands. However, disciplinary background as well as career stage or academic age appears to have a significant influence on how individual researchers react to the instigation of evaluation systems. Finally, responses to national and local evaluation regimes are complex, localized, and dependent on many factors. In-depth contextualized studies of research practices are needed in order to understand how performance-based funding systems influence academic research on the ground.

Heshmati, Almas; Lenz-Cesar, Flávio (2015):

Policy simulation of firms' cooperation in innovation.

In: *Research Evaluation* 24 (3), S. 293–311. DOI: 10.1093/reseval/rvv011.

Abstract:

This study utilizes an agent-based simulation model to conduct a public policy simulation of firms' networking and cooperation in innovation. The simulation game tests the differences in sector responses to internal and external changes, including cross-sector spillovers, when applying three different policy strategies to promote cooperation in innovation. The public policy strategies include clustering to develop certain industries, incentives to encourage cooperative research and development (R&D), and spin-off policies to foster entrepreneurship among R&D personnel. These policies are compared to a 'no-policy' alternative, which serves as a benchmark to verify the gains (or losses) in the number of firms cooperating and networking. The simulation model defines firms' behavior according to empirical findings from an analysis of determinants of the firms' participation in cooperation in innovation with other organizations using a Korean Innovation Survey. The exercise indicates possible appropriate policy strategies that can be applied depending on the target industries. We have applied a few examples and showed how the results may be interpreted. Agent-based models are found to have a great potential in decision-support systems for policy makers.

Hinze, Sybille; van Raan, Anthony F. J.; Reale, Emanuela (2015):

Introduction to the special section devoted to the 18th International Conference on Science and Technology Indicators 'Translational Twists and Turns: Science as a Socio-Economic Endeavor'. Berlin, Germany, September 4-6 2013.

In: *Research Evaluation* 24 (1), S. 1–3. DOI: 10.1093/reseval/rvu033.

Abstract:

In recent years the demand for and the use of science, technology, and innovation indicators increased significantly. On the one hand science policy is asking for 'objective' data to assess the performance, relative position, and interaction of the various players in the Science, Technology and Innovation (STI) system. Among other things, this rise in demand can be explained by the widespread move towards new modes of governance which increasingly can be characterized as 'governing by competition' and new public management. On the other hand science itself is calling for a better understanding of its knowledge production, dissemination, and transfer processes, cumulating in innovations for economic welfare and wider societal usage. Both sides serve as continuous driving forces for the development of quantitative studies of science, technology, and innovation.

Horodnic, Ioana Alexandra; Zait, Adriana (2015):

Motivation and research productivity in a university system undergoing transition.

In: *Research Evaluation* 24 (3), S. 282–292. DOI: 10.1093/reseval/rvv010.

Abstract:

The purpose of this study is to explore whether research productivity is correlated with extrinsic and intrinsic motivation. Even though research productivity and motivation have been analyzed in the economics of science literature, the relationship between the two has received very little attention so far. We have conducted a questionnaire survey among Romanian academics of economics and business administration and merged the responses with the official university records of professorial research output. Using a Tobit regression model on a representative sample we find that intrinsic motivation is positively correlated with research productivity, whereas extrinsic motivation is negatively correlated. These results imply that scientists who take a strong interest in their work are, as a consequence, more productive researchers; scientists who are, in general, extrinsically motivated will however substitute their efforts toward activities that are more financially profitable in an economy undergoing transition.

Howison, James; Deelman, Ewa; McLennan, Michael J.; Ferreira da Silva, Rafael; Herbsleb, James D. (2015):

Understanding the scientific software ecosystem and its impact: Current and future measures.

In: *Research Evaluation* 24 (4), S. 454–470. DOI: 10.1093/reseval/rvv014.

Abstract:

Software is increasingly important to the scientific enterprise, and science-funding agencies are increasingly funding software work. Accordingly, many different participants need insight into how to understand the relationship between software, its development, its use, and its scientific impact. In this article, we draw on interviews and participant observation to describe the information needs of domain scientists, software component producers, infrastructure providers, and ecosystem stewards, including science funders. We provide a framework by which to categorize different types of measures and their relationships as they reach around from funding, development, scientific use, and through to scientific impact. We use this framework to organize a presentation of existing measures and techniques, and to identify areas in which techniques are either not widespread, or are entirely missing. We conclude with policy recommendations designed to improve insight into the scientific software ecosystem, make it more understandable, and thereby contribute to the progress of science.

Huisman, Jeroen; Lepori, Benedetto; Seeber, Marco; Frølich, Nicoline; Scordato, Lisa (2015):

Measuring institutional diversity across higher education systems.

In: *Research Evaluation* 24 (4), S. 369–379. DOI: 10.1093/reseval/rvv021.

Abstract:

Institutional diversity—the variety of higher education institutions within a higher education system—has been a popular theme in higher education (policy) research. Despite the large amount of work, key challenges to a better understanding of institutional diversity have hardly been addressed. We argue that particularly the problems of conceptualizing and measuring diversity across higher education systems are underestimated. This article therefore focuses on selecting salient dimensions of difference (i.e. important dimensions of organizational action), setting the perimeter of the populations studied, dealing with outliers and choosing appropriate diversity measures. We highlight the careful steps that need to be taken to make comparisons across higher education systems meaningful and use European data to illustrate the consequences of particular choices.

Joly, Pierre-Benoît; Gaunand, Ariane; Colinet, Laurence; Larédo, Philippe; Lemarié, Stéphane; Matt, Mireille (2015):

ASIRPA: A comprehensive theory-based approach to assessing the societal impacts of a research organization.

In: *Research Evaluation* 24 (4), S. 440–453. DOI: 10.1093/reseval/rvv015.

Abstract:

ASIRPA is an original and comprehensive approach for assessing the socio-economic impact of public-sector research organizations through case studies. The cases are theory-based, selected to characterize the diversity of the broader impacts, and standardized so as to allow the scaling-up of the analysis of impact to the level of the organization. ASIRPA is founded on well-tried tools, and the added value of the approach lies in the adaptation and combination of these tools to design a comprehensive approach, which has been tested in a real situation and proven to be robust, credible, and implementable.

Khazragui, Hanan; Hudson, John (2015):

Measuring the benefits of university research: impact and the REF in the UK.

In: *Research Evaluation* 24 (1), S. 51–62. DOI: 10.1093/reseval/rvu028.

Abstract:

The Research Excellence Framework (REF) is the latest attempt by the UK government to evaluate research in UK universities. A key component of this is the evaluation of the economic and societal impact of research. We discuss the nature of such impact and how, in an ideal world, we would measure it. We then evaluate a number of REF case studies

and conclude that they are a long way from being an accurate reflection of impact. They are primarily narratives, with little hard information and no attempt to discount over time or spatially, or to evaluate against a counterfactual. But the REF deserves credit for focusing attention on impact, and it must be recognized that at this point in time, a first best methodology is not possible. Both the research councils and the universities need to begin collecting data which will facilitate improved analyses in the future.

Koier, Elizabeth; Horlings, Edwin (2015):

How accurately does output reflect the nature and design of transdisciplinary research programmes?

In: *Research Evaluation* 24 (1), S. 37–50. DOI: 10.1093/reseval/rvu027.

Abstract:

Many of today's societal problems are wicked problems that require a new, transdisciplinary approach in which knowledge of scientists and stakeholders from different disciplines is integrated. The evaluation of transdisciplinary science requires a multi-method approach. Bibliometric analysis is consistently among the methods in multi-method evaluations. We analyse the accuracy of bibliometric evidence for the evaluation of transdisciplinary research by examining two large climate adaptation research programmes in the Netherlands. The assessment of accuracy involves a comparison of different approaches to defining and measuring involvement, output, and quality. We draw three conclusions with regard to accuracy. First, scientific output covers a fairly high amount of the scientific activities of the programmes, though information on funding agencies is not yet sufficiently accurate to reconstruct a programme's output through the Web of Science (WoS). Second, scientific output does not accurately reflect the nature and design of the programmes. The WoS appears to underestimate locally oriented and practically oriented research, non-academic actors rarely co-author scientific publications, and the contributions of non-academic organizations to projects could not be recognized from author affiliations. Third, our exploration of two alternative reproducible metrics (non-scientific output and download statistics) shows that it is too early to introduce such metrics into evaluation practices. The research agenda for transdisciplinary output metrics should focus on the development of a common definition of transdisciplinary research output and a typology of non-scientific outputs, as well as a discussion and assessment of the relative value of such outputs for the integration of knowledge.

Langfeldt, Liv; Bloch, Carter Walter; Sivertsen, Gunnar (2015):

Options and limitations in measuring the impact of research grants—evidence from Denmark and Norway.

In: *Research Evaluation* 24 (3), S. 256–270. DOI: 10.1093/reseval/rvv012.

Abstract:

Competitive grant schemes are set up with the intention of improving research performance. It may, however, be difficult to find evidence of the intervention impact of research grants for ex post evaluations of grant schemes. Based on data on applicants to Danish and Norwegian open mode grant schemes—research projects as well as post doc fellowships—this article applies difference in difference analysis to study to what extent research grants are likely to affect the publication and citation rates of the principle investigators (PIs).

The results show higher increases in the number of publications for grant recipients than for rejected applicants, while increases in mean normalized citation rates were not significantly higher for the successful applicants. In other words, the grants seem to have increased productivity, e.g. by helping PIs to add staff to their research teams, but not to have influenced the importance of the research as measured by average citations. However, along with increases in the number of publications also came a greater increase in the number of highly cited papers for grant recipients than for rejected applicants. In sum, the analyses indicate that the measurement of grant impact is sensitive to how research performance is defined and tested using bibliometric indicators. Furthermore, the applicants' complex landscape of multiple projects and grants makes it difficult to isolate the output of a single grant. Hence, using bibliometrics to measure the impact of smaller grant schemes and smaller grants may often yield inconclusive results.

Lee, You-Na (2015):

Evaluating and extending innovation indicators for innovation policy.

In: *Research Evaluation* 24 (4), S. 471–488. DOI: 10.1093/reseval/rvv017.

Abstract:

Innovation policymakers have struggled with the problem of how to develop better indicators to capture innovative activity. This study reviews and evaluates a variety of commonly used innovation indicators such as R&D, patents, and innovation. Then, using data from multiple data sources, such as US Patent and Trademark Office patent data, National Science Foundation surveys, private US innovation surveys, and Community Innovation Survey data, this study examines the overlap and differences across these indicators. Furthermore, this study suggests the need for a broader understanding of innovation and introduces new measures that complement existing measures to better capture the full population of innovations. These new measures focus on the distinction between innovations originating from R&D and those from outside of R&D (non-R&D innovation). The results show that 12% of triadically patented inventions come from non-R&D, and among US manufacturing firms, 11% of internally generated new-to-market innovations are non-R&D. This study contributes to better conceptualizing innovation by cross-validating innovation indicators, developing innovation indicators beyond the R&D-based perspective on innovation, and emphasizing the importance of understanding the broad universe of innovative activity.

Lewensohn, Danielle; Dahlborg, Charlotta; Kowalski, Jan; Lundin, Per (2015):

Applying patent survival analysis in the academic context.

In: *Research Evaluation* 24 (2), S. 197–212. DOI: 10.1093/reseval/rvu037.

Abstract:

University researchers are commonly subject to formal evaluation of their 'scientific productivity' as defined by measures linked to academic publication. Comparative less attention is typically given to the assessment of their involvement in patenting. When this is done, the established practice is further to evaluate productivity using simple patent counts. This article argues the relevance of using more sophisticated measures of patenting activity, as part of assessments of scientific productivity. Specifically, patent survival analysis is applied on a sample of patent applications originating from Sweden's largest medical university. This analysis finds that patent lifespan is correlated to patent, inventor, and assignee characteristics. These results indicate that patent survival analysis could offer a more information-dense representation of a university's invention efforts longitudinally and therefore, add a qualitative dimension to the evaluation of academic research. This has potential implications for how universities involved in patenting and commercialization undertake internal evaluations, and how governmental bodies and/or other third-party financiers and policymakers design external performance assessment criteria. The results also point to the potential of combining legal status data with insights from academic inventors and patent owners to support funding bodies and university managers in resource allocation and for benchmarking purposes.

Li, Feng; Miao, Yajun; Ding, Jing (2015):

Tracking the development of disciplinary structure in China's top research universities (1998–2013).

In: *Research Evaluation* 24 (3), S. 312–324. DOI: 10.1093/reseval/rvv013.

Abstract:

This study focuses on the development of disciplinary structure in China's top research universities. Using the science structures of Mainland China, the world, and the world's top 10 universities as three reference standards, we measure the disciplinary structure 'distance' between the Chinese '985 universities' and the references, and analyze whether the 985 universities are moving toward or away from the reference groups (RG) in terms of disciplinary structure. The results show that most of the 985 universities' disciplinary structures are very similar to China's science structure. The disciplinary structure distances between the 985 universities and both the world reference and the world's top universities reference have narrowed recently, but the overall degrees of similarity are still low. Another important finding is that the rise of biomedical science has played an important role in the 985 universities' move from a native 'sci-engineering focused' structure to an international 'bio-science focused' structure.

Lopez Pineiro, Carla; Hicks, Diana (2015):

Reception of Spanish sociology by domestic and foreign audiences differs and has consequences for evaluation.

In: *Research Evaluation* 24 (1), S. 78–89. DOI: 10.1093/reseval/rvu030.

Abstract:

In this article, we compare the reception of Spanish sociology by domestic and international audiences using citation counts as an indicator of audience interest. We compare papers highly cited in a national language database with those highly cited in the Web of Science. We find differences that might prove worrying within a national research evaluation system that emphasizes publishing in high impact factor, Web of Science indexed journals. We suggest that in the social sciences, such an emphasis may induce not simply more research excellence, but also narrower research agendas with long-term consequences for the Spanish sociology community.

Luwel, Marc; van Wijk, Erik (2015):

The 'translational' effect in medical journals: Bridging the gap?

In: *Research Evaluation* 24 (1), S. 19–29. DOI: 10.1093/reseval/rvu031.

Abstract:

The objective of translational research is to harness knowledge from basic research to develop new drugs and treatments and better patient care. For already two decades it is a 'hot' topic in academia and in policy-making circles. However, few bibliometric studies have been carried out to make the characteristics of translational research visible. In this article, an analysis is presented of publications in journals, covering translational medical research and processed for the Web of Science. These publications do not have more references or citations to basic (biomedical) research than those in the other journals assigned to the same subject categories. Neither were significant differences observed between these two journal sets in the noun phrases used in the papers' abstracts, except for the abundant use of the adjective 'translational' in papers published in medical journals with the adjective 'translational' in the journal title. However, the results published in these journals seem to be the results more of collaborative research between different types of organizations than the average paper in the corresponding subject category.

Mañana-Rodríguez, Jorge (2015):

A critical review of SCImago Journal & Country Rank.

In: *Research Evaluation* 24 (4), S. 343–354. DOI: 10.1093/reseval/rvu008.

Abstract:

Since the use for evaluation purposes of the SCImago Journal & Country Rank (SJR) is increasingly being considered, it is pertinent to carry out a qualitative and quantitative analysis from a theoretical and practical perspective. The aim of this article is the analysis of the advantages and limitations of SJR. Some weaknesses from the perspective of its use for research evaluation purposes are identified and detailed, such as the absence of construct definition, lack of coherence between statements of its developers and observable features in data, gaps in the coverage of journals and its consequences for comparative purposes, issues related to the comparability of different citation networks, lack of a trustworthy ordinal position of journals in the output ranking, the use of retrospective backups in the underlying data and its consequences for longitudinal data stability, methodological issues in quartile construction, comparatively low discriminative capacity of the indicator, issues related to parameter fixing procedures, degree of transparency and reproducibility of the results, and the existence of errors in the assignment of documents in Scopus to countries and its consequences for the Country Ranks. It is concluded that, although the idea behind SJR is laudable and the indicator is a sophisticated alternative to other quality indicators, SJR omits a large amount of information, putting into question its transparency, reliability, and suitability for evaluative purposes in its current form, although most of the identified problems can be solved and might be the object of future improvements.

Mehiriz, Kaddour; Marceau, Richard (2015):

The impacts of research grants to community colleges. Evidence from the Technological Research Assistance Program in Quebec, Canada.

In: *Research Evaluation* 24 (2), S. 118–130. DOI: 10.1093/reseval/rvv005.

Abstract:

This article presents the findings of a study on the effects of the Technological Research Assistance Program (TRAP) on the primary activities of Quebec's College Technology Transfer Centres (CTTCs). A database on the distribution of research grants and the activities of CTTCs has been created for this purpose. Then, panel data analysis techniques have been used to measure the effects of TRAP. The study results indicate that TRAP has a positive effect on the revenue of CTTC research projects. However, the increase in research revenue due to this program is slightly lower than the amount of the grant, which suggests that public funding for research partially crowds out private funding. Furthermore, the study suggests that the wise use of research assistance programs could stimulate research investment and, as a result, accelerate the advancement of knowledge and technological innovation.

Minguillo, David; Thelwall, Mike (2015):

Research excellence and university-industry collaboration in UK science parks.

In: *Research Evaluation* 24 (2), S. 181–196. DOI: 10.1093/reseval/rvu032.

Abstract:

This study analyses co-authorships (1975–2010) with organizations located on UK Science Parks (SPs) and similar support infrastructures to identify their structural organization and the role of universities. Social network analysis and descriptive statistics are applied. The results suggest that most collaboration is with off-park organizations and that academic institutions are the main source of knowledge and competence for on-park industries. Moreover, high quality research institutions are much more likely to establish strong links in the form of co-authorships. This finding is partly a result of the statistical significance testing method used, however, since smaller institutions naturally create fewer links and therefore produce less statistical evidence of impact, even if their impact is, on average, the same as for larger institutions. Nevertheless, if the main aim is to promote research activities and joint publications between academia and on-park industry, the research excellence of universities needs to be considered when a SP is created. The economic benefits of joint publications for academic and private partners have not been examined, however, and therefore, it cannot be concluded that small higher education institutions having few joint publications with on-park firms play an insignificant role in the support and development of private partners.

Morichika, Noriyuki; Shibayama, Sotaro (2015):

Impact of inbreeding on scientific productivity: A case study of a Japanese university department.

In: *Research Evaluation* 24 (2), S. 146–157. DOI: 10.1093/reseval/rvv002.

Abstract:

Recent science policies emphasize academic mobility and denounce inbreeding as an impediment to scientific productivity. This study aims to investigate the impact of inbreeding on productivity, distinguishing various forms of inbreeding, and to explore the mechanism behind which inbreeding is translated into productivity, drawing on in-depth longitudinal data of academics' careers in a university department in Japan. The results suggest that the effect of inbreeding on productivity differs with the organizational levels (university, department, and laboratory) with which inbreeding is defined, as well as with past affiliation to other institutions (purely inbred vs. silver-corded). A negative effect on productivity is indicated for inbreeding that occurs at the department level, which seems to be partly explained by non-merit-based employment criteria. The results also suggest that laboratories consisting of higher rates of their own graduates yield lower productivity. Finally, inbred academics tend to change research subjects less frequently over their career, implying that inbreeding may cause risk-averseness and deter creativity.

Morton, Sarah (2015):

Progressing research impact assessment: A 'contributions' approach.

In: *Research Evaluation* 24 (4), S. 405–419. DOI: 10.1093/reseval/rvv016.

Abstract:

There is an increasing interest in demonstrating the outcomes from research for the purposes of learning, accountability, or to demonstrate the value of research investments. However, assessing the impact of social science research on policy and practice is challenging. The ways in which research is taken up, used, and reused in policy and practice settings means that linking research processes or outputs to wider changes is difficult, and timescales are hard to predict. This article proposes an empirically grounded framework for assessing the impact of research—the Research Contribution Framework. A case study approach was adopted to explore the nature of research impact and how it might be assessed. Findings were used to design, develop, and test a framework to assess the contribution of research to relevant areas of policy and practice and to articulate wider benefits. The framework has been adapted from contribution analysis, using the idea of 'contribution' to help explain the ways research is taken up and used to influence policy and practice. The framework allows for a focus on the roles of research users, and examines both processes and outcomes. It is argued that this approach gets round some of the common problems in assessing impact. It provides a method of linking research and knowledge exchange to wider outcomes whilst acknowledging and including contextual factors that help or hinder research impact. It is practical, balancing robustness with feasibility. It is adaptable for a wide range of content, types of impact assessment, and purposes.

Mutz, Rüdiger; Bornmann, Lutz; Daniel, Hans-Dieter (2015):

Cross-disciplinary research: What configurations of fields of science are found in grant proposals today?

In: *Research Evaluation* 24 (1), S. 30–36. DOI: 10.1093/reseval/rvu023.

Abstract:

Considering the complexity of the world problems, it seems evident that they do not fit straightforwardly into a disciplinary framework. In this context, the question arises as to whether and how frequently several disciplines cooperate on research projects. Cross-disciplinary cooperation in research might be difficult for two reasons. On one hand, many researchers feel that efforts to achieve methodological rigour, exactness, and control are only possible in the circumscribed area of a discipline. On the other hand, it is claimed that funding organizations, with their rigid disciplinary classification systems, impede cross-disciplinary research in the context of their selection and evaluation procedures. For a total of $N = 8,496$ grant proposals submitted to the Austrian Science Fund (FWF) from 1999 to 2009, detailed codings of the subdisciplines involved were available for the statistical analysis. Latent class analysis produced 12 latent classes or configurations of fields of science. Mono-disciplinary projects are very well represented in physics/astronomy/mechanics, geosciences, and clinical medicine. Cross-disciplinarity is found particularly in research project proposals of fields of science with clearly overlapping content (e.g. preclinical and clinical medicine) and mainly in research proposals submitted by fields of science within the humanities and social sciences.

Perkmann, Markus; Fini, Riccardo; Ross, Jan-Michael; Salter, Ammon; Silvestri, Cleo; Tartari, Valentina (2015):

Accounting for universities' impact: using augmented data to measure academic engagement and commercialization by academic scientists.

In: *Research Evaluation* 24 (4), S. 380–391. DOI: 10.1093/reseval/rvv020.

Abstract:

We present an approach that aims to comprehensively account for scientists' academic engagement and commercialization activities. While previous research has pointed to the economic and social impact of these activities, it has also been hampered by the difficulties of accurately quantifying them. Our approach complements university administrative records with data retrieved from external sources and surveys to quantify academic consulting, patenting, and academic entrepreneurship. This allows us to accurately account for 'independent' activity, i.e., academic engagement and commercialization outside the formal university channels and often not recorded by universities. We illustrate this approach with data for 10,000 scientists at Imperial College London. Results indicate that conventional approaches systematically underestimate the extent of academic scientists' impact-relevant activities by not accounting for

independent activities. However, with the exception of consulting, we find no significant differences between individuals involved in supported (university-recorded) and independent activity, respectively. Our study contributes to work concerned with developing appropriate and accurate research metrics for demonstrating the public value of science.

Samuel, Gabrielle N.; Derrick, Gemma E. (2015):

Societal impact evaluation. Exploring evaluator perceptions of the characterization of impact under the REF2014: Table 1.

In: *Research Evaluation* 24 (3), S. 229–241. DOI: 10.1093/reseval/rvv007.

Abstract:

The relative newness of ‘impact’ as a criterion for research assessment has meant that there is yet to be an empirical study examining the process of its evaluation. This article is part of a broader study which is exploring the panel-based peer and end-user review process for societal impact evaluation using the UK’s national research assessment exercise, the Research Excellence Framework (REF) 2014, as a case study. In particular, this article explores the different perceptions REF2014 evaluators had regarding societal impact, preceding their evaluation of this measure as part of REF2014. Data are drawn from 62 interviews with evaluators from the health-related Panel A and its subpanels, prior to the REF2014 exercise taking place. We show how going into the REF exercise, evaluators from Panel A had different perceptions about how to characterize impact and how to define impact realization in terms of research outcomes and the research process. We conclude by discussing the implications of our findings for future impact evaluation frameworks, as well as postulating a series of hypotheses about the ways in which evaluators’ different perceptions going into an impact assessment could potentially influence the evaluation of impact submissions. Using REF2014 as a case study, these hypotheses will be tested in interviews with REF2014 evaluators post-assessment.

Siripitakchai, Naparat; Miyazaki, Kumiko (2015):

Assessment of research strengths using co-citation analysis: The case of Thailand national research universities.

In: *Research Evaluation* 24 (4), S. 420–439. DOI: 10.1093/reseval/rvv018.

Abstract:

The performance-based research evaluation focusing exclusively on the number of publications and citations has been used in almost all nations. The use of only quantitative indicators, however, provides insufficient information for evaluating a country’s strategic research areas. Understanding the universities’ fields of specializations and research strengths based on content-based analysis is also crucial for supporting areas of research excellence and promoting collaboration in a country. In this study, a multiphase analysis beginning with benchmarking of research performance and then identifying research strengths of the Thailand National Research Universities (NRUs) via a content-based co-citation analysis was performed. The data were retrieved from the ISI-Web of Science during 2009–13. The main findings show that most core research strengths of the high-performing NRUs were in common with the national S&T strategic plan announced in 2006. Each university also has the expertise related to its organizational path dependence and research infrastructures. In addition, we can identify the research areas which the NRUs still lack or have low performance. Rather than providing only the broad mission and general information about the university’s research fields, a university should also promote its expertise and the up-to-date core research interests. On the other hand, policymakers need to understand the international trend, monitor the universities’ research strengths dynamically, and balance them with the domestic needs. They should also act as intermediaries in research collaboration by matching the universities’ useful research for other actors in the national innovation system.

Teirlinck, Peter; Spithoven, André (2015):

How the nature of networks determines the outcome of publicly funded university research projects.

In: *Research Evaluation* 24 (2), S. 158–170. DOI: 10.1093/reseval/rvv001.

Abstract:

We study the influence of network characteristics—breadth, composition, and depth—on outcomes of publicly funded university research projects. These outcomes are classified in Stokes’ research quadrant. The article is based on a combined

quantitative–qualitative evaluation of a competitive publicly funded research program, known as ‘Mobilizing Programs’, in Belgium in the period 2002–11. Projects funded by the Programs aim to direct university research towards potential business applications in the medium term. The unit of analysis is the project beneficiary, and research cooperation is an explicit prerequisite for obtaining public funding. The novelty of the article lies in the combination of a refined setting of breadth, composition, and depth of research networks at project level. We find that a high number of partners in a network (breadth) stimulates pure basic research and that importance of partners (depth) is supportive of use-inspired basic research. We highlight the role of public research centres to render university research projects more use-inspired and application-driven. When different types of partners are involved (network composition), joint university–business research teams are not necessarily a recipe for application performance.

Wang, Qi; Sandström, Ulf (2015):

Defining the role of cognitive distance in the peer review process with an explorative study of a grant scheme in infection biology.

In: *Research Evaluation* 24 (3), S. 271–281. DOI: 10.1093/reseval/rvv009.

Abstract:

The aim of this article is twofold: (1) to provide a methodology for measurement of cognitive distance between researchers and (2) to explore the role of cognitive distance on the results of peer review processes. Cited references and the content of articles are used to represent their respective scientific knowledge bases. Based on the two different approaches—Author-Bibliographic Coupling analysis and Author-Topic analysis—we apply the methodology on a recent competition for grants from the Swedish Strategic Foundation. Results indicate that cognitive distances between applicants and reviewers might influence peer review results, but that the impact is to some extent at the unexpected end. The main contribution of this article is the elaboration on the relevance of the concept of cognitive distance to the issue of research evaluation in general, and especially in relation to peer review as a model used in grant decisions.

Research in Higher Education (56) 2015

<http://link.springer.com/journal/11162>

[licence required | full access via INCHER's intranet / UB Kassel]

Altringer, Levi; Summers, Jeffrey (2015):

Is College Pricing Power Pro-cyclical?

In: *Research in Higher Education* 56 (8), S. 777–792. DOI: 10.1007/s11162-015-9373-z.

Abstract:

We define pricing power as a college's ability to increase its net tuition revenue by raising its sticker-price for tuition. The greater is the positive effect of sticker-price increases on net tuition revenue, the greater is the pricing power. We gauge variation in the pricing power of private, non-profit baccalaureate colleges by estimating this effect over the academic years 2000–2001 through 2012–2013—a span which includes two recessions. Drawing on IPEDS data for 118 colleges, our empirical results reveal that the additional real net tuition revenue earned per dollar increase in the real sticker-price fell by 5 % following the 2001–2002 recession, but had fully recovered to its pre-recession level by 2004–2005. In contrast, since the end of the Great Recession of 2007–2009 the real return to sticker-price increases has fallen by 12 % with no recovery in sight by the end of our sample period. So while private colleges' pricing power was pro-cyclical during the sample period's first recession, the later, more severe Great Recession has produced a larger, longer lasting negative effect on pricing power. We consider the implications for private colleges of this lost pricing power.

Bak, Hee-Je; Kim, Do Han (2015):

Too much Emphasis on Research? An Empirical Examination of the Relationship Between Research and Teaching in Multitasking Environments.

In: *Research in Higher Education* 56 (8), S. 843–860. DOI: 10.1007/s11162-015-9372-0.

Abstract:

While the public is concerned that emphasizing research performance among university faculty results in inadequate attention to undergraduate teaching, research on the relationship between research and teaching in higher education has failed to confirm or deny the validity of this concern. To empirically test this popular concern, we examined how the change in performance-based incentive systems to improve faculty publications influenced student evaluations of their teaching in a Korean university. The analysis of a panel dataset of individual faculty members shows that financial incentives on research rather than teaching could have redirected attention of some professors from teaching to research, thus reducing teaching quality, as proposed by advocates of multitasking theory. Therefore, these findings suggest that, when multiple tasks are significant to organizational values, the incentive structure must assure that each task or activity offers professors the same marginal return on their efforts.

Barnhardt, Cassie L.; Sheets, Jessica E.; Pasquesi, Kira (2015):

You Expect What? Students' Perceptions as Resources in Acquiring Commitments and Capacities for Civic Engagement.

In: *Research in Higher Education* 56 (6), S. 622–644. DOI: 10.1007/s11162-014-9361-8.

Abstract:

This mixed-method analysis presents a model of college students' civic commitments and capacities for community action. Quantitative findings indicate that after controlling for background characteristics, campus contexts, and college experiences, students' acquisitions of commitments to and skills for contributing to the larger community are largely influenced by the extent to which students perceive their campus as one that advocates for its students to be active and involved citizens. Qualitative findings convey the behaviors and types of speech that students view as legitimate public advocacy by peers, faculty, and administrators. Qualitative insights also reveal the ways in which students' exposure to campus-based public advocacy influences their civic skills, and their understandings of social responsibility.

