

A
**BSTRAK
JURNAL
PENGAJIAN
TINGGI**



The background features a collage of educational materials. At the top left is a book cover with the text 'Journal of the Philosophy of Education Society of Great Britain'. In the center is a book titled 'INNOVATIVE HIGHER EDUCATION'. To the right is a book titled 'Higher Education Quarterly'. At the bottom left is a book cover with the 'OECD' logo and the text 'Volume 10, No. 1'. The collage is set against a light blue background with a decorative purple geometric pattern in the bottom right corner.

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PENGENALAN

Penerbitan ini merupakan usaha untuk menyebarkan maklumat mengenai artikel jurnal terkini berkaitan pengajian tinggi. Abstrak Pengajian Tinggi ini diterbitkan daripada cetusan idea YBhg. Prof. Dato' Dr. Sharifah Hapsah Syed Hasan Shahabudin, Naib Canselor UKM bersempena lawatan beliau ke Perpustakaan Tun Seri Lanang pada 20 Oktober 2006.

Penerbitan ini mengandungi abstrak-abstrak terpilih dan terkini daripada koleksi jurnal langganan Perpustakaan yang terdiri dari jurnal bercetak dan elektronik. Senarai judul jurnal bercetak dan elektronik juga disediakan untuk keluaran yang pertama ini.

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1. Dasar
2. Sumber Manusia
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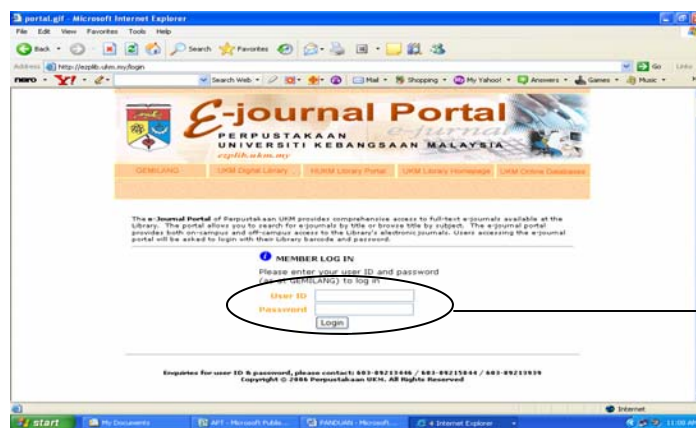
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Langkah 1

- i) Masuk ke laman web UKM di alamat <http://www.ukm.my>
- ii) Klik Perpustakaan Tun Seri Lanang
- iii) Klik Portal e-Jurnal
- iv) Masukkan nama pengguna (user ID) dan katalaluan (password)



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Langkah 2

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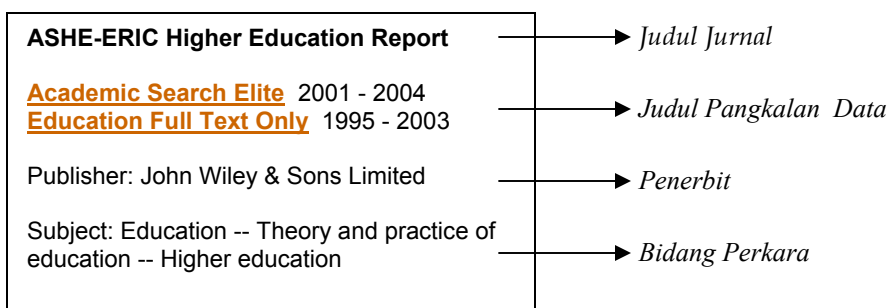
Senarai pangkalan data yang dilanggan oleh Perpustakaan

Pangkalan data **A-to-Z** merupakan satu kemudahan pengaksesan jurnal elektronik melalui judul jurnal yang dipautkan kepada pangkalan data teks penuh, abstrak / indeks.

- ii) Taip "Higher Education" sebagai kata punca dan klik search untuk mendapatkan senarai judul jurnal



Senarai judul jurnal mengikut abjad berkaitan pengajian tinggi

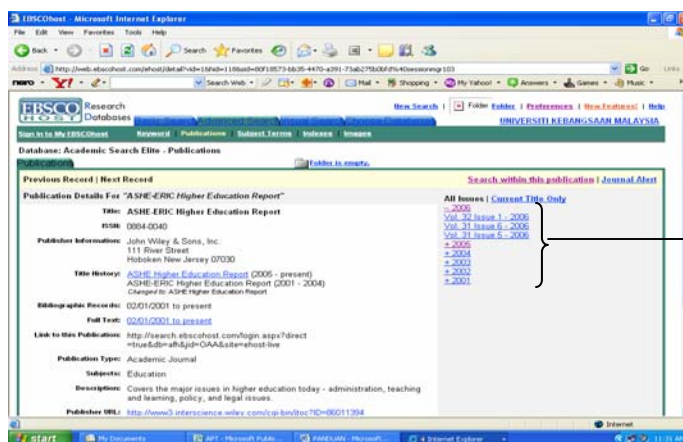


Contoh judul jurnal daripada senarai yang dipaparkan

Terdapat 2 pangkalan data yang berkaitan dengan Jurnal ASHE-ERIC Higher Education Report

Langkah 3

- i) Klik "Academic Search Elite" untuk membuat pautan kepada penerbitan ASHE-ERIC Higher Education Report
- ii) Klik pada tahun penerbitan yang dipilih untuk mendapatkan senarai artikel bagi tahun tersebut.
- iii) Pilih artikel yang mempunyai PDF format untuk mendapatkan teks penuh



Paparan dari pangkalan data Academic Search Elite

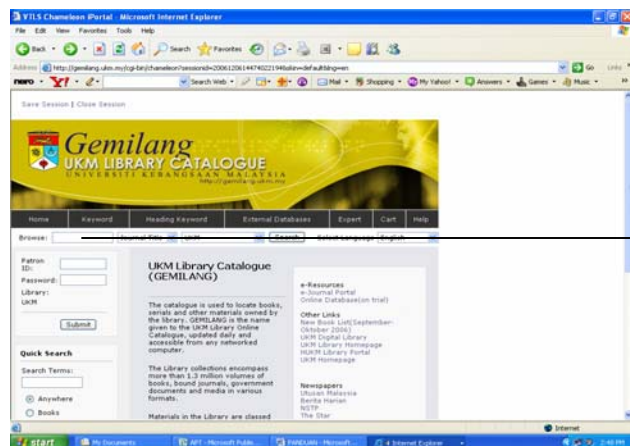
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10. **Connection : New England's Journal of Higher Education**
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[ScienceDirect](#) 1996 - 2002
Publisher: Elsevier Science Limited
Subject: Education -- Theory and practice of education

18. **Higher Education Quarterly**
[Blackwell Synergy](#) 1997 to present
 Publisher: Blackwell Publishing Limited
 Subject: Education -- History of education -- Other regions or countries
19. **Higher Education Research & Development**
[Academic Search Elite](#) 1999 to present
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[ProQuest Education Journals](#) 2005 to present
 Publisher: Taylor & Francis Ltd
 Subject: Education -- Theory and practice of education
20. **Information Technology Based Higher Education and Training, 2004. ITHET 2004. Proceedings of the Fifth International Conference on**
[IEEE/IEE Electronic Library \(IEL\)](#) 2004 - 2004
 Publisher: IEEE / Institute of Electrical and Electronics Engineers Incorporated
21. **Innovative Higher Education**
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 Subject: Education -- Theory and practice of education
28. **New Directions for Higher Education**
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 Subject: Education -- Theory and practice of education -- Higher education
32. **Quality in Higher Education, IEE Colloquium on**
[IEEE/IEE Electronic Library \(IEL\)](#) 1995 - 1995
 Publisher: Unspecified
33. **Recruitment and Retention in Higher Education**
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35. **Research into Higher Education Abstracts**
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36. **Review of Higher Education**
[ERIC Plus Text](#) 2003 to present
[Project Muse - Social Sciences Package](#) 1996 to present
[ProQuest Education Journals](#) 2003 to present
Publisher: Association for the Study of Higher Education
Subject: Education -- History of education -- United States
37. **Studies in higher education**
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(Embargo: 1 year)
[ERIC Plus Text](#) 1997 - 2000
[ProQuest Education Journals](#) 1997 - 2000
Publisher: Taylor & Francis Ltd
Subject: Education -- Theory and practice of education -- Higher education
38. **Teaching In Higher Education**
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(Embargo: 1 year)
[ERIC Plus Text](#) 1998 - 2000
[ProQuest Education Journals](#) 1998 - 2000
Publisher: Taylor & Francis Ltd
Subject: Education -- Theory and practice of education -- Higher education
39. **The Teaching of Engineering Design Concepts in Higher Education (Ref. No. 1999/068), IEE Colloquium on**
[IEEE/IEE Electronic Library \(IEL\)](#) 1999 - 1999
Publisher: Institution of Electrical Engineers
Subject: Technology
40. **The Times Higher Education Supplement**
[Lexis.com](#) 2000 to present
Publisher: The Times Supplements
Subject: Education -- History of education -- Other regions or countries
41. **Tribal College : Journal of American Indian Higher Education**
[Wilson Education PlusText](#) 1990 to present
Publisher: Tribal College
Subject: History: America -- America -- Indians of North America

Langkah 1

- i) Pencarian boleh dilakukan melalui OPAC Perpustakaan (GEMILANG) di alamat <http://gemilang.ukm.my>
- ii) Kata punca yang digunakan untuk pencarian sama ada melalui
 - a) judul jurnal
 - b) tajuk perkara



Kotak pencarian

Paparan skrin katalog awam dalam talian

Langkah 2

Taip judul jurnal "Higher education" dalam kotak pencarian (Browse) dan pilih "journal title"

Langkah 3

Sekiranya tiada maklumat judul jurnal, pencarian boleh dibuat melalui tajuk perkara dengan menaip tajuk perkara "education, higher-periodicals" dalam kotak pencarian (Browse) dan pilih "subject"

Langkah 4

Berpandukan nombor panggilan serta judul jurnal, pelanggan boleh mendapatkan bahan di Bahagian Pengurusan Jurnal & Jilidan, Aras 3, Perpustakaan Tun Seri Lanang.

Bil.	Nama Judul	No. Panggilan	Versi Elektronik
1	Higher Education	Siri LB2300.H53	√
2	Higher Education Quarterly	Siri L16.U55	√
3	Higher Education Management and Policy	Siri LB2341.I43	X
4	Higher Education Review	Siri L16.H5	√
5	Harvard Educational Review	Siri L11.H3	X
6	Innovative Higher Education	Siri LA227.3.A393	√
7	New Directions for Higher Education	Siri LB2300.N4	√
8	Planning for Higher Education	Siri LB3223.P6	√
9	Research in Higher Education	Siri LB2331.63.R47	√

Baird, K. (2006). The political economy of college prepaid tuition plans. *Review of Higher Education*, 29(2), 141.

Rising tuition has led many states to offer college prepaid tuition plans. These plans are consistent with the trend in higher education policy toward meeting the needs of wealthier households. The paper argues that the public interest in these plans is hard to find; moreover, median voter theory suggests that prepaid tuition plans may have the unintended consequence of higher tuition inflation, thus making college less affordable for those least able to afford it. [PUBLICATION ABSTRACT]

Blackmur, D. (2006). The South African MBA review and the principles of efficient regulation. *Quality in Higher Education*, 12(1), 81-93.

The South African Council on Higher Education (CHE) has developed a model to regulate the provision of postgraduate qualifications. This model was applied in the first instance to the MBA. Accreditation was withdrawn from 15 MBAs, 15 were granted conditional accreditation, and seven were fully accredited. This paper takes forward an earlier evaluation and argues that the CHE did not observe the internationally recognized principles and processes of efficient regulation. Its regulation of MBAs is a paradigm case of failure in public policy construction and implementation. The consequences may extend beyond those immediately affected by the CHE's decisions to impact adversely on South Africa's regulatory reputation. ABSTRACT FROM AUTHOR

Class vs. race. (2006). *Connection: The Journal of the New England Board of Higher Education*, 21(2), 7-7.

The article highlights the result of a study conducted by the James Irvine Foundation Campus Diversity Initiative on the efforts by U.S. colleges and universities to expand access to underrepresented minorities. The study found that efforts by U.S. colleges to increase enrollment of underrepresented minority students do not encourage economic diversity. It further noted that much of the growth in underrepresented minority students between 2000 and 2004 involved students who were not low-income.

Devlin, M. (2006). Policy, preparation, and prevention: proactive minimization of student plagiarism. *Journal of Higher Education Policy & Management*, 28(1), 45-58.

Countless cases of plagiarism are detected across the Australian higher education sector each year. Generally speaking, policy and other responses to the issue focus on punitive, rather than on educative, measures. Recently, a subtle shift is discernable. As well as ensuring appropriate consequences for plagiarists, several universities are beginning to formalize the inclusion of learning and teaching strategies in anti plagiarism related policy and practice, as well as paying closer attention to the communication of unambiguous definitions of plagiarism. This article outlines one example of the emerging educative approach and details the ways in which this approach has been implemented across an entire university. The necessity of evidence based evaluation of approaches to reducing plagiarism in higher education is discussed. ABSTRACT FROM AUTHOR

Dowd, A., & Coury, T. (2006). The effect of loans on the persistence and attainment of community college students. *Research in Higher Education*, 47(1), 33-62.

This study informs public policies regarding the use of subsidized loans as financial aid for community college students. Using logistic regression, it analyzes the National Center for Education Statistics' Beginning Postsecondary Students (BPS 90/94) data to predict persistence to the second year of college and associate's degree attainment over five years. During the period under study, loans did not contribute to higher persistence and attainment rates. Loans are observed to have a negative effect on persistence and no effect on degree attainment. Estimates of the interaction effects of borrowing and income status are insignificant but demonstrate the need for further testing. The findings are attributed to a combination of the high uncertainty of degree completion among community college students and the negative affective component of indebtedness. ABSTRACT FROM AUTHOR

Duggan, F. (2006). Plagiarism: Prevention, practice and policy. *Assessment & Evaluation in Higher Education*, 31(2), 151.

The article discusses plagiarism prevention, practice and policy in higher education in Great Britain. The first recorded study of student cheating, including plagiarism, in the country was conducted in 1995, before access to electronic resources became commonplace in higher education institutions. A holistic approach is needed to improve detection and prevention of plagiarism.

Gallacher, J. (2006). Widening access or differentiation and stratification in higher education in Scotland. *Higher Education Quarterly*, 60(4), 349-369.

Abstract Widening access to higher education (HE) has been an important policy objective in Scotland over the last twenty years. While there is evidence that high levels of participation have been achieved, and some evidence of reduction in inequalities in participation rates among young people entering higher education, there is also evidence of persisting inequalities, and of patterns of differentiation and stratification. As a result there is evidence that, with the development of mass higher education in Scotland, a stratified system of higher education has emerged. Furthermore there is evidence that these patterns of stratification are being maintained over time, despite the policies which are designed to widen access. This paper will review the evidence regarding the nature and extent of these patterns of stratification, and briefly consider the policies which are designed to tackle this issue.



Harney, J. O. (2006). An international strategy. *Connection: The Journal of the New England Board of Higher Education*, 21(2), 5-5.

The article stresses the need for a comprehensive U.S. national policy on international education. International education is one key to spreading democracy around the world and to boost the country's economic competitiveness. It can be achieved by recruiting foreign students of all backgrounds to U.S. colleges and universities, by expanding and diversifying study abroad among U.S. college students, and by increasing international awareness among all citizens.

Katrina A. Meyer ER -. (2006). When topics are controversial: Is it better to discuss them face-to-face or online? *Innovative Higher Education*, V31(3), 175-186.

Abstract Ten students in a graduate-level course on Historical and Policy Perspectives in Higher Education held face-to-face and online discussions on five controversial topics: diversity, academic freedom, political tolerance, affirmative action, and gender. Upon completion of each discussion, they assessed their comfort, honesty, concern for others' feelings, similarity of feelings to others, and willingness to disagree and then compared the face-to-face and online discussions on these measures. Students' assessments are complex and indicate that some topics did elicit feelings of discomfort, concern for others' feelings, and willingness to disagree in the face-to-face discussions. However, despite these feelings, the majority of students continued to prefer the face-to-face discussions. Online discussions were valued to a lesser extent, but a consistent minority of students were more comfortable in that setting. The age and race of the student also created differences in responses.

Konur, O. (2006). Teaching disabled students in higher education. *Teaching in Higher Education*, 11(3), 351-363.

As the number of disabled students in higher education has increased in recent years, teaching them in compliance with public policy while maintaining academic standards has become a crucial issue. The access of disabled students to programs and to the curriculum are two separate but inter-linked features of such policies. This paper reviews the key features of the major four anti-discrimination laws and outlines the key adjustments to the curriculum for these students that are needed in response. It then outlines and discusses the current research on these adjustments. Four curriculum adjustments are explored: presentation format, response format, timing, and setting. The policy and practice of the curriculum adjustments have implications for academic staff. Research priorities are set out in relation to the attitudes of disabled students, academic staff, managerial or support staff, and non-disabled students. ABSTRACT FROM AUTHOR



Kreber, C. (2006). Comparing approaches taken in different countries. *New Directions for Higher Education*, (133), 101-111.

The level of funding made available for pedagogical innovation, a function of external policy context, is important but not sufficient for effecting lasting change in higher education teaching. ABSTRACT FROM AUTHOR

Leask, B. (2006). Plagiarism, cultural diversity and metaphor—implications for academic staff development. *Assessment & Evaluation in Higher Education*, 31(2), 183.

Plagiarism is a complex, culturally loaded concept which causes much anxiety for both academics and students. Exactly what constitutes plagiarism is dependent on a number of contextual factors. Despite the difficulties associated with defining and detecting plagiarism, it is said to be on the increase, and students from 'other cultures' are frequently highlighted as being perpetrators of this crime against the academic community of enlightened Western scholars. Metaphors of war and battle are common in the discourse of plagiarism which also has clear links to the discourse of Orientalism as described by Edward Said. The paper argues that it is time to change the metaphor and to see teaching to avoid plagiarism as an intercultural encounter rather than a battle that needs to be won. It discusses the implications of viewing plagiarism as a culturally constructed concept and describes four Focus Areas for academic staff development designed to create an academic culture that deters plagiarism by encouraging recognition of and engagement with cultural diversity.

Levy, E. S., & Rakovski, C. C. (2006). ACADEMIC DISHONESTY: A zero tolerance professor and student registration choices. *Research in Higher Education*, 47(6), 735-754.

College and university faculty and administrators are responsible for constructing academic honesty policies and communicating them to students. This is often attempted through institutional honesty policies and university-wide honor codes. While these approaches have been widely researched, less attention has been given to the role of individual faculty members. That role is examined in this study by addressing student reactions to professors based on their academic honesty policies. In addition to demographic information, data were gathered about student attitudes and beliefs concerning academic dishonesty and their decision to enroll in or avoid a course being taught by a professor with zero tolerance for academic dishonesty. The findings regarding different instructors' approaches toward academic dishonesty indicate that an intolerant policy will keep dishonest students away, but at a price—it will also detract many honest students. ABSTRACT FROM AUTHOR

Macdonald, R. C.,Jude. (2006). Plagiarism—a complex issue requiring a holistic institutional approach. *Assessment & Evaluation in Higher Education*, 31(2), 233.