Bowman, Nicholas A.; Park, Julie J. (2015):

Not All Diversity Interactions are Created Equal: Cross-Racial Interaction, Close Interracial Friendship, and College Student Outcomes.

In: *Research in Higher Education* 56 (6), S. 601–621. DOI: 10.1007/s11162-015-9365-z.

Abstract:

Higher education researchers and practitioners have emphasized the educational benefits of fostering meaningful interracial interaction on college campuses. The link between cross-racial interaction and student growth has received considerable empirical attention, but far less is known about whether and when interracial friendship predicts student outcomes. Multiple theoretical frameworks suggest that these two types of interpersonal diversity experiences may have differential effects. The present study examined this issue using a 4-year longitudinal dataset with 2,932 undergraduates at 28 institutions. Regardless of students' race/ethnicity, cross-racial interaction is consistently associated with desired student outcomes, whereas close interracial friendship is often unrelated to these same outcomes.

Bowman, Nicholas A.; Park, Julie J.; Denson, Nida (2015):

Student Involvement in Ethnic Student Organizations: Examining Civic Outcomes 6 Years After Graduation.

In: *Research in Higher Education* 56 (2), S. 127–145. DOI: 10.1007/s11162-014-9353-8.

Abstract:

Few college experiences elicit as much controversy as racial/ethnic student organizations. Critics argue that these student groups promote racial division and segregation, whereas supporters counter these claims and suggest instead that they facilitate college adjustment, learning, and growth. Clearly, some students are quite predisposed to participate (or not participate) in these organizations, which can lead to significant challenges when trying to determine the impact of this form of engagement. The present study used multilevel propensity score matching analyses to explore the relationships between racial/ethnic student organizations and post-college civic outcomes within a 10-year longitudinal sample of 8,634 alumni from 229 institutions. The results indicate that participation is significantly and positively associated with numerous civic behaviors and attitudes 6 years after graduation. Moreover, these findings are similar regardless of race/ethnicity, gender, or institution.

Brown, Christopher L.; Kosovich, Stephen M. (2015):

The Impact of Professor Reputation and Section Attributes on Student Course Selection.

In: *Research in Higher Education* 56 (5), S. 496–509. DOI: 10.1007/s11162-014-9356-5.

Abstract:

In this paper, we analyze how students select particular sections of required undergraduate courses at a regional public university in Texas. Specifically, we study how perceived instructor quality and other course section attributes, such as meeting time, impact enrollment. We find strong evidence that publicly available information about professor reputation influences students' enrollment decisions. Sections taught by instructors who are more highly rated fill up more quickly, for our subset of required undergraduate courses. Sections taught by instructors rated as easier are also estimated to fill up more rapidly, in some specifications. We also find some evidence that the meeting times and days also influence enrollment decisions in systematic ways.

Durango-Cohen, Elizabeth J.; Balasubramanian, Siva K. (2015):

Effective Segmentation of University Alumni: Mining Contribution Data with Finite-Mixture Models.

[Research and Practice]. In: *Research in Higher Education* 56 (1), S. 78–104. DOI: 10.1007/s11162-014-9339-6.

Abstract:

Having an effective segmentation strategy is key to the viability of any organization. This is particularly true for colleges, universities, and other nonprofit organizations—who have seen sharp declines in private contributions, endowment income, and government grants in the past few years, and face fierce competition for donor dollars (Wall Str J p. R1, 2011). In this paper, we present a finite-mixture model framework to segment the alumni population of a university in the Midwestern United States based on the monetary value of annual contributions. A salient feature of the model is that it exploits longitudinal data, i.e., contribution sequences. Another important feature of the model is that it supports the identification of unobserved heterogeneities in the population's giving behavior. Our empirical study presents substantive insights gained through the processing of the full contribution sequences, and establishes the presence of seven distinct segments of alumni in the population. Results provide a basis to support the design of segment-tailored solicitations, and guide the allocation of resources (e.g., telemarketing dollars) to fundraising activities.

Fariás, Mauricio; Sevilla, María Paola (2015):

Effectiveness of Vocational High Schools in Students' Access to and Persistence in Postsecondary Vocational Education.

In: *Research in Higher Education* 56 (7), S. 693–718. DOI: 10.1007/s11162-015-9370-2.

Abstract:

Vocational education is increasingly seen as a viable path to higher education and not simply a direct route to the labor market. This paper studies the relationship between the secondary school track attended by Chilean students (vocational or academic) and their subsequent outcomes in access to and persistence in postsecondary vocational programs. Although it is expected that vocational students will display lower access to higher education programs, due to their less intense curriculum and the generally non-academic environment of their schools, their performance in post-secondary vocational programs is unclear. Field-specific knowledge and vocational maturity could improve the performance of students from secondary vocational education backgrounds. Our analysis uses propensity score matching to reduce selection bias and determine causal relationships. It also utilizes sensitivity analysis to check for the robustness of results. The findings reveal that, indeed, vocational students have lower rates of access and persistence than academic ones. Students who change fields between secondary and postsecondary education have the lowest persistence levels. We also found that vocational students have lower probabilities of access to higher education funding, and higher probabilities of enrolling in evening classes. Thus, when controlling for these two characteristics, we found that students who continue in the same vocational field between secondary and postsecondary levels had a better performance than students with an academic background. These findings may suggest that vocational students require greater support in order to increase their probabilities of success in higher education.

Flores, Stella M.; Park, Toby J. (2015):

The Effect of Enrolling in a Minority-Serving Institution for Black and Hispanic Students in Texas.

In: *Research in Higher Education* 56 (3), S. 247–276. DOI: 10.1007/s11162-014-9342-y.

Abstract:

Using state administrative data for three cohorts of college enrollees from 1997 to 2008 and incorporating propensity score matching techniques, we examine the effects of attending a Minority-Serving Institution (MSI)—that is, a Historically Black College or University (HBCU) or a Hispanic-Serving Institution (HSI)—on college-completion outcomes in Texas. Descriptively, we find the gender gap among Black students to be quite stark, with more Black males than females enrolling in HBCUs, although this gap has decreased over time. The income gap is greatest among Hispanic students, with economically disadvantaged students enrolling more frequently at HSIs and those more economically advantaged enrolling in traditional institutions, or non-HSIs. To address this selection bias, we conducted a propensity score analysis in our assessment of college completion. The results indicate that, after matching similar students who attend and do not attend an MSI and conditioning on institutional capacity factors, we no longer see a difference between the bachelor's degree completion rates of Hispanic and Black students who do enroll in an MSI and those who do not for most of the cohorts examined. Where a significant negative effect on college completion does exist for Black students attending an HBCU, the rate is considerably lower in our matched sample. In sum, our results provide strong evidence that the effect of attending an MSI does not have a consistent negative or positive effect on college-graduation outcomes after matching similar students and controlling for institutional capacity, despite these schools serving a larger share of high-need and underprepared students.

Flores, Stella M.; Park, Toby J. (2015):

The Effect of Enrolling in a Minority-Serving Institution for Black and Hispanic Students in Texas.

[Erratum]. In: *Research in Higher Education* 56 (3), S. 277–278. DOI: 10.1007/s11162-014-9346-7.

Fong, Kristen E.; Melguizo, Tatiana; Prather, George (2015):

Increasing Success Rates in Developmental Math: The Complementary Role of Individual and Institutional Characteristics.

In: *Research in Higher Education* 56 (7), S. 719–749. DOI: 10.1007/s11162-015-9368-9.

Abstract:

This study tracks students' progression through developmental math sequences and defines progression as both attempting and passing each level of the sequence. A model of successful progression in developmental education was built utilizing individual-, institutional-, and developmental math-level factors. Employing step-wise logistic regression models, we found that while each additional step improves model fit, the largest proportion of variance is explained by individual-level characteristics, and more variance is explained in attempting each level than passing that level. We identify specific individual and institutional factors associated with higher attempt (e.g., Latino) and passing rates (e.g., small class size) in the different courses of the developmental math trajectory. These findings suggest that colleges should implement programs and policies to increase attempt rates in developmental courses in order to increase passing rates of the math pre-requisite courses for specific certificates, associate degrees or transfer.

Giani, Matt S. (2015):

The Postsecondary Resource Trinity Model: Exploring the Interaction Between Socioeconomic, Academic, and Institutional Resources.

In: *Research in Higher Education* 56 (2), S. 105–126. DOI: 10.1007/s11162-014-9357-4.

Abstract:

The purpose of this study is to revisit the widely held assumption that the impact of socioeconomic background declines steadily across educational transitions, particularly at the postsecondary level. Sequential logit modeling, a staple methodological approach for estimating the relative impact of SES across educational stages, is applied to a nationally representative cohort of high school sophomores drawn from the National Center for Education Statistics' Education Longitudinal Study of 2002. However, the study extends the traditional sequential logit approach by examining how socioeconomic background interacts with students' academic ability and postsecondary institutional selectivity and how the nature of these interactions varies across postsecondary stages. Analyzing the interactions between these three resources (socioeconomic, academic, and institutional) reveals the need for a more nuanced understanding of how SES influences students' postsecondary outcomes. This new approach is termed the Postsecondary Resource Trinity Model. The empirical results and conceptual model have important implications for the way in which policymakers and higher education practitioners promote the postsecondary success of disadvantaged students, as well as for how scholars of higher education and social mobility study the relationship between socioeconomic background and postsecondary outcomes.

Jagešić, Sanja (2015):

Student-Peer Ability Match and Declining Educational Aspirations in College.

In: *Research in Higher Education* 56 (7), S. 673–692. DOI: 10.1007/s11162-015-9366-y.

Abstract:

The match between a student's academic ability and the academic ability of the student's peers has been found to exert influence on student educational aspirations. Research on this has garnered mixed results with some finding that students whose peers have higher ability are more likely to develop a poor self-concept and lower their academic aspirations and others finding the opposite, that more able peer increase motivation and aspirations overall. While the effects of peer and student ability match on the educational aspirations of elementary and secondary students have received attention in

recent years, these effects have largely been neglected in postsecondary education. In this study, I use recent postsecondary student data to see how the difference between the student's SAT score and the mean institutional SAT affects the likelihood of the student experiencing a decrease in educational aspirations post college entry. Findings indicate that students whose scores are below the mean institutional SAT and who are attending less selective institutions are more likely to experience a decrease in future educational aspirations post college entry than students whose SAT scores are above the mean. However, students attending more selective institutions are protected from this effect, likely because of greater selection in admissions at more selective postsecondary institutions.

Jaquette, Ozan; Curs, Bradley R. (2015):

Creating the Out-of-State University: Do Public Universities Increase Nonresident Freshman Enrollment in Response to Declining State Appropriations?

In: *Research in Higher Education* 56 (6), S. 535–565. DOI: 10.1007/s11162-015-9362-2.

Abstract:

This study investigates whether public universities respond to declines in state appropriations by increasing nonresident freshman enrollment. State higher education appropriations declined substantially during the 2000s, compelling public universities to become more dependent on net-tuition revenue. State policy controls often limit the growth of resident tuition price. Therefore, public universities have an incentive to grow nonresident enrollment in order to grow tuition revenue. Drawing on resource dependence theory, we hypothesize that public universities respond to declines in state appropriations by growing nonresident freshman enrollment. Furthermore, we hypothesize that this response will be strongest at research universities because research universities enjoy strong demand from prospective nonresident students. We tested these hypotheses using a sample of all US public baccalaureate granting institutions and an analysis period spanning the 2002–2003 to 2012–2013 academic years. Fixed effects panel models revealed a strong negative relationship between state appropriations and nonresident freshman enrollment. This negative relationship was stronger at research universities than master's or baccalaureate institutions. These results provide empirical support for assertions by scholars that state disinvestment in public higher education compels public universities to behave like private universities by focusing on attracting paying customers.

Kim, Kyung-Nyun; Baker, Rose M. (2015):

The Assumed Benefits and Hidden Costs of Adult Learners' College Enrollment.

In: *Research in Higher Education* 56 (5), S. 510–533. DOI: 10.1007/s11162-014-9351-x.

Abstract:

This study investigates the effects of adults' enrollment in and graduation from a two-year college on their hourly wages and occupational status in U.S. by employing a growth curve model and a piecewise model. College enrollment reduced hourly wages and occupational status by 13.8 % and 2.74 points, respectively. Less-educated workers whose wages were the main source of income were more likely to compromise their occupational status for a better work-study balance and thus to realize wage penalties during schooling. While a two-year college degree acquired in adulthood had significant positive effects on hourly wages and occupational status, the said positive economic returns from the degree were moderated by their self-esteem.

Kim, Young K.; Park, Julie J.; Koo, Katie K. (2015):

Testing Self-Segregation: Multiple-Group Structural Modeling of College Students' Interracial Friendship by Race.

In: *Research in Higher Education* 56 (1), S. 57–77. DOI: 10.1007/s11162-014-9337-8.

Abstract:

Using structural equation modeling, this study examined the effects of peer environments on collegiate interracial friendship and how such effects vary by students' race. The results show that the peer environment of Greek life mediated the relationship between structural diversity and interracial friendship in college, in that students attending institutions with greater structural diversity were less likely to frequently interact with peers from Greek life, which had a positive effect on interracial friendship. This mediation effect was consistent for all four racial groups of the study. This study also uncovers unique findings related to Latino/as and interracial friendship: that structural diversity has an indirect effect on

interracial friendship via participation in ethnic student organizations for Latino/a students and that participation in ethnic student organizations is also directly and positively linked to interracial friendship for this group. The study discusses implications for understanding intergroup relations and patterns of interracial friendship.

Kuzhabekova, Aliya; Hendel, Darwin D.; Chapman, David W. (2015):

Mapping Global Research on International Higher Education.

In: *Research in Higher Education* 56 (8), S. 861–882. DOI: 10.1007/s11162-015-9371-1.

Abstract:

The purpose of the study is to map global research in international higher education. Specifically, the study uses bibliometric and social network analysis methods to identify key individuals, institutions, countries, and disciplines contributing to research in international higher education and to investigate patterns of connectivity among authors, journals, disciplines, and topics. The dataset representing research covers 2302 publications from the Web of Science for the period 2002–2011. Unlike prior attempts to draw a representative sample of articles capturing key research in international higher education by choosing articles from key journals, this study sampled articles more broadly by applying a keywords search to all journals included in the bibliographic database. To address the ambiguity in defining the boundaries of the field, the keywords used in constructing the dataset were generated from an explicit definition of “research in international higher education” with the definition being U.S.-centric, i.e. defining the field from the perspective of a U.S.-based researcher. Results indicated that although the number of research studies on international higher education has grown from 68 in 2002 to 472 in 2012, networks among researchers of higher education continue to operate largely within national borders and are still dominated by a few Western countries. While the 3362 researchers in international higher education came from 1164 different institutions/organizations around the world, only 11.3 % of articles were authored by researchers from at least two countries.

Lambert, Amber D.; Miller, Angie L. (2015):

Living with Smartphones: Does Completion Device Affect Survey Responses?

In: *Research in Higher Education* 56 (2), S. 166–177. DOI: 10.1007/s11162-014-9354-7.

Abstract:

With the growing reliance on tablets and smartphones for internet access, understanding the effects of completion device on online survey responses becomes increasingly important. This study uses data from the Strategic National Arts Alumni Project, a multi-institution online alumni survey designed to obtain knowledge of arts education, to explore the effects of what type of device (PC, Mac, tablet, or smartphone) a respondent uses has on his/her responses. Differences by device type in the characteristics of survey respondents, survey completion, time spent responding, willingness to answer complex and open-ended questions, and lengths of open-ended responses are discussed.

Leeds, Daniel M.; DesJardins, Stephen L. (2015):

The Effect of Merit Aid on Enrollment: A Regression Discontinuity Analysis of Iowa's National Scholars Award.

In: *Research in Higher Education* 56 (5), S. 471–495. DOI: 10.1007/s11162-014-9359-2.

Abstract:

The cost of attending college has risen steadily over the past 30 years, making financial aid an important determinant of college choice for many students and a subject of concern for colleges and state governments. In this paper, we estimate the effect of rule-based merit aid assignment on students' enrollment decisions at the University of Iowa. Iowa evaluates many students using an admissions score comprised of high school grade point average and class rank, core high school courses, and one's ACT test score. Students from out-of-state who meet a specific threshold score qualify for the National Scholars Award (NSA), presently worth nearly \$20,000 over 4 years. We employ a regression discontinuity model to take advantage of award assignment criteria, finding that the award does increase the probability of enrollment at Iowa. This result is robust for several applicant subsamples and passes falsification checks using Iowa residents, who are ineligible for the award. Preliminary analysis of an earlier, tiered version of the currently single-valued award suggests that the NSA may have strong effects on very high-achieving candidates.

Luo, Jiali; Jamieson-Drake, David (2015):

Predictors of Study Abroad Intent, Participation, and College Outcomes.

In: *Research in Higher Education* 56 (1), S. 29–56. DOI: 10.1007/s11162-014-9338-7.

Abstract:

This study examined US undergraduate students' intent to study abroad upon college entry and their actual participation in study abroad during their undergraduate years, correlating the college outcomes of three cohorts to identify trends. The findings show that study abroad intent and participation are interrelated and shaped by an array of factors, including gender, race or ethnicity, major, and involvement in college activities. While mathematical ability and helping to promote racial understanding negatively affected study abroad intent, aspiring to earn an advanced degree, time spent socializing with friends, artistic ability, seeking to improve understanding of other countries and cultures, and expectations to join a social fraternity or sorority, to be satisfied with college, and to participate in student clubs or groups positively influenced study abroad intent. Also, the findings indicate that involvement in the student government, a music or theater group, a political club, club sports, and off-campus study negatively affected participation in study abroad. Finally, the findings reveal that study abroad made a unique contribution to college outcomes, such as understanding moral and ethical issues, communication skills, academic performance, and overall satisfaction. Implications for higher education researchers, study abroad professionals, senior administrators, faculty advisors, and college students are discussed.

Manly, Catherine A.; Wells, Ryan S. (2015):

Reporting the Use of Multiple Imputation for Missing Data in Higher Education Research.

[Short note]. In: *Research in Higher Education* 56 (4), S. 397–409. DOI: 10.1007/s11162-014-9344-9.

Abstract:

Higher education researchers using survey data often face decisions about handling missing data. Multiple imputation (MI) is considered by many statisticians to be the most appropriate technique for addressing missing data in many circumstances. In particular, it has been shown to be preferable to listwise deletion, which has historically been a commonly employed method for quantitative research. However, our analysis of a decade of higher education research literature reveals that the field has yet to make substantial use of this technique despite common employment of quantitative analysis, and that in research where MI is used, many recommended MI reporting practices are not being followed. We conclude that additional information about the technique and recommended reporting practices may help improve the quality of the research involving missing data. In an attempt to address this issue, we develop a set of reporting recommendations based on a synthesis of the MI methodological literature and offer a discussion of these recommendations oriented toward applied researchers. The recommended MI reporting practices involve describing the nature and structure of any missing data, describing the imputation model and procedures, and describing any notable imputation results.

Mayhew, Matthew J.; Pascarella, Ernest T.; Trolan, Teniell; Selznick, Benjamin (2015):

Measurements Matter: Taking the DIT-2 Multiple Times and College Students' Moral Reasoning Development.

In: *Research in Higher Education* 56 (4), S. 378–396. DOI: 10.1007/s11162-014-9348-5.

Abstract:

The purpose of this paper was to examine differences between undergraduate students who had multiple exposures to an assessment of moral reasoning development (DIT-2) and students of the same cohort who had fewer exposures to the same assessment. Controlling for a host of individual covariates, the analysis determined that students who took the DIT-2 three times scored significantly higher than those who took this measure only twice. Effects were similar for two additional cohorts of students. Implications are discussed.

Mayhew, Matthew J.; Simonoff, Jeffrey S. (2015):

Effect Coding as a Mechanism for Improving the Accuracy of Measuring Students Who Self-Identify with More than One Race.

In: *Research in Higher Education* 56 (6), S. 595–600. DOI: 10.1007/s11162-015-9364-0.

Abstract:

The purpose of this paper is to describe effect coding as an alternative quantitative practice for analyzing and interpreting categorical, multi-raced independent variables in higher education research. Not only may effect coding enable researchers to get closer to respondents' original intentions, it allows for more accurate analyses of all race based categories.

McKinney, Lyle; Burrige, Andrea Backscheider (2015):

Helping or Hindering? The Effects of Loans on Community College Student Persistence.

In: *Research in Higher Education* 56 (4), S. 299–324. DOI: 10.1007/s11162-014-9349-4.

Abstract:

More community college students are taking out loans than ever before and their median debt levels are increasing. This trend is disconcerting because community college borrowers are overrepresented among loan defaulters and those who dropout without having earned a degree. While not without criticism, a growing number of community colleges are choosing not to participate in the federal student loan programs, citing a desire to protect their students from future financial hardships. This study used data from the Beginning Postsecondary Student (BPS:04/09) survey and propensity score matching techniques to examine the effects of loans on persistence for students enrolled in associate's degree programs. Results indicated that borrowing during the 1st year had a positive effect on persistence at the end of year one, but had a negative effect on persistence measured three and 6 years after initial enrollment. As community college students assess their prospects for degree completion and the return on their financial investment in higher education, we hypothesize that borrowers are more likely to become dissatisfied with their investment decision than non-borrowers and choose to dropout rather than take on additional loan debt. Findings from this study suggest the need to carefully reconsider current policies and practices regarding loan use among community college students.

McKinney, Lyle; Novak, Heather (2015):

FAFSA Filing Among First-Year College Students: Who Files on Time, Who Doesn't, and Why Does it Matter?

In: *Research in Higher Education* 56 (1), S. 1–28. DOI: 10.1007/s11162-014-9340-0.

Abstract:

Students who do not file the free application for federal student aid (FAFSA), or who file after the priority application deadline, are at risk of not receiving grant aid that could help them persist and graduate from college. This study used data from the beginning postsecondary student study (BPS:04/06) to examine FAFSA filing behavior (i.e. early, late, did not file) among students attending community colleges, public 4-year, and private non-profit 4-year institutions. Results indicate that later filers, on average, receive less total state and institutional grant aid compared to students who filed earlier. Attending college part-time and delaying enrollment into college after high school were strongly associated with not filing a FAFSA and filing late. There were notable differences in FAFSA filing across institutional sectors as a function of students' gender, race/ethnicity, income status, high school context, and pre-college academic experiences. These findings serve as the basis for recommendations aimed at increasing the rates of early FAFSA filing among students at the greatest risk of leaving money on the table.

Ngo, Federick; Kwon, William W. (2015):

Using Multiple Measures to Make Math Placement Decisions: Implications for Access and Success in Community Colleges.

In: *Research in Higher Education* 56 (5), S. 442–470. DOI: 10.1007/s11162-014-9352-9.

Abstract:

Community college students are often placed in developmental math courses based on the results of a single placement test. However, concerns about accurate placement have recently led states and colleges across the country to consider using other measures to inform placement decisions. While the relationships between college outcomes and such measures as high school GPA, prior math achievement, and noncognitive measures are well-known, there is little research that examines whether using these measures for course placement improves placement decisions. We provide evidence from California, where community colleges are required to use multiple measures, and examine whether this practice increases access and success in college-level courses. Using data from the Los Angeles Community College District, we find that students who were placed into higher-level math due to multiple measures (e.g., GPA and prior math background) performed no differently from their higher scoring peers in terms of passing rates and long-term credit completion. The findings suggest that community colleges can improve placement accuracy in developmental math and increase access to higher-level courses by considering multiple measures of student preparedness in their placement rules.

Niu, Sunny X. (2015):

Leaving Home State for College: Differences by Race/Ethnicity and Parental Education.

In: *Research in Higher Education* 56 (4), S. 325–359. DOI: 10.1007/s11162-014-9350-y.

Abstract:

Using the College Board SAT registration and questionnaire data of 2010 high school graduating seniors, we found clear patterns by race/ethnicity and parental education on two outcomes: out-of-state score-sending and out-of-state college attendance. White students had the highest rates and Hispanic students had the lowest rates, and there was a clear gradient by parental education with the students with college-educated parents having the highest rates of out-of-state score sending and college attendance. Substantial differences by race/ethnicity and parental education still persist after considering students' family income, academic preparation, high school characteristics and state of residence. State-specific estimates show that Hispanic and Asian students' low likelihood of out-of-state college-going based on all SAT takers are largely driven by students' choices in a few states where they are highly concentrated or their presence are substantial. In contrast, the concentration of Black students and presence of HBCUs in a state seem irrelevant to whether Black students stay or leave home states for college. It seems that high performing Black and Hispanic students and those with parents lacking a Bachelor's degree gained much in their access to a private and selective college by leaving their home states.

O'Meara, KerryAnn (2015):

Half-Way Out: How Requiring Outside Offers to Raise Salaries Influences Faculty Retention and Organizational Commitment.

In: *Research in Higher Education* 56 (3), S. 279–298. DOI: 10.1007/s11162-014-9341-z.

Abstract:

This institutional case study examines the influence of a policy requiring outside offers for faculty salary increases on institutional retention efforts and faculty organizational commitment. Outside offers and policies governing them are rarely examined, and studied here from the perspective of administrators, leaving faculty, and faculty who receive outside offers and remain. Findings suggest such a policy has negative influences on institutional retention efforts and organizational commitment. Implications are drawn for campuses working to retain faculty and for future research.

Pike, Gary R.; Graunke, Steven S. (2015):

Examining the Effects of Institutional and Cohort Characteristics on Retention Rates.

In: *Research in Higher Education* 56 (2), S. 146–165. DOI: 10.1007/s11162-014-9360-9.

Abstract:

Despite being criticized as unrepresentative and misleading, retention and graduation rates are an important part of college-search web sites and accountability systems, and they frequently have been used as indicators of institutional quality and effectiveness in educational research. Retention and graduation rates are often compared over time and across institutions. However, such comparisons can be confounded by differences in entering student cohorts and differences

among the institutions being compared. This research examined the effects of institutional and cohort characteristics on one-year retention rates using random-effect and fixed-effect regression models for panel data. The use of a fixed-effect model allowed the researchers to account for omitted variables (unobserved heterogeneity) in the analyses. Results indicated that unobserved heterogeneity was a significant issue in the study, and that traditional regression methods may overstate the effects of institutional characteristics on retention rates. Results also indicated that the effects of institutional and cohort characteristics were essentially stable over time and across cohorts.

Rocconi, Louis M.; Ribera, Amy K.; Nelson Laird, Thomas F. (2015):

College Seniors' Plans for Graduate School: Do Deep Approaches Learning and Holland Academic Environments Matter?

In: *Research in Higher Education* 56 (2), S. 178–201. DOI: 10.1007/s11162-014-9358-3.

Abstract:

This study examines the extent to which college seniors' plans for graduate school are related to their tendency to engage in deep approaches to learning (DAL) and their academic environments (majors) as classified by Holland type. Using data from the National Survey of Student Engagement, we analyzed responses from over 116,000 seniors attending 499 four-year institutions. Findings revealed a significant positive relationship between seniors' uses of DAL and plans for earning a graduate degree. Further, seniors majoring in Investigative and Social environments were more likely to hold higher degree expectations. Significant interaction effects by DAL and Holland academic environment were also found. The impact of DAL on graduate degree expectations was greater for seniors majoring in Artistic environments than otherwise similar students in Investigative, Enterprising, or Social environments. In addition, the impact of DAL on degree expectations was greater for seniors in Enterprising environments than otherwise similar students in Social environments.

Rodriguez, Awilda (2015):

Tradeoffs and Limitations: Understanding the Estimation of College Undermatch.

In: *Research in Higher Education* 56 (6), S. 566–594. DOI: 10.1007/s11162-015-9363-1.

Abstract:

Within the past decade, there has been a growing number of studies examining undermatch—when students apply to or enroll in institutions less selective than their academic qualifications permit. To estimate undermatch, researchers must define institutions' selectivity levels and determine which students are eligible to gain admission to these selectivity levels. Researchers examining undermatch have used different approaches to defining institutional selectivity and student qualifications. This, in turn, has produced a wide range of undermatch rates, and at times, conflicting or inconclusive findings for underrepresented students. As the body of literature on undermatch expands, the tradeoffs and limitations in estimation approaches must be better understood. Using a nationally representative sample of students (ELS:2002), this study empirically tested these differences in undermatch estimations using two different definitions of institutional selectivity and three distinct approaches of calculating student qualifications on the (1) distribution of students across qualification levels; (2) undermatch rates; and (3) likelihood of undermatch. Findings show that depending on the approach taken, the distribution of student qualifications, undermatch rates, and odds ratios in subsequent analyses can vary greatly. For underrepresented students, the difference in estimation methods can change their representation in various qualification levels, the gaps in undermatch rates, and the significance of results in their likelihood of undermatching. Implications for future undermatch research are discussed.

Sax, Linda J.; Kanny, M. Allison; Riggers-Piehl, Tiffani A.; Whang, Hannah; Paulson, Laura N. (2015):

"But I'm Not Good at Math": The Changing Salience of Mathematical Self-Concept in Shaping Women's and Men's STEM Aspirations.

In: *Research in Higher Education* 56 (8), S. 813–842. DOI: 10.1007/s11162-015-9375-x.

Abstract:

Math self-concept (MSC) is considered an important predictor of the pursuit of science, technology, engineering and math (STEM) fields. Women's underrepresentation in the STEM fields is often attributed to their consistently lower ratings on MSC relative to men. Research in this area typically considers STEM in the aggregate and does not account for variations in MSC that may exist between STEM fields. Further, existing research has not explored whether MSC is an equally important

predictor of STEM pursuit for women and men. This paper uses a national sample of male and female entering college students over the past four decades to address how MSC varies across STEM majors over time, and to assess the changing salience of MSC as a predictor of STEM major selection in five fields: biological sciences, computer science, engineering, math/statistics, and physical sciences. Results reveal a pervasive gender gap in MSC in nearly all fields, but also a great deal of variation in MSC among the STEM fields. In addition, the salience of MSC in predicting STEM major selection has generally become weaker over time for women (but not for men). Ultimately, this suggests that women's lower math confidence has become a less powerful explanation for their underrepresentation in STEM fields.

Stoessel, Katharina; Ihme, Toni A.; Barbarino, Maria-Luisa; Fisseler, Björn; Stürmer, Stefan (2015):

Sociodemographic Diversity and Distance Education: Who Drops Out from Academic Programs and Why?

In: *Research in Higher Education* 56 (3), S. 228–246. DOI: 10.1007/s11162-014-9343-x.

Abstract:

Current higher education is characterized by a proliferation of distance education programs and by an increasing inclusion of nontraditional students. In this study we investigated whether and to what extent nontraditional students are particularly at risk for attrition (vs. graduating) from distance education programs. We conducted a secondary analysis of cross-sectional institutional surveys deployed in the context of a public German distance teaching university among university graduates and dropouts (N = 4,599). Using binary-logistic multiple regression analyses, we predicted the likelihood of program attrition by students' membership in sociodemographic groups, their goal orientations, and the corresponding interactions. Results revealed higher risks to drop out from university for female, migrant, and fully-employed students, but lower risks for older and parent students. A higher importance of career development or personal development goals related to a lower risk for attrition. Moreover, data also provide evidence that among some student groups the likelihood to graduate (or to drop out) significantly depends on students' goal orientations. Results were robust across different academic faculties and were complemented by an analysis of dropout reasons. The practical implications of our findings are discussed with regard to designing equitable distance learning environments that value human diversity and quality of opportunity.

Stonebraker, Robert J.; Stone, Gary S. (2015):

Too Old to Teach? The Effect of Age on College and University Professors.

In: *Research in Higher Education* 56 (8), S. 793–812. DOI: 10.1007/s11162-015-9374-y.

Abstract:

With the elimination of mandatory retirement, the average age of college and university faculty members has increased. While this has raised some concerns, relatively little research has tried to measure the impact of this aging on productivity inside the classroom. Using data from the RateMyProfessors.com website for a large sample of instructors in a broad cross-section of colleges and universities, we find that age does affect teaching effectiveness, at least as perceived by students. Age has a negative impact on student ratings of faculty members that is robust across genders, groups of academic disciplines and types of institutions. However, the effect does not begin until faculty members reach their mid-forties and does not seem to increase even when they reach the former retirement ages of 65 or 70. Moreover, the quantitative impact of age on student ratings is small and can be offset by other factors, especially the physical appearance of professors and how easy students consider them to be. When we restrict our sample to those professors deemed hot by student raters, the effect of age disappears completely. We conclude that ending mandatory retirement has had little impact on student perceptions of faculty quality.

Taylor, Barrett J.; Cantwell, Brendan (2015):

Global Competition, US Research Universities, and International Doctoral Education: Growth and Consolidation of an Organizational Field.

In: *Research in Higher Education* 56 (5), S. 411–441. DOI: 10.1007/s11162-014-9355-6.

Abstract:

The heightened mobility of resources, ideas, and cultural practices across national borders—commonly known as “globalization”—entails changes in the contexts in which US research universities operate. We draw on recent

developments in neo-institutional theory to understand these changes and their implications for the ways in which US universities compete for international doctoral students. Quantitative analyses of university-level data from 1990 to 2006 identify significant predictors of growth in this field, including state appropriations and state-supported research expenditures for public universities and net tuition receipts and number of full-time faculty members for private universities. We also highlight the ways in which returns have intensified, declined, or held relatively constant over time.

Veugelers, Reinhilde; van Bouwel, Linda (2015):

The Effects of International Mobility on European Researchers: Comparing Intra-EU and U.S. Mobility.

In: *Research in Higher Education* 56 (4), S. 360–377. DOI: 10.1007/s11162-014-9347-6.

Abstract:

Using econometric analysis on survey data from European-born and European-educated researchers who are internationally mobile after their PhD within Europe or to the United States, we find significant positive effects from international mobility on scientific productivity, as well as several other positive career development effects. European researchers mobile to the United States consistently report stronger positive effects on their scientific productivity and on their career development compared to their peers who are mobile within the EU. A propensity score matching analysis shows that this apparent 'U.S. premium', is almost entirely due to the different characteristics of those mobile researchers who move to the US compared to those who move intra-EU. After accounting for this selection, there is no longer any significant difference in reported scientific productivity effects between U.S.-mobile and EU-mobile researchers.

Walker, Jay K.; Martin, Nathan D.; Hussey, Andrew (2015):

Greek Organization Membership and Collegiate Outcomes at an Elite, Private University.

In: *Research in Higher Education* 56 (3), S. 203–227. DOI: 10.1007/s11162-014-9345-8.

Abstract:

In this study, we use detailed survey and institutional data from a prospective panel study of students attending a highly selective, private university to examine the effects of fraternity or sorority membership on a range of collegiate outcomes. Previous research has given insufficient attention to selection issues inherent in the study of voluntary associations, and thus prior work likely overstates the impact of Greek membership. We use propensity score matching methods to isolate a more appropriate counterfactual or control group and to provide a more rigorous test of the effects of being a Greek member. Among our primary results, we find that fraternity and sorority members are more likely to be white, have more advantaged social origins, and arrive on campus placing greater emphasis on maintaining an active social life in comparison to students who do not join Greek organizations. Although Greeks assign greater importance to being a social person and report a more prominent role of alcohol and drugs in their enjoyment of campus life than do non-Greeks, these differences are attributable to pre-treatment characteristics. After accounting for selection effects, we find that Greek membership leads to higher levels of involvement in and satisfaction with campus social life, and predicts higher graduation rates and degree persistence.

Webber, Karen L.; Canché, Manuel González (2015):

Not Equal for All: Gender and Race Differences in Salary for Doctoral Degree Recipients.

In: *Research in Higher Education* 56 (7), S. 645–672. DOI: 10.1007/s11162-015-9369-8.

Abstract:

Despite a recent increase in women and racial/ethnic minorities in U.S. postsecondary education, doctoral recipients from these groups report lower salaries than male and majority peers. With a longitudinal sample of approximately 10,000 respondents from the Survey of Doctorate Recipients, this study adds to the limited literature examining the effects of discipline, sector of employment, personal traits (e.g., marital status and number of children), and the interaction of gender and race on annual salary over the decade after degree completion, 1999–2008. Multilevel growth models reveal greater gaps in salary for women compared to men across all race/ethnic groups. The greatest rate of return was found for Asian

respondents regardless of gender, and minority males had better returns than White male peers conditional on marriage. Implications for career choice, career paths, and the need for policies that address gender and race equity are discussed.

Wilson, Denise; Jones, Diane; Bocell, Fraser; Crawford, Joy; Kim, Mee Joo; Veilleux, Nanette et al. (2015):

Belonging and Academic Engagement Among Undergraduate STEM Students: A Multi-institutional Study.

In: *Research in Higher Education* 56 (7), S. 750–776. DOI: 10.1007/s11162-015-9367-x.

Abstract:

This study examined the links between multiple levels of belonging and forms of behavioral and emotional engagement among STEM undergraduates in five geographically and culturally distinct institutions in the United States. Data were gathered from a survey specifically designed to capture the links between these key elements of the undergraduate experience. Results from over 1500 student participants in the survey clearly supported the importance of belonging for behavioral and emotional engagement in STEM courses when measured in the context of the classroom. The most consistent and significant links among models for the five participating institutions occurred between belonging at the class level and positive emotional engagement, while the least frequent and least consistent occurred between belonging to the university and all forms of engagement. Patterns of association to engagement were also similar for belonging and self-efficacy. The results of this study confirm the importance of belonging in the STEM classroom context and provide additional insights into the concurrent importance of self-efficacy in supporting student engagement. These results also demonstrate that belonging is a distinct attribute related to engagement and is not simply reducible to feelings of self-efficacy.

Review of Higher Education, The (38/39) 2015

http://muse.jhu.edu/journals/review_of_higher_education/
<http://search.proquest.com/publication/1821463>

[licence required | Nationallizenz DFG 1977-1995 | prints at INCHER-Kassel]

Author & Title Index.

[Index] (2015). In: *Review of Higher Education, The* 38 (4), S. 635–638.

Alcantar, Cynthia Maribel (2015):

Latinos in Higher Education and Hispanic-Serving Institutions by Anne-Marie Nuñez et al. London: Routledge, 2015. 242 pp. ISBN 978-1138814318.

[Review]. In: *Review of Higher Education, The* 38 (4), S. 630–633. DOI: 10.1353/rhe.2015.0033.

Alstete, Jeffrey (2015):

Eisenhower in Command at Columbia by Douglas E. Clark. Lanham, MD: Lexington Books, 2013. 132 pp. Hardcover: \$55.00. ISBN 978-0-7391-7836-2.

[Review]. In: *Review of Higher Education, The* 38 (2), S. 307–310. DOI: 10.1353/rhe.2015.0010.

Aquino, Katherine C. (2015):

Jane K. Seale. **E-Learning and Disability in Higher Education: Accessibility Research and Practice**. New York: Taylor & Francis, 2014. 280 pp. Paperback: \$44.95. ISBN 978-0-415-62941-6.

In: *Review of Higher Education, The* 38 (2), S. 305–307. DOI: 10.1353/rhe.2015.0008.

Baber, Lorenzo DuBois (2015):

Considering the Interest-Convergence Dilemma in STEM Education.

In: *Review of Higher Education, The* 38 (2), S. 251–270. DOI: 10.1353/rhe.2015.0004.

Abstract:

This study examines tensions between universalist ideology and racial/ethnic inequalities in STEM education. Using data collected from qualitative interviews with STEM diversity administrators at 10 research-intensive, public universities, the study considers programmatic goals through an interest-convergence framework. Emerging patterns reveal approaches to STEM diversity that must align with departmental norms to gain general support. Administrators find limited opportunities to challenge structural practices that marginalize underrepresented students in STEM. Implications for sustainable diversity efforts in STEM education are considered.

Bista, Krishna (2015):

Deconstructing educational leadership. Derrida and Lyotard by Richard Niesche, London: Routledge (2014), ISBN 978-0-415-81920-6.

[Review]. In: *Review of Higher Education, The* 38 (4), S. 627–629. DOI: 10.1353/rhe.2015.0031.

Brace, Karena (2015):

William G. Bowen and Eugene M. Tobin. *Locus of Authority: The Evolution of Faculty Roles in the Governance of Higher Education*. Princeton: Princeton University Press, 2015. 400 pp. Hardcover: \$29.95. ISBN 978-0-691-16642-1.

[Review]. In: *Review of Higher Education, The* 39 (1), S. 156–159. DOI: 10.1353/rhe.2015.0037.

Cowan, James; Goldhaber, Dan (2015):

How Much of A “Running Start” Do Dual Enrollment Programs Provide Students?

In: *Review of Higher Education, The* 38 (3), S. 425–460. DOI: 10.1353/rhe.2015.0018.

Abstract:

We study a popular dual enrollment program in Washington State, “Running Start” using a new administrative database that links high school and postsecondary data. Conditional on prior high school performance, we find that students participating in Running Start are more likely to attend any college but less likely to attend four-year colleges in the year after high school graduation. Additionally, we find evidence that data limitations common to previous studies of dual enrollment have substantial impacts on the estimates of dual enrollment on college outcomes.

Darolia, Rajeev; Potochnick, Stephanie (2015):

Educational “When,” “Where,” and “How” Implications of In-State Resident Tuition Policies for Latino Undocumented Immigrants.

In: *Review of Higher Education, The* 38 (4), S. 507–535. DOI: 10.1353/rhe.2015.0028.

Abstract:

This paper presents an analysis of the effects of in-state resident tuition (IRT) policies, which allow undocumented immigrants to pay in-state rather than out-of state tuition, on when and where undocumented immigrant students enroll, and how they finance their education. We identify effects based on differences in pre- and post-policy outcomes between those covered and not covered by the policy, net of the educational trends of citizens. Using data from two nationally representative data sources and multiple citizen comparison groups, we find that IRT policies affect when students’ enroll in college, and can have implications for other key educational decisions, including where and how to attend.

Diefenderfer, Alison B. (2015):

Daniel P. Barbezat and Mirabai Bush. *Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning*. San Francisco, CA: Jossey-Bass, 2014. 231 pp. Paperback: \$38.54. ISBN: 978-1-118-43527-4.

[Review]. In: *Review of Higher Education, The* 39 (1), S. 153–156. DOI: 10.1353/rhe.2015.0048.

Dietrich, Cecile C.; Lichtenberger, Eric J. (2015):

Using Propensity Score Matching to Test the Community College Penalty Assumption.

In: *Review of Higher Education, The* 38 (2), S. 193–219. DOI: 10.1353/rhe.2015.0013.

Abstract:

Research studies have been ambivalent about whether enrolling in community college makes completing a bachelor’s degree less likely than directly enrolling in a four-year institution. This study uses propensity score matching with a posttreatment adjustment to determine the treatment effect associated with taking the community college to four-year college transfer pathway. Each transfer student was matched to a four-year college junior from the same high school who enrolled at an equally selective four-year college. We found no significant difference between transfers and native juniors, demonstrating the viability of the community college to four-year pathway. Policy implications are provided.

Flores, Stella M. (2015):

Laura W. Perna and Jonni E. Finney. *The Attainment Agenda: State Policy Leadership in Higher Education*. Baltimore, John Hopkins Press, 2014. 328 pp. Hardcover: \$49.95. ISBN: 9781421414065.

[Review]. In: *Review of Higher Education, The* 39 (1), S. 170–172. DOI: 10.1353/rhe.2015.0047.

French, Amy E. (2015):

Brendan Cantwell and Ilkka Kauppinen. *Academic Capitalism in the Age of Globalization*. Baltimore, MD: Johns Hopkins University Press, 2014. 296 pp. Paper: \$34.95. ISBN 978-1-4214-1538-3.

[Review]. In: *Review of Higher Education, The* 39 (1), S. 159–162. DOI: 10.1353/rhe.2015.0039.

González, Cristina (2015):

Public Universities and Regional Growth. Insights from the University of California ed. by Martin Kenney & David C. Mowery. Stanford: Stanford Business Books, 2014. 272 pp. ISBN 978-0804791359.

[Review]. In: *Review of Higher Education, The* 38 (4), S. 623–625. DOI: 10.1353/rhe.2015.0027.

Greeley, Luke (2015):

Jeffrey R. Di Leo. *Corporate Humanities in Higher Education: Moving Beyond the Neoliberal Academy*. New York, NY: Palgrave Macmillan, 2013. Hardcover \$95.00, Ebook \$25.80. ISBN 978-1137364616.

[Review]. In: *Review of Higher Education, The* 39 (1), S. 165–167. DOI: 10.1353/rhe.2015.0043.

Gross, Jacob P. K.; Hossler, Don; Ziskin, Mary; Berry, Matthew S. (2015):

Institutional Merit-Based Aid and Student Departure: A Longitudinal Analysis.

In: *Review of Higher Education, The* 38 (2), S. 221–250. DOI: 10.1353/rhe.2015.0002.

Abstract:

The use of merit criteria in awarding institutional aid has grown considerably and, some argue, is supplanting need as the central factor in awarding aid. Concurrently, the accountability movement in higher education has placed greater emphasis on retention and graduation as indicators of institutional success and quality. In this context, this study explores the relationship between institutional merit aid and student departure from a statewide system of higher education. We found that, once we account for self-selection to the extent possible, there was no significant relationship. By contrast, need-based aid was consistently related to decreased odds of departure.

Gustafson, Pam L. (2015):

Why Higher Education Should Have a Leftist Bias by Donald Lazere. Basingstoke: Palgrave Macmillan, 2013. 293 pp.

[Review]. In: *Review of Higher Education, The* 38 (4), S. 625–627. DOI: 10.1353/rhe.2015.0029.

Hentschke, Guilbert C. (2015):

Ryan Craig, *College Disrupted: The Great Unbundling of Higher Education*, New York, NY: Palgrave MacMillan, 2015. 238 pp. Hardcover: \$27.00. ISBN: 1137279699.

[Review]. In: *Review of Higher Education, The* 39 (1), S. 162–164. DOI: 10.1353/rhe.2015.0041.

Hurst, Allison L. (2015):

Higher Education in the American West: Regional History and State Contexts by Lester F. Goodchild et al., New York: Palgrave Macmillan, 2014. 318 pp., ISBN 978-1-137-38194-1 and: *Public Policy Challenges Facing Higher Education in the American West* by Lester F. Goodchild et al. New York: Palgrave Macmillan, 2014. 223 pp., ISBN 978-1-137-38197-2.

[Review]. In: *Review of Higher Education, The* 38 (3), S. 467–470. DOI: 10.1353/rhe.2015.0022.

Jones, Veronica (2015):

Transforming Students: Fulfilling the Promise of Higher Education by Charity Johansson and Peter Felten. Baltimore, MD: Johns Hopkins University Press, 2013. 128 pp. Paperback: \$24.95. ISBN 13 978-1-4214-1437-9. ISBN 10 1-4214-1437-6.

[Review]. In: *Review of Higher Education, The* 38 (2), S. 313–315. DOI: 10.1353/rhe.2015.0001.

Kezar, Adrianna; Gehrke, Sean; Elrod, Susan (2015):

Implicit Theories of Change as a Barrier to Change on College Campuses. An Examination of STEM Reform.

In: *Review of Higher Education, The* 38 (4), S. 479–506. DOI: 10.1353/rhe.2015.0026.

Abstract:

This study examines the role of implicit theories of change in inhibiting STEM reform and identifies a range of approaches to help change agents alter their implicit beliefs in order to develop more explicit theories of change. Through observations and interviews, we focus on the experience of reform teams on 11 campuses that were involved in a statewide STEM reform project. The findings provide empirical evidence that change agents' views can serve as a barrier to implementation and success of changes, and we offer strategies for changing implicit views to garner greater success in change.

Kinser, Kevin (2015):

American Higher Education in Crisis? What Everyone Needs to Know by Goldie Blumenstyk. Oxford: Oxford University Press, 2014. 216 pp. ISBN 978-0199374083.

[Review]. In: *Review of Higher Education, The* 38 (4), S. 619–620. DOI: 10.1353/rhe.2015.0036.

LePeau, Lucy (2015):

A Grounded Theory of Academic Affairs and Student Affairs Partnerships for Diversity and Inclusion Aims.

In: *Review of Higher Education, The* 39 (1), S. 97–122. DOI: 10.1353/rhe.2015.0044.

Abstract:

This study explored how 18 participants at four institutions formed Academic Affairs and Student Affairs partnerships for diversity initiatives. These participants were also involved in a national Project launched by the Association of American Colleges and Universities in the 1990s. Using grounded theory methods, a conceptual model emerged, the Cycle of Making Lifelong Commitments to Diversity and Inclusion, that identifies and explains three distinct types of partnerships: complementary, coordinated, and pervasive. The findings offer implications for researchers and practitioners regarding partnerships to achieve diversity and inclusion goals.

Levin, John S.; Aliyeva, Aida (2015):

Embedded Neoliberalism within Faculty Behaviors.

In: *Review of Higher Education, The* 38 (4), S. 537–563. DOI: 10.1353/rhe.2015.0030.

Abstract:

Although there are claims that neoliberalism has not only commandeered the agenda and actions of universities and colleges but also become identified with the work of academic professionals, there is little empirical evidence to show that neoliberalism has infiltrated the work of faculty. This qualitative field work investigation of three California higher educational institutional types determines that while faculty are not necessarily apologists for or proselytizers of neoliberalism, neoliberal principles are tied to faculty behaviors in subtle and covert ways.

Loni Bordoloi, Pazich (2015):

The State of College Access and Completion: Improving College Success for Students from Underrepresented Groups by Laura W. Perna and Anthony P. Jones. New York: Routledge, 2013. 240 pp. Paperback: \$30.00. ISBN 978-0-415-66046-4.

[Review]. In: *Review of Higher Education, The* 38 (2), S. 322–324. DOI: 10.1353/rhe.2015.0007.

Lopez, Hector D. (2015):

The Dreamers: How the Undocumented Youth Movement Transformed the Immigrant Rights Debate by Walter J. Nicholls. Stanford, CA: Stanford University Press, 2013. 226 pp. Paper: \$24.95. ISBN 978-0-8047-8884-7.

[Review]. In: *Review of Higher Education, The* 38 (3), S. 461–463. DOI: 10.1353/rhe.2015.0020.

Matthew, Seth (2015):

Essential Documents in the History of American Higher Education by John R. Thelin. Baltimore, MD: John Hopkins University Press, 2014. 358 pp. Paperback \$29.95. ISBN 19: 1-4214-1422-8.

[Review]. In: *Review of Higher Education, The* 38 (2), S. 310–312. DOI: 10.1353/rhe.2015.0012.

Mayer, Chris (2015):

Adrianna Kezar. *How Colleges Change: Understanding, Leading, and Enacting Change*. New York, NY: Routledge, 2014. 257 pp. Paper: \$47.45. ISBN 978-0-415-53206-8.

[Review]. In: *Review of Higher Education, The* 39 (1), S. 167–170. DOI: 10.1353/rhe.2015.0045.

Milian, Roger Pizarro (2015):

Rethinking Higher Education. Participation, Research & Differentiation by George Fallis. School of Policy Studies at Q, 2014. 308 pp. ISBN 978-1553393337.

[Review]. In: *Review of Higher Education, The* 38 (4), S. 621–623. DOI: 10.1353/rhe.2015.0025.

Mwangi, Chrystal A. George (2015):

(Re)Examining the role of family and community in college access and choice. A metasynthesis.

In: *Review of Higher Education, The* 39 (1), S. 123–151. DOI: 10.1353/rhe.2015.0046.

Abstract:

Using meta-synthesis, this study analyzes higher education literature to provide a comprehensive understanding of the role of nonparent family and community (NPFC) members such as siblings, extended family, fictive kin, and peers in college access and choice. Findings revealed the diverse familial and community networks of today's college going students as well as NPFC members' multifaceted forms of support to both students and parents. Students who received support from NPFC members developed a sense of responsibility to be an educational role model and source of college knowledge in their families and communities.

Neece-Fielder, Kasey (2015):

Women Leaders in Higher Education: Shattering the Myths by Tanya Fitzgerald. New York: Routledge, 2014. 137 pp. Hardcover: \$155.00. ISBN 0415834902.

[Review]. In: *Review of Higher Education, The* 38 (2), S. 316–319. DOI: 10.1353/rhe.2015.0003.

Nienhusser, H. Kenny (2015):

Undocumented Immigrants and Higher Education Policy: The Policymaking Environment of New York State.

In: *Review of Higher Education, The* 38 (2), S. 271–303. DOI: 10.1353/rhe.2015.0006.

Abstract:

This research presents findings of the policymaking environment in the area of postsecondary education benefits for undocumented immigrants in New York. In addition to describing the response to ever-changing federal, state, and local actions, this investigation also identifies five political forces (power of the governor, pressure of advocacy groups, role of Latino policymakers, legislators' geographic affiliations, and legislators' political party membership) that shaped the passage of New York's in-state resident tuition policy. Last, it discusses the possible future of postsecondary education benefits for the state's undocumented immigrants.

Nishi, Naomi (2015):

When Diversity Drops: Race, Religion, and Affirmative Action in Higher Education by Julie J. Park. New Brunswick, NJ: Rutgers University Press, 2013. 214 pp. Paperback: \$24.95; ISBN: 978-0-8135-3168-4.

[Review]. In: *Review of Higher Education, The* 38 (2), S. 319–322. DOI: 10.1353/rhe.2015.0005.

Park, Julie J.; Becks, Ann H. (2015):

Who Benefits from SAT Prep? An Examination of High School Context and Race/Ethnicity.

In: *Review of Higher Education, The* 39 (1), S. 1–23. DOI: 10.1353/rhe.2015.0038.

Abstract:

We examine how high school resources are linked to participation in forms of SAT prep; we also examine the impact of SAT prep on SAT scores and how it varies for students of different races. Students with more highly educated parents, more financial resources, and who attend schools with higher participation in AP courses are more likely to take more elite forms of test prep and obtain higher scores. However, not all students benefit equally from SAT prep; gains associated with SAT prep appear to be driven by East Asian American participation in private courses. Implications for equity are discussed.

Ream, Todd C. (2015):

Higher Education in America by Derek Bok, and: American Higher Education, 1945–1970: A Personal Report by Nathan M. Pusey. Cambridge, MA: Harvard University Press, 1978. 204 pp. E-Book: \$65.00. ISBN-10: 0-674-02425-7.

[Review]. In: *Review of Higher Education, The* 38 (3), S. 463–467. DOI: 10.1353/rhe.2015.0021.

Rhoads, Robert A.; Camacho, Maria Sayil; Toven-Lindsey, Brit; Lozano, Jennifer Berdan (2015):

The Massive Open Online Course Movement, xMOOCs, and Faculty Labor.

In: *Review of Higher Education, The* 38 (3), S. 397–424. DOI: 10.1353/rhe.2015.0016.

Abstract:

Using critical discourse analysis, the authors examine a broad range of texts to make sense of the rise of the MOOC movement and implications for faculty work. Drawing on Braverman's labor process theory and critiques of neoliberalism, the authors highlight the role of xMOOCs in particular, focusing on challenges to faculty labor. They organize deductively driven findings into three key areas: 1) context for the rise of MOOCs; 2) xMOOCs and reshaping faculty labor; and 3) opposition arising from the professorate. Within these three categories they explore inductively driven findings generated by their analysis of over 200 texts.

Ro, Hyun Kyoung; Loya, Karla I. (2015):

The Effect of Gender and Race Intersectionality on Student Learning Outcomes In Engineering.

In: *Review of Higher Education, The* 38 (3), S. 359–396. DOI: 10.1353/rhe.2015.0014.

Abstract:

Women and underrepresented minorities in traditionally White and male-dominated disciplines tend to report lower learning outcomes than their White peers. Adopting a feminist intersectionality framework, this study looks at the intersections of gender and race to investigate differences in self-assessed learning outcomes in engineering undergraduate education. We found that Black women, Asian men, and men from Other racial/ethnic groups tend to rate their skills lower than their White counterparts. We suggest future research to examine overlooked differences in learning outcomes as well as recruitment and retention strategies for women and men of color.

Rockenbach, Alyssa N.; Mayhew, Matthew J.; Morin, Shauna; Crandall, Rebecca E.; Selznick, Ben (2015):

Fostering the Pluralism Orientation of College Students through Interfaith Co-curricular Engagement.

In: *Review of Higher Education, The* 39 (1), S. 25–58. DOI: 10.1353/rhe.2015.0040.

Abstract:

Innovative approaches aimed at helping students engage with diversity abound in higher education institutions, but an understanding of effective practice in the realm of religious and worldview diversity is limited. Based on data collected from 13,776 college students attending 52 institutions across the country, this study employs multilevel modeling to examine how informal interactions with peers of diverse worldviews and participation in interfaith activities relate to pluralism orientation. The analyses reveal that student characteristics, measures of campus climate, and both formal and informal interfaith engagement relate to pluralism orientation given controls for institution-level differences. Some relationships in the model are conditional on student religion/worldview.

Saha, Neete; Kretoivics, Mark (2015):

A Survival Guide for New Faculty Members: Outlining the Keys to Success for Promotion and Tenure by Jeffrey P. Bakken and Cynthia D. Simpson. Springfield, IL: Charles C. Thomas Publishers, 2011. 258 pp. Paper: \$55.95. ISBN: 978-0-3980-8629-9.

[Review]. In: *Review of Higher Education, The* 38 (2), S. 324–326. DOI: 10.1353/rhe.2015.0009.

Spangler, Jonathan (2015):

The SSCI Syndrome in Higher Education: A Local or Global Phenomenon by Chuing Prudence Chou. Rotterdam, the Netherlands: Sense Publishers, 2014. 176 pp. Hardcover: \$99.00. ISBN 978-94-6209-406-2.

[Review]. In: *Review of Higher Education, The* 38 (2), S. 326–329. DOI: 10.1353/rhe.2015.0011.

Toutkoushian, Robert K.; Hossler, Don; DesJardins, Stephen L.; McCall, Brian; Canche, Manuel Gonzalez (2015):

The Effect of Participating in Indiana's Twenty-first Century Scholars Program on College Enrollments.

In: *Review of Higher Education, The* 39 (1), S. 59–95. DOI: 10.1353/rhe.2015.0042.

Abstract:

Our study adds to prior work on Indiana's Twenty-first Century Scholars(TFCS) program by focusing on whether participating in—rather than completing—the program affects the likelihood of students going to college and where they initially enrolled. We first employ binary and multinomial logistic regression to obtain estimates of the impact of the program without controlling for self-selection into the program and find that signing up for the TFCS program has a relatively small effect on whether students go to college and where they enroll. We then used alternative statistical approaches to reduce the bias due to self-selection into the TFCS program. Although the estimated program effects after accounting for self-selection were larger than in the earlier models, they were still notably smaller than reported in prior studies of the program.

Turner, Caroline S. (2015):

Lessons from the Field: Cultivating Nurturing Environments in Higher Education.

In: *Review of Higher Education, The* 38 (3), S. 333–358. DOI: 10.1353/rhe.2015.0023.

Abstract:

This article explores how a scholarly learning journey, as a student and faculty member, brings one back to an understanding of the value of knowledge gained in one's home community, and provides insight on how to foster settings for others to cultivate knowledge.

Ward, Kelly Marie; Zarate, Maria Estela (2015):

The Influence of Campus Racial Climate on Graduate Student Attitudes About the Benefits of Diversity.

In: *Review of Higher Education, The* 38 (4), S. 589–617. DOI: 10.1353/rhe.2015.0034.

Abstract:

This paper examines the relationship between campus racial climate and graduate student attitudes about the benefits of diversity. Grounded in the campus racial climate frameworks proposed by Hurtado, Carter, and Kardia (1998) and Milem, Chang, and Antonio (2005), the authors build a case for documenting how student attitudes about diversity may be influenced by campus environments. Multi-level regression analysis is applied to data from a climate survey administered to graduate students (N = 1052) at a large, public, research-based university. Findings support the authors' hypothesis, that campus racial climate influences student attitudes about the benefits of diversity.

Winkler, Christa; Sriram, Rishi (2015):

Development of a Scale to Measure Academic Capital in High-Risk College Students.

In: *Review of Higher Education, The* 38 (4), S. 565–587. DOI: 10.1353/rhe.2015.0032.

Abstract:

This study presents a psychometric instrument that measures academic capital in college students. Academic capital is a set of social processes that aid students in acquiring the knowledge and support necessary to access and navigate higher education. This study establishes the validity and reliability of the Academic Capital Scale. In addition to validating the six components of academic capital identified by St. John, Hu, and Fisher (2011), two additional components of academic capital were identified. Providing scholars and practitioners with a measure of academic capital allows institutions to critically examine and restructure their current support programs for high-risk college students.

Wood, Diane (2015):

Changing the Conversation about Higher Education by J. Robert Thompson Jr. New York: Rowman & Littlefield, 2013. 238 pp. Cloth: \$32.95. ISBN 78-1475801859.

[Review]. In: *Review of Higher Education, The* 38 (2), S. 329–332. DOI: 10.1353/rhe.2015.0000.

Sociology of Education (88) 2015

<http://journals.sagepub.com/home/soe> (2004-)

<http://www.jstor.org/journal/socieduc> (1963-2014)

[licence required | full access via INCHER's intranet / UB Kassel]

Bridwell-Mitchell, E. N. (2015):

Theorizing Teacher Agency and Reform: How Institutionalized Instructional Practices Change and Persist.