Recent years have seen a growing awareness of the incidence of plagiarism, though the response has largely been to focus on deterrence through detection and punishment. However, student plagiarism is a much more complex issue than suggested by a one-solution response

and this paper argues for a more holistic institutional approach that recognises the need for a shared responsibility between the student, staff and institution, supported by external quality agencies. Case studies from three institutions are used to illustrate possible triggers for adopting a holistic approach. The paper presents a checklist for identifying the absence of a holistic approach to dealing with student plagiarism and concludes that a key aspect is to adopt assessment-led solutions which focus on using low stakes, formative (as distinct from high stakes, summative) assessment.

Meyer, K. A. (2006). Privatizing public higher education. *Planning for Higher Education*, 34(3), 34-44.

Why do some people think privatization would be better and others think of it as anathema? This article addresses what lies behind nine related "beliefs" held by higher education leaders and policy makers. Reprinted by permission of the publisher.

Moreau, M., & Leathwood, C. (2006). Balancing paid work and studies: Working (class) students in higher education. *Studies in Higher Education*, 31(1), 23-42.

Engagement in paid work during term time amongst undergraduates in England has increased in recent years, reflecting changes in both higher education funding and labour market policy. This article draws on research with students in a post 1992 university to explore undergraduate students' accounts of combining work and study during term time and the various strategies they employ in their attempts to balance the two. Many of the students in this study may be described as 'non traditional' entrants, and attention is paid to the ways in which students' accounts reflect issues of social class. It is argued that the transfer of responsibility for funding university study from the state to the individual student and their families, and the lack of attention paid to the demands of term time work in higher education and institutional policy, risks reinforcing and exacerbating inequalities. ABSTRACT FROM AUTHOR



O'Meara, K. (2006). Encouraging multiple forms of scholarship in faculty reward systems: Influence on faculty work life. *Planning for Higher Education*, 34(2), 43-53.

Using data obtained from 729 chief academic officers (CAOs), a study investigated the impact of formal policy changes to reward systems on faculty involvements and activities and on faculty satisfaction and retention. The results indicated that CAOs at institutions that initiated formal reforms to encourage multiple forms of scholarship reported an increase in faculty satisfaction with roles and rewards and an overall increase in faculty involvement in the scholarship of application, the scholarship of teaching and learning, and the scholarship of integration. Moreover, participants reported that their institution's efforts directly and positively influenced faculty involvement in the scholarship of application, teaching, and integration;

external funding; faculty presentations; student contact; service-learning; and overall faculty satisfaction.

Passow, H. J., Mayhew, M. J., Finelli, C. J., Harding, T. S., & Carpenter, D. D. (2006). Factors influencing engineering students' decisions to cheat by type of assessment. *Research in Higher Education*, 47(6), 643-684.

Academic dishonesty (cheating) has been prevalent on college campuses for decades, and the percentage of students reporting cheating varies by college major. This study, based on a survey of 643 undergraduate engineering majors at 11 institutions, used two parallel hierarchical multiple regression analyses to predict the frequency of cheating on exams and the frequency of cheating on homework based on eight blocks of independent variables: demographics, pre-college cheating behavior, co-curricular participation, plus five blocks organized around Ajzen's Theory of Planned Behavior (moral obligation not to cheat, attitudes about cheating, evaluation of the costs and benefits of cheating, perceived social pressures to cheat or not to cheat, and perceived effectiveness of academic dishonesty policies). The final models significantly predict 36% of the variance in "frequency of cheating on exams" and 14% of the variance in "frequency of cheating on homework". Students don't see cheating as a single construct and their decisions to cheat or not to cheat are influenced differently depending on the type of assessment. Secondary findings are that a student's conviction that cheating is wrong no matter what the circumstances is a strong deterrent to cheating across types of assessment and that a student who agrees that he/she would cheat in order to alleviate stressful situations is more likely to cheat on both exams and homework. ABSTRACT FROM AUTHOR

Robert L. Williams ER -. (2006). Academic freedom in higher education within a conservative socio-political culture. *Innovative Higher Education*, V31(1), 5-25.

This paper examines the potential threat that a conservative sociopolitical culture poses to academic freedom in state colleges and universities. Already a number of states are considering legislation that would restrict professors' rights to discuss political issues within their classes, especially political issues having religious or moral implications. The proposed legislation would permit professors to discuss political issues substantively linked to the official subject matter of courses, but would limit professors' role in such discussion to one of political neutrality. The paper addresses the possibility of discussing controversial sociopolitical issues in college and university classes without alienating an institution's external support base.

Shephard, K. W., Bill, Maier, P., & Warren, A. (2006). Development and evaluation of computer-assisted assessment in higher education in relation to BS7988. *Assessment & Evaluation in Higher Education*, 31(5), 583-595.

A university-wide project team of academic and administrative staff worked together to prepare, deliver and evaluate a number of diagnostic, formative and summative computer-based assessments. The team also attempted to assess the University of Southampton's readiness to deliver computer-assisted assessment (CAA) within the Code of practice for the use of information technology in the delivery of assessments (British Standards Institution, 2002). Evaluation data was used formatively to improve procedures during the project and summatively in preparing the project's final report, this publication and future support for CAA at Southampton. Some of the problems encountered during this pilot programme were anticipated, both by the project team and by BS7988; but they were not necessarily or entirely avoidable given the nature of control and management in an academic environment. Our approach was to encourage institutional learning via extensive dissemination and discussion of the results. To contribute to the public debate on the adoption of BS7988, we highlight difficulties in allocating responsibility for various aspects of the assessment process and make a number of recommendations about this and other practical issues.

Sobrinho, J. D. (2006). Changes in Brazilian higher education and their effects on the enhancement of teaching (1995-2005). *New Directions for Higher Education*, (133), 91-99.

Two evaluation models were used in Brazil as tools for policies of higher education undertaken by two different administrations. ABSTRACT FROM AUTHOR

Stensaker, B. (2006). Governmental policy, organisational ideals and institutional adaptation in norwegian higher education. *Studies in Higher Education*, 31(1), 43-56.

In recent decades higher education institutions have been encouraged but also pressured to adapt to new demands in the environment. The need for higher education to become more innovative and dynamic has not least been communicated through politics and various reform initiatives. By analysing how six Norwegian higher education institutions have adapted to political pressure to improve the quality of teaching and learning in the period between 1990 and 2000, this article studies the relationship between governmental policy, the organisational ideals that stem from the policy initiatives, and how these are manifested inside higher education institutions. The analysis shows that institutional adaptation often resulted in hybrid organisational practices and more complex organisational identities. However, some institutions managed to reinterpret and translate external organisational ideals to fit institutional characteristics and traditions, integrating new activities and existing ones. ABSTRACT FROM AUTHOR

Teaching in higher education A policy statement. (2006). *Teaching in Higher Education*, 11(3), 397-399.

The article reports on the contents of the issue of the journal "Teaching in Higher Education." The journal discusses the importance of the roles of learning, teaching, and the curriculum in Higher Education to know the intellectual challenges that the present. The aim of the journal is to open up a discussion about various topics in teaching and learning and to apply and develop sustained reflection, investigation and critique. It also wants to develop a kind of teaching that overcomes the barriers of various disciplines.



Titus, M. A. (2006). No college student left behind: The influence of financial aspects of a state's higher education policy on college completion. *Review of Higher Education*, 29(3), 293.

Using national data from various sources, this study investigates the influence of financial aspects of state higher education policy on college completion. It found that college completion is positively associated with total state grants as a percentage of appropriations of state tax funds for operating expenses of higher education and state need-based grant dollars per individual in the traditional college-age (18-24) population. The study's results have implications for policies which attempt to link institutional eligibility for federal financial aid programs to graduation rates and for state higher education finance strategies that would improve the chance for college completion. [PUBLICATION ABSTRACT]

Titus, M. A. (2006). Understanding college degree completion of students with low socioeconomic status: The influence of the institutional financial context. *Research in Higher Education*, 47(4), 371-398.

Using national survey data, multilevel modeling techniques, and descriptive statistics, this study makes an effort to understand the influence of the financial context of institutions on the chance of college completion for low socioeconomic status (SES) students at four-year colleges and universities. This research shows that college completion is positively associated with an institution's tuition revenue as a percent of total revenue and educational and general expenditures per full-time equivalent student. This study also documents that, compared to high SES students, low SES students are disproportionately enrolled in institutions with lower levels of financial resources and higher dependence on tuition as a source of total revenue. The results of this research have implications for policy with regard to addressing the chances of college completion for low SES students. ABSTRACT FROM AUTHOR

Venables, K. M., & Allender, S. (2006). Current occupational health policy issues for universities in the United Kingdom. *Perspectives: Policy & Practice in Higher Education*, 10(2), 45-51.

The article offers an overview of a wide diversity of occupational health policy issues to ensure university managers proportionate response. It includes discussion of the result of the series of surveys of university occupational health services, awareness of managers regarding occupational health issues, as well as the overview of the health issues.

Warn, J. (2006). Plagiarism software: No magic bullet! *Higher Education Research & Development*, 25(2), 195-208.

The ready availability of Internet resources has made it easier than ever for students to plagiarize and many higher education institutions have resorted to checking essays with plagiarism detection software. Student behaviour is likely to change in response to this increased scrutiny but not necessarily in the desired direction. Internet technology facilitates a 'cut and paste' assembly-line approach to essay writing that will persist despite the use of plagiarism software. It is predicted that students will resort to increased use of paraphrase in order to drop below the radar of the detection software. To illustrate this trend, samples of student essays are analysed and limitations of plagiarism software discussed. The paper concludes with suggestions for developing a coordinated institutional policy on plagiarism, and recommends that policy encompass training and educational initiatives to complement any enforcement strategy using plagiarism software. ABSTRACT FROM AUTHOR

Webler, W. (2006). German policy perspectives on enhancing the quality of student learning by university teaching. *New Directions for Higher Education*, (133), 53-62.

Traditionally, the higher education sector in Germany has been research oriented. During their studies of ten to thirteen semesters, students have had close contact with research and have been motivated by new findings they have discovered themselves. Introducing a bachelor's- and master's-style structure into the current system means in many cases losing this close contact at the bachelor's level. Only a few programs developed professionally maintain this link. ABSTRACT FROM AUTHOR

Young, J. R. Cornell U. (2006) Creates guidelines for E-reserves. *The Chronicle of Higher Education*, 53(6), 42.

To avoid potential legal action by the Association of American Publishers, Cornell University issued guidelines this month for professors on how to place materials on electronic reserve without violating copyright law. The guidelines were jointly written with officials from the publishing group in a process that began in April, after the group sent a letter to the university complaining that it suspected widespread copyright violations on the campus.

Young, P. (2006). Out of balance: lecturers' perceptions of differential status and rewards in relation to teaching and research. *Teaching in Higher Education*, 11(2), 191-202.

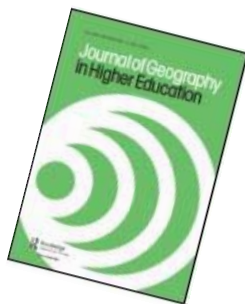
One of the few areas of consensus in the literature of higher education concerns the status of teaching. Unanimously, writers report the low status which higher education institutions give to teaching as an activity. This article draws on research investigating activities and perceptions of staff in a single discipline: social policy. The question on rewards for effort in improving teaching provoked more strength of feeling and a greater degree of consensus than any other in the interviews. With similar unanimity to that found in the secondary sources, the respondents perceived teaching to be accorded low status, with rewards of tenure and promotion accruing to research or administration. The article suggests that the impact of new developments to enhance teaching and learning are undermined by the persistent low status accorded to teaching. ABSTRACT FROM AUTHOR

Blackmore, P., & Blackwell, R. (2006). Strategic leadership in academic development. *Studies in Higher Education*, 31(3), 373-387.

The nature of academic work is changing rapidly, with moves towards professionalisation taking place against a background of fragmentation. Indeed, some aspects of professionalisation may have a fragmenting effect. It is suggested that there remains considerable value in the idea of an integrated faculty role. Noting that leaders in staff development face similar pressures to professionalise, the writers consider what expertise is required for the leadership in academic development role, and how role holders and those aspiring to the role may best develop their professional capabilities. They argue for an integrated conception of academic development, and a correspondingly integrated view of the developer's professional identity and role. It is suggested that this will put leaders in academic development into a position that is more congruent with faculty self-perceptions, and enable them to support those in faculty roles more effectively. ABSTRACT FROM AUTHOR

Croot, D., & Gedye, S. (2006). Getting the most out of progress files and personal development planning. *Journal of Geography in Higher Education*, 30(1), 173-179.

The article presents the use of Progress Files and Personal Development Planning (PDP) in higher education to help in employability and effective learning. It discusses the elements of Progress Files and the characteristics of PDP. It defines words used in Progress Files and PDPs. The advantages of getting involved in PDP are offered, including improved academic performance, career preparation, making the most out of opportunities, and useful life skills. It also discusses electronic and paper based PDPs.



Douglas, J., & Douglas, A. (2006). Evaluating teaching quality. *Quality in Higher Education*, 12(1), 3-13.

A comparison is made of student feedback questionnaires, peer review and the potential use of mystery students as a means of evaluating the quality of teaching and learning and providing a vehicle for continuous improvement. The available literature and primary data obtained via semistructured interviews conducted with staff within a UK business school, as well as secondary analysis of the results of an interview exercise with the same staff concerning student feedback questionnaires, were used in the analysis. The findings show that staff have very little faith in student feedback questionnaires, whether module or institutional, participate (sometimes reluctantly) in the school's peer review scheme and are divided on the potential use of mystery students. ABSTRACT FROM AUTHOR

Eckes, S., & Toutkoushian, R. K. (2006). Legal issues and statistical approaches to reverse pay discrimination in higher education. *Research in Higher Education*, 47(8), 957-984.

There have been numerous lawsuits within higher education brought by females over pay inequity and many articles have been written on the topic. Although not as prevalent,

there have been some recent instances where male faculty have claimed with some degree of success that the process used by their institutions to make salary adjustments for females was unfair and led to reverse pay discrimination. In this paper, we examine some of the legal issues and statistical approaches surrounding claims of reverse sex discrimination in pay in the field of higher education. We begin by reviewing the way in which legal cases examine sex discrimination in pay in academe and the different approaches that institutions can take to remove pay disparities for women. We show that across-the-board salary adjustments for women are less likely than individualized salary adjustments to raise concerns about the salary determination process and possibly reverse discrimination, and lead to lower costs to the institution. These differences arise regardless of the salary model specification used by an institution when making salary adjustments. Finally, we use a model developed by the plaintiffs in a salary equity study at one institution to demonstrate the effects of using different adjustment methods on the total cost to the institution when making salary equity adjustments for both genders. ABSTRACT FROM AUTHOR

Flint, A., Clegg, S., & Macdonald, R. (2006). Exploring staff perceptions of student plagiarism. *Journal of Further & Higher Education*, 30(2), 145-156.

This paper presents analysis of qualitative data from a research project looking at staff perceptions of plagiarism at a post-1992 university. Twenty-six members of staff from departments and academic schools from across the university took part in open and semi-structured interviews. Analysis shows that variable definitions of plagiarism exist; both regarding student activities that constitute plagiarism and the way in which plagiarism is perceived to be related to cheating. The factors underlying these personal definitions are unclear, but the analysis suggests that values perceived to underpin higher education may play an important role. This paper provides new empirical data on staff perceptions of student plagiarism, which complement previous research on student perceptions. The potential implications of different perceptions of plagiarism, and a mismatch between staff and student understandings is highlighted as an area for further consideration. ABSTRACT FROM AUTHOR

Franke, A. H. (2006). How strong is academic freedom in community colleges? *Chronicle of Higher Education*, 53(10), 19.

The article reveals three aspects of community colleges that demonstrate how strong academic freedom is in these institutions. Three features typical of these institutions create conditions that test academic freedom. First, community colleges maintain close ties to their communities. Second they rely heavily on part-time and adjunct faculty members. And third, they have limited mechanisms for faculty self-governance. The common thread winding through all these characteristics is teaching. At four-year institutions, faculty members discuss in their classrooms difficult issues such as sex, religion, politics and race.

Hearn, J. C., Lewis, D. R., Kallsen, L., Holdsworth, J. M., & Jones, L. M. (2006). "Incentives for managed growth": A case study of incentives-based planning and budgeting in a large public research university Ohio State University Press.

Implementing an incentives-based budget system at a large public research university significantly redirected internal funds while producing notable organizational and financial surprises. For example, units did not increase their "hoarding" of students, contrary to some expectations. The findings point to several issues for further analysis and research. ABSTRACT FROM PUBLISHER

Houston, D., Meyer, L. H., & Paewai, S. (2006). Academic staff workloads and job satisfaction: Expectations and values in academic. *Journal of Higher Education Policy & Management*, 28(1), 17-30.

University academic staff do complex work in an increasingly demanding environment. Traditionally, universities have defined the role of academic staff according to the three domains of teaching, research, and service, with primary emphasis placed upon the teaching and research aspects and secondary emphasis upon service or administration. Recent dialogue regarding the place of universities in a "knowledge society" has not necessarily reflected upon the impact on the workloads of faculty given increased expectations for measurable outputs, responsiveness to societal and student needs, and overall performance accountability. University faculty motivated by core academic and disciplinary interests are said to be increasingly challenged by increased accountability and workloads. Research on academic workloads have examined the intensification of academic work as well as the balance between research and teaching, particularly as governments have adopted performance funding for research budget components for higher education. Other studies have investigated the impact of the increasing demands on staff stress and work life balance. This study examines one university's approach to these issues, using triangulation of three sources of data on workloads developments and outcomes. Our results are compared to international research findings, and suggestions are offered for future research and development activities based on this comparison and critique. ABSTRACT FROM AUTHOR

Jacoby, D. (2006). Effects of part-time faculty employment on community college graduation rates. *Journal of Higher Education*, 77(6), 1081-1103.

This article reports on whether the increase of part-time faculty has any consequences on the chances of students graduating from a community college. Though many studies have shown the importance of social and academic integration in determining graduation success rates, the research has been done mainly at four-year universities, with traditional students. There is also a wide gap in the pay rate for full-time and part-time faculty, with part-time teachers making about a quarter of their full-time counterparts, without receiving any benefits. The authors of this study concluded that the increase of part-time faculty does have a negative impact on students at community colleges.

Klenowski, V. A., Sue, & Carnell, E. (2006). Portfolios for learning, assessment and professional development in higher education. *Assessment & Evaluation in Higher Education*, 31(3), p267.

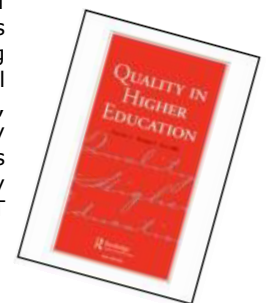
This article focuses on the use of portfolios for learning and professional development in Higher Education (HE). Recent research findings related to learning and assessment help to contextualize the study. The use of portfolios for summative assessment and development of teaching and reflective practice dominates the literature. What is lacking is research that provides insights into how a portfolio for learning can be used in HE to develop understanding into one's own learning, assessment and professional practices. The action research findings related to portfolio use for learning purposes identified in the three case studies include: the importance of establishing the purpose of the portfolio; the impact of portfolio use on the approach to learning, to teaching and to professional development; the changes to professional practice brought about as a result of the learning; and the need to consider issues related to ethics and confidentiality.