In: *Sociology of Education* 88 (2), S. 140–159. DOI: 10.1177/0038040715575559.

Abstract:

One reason reform does not dramatically change public schools is because instructional practices are highly institutionalized. This article advances a theory for how teacher agency can both change and maintain institutionalized instructional practices in schools. Based on findings from one U.S. urban public school undergoing state-mandated reform, I assert that three mechanisms drive a particular form of teacher agency. Whether these three mechanisms change or maintain institutionalized instructional practices depends on a set of counterbalancing forces that determine how much innovation versus socialization exists in peer learning; how much cohesion versus diversity is involved in community interactions; and how much cognitive and normative divergence versus convergence characterizes teachers' shared understandings, aims, and practices. The theory provides a generalizable framework for the activities that help teachers drive outcomes in their schools and for the cognitive and social conditions that may be more likely to result in the effective implementation of reform.

Carlson, Deven; Cowen, Joshua M. (2015):

Student Neighborhoods, Schools, and Test Score Growth: Evidence from Milwaukee, Wisconsin.

In: *Sociology of Education* 88 (1), S. 38–55. DOI: 10.1177/0038040714561801.

Abstract:

Schools and neighborhoods are thought to be two of the most important contextual influences on student academic outcomes. Drawing on a unique data set that permits simultaneous estimation of neighborhood and school contributions to student test score gains, we analyze the distributions of these contributions to consider the relative importance of schools and neighborhoods in shaping student achievement outcomes. We also evaluate the sensitivity of estimated school and neighborhood contributions to the exclusion of an explicit measure of the other context, indicating the extent to which bias may exist in studies where either measure is unavailable. Taken together, results of these analyses provide substantial insight into the influences of two of the most important contextual settings in students' lives.

Deterding, Nicole M. (2015):

Instrumental and Expressive Education: College Planning in the Face of Poverty.

In: *Sociology of Education* 88 (4), S. 284–301. DOI: 10.1177/0038040715603428.

Abstract:

Nearly all young people in the United States aspire to a college degree, but many fail to complete college in a timely manner. Does this lack of attainment reflect abandoned college plans? I analyze mixed-methods data from a five-year study of 700 low-income mothers at two Louisiana community colleges. Hurricane Katrina displaced respondents and interrupted their college educations; respondents had to decide whether, how, and why to return to school. Few women earned degrees during the study, but survey data indicate that the rate of reenrollment and intentions to complete were high. Interview data reveal the cultural logics supporting continued plans for a return to college. Instrumentally, respondents believed education would result in better employment. Expressively, the moral status afforded students supported respondents' narratives of upward mobility despite the difficulties they faced. The logic of human capital investment dominates policy and academic discussions of education's value, but I find the symbolic meaning of a college

degree also shapes plans for college return and college decision making long into adulthood. Plans to return persist long beyond the objective probability of earning a degree, and despite respondents' difficult experiences, due to the expressive value college plans add to these young women's lives.

Golann, Joanne W. (2015):

The Paradox of Success at a No-Excuses School.

In: *Sociology of Education* 88 (2), S. 103–119. DOI: 10.1177/0038040714567866.

Abstract:

No recent reform has had so profound an effect as no-excuses schools in increasing the achievement of low-income black and Hispanic students. In the past decade, no-excuses schools—whose practices include extended instructional time, data-driven instruction, ongoing professional development, and a highly structured disciplinary system—have emerged as one of the most influential urban school-reform models. Yet almost no research has been conducted on the everyday experiences of students and teachers inside these schools. Drawing from 18 months of ethnographic fieldwork inside one no-excuses school and interviews with 92 school administrators, teachers, and students, I argue that even in a school promoting social mobility, teachers still reinforce class-based skills and behaviors. Because of these schools' emphasis on order as a prerequisite to raising test scores, teachers stress behaviors that undermine success for middle-class children. As a consequence, these schools develop worker-learners—children who monitor themselves, hold back their opinions, and defer to authority—rather than lifelong learners. I discuss the implications of these findings for market-based educational reform, inequality, and research on noncognitive skills.

Heisig, Jan Paul; Solga, Heike (2015):

Secondary Education Systems and the General Skills of Less- and Intermediate-educated Adults: A Comparison of 18 Countries.

In: *Sociology of Education* 88 (3), S. 202–225. DOI: 10.1177/0038040715588603.

Abstract:

We investigate the impact of external differentiation and vocational orientation of (lower and upper) secondary education on country variation in the mean numeracy skills of, and skills gaps between, adults with low and intermediate formal qualifications. We use data on 30- to 44-year-olds in 18 countries from the 2011–12 round of the Program for the International Assessment of Adult Competencies. We find that higher levels of external differentiation (tracking) amplify skills gaps between less- and intermediate-educated adults. This is mainly due to lower mean skills achievement of less-educated adults. By contrast, greater emphasis on vocational skills in upper-secondary education is positively related to numeracy skills for both less- and intermediate-educated adults. Gains are larger for the less educated, so the gap in numeracy skills tends to fall with the degree of vocational orientation. We discuss implications of our findings for research on educational and labor market inequalities.

Holland, Megan M. (2015):

Trusting Each Other: Student-Counselor Relationships in Diverse High Schools.

In: *Sociology of Education* 88 (3), S. 244–262. DOI: 10.1177/0038040715591347.

Abstract:

Many minority, first-generation, and low-income students aspire to college; however, the college application process can present a significant obstacle. These students cannot always rely on their parents for college information and must instead turn to their high schools, where counselors are in a key position. Drawing on a two-year field study at two racially and socioeconomically diverse high schools and interviews with 89 students and 22 school counseling faculty and staff, I examine the role of trust in creating successful student-counselor relationships that can facilitate the transmission of social capital during the college application process. My findings indicate that distrust between counselors and students is due to a lack of shared understanding regarding expectations and roles. My evidence suggests that the diverse nature of the school context created structural constraints that contributed to this distrust. By analyzing the strategies of one counselor who succeeded in connecting with students and working through these structures, I demonstrate ways that trusting relationships can be formed.

Ispa-Landa, Simone; Conwell, Jordan (2015):

"Once You Go to a White School, You Kind of Adapt": Black Adolescents and the Racial Classification of Schools.

In: *Sociology of Education* 88 (1), S. 1–19. DOI: 10.1177/0038040714555434.

Abstract:

Studies of when youth classify academic achievement in racial terms have focused on the racial classification of behaviors and individuals. However, institutions—including schools—may also be racially classified. Drawing on a comparative interview study, we examine the school contexts that prompt urban black students to classify schools in racial terms. Through Diversify, a busing program, one group of black students attended affluent suburban schools with white-dominated achievement hierarchies ($n = 38$). Diversify students assigned schools to categories of whiteness or blackness that equated whiteness with achievement and blackness with academic deficiency. Students waitlisted for Diversify ($n = 16$) attended urban schools without white-dominated achievement hierarchies. These students did not classify schools as white or black, based on academic quality. We assert that scholars may productively conceive of schools, not just individual students, as sites of potential racial classification. Furthermore, the racial classification of schools reinforces antagonism between black students attending "white" and "black" schools and perpetuates harmful racial stereotypes.

Jennings, Jennifer L.; Deming, David; Jencks, Christopher; Lopuch, Maya; Schueler, Beth E. (2015):

Do Differences in School Quality Matter More Than We Thought? New Evidence on Educational Opportunity in the Twenty-first Century.

In: *Sociology of Education* 88 (1), S. 56–82. DOI: 10.1177/0038040714562006.

Abstract:

Do schools reduce or perpetuate inequality by race and family income? Most studies conclude that schools play only a small role in explaining socioeconomic and racial disparities in educational outcomes, but they usually draw this conclusion based solely on test scores. We reconsider this finding using longitudinal data on test scores and four-year college attendance among high school students in Massachusetts and Texas. We show that unexplained differences between high schools are larger for college attendance than for test scores. These differences are arguably caused by differences between the schools themselves. Furthermore, while these apparent differences in high school effectiveness increase income disparities in college attendance, they reduce racial disparities. Social scientists concerned with schools' role in transmitting inequality across generations should reconsider the assumption that schools either increase or reduce all disparities and should direct attention to explaining why high schools' effects on specific outcomes and groups of students appear to vary so much.

Kim, ChangHwan; Tamborini, Christopher R.; Sakamoto, Arthur (2015):

Field of Study in College and Lifetime Earnings in the United States.

In: *Sociology of Education* 88 (4), S. 320–339. DOI: 10.1177/0038040715602132.

Abstract:

Our understanding about the relationship between education and lifetime earnings often neglects differences by field of study. Utilizing data that match respondents in the Survey of Income and Program Participation to their longitudinal earnings records based on administrative tax information, we investigate the trajectories of annual earnings following the same individuals over 20 years and then estimate the long-term effects of field of study on earnings for U.S. men and women. Our results provide new evidence revealing large lifetime earnings gaps across fields of study. We show important differences in individuals' earnings trajectories across different stages of the work life by field of study. In addition, the gaps in 40-year (i.e., ages 20 to 59) median lifetime earnings among college graduates by field of study are larger, in many instances, than the median gap between high school graduates and college graduates overall. We also find significant variation among graduate degree holders. Our results uncover important similarities and differences between men and women with regard to the long-term earnings differentials associated with field of study. In general, these findings underscore field of study as a critical dimension of horizontal stratification in educational attainment.

Nielsen, Kelly (2015):

"Fake It 'til You Make It": Why Community College Students' Aspirations "Hold Steady".

In: *Sociology of Education* 88 (4), S. 265–283. DOI: 10.1177/0038040715601889.

Abstract:

Sociologists of education have explored the relationship between students' postsecondary aspirations and their propensity to get "cooled out" in community colleges. However, researchers have directed little attention to students whose aspirations remain stable over long periods of time or to the different roles that college degree goals play in the lives of disadvantaged students. Using four waves of longitudinal interviews, I examine the reasons why low-income women hold steady to their aspirations for college degrees over a three-and-a-half-year period. I argue that holding steady not only reflects rational expectations about future employment opportunities, but it also generates moral status in the face of marginalization and facilitates the navigation of personal relationships. I use the concept of an "ambition imperative" to demonstrate how aspirations for college attainment are a means of asserting moral status and pursuing virtuous social membership. This article contributes to theories of aspirations and offers an alternative explanation of the institutional effects of community colleges in the lives of students.

Park, Julie J.; Bowman, Nicholas A. (2015):

Religion as Bridging or Bonding Social Capital: Race, Religion, and Cross-racial Interaction for College Students.

In: *Sociology of Education* 88 (1), S. 20–37. DOI: 10.1177/0038040714560172.

Abstract:

Religion is the most segregated arena of American life, but its effect on collegiate diversity outcomes has been overlooked, despite the significance of both race and religion in many students' lives. This study examines whether religious observance, religious worldview identification, and participation in a religious student organization are significantly related to cross-racial interaction (CRI), a form of bridging social capital, during college. The current study yielded largely positive relationships between general religiosity and CRI. General religiosity was also positively linked to CRI for Asian American, white, and black students. CRI was higher for students from minority religious backgrounds. Participation in campus religious groups was nonsignificant, regardless of the racial composition of the group. Findings are surprising given previous work that has mainly found negative relationships between religion and diversity-related outcomes in college. We discuss implications for the study of the campus climate and the effect of religion on campus race relations.

Quinn, David M. (2015):

Kindergarten Black–White Test Score Gaps: Re-examining the Roles of Socioeconomic Status and School Quality with New Data.

In: *Sociology of Education* 88 (2), S. 120–139. DOI: 10.1177/0038040715573027.

Abstract:

Black–white test score gaps form in early childhood and widen over elementary school. Sociologists have debated the roles that socioeconomic status (SES) and school quality play in explaining these patterns. In this study, I replicate and extend past research using new nationally representative data from the Early Childhood Longitudinal Study–Kindergarten Class of 2010–2011. I find black–white test score gaps at kindergarten entry in 2010 in reading ($SD = .32$), math ($SD = .54$), and working memory ($SD = .52$ among children with valid scores). Math and reading gaps widened by approximately .06 standard deviations over kindergarten, but the working memory gap was constant. Multivariate regressions show that student SES explained the reading gap at school entry, but gap decompositions suggest that school quality differences were responsible for the widening of the reading gap over kindergarten. SES explained much of the math gap at school entry, but the widening of the math gap could not be explained by SES, school quality, or other hypotheses.

Ramey, David M. (2015):

The Social Structure of Criminalized and Medicalized School Discipline.

In: *Sociology of Education* 88 (3), S. 181–201. DOI: 10.1177/0038040715587114.

Abstract:

In this article, the author examines how school- and district-level racial/ethnic and socioeconomic compositions influence schools' use of different types of criminalized and medicalized school discipline. Using a large data set containing information on over 60,000 schools in over 6,000 districts, the authors use multilevel modeling and a group-mean modeling strategy to answer several important questions about school discipline. First, how do school- and district-level racial and ethnic compositions influence criminalized school discipline and medicalization? Second, how do levels of school and district economic disadvantage influence criminalized school discipline and medicalization? Third, how does district-level economic disadvantage moderate the relationship between school racial/ethnic composition and criminalized school discipline and medicalization? The results generally support hypotheses that schools and districts with relatively larger minority and poor populations are more likely to implement criminalized disciplinary policies, including suspensions and expulsion or police referrals or arrests, and less likely to medicalize students through behavioral plans put in place through laws such as Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act. However, results from cross-level interaction models suggest that district-level economic disadvantage moderates the influence of school racial composition on criminalized school discipline and medicalization.

Renzulli, Linda A.; Barr, Ashley B.; Paino, Maria (2015):

Innovative Education? A Test of Specialist Mimicry or Generalist Assimilation in Trends in Charter School Specialization Over Time.

In: *Sociology of Education* 88 (1), S. 83–102. DOI: 10.1177/0038040714561866.

Abstract:

By most media accounts, charter schools are innovative schools. But little empirical work interrogates this idea. We examine the growth and decline of specialist charter school mission statements as one indicator of innovation. In line with theories of resource partitioning, we find that specialist charter school missions—those asserting innovation with regards to populations served, curricula utilized, and/or educational focus—have become increasingly diverse over time. However, simultaneously, we find support for a generalist assimilation hypothesis: Charter schools have come to resemble traditional schools through isomorphic tendencies over time. Hence, we show that although specialist charter schools are becoming increasingly diverse in their missions, these charter schools are increasingly making up a smaller portion of the population. We also find, counter to charter school advocates' intentions, that states with more permissive charter school laws are those that also tend to have a great proportion of charter schools with generalist missions. Our findings contribute to a theoretical understanding of specialist organizations by considering specialization as an example of innovation in the charter school population. Furthermore, our findings have implications for the way charter school laws are created and enacted to foster innovation through specialization.

Reyes, Daisy Verduzco (2015):

Inhabiting Latino Politics: How Colleges Shape Students' Political Styles.

In: *Sociology of Education* 88 (4), S. 302–319. DOI: 10.1177/0038040715602753.

Abstract:

To comply with ideals of multiculturalism and diversity, postsecondary institutions incorporate Latino students into distinct campus cultures. These cultures influence how students interact with one another, the university community at large, and communities outside of campus, ultimately shaping how students inhabit Latino politics. Drawing on data from 20 months of ethnographic fieldwork with six student organizations and 60 in-depth interviews, I compare Latino student organizations in a liberal arts college, a research university, and a regional public university. Building on inhabited institutional theory, I identify dimensions of campus cultures that work in interaction with students to produce three divergent forms of ethnic political expression: deliberative, divisive, and contentious. Inhabited institutionalism helps explain why Latino politics takes distinct forms in specific academic contexts and suggests that strong collegiate incorporation may paradoxically serve to suppress Latino student engagement in political activism outside the campus gates.

Tam, Tony; Jiang, Jin (2015):

Divergent Urban-rural Trends in College Attendance: State Policy Bias and Structural Exclusion in China.

In: *Sociology of Education* 88 (2), S. 160–180. DOI: 10.1177/0038040715574779.

Abstract:

Despite the massive expansion of higher education in China since 1998, the cohort trends of urban and rural hukou holders in college attendance have widened sharply. Prevailing explanations emphasize the advantages of urban students over rural students in school quality and household financial resources. We propose the structural exclusion hypothesis that underscores the unintended consequences of a state policy: the urban concentrated expansion of vocational upper secondary education. This policy makes the expanding opportunity inaccessible for most rural students but helps lower-achieving urban students remain in the “pipeline” for college. We conduct a crucial test of these explanations by linking provincial-level enrollment statistics with individual-level models of the urban-rural trends in college attendance. The data are drawn from the 2006 Chinese General Social Survey and official statistics for 28 college admission districts over 14 college admission cohorts (1989-2002). Findings suggest that the rising urban advantage originates from the virtually exclusive increase in opportunities for vocational education among urban students. As vocational education is mainly an option for lower-achieving students, the expansion of vocational education most benefits lower-achieving urban students. The widening differences between urban and rural hukou in college attendance therefore reflects the advantage given “marginal” urban students in access to vocational schools.

Teeger, Chana (2015):

Ruptures in the Rainbow Nation: How Desegregated South African Schools Deal with Interpersonal and Structural Racism.

In: *Sociology of Education* 88 (3), S. 226–243. DOI: 10.1177/0038040715591285.

Abstract:

Racially diverse schools are often presented as places where students can learn to challenge racist discourse and practice. Yet there are a variety of processes through which such schools reproduce the very hierarchies they are meant to dismantle. Drawing on 18 months of fieldwork in two racially diverse South African high schools, I add to the literature by analyzing moments that threatened to undermine harmonious race relations. First, I focus on racially charged interpersonal incidents at school. Second, I examine how teachers dealt with topics of racial inequality that emerged in the context of the formal curriculum. School personnel addressed these challenges in ways that hindered discussions of interpersonal and structural racism. A normative climate limited students’ abilities to label racially charged incidents as racist. Further, teachers managed potentially conflictual classroom dynamics by downplaying the salience of contemporary racial stratification. I discuss the implications of these findings for scholarship on racial inequality in racially diverse schools.

Studies in Higher Education (40) 2015

<http://www.tandfonline.com/loi/cshe20#.VSO-MOHj8pQ>

[licence required | DFG Nationallizenz 1976-2000 | prints at INCHER-Kassel]

Editorial

(2015). In: *Studies in Higher Education* 40 (10), S. 1749–1755.

Abstract:

The editorial team would like formally to thank all of those who have acted as referees for the journal during 2015. Many thanks for all the prompt, thoughtful and time consuming work that you have put in on the journal's behalf. [full list of referees provided, INCHER's Library]

Agasisti, Tommaso; Johnes, Geraint (2015):

Efficiency, costs, rankings and heterogeneity. The case of US higher education.

In: *Studies in Higher Education* 40 (1), S. 60–82. DOI: 10.1080/03075079.2013.818644.

Abstract:

Among the major trends in the higher education (HE) sector, the development of rankings as a policy and managerial tool is of particular relevance. However, despite the diffusion of these instruments, it is still not clear how they relate with traditional performance measures, like unit costs and efficiency scores. In this paper, we estimate a variety of models to evaluate costs in US higher education institutions. A particularly innovative feature of our approach involves the estimation of latent class and random parameter stochastic frontier models of a multiproduct cost function: this allows us fully to accommodate both the heterogeneity across institutions and the presence of technical inefficiencies. Such methodological strategy is essential in analyzing the US HE system, which is characterized by a strong internal differentiation. Our main findings are two. First, on a public policy ground, the estimates suggest that global economies could be achieved by effecting a reduction in the number of institutions providing undergraduate instruction, while increasing the number of institutions engaged in postgraduate activity. Second, the current existing rankings turn out as coherent with ratings provided by the calculation of efficiency scores.

Aldrovandi, Silvio; Wood, Alex M.; Maltby, John; Brown, Gordon D. A. (2015):

Students' concern about indebtedness. A rank based social norms account.

In: *Studies in Higher Education* 40 (7), S. 1307–1327. DOI: 10.1080/03075079.2014.881349.

Abstract:

This paper describes a new model of students' concern about indebtedness within a rank-based social norms framework. Study 1 found that students hold highly variable beliefs about how much other students will owe at the end of their degree. Students' concern about their own anticipated debt – and their intention of taking on a part-time job during term time – was best predicted not by the size of the anticipated debt, but by how they, often incorrectly, believed their debt ranked amongst that of others. Study 2 manipulated hypothetical debt amounts experimentally and found that the same anticipated debt was rated as 2.5 times more concerning when it ranked as the second highest being considered than when it was the fifth highest. Study 3 demonstrated that the model applies to evaluation of different types of debt (income contingent loans versus general debt).

Altunay, Esen; Tonbul, Yilmaz (2015):

Comparison of scientific research projects of education faculties.

In: *Studies in Higher Education* 40 (6), S. 972–987. DOI: 10.1080/03075079.2013.865162.

Abstract:

Many studies indicate that knowledge and knowledge production are the main predictors of social development, welfare and the ability to face the future with confidence. It could be argued that knowledge production is mainly carried out by universities. This study compares 1266 scientific research projects (SRPs) completed by faculties of education in Turkey, the Netherlands, Finland and UK. The results showed that most SRPs in education faculties in Turkey concerned learning and

teaching processes and non-teaching fields, while those in education faculties of Finland, the Netherlands and UK were about educational administration. The results of this article emphasized the similarities and differences between SRPs in education faculties of Turkey, the Netherlands, Finland and UK.

Aneas, Assumpta (2015):

Transdisciplinary technology education. A characterisation and some ideas for implementation in the university.

In: *Studies in Higher Education* 40 (9), S. 1715–1728. DOI: 10.1080/03075079.2014.899341.

Abstract:

This paper concerns transdisciplinarity as an educational and research strategy in technological higher education. The starting point of the article will be a synthetic analysis of the nature and demands faced by the university in our complex world, and the models of knowledge that could be activated, developed, and operationalised within it. Emerging traits in transdisciplinary processes are presented, as well as some of their impacts and effects on people, communities and the university. Also described are the challenges and difficulties that can arise in the implementation of transdisciplinarity in polytechnic universities and some strategies to face them. Finally the paper ends with a reflection regarding the link between some of humanity's problems faced from a transdisciplinary perspective and some values pointing towards the building of a world of harmony and awareness.

Arnold, Ivo J.M. (2015):

The effectiveness of academic dismissal policies in Dutch university education. An empirical investigation.

In: *Studies in Higher Education* 40 (6), S. 1068–1084. DOI: 10.1080/03075079.2013.858684.

Abstract:

This paper uses national data on 450 Dutch bachelor programs to measure the effect of the introduction of academic dismissal policies on study progress and first-year drop-out. Our results show that these policies increase first-year drop-out on average by 6–7%. They also have the effect of improving the study progress of first-year survivors by 5–9%, as measured by their 4-year completion rate. We conclude that academic dismissal policies can be an effective intervention to decrease the study duration of motivated and talented students. Academic dismissal policies thus do not reduce student dropout, but rather bring it forward in time. While these policies strengthen the selective function of the first year, they do little to put dismissed students on a more successful academic path. The referential function of academic dismissal policies therefore needs further strengthening.

Asano, Tadayoshi; Yamaoka, Michio (2015):

How to reason with economic concepts. Cognitive process of Japanese undergraduate students solving test items.

In: *Studies in Higher Education* 40 (3), S. 412–436. DOI: 10.1080/03075079.2015.1004240.

Abstract:

The authors administered a Japanese version of the Test of Understanding in College Economics, the fourth edition (TUCE-4) to assess the economic literacy of Japanese undergraduate students in 2006 and 2009. These two test results were combined to investigate students' cognitive process or reasoning with specific economic concepts and principles as measured by the TUCE-4 micro and macro exams. At first, the authors conducted preliminary analyses of the test results by means of an one-way analysis of variance and a multiple regression analysis, assuming five factors would affect the test scores: student's gender, year in school, department he/she belongs to, economics learning and the deviation score of school. Then those factors were inputted into the path analysis, according to causal models devised by the authors, to explore student's reasoning mechanism of economic concepts and principles. The results from this analysis showed whether the causal models were fit for their actual cognitive process or not.

Ashwin, Paul; Abbas, Andrea; McLean, Monica (2015):

Representations of a high-quality system of undergraduate education in English higher education policy documents.

In: *Studies in Higher Education* 40 (4), S. 610–623. DOI: 10.1080/03075079.2013.842211.

Abstract:

This article examines the ways in which a high-quality system of undergraduate education is represented in recent policy documents from a range of actors interested in higher education. Drawing on Basil Bernstein's ideas, the authors conceptualise the policy documents as reflecting a struggle over competing views of quality that are expressed through pedagogic discourses. They identify two pedagogic discourses: a dominant market-oriented generic discourse and an alternative discourse that focuses on transformation. They argue that the market-oriented generic discourse is dominant because it is more coherent and more consistently presented than the alternative discourse, which is much more fractured. In conclusion, they argue that refocusing the alternative discourse of quality around students' relations to academic knowledge may offer a way in which to bring the different actors from the higher education field together in order to form a stronger, more cohesive voice.

Assunção Flores, Maria; Veiga Simão, Ana Margarida; Barros, Alexandra; Pereira, Diana (2015):

Perceptions of effectiveness, fairness and feedback of assessment methods. A study in higher education.

In: *Studies in Higher Education* 40 (9), S. 1523–1534. DOI: 10.1080/03075079.2014.881348.

Abstract:

This paper draws upon a broader piece of research aimed at investigating assessment in higher education. It focuses upon the perceptions of undergraduates about issues of effectiveness, fairness and feedback, particularly in regard to the so-called learner-centred methods. In total, 378 undergraduate students participated in the study at the University of Minho (254) and at the University of Lisbon (124). Data were collected through questionnaires. Findings suggest that the most frequent assessment methods are written tests, oral presentations in group and project work. Participants who are assessed by methods which require their active involvement view assessment as a fairer and more effective process than students who are assessed by more traditional methods such as examinations and written tests. However, the idea of conflict in assessment emerged as a key distinctive feature associated with learner-centred assessment methods such as project work and portfolios. Implications of the findings for developing learner-centred methods in higher education are discussed.

Baker, Vicki L.; Pifer, Meghan J. (2015):

Antecedents and outcomes. Theories of fit and the study of doctoral education.

In: *Studies in Higher Education* 40 (2), S. 296–310. DOI: 10.1080/03075079.2013.823936.

Abstract:

This paper explores fit as an important theoretical construct in the study of doctoral education and doctoral student development. We discuss how research based on three types of fit (person–environment fit, person–culture fit, person–vocation fit) may provide critical insights into the doctoral student experience, and offer a framework based on antecedents and outcomes to support future research. We conclude with an application of this framework to two understudied populations of doctoral students and future research directions.

Ballantine, Joan; Guo, Xin; Larres, Patricia (2015):

Psychometric evaluation of the Student Authorship Questionnaire. A confirmatory factor analysis approach.

In: *Studies in Higher Education* 40 (4), S. 596–609. DOI: 10.1080/03075079.2013.835910.

Abstract:

This research provides new insights into the measurement of students' authorial identity and its potential for minimising the incidence of unintentional plagiarism by providing evidence about the psychometric properties of the Student Authorship Questionnaire (SAQ). Exploratory and confirmatory factor analyses (EFA and CFA) are employed to investigate the measurement properties of the scales which comprise the SAQ using data collected from accounting students. The results provide limited psychometric support in favour of the factorial structure of the SAQ and raise a number of questions regarding the instrument's robustness and generalisability across disciplines. An alternative model derived from the EFA outperforms the SAQ model with regard to its psychometric properties. Explanations for these findings are proffered and avenues for future research suggested.

Barnard, Roger; Luca, Rosemary de; Li, Jinrui (2015):

First-year undergraduate students' perceptions of lecturer and peer feedback. A New Zealand action research project.

In: *Studies in Higher Education* 40 (5), S. 933–944. DOI: 10.1080/03075079.2014.881343.

Abstract:

Providing feedback on students' written work is a key professional activity in tertiary education. Although there has been research into the effectiveness of lecturers' feedback, there is a need for more studies comparing students' perceptions with those of their teachers. This article discusses the design and implementation of an innovatory approach to both peer review and associated collaborative action research in an undergraduate writing course in a New Zealand university. Data were collected from extracts of students' written reflective journals and a focus group of the teaching team. These data were subjected to grounded analysis to identify the extent to which the respective perceptions converged. The findings from both sources indicated that the students' initial apprehensions about giving and receiving peer feedback changed, and their skills improved during the course. The article concludes by explaining how this project was framed as mutual scaffolding in a zone of proximal development.

Bessudnov, Alexey; Guardiancich, Igor; Marimon, Ramon (2015):

A statistical evaluation of the effects of a structured postdoctoral programme.

In: *Studies in Higher Education* 40 (9), S. 1588–1604. DOI: 10.1080/03075079.2014.899340.

Abstract:

Postdoctoral programmes have recently become an important step leading from doctoral education to permanent academic careers in the social sciences. This paper investigates the effects of a large and structured postdoctoral programme in the social sciences on a number of academic and non-academic outcomes of fellows. Propensity score matching is employed to match fellows with applicants with similar characteristics who did not receive the fellowship; then the outcomes in the treatment and control groups are compared. The programme has a statistically significant positive effect on the general life satisfaction of former fellows and their publication activity. It is argued that an active and collegial research environment, with training in academic skills during postdoctoral employment, may improve the academic outcomes of postdoctoral fellows.

Bloxham, Sue; Price, Margaret (2015):

External examining. Fit for purpose?

In: *Studies in Higher Education* 40 (2), S. 195–211. DOI: 10.1080/03075079.2013.823931.

Abstract:

In a context of international concern about academic standards, the practice of external examining is widely admired for its role in defending standards. Yet a contradiction exists between this faith in examining and continuing concerns about standards. This article argues that external examining rests on assumptions about standards which are significantly open to challenge. Six assumptions relating to the conceptual context, the operation and the nature of examiners themselves are analysed drawing on a review of the available evidence. The analysis challenges the notion of a consensus on standards and the potential to vest in individuals the ability to represent that consensus when judging the comparability of academic standards in a stable and appropriate way. The issues raised have relevance to the UK and to other national systems using

external examiners or seeking to guarantee academic standards by, in some cases, adopting quality assurance approaches developed in the UK.

Bordia, Sarbari; Bordia, Prashant; Restubog, Simon Lloyd D. (2015):

Promises from afar. A model of international student psychological contract in business education.

In: *Studies in Higher Education* 40 (2), S. 212–232. DOI: 10.1080/03075079.2013.823935.