Knight, P. (2006). Quality enhancement and educational professional development. *Quality in Higher Education*, 12(1), 29-40.

There is a strong international interest in the enhancement of teaching quality. Enhancement is a big job because teaching is an extensive activity. It is a complex job because learning to teach is not, mainly, a formal process: non formal, practice-based learning is more significant. These two points, extensiveness and practice-based learning, lead to the claim that enhancing the quality of teaching implies the creation of working environments that favour certain kinds of professional formation. This analysis is different from mainstream thinking about educational professional development and has significant, systemic implications for quality enhancement practices and suggests fresh directions for quality enhancement research. ABSTRACT FROM AUTHOR

Knight, P. (2006). Quality enhancement and educational professional development. *Quality in Higher Education*, 12(1), 29-40.

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Knight, P., Tait, J., & Yorke, M. (2006). The professional learning of teachers in higher education. *Studies in Higher Education*, 31(3), 319-339.

Educational professional development is a global concern. It is often characterised by event delivery methods, though there are signs that other approaches are gaining favour. The authors stress the significance of non formal learning, and the ways in which it can be promoted and enhanced within the activity systems within which teachers in higher education work. Their argument is complemented by findings from a study of 2401 part time teachers, and online responses from 248 fulltime staff, in the UK Open University. Twelve implications for international practice are identified. ABSTRACT FROM AUTHOR



Lim, E. P. Y., & Tan, A. (1999). Educational assessment in Singapore. *Assessment in Education: Principles, Policy & Practice*, 6(3), 391.

Educational assessment in the Singapore context is shaped, to a large extent, by the country's educational policies and programmes, as well as the general principles and practices of assessment. This paper presents a profile of the assessment system in Singapore and how it complements the education system to realise the fullest potential of its precious human resources. National examinations and school-based assessments at each milestone in the education system are described so as to highlight the distinctive features of educational assessment in Singapore. ABSTRACT FROM AUTHOR

Maor, D. (2006). Using reflective diagrams in professional development with university lecturers: A developmental tool in online teaching. *The Internet and Higher Education*, 9(2), 133-145.

The use of online technology within universities is increasing. However, this expansion is not accompanied by an associated increase in investment in lecturers' pedagogical knowledge to assist them in the transition. The major challenge now is to encourage the use of pedagogically sound technologies. At present, lecturers often lack the tools to describe the journey that they take when embarking to teach online. This paper focuses on the journey undertaken by a group of lecturers at a Western Australian university as they explored the relationship between their pedagogy and technology in a 1-year research project in which they engaged in monthly professional development workshops. At the concluding workshop the lecturers drew diagrams in order to add visual representations to their reflection process. The diagram, therefore, can be used as a diagnostic tool to identify lecturers' positions in relation to their pedagogy and use of technology and as a developmental tool to show their journey towards a more integrated approach in their online teaching.

Mapesela, M., & Hay, D. (2006). The effect of change and transformation on academic staff and job satisfaction: A case of a South African University. *Higher Education*, 52(4), 711-747.

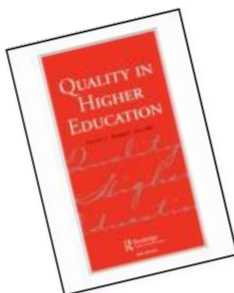
No institution of higher education in the world can make valid claims that it is immune to the effects of change and transformation. An array of trends such as the massification of higher education, widened access, response to new demands of technology, globalisation, internationalisation, increased accountability, the use of new modes of delivery and materials, as well as dwindling higher education resources, are placing enormous pressure on staff (Green and Hayward, Transforming Higher Education. Phoenix: Oryx Press, 1997). Not only are traditional academic roles changing, but – in certain instances – working conditions have become unfavourable and unsupportive of staff's efforts to pursue the mission of higher education. The article presents the outcome of a case study that was undertaken in a historically White Afrikaans university to investigate the implications of change and transformation on academic staff. Although the case study was conducted within a localised boundary of space and time of one institution, the authors are of the opinion that enough evidence exists that, given the dominating ruling culture of the apartheid's regime, to which no university in South Africa was immune, it is most likely that other institutions will relate with the findings of the research. The study was emancipatory in that it sought to inform the university management about how transformation was affecting academics and their job satisfaction and to establish which strategies the University had in place or hoped to put in place to make the environment favourable for change. Academics were also involved in making recommendations on how the areas of dissatisfaction could best be addressed.

Martín, E. (2006). Efficiency and quality in the current higher education context in europe: An application of the data envelopment analysis methodology to performance assessment of departments within the university of zaragoza. *Quality in Higher Education*, 12(1), 57-79.

Since the Bologna Declaration, improving the efficiency and transparency of the systems of higher education has become one of the principal challenges for all European countries. In fact, the establishment of evaluation processes in programmes and institutions is a current practice. For this purpose, several mechanisms of evaluation are being developed with the aim of accurately measuring the performance of these institutions. This paper applies the data envelopment analysis (DEA) methodology to assess the performance of the departments of the University of Zaragoza (Spain). The selected indicators concern both the teaching and the research activity of these departments. The results reveal the departments that carry out these activities more efficiently according to the variables included in each analysis. Finally, I discuss the existence of differences in the strengths and weaknesses among departments covering different areas, suggesting several initiatives aimed at improving their performance in the light of current Spanish higher education reform. ABSTRACT FROM AUTHOR

Minelli, E., Rebor, G., Turri, M., & Huisman, J. (2006). The impact of research and teaching evaluation in universities: Comparing an Italian and a Dutch case. *Quality in Higher Education*, 12(2), 109-124.

This article focuses on the impact of research and education evaluation on two universities: Trento State University (Italy) and the University of Amsterdam (The Netherlands). The article adopts a system approach to evaluation and proposes a model to describe and analyse evaluation systems. The analysis has been carried out by means of in-depth interviews with key decision-makers involved in the two universities. The analysis shows that many of the differences in impact can be linked to the different 'evaluation stages' the universities are currently in; the Italian university experiencing a number of novel effects, with the Dutch university reaping the benefits (and experiencing some problems) of having institutionalized evaluation practices. ABSTRACT FROM AUTHOR



Palmer, A., & Collins, R. (2006). Perceptions of rewarding excellence in teaching: Motivation and the scholarship of teaching. *Journal of further & Higher Education*, 30(2), 193-205.

This article explores the challenges presented in using the scholarship of teaching as a model of teaching excellence when devising an appropriate approach to reward. It argues that the complexity of staff motivation has to be addressed by a critical evaluation of institutions' commitment to the scholarship of teaching. An expectancy model of motivation drawn from organizational behaviour literature is suggested as an approach to analysing the distance between espoused commitment to the scholarship of teaching and academic staff perspectives. The context of the discussion is set against the background of the UK Government's approach to funding incentives to promote reward for teaching excellence in higher education and the literature related to practices employed in HEIs. The views of academic staff drawn from seven focus groups across all subject areas in one institution demonstrate the need to take account of the motivation process and the need to have a shared understanding of what constitutes excellence. ABSTRACT FROM AUTHOR

Plater, W. M. (2006). The rise and fall of administrative careers. *New Directions for Higher Education*, (134), 15-24.

Managing and shaping the ascent of one's own career comes through understanding that what goes up must come down and that satisfaction in the experience is determined by recognizing the moment of balance. ABSTRACT FROM AUTHOR

Pike, G., Smart, J., Kuh, G., & Hayek, J. (2006). Educational expenditures and student engagement: When does money matter? *Research in Higher Education*, 47(7), 847-872.

The few studies focusing on the relationships between higher education expenditures and student outcomes have

produced contradictory results. This study hypothesized that the lack of consistent relationships is a function of the fact that the effects of expenditures on outcomes are mediated by student engagement. Furthermore, it is expected that the relationships between expenditures and outcomes are contingent on the characteristics of the students and institutions being studied. The present research examined the relationships between higher education expenditures and students' engagement in educationally purposeful activities, after controlling for a variety of student and institutional characteristics. Using data from a nationally representative sample of colleges and universities, the findings indicated that the relationships between expenditures and student engagement are very complex. Relationships differed by institutional control, students' year in school, and the type of engagement measure included in the analysis. ABSTRACT FROM AUTHOR

Rooney, P., Kneale, P., Gambini, B., ArtimusKeiffer, Vandrasek, B., & Gedy, S. (2006). Variations in international understandings of employability for geography. *Journal of Geography in Higher Education*, 30(1), 133-145.

This research started from the premise that (a) employability is an internationally accepted concept with a confusion of interpretations and definitions: and (b) that an insight into the variation in understanding of employability and teaching employability would benefit geography curriculum development. Consequently, the views of the co-authors from Italy, the United Kingdom, United States, Chile, Estonia, Greece and Spain were sought to develop an international understanding of employability and its position in the geography higher education curriculum. Discussion shows that the definitions and implications are varied. There is common agreement that geography graduates are very employable, and that their degree work enhances their employability attributes. The extent to which employability can be enhanced within the curriculum is discussed ABSTRACT FROM AUTHOR

Shin, J., & Milton, S. (2006). Rethinking tuition effects on enrollment in public four-year colleges and universities. *Review of Higher Education*, 29(2), 213.