Abstract:

Despite their significant presence in western business schools, the needs and experiences of international students have not been adequately reflected in the business education literature. We draw upon psychological contract theory – used to understand employer–employee relationships – to develop a novel theoretical model on the international student–business school relationship. Based on a review of psychological contract and international education literatures, we propose that students perceive a variety of institutional obligations arising from explicit and implicit promises made by business schools. Fulfilment or breach of these obligations will impact upon students' educational performance and satisfaction. We also examine ways in which students' cultural orientation might moderate the psychological contract process.

Braun, Dietmar; Benninghoff, Martin; Ramuz, Raphaël; Gorga, Adriana (2015):

Interdependency management in universities. A case study.

In: *Studies in Higher Education* 40 (10), S. 1829–1843. DOI: 10.1080/03075079.2014.914913.

Abstract:

There remains uncertainty in scientific discussions regarding the governance of universities in new public management regimes in terms of who actually ?rules? in the university. Apparently, a strengthened management leadership is confronted with continuing elements of academic self-regulation and professional autonomy in knowledge production and diffusion. Organisational and academic rationales coexist in today's management of universities. This article endeavours to clarify some of the ambiguities pertaining to the coexistence of two authorities by demonstrating the working of ?interdependency management? that is taking place within universities. For this purpose, the authors have scrutinised research, teaching and recruitment policies in one Swiss university that is subject to such ambiguities. The study confirms existing research in that a command-and-control system is not applied. Policymaking in universities is instead based on a mix of negotiations in faculties that are taking place in the ?shadow of hierarchy?, negotiated bargaining between faculties and leaders and occasional unilateral decisions of leaders. This mitigates latent conflicts between management and the academic community: strategic orientations of the university are generally accepted by the academic community while the academic community has influence on policy formulation and maintains defining powers over policy substance.

Brownell, Sara E.; Kloser, Matthew J. (2015):

Toward a conceptual framework for measuring the effectiveness of course-based undergraduate research experiences in undergraduate biology.

In: *Studies in Higher Education* 40 (3), S. 525–544. DOI: 10.1080/03075079.2015.1004234.

Abstract:

Recent calls for reform have advocated for extensive changes to undergraduate science lab experiences, namely providing more authentic research experiences for students. Course-based Undergraduate Research Experiences (CUREs) have attempted to eschew the limitations of traditional 'cookbook' laboratory exercises and have received increasing visibility in the literature. However, evaluating the outcomes of these experiences remains inconsistent and incomplete partly because of differing goals and conceptual frameworks on the part of those both teaching and assessing the courses. This paper synthesizes existing literature on CUREs and assessment practices to propose a framework for how researchers and practitioners may better align the goals and evaluation practices of CUREs in order to provide a more consistent view of these reformed laboratory courses for the field.

Brückner, Sebastian; Förster, Manuel; Zlatkin-Troitschanskaia, Olga; Walstad, William B. (2015):

Effects of prior economic education, native language, and gender on economic knowledge of first-year students in higher education. A comparative study between Germany and the USA.

In: *Studies in Higher Education* 40 (3), S. 437–453. DOI: 10.1080/03075079.2015.1004235.

Abstract:

The assessment of university students' economic knowledge has become an increasingly important research area within and across countries. Particularly, the different influences of prior education, native language, and gender as some of the main prerequisites on students' economic knowledge have been highlighted since long. However, the findings are often only available within countries and focus on students who are at different levels of their studies or graduates. To remedy this research deficit, the goal of our article is to analyze the status of economic knowledge of students at the beginning of their course of studies and compare the effects of prior economic education, gender, and native language between the USA and Germany. Therefore, we used a translated and adapted version of the fourth edition of the Council for Economic Education's Test of Understanding in College Economics (TUCE). The TUCE is an international measuring instrument that has been validated and widely been used in several countries to assess the economic knowledge of students in higher education. Since the curricular structure as well as higher education studies/programs in both countries is quite comparable, no tremendous general between-country effect has been expected. But as our results show, if micro- and macroeconomics are analyzed separately, divergent effects on the students' economic knowledge were detected showing that prior education has a positive significant effect merely on micro test scores, while gender and native language are purely significant on macro test scores in both countries. In our conclusion, we discuss several reasons that might have caused these different effects.

Calma, Angelito; Davies, Martin (2015):

Studies in Higher Education 1976–2013. A retrospective using citation network analysis.

In: *Studies in Higher Education* 40 (1), S. 4–21. DOI: 10.1080/03075079.2014.977858.

Abstract:

This paper provides a citation network analysis of the publications in *Studies in Higher Education* from 1976 to 2013 inclusive. This represents the entire history of the journal to date. It analyses the most published authors, most cited authors and most discussed topics using keywords. 1056 articles were taken from Web of ScienceSM as a source of primary data. These articles were determined to have 32,738 references. A small percentage of these articles, 218 articles, had 1030 keywords. A data visualisation and manipulation software, Gephi, was used to provide a visual representation of the associated citation networks. We compare the results with other higher education citation analyses published elsewhere – a small, but growing area of research. Results indicate that the five most published authors throughout the journal's history are Richardson, Kember, Becher, Boud and Elton. The five most cited authors are Entwistle, Marton, Ramsden, Biggs and Becher. The five most discussed topics, using keywords, excluding higher education, are 'doctoral education', 'assessment', 'phenomenography', 'student learning' and 'identity', with a number of subordinate topic clusters amongst these. Results derived from this exercise are helpful in illuminating the evolving concerns of the journal and its readership, and providing a demonstration of a rigorous analytical technique for assessing journal citation data in the future.

Chi Keung Cheung, Alan; Xu, Li (2015):

To return or not to return: examining the return intentions of mainland Chinese students studying at elite universities in the United States.

In: *Studies in Higher Education* 40 (9), S. 1605–1624. DOI: 10.1080/03075079.2014.899337.

Abstract:

The purpose of this paper is to examine the return intention of mainland Chinese students studying at prestigious universities in the United States. The study employed both quantitative and qualitative methods. Participants were 90 students from three top-tiered universities on the East Coast of the United States. The results of this study highlighted

several aspects relating to these elite students' choice regarding return to China and the factors that influence their choices. First, the findings confirm a long-held concern regarding the low returnability rate of Chinese students studying overseas. Second, academic and economic factors have a greater deterrent effect than political and social cultural factors. Third, the most influential predictors in a student's decision to return were job opportunities in China ($r = +0.32$), family ties ($+0.23$), and difficulty in obtaining a job in the United States ($r = -0.24$). Policy implications are discussed.

Chong, Yit Sean; Ahmed, Pervaiz K. (2015):

Student motivation and the 'feel good' factor. An empirical examination of motivational predictors of university service quality evaluation.

In: *Studies in Higher Education* 40 (1), S. 158–177. DOI: 10.1080/03075079.2013.818643.

Abstract:

With the globalisation of the higher education industry, service quality in the higher education services is seen as a vital factor in determining a university's competitive advantage. The purpose of this study is to extend current conceptualisation of quality research in higher education by investigating the influence of self-determination and outcome valence in the form of students' feelings towards their academic result, on university service quality (USQ) evaluation. The results highlighted that students who feel good about their academic results are more self-determined and perceive a more favourable USQ experience than others. On the basis of the research findings, this study suggests that the effect of motivational differences and academic outcome valence on USQ evaluation should be taken into account when considering how students' USQ perception is formed. These pertinent issues deserve considerable attention as they have a bearing on important outcomes such as student satisfaction and staff performance appraisal.

Clerici, Renata; Giraldo, Anna; Meggiolaro, Silvia (2015):

The determinants of academic outcomes in a competing risks approach. Evidence from Italy.

In: *Studies in Higher Education* 40 (9), S. 1535–1549. DOI: 10.1080/03075079.2013.878835.

Abstract:

The literature has suggested that students' progress at university is influenced by their personal characteristics; this article examines whether these factors act differently according to the study fields of degree courses in which students are enrolled. In particular, the factors influencing the various outcomes of the university programme (withdrawals, course changes, delays, completion of degrees) in three-year degree courses in a large Italian university are analysed from the perspective of study fields. The authors examined the records of over 32,000 students enrolling from academic years 2002/3 to 2005/6 in 84 first-cycle degree courses, grouped in four different fields of study. Analyses were conducted by considering the time dimension within the methodological approach of survival analysis, by means of individual longitudinal data from university administrative archives. A discrete-time method for competing risks event history analysis was applied to study the determinants of university outcomes in the various fields of study.

Crawford, Ian; Wang, Zhiqi (2015):

The impact of individual factors on the academic attainment of Chinese and UK students in higher education.

In: *Studies in Higher Education* 40 (5), S. 902–920. DOI: 10.1080/03075079.2013.851182.

Abstract:

This study investigates the academic performance differences between Chinese and UK students in a UK university using two undergraduate cohorts by uniquely exploring academic performance patterns among Chinese and UK students across a full degree study period (3 or 4 years). The results reveal a dramatic drop in performance among Chinese students from year 1 to year 2 and increasingly significant performance gaps between Chinese and UK students in the final academic year by gender, prior academic performance, degree programme, prior academic qualification and enrolment year. Among Chinese students, their final degree mark is not influenced by gender, prior academic performance, prior academic qualification or degree programme. The distinctive nature of Chinese students in higher education is clearly demonstrated

here and such uniqueness warrants further work focusing on learning approaches, curriculum design and the contents of assessments, in the context of academic achievement.

Crosling, Glenda; Nair, Mahendhiran; Vaithilingam, Santha (2015):

A creative learning ecosystem, quality of education and innovative capacity. A perspective from higher education.

In: *Studies in Higher Education* 40 (7), S. 1147–1163. DOI: 10.1080/03075079.2014.881342.

Abstract:

Globally, governments recognize the importance of creativity and innovation for sustainable socioeconomic development, and many invest resources to develop learning environments that foster these capacities. This paper provides a systematic framework based on Nair's Innovation Helix model for studying the factors of a country's creative learning ecosystem (CLE), the quality of its education system (QES), and its innovative capacity (IC). The CLE factors are infrastructure/infostructure (physical and digital infrastructure), intellectual capital, interaction, integrity systems, incentives, and institutions. Using a composite CLE index for 113 countries, the findings indicate a strong correlation between a country's CLE, QES and IC. Through brief case studies of countries that measure highly in CLE, QES and IC, this study points out their higher education strategies and their best practices for other countries to emulate, in order to facilitate creativity and innovation through higher education.

Croxford, Linda; Raffe, David (2015):

The iron law of hierarchy? Institutional differentiation in UK higher education.

In: *Studies in Higher Education* 40 (9), S. 1625–1640. DOI: 10.1080/03075079.2014.899342.

Abstract:

This paper maps the main dimensions of differentiation among institutions and 'faculties' (subject areas within institutions) of higher education in the United Kingdom. It does so through a principal components analysis based on the characteristics of applicants and entrants. A single status dimension accounts for a quarter of the variation, and is associated with the social class, educational background, age (under 21) and non-local origin of students. This dimension is very stable over time and across England, Wales and Scotland. It is robust in the face of alternative specifications. The paper argues that this institutional hierarchy is deeply embedded in wider social structures and reflects the social reproduction role of higher education. Other, somewhat less stable dimensions, are associated with students' ethnic background and domicile.

Dall'Alba, Gloria; Sidhu, Ravinder (2015):

Australian undergraduate students on the move. Experiencing outbound mobility.

In: *Studies in Higher Education* 40 (4), S. 721–744. DOI: 10.1080/03075079.2013.842212.

Abstract:

Universities now regard student mobility programmes as a context for their students to acquire intercultural skills, cosmopolitan outlooks and potential labour market advantage. If executed thoughtfully, immersing students in unfamiliar cultural environments and different academic systems can make them aware of their own taken-for-granted practices and assumptions by bringing them into contact with people and issues that broaden their perspectives. Little is known, however, about the preparation and support that students receive to maximise their learning from mobility programmes. Using Bourdieu's writings on forms of capital, field and institutional position-taking, the authors analyse a recent initiative to increase undergraduate outbound student mobility at a research-intensive Australian university against the experiences and perceptions of participating students. They conclude with a discussion of possible improvements to mobility programmes, including greater emphases on broadening student participation and more engagement with academic learning.

Dancer, Diane; Morrison, Kellie; Tarr, Garth (2015):

Measuring the effects of peer learning on students' academic achievement in first-year business statistics.

In: *Studies in Higher Education* 40 (10), S. 1808–1828. DOI: 10.1080/03075079.2014.916671.

Abstract:

Peer-assisted study session (PASS) programs have been shown to positively affect students' grades in a majority of studies. This study extends that analysis in two ways: controlling for ability and other factors, with focus on international students, and by presenting results for PASS in business statistics. Ordinary least squares, random effects and quantile regression models have been used to model data from first-year business statistics students. The findings indicate that the impact of PASS has remained highly significant in both years for both local and international students but is more pronounced for international students. We also find that lower-achieving students derive a higher marginal benefit from attending PASS than higher-achieving students using quantile regression. These findings are significant for institutions implementing similar programs as well as institutional efforts to enhance student performance and improve student retention, or specifically to support international students more effectively.

Degn, Lise (2015):

Identity constructions and sensemaking in higher education – a case study of Danish higher education department heads.

In: *Studies in Higher Education* 40 (7), S. 1179–1193. DOI: 10.1080/03075079.2014.881345.

Abstract:

Academic values and norms have as a consequence of the wave of European higher education reforms been put under pressure by the increasing expectations and demands of flexibility, entrepreneurialism and accountability. This article examines how these changes affect identity construction processes at department head level in the case of Danish universities, and how these processes influence management practice. The analysis shows how the structural demands, institutional scripts and values, as well as personal cognitive frames result in very different identity dilemmas for department heads. Three different stereotypical department head types are presented and the implications of the characteristics of these types are discussed.

Dickinson, Mary J.; Dickinson, David A.G. (2015):

Practically perfect in every way. Can reframing perfectionism for high-achieving undergraduates impact academic resilience?

In: *Studies in Higher Education* 40 (10), S. 1889–1903. DOI: 10.1080/03075079.2014.912625.

Abstract:

This study focuses on a pan-disciplinary scheme that targeted high-achieving undergraduate students. Earlier research from the scheme argued that high achievers have discernibly different learning and personal development support needs. One of the most frequent self-reported challenges within this high-achieving group is perfectionism. This ?problematizing? of perfectionism by high-achieving students may present a challenge for learning professionals. Often the traits associated with perfectionism have played a key role in previous academic successes, yet are also reportedly experienced as injurious to the student's overall well-being. A discourse of academic resilience was employed to restructure students' perceptions and subsequent management of perfectionism. Literature from the fields of psychology and education were synthesised to create a conceptualisation of perfectionism that contributed positively to student well-being. This study suggests that reframing perfectionism within a discourse of academic resilience can lead to modifications in behaviour that contribute positively to the overall student experience.

Douglas, Jacqueline Ann; Douglas, Alexander; McClelland, Robert James; Davies, John (2015):

Understanding student satisfaction and dissatisfaction. An interpretive study in the UK higher education context.

In: *Studies in Higher Education* 40 (2), S. 329–349. DOI: 10.1080/03075079.2013.842217.

Abstract:

This article represents a cross-sectional study of undergraduate students across two north-west university business schools in the UK. A purposefully designed questionnaire was collected from 350 students. The student experience was described in the form of hand-written narratives by first and final year students and had been identified by the respondents themselves as being satisfying or dissatisfying with the areas of teaching and learning and the supporting service environment. The study also assessed whether their experiences were likely to influence their loyalty behaviours with respect to remaining on their chosen course of study; recommending the university; and continuing at a higher level of study. The data were captured and analysed using the qualitative critical incident technique to capture the voice of the student and identified the critical determinants of quality within higher education, i.e. those areas that would influence loyalty behaviour, as being Access; Attentiveness; Availability; and Communication. A number of new determinants of quality have been identified out of the research by three independent judges, namely motivation, reward, social inclusion, usefulness, value for money and fellow student behaviour.

Dresel, Markus; Schmitz, Bernhard; Schober, Barbara; Spiel, Christine; Ziegler, Albert; Engelschalk, Tobias et al. (2015):

Competencies for successful self-regulated learning in higher education. Structural model and indications drawn from expert interviews.

In: *Studies in Higher Education* 40 (3), S. 454–470. DOI: 10.1080/03075079.2015.1004236.

Abstract:

A global characteristic of higher education is the opportunity and necessity for students to self-regulate their learning. In contrast to considerable research focusing on self-regulated learning (SRL) from a behavioural perspective, little is known concerning the underlying competencies which enable students to succeed in SRL. A structural model is proposed that differentiates SRL competencies in terms of descriptive, procedural, and conditional knowledge regarding different types of self-regulation strategies in different phases of the learning process. Indications drawn from semi-structured interviews with N = 108 experts (39 lecturers and 69 as excellent nominated students) from 4 fields of study are in line with core assumptions of the proposed model. Moreover, the results provide a basis to ensure the content validity of assessments of students' SRL competencies and from which to derive standards to judge these competencies.

Eckerdal, Anna (2015):

Relating theory and practice in laboratory work. A variation theoretical study.

In: *Studies in Higher Education* 40 (5), S. 867–880. DOI: 10.1080/03075079.2013.857652.

Abstract:

Computer programming education has practice-oriented as well as theory-oriented learning goals. Here, lab work plays an important role in students' learning. It is however widely reported that many students face great difficulties in learning theory as well as practice. This paper investigates the important but problematic relation between the learning of theory and the learning of practice for novice programming students. A phenomenographic and variation theoretical analysis on novice students' understanding of concepts is combined with a variation theoretical analysis on students' programming activities. It is shown that different levels of practical proficiency as well as different levels of conceptual understandings are related to dimensions of variation. The paper proposes a way to describe how students' learning of practice and concepts are related. In this way it extends traditional use of phenomenography and variation theory by discussing students' learning of practice as well as concepts, and specifically how these relate.

Emerson, Lisa; Mansvelt, Juliana (2015):

Buckets and fire: metaphors in tertiary teaching.

In: *Studies in Higher Education* 40 (10), S. 1872–1888. DOI: 10.1080/03075079.2014.886682.

Abstract:

This paper examines New Zealand tertiary teachers' use of metaphor and their attitudes to the consumer metaphor in relation to teaching. Based on interviews with 16 tertiary teachers, this study shows that although teachers believe the consumer metaphor is accepted by students, tertiary institutions and policy makers, and that it has affected their approaches to students and teaching, they did not embrace it in their own practice. Participants produced preferred alternative metaphors which were embedded in situated accounts of teaching practice, and showed a flexible approach to the teacher–student relationship. The situated nature of metaphors as they were shaped in participant talk also leads us to suggest that further work on the constitution and application of metaphor in varying teaching contexts is important.

Gosling, David; Turner, Rebecca (2015):

Responding to contestation in teaching and learning projects in the Centres for Excellence in Teaching and Learning in the United Kingdom.

In: *Studies in Higher Education* 40 (9), S. 1573–1587. DOI: 10.1080/03075079.2014.899339.

Abstract:

Government-funded teaching and learning projects have emerged as a favoured tool of policymakers to motivate change in teaching and learning. This strategy pays limited heed to the complexity of higher education and the contradictions, tensions and conflicts that need to be negotiated to change practice. This process of negotiation creates sites of contestation, which can lead to not only conflict but also creativity. Drawing on the Centres for Excellence in Teaching and Learning (CETL) initiative, we examine the sources of contestation project teams encountered, and consider how this influenced their work. The findings are based on a longitudinal study of 15 institutions, with data collected from key figures responsible for implementing CETLs. Contestation was identified in most projects, although its significance depended on factors such as alignment with institutional agendas, support from senior managers and institutions' receptiveness to change. Based on these findings we identify key policy implications.

Gu, Jiafeng (2015):

Price collusion or competition in US higher education.

In: *Studies in Higher Education* 40 (2), S. 253–277. DOI: 10.1080/03075079.2013.823929.

Abstract:

How geographical neighboring competitors influence the strategic price behaviors of universities is still unclear because previous studies assume spatial independence between universities. Using data from the National Center for Education Statistics college navigator dataset, this study shows that the price of one university is spatially autocorrelated to its neighboring competitors and such neighborhood structure induces cooperation Nash equilibrium in a spatial price game. In the spatial price game of universities the possibility of the cooperation solution is about 76%, while that of the defeat solution is about 24%. This study demonstrates that the relation between price difference and geographical distance of universities is an inverse U-shaped curve rather than a line.

Hajdarpasic, Ademir; Brew, Angela; Popenici, Stefan (2015):

The contribution of academics' engagement in research to undergraduate education.

In: *Studies in Higher Education* 40 (4), S. 644–657. DOI: 10.1080/03075079.2013.842215.

Abstract:

Can current trends to develop teaching-only academic positions be reconciled with the notion of the interrelationship of teaching and research as a defining characteristic of universities? In particular, what does academics' engagement in research add to students' learning? A study of 200 undergraduates' perceptions of the role of staff research in their university education is presented to contribute towards answering these important questions. The data, which include a large number of qualitative responses, show that students believe that academics' engagement in research deepens

student understanding, increases enthusiasm for learning and teaching, encourages postgraduate study, develops skills useful for employment and enhances undergraduate research activities. The article argues that academics' engagement with research is a key contributor to making higher education 'higher' and effectively increases the value of education to the student.

Harris, Anne; Marlowe, Jay; Nyuon, Nyadol (2015):

Rejecting Ahmed's 'melancholy migrant'. South Sudanese Australians in higher education.

In: *Studies in Higher Education* 40 (7), S. 1226–1238. DOI: 10.1080/03075079.2014.881346.

Abstract:

This paper draws on related research studies in two urban centres (Melbourne and Adelaide, Australia) with South Sudanese men and women engaged in varying degrees with higher education. The co-authors examine some gendered differences in the process and demands of resettlement, including within employment and education, and its implications for rapidly changing public versus private gender roles. We argue against essentialising discourses of the 'liberatory' nature of education in the west, versus constructions of 'cultural knowledge' as innate, burdensome, and less useful in western contexts. Drawing on Ahmed's critique of discourses of the 'melancholy migrant' which position western knowledges and gendered practices as progressive and therefore more desirable, the authors interrogate the possibility of multiple forms of knowledge and new migrants – especially South Sudanese – as enriched by their previous experiences and knowledges, rather than impoverished by them.

Hermannsson, Kristinn; Lisenkova, Katerina; McGregor, Peter G.; Swales, J. Kim (2015):

The expenditure impacts of London's higher education institutions. The role of diverse income sources.

In: *Studies in Higher Education* 40 (9), S. 1641–1659. DOI: 10.1080/03075079.2014.899338.

Abstract:

This paper analyses the impact of London-based higher education institutions (HEIs) on the English economy. When we treat each of the HEIs as separate sectors in conventional input-output analysis, their expenditure impacts appear rather homogenous, with the apparent heterogeneity of their overall impacts being primarily driven by scale. However, a disaggregation of income by source reveals considerable variation in their dependence upon public funding and ability to draw in income/funding from external sources. Acknowledging the possible alternative uses of the public funding and deriving balanced expenditure multipliers reveals large differences in the net-expenditure impact with the source of variation being the origin of income. The institutional multiplier is driven by the ability to attract external funding, which would typically favour research-intensive institutions. However, the impacts of students' consumption expenditures are also significant. In terms of ranking of multipliers the overall results are mixed.

Höhle, Ester (2015):

From apprentice to agenda-setter. Comparative analysis of the influence of contract conditions on roles in the scientific community.

In: *Studies in Higher Education* 40 (8), S. 1423–1437. DOI: 10.1080/03075079.2015.1060704.

Abstract:

Academic career paths in Europe are heterogeneous, and the chances for early career researchers to become a permanent member of the academic profession differ from country to country. In some countries, the employment prospects are very insecure. It is asked whether contract conditions at universities influence the chance of taking over a mature role in management functions in the scientific community in Germany, the Netherlands and Norway. The concept of Laudel and Gläser about the organizational career and the community career is operationalized with comparative survey data. The analysis shows certain common predictors for all countries: academics not holding a PhD degree, as well as those spending the majority of time for teaching, have lower chances to perform management functions in the scientific community. Still, every country shows a different composition of predictors.

Hou, Yung-Chi; Morse, Robert; Ince, Martin; Chen, Hui-Jung; Chiang, Chung-Lin; Chan, Ying (2015):

Is the Asian quality assurance system for higher education going glonacal? Assessing the impact of three types of program accreditation on Taiwanese universities.

In: *Studies in Higher Education* 40 (1), S. 83–105. DOI: 10.1080/03075079.2013.818638.

Abstract:

Tertiary education institutions are currently learning to integrate and balance the needs of varying stakeholders, including local students, national governments, and the global market. These three dimensions combine into the concept of a 'glonacal' – global + national + local – region of higher education. At the same time, quality assurance influences higher education in terms of policy decisions and processes, putting more emphasis on teaching as a core function of universities, and leading to an increased bureaucratization and heavier administrative workload. Yet, there is little evidence of the consequences of the glonacal approach for the quality of teaching and learning within universities and colleges. The main purpose of this paper is to assess the impact of the glonacal quality assurance system of Asian higher education through a case study of the effects of three program accreditations on higher education institutions in Taiwan (Higher Education Evaluation & Accreditation Council of Taiwan [HEEACT], Association to Advance Collegiate Schools of Business International [AACSB International] and Institute of Engineering Education Taiwan [IET]).

Huang, Futao (2015):

Changes in Japanese academics' teaching and research, 1992–2011.

In: *Studies in Higher Education* 40 (8), S. 1485–1494. DOI: 10.1080/03075079.2015.1060705.

Abstract:

By analyzing relevant findings from two national surveys which were carried out in 1992 and 2011 with dozens of similar questions, the study explores changes in Japanese academics' major teaching and research activities and their views of these activities from 1992 to 2011. The study begins with a brief introduction to context and main policies and strategies addressing these changes, and then it discusses major changes in academics' teaching and research activities and their perceptions of these activities at both institutional and individual levels. The study concludes by arguing the impacts from both contextual factors and government policies and strategies on their activities and perceptions of teaching and research over the time and further implications for research and policy.

Humburg, Martin; van der Velden, Rolf (2015):

Self-assessments or tests? Comparing cross-national differences in patterns and outcomes of graduates' skills based on international large-scale surveys.

In: *Studies in Higher Education* 40 (3), S. 482–504. DOI: 10.1080/03075079.2015.1004237.

Abstract:

In this paper an analysis is carried out whether objective tests and subjective self-assessments in international large-scale studies yield similar results when looking at cross-national differences in the effects of skills on earnings, and skills patterns across countries, fields of study and gender. The findings indicate that subjective skills measures do not correlate well with objective measures of similar constructs when looking at cross-national differences. Countrywise associations between subjective skills measures and earnings do not correlate well with those found using objective skills measures. Moreover, cross-national differences in the level of subjective skills measures do not correlate well with cross-national differences in skill levels based on objective tests. Nor do gender differences found using subjective skills measures correlate with those found using objective skills measures. This does not mean that self-assessments cannot be used, but they need to be restricted to analysing within-country differences. Within countries, self-assessments do a good job in predicting skills differences across fields of study and also in predicting the effect of skills on earnings. When comparing gender differences in skills levels within countries, however, one needs to be aware that females tend to overestimate their skills levels in typical 'female' domains like literacy.

Iannone, Paola; Simpson, Adrian (2015):

Students' preferences in undergraduate mathematics assessment.

In: *Studies in Higher Education* 40 (6), S. 1046–1067. DOI: 10.1080/03075079.2013.858683.

Abstract:

Existing research into students' preferences for assessment methods has been developed from a restricted sample: in particular, the voice of students in the 'hard-pure sciences' has rarely been heard. We conducted a mixed method study to explore mathematics students' preferences of assessment methods. In contrast to the message from the general assessment literature, we found that mathematics students differentially prefer traditional assessment methods such as closed book examination; they perceive them to be fairer than innovative methods and they perceive traditional methods to be the best discriminators of mathematical ability. We also found that although students prefer to be assessed by traditional methods they are also concerned by the mix of methods they encounter during their degree, suggesting that more account needs to be taken about the students' views of this mix. We discuss the impact of the results on the way general findings about assessment preference should be interpreted.

Isopahkala-Bouret, Ulpukka (2015):

'It's considered a second class thing.' The differences in status between traditional and newly established higher education credentials.

In: *Studies in Higher Education* 40 (7), S. 1291–1306. DOI: 10.1080/03075079.2014.881339.

Abstract:

Although the system of educational credentials differs in many important ways from country to country, all western countries have experienced a similar trend in the form of an increasing number of graduate degrees. Graduate degrees have also taken on a bewildering range of forms and content. As a consequence, not all graduate degrees have the same credibility and status in the labor market. The aim of this study is to discover how status differences among different kinds of master's degrees are justified within the dual system of Finnish higher education, and how these differences are experienced by graduates themselves. The qualitative data consist of interviews with 30 master's degree graduates and their accounts are narratively analyzed. Theories of educational credentialing are applied to reveal the complex linkage between graduate degrees and how organizational status and resources are hierarchically allocated to different groups of people.

Jackson, Denise (2015):

Employability skill development in work-integrated learning. Barriers and best practice.

In: *Studies in Higher Education* 40 (2), S. 350–367. DOI: 10.1080/03075079.2013.842221.

Abstract:

Work-integrated learning (WIL) is widely considered instrumental in equipping new graduates with the required employability skills to function effectively in the work environment. Evaluation of WIL programs in enhancing skill development remains predominantly outcomes-focused with little attention to the process of what, how and from whom students acquire essential skills during work placement. This paper investigates best practice in the classroom and placement activities which develop employability skills and identifies factors impeding skill performance during WIL, based on survey data from 131 undergraduates across different disciplines in an Australian university. What students actually experienced during placement, or what they felt was important to their learning, broadly aligns with best practice principles for WIL programs and problems experienced in performing certain skills during placement can be largely attributed to poor design. Implications for academic and professional practitioners are discussed.

Jackson, Denise; Michelson, Grant (2015):

Factors influencing the employment of Australian PhD graduates.

In: *Studies in Higher Education* 40 (9), S. 1660–1678. DOI: 10.1080/03075079.2014.899344.

Abstract:

It has long been argued in many Western countries that having a highly skilled workforce is crucial to innovation and national competitiveness. Ensuring the employment of the most highly educated members of a country's population is integral to helping achieve such economic outcomes. Therefore, the objective of this study is to identify the major factors that account for the initial full-time employment of Australian-trained PhD graduates. It draws on a national survey conducted in 2011 (n = 2761) and 2012 (n = 3181) of PhD graduates in Australia across all major disciplines four to six months after conferral of their degree. The findings reveal that previous work experience; attendance at a research-intensive university; completing one's degree off campus; part-time status; the use of certain job search strategies and access to research culture and networking opportunities; as well as certain demographic characteristics influence initial post-graduation job attainment. Implications of the findings are discussed.