This study examined the effects of tuition on enrollment in public colleges and universities. The causal model included competitors' tuition, the wage premium for possessing a college degree, financial aid, and unemployment rate as additional independent variables. The data included institution- and state-level data information over five academic years (1998-2002). The definition of college enrollment for this inquiry was the number of first-time students, including only those from in-state. This study found that tuition level did not have an effect on the growth in enrollment. However, the tuition level of competing institutions and the wage premium to a college degree had positive and significant effects on college enrollment growth. [PUBLICATION ABSTRACT]

Sikes, P. (2006). Working in a 'new' university: In the shadow of the research assessment exercise? *Studies in Higher Education*, 31(5), 555-568.

What it is like to be an academic working in a 'new' university in the 2000s depends upon specific contexts and individual biographies. Even so, it is the case that change, contingent upon local and national policy initiatives, is endemic in the higher education sector and has had some impact upon most people working there. This article explores some of the work related perceptions and experiences of a group of staff working in a School of Education at a 'new' university with a view to gaining a sense of their understanding of what being an academic means to them. These people, who had, initially, been hired essentially as lecturers, were facing increased demands to become 'research active'. Not only did these demands lead to increased workloads, they also had implications for professional and personal identities, and, consequently, for how people felt about, and undertook, their work. ABSTRACT FROM AUTHOR

Solem, M., Chalmers, L., Dibise, D., Donert, K., & Hardwick, S. (2006). Internationalizing professional development in geography through distance education. *Journal of Geography in Higher Education*, 30(1), 147-160.

This paper assesses the value and relevance of geography education in the realm of professional development. It explores the potential of distance education to support lifelong learners through courses or modules that operate across international boundaries and incorporate materials from local and global contexts. The authors argue that Internet-enabled distance education offers the potential to extend access to many prospective students who are unlikely or unable to participate in full-time residential courses, and that distance education can facilitate international collaboration among educators and educational institutions. A case is made for an internationalized programme of study for continuing adult education, as opposed to the primary, secondary and higher education sectors that are the focus of most existing geographical education programmes. Next, the authors document the ways in which recent commitments to internationalizing teaching and learning in geography have brought us to the point where professional development of lifelong learners is demonstrable, particularly in the fields of geographic information technologies and teacher professional development. They outline some of the main challenges that must be addressed if the potential of distance education as an enabling tool for professional development in geography is to be fulfilled: specifically, collaborative development and delivery of curricula and the articulation of quality assurance standards and certification agreements among participating institutions. ABSTRACT FROM AUTHOR

Striver., J. (2006). The immobility of the associate professor. *The Chronicle of Higher Education*, 53(5), 3.

Striver shares her personal experiences in discussing the career dilemma of the associate professor. After earning tenure, she struggles with whether to stay with her current school and risk stagnation, or pursue other opportunities in a desolate job market.

Szekeres, J. (2006). General staff experiences in the corporate university. *Journal of Higher Education Policy & Management*, 28(2), 133-145.

The working lives of general staff in universities have been a rather closed book until recently, having been largely ignored in both academic and non academic literature. When discussed or referred to, general staff have been depicted in problematic ways that, in recent times, can be associated with the prevailing discourse of corporate managerialism. This paper attempts to redress this situation by illustrating some aspects of the lives of general staff in universities. In particular the paper considers how changes in universities, as they have become more corporate, have influenced the work, perceptions and constructions of working life as described by a group of general staff. ABSTRACT FROM AUTHOR



THEALL, M. (2006). Faculty priorities reconsidered: Rewarding multiple forms of scholarship. *Journal of Higher Education*, 77(5), 925-929.

The article presents a review of the book "Faculty Priorities Reconsidered: Rewarding Multiple Forms of Scholarship," edited by Kerry Ann O'Meara and R. Eugene Rice.; The article presents a review of the book "Faculty Priorities Reconsidered: Rewarding Multiple Forms of Scholarship," edited by Kerry Ann O'Meara and R. Eugene Rice.

Weerts, D. J., & Ronca, J. M. (2006). Examining differences in state support for higher education: A comparative study of state appropriations for research I universities. *Journal of Higher Education*, 77(6), 935-967.

This article reports on the relationship between state governments and public universities. Funding for public universities has declined at the state government level, which has been affected by recessions in the 1980s and 1990s. The responsibility for providing funds for universities at the federal level has also declined, which means that public universities have to compete with other state agencies, such as Medicare, prison systems and primary and secondary education. Some lawmakers consider post secondary education as a "private good" rather than a "public good." This attitude would increasingly alienate many poorer students who would not have a chance to go to university otherwise.; This article reports on the relationship between state governments and public universities. Funding for public universities has declined at the state government level, which has been affected by recessions in the 1980s and 1990s. The responsibility for providing funds for universities at the federal level has also declined, which means that public universities have to compete with other state agencies, such as Medicare, prison systems and primary and secondary education. Some lawmakers consider post secondary education as a "private good" rather than a "public good." This attitude would increasingly alienate many poorer students who would not have a chance to go to university otherwise.

Agasisti, T., & Catalano, G. (2006). Governance models of university systems—towards quasi-markets? tendencies and perspectives: A European comparison. *Journal of Higher Education Policy & Management*, 28(3), 245-262.

The results of an in depth study into the university systems of the main countries of the European Union are presented in this paper. The objective is to define theoretical models of the market forms of university education and to apply them in a comparative international study. The analysis shows a general tendency to organise these systems according to 'managed competition' mechanisms in which the state plays a role in financing the system and regulating the quality of the study courses offered by the universities (quasi markets). ABSTRACT FROM AUTHOR

Del Favero, M. (2006). Disciplinary variation in preparation for the academic dean role. *Higher Education Research & Development*, 25(3), 277-292.

This empirical study examined a sample of 210 academic deans in research and doctoral institutions in the United States to investigate the relationship between academic discipline and the preparation of deans for their leadership role. Respondents reported relying on experience in past administrative posts and past relationships with faculty leaders as the most highly valued approaches to learning what the deans' job entails. Findings suggest that how deans understand their role is very much related to the unique experiences they have accumulated as a faculty member. Despite the low reliance overall on trial and error as a learning approach, deans in pure fields reported relying more on trial and error than deans from applied fields. This finding suggests that academic discipline cannot be discounted in considering the preparation of faculty for leadership roles. ABSTRACT FROM AUTHOR

Dobelle, E. S. (2006). A regional strategy for global success. *Connection: The Journal of the New England Board of Higher Education*, 21(2), 11.

The article proposes some key measures that New England campuses should undertake in order to survive and thrive in an interconnected and competitive global student marketplace. A collaborative regional effort is needed to compete successfully in the competitive global student marketplace. The region's campuses should redouble their efforts to promote the region's full range of education resources and commit themselves to nurturing personal and professional contacts with key partner countries.

Fulop, L., & Couchman, P. (2006). Facing up to the risks in commercially focused university–industry R&D partnerships. *Higher Education Research & Development*, 25(2), 163-177.

The number of university–industry R&D partnerships (UIPs) has increased significantly over the past decade, in most OECD countries and in Australia, yet the study of risk in such commercially focused collaborative ventures is still a developing area. This review paper seeks to contribute to debate on this increasingly important phenomenon by addressing three key areas of risks for universities in entering such collaborations. The commercialization of research findings presents particular risks to universities,

most notably the possibility of financial loss, which has a greater impact than for companies in cross sector collaborations. Another major type of risk faced by universities is relational risk, and this can significantly alter the trust dynamics that underpin research and innovation. There are also institutional risks to universities and their research staff engaged in commercializable R&D and, ultimately, to their reputation as a neutral source of expertise. It is argued there is a need for universities in Australia to develop comprehensive policies to manage the risks of commercialization and R&D collaboration with industry partners. ABSTRACT FROM AUTHOR

Hannagan, T. (2006). Leadership and environmental assessment in further education. *Journal of Further & Higher Education*, 30(4), 325-335.

This paper examines management reaction to strategic change in organizations based on the findings from a study of management responses to environmental change in further education. The paper sets out a number of propositions about the key factors required for successful strategic change in a public sector organization based on a national survey of colleges of further education in England in the six years after incorporation, which was followed up by case studies to investigate the key variables in greater detail. The analysis of strategic change in these public sector institutions highlights the importance of leadership and environmental assessment while the development of a conceptual model to underpin the research illustrates how private sector approaches can be adapted to the public sector. ABSTRACT FROM AUTHOR

Harman, G., & Stone, C. (2006). Australian university technology transfer managers: Backgrounds, work roles, specialist skills and perceptions. *Journal of Higher Education Policy & Management*, 28(3), 213-230.

Technology transfer managers are a new group of specialist professionals engaged in facilitating transfer of university research discoveries and inventions to business firms and other research users. With relatively high academic qualifications and enjoying higher salaries than many other comparable university staff, technology transfer managers tend to have been recruited from outside the higher education sector, having had significant commercial and public-sector experience. On average, they spend longer hours in work activities per week than research office managers, being heavily involved in identification and marketing of intellectual property (IP), patenting and licensing IP to existing and start up companies. Overall, they are highly critical of the management of their own universities, both generally and with regard to research commercialization, and give relatively low effectiveness ratings to the efforts of both Commonwealth and State governments to support research commercialization and innovation. ABSTRACT FROM AUTHOR

Hearn, J. C., Lewis, D. R., Kallsen, L., Holdsworth, J. M., & Jones, L. M. (2006). *"Incentives for managed growth": A case study of incentives-based planning and budgeting in a large public research University Ohio State University Press.*

Implementing an incentives-based budget system at a large public research university significantly redirected internal funds while producing notable organizational and financial surprises. For example, units did not increase their "hoarding" of students, contrary to some expectations. The findings point to several issues for further analysis and research. ABSTRACT FROM PUBLISHER

Kezar, A. (2006). *Rethinking public higher education governing boards performance: Results of a national study of governing boards in the united states. Journal of Higher Education, 77(6), 968-1008.*

This article reports on the management of public universities by governing boards. There have been an increasing number of incidents where boards have overstepped their authority, making decisions based on biased opinions, infighting and over-managing the university. Given the current climate of corporate mistrust, the author writes that it is time that public university governing boards be compared in effectiveness to private university boards and corporate boards. The author pinpoints the most important factors in board governance in public university, private university and corporate board settings and offers protocols to help boards at public universities better define their leadership guidelines and goals.

Miscamble, W. D. (2006). *The corporate university. America, 195(3), 14.*

The article discusses the commercialization of higher education in the U.S. Colleges and universities sought to benefit from business dominance. Critics present the development as a result of the effort to commodify education. Academic administrators refer to parents as customers, to students as consumers and to education as products.

Muijs, D., Harris, A., Lumby, J., Morrison, M., & Sood, K. (2006). *Leadership and leadership development in highly effective further education providers. is there a relationship? Journal of Further & Higher Education, 30(1), 87-106.*

There has been a strong increase in interest in leadership development in recent years, not least in the learning and skills sector. However, little research exists on the relationship between leadership development and actual leadership behaviours in the sector. This study is an attempt to help fill this gap by looking at leadership, leadership development and the relationship between them in 10 case study organizations selected to be amongst the most effective in terms of leadership, but representative of the breadth of the sector. A mixed methods approach was used combining a survey of all staff, focus groups and individual interviews. Findings show that transformational leadership was deemed most effective and that leadership development was relatively uncommon among staff. There was a significant relationship between preferred mode of leadership development and leadership style of respondents.

Pusser, B., Slaughter, S., & Thomas, S. L. (2006). *Playing the board game: An empirical analysis of university trustee and corporate board interlocks. Journal of Higher Education, 77(5), 747-775.*

The article presents research concerning public and private university boards of trustees and networks between corporations and universities. While research has been conducted on university presidents, there has not been much work done on boards of trustees. The study is an empirical study of ten public and ten private institutions that were top spenders of U.S. federal government research and development funds during 2000, according to the National Science Foundation. The study indicates that the private universities had more corporate links in common than did the public universities. The authors speculate that corporate links to public universities are more regional in nature, whereas the private universities have far-reaching corporate links.



Revolutionary leadership concepts in higher education. ASHE Higher Education Report, 2006, 31(6), 137-156.

The article discusses various concepts related to revolutionary leadership in higher education. Researchers have examined the specific impact of globalization on the practices of leadership. Participation in a global market without boundaries marks higher education leadership. The relation between leadership and accountability has been examined by various studies in higher education.

Rich, D. (2006). *Academic leadership and the restructuring of higher education. New Directions for Higher Education, (134), 37-48.*

The key challenge to academic leadership is to restructure the allocation of academic assets, particularly the organization of the faculty, in ways that better serve emerging societal and scholarly needs. ABSTRACT FROM AUTHOR

Rochford, F. (2006). *Is there any clear idea of a university? Journal of Higher Education Policy & Management, 28(2), 147-158.*

There has been much recent debate, both in the media and in academic journals, as to the meaning of the term university. This article explores the legal meaning of the term, and the historical contingencies which have surrounded various understandings of the term. It compares the structure of the Eleemosynary Corporation—the individual colleges in Oxford and Cambridge in the United Kingdom, from which many of our conceptions of a "real" university arise—with the realities of the statutory university in the United Kingdom and Australia. It concludes that the term, although with a loaded legal and institutional meaning, is bereft of any inherent meaning conveying function, and that a debate on the role and independence of the university must be policy oriented but not reliant on the historical meaning of the word. ABSTRACT FROM AUTHOR

Scott, J. C. (2006). The mission of the university: Medieval to postmodern transformations. *Journal of Higher Education*, 77(1), 1-39.

Mission transformation, multiplicity, and complexity are analyzed. The medieval university emphasizes teaching. Thereafter, the early modern university adopts nationalization (service to the nation-state). The formative U.S. college advances democratization. Simultaneously, the German university promotes research. The modern American university elevates public service. Today's rapid globalization suggests a new mission: internationalization. ABSTRACT FROM PUBLISHER

Sekeres, J. (2006). General staff experiences in the corporate university. *Journal of Higher Education Policy & Management*; , 28(2), p133.

The working lives of general staff in universities have been a rather closed book until recently, having been largely ignored in both academic and non-academic literature. When discussed or referred to, general staff have been depicted in problematic ways that, in recent times, can be associated with the prevailing discourse of corporate managerialism . This paper attempts to redress this situation by illustrating some aspects of the lives of general staff in universities. In particular the paper considers how changes in universities, as they have become more corporate, have influenced the work, perceptions and constructions of working life as described by a group of general staff.



Temple, P. (2006). Branding higher education: Illusion or reality? *Perspectives: Policy & Practice in Higher Education*, 10(1), 15-19.

'Leeds University is recruiting its first marketing director – one of a new breed in the sector, equivalent in status to pro vice-chancellors...According to Leeds, the marketing director will be the "guardian of the brand"' (Times Higher Education Supplement, 23 July 2004) 'A brand revamp...is on the cards for Anglia Polytechnic University...[with] marketing work to develop the university's reputation in a few high-quality disciplines.' (Times Higher Education Supplement, 6 August 2004) ABSTRACT FROM AUTHOR

Welsh, J. F. N., William J., & Petrosko, J. (2006). Assessing and cultivating support for strategic planning: Searching for best practices in a reform environment. *Assessment & Evaluation in Higher Education*, 31 (6), 693-708.

This study examines the similarities and differences in faculty and administrator perspectives on strategic planning in Kentucky, a state in the United States undergoing extensive reform of its public, postsecondary system. The findings suggest that three variables are critical to faculty and administrative support for strategic planning activities: (i) depth of implementation of strategic planning outcomes, (ii) type of institutional decision making and (iii) level of support for state reforms. The findings help suggest some best practices that institutions can adopt to cultivate both faculty and administrative support for strategic planning activities

West, J. (2006). Patrolling the borders: Accreditation in further and higher education in England. *Journal of Further & Higher Education*, 30(1), 11-26.

Further education has very different accreditation arrangements than the higher education sector. There are no convincing rationales for these differences; they stem from history, and have often arisen as a result of other decisions on the organization and funding of the two sectors. The overlapping territory between further and higher education is examined, and a gradual shift to HE modes of accreditation is noted. It is suggested that this may be a result of a tendency to put a higher premium on lateral stratifications between levels of education, and less on vertical organizations by discipline, styles of education or occupational sector. However, there are some countervailing tendencies in both sectors. ABSTRACT FROM AUTHOR

Whitchurch, C. (2006). Who do they think they are? the changing identities of professional administrators and managers in UK higher education. *Journal of Higher Education Policy & Management*, 28(2), 159-171.

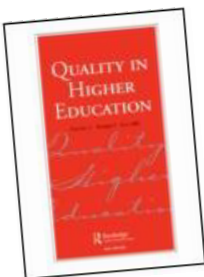
Contemporary universities, serving mass higher education markets, find themselves delivering complex, broadly based projects such as student support and welfare, human resource development, and business enterprise. Established concepts of academic administration and devolved management have been overlaid by more fluid institutional structures and cultures, with a softening of internal and external boundaries (Whitchurch, 2004, 2005). These developments have caused major shifts in the identities of professional administrators and managers as they adopt more project oriented roles crossing functional and organisational boundaries. This paper considers the dynamics of these changes, in terms that move beyond conventional assumptions about administration and management. While identities have been defined traditionally via structured domains such as professional knowledges, institutional boundaries, and the policy requirements of the higher education sector, an emergent project domain has fostered the development of an increasingly multi professional grouping of staff, with implications for career futures. ABSTRACT FROM AUTHOR

The academic mission: Teaching and learning in the for-profit sector (2006). *ASHE Higher Education Report*, 31(5), 81-96

The article discusses various issues related to teaching and learning in for-profit institutions in the United States. Several educational study data suggest that for-profit higher education provides adequate numbers of faculty to teach the students enrolled. Teaching is central to the success of the for-profit sector.

Anderson, G. (2006). Assuring Quality/Resisting quality assurance: Academics' responses to 'quality' in some Australian universities. *Quality in Higher Education*, 12(2), 161-173.

Academics, although committed to quality in research and teaching, continue to resist quality assurance processes within their universities. This apparent paradox reflects a series of disputes surrounding issues of power, definition and efficacy. This article reports on a study of 30 academics from 10 Australian universities and details their responses to, and critiques of, quality assurance processes in their universities. It is argued that until university management, university quality agencies and academic staff in universities draw on mutually agreed understandings of this contested concept quality academics will continue to resist quality processes, treating them as games to be played and systems to be fed. ABSTRACT FROM AUTHOR



Ann L. Wood ER -. (2006). Demystifying accreditation: Action plans for a national or regional accreditation. *Innovative Higher Education*, 31(1), 43-62.

As part of educational reform, many institutions of higher education are undergoing accreditation processes. Based on interviews, observations, and the author's experiences in accreditation reviews, this discussion delineates three stages of planning for an accreditation process. Recommendations are organized by each stage of preparation into long- and short-term action plans with specific tasks. Analyzing the process of accreditation across institutions and programs led to the identification of common elements that can make planning an accreditation effective and efficient. This article maps the roles and responsibilities of accreditation stakeholders and the need for communication and collaboration throughout the process.

Bazeley, P. (2006). Research dissemination in creative arts, humanities and the social sciences. *Higher Education Research & Development*, 25(3), 307-321.