Jung, Jisun; Shin, Jung Cheol (2015):

Administrative staff members' job competency and their job satisfaction in a Korean research university.

In: *Studies in Higher Education* 40 (5), S. 881–901. DOI: 10.1080/03075079.2013.865161.

Abstract:

The purpose of this study is to explore the impact of administrative staff's job competency on their job satisfaction in a Korean research university. We conceptualized job satisfaction into three subcomponents: satisfaction in the job field, in the workplace, and with the actual task. In the regression analysis, we included demographics, inner motivation, work environments, and nature of work (e.g. clarity of task) factors as the predictors of job satisfaction. We included job competency as a main research variable in the model. This study found that the administrative staff's interpersonal skills affect their overall job satisfaction, and that each dimension of job competency (organizational understanding, problem solving, interpersonal skills, ICT skills, and global competency) has a different impact on the different dimensions of job satisfaction (job field, workplace, and job task).

Kalfa, Senia; Taksa, Lucy (2015):

Cultural capital in business higher education. Reconsidering the graduate attributes movement and the focus on employability.

In: *Studies in Higher Education* 40 (4), S. 580–595. DOI: 10.1080/03075079.2013.842210.

Abstract:

This article examines the increased interest being shown by Australian business faculties in the development of students' employability skills. Many universities have demonstrated their commitment to translating such interest into practice by elaborating lists of 'graduate attributes' in order to enable the development of generic skills and by encouraging their staff to adopt specific pedagogical tools for such ends. This approach is underpinned by the assumption that the acquisition and transferability of such skills can enhance students' human capital and, therefore, their employability. The aim in this article is to identify the limitations of this perspective and to present a conceptual framework that overcomes them. To this end, the article draws on various concepts elaborated by Bourdieu as a means to encompass the multiple stakeholders involved in the field of tertiary education and to investigate the adoption of teaching methodologies designed to enable the development of generic skills.

Kamau, Caroline; Spong, Abigail (2015):

A student teamwork induction protocol.

In: *Studies in Higher Education* 40 (7), S. 1273–1290. DOI: 10.1080/03075079.2013.879468.

Abstract:

Faulty group processes have harmful effects on performance but there is little research about intervention protocols to pre-empt them in higher education. This naturalistic experiment compared a control cohort with an inducted cohort. The inducted cohort attended a workshop, consultations, elected a leader and used tools (a group log and group contract) designed to minimize social loafing, optimize coordination (by boosting good information sampling) and orient group dynamics towards the task. In the absence of inductions, a faulty system of processes was in play and this had a significant impact on group performance. In contrast, the inductions created a buffer. Structural equation modeling showed that the

intervention made both group cohesion and conflict beneficial to group performance. The induction protocols enhanced students' individual accountability, a sense of unique responsibility and dissent during group decision-making (which improved its quality). The implication is that inductions help optimize the processes within student teamwork.

Kearney, Mary-Louise; Lincoln, Daniel (2015):

Generational change and academic work. [Foreword].

In: *Studies in Higher Education* 40 (8), S. 1347–1348. DOI: 10.1080/03075079.2015.1066138.

Kharouf, Husni; Sekhon, Harjit; Roy, Sanjit Kumar (2015):

The components of trustworthiness for higher education. A transnational perspective.

In: *Studies in Higher Education* 40 (7), S. 1239–1255. DOI: 10.1080/03075079.2014.881352.

Abstract:

Despite the strong theoretical foundation for the role of trustworthiness in building buyer–seller relationships, a lack of empirical evidence exists to validate the importance of trustworthiness in the Higher Education (HE) sector. Our research examines the drivers of trustworthiness across two distinct cultures – the UK and India, providing a significant contribution to the body of knowledge by understanding the role and nature of trustworthiness within HE. The results of the proposed model offer important insights into the process of understanding trustworthiness within the HE sector. First we establish the importance for HE institutes of building trustworthiness. Next, we empirically validate trustworthiness using data from two countries, and finally we confirm the vnproposed model using two sampling points, and provide directions for practitioners and theorists alike.

Kwiek, Marek (2015):

Academic generations and academic work. Patterns of attitudes, behaviors, and research productivity of Polish academics after 1989.

In: *Studies in Higher Education* 40 (8), S. 1354–1376. DOI: 10.1080/03075079.2015.1060706.

Abstract:

This paper focuses on a generational change taking place in the Polish academic profession: a change in behaviors and attitudes between two groups of academics. One was socialized to academia under the communist regime (1945–1989) and the other entered the profession in the post-1989 transition period. Academics of all age groups are beginning to learn how tough the competition for research funding is, but young academics ('academics under 40'), being the target of recent policy initiatives, need to learn faster. Current reforms present a clear preferred image for a new generation of Polish academics: highly motivated, embedded in international research networks, publishing mostly internationally, and heavily involved in the competition for academic recognition and research funding. In the long run, without such a radical approach, any international competition between young Polish academics (with a low research orientation and high teaching hours) and their young Western European colleagues (with a high research orientation and low teaching hours) seems inconceivable, as our data on the average academic productivity clearly demonstrate. The quantitative background of this paper comes from 3704 returned questionnaires and the qualitative background from 60 semi-structured in-depth interviews. The paper takes a European comparative approach and contrasts Poland with 10 Western European countries (using 17,211 returned questionnaires).

Kyvik, Svein; Aksnes, Dag W. (2015):

Explaining the increase in publication productivity among academic staff. A generational perspective.

In: *Studies in Higher Education* 40 (8), S. 1438–1453. DOI: 10.1080/03075079.2015.1060711.

Abstract:

In Norwegian research universities, a large individual increase has taken place in scientific and scholarly publishing over the last 30 years. The purpose of this article is to explain the reasons for this growth in a generational perspective. We put forward six hypotheses that can be illuminated by cross-sectional data drawn from five surveys to academic staff and by data from other statistical data sources. New generations of academic staff: (a) are better qualified, (b) have better publication opportunities, (c) have better funding and research conditions, (d) use more time for research, (e) collaborate more in research and (f) are affected by the introduction of incentive and reward systems conducive to scientific publishing. Four of these hypotheses are supported by our data as partial explanations of the increase in productivity: Better qualified new generations of academic staff, the increase in research collaboration, improved funding and research conditions and the introduction of incentive systems. In addition, a general change in norms for appropriate academic behaviour contributes to explaining the productivity increase.

Lai, Kwok-Wing (2015):

Knowledge construction in online learning communities. A case study of a doctoral course.

In: *Studies in Higher Education* 40 (4), S. 561–579. DOI: 10.1080/03075079.2013.831402.

Abstract:

This paper documents a study investigating co-construction of knowledge by doctoral students in an online learning community. In this study 12 students participated in the coursework and thesis proposal development stages of a doctoral program offered by a research-intensive university in New Zealand. Socio-cultural and social constructivist approaches were adopted to frame the design of this program. The findings of this study show that there was a high level of knowledge construction in some of the discussion forums of the program. Teaching strategies, in terms of how the learning tasks were designed, the amount of direct instruction provided, as well as how the discussions were moderated, were factors affecting knowledge construction. The active agency of the learners as well as the role assigned to them in the online discussion forums also had an impact on knowledge construction. This study also confirmed the importance of structure and leadership in online discussions.

Le, Thanh; Tang, Kam Ki (2015):

Impacts of academic R&D on high-tech manufacturing products. Tentative evidence from supercomputer data.

In: *Studies in Higher Education* 40 (6), S. 957–971. DOI: 10.1080/03075079.2013.865160.

Abstract:

This paper empirically examines the impact of academic research on high-tech manufacturing growth of 28 Organisation for Economic Co-operation and Development (OECD) and emerging countries over the 1991–2005 period. A standard research and development (R&D) expenditure based measure is found to be too general to capture the input in high-tech research. To overcome this problem, a novel proxy for high-tech research investment – the supercomputer capacity – is proposed. Empirical evidence strongly supports this choice of variable. It is also found that academic R&D exerts a larger growth effect on high-tech output than its industry and government counterparts, but only the impact differential between academic and government R&D is statistically significant.

Lee, Nicolette (2015):

Systems models in educational research. A review and realignment in the context of curriculum.

In: *Studies in Higher Education* 40 (10), S. 1844–1858. DOI: 10.1080/03075079.2014.914917.

Abstract:

System models are commonly used in tertiary education as a mechanism for describing the interacting components of educational phenomena, but have hitherto been uncritically accepted. This paper provides a critical review of existing systems models, including the 3P model defined Biggs, and outlines their conceptual challenges. A revised model developed for curriculum research is presented. The paper would be of interest to those undertaking education-focused

research, scholarly teaching practitioners as well as those with an interest in the use of systems models as a framework for educational alignment.

System models are commonly used in tertiary education as a mechanism for describing the interacting components of educational phenomena, but have hitherto been uncritically accepted. This paper provides a critical review of existing systems models, including the 3P model defined Biggs, and outlines their conceptual challenges. A revised model developed for curriculum research is presented. The paper would be of interest to those undertaking education-focused research, scholarly teaching practitioners as well as those with an interest in the use of systems models as a framework for educational alignment.

Leech, Nancy L.; Haug, Carolyn A.; Iceman-Sands, Deanna; Moriarty, Jennifer (2015):

Change in classification level and the effects on research productivity and merit scores for faculty in a school of education.

In: *Studies in Higher Education* 40 (6), S. 1030–1045. DOI: 10.1080/03075079.2014.881341.

Abstract:

In this article we present results of an empirical study of the relationship between research productivity and research-related merit ratings over a 10-year period for tenured and tenure-track faculty in a school of education. The purpose of the study was to assess change in faculty productivity as a result of the institution's change in the Carnegie classification system. Results show that higher research expectations affected the productivity level of faculty in regard to increasing international conference presentations, national conference presentations, state conference presentations, and large unfunded grants. Furthermore, over time the variables that were important for merit scores changed and decreased in number.

Lincoln, Daniel; Kearney, Mary-Louise (2015):

Competence assessment in higher education.

[Foreword]. In: *Studies in Higher Education* 40 (3), S. 391–392. DOI: 10.1080/03075079.2015.1005334.

Lock, Leonard K.; Kraska, Marie (2015):

College of education assessment administrators. Work experiences, challenges, and incongruities.

In: *Studies in Higher Education* 40 (5), S. 852–866. DOI: 10.1080/03075079.2013.853287.

Abstract:

The study was based upon surveying colleges/schools of education with graduate programs from the US News and World Report 'Best Education Schools 2011' (N = 89). Results indicated that greatest time was spent on data collection, data management, and compilation; while least time was focused on instrument technical characteristics and opportunities for professional development. Working with faculty to facilitate their engagement of the assessment process was viewed as most challenging; in contrast opportunities for professional development was seen as least challenging. Several benefits of a strong advisory assessment committee on time on tasks were also supported; however, there was no influence of years of work experience or type of data management system. A limited set of time spent on task–challenge discordant areas were identified, most notably occurring on intrapersonal or technical endeavors. The roles of these findings impacting the efficacy of the assessment process are also discussed.

Lubbe, Ilse (2015):

Educating professionals – perceptions of the research–teaching nexus in accounting (a case study).

In: *Studies in Higher Education* 40 (6), S. 1085–1106. DOI: 10.1080/03075079.2014.881351.

Abstract:

The teaching–research ‘nexus’ has been an area of historic and ongoing controversy within universities and discussions into the nexus between teaching and research continues to expand. Within the accounting discipline, where new knowledge is perceived to be located ‘outside’ the university, academics struggle to describe and evaluate their roles as teachers and researchers. This paper investigates the perceptions of accounting academics and professional accountants in South Africa with regards to the meaning of research, their role as teachers, and the nexus between teaching and research. This study suggests that the external production and application of specialised knowledge in accounting, the strong control by the profession of the accounting curriculum offered by accredited universities, and their loyalty towards the profession, obstruct the perceived research role and value of accounting academics. Accounting academics and universities are encouraged to break away from the simple categories of ‘research-teaching’ and accept the multi-faceted understanding of academic work within a professional programme, as demonstrated in the paper.

Lusk, Chris; Fearfull, Anne (2015):

Supporting students in higher education. Results and recommendations following a paradigm shift within a Scottish Ancient.

In: *Studies in Higher Education* 40 (6), S. 1107–1127. DOI: 10.1080/03075079.2014.881338.

Abstract:

The model of emotional support to students in Higher Education for over 40 years has been one of ‘person-centred therapy’. Factors now challenge the supremacy of this approach, including its delivery format in an environment of extra-curricular demands, academic timetabling, students’ financial restrictions (often requiring them to take paid work alongside their studies), and the requirement for them to build an undergraduate portfolio of employability to supplement their degree attainment. Other influential factors include staff accountability to the institution clashing with professional protocols, and duty of care dilemmas for support staff. In 2003, an action research project exploring the quality of its student counselling resulted in a Scottish Ancient university¹ replacing traditional student counselling with a mental wellbeing service for students, which came to be known as ‘Support Advising’. This revised approach brought together professional staff from diverse disciplines providing short-term, focused individual and group work; student-led and with shared information databases. This paper examines the project’s success, with regard to it representing a paradigm shift. Thus we address the central concepts of institutional purpose and responsibility boundaries, renegotiate the interpretation of ‘professional confidentiality’, and look to the future evolution of a mental wellbeing service in the context of student support.

Lyubovnikova, Joanne; Napiersky, Uwe; Vlachopoulos, Panos (2015):

How are task reflexivity and intercultural sensitivity related to the academic performance of MBA students?

In: *Studies in Higher Education* 40 (9), S. 1694–1714. DOI: 10.1080/03075079.2014.894016.

Abstract:

Higher education in business school environments is increasingly focused on how to best equip students with the skills necessary for leadership in the global workplace. This paper examines the impact of two particularly important cognitive capabilities – task reflexivity and intercultural sensitivity, on academic performance in an MBA programme. It was hypothesised that in an intercultural learning environment, task reflexivity would be associated with higher academic performance, and that this relationship would be mediated via intercultural sensitivity. Questionnaire data from 77 MBA students was analysed alongside academic performance. Results demonstrated that task reflexivity was indirectly related to academic performance through intercultural sensitivity. These findings suggest that engagement in task reflexivity enables students to develop greater levels of intercultural sensitivity, allowing them to reap the positive effects of diversity in their peer group for their own learning and performance. Limitations and practical implications of the research for professional practice are discussed.

Marquina, Monica; Jones, Glen A. (2015):

Generational change and academic work. An introduction.

[Editorial]. In: *Studies in Higher Education* 40 (8), S. 1349–1353. DOI: 10.1080/03075079.2015.1064199.

Marquina, Monica; Yuni, Jose; Ferreiro, Mariela (2015):

Generational change in the Argentine academic profession through the analysis of 'life courses'.

In: *Studies in Higher Education* 40 (8), S. 1392–1405. DOI: 10.1080/03075079.2015.1060707.

Abstract:

The aim of this article is to analyze the effects of the socio-political processes on the academic profession in Argentina from the life course perspective. The analysis of differences in the individuals' life course was made by dividing them into three groups, representing different generations of academics: the novel, the intermediate, and the consolidated. It is possible to link the way in which those groups have delineated their careers to key historical periods of the country. The assumption of the authors is that each generational group has delineated its academic life course under the performativity of university policies during different socio-political moments, building networks of relationships and life paths through elections, in the context of opportunities and obligations imposed by history and social circumstances. This article draws on research data from two projects: The Changing Academic Profession Project (henceforth CAP), based on a structured questionnaire answered by a probabilistic sampling of Argentine university professors in activity, and a qualitative study based on 80 in-depth interviews to academics on key topics that emerged from CAP study.

Martimianakis, Maria Athina; Muzzin, Linda (2015):

Discourses of interdisciplinarity and the shifting topography of academic work. Generational perspectives on facilitating and resisting neoliberalism.

In: *Studies in Higher Education* 40 (8), S. 1454–1470. DOI: 10.1080/03075079.2015.1060708.

Abstract:

Generational differences in the way knowledge-makers negotiate shifts in relation to interdisciplinary knowledge-making at one Canadian university are studied. Semi-structured interviews with 20 participants in science, technology, engineering and mathematics disciplines were conducted. Using a Foucauldian approach, transcripts were read to determine how academic identities and subject positions are formed and reformed through time as different discursive spaces are experienced. The historical perspective of older participants revealed the complex interplay between private and public 'scripts'. Participants demonstrated agency on behalf of themselves and their institution by engaging in practices they thought would provide space for research that 'really mattered'. Older participants who were administrators promoted instrumental forms of interdisciplinarity that did not challenge the central role of disciplines in the construction of expertise. Younger participants were more likely to resist being 'disciplined'; they identified strongly with conceptual forms of interdisciplinarity and derived both satisfaction and creativity from working in the margins of knowledge spaces.

Martínez-Fernández, J. Reinaldo; Vermunt, Jan D. (2015):

A cross-cultural analysis of the patterns of learning and academic performance of Spanish and Latin-American undergraduates.

In: *Studies in Higher Education* 40 (2), S. 278–295. DOI: 10.1080/03075079.2013.823934.

Abstract:

The aim of this study was to analyse and compare the learning patterns of higher education students from Spain and three Latin-American countries (Colombia, Mexico and Venezuela). For this purpose Vermunt's Inventory of Learning Styles (ILS) was translated into Spanish and tested. The participants were 456 undergraduates enrolled in a teacher education programme who completed the ILS and a set of questions about their academic performance, personal background and university experience. The data were analysed using reliability and factor analyses, analysis of variance and structural equation modelling. The results showed significant differences in mean ILS scores and factor structures between students from different countries. Academic performance was explained to a significant degree by some ILS scales about learning patterns. The results were interpreted within a cross-cultural framework, focusing on differences reported up to date between Latin-American and Spanish students versus Western and Asian students.

McAlpine, Lynn; Emmioğlu, Esma (2015):

Navigating careers. Perceptions of sciences doctoral students, post-PhD researchers and pre-tenure academics.

In: *Studies in Higher Education* 40 (10), S. 1770–1785. DOI: 10.1080/03075079.2014.914908.

Abstract:

While the doctorate was once perceived as preparation for an academic position, internationally more than half of all graduates leave the higher education sector by choice or lack of opportunity. We know little of how they perceive and navigate the transition from PhD to other career. This longitudinal study of 23 sciences doctoral students, post-PhD researchers, and pre-tenure academics in Canada assessed the interpretive value of two constructs in explaining changes in career thinking and decision-making. The interaction of horizons for action (personal influences on future intentions), and opportunity structures (knowledge of career opportunities) provided a means to explain individual shifts over time and differences across roles in career thinking. Generally, over time and across roles, their knowledge of career opportunities grew, but concurrently their personal horizons for action became narrower due to changing personal relationships and responsibilities. Both the significance of the findings and the pedagogical implications are explored.

McCauley-Smith, Catherine; Williams, Sharon J.; Gillon, Anne Clare; Braganza, Ashley (2015):

Making sense of leadership development. Developing a community of education leaders.

In: *Studies in Higher Education* 40 (2), S. 311–328. DOI: 10.1080/03075079.2013.842209.

Abstract:

In education literature there is a distinct lack of scholarly work on issues of leadership other than on functional leadership at lower levels or high-level individual leadership activity which dominates existing studies. This empirical research is based on the result of a merger of education providers within the North East of England. A crucial aspiration of the newly merged organisation was to provide an overarching innovative leadership structure to facilitate integrated leadership. The specific focus of this article is participants of a bespoke postgraduate learning intervention. The authors apply sense-making theory to identify how student-leaders undertaking a leadership development intervention developed to become a community of education leaders. The reflective accounts of the student-leaders indicated a combined approach of distributed, shared and collaborative leadership. Whilst the study was conducted in the UK, the concepts and ideas are likely to have international application.

McConlogue, Teresa (2015):

Making judgements. Investigating the process of composing and receiving peer feedback.

In: *Studies in Higher Education* 40 (9), S. 1495–1506. DOI: 10.1080/03075079.2013.868878.

Abstract:

Recent studies have argued that tutor feedback is failing to support students' progression. The potential for peer feedback, i.e. feedback composed by peer assessors, to support learning has been under researched. The aim of this paper was to explore a case study of a peer assessor composing and receiving peer feedback. The paper reports a case study tracking a peer assessor through the process of grading and composing peer comments and her reactions to receiving peer feedback. The data consist of feedback comments, reflections and a series of interviews. It was found that while the process of composing feedback comments was viewed positively, receiving comments was, on the whole, viewed negatively. The author suggests helping students to become peer assessors is a long-term process; initial peer feedback should be withheld. As students develop expertise in the subject matter and in composing feedback, comments could be exchanged.

McLean, Angela J.; Bond, Carol H.; Nicholson, Helen D. (2015):

An anatomy of feedback. A phenomenographic investigation of undergraduate students' conceptions of feedback.

In: *Studies in Higher Education* 40 (5), S. 921–932. DOI: 10.1080/03075079.2013.855718.

Abstract:

The aim of this research was to investigate how undergraduate students conceptualise feedback, and compare this with research into conceptions of teaching and learning related phenomena in higher education. Using a phenomenographic approach, 28 physiotherapy students in New Zealand were interviewed about their experiences. Data analysis resulted in four qualitatively different experiences of feedback as: telling; guiding; developing understanding; and opening up a different perspective. The conceptions varied from a focus on one-way message transmission, to a more socially situated process. Analysis also showed several dimensions of feedback: focus of attention; agent of feedback; direction of communication; application over time; and range of application. The results provide useful information about variation in how students conceptualise feedback. This information may provide a better understanding of a process which is a key link between how students learn and how we teach.

Meek, V. Lynn (2015):

Editorial.

[Editorial]. In: *Studies in Higher Education* 40 (1), S. 1–3. DOI: 10.1080/03075079.2014.986904.

Merrill, Barbara (2015):

Determined to stay or determined to leave? A tale of learner identities, biographies and adult students in higher education.

In: *Studies in Higher Education* 40 (10), S. 1859–1871. DOI: 10.1080/03075079.2014.914918.

Abstract:

This article examines the meaning and experience of retention and withdrawal in higher education from the perspective and voices of non-traditional adult students. It draws on UK biographical data from a European study on access, retention and withdrawal. Withdrawal is perceived negatively by higher education institutions and policymakers as it has an economic cost and reflects on the efficiency of an institution and the student who leaves is viewed as a failure. This article challenges the 'traditional' view and argues that non-completion is not always a negative act as many of the students who left in this study talked about the benefits they had gained in terms of learning, identity and the development of the self. Two in-depth biographical case studies are outlined: one student who completes and one who leaves. Both employed their agency and determination in ways which were positive to them but different.

Musekamp, Frank; Pearce, Jacob (2015):

Assessing engineering competencies. The conditions for educational improvement.

In: *Studies in Higher Education* 40 (3), S. 505–524. DOI: 10.1080/03075079.2015.1004238.

Abstract:

Low-stakes assessment is supposed to improve educational practice by providing feedback to different actors in educational systems. However, the process of assessment from design to the point of a final impact on student learning outcomes is complex and diverse. It is hard to identify reasons for substandard achievement on assessments, let alone the means that should be undertaken to improve the educational setting. Furthermore, it is difficult to show a causal link between educational reforms and change in test achievement over time. This paper examines the potential impact that low-stakes testing initiatives have in engineering higher education on educational improvement by examining two case studies. It discusses how the design of constructs and particular assessment conditions may foster or limit educational improvement and outlines conditions to ensure that low-stakes assessment designs achieve educational improvement.

Myers, Carrie B.; Myers, Scott M. (2015):

The use of learner-centered assessment practices in the United States. The influence of individual and institutional contexts.

In: *Studies in Higher Education* 40 (10), S. 1904–1918. DOI: 10.1080/03075079.2014.914164.

Abstract:

Research examining the contexts that influence the use of learner-centered assessment (LCA) practices in undergraduate courses has not kept pace with those focusing on teaching practices. Such research is needed given that conceptualizations of effective pedagogy generally include both teaching and assessment. The authors examined a range of individual and institutional variables and their relationships to the use of LCA among faculty in the United States. These variables measured the structural and cultural contexts in which faculty make pedagogical decisions. Data from the 2004 National Study of Postsecondary Faculty revealed that faculty who were highly involved in advising, service, and research and reported teaching-friendly cultures were the most likely to use LCA practices. But, it was also found that higher teaching loads and class sizes hindered LCA practices. Almost all of the differences in LCA use occurred within institutions, and the institutional-level variables had little net influence on LCA practices in undergraduate classrooms.

Nadolny, Andrew; Ryan, Suzanne (2015):

McUniversities revisited. A comparison of university and McDonald's casual employee experiences in Australia.

In: *Studies in Higher Education* 40 (1), S. 142–157. DOI: 10.1080/03075079.2013.818642.

Abstract:

The McDonaldization of higher education refers to the transformation of universities from knowledge generators to rational service organizations or 'McUniversities'. This is reflected in the growing dependence on a casualized academic workforce. The article explores the extent to which the McDonaldization thesis applies to universities by comparing the experiences of casual academics with those of McDonald's employees. Survey and interview findings from an Australian university are compared with Gould's research on McDonald's casual employees in Australia. Aside from their employment status, the two groups have nothing in common. McDonald's employees experience routine work organization with good management and career prospects while casual academics experience stimulating work within a context of poor management and lack of career paths. This article questions the accuracy of applying the McDonaldization thesis to higher education based on the failure of the McJobs descriptor to withstand empirical scrutiny.

Nasiri, Fuzhan; Mafakheri, Fereshteh (2015):

Postgraduate research supervision at a distance: a review of challenges and strategies.

In: *Studies in Higher Education* 40 (10), S. 1962–1969. DOI: 10.1080/03075079.2014.914906.

Abstract:

This article reviews the literature on supervisory elements in distance postgraduate research programmes leading to a master's or doctoral degree. The authors first identify and review the main supervisory challenges from the perspectives of both supervisor and supervisee. This paves the path to investigate and categorise the strategies that have been put into practice in order to address these challenges. This is a first attempt to provide a structured categorisation of the strategies and solutions tailored to address these challenges. Through linking the challenges to strategies, the authors will emphasise the elements of a successful distance postgraduate research supervision experience with a set of guidelines on how to improve the overall learning in this process. The aim of this paper is to conclude by summarising the lessons learned from distance postgraduate research supervision practices and to identify the areas in need of further research.

Ning, Hoi Kwan; Downing, Kevin (2015):

A latent profile analysis of university students' self-regulated learning strategies.

In: *Studies in Higher Education* 40 (7), S. 1328–1346. DOI: 10.1080/03075079.2014.880832.

Abstract:

Based on self-reported cognitive, metacognitive, and behavioural strategy measures obtained from 828 final-year students from a university in Hong Kong, latent profile analysis (LPA) identified four distinct types of students with differential self-regulated learning strategy orientations: competent self-regulated learners, cognitive-oriented self-regulated learners, behavioural-oriented self-regulated learners, and minimal self-regulated learners. Students in the competent SRL profile demonstrated the highest levels of academic self-concept, motivation, attitude, and the lowest level of test anxiety and best academic performance. Multinomial logistic regression analysis also indicated that learning experience factors (teaching quality, clear goals and standards, appropriate assessment and workload) were significant predictors of SRL profile membership. The profiling of student self-regulated learning strategies resulted in enhanced understanding of the complex range of processes students employ and offered new insights into this emerging area of student learning.

Ntshoe, Isaac (2015):

Essaying purposes and specialisations of institutional types in knowledge production.

In: *Studies in Higher Education* 40 (4), S. 676–689. DOI: 10.1080/03075079.2013.842222.

Abstract:

This article deals with differentiation, diversification and dedifferentiation of purposes and specialisations of institutional types in the post-apartheid setting, using as examples universities of technology created 10 years ago. It examines differentiation, diversification and dedifferentiation in the global context, particularly the specialisation of purposes of institutions as a form of division of labour in knowledge production and dissemination in higher education. It then takes issue with rigid and narrow forms of specialisation, thus projecting more flexible specialisation and specialism in the production and distribution of knowledge and skills. Differentiation in the post-apartheid era is then examined. External influences, competency and outcomes, and their limitations as drivers of curriculum designs are also discussed. Lastly, issues emerging from the discussion are explored and concluding remarks made.

O'Connor, Pat; Carvalho, Teresa (2015):

Different or similar. Constructions of leadership by senior managers in Irish and Portuguese universities.

In: *Studies in Higher Education* 40 (9), S. 1679–1693. DOI: 10.1080/03075079.2014.914909.

Abstract:

Despite over 60 years of research on leadership, few attempts have been made to ensure that the models of leadership are inclusive of women or other 'outsiders'. This paper explores variation in the constructions of leadership at a time of institutional change in higher education. Drawing on a purposive sample, including those at presidential/rector, vice presidential/vice rector level in Irish and Portuguese universities, it compares and contrasts such senior managers' conceptions of leadership, as reflected in their descriptions of a typical president/rector and those characteristics that they see as valued in senior management in their own university. Attention is particularly focussed on the identification and gendering of collegial/managerial characteristics, and the extent to which it reflects variation in these university contexts.

O'Hagan, Sally Roisin; Wigglesworth, Gillian (2015):

Who's marking my essay? The assessment of non-native-speaker and native-speaker undergraduate essays in an Australian higher education context.

In: *Studies in Higher Education* 40 (9), S. 1729–1747. DOI: 10.1080/03075079.2014.896890.

Abstract:

Assessment is a crucial factor in higher education where marks gained can determine future study and career options. Increasing student numbers, and an increasing proportion of international students, raises concerns regarding marking practices, and whether the same criteria are used to mark both native-speaker (NS) and non-native-speaker (NNS) essays. This paper examines the essays of five native and five non-native speakers written in English for the same undergraduate subject. The essays were marked by 10 experienced assessors. Results reveal distinct differences in the approaches taken by the assessors resulting in, in some cases, the same NS essay being awarded every grade level from the highest possible grade, to a failure. Similar results were found in the NNS essays although the variability was somewhat less. The paper

examines reasons for this and discusses its implications for assessment in higher education and for potential approaches which might mitigate against this outcome.

O'Loughlin, Deirdre; MacPhail, Ann; Msetfi, Rachel (2015):

The rhetoric and reality of research reputation. 'fur coat and no knickers'.

In: *Studies in Higher Education* 40 (5), S. 806–820. DOI: 10.1080/03075079.2013.842224.

Abstract:

Evaluation systems including global university rankings have been recently introduced as mechanisms for assessing overall academic quality, appraising research reputation and as a basis for funding and policy decisions. This study explores the concept of research reputation in terms of how it is defined, constituted and assessed. Eight professor-level academics from a range of disciplines based at European universities were interviewed. The findings highlight the subjective and multidimensional nature of research reputation, the role of informal and formal communications in creating and building research reputation, and the inter-relationships between academics, departments and institutions in enabling research reputation, individually and collectively. Given the problematic nature of research reputation, it is critical that higher education institutions engage in effective strategic reputation management at all levels. Consistency of understanding of research reputation should also exist among all users of ranking systems, particularly those involved in higher education policy and research strategy decision-making.

Page, Kelly L.; Reynolds, Nina (2015):

Learning from a wiki way of learning.

In: *Studies in Higher Education* 40 (6), S. 988–1013. DOI: 10.1080/03075079.2013.865158.

Abstract:

There is a growing need to design learning experiences in higher education that develop collaborative and mediated social writing practices. A wiki way of learning addresses these needs. This paper reports findings from a case study involving 58 postgraduate students who in small groups participated over eight weeks in a mediated collaborative writing project with and through wiki contexts. The project was not assessed but designed for task-based domain learning. Evaluation of the project was conducted using data drawn from multiple sources collected before, during and after the project. Findings show that participation in the project had a positive relationship with student exam performance, and web familiarity. Patterns of individual and group wiki project participation, and sex differences in participation, are discussed.

Paltridge, Brian (2015):

Referees' comments on submissions to peer-reviewed journals. When is a suggestion not a suggestion?

In: *Studies in Higher Education* 40 (1), S. 106–122. DOI: 10.1080/03075079.2013.818641.

Abstract:

This paper examines the ways in which reviewers ask for changes to be made to submissions to peer-reviewed journal articles. Ninety-five reviewers' reports were examined. Forty-five of the reviewers also completed a questionnaire which asked about their experience in carrying out peer reviews, how they learnt to write reviews and the challenges they faced in reviewing submissions to peer-reviewed journals. The study found that requests for changes were largely made as directions, suggestions, clarification requests and recommendations. While a good number of these changes were requested directly, a large number of them were not. For authors who are new to the peer-review process, indirect requests of the kind revealed in the study can be difficult to decode. Very often these indirect requests are directions to make very specific changes to a submission and need, it is argued, to be read as such. The findings are especially relevant to beginning researchers as they provide insights into how they can respond to reviewers' reports and, thereby, increase their chances of publication.

Parrish, Dominique Rene (2015):

The relevance of emotional intelligence for leadership in a higher education context.

In: *Studies in Higher Education* 40 (5), S. 821–837. DOI: 10.1080/03075079.2013.842225.

Abstract:

This paper reports on a case-study research investigation that sought to identify the relevance of emotional intelligence for effective higher education academic leadership. Semi-structured interviews were conducted, pre and post a leadership capacity development intervention, to gather broad data on participants' experiences, insights, and engagement in leadership and the utilisation of emotional intelligence in leading. The study found that emotional intelligence is recognised as a highly relevant and important requirement for academic leadership in higher education. Additionally, the investigation ascertained that emotional intelligence traits related to empathy, inspiring and guiding others and responsibly managing oneself were most applicable for academic leadership. The views of participants regarding the relevance of these emotional intelligence traits in academic leadership are presented. Illustrations of how these emotional intelligence traits might manifest in a higher education context are also discussed.

Patrzek, Justine; Sattler, Sebastian; van Veen, Floris; Grunschel, Carola; Fries, Stefan (2015):

Investigating the effect of academic procrastination on the frequency and variety of academic misconduct. A panel study.

In: *Studies in Higher Education* 40 (6), S. 1014–1029. DOI: 10.1080/03075079.2013.854765.

Abstract:

In prior studies, academic procrastination has been discussed as an influencing factor of academic misconduct. However, empirical studies were conducted solely cross-sectionally and investigated only a few forms of academic misconduct. This large scale web-based study examined the responses of between 1359 and 2207 participants from different academic disciplines at four German universities to address the effect of academic procrastination on seven different forms of academic misconduct (using fraudulent excuses, plagiarism, copying from someone else in exams, using forbidden means in exams, carrying forbidden means into exams, copying parts of homework from others, and fabrication or falsification of data) and its variety. In measuring academic procrastination six months prior to academic misconduct, we found that academic procrastination affected the frequency of all forms of academic misconduct and its variety. We found the strongest effect of academic procrastination on using fraudulent excuses. Implications for university counseling and theory are discussed.

Pickering, Catherine; Grignon, Julien; Steven, Rochelle; Guitart, Daniela; Byrne, Jason (2015):

Publishing not perishing. How research students transition from novice to knowledgeable using systematic quantitative literature reviews.

In: *Studies in Higher Education* 40 (10), S. 1756–1769. DOI: 10.1080/03075079.2014.914907.

Abstract:

Current understandings suggest that three aspects of writing practice underpin the research student publication process: knowledge creation, text production and identity formation. Publishing a literature review is the first opportunity most students have to publish. This article compares the pedagogical benefits of different literature review methods. It discusses why narrative reviews are challenging for novices both in terms of process and outcomes (publications) whereas other types of reviews, such as meta-analyses, are the province of multi-skilled teams working intensively for extended periods. Case studies are used to highlight how a new systematic quantitative literature review method, developed for the social and natural sciences, is beneficial as students can more readily create knowledge, produce text, and so transition from novice to knowledgeable and publish rather than perish.

Pinxten, Maarten; Fraine, Bieke de; van Den Noortgate, Wim; van Damme, Jan; Boonen, Tinneke; Vanlaar, Gudrun (2015):

'I choose so I am'. A logistic analysis of major selection in university and successful completion of the first year.

In: *Studies in Higher Education* 40 (10), S. 1919–1946. DOI: 10.1080/03075079.2014.914904.

Abstract:

This study examines the choice of a university major with a special focus on the type of major chosen in the first year and success/failure at the end of this first year, using a sample of 2284 students in Flanders, Belgium. Extending previous research, the effects of prior subject uptake, occupational interests, prior mathematics and Dutch achievement, gender, socioeconomic status, academic self-concept and future aspirations on major selection were tested using multinomial regression. In summary, the results showed that prior subject uptake in Grade 12 was the main predictor of the type of university major chosen. Furthermore, a persuasive association between students' interest pattern and major chosen was observed and different interest patterns between male and female students primarily explained gendered choices. A binary logistic regression model revealed that higher achievement, more mathematical subjects chosen in Grade 12 and a higher socioeconomic status are important buffers against failure in the first year of university.

Poole, Brian (2015):

The rather elusive concept of 'doctorateness'. A reaction to Wellington.

In: *Studies in Higher Education* 40 (9), S. 1507–1522. DOI: 10.1080/03075079.2013.873026.

Abstract:

This paper summarises and then critiques some of the key arguments and conclusions provided by Wellington who argues that it would be sensible to give up the search for the 'inner essence' of 'doctorateness' (a term referring to a common quality of doctoral candidates or of their written dissertations). It is argued here that progress towards description of doctorateness has in fact already been made, and it is proposed that this can be built on by promoting further discussion focusing on issues such as whether doctorateness should be seen as residing in doctoral theses, doctoral candidates, or both; and by recognising the polysemous nature of concepts like 'originality' and 'new knowledge' which often arise in university documentation relating to work at doctoral level.

Pratt, Nick; Tedder, Michael; Boyask, Ruth; Kelly, Peter (2015):

Pedagogic relations and professional change. A sociocultural analysis of students' learning in a professional doctorate.

In: *Studies in Higher Education* 40 (1), S. 43–59. DOI: 10.1080/03075079.2013.818640.

Abstract:

The Professional Doctorate has become an increasingly popular doctoral route. Research has tended to focus on outcomes and 'impact' or on the epistemological nature of programmes and resulting student identities compared to other routes. This paper takes a different focus, examining the process through which students come to know about their professional practice via a Professional Doctorate in Education programme. It uses two cases, drawn from a wider, interpretive study of students' learning experiences, to illustrate the complex and differing pedagogic relations that students develop across multiple spaces. The analysis uses activity theory and elements of community of practice theory to understand the various practices of students, their interrelationship with 'the programme' and the many factors that affect the way they can engage in 'professional' doctoral study. The paper concludes with a discussion of potential implications for the organisation of Professional Doctorates as they relate to pedagogy.

Raes, Annelies; Vanderhoven, Ellen; Schellens, Tammy (2015):

Increasing anonymity in peer assessment by using classroom response technology within face-to-face higher education.

In: *Studies in Higher Education* 40 (1), S. 178–193. DOI: 10.1080/03075079.2013.823930.

Abstract:

Peer assessment is becoming more popular in higher education, however it often goes together with undesirable social effects like peer pressure and favoritism, especially when students need to evaluate peers in a face-to-face setting. The present study was set up to investigate increased anonymity in peer assessment to counter these undesirable social effects. It was hypothesized that modes of peer assessment that provide an increased anonymity will induce a reduced perception of peer pressure, increased feelings of comfort and more positive attitudes towards peer assessment. Classroom response technology (CRT) was introduced as a tool that enables anonymity. In addition, oral and written feedback was organized to meet the need for feedback. The results show that the proposed peer assessment practice combines the positive attitudes and feelings of comfort related to the anonymous use of CRT with the perceived added value of argumentation in oral and written feedback.

Rodger, Sylvia; Turpin, Merrill; O'Brien, Mia (2015):

Experiences of academic staff in using threshold concepts within a reformed curriculum.

In: *Studies in Higher Education* 40 (4), S. 545–560. DOI: 10.1080/03075079.2013.830832.

Abstract:

Threshold concepts were used to underpin a major curriculum reform endeavour in occupational therapy. After rigorous interrogation of troublesome knowledge and ensuring that the emergent concepts conformed to the five characteristics of previously proposed threshold concepts, we identified five threshold concepts. Two years into the rollout of the new curricula, academics participated in two focus groups. Questions focused on staff members' perspectives regarding their use of threshold concepts, and how students engaged with the threshold concepts in assessment activities. The focus groups were transcribed verbatim and analysed using standard qualitative analysis techniques. Peer and member checking ensured the accuracy of interpretations. Three key themes emerged: (1) staff engaged in threshold crossings; (2) threshold concepts conferred many benefits; and (3) students' professional identity evolved. Study limitations and implications for embedding of the threshold concepts in curricula generally and particular courses more specifically will be discussed.

Rodríguez-Gómez, David; Feixas, Mònica; Gairín, Joaquín; Muñoz, José Luís (2015):

Understanding Catalan university dropout from a cross-national approach.

In: *Studies in Higher Education* 40 (4), S. 690–703. DOI: 10.1080/03075079.2013.842966.

Abstract:

The dropout rate is an indicator of complex analysis and there is no consensus on its significance. Universities lack systematized, univocal methods for collecting student dropout data, making measurement problematic. In consequence, the formulas applied to analyze this phenomenon differ between countries and it is therefore an immense challenge to perform comparative studies. The aim of this paper is to provide a general overview of student dropout in Spain and in Catalonia compared to other international university contexts. Compiled data come from several reports produced by national and international organizations as well as by a research project funded by the Catalan University Quality Assurance Agency (AQU). The perspective provided on how this phenomenon is being studied and dealt with in several contexts may help design actions to increase student retention and performance in higher education institutions (HEIs).

Rossi, Federica; Rosli, Ainurul (2015):

Indicators of university–industry knowledge transfer performance and their implications for universities: evidence from the United Kingdom.

In: *Studies in Higher Education* 40 (10), S. 1970–1991. DOI: 10.1080/03075079.2014.914914.

Abstract:

The issue of what indicators are most appropriate in order to measure the performance of universities in knowledge transfer (KT) activities remains relatively under-investigated. The main aim of this paper is to identify and discuss the limitations to the current measurements of university–industry KT performance, and propose some directions for improvement. We argue that university–industry KT can unfold in many ways and impact many stakeholders, and that, especially in highly differentiated university systems, choosing indicators focused on a narrow range of activities and impacts might limit the ability of universities to accurately represent their KT performance. Therefore, KT indicators should

include a variety of activities and reflect a variety of impacts so as to allow comparability between different institutions and avoid the creation of undesirable behavioural incentives. To illustrate these issues empirically, the authors discuss the case of the United Kingdom's Higher Education?Business and Community Interaction (HE-BCI) survey.

Saad, Mohammed; Guermat, Cherif; Brodie, Lisa (2015):

National innovation and knowledge performance. The role of higher education teaching and training.

In: *Studies in Higher Education* 40 (7), S. 1194–1209. DOI: 10.1080/03075079.2014.881344.

Abstract:

This paper investigates the role of the higher education system (HES) in the production of national innovation. We focus on the issue of institutional diversity of HESs and its impact on national innovation systems. We identify four key HES characteristics and hypothesize their influence on the production of national innovation. The empirical evidence presented in this paper suggests several conclusions which have relevance for policy makers. In particular, there should be focus upon increasing access to and investment in higher education and lowering subsidies. The latter is found to have an adverse effect on patent production.

Santiago, Rui; Carvalho, Teresa; Cardoso, Sónia (2015):

Portuguese academics' perceptions of higher education institutions' governance and management. A generational perspective.

In: *Studies in Higher Education* 40 (8), S. 1471–1484. DOI: 10.1080/03075079.2015.1060709.

Abstract:

This article aims to analyse academics' perceptions on changes in the governance and management of higher education institutions (HEIs) under a generational perspective. It is empirically based on the analysis of national data resulting from the 'Changing Academic Profession' international survey. Findings reveal a general tendency for the three different generations of academics to have similar perceptions on HEIs' governance and management. The three groups tend to consider that faculty boards and academics hold the control of decisions in areas related to the regulation of academic work and career. However, this is especially evident among the younger generation. Furthermore, the three generational groups acknowledge having low influence in the definition of institutional policies at the top levels. Again this is more evident for the younger generation. Finally, all three generations identify the same features as characterising their institutions' management model.

Scott, G. W.; Furnell, J.; Murphy, C. M.; Goulder, R. (2015):

Teacher and student perceptions of the development of learner autonomy. A case study in the biological sciences.

In: *Studies in Higher Education* 40 (6), S. 945–956. DOI: 10.1080/03075079.2013.842216.

Abstract:

Biology teachers in a UK university expressed a majority view that student learning autonomy increases with progression through university. A minority suggested that pre-existing diversity in learning autonomy was more important and that individuals not cohorts differ in their learning autonomy. They suggested that personal experience prior to university and age were important and that mature students are more autonomous than 18–20 year olds. Our application of an autonomous learning scale (ALS) to four year-groups of biology students confirmed that the learning autonomy of students increases through their time at university but not that mature students are necessarily more autonomous than their younger peers. It was evident however that year of study explained relatively little (< 10%) of total variation in ALS scores in this student population, which suggests that personal and environmental/societal factors profoundly influence the degree of learning autonomy and should be a focus of future research.

Shin, Jung Cheol; Kim, Yangson; Lim, Heejin; Shim, Bongsup; Choi, Younggi (2015):

The 'sandwich generation' in Korean academe. Between traditional academic authority and meritocratic culture.

In: *Studies in Higher Education* 40 (8), S. 1406–1422. DOI: 10.1080/03075079.2015.1060710.

Abstract:

This study investigates how academics hired during the period of rapid neoliberal reforms differ from the senior academics hired before the reforms and the junior academics hired after the reforms were institutionalized. The faculty members who were employed in a period of radical reform may be impacted by the additional requirements and tasks caused by the reforms while they are also expected to do more traditional duties. They could be regarded as the 'sandwich generation' and may be suffering from overloaded. Through the survey data and interview data of this article, however, the authors found that the younger generation (the 'new generation') is overloaded, and their job stress is higher than either old generation (the 'academic boomers') or the sandwich generation. Although the new generation has a stronger preference for research than other generations, they spend less time on research and more time on administration than the others. Accordingly, the new generation is highly stressed. In addition, the authors found that there are differences between hard and soft disciplines in dealing with generational effects. In soft disciplines, the new generation spends more time on administration and less on research than the others, but they are not as highly stressed. On the other hand, their colleagues in hard disciplines feel more stressed though they do not spend more time on administration than their colleagues in soft disciplines.

Smith, Calvin; Worsfold, Kate (2015):

Unpacking the learning–work nexus. 'Priming' as lever for high-quality learning outcomes in work-integrated learning curricula.

In: *Studies in Higher Education* 40 (1), S. 22–42. DOI: 10.1080/03075079.2013.806456.

Abstract:

This paper describes the impacts of work-integrated learning (WIL) curriculum components on general employability skills – professional work-readiness, self-efficacy and team skills. Regression analyses emphasise the importance of the 'authenticity' of WIL placements for the development of these generic outcomes. Other curricula factors (alignment of learning activities and assessments with integrative learning, and the provision of supportive environments) also impact on generic outcomes. We explore three competing hypotheses for explaining the relationships between learning outcomes and authenticity on the one hand and the alignment of learning activities and assessments with integrative learning outcomes on the other: overlapping, proxy protective factor and mediation. We conclude that mediation is a plausible explanation for the observed relationships, based on an invocation of 'availability heuristics' and 'priming' to explain how these factors work together. Findings will have implications for the design and management of WIL curricula in universities.

Stupnisky, R. H.; Weaver-Hightower, M. B.; Kartoshkina, Y. (2015):

Exploring and testing the predictors of new faculty success. A mixed methods study.

In: *Studies in Higher Education* 40 (2), S. 368–390. DOI: 10.1080/03075079.2013.842220.

Abstract:

The purpose of this mixed methods study was to investigate and test the factors contributing to new faculty members' success. In the first phase, qualitative analysis of focus groups revealed four prominent themes affecting new faculty members: expectations, collegiality, balance, and location. In the second phase, new faculty members completed an online survey using scales developed from the qualitative themes. Factor analysis revealed five distinct factors (qualitative theme 'balance' split into professional and personal), each demonstrating construct validity, reliability, and significant intercorrelations. Female faculty reported less personal balance, self-reported health, and general life satisfaction. Also, faculty with more years of service had lower job satisfaction and perceived departmental support. Finally, multiple regressions revealed professional balance had the greatest predictive effect on faculty members' self-perception of success at work; alternatively, expectations, collegiality, and location had greater effects on indirect success indicators such as job satisfaction, general life satisfaction, health, and stress.

Te Wierik, Mark L.J.; Beishuizen, Jos; van Os, Willem (2015):

Career guidance and student success in Dutch higher vocational education.

In: *Studies in Higher Education* 40 (10), S. 1947–1961. DOI: 10.1080/03075079.2014.914905.

Abstract:

To enhance student success, a growing number of vocational education and training institutions in the Netherlands are nowadays implementing new career guidance practices in their competence-based approaches to learning. Based on individual-level data of undergraduate first-year full-time students from a Dutch university of applied sciences, this study investigated the influence of career guidance on first-year student success given other known influences such as prior academic performance, faculty and gender. First of all, students obtained more credits in the competence-based educational system in which they from 2006 are guided. Furthermore, students who completed their first year not only obtained more credits after career guidance was introduced in 2006, but at the same time scored substantially higher first-grade points in their first year of study compared to students who left during the first six months.

Townsend, Tony; Pisapia, John; Razzaq, Jamila (2015):

Fostering interdisciplinary research in universities. A case study of leadership, alignment and support.

In: *Studies in Higher Education* 40 (4), S. 658–675. DOI: 10.1080/03075079.2013.842218.

Abstract:

The aim of this paper is to describe actions designed to foster interdisciplinary research efforts at a major university in the UK. The study employed a descriptive mixed method case study approach to collecting and analysing the data used to draw its conclusions. One hundred and twenty-seven academic staff responded to the survey. The results of the survey were verified by 25 interviews with heads of colleges, heads of schools, research coordinators, research team leaders, and team members. These interviews were supported by document review to support the findings. Leadership is important at the college and university levels if interdisciplinarity is to thrive. According to the data, this seems to have not yet occurred at this particular institution. The university has done well with most of the big structures that enrich and support interdisciplinarity. However, 'small' structures such as clarity of meaning, motivation of staff, misalignment of old structures, time and workload, and loss of identity have impeded the move to university wide interdisciplinarity. A series of three recommendations are made to move the interdisciplinary project forward: stay clear on focus, extend the benefits of serendipity to more people, and remember that one size does not fit all.

Trehan, Kiran; Rigg, Clare (2015):

Enacting critical learning. Power, politics and emotions at work.

In: *Studies in Higher Education* 40 (5), S. 791–805. DOI: 10.1080/03075079.2013.842208.

Abstract:

This article seeks to develop the understanding of critical action learning (CAL) and to make a contribution to its theory and practice. The article begins by conceptualising critical action learning and builds on the work of Revans (1982) to stimulate fresh thinking. It provides a different calibration of his coupling of action and learning. An account of the research approach and methods is then provided. The findings demonstrate how CAL enriches the learning process by recognising the centrality of emotional and power relations. The aims of the article are to illuminate how CAL can be enacted and to address the gap that occurs where much of the work in this area operates on a theoretical plane but is often limited on practical guidance.

van Dao, Khanh (2015):

Key challenges in the reform of governance, quality assurance, and finance in Vietnamese higher education – a case study.

In: *Studies in Higher Education* 40 (5), S. 745–760. DOI: 10.1080/03075079.2013.842223.

Abstract:

Vietnam's higher education is highly centralized in terms of its governance and management. A couple of higher education reform plans have been introduced over the past decade but they seem to result in poor outcomes. This paper addresses the challenges faced in the areas of governance, quality assurance and finance by a 'key' university located in the middle of Vietnam. These are explored by means of a case study approach involving interviews with a cross-section of significant former senior managers, current senior managers and current middle managers. Reform at this university is proceeding at a very slow pace. The impediments are both institutional and national. The implications of the case study for the reform of higher education in Vietnam are discussed.

van den Wijngaard, Oscar; Beausaert, Simon; Segers, Mien; Gijssels, Wim (2015):

The development and validation of an instrument to measure conditions for social engagement of students in higher education.

In: *Studies in Higher Education* 40 (4), S. 704–720. DOI: 10.1080/03075079.2013.842214.

Abstract:

The present article analyzes social engagement as an outcome of higher education. It can be conceived as an attitude that by definition only manifests itself over time, and should therefore not be assessed or measured during the years of study or at graduation. The argument is being made that social engagement should be understood in terms of conditions for social engagement. Based on a conceptual framework three such conditions are being proposed: an interest in social and political issues, self-efficacy, and a positive disposition towards applied skills and knowledge. The present study consists of the design and validation of a tool for measuring these conditions. Exploratory and confirmatory factor analyses, performed on two consecutive samples of freshmen college students, resulted in the Conditions for Social Engagement Questionnaire, which measures conditions for social engagement along four scales: Political Interest, Social Analysis, Valuing Application and Self-efficacy.

van Mens-Verhulst, Janneke; Woertman, Liesbeth; Radtke, Lorraine (2015):

Faculty women as models for women students. How context matters.

In: *Studies in Higher Education* 40 (7), S. 1164–1178. DOI: 10.1080/03075079.2013.865163.

Abstract:

We explored how frequently academic staff serve as role models for women undergraduate students, how this compares to the family context, and the qualities associated with potential role models in both contexts. Participants were 138 psychology students at a Dutch university. They completed a self-administered, online survey about inspirational people and a sentence-completion task. Older university women were inspiring for 20.5% of students; younger university women for 14.4%. Men were rarely identified as role models in the academic context, but with almost the same frequency as women in the family context. Academic women were admired primarily for qualities related to their work and as people with authority/power while family women were associated mainly with relational qualities, like caring. Focusing on the academic context, we argue that there is a 'hidden gender curriculum,' which contributes to students' identity development and which may reproduce or disrupt social and cultural inequalities.

Walsh, Elaine; Hargreaves, Caroline; Hillemann-Delaney, Ulrike; Li, Jizhen (2015):

Doctoral researchers' views on entrepreneurship. Ranging from 'a responsibility to improve the future' to 'a dirty word'.

In: *Studies in Higher Education* 40 (5), S. 775–790. DOI: 10.1080/03075079.2013.842219.

Abstract:

Policy changes prompt many universities to become more entrepreneurial and doctoral researchers, especially those working in science and technology, are expected to play important roles, contributing to the growth of knowledge economies through entrepreneurial activity. Informal evidence of differing views on entrepreneurship between Chinese and British doctoral students prompted a quantitative and qualitative investigation, designed to generate a fuller insight. The findings confirmed that Chinese students were more likely to agree that research should contribute to economic success and to view entrepreneurship as a natural means of doing so, as part of their 'responsibility to improve the future'. In contrast, the British students' views were less positive, with one participant associating entrepreneurship with commerce

and a 'dirty word'. The study explores the factors contributing to this range of views and implications for researchers and universities. It concludes with recommendations to produce more informed and proactive engagement of researchers with entrepreneurialism.

Walsh, John; Loxley, Andrew (2015):

The Hunt Report and higher education policy in the Republic of Ireland. 'An international solution to an Irish problem?'

In: *Studies in Higher Education* 40 (6), S. 1128–1145. DOI: 10.1080/03075079.2014.881350.

Abstract:

The 'National Strategy for Higher Education to 2030' in the Republic of Ireland (universally known as the Hunt Report) represents the latest and most assertive attempt by the Irish state to re-construct higher education in accordance with economic utilitarian objectives. This paper sets out to analyse the historical context, key themes and theoretical underpinnings of the report, locating it within a European and international context shaped by a dominant 'knowledge based economy' paradigm. This study draws upon broad narratives of public service reform to offer an initial theoretical insight into contemporary higher education policies in Ireland. The report reflects long-term trends in Irish higher education policy, which promote a reorientation of higher education to serve economic objectives. We argue that the Hunt Report is much more a synthesis of existing policies and previous expert group reports than a manifesto for radical transformation of Irish higher education.

Wang, Chia-Ling (2015):

Mapping or tracing? Rethinking curriculum mapping in higher education.

In: *Studies in Higher Education* 40 (9), S. 1550–1559. DOI: 10.1080/03075079.2014.899343.

Abstract:

Curriculum mapping has been emphasized in recent curriculum innovations in higher education in the drive for global competitiveness. This paper begins by providing an outline of current discourses of curriculum mapping in higher education. Curriculum mapping is frequently associated with outcome-based learning and work readiness, and guiding the learner/traveler towards a "prosperous" future. Critiquing this perspective, this article explores other implications of maps (or mapping) in curriculums from a philosophical viewpoint, mainly derived from Gilles Deleuze and Félix Guattari's account of mapping. The paper is intended to overturn the current "sedentary" thinking about curriculum mapping, and to encourage alternative perspectives on curriculum practices. The paper concludes with the view that, in Deleuze and Guattari's terms, current practices of curriculum mapping trace rather than map the ideas, and the paper highlights the value in seeing curriculum mapping rhizomatically.

Wang, Jui-Sheng; Pascarella, Ernest T.; Nelson Laird, Thomas F.; Ribera, Amy K. (2015):

How clear and organized classroom instruction and deep approaches to learning affect growth in critical thinking and need for cognition.

In: *Studies in Higher Education* 40 (10), S. 1786–1807. DOI: 10.1080/03075079.2014.914911.

Abstract:

In this study the authors analyze longitudinal student survey data from the 17-institution Wabash National Study of Liberal Arts Education (WNS) to determine the extent that the influence of overall exposure to clear and organized instruction on four-year growth in two measures of cognitive development is mediated by student use of deep approaches to learning. The findings suggest that for one cognitive outcome, need for cognition, a substantial part of the effect of clear and organized instruction is significantly transmitted by all three dimensions of deep learning: higher-order learning, reflective learning, and integrative learning. This overall trend was not statistically significant for critical thinking, although the impact of clear and organized instruction on growth in critical thinking skills was significantly mediated through one dimension of deep approaches to learning – reflective learning.

Wegner, Elisabeth; Nückles, Matthias (2015):

Knowledge acquisition or participation in communities of practice? Academics' metaphors of teaching and learning at the university.

In: *Studies in Higher Education* 40 (4), S. 624–643. DOI: 10.1080/03075079.2013.842213.

Abstract:

Learning has been described by two conceptual metaphors: as individual acquisition of knowledge (acquisition metaphor), and as an enculturation into a subject community (participation metaphor). On the other hand, academics' conceptions of teaching are usually reported to vary between teacher and student orientation. In order to integrate metaphors of learning with research on conceptions of teaching, we analyzed 36 academics' metaphors of teaching by content analysis. We found four different categories of metaphors: transmission and construction (based on the acquisition metaphor), and apprenticeship and community growth (based on the participation metaphor). The metaphors had systematic relations to intentions and approaches in teaching reported by the academics. These results imply that the 'teacher versus student orientation' framework can be improved by including the dimension of learning as acquisition versus learning as participation.

Wendt, Maria; Åse, Cecilia (2015):

Learning dilemmas in undergraduate student independent essays.

In: *Studies in Higher Education* 40 (5), S. 838–851. DOI: 10.1080/03075079.2013.842967.

Abstract:

Essay-writing is generally viewed as the primary learning activity to foster independence and analytical thinking. In this article, we show that independent research projects do not necessarily lead to critical thinking. University-level education on conducting independent projects can, in several respects, counteract enhanced analytical skills. The purpose of this study is to advance knowledge on the difficulties students experience in acquiring analytical skills. A group of undergraduate political science students were interviewed while they attended an independent research course. They were also asked to record their reflections. The digital diaries provide access to the students' perceptions regarding the assignment and their struggles as they handle scientific problems. We argue that the students are caught up in different learning dilemmas when asked to perform independent academic research. One result is that ambiguous and contradictory understandings of science affect the learning processes and thus affect the students' possibilities for developing analytical thinking.

Wildy, Helen; Peden, Sanna; Chan, Karyn (2015):

The rise of professional doctorates. Case studies of the Doctorate in Education in China, Iceland and Australia.

In: *Studies in Higher Education* 40 (5), S. 761–774. DOI: 10.1080/03075079.2013.842968.

Abstract:

Doctoral education is going through a period of transition. This transition is evident in the many varieties of doctoral degrees currently offered in higher education institutions worldwide, from the traditional research-based Doctor of Philosophy (PhD) to the Professional Doctorate and the New Route PhD. This article reports on a study which considers factors relating to the rise of the Doctor of Education in three different countries: Australia, China and Iceland. The emergence of professional doctorates worldwide is having a significant impact on the status and structure of traditional research-based PhDs. This scenario has implications for the changing roles of academics and students in the so-called knowledge economy and suggests an agenda for research in the field of professional doctorates. The present study aims to contribute to the growing interests of these new genres of studies at the doctoral level.

Wilkins, Stephen; Huisman, Jeroen (2015):

Factors affecting university image formation among prospective higher education students. The case of international branch campuses.

In: *Studies in Higher Education* 40 (7), S. 1256–1272. DOI: 10.1080/03075079.2014.881347.

Abstract:

Previous research has found that the images of universities formed by prospective students greatly influence their choices. With the advent of international branch campuses in several higher education hubs worldwide, many international students now attempt to construct images of these institutions when deciding where to study. The aim of this research is to identify the sources of information and other influences that impact upon the images of international branch campuses formed by prospective undergraduate students. The study involved 407 students studying at nine international schools in the United Arab Emirates (UAE). It was found that recommendations and feedback resulting from personal relationships was by far the most influential factor shaping the images of institutions constructed by students. It was also discovered that elite institutions can benefit from positive home campus images based on heritage and prestige, which positively influence the images constructed of the international branch campuses operated by these institutions. The implications of the findings for higher education institutions are discussed.

Williams, Jannine; Mavin, Sharon (2015):

Impairment effects as a career boundary. A case study of disabled academics.

In: *Studies in Higher Education* 40 (1), S. 123–141. DOI: 10.1080/03075079.2013.818637.

Abstract:

Within the academic career literature, disabled academics are under-researched, despite calls for career theory development through the exploration of marginalized groups' career experiences and the boundaries which shape these experiences. Here, boundaries refer to the symbolic resources which become reified to construct social boundaries shaping what is and is not possible in career contexts. This article contributes to the advancement of academic career theory by enabling insights into impairment effects as an embodied career boundary for disabled academics and outlining how experiences of impairment effects and disabled academics' agency are entangled with their career context and organizational members' responses. Impairment effects shape career choices and opportunities, by being negated, and/or influencing expectations of employers to provide inclusive contexts which acknowledge impairment effects as a legitimate organizing principle. However this recognition of impairment as a legitimate organizing principle is not always reciprocated, with implications for disabled academics' careers.

Wolf, Raffaella; Zahner, Doris; Benjamin, Roger (2015):

Methodological challenges in international comparative post-secondary assessment programs. Lessons learned and the road ahead.

In: *Studies in Higher Education* 40 (3), S. 471–481. DOI: 10.1080/03075079.2015.1004239.

Abstract:

The assessment of student learning outcomes in the tertiary school sector has seen an increase in global popularity in recent years. Measurement instruments that target higher order skills are on the rise, whereas assessments that foster the recall of factual knowledge are declining. The Assessment of Higher Education Learning Outcomes (AHELO) project was designed with the goal of developing a cross-national concept for valid assessment of generic and domain-specific student learning outcomes on an international comparative basis. AHELO and other international comparative assessment systems face numerous methodological challenges that pertain to test design and development, translation, adaptation, student sampling, scoring, reporting, and the validity of score interpretations. The goal of this paper is to generate ideas for the improvement of cross-national research agendas, such as the AHELO project. The main purpose is to focus on the lessons learned from the AHELO feasibility study and other international assessment studies that help inform the research of future multinational educational assessment studies.

Wolhuter, C. C. (2015):

1994. New academic profession for a new South Africa?

In: *Studies in Higher Education* 40 (8), S. 1377–1391. DOI: 10.1080/03075079.2015.1060712.

Abstract:

Since 1994, the eyes of the world have been on South Africa, observing with interest the societal reconstruction project, upon which the country had embarked. In this project, higher education is both the terrain and the perceived instrument of change. In this higher education system and its mission, the academic profession is pivotal – especially, the new up-and-

coming generation of academics, who have entered the profession since 1994. Using data from the International Changing Academic Profession Survey of the academic profession, this article focuses on this new generation of South African academics: their teaching; their research and service activities; their biographical details; their international profile; their relations with institutional management; and their job satisfaction. The results of this analysis reveal that while the new generation is present in terms of numbers, they also face three challenges. These pertain to three critical areas, namely research productivity, internationalisation, and the creation of a satisfying work environment, amidst signs of seriously harmful managerialism. The article concludes with recommendations as to how to approach these challenges.

Xia, Jianhong; Caulfield, Craig; Ferns, Sonia (2015):

Work-integrated learning. Linking research and teaching for a win-win situation.

In: *Studies in Higher Education* 40 (9), S. 1560–1572. DOI: 10.1080/03075079.2014.882302.

Abstract:

This paper establishes a framework for linking research and teaching (LRT) by developing industry-oriented student projects based on work-integrated learning theory (WIL). The major components of the WIL experiences and their relationships are identified. The scope of student projects may vary from a minor assignment project to a medium submission, such as a final year or honours project, to a more complex research undertaking, such as a Master or PhD project. A range of practical examples for linking research and teaching and work-integrated learning (LRT-WIL) are described. This study demonstrates that by synthesising work-integrated learning, research and teaching, a win-win situation is created for students, academics and industry partners.

Zacher, Hannes; Johnson, Emily (2015):

Leadership and creativity in higher education.

In: *Studies in Higher Education* 40 (7), S. 1210–1225. DOI: 10.1080/03075079.2014.881340.

Abstract:

Leadership and creativity have received increasing attention from researchers in the field of higher education; however, empirical studies investigating these topics simultaneously are rare. In this study, the authors examined relationships between PhD students' perceptions of their advising professors' passive-avoidant, transactional, and transformational leadership behaviors and professors' ratings of their students' work-related creativity. Data were provided by 71 dyads of professors and PhD students. Consistent with expectations based on the leadership literature on followers' identification with their leaders, results showed that students' perceptions of professors' transformational leadership positively predicted professors' ratings of their students' creativity above and beyond students' perceptions of professors' passive-avoidant and transactional leadership. Contrary to expectations, students' perceptions of professors' passive-avoidant and transactional leadership did not significantly predict professors' ratings of students' creativity. Implications for future research on leadership and creativity as well as tentative practical applications of the findings in higher education settings are discussed.

Zambo, Debby; Buss, Ray R.; Zambo, Ron (2015):

Uncovering the identities of students and graduates in a CPED-influenced EdD program.

In: *Studies in Higher Education* 40 (2), S. 233–252. DOI: 10.1080/03075079.2013.823932.

Abstract:

The educational doctorate (EdD) is being re-envisioned as a distinct professional degree. Today's EdD graduates are envisioned as scholarly practitioners. Given this it may be reasoned these individuals have unique identities comprised of several layers. In this study, we examined how 18 entering students and 17 graduating students from an EdD program viewed themselves as learners, leaders, and action researchers. Data were obtained using a questionnaire with closed- and open-ended items, follow-up interviews were conducted with 12 incoming students and 12 graduates, and dissertations were also examined. Data were analyzed using quantitative and qualitative procedures. Questionnaire results indicated no significant differences between groups, but qualitative results showed students new to the program held strong identities as learners and leaders, but not as action researchers. Graduates held stronger views of each layer and their views were aligned to the program's vision. From these findings implications are provided for program developers and students.

Zlatkin-Troitschanskaia, Olga; Shavelson, Richard J.; Kuhn, Christiane (2015):

The international state of research on measurement of competency in higher education.

In: *Studies in Higher Education* 40 (3), S. 393–411. DOI: 10.1080/03075079.2015.1004241.

Abstract:

With the Program for International Student Assessment and Trends in International Mathematics and Science Study surveys, competency assessment became an important policy instrument in the school sector; only recently has international competency measurement gained attention in higher education with the Assessment of Higher Education Learning Outcomes (AHELO) feasibility study. As AHELO showed, measurement of competencies in higher education is a complex and multidimensional task, which poses great methodological challenges. These challenges arise out of the high diversity of degree courses, study programs, and institutions of higher education. Nevertheless, we need to address these challenges immediately if we aim to create evidence-based high-quality educational systems. This paper overviews the field of international research on competency measurement in higher education. Our analyses revealed a substantial lack of research in this area. Nonetheless, existing studies and assessment practices in various countries provide orientation on how to model competencies based on curricular and professional requirements, design assessments following the assessment triangle, and validate them comprehensively.

Tertiary Education and Management (21) 2015

<http://link.springer.com/journal/11233>

<http://www.tandfonline.com/loi/rtem20>

[licence required | licence via UB Kassel 1995-2006 | Prints at INCHER's Library]

Retraction

(2015). In: *Tertiary Education and Management* 21 (3), S. 262.

Abstract:

RETRACTION

The following article is being retracted from publication in *Tertiary Education and Management*: 'Management and academic practices to prevent higher education corruption – a case review of an international branch campus in Uzbekistan' by Eng Kee Sia, Volume 20, Issue 4, 2014, pp. 354–362, DOI: 10.1080/13583883.2014.978359

<http://www.tandfonline.com/doi/full/10.1080/13583883.2014.978359>

as following publication it was brought to the attention of the Editor and publishers that the author had not followed their institution's publishing code of practice before the submission and acceptance of the above mentioned article, which warrants a breach in protocol in need of correction.

The Editor and publishers of the journal, Taylor & Francis, note we received, peer-reviewed, accepted, and published the article in good faith based on warranties made by the author regarding provenance and ethical practice.

The retracted article will remain online to maintain the scholarly record, but it will be digitally watermarked on each page as 'retracted'.

Ahmad, Syed Zamberi; Buchanan, Robert Frederick (2015):

Entrepreneurship education in Malaysian universities.

In: *Tertiary Education and Management* 21 (4), S. 349–366. DOI: 10.1080/13583883.2015.1106577.

Abstract:

Entrepreneurship education in the strongly emerging market of Malaysia was examined throughout the country's 20 public universities. A broad based interview process amongst multiple stakeholders profiled educational policies as well as revealing shortcomings in practice. Observers noted that students showed a preference for salaried jobs after graduation rather than setting up their own businesses, despite participation in entrepreneurship classes and programmes. Policymakers indicated that curricula had deficiencies despite their hype. Passive lectures were far more common than more interactive methods. It is suggested that if Malaysian universities are to promote entrepreneurship education in an effective way, they must address these issues.

Aili, Carola; Nilsson, Lars-Erik (2015):

Dual learning – a challenge for higher education in the new landscape of governance.

In: *Tertiary Education and Management* 21 (4), S. 277–292. DOI: 10.1080/13583883.2015.1068367.

Abstract:

In many countries, practice-oriented programmes have been recast as university programmes, fuelling debate on the purpose of higher education. We highlight two ways of talking about the challenges for higher education we think are already familiar to readers. We label them 'political-worry discourse' and 'academic-worry discourse'. We argue for a third position that gives due recognition to the turn in governance. Professional work today is performed in a new landscape where maintaining the conditions for autonomy and discretionary work is more important than ever. This has implications for the pedagogic focus of higher education institutions. The proposed 'dual learning' concept addresses this challenge through educating students about governance and allowing students to position themselves in relation to the governance of their professions. By discussing governance, we contribute to a previously neglected field and support the position that higher education may indeed be the best place to provide professional education.

Alves, João; Carvalho, Luísa; Carvalho, Renato; Correia, Florbela; Cunha, Jorge; Farinha, Luís et al. (2015):

The impact of polytechnic institutes on the local economy.

In: *Tertiary Education and Management* 21 (2), S. 81–98. DOI: 10.1080/13583883.2014.999110.

Abstract:

Higher education institutions and, particularly, polytechnic institutes in Portugal are, generally speaking, recognized as the key stakeholders in regional development. However, due to the economic recession of recent years and the consequent budget constraints, higher education institutions more than ever need to demonstrate the social and cultural impact of their activities within their communities and their contribution to its economic development. The aim of this paper is to estimate the economic impact of a group of polytechnic institutes located in regions with diverse socio-economic characteristics using a common methodology. This common framework enables a comparative study and a better identification of the variables that differentiate the different regions, the respective polytechnics and their impacts.

Coombe, Leanne (2015):

Models of interuniversity collaboration in higher education – How do their features act as barriers and enablers to sustainability?

In: *Tertiary Education and Management* 21 (4), S. 328–348. DOI: 10.1080/13583883.2015.1104379.

Abstract:

This study combines conceptual and empirical review of the literature around interuniversity collaborations to identify known models and applications, and enablers and barriers impacting on their sustainability, to inform development of a collaborative public health teaching programme in Australia. A range of literature was explored in this study, including commentary on appropriate theoretical frameworks, exploratory studies, descriptive analyses and specific case study investigations. There was a dearth of literature that compares the factors that ultimately lead to success or failure of the models of collaboration identified. Further research investigating how different types of collaboration affect particular barriers and enablers, and how certain types of collaborations are more sustainable than others, is required.

Donina, Davide; Meoli, Michele; Paleari, Stefano (2015):

The new institutional governance of Italian state universities: what role for the new governing bodies?

In: *Tertiary Education and Management* 21 (1), S. 16–28. DOI: 10.1080/13583883.2014.994024.

Abstract:

In 2010, a comprehensive reform required Italian state universities to restructure their institutional governance by revising their statutes. This interpretative paper aims to evaluate whether the Italian reform is congruent with its declarations, examine the variations in the implementation within the same country of a unitary national regulation and assess whether Italian state universities have incorporated the principles of the new law coherently with its political aims. Our analysis shows gaps both in the decision stage, wherein state regulation is in contrast with the declared intent to increase autonomy, and in the implementation stage. In our view, Law 240 aimed to change the administrative board role from a democratic to a partnership model, while the dominant board model is now the stakeholder model (or, in several cases, quasi-democratic).

Dužević, Ines (2015):

A conceptual framework for analysing the impact of influences on student engagement and learning.

In: *Tertiary Education and Management* 21 (1), S. 66–79. DOI: 10.1080/13583883.2014.1000368.

Abstract:

The notion that 'customer satisfaction' should be the ultimate measure of quality provision of any service organization is often accepted in the higher education context. However, measuring the quality of an educational institution based on students' satisfaction is insufficient as it diverts the focus from student development, advancement and growth to an

affective evaluation of the service. More appropriate measures of quality of higher education institutions are student engagement and learning. This study describes the likely impact of perceived overall quality of higher education institutions on student engagement. The contribution of this study is twofold. First, it draws attention to the importance of higher education institution quality as the main institutional-level determinant of student engagement and, second, it suggests a comprehensive multilevel conceptual framework for its empirical testing.

González Ramos, Ana M.; Fernández Palacín, Fernando; Muñoz Márquez, Manuel (2015):

Do men and women perform academic work differently?

In: *Tertiary Education and Management* 21 (4), S. 263–276. DOI: 10.1080/13583883.2015.1065904.

Abstract:

Why is the gender gap so large in researchers' career progression? Do men and women have different priorities in their academic careers? This study explores men's and women's academic work to shed light on the strategies of male and female researchers. The online survey collected data on Andalusian researchers to determine possible differences in academic work that may explain the gender gap in the higher ranks of academia. The results reveal that men's and women's research performance mainly follows the same patterns, but they do differ in the diversity of women's priorities, goals and working styles. This may explain women's vulnerability that leads to their minority presence at the top. These results underline the importance of incorporating new approaches in academic careers based on non-linear trajectories departing from the ideal concept of career paths based on masculine hegemony.

Hemmings, Brian; Hill, Doug; Sharp, John (2015):

The transition from a university college to a university: a United Kingdom study.

In: *Tertiary Education and Management* 21 (2), S. 127–139. DOI: 10.1080/13583883.2015.1018310.

Abstract:

As a result of policy changes, nearly all university colleges in the UK have been redesignated as universities. This transition was studied in one such institution using semi-structured interviews with a representative sample of six academic staff and the transcripts subjected to a thematic analysis. This analysis identified three themes: staying in the past, developing as a university and awakening to challenges. A cultural framework was used to help interpret the results of the analysis which highlights how the traditions of the institution have influenced the speed and direction of the cultural change process. Another key finding from the analysis was that very few of the leadership strategies commonly used to support a process of transition appeared to be employed. The article concludes by offering insights about the change processes relevant to leaders of other institutions in the process of changing, or seeking to change, status in similar or related ways.

Irving, Kate (2015):

Leading learning and teaching: an exploration of 'local' leadership in academic departments in the UK.

In: *Tertiary Education and Management* 21 (3), S. 186–199. DOI: 10.1080/13583883.2015.1033452.

Abstract:

This paper reports on a small-scale longitudinal study of 'local' leadership roles at two UK universities. The research explored perceptions of the leadership provided by a specific group of staff who held roles for enhancing learning and teaching. Based on ethnographic design principles, the study was based at one UK higher education institution with another as a comparator. Data were collected through semi-structured interviews and focus groups with 'local' leadership role-holders and their colleagues. Semi-structured interviews were conducted with academic managers. Analysis of the data was based on grounded theory and thematic analysis. The discussion and conclusion suggests that, to maximize the impact of these roles, the leadership aspects of them should be made explicit, recognized by colleagues at all levels and supported by leadership development. Further investigation into local leaders' career progression may provide valuable insights for the relatively limited body of knowledge and practice of leadership within professional teams.

Kauppila, Osmo; Mursula, Anu; Harkonen, Janne; Kujala, Jaakko (2015):

Evaluating university–industry collaboration: the European Foundation of Quality Management excellence model-based evaluation of university–industry collaboration.

In: *Tertiary Education and Management* 21 (3), S. 229–244. DOI: 10.1080/13583883.2015.1045550.

Abstract:

The growth in university–industry collaboration has resulted in an increasing demand for methods to evaluate it. This paper presents one way to evaluate an organization's collaborative activities based on the European Foundation of Quality Management excellence model. Success factors of collaboration are derived from literature and compared against the quality award criteria. Tailored evaluation criteria are proposed based on the analysis, and piloted by evaluating a biosciences research umbrella organization. The results show that success factors of university–industry collaboration can be addressed by using the model-based evaluation criteria. The results of the study can potentially be used by actors on both sides of university–industry collaboration to evaluate their organization's collaboration capabilities and performance.

Kekäle, Jouni (2015):

A human resources model supporting academic excellence.

In: *Tertiary Education and Management* 21 (2), S. 160–171. DOI: 10.1080/13583883.2015.1009382.

Abstract:

In this paper, I shall put forward a model which highlights key issues to be taken into account in an attempt to improve academic excellence by the means of human resources management and leadership. Practices at the University of Eastern Finland and elsewhere are used as examples. It is maintained that logical and coherent human resources policies and capable leadership can support and contribute to academic performance and excellence. A key issue is not to interfere too much with active academic work, but still give sufficient support and prerequisites for academic basic tasks.

Kettunen, Juha (2015):

Stakeholder relationships in higher education.

In: *Tertiary Education and Management* 21 (1), S. 56–65. DOI: 10.1080/13583883.2014.997277.

Abstract:

The purpose of this study is to develop a stakeholder map to describe the most important stakeholders and the process of stakeholder relationships in higher education. According to the perspective of the balanced scorecard, the classification of stakeholders integrates stakeholders into strategic management. Stakeholder maps are essential in quality assurance, because higher education institutions must identify the most important stakeholders to collect feedback from the stakeholder relationships and improve their processes. This study describes stakeholder collaboration using the process flow of stakeholder relationships. The results of the study can be used in quality audits to describe how stakeholders are involved in a meaningful manner in the development of activities.

MacHeridis, Nikos (2015):

Coordination between governance actors in universities: the role of policy documents.

In: *Tertiary Education and Management* 21 (3), S. 173–185. DOI: 10.1080/13583883.2015.1031273.

Abstract:

This article focuses on coordination between governance actors in a public university. The purpose of this paper is to illustrate and analyze policy documents as governance tools that allow departmental management to coordinate with the authorities, the board, and the management at different university levels. A central finding is that the importance of policy documents as governance tools takes expression in two different ways that reinforce and complete each other. One way is connected to the authority role and is manifested by the documentation of certain functions to coordinate the different

roles the actors are expected to fulfill. The other is connected to the implementation of a policy document, which is manifested through the policy document, and thus becomes part of the organization's social life.

Manatos, Maria J.; Rosa, Maria J.; Sarrico, Cláudia S. (2015):

The importance and degree of implementation of the European standards and guidelines for internal quality assurance in universities: the views of Portuguese academics.

In: *Tertiary Education and Management* 21 (3), S. 245–261. DOI: 10.1080/13583883.2015.1061587.

Abstract:

This research seeks to explore academics' perceptions of the importance and degree of implementation of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) for internal quality assurance. It uses empirical evidence from Portugal, gathered via a questionnaire given to all university academics. Results show academics' perceptions of the importance and implementation of the ESG in their institutions to be quite positive. Nevertheless, academics tend to find the standards more important than effectively implemented. Furthermore, significant differences in perceptions emerge between groups of academics. This study intends to contribute to a better understanding of the implementation of quality management practices in universities, and the influence of the ESG in this process.

McGovern, Kate; Lockhart, Wallace (2015):

Guiding a diverse mix of first-year business students: implications for university administrators, instructors and students.

In: *Tertiary Education and Management* 21 (3), S. 200–214. DOI: 10.1080/13583883.2015.1035746.

Abstract:

This article describes a collaborative research project by the institutional research group and a team of faculty members at a Canadian university. In response to an increasingly diverse mix of students, the researchers set out to develop an understanding of relationships between student characteristics, categorized as demographic differences, personal attributes and academic preparedness, and student outcomes measured by both grades and student perceptions. Significant differences were found in grades outcomes based on characteristics such as international status, secondary school grades, study habits and writing skills. However, these differences were not evident in student perceptions of course value or learning achievement. This study has important implications for university administrators (recruiting, intake assessment and student support), instructors (understanding of diversity characteristics and how students perceive learning experience) and for students, who can be given an opportunity to better understand how their own personal characteristics might affect their learning experiences and outcomes.

Melkumyan, Elena; Pavlyutkin, Ivan; Prutskova, Elena (2015):

Civic effects of higher education in Russia: religiosity, social capital and the 'pure teaching effect' of educational programmes.

In: *Tertiary Education and Management* 21 (3), S. 215–228. DOI: 10.1080/13583883.2015.1044021.

Abstract:

Higher education is valued as one of the main sources of civic participation and social benefit. In spite of the significant growth in the number of students over the last 20 years, Russia is still considered to be a country with a low level of civic engagement. Our study aims to respond to this contradictory standing and to explain the causes of student civic engagement. The survey conducted in 10 state universities has shown a difference in civic engagement index values among students from 4 educational programmes. The results of linear regression models have shown that, in addition to the 'pure teaching effect', such factors as religiosity and social capital influence student civic engagement.

Mora, José-Ginés; Ferreira, Camino; Vidal, Javier; Vieira, María-José (2015):

Higher education in Albania: developing third mission activities.

In: *Tertiary Education and Management* 21 (1), S. 29–40. DOI: 10.1080/13583883.2014.994556.

Abstract:

The national strategy for higher education of the Albanian government (2008–2013) stated the urgent need for universities to increase their role in the social and economic development of the local and regional environment. In order to achieve this goal, the main action proposed by the strategy was the setting up of regional development centres by public higher education institutions. With this purpose, the Tempus project Developing Third Mission activities in Albanian Universities (U3M-AL) has promoted third mission activities in most of the public universities by training university staff, establishing the regional development centres and creating an Albanian network for promoting third mission. These initiatives are contributing to the external visibility of universities as valuable partners for cooperation. In this paper, we describe the activities developed by this project, the outcomes and the expected impact on Albanian society.

Mueller, Robin Alison (2015):

Do values drive the plan? Investigating the nature and role of organizational values in university strategic planning.

In: *Tertiary Education and Management* 21 (1), S. 41–55. DOI: 10.1080/13583883.2014.998270.

Abstract:

Strategic planning is a common practice at higher education institutions. Furthermore, it is assumed that identifying organizational values is an essential part of the planning process. Values are often construed as foundational elements of strategic thinking that serve to 'drive the plan'. However, there is little conceptual or applied evidence to support the effectiveness of coupling organizational values articulation with strategic planning processes. The author reports on a study that was designed to effectively conceptualize organizational values, and foster a deeper understanding of organizational values application in higher education administration. This research involved a textual analysis of strategic planning documents pertaining to organizational values from Canadian universities. Research results offer concrete ways to conceptualize and apply organizational values within university settings. The results serve as a foundation to explore small-group-focused approaches to both policy creation and evaluation pertaining to the articulation of organizational values in university administration.

Neal, Mark; Finlay, Jim; Karkoulis, Silva; Catana, Doina; Pellegrino, Robert (2015):

How business students view corruption, and why this should concern us: insights from Lebanon, Romania and the United States.

In: *Tertiary Education and Management* 21 (2), S. 140–159. DOI: 10.1080/13583883.2015.1036109.

Abstract:

When seeking to understand corruption in its ongoing temporal context, it is useful to consider business students. Because of their high numbers and the kinds of jobs they enter, they have a key role to play in challenging or sustaining corruption in their societies. This exploratory study focuses on these people in three countries in different regions - the USA, Romania and Lebanon - and asks 'How does long-standing corruption in a country shape their attitudes toward bribery?' Using a case-study methodology structured along four theoretical perspectives - universalism, cultural relativism, ethical relativism and consequentialism - the study suggests that, when viewed from a universalist perspective, students in corrupt societies may be more tolerant of corrupt practice than those living in less corrupt countries. Thus, rather depressingly, those who should be part of the solution may actually be part of the problem.

O'Connell, Catherine (2015):

An examination of global university rankings as a new mechanism influencing mission differentiation: the UK context.

In: *Tertiary Education and Management* 21 (2), S. 111–126. DOI: 10.1080/13583883.2015.1017832.

Abstract:

Since their emergence a decade ago, global university rankings have become a powerful force in higher education internationally. The majority of research studies on global rankings have examined the effects at institutional and national levels. This study offers a valuable perspective on the ways rankings (and other international benchmarks) are deployed at the intra-sector level, by UK higher education 'mission groups', to support different policy positions. The concept of object in activity theory is used to problematize the analysis. Critical discourse analysis is used as a methodological orientation to study the ways global rankings mediate the object in this context. The findings contribute to the current debate on whether rankings are promoting isomorphism in higher education sectors nationally, illustrating a differentiated engagement with rankings in the UK context. The relevance of the findings for policy-makers and institutional managers is discussed.

Olaskoaga-Larrauri, Jon; González-Laskibar, Xabier; Díaz-De-Basurto-Uraga, Pablo; Ignacio-Gómez, Patricia (2015):

Why has there been a decrease in the job satisfaction of faculty at Spanish universities?

In: *Tertiary Education and Management* 21 (4), S. 293–305. DOI: 10.1080/13583883.2015.1068839.

Abstract:

This paper describes the effects that organisational reforms at Spanish public universities have had on the job satisfaction of the academics they employ, using an adaptation of the Job Descriptive Index. The work is based on the lecturers' opinions as expressed through a questionnaire. The research concludes that the most visible and ubiquitous organisational trends threaten the virtues of the collegial model of university organisation, and generate dissatisfaction among faculty.

Osmani, Mohamad; Weerakkody, Vishanth; Hindi, Nitham M.; Al-Esmail, Rajab; Eldabi, Tillal; Kapoor, Kawaljeet; Irani, Zahir (2015):

Identifying the trends and impact of graduate attributes on employability: a literature review.

In: *Tertiary Education and Management* 21 (4), S. 367–379. DOI: 10.1080/13583883.2015.1114139.

Abstract:

Graduate employability has become an issue since there are broad mismatches between the acquired graduate skills from university and the required skills by employers. While previous researches have outlined the salient skills that need to be embedded in graduate education, to date no studies have attempted to methodically identify and synthesize the literature on graduate attributes. In this paper a total of 39 relevant studies on graduate skills and attributes in the subject areas of business and management, accounting, and computer science were extracted from Scopus' (database). This revealed a total of 53 graduate attributes, with some being highly used, such as communication, teamwork, problem solving, technological skills, creativity, interpersonal skills, leadership skills, self-management and flexibility/adaptability. The majority of studies used a quantitative survey method to collect and rank graduate attributes, and Australia emerged as the most active country in researching the domain.

Papadimitriou, Antigoni; Blanco Ramírez, Gerardo (2015):

Exploring advertising in higher education: an empirical analysis in North America, Europe, and Japan.

In: *Tertiary Education and Management* 21 (2), S. 99–110. DOI: 10.1080/13583883.2014.999702.

Abstract:

This empirical study explores higher education advertising campaigns displayed in five world cities: Boston, New York, Oslo, Tokyo, and Toronto. The study follows a mixed-methods research design relying on content analysis and multimodal semiotic analysis and employs a conceptual framework based on the knowledge triangle of education, research, and innovation. The study reveals that education is overwhelmingly the strongest element emphasized across the five cities and that students constitute the most salient and central element in the majority of the advertisements.

Vilkinas, Tricia; Cartan, Greg (2015):

Navigating the turbulent waters of academia: the leadership role of programme managers.

In: *Tertiary Education and Management* 21 (4), S. 306–315. DOI: 10.1080/13583883.2015.1082189.

Abstract:

The focus of our paper is the leadership role of programme managers in the higher education sector. In particular, we highlight the complex and paradoxical nature of the programme leader's role, and provide an insight into leadership in this challenging and dynamic environment. We identify cognitive and behavioural complexity as necessary capabilities for programme managers to ensure they can navigate the turbulent river system of academia. The Integrated Competing Values Framework describes some leadership behaviours appropriate for the programme manager's role. We also argue how critical observation skills, reflection and self-awareness can assist programme managers to provide leadership in this uncertain environment. Our paper concludes with a discussion of areas for future research and important practical implications for universities.

Vuori, Johanna (2015):

Making sense of institutional positioning in Finnish higher education.

In: *Tertiary Education and Management* 21 (4), S. 316–327. DOI: 10.1080/13583883.2015.1098722.

Abstract:

This paper examines how institutional positioning has emerged in the meaning-making activities between Finnish higher education institutions and the Ministry of Education and Culture. The study is based on a qualitative analysis of the performance agreement documents of all higher education institutions filed with the ministry for contract periods 2010–2012 and 2013–2016. The results show that, in the first cycle, higher education institutions used profiling vocabulary in vastly different ways, and their lists of priority areas were quite wide ranging. By the second cycle, profiling statements had become more specific and structurally more alike, but the lists of priority areas continued to have a wide scope. As a response, the Ministry has consistently demanded and rewarded more focused profiling efforts and used the concepts of profiling to support other steering measures.

Wilkins, Stephen; Huisman, Jeroen (2015):

Stakeholder perspectives on citation and peer-based rankings of higher education journals.

In: *Tertiary Education and Management* 21 (1), S. 1–15. DOI: 10.1080/13583883.2014.987313.

Abstract:

The purpose of this article is to identify and discuss the possible uses of higher education journal rankings, and the associated advantages and disadvantages of using them. The research involved 40 individuals - lecturers, university managers, journal editors and publishers - who represented a range of stakeholders involved with research into higher education. The respondents completed an online questionnaire that consisted mainly of open questions. Although clear support for or opposition to journal rankings was split about equally, over two-thirds of the respondents reported having used or referred to a journal ranking during the previous 12 months. This suggests wide acceptance of the use of journal rankings, despite the downsides and problematic nature of these rankings being clearly recognised. It raises the question why the very diverse field of higher education does not show more resistance against the rather homogenising instrument of journal rankings.