An ethnographic case study of issues related to research performance and promotion of research was conducted within the Creative and Performing Arts, Humanities and Social Sciences (AHSS) disciplines of a regional university. The purpose of the study was to explore a variety of ways in which the research work of those disciplines could be made more visible to others, both within and outside the university. In reviewing the research performance, concerns and orientation of academics in AHSS disciplines, this paper addresses the issue of disciplinary variations in research activity and research focus, with implications both for future programs of research performance assessment, and for the promotion of research activity among currently disenfranchised AHSS academics. In the context of current Australian debates about a research quality framework, the data considered address issues of impact, rather than quality. ABSTRACT FROM AUTHOR

Bernard, P. J. (2006). When seeking a diverse faculty, watch out for legal minefields. *The Chronicle of Higher Education*, 53(4), 66-66.

If students are to become global citizens--thinkers who can comprehend and act on the myriad issues that our world faces--they must interact with people who challenge their views. It is crucial for colleges in their hiring practices, as well as in their admissions practices, to create an environment where professors and students can test convention by sharing different experiences and opinions. Yet colleges face legal risks when they deliberately seek to increase the racial and ethnic diversity of their faculties.

Cronin, J. M. Higher education trends and opportunities (2006). *Connection: The Journal of the New England Board of Higher Education*, 20(5), 18-18.

Deals with trends that are dramatically altering higher education in New England. More women are attending college than men; Rapid growth of Hispanic students; U.S. students shun from science and engineering courses.

DesJardins, S. L., Ahlburg, D. A., & McCall, B. P. (2006). An integrated model of application, admission, enrollment, and financial aid. *Journal of Higher Education*, 77(3), 381-429.

The article discusses an integrated modeling strategy for college applications, admissions, enrollment, and financial aid at public universities in the United States and how it relates to student choice. Examples of decision-making models used in higher education are mentioned, as well as their potential for bias. Random utility models have both deterministic and stochastic components. Data includes estimates and variances for enrollment, probability of admission by index score and application, enrollment probability based on ethnicity and family income, and expected financial aid from non-resident tuition.; The article discusses an integrated modeling strategy for college applications, admissions, enrollment, and financial aid at public universities in the United States and how it relates to student choice. Examples of decision-making models used in higher education are mentioned, as well as their potential for bias. Random utility models have both deterministic and stochastic components. Data includes estimates and variances for enrollment, probability of admission by index score and application, enrollment probability based on ethnicity and family income, and expected financial aid from non-resident tuition.

Farrell, E. F. (2006). Following Harvard's lead, 2 ivies make changes to help needy students. *The Chronicle of Higher Education*, 53(6), 44

For needy high-school students with Ivy League aspirations, September has been full of good news. Less than a week after Harvard University announced that it would discontinue early admissions, Princeton University declared its intent to dismantle a similar program. The day after that, Columbia University announced it would provide full grants, not loans, to cover the financial need of low-income students.

Favero, M. (2006). An examination of the relationship between academic discipline and cognitive complexity in academic deans' administrative behavior. *Research in Higher Education*, 47(3), 281-315.

This study investigates Braxton and Hargens' (1996, Variations among academic disciplines: Analytical frameworks and research. Higher Education: Handbook of Theory and Research. Vol. XI, pp. 1-45) assertion of the profound and extensive effects of academic discipline as it might pertain to administrative work. Academic deans in research and doctoral institutions nationwide were surveyed to investigate the relationship between academic discipline and cognitive complexity in their administrative behavior. A bivariate regression showed that being from an applied field was a significant predictor while the influence of consensus was not significant. Discipline effects waned when other predictors were added, suggesting that when other factors are considered, the extent to which one is exposed to their particular disciplinary paradigms becomes more important than mere affiliation with a discipline. Split sample analyses demonstrated variable influence structures. Findings indicate that the effects of discipline cannot be discounted in framing studies of administrators' perceptions of their leadership context and the behavior which necessarily flows from those perceptions. ABSTRACT FROM AUTHOR

Fogg, P. (2006). Young PhD's say collegiality matters more than salary. *The Chronicle of Higher Education*, 53(6), 1

When it comes to job satisfaction, the size of junior professors' paychecks is not nearly as important as how well they get along with their colleagues. That is according to the results of a new survey from Harvard University's Graduate School of Education, which found that tenure-track faculty members care more about departmental climate, culture, and collegiality than they do about workload, tenure clarity, and compensation.

Fraser, S. P., & Bosanquet, A. M. (2006). The curriculum? That's just a unit outline, isn't it? *Studies in Higher Education*, 31(3), 269-284.

The term curriculum is familiar in school education, but more ambiguous in its usage in a higher education context. Although it is frequently used in academic staff discussions, policy and planning documents, and to describe advisory bodies, its usage is inconsistent and multifarious. This article reports a phenomenographic study of the ways in which academics conceive of the curriculum in higher education. It examines the variation in perceptions of curriculum, which is critiqued through the work of school curriculum theorists, who utilise Habermas's theory of knowledge constitutive interests. The intention of this article is to explore the epistemologies and assumptions that underpin these conceptions, in order to promote an inclusive and shared vocabulary as a basis for curriculum development. ABSTRACT FROM AUTHOR



Gansemer-Topf, A. M., & Schuh, J. H. (2006). Institutional selectivity and institutional expenditures: examining organizational factors that contribute to retention and graduation. *Research in Higher Education*, 47(6), 613-642.

Many institutions of higher education increasingly are concerned with retention and graduation rates. Focusing on private Baccalaureate Liberal and General Colleges and universities, the purpose of this study was to examine the relationship between institutional selectivity and institutional expenditures and retention and graduation rates. Framed by Berger's view that organizational behavior can impact student departure, this inquiry examined if expenditures for instruction, academic support, student services, facilities, institutional support, and institutional grants (i.e. student financial aid) could predict retention and graduation rates at baccalaureate-granting institutions. Institutional selectivity and institutional expenditures, specifically those that directly contributed to students' academic integration, were found to contribute significantly to retention and graduation rates. Recommendations are suggested, including using the results to inform resource allocation strategies that can enhance retention and graduation rates. ABSTRACT FROM AUTHOR

GOSE, B. (2006) The rise of the chief diversity officer. *The Chronicle of Higher Education*. Washington, 53(6), 1

Nearly every university, it seems, is racing to appoint a chief diversity officer. Although their titles vary, these administrators often are vice presidents or vice provosts and manage larger budgets and more people than their predecessors of a decade or two ago, when the top administrator in this area was often dubbed "minority-affairs director."

Higher education leadership in the new world (2006). *ASHE Higher Education Report*, 31(6), 101-136.

The article discusses various changes in higher education leadership research that took place in the last fifteen years. One of the major changes is the expansion of the research paradigms applied to higher education. Another change in higher education leadership research conducted over the last fifteen years is concerned with the representation of successful leaders.

Huebner, L. W. (2006). Foreign exposure. *Connection: The Journal of the New England Board of Higher Education*, 21(1), 21-21.

The article challenges U.S. educators to foster globally sensitive students through exposure to foreign cultures. Exposure to a foreign culture allows students to see their home culture in a new perspective and encounter a different, wider world. The challenge for U.S. educators then is to develop a globally sensitive student by introducing foreign study programs.

Janette R. Hill ER. (2006). Flexible learning environments: Leveraging the affordances of flexible delivery and flexible learning. *Innovative Higher Education*, 31(3), 187-197.

The purpose of this article is to explore the key features of *flexible learning environments* (FLEs). Key principles associated with FLEs are explained. Underlying tenets and support mechanisms necessary for the implementation of FLEs are described. Similarities and differences in traditional learning and FLEs are explored. Finally, strategies and techniques for becoming a successful learner and facilitator in FLEs are presented.

Joao Rosa, M., Tavares, D., & Amaral, A. (2006). Institutional consequences of quality assessment. *Quality in Higher Education*, 12(2), 145-159.

This paper analyses the opinions of Portuguese university rectors and academics on the quality assessment system and its consequences at the institutional level. The results obtained show that university staff (rectors and academics, with more of the former than the latter) held optimistic views of the positive consequences of quality assessment for institutions. However, while rectors paid more attention to the results, coordinators were more centred on processes. Moreover, the institutional leadership paid more attention to internal procedures and services, strategic management and institutional management structures than to actual improvements in the student learning experience. ABSTRACT FROM AUTHOR

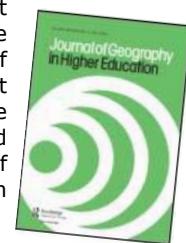
Keppell, M. A., Eliza, Ma, A., & Chan, C. (2006). Peer learning and learning-oriented assessment in technology-enhanced environments. *Assessment & Evaluation in Higher Education*, 31(4), 453-464.

Group work, group projects and collaborative learning encourage students to learn from other students as well as from the lecturer. Peer learning may involve cooperation, communication and the giving and receiving of peer feedback. In addition peer learning emphasises the sharing of knowledge and ideas between students in a reciprocal partnership. However, some educators ask individual students to formally assess each other within the context of a group project which may inhibit the very process of peer learning that they are attempting to promote. This paper, through the voices of three lecturers and their students, has attempted to reinforce the importance of learning-oriented peer assessment within technology-enhanced environments. This paper advocates the concept of learning-oriented peer assessment strategies to enhance student learning.

Le Heron, R., Baker, R., & McEwen, L. (2006). Co-learning: Re-linking research and teaching in geography. *Journal of Geography in Higher Education*, 30(1), 77-87.

What might geography in 'the universities' look like if geographers seriously confronted the growing dichotomy between research and teaching? This challenge goes to the heart of 'the university' as a site of learning. The authors argue that the globalizing character of higher education gives urgency to re-charting the university as an environment that prioritizes co-learning as the basis for organizing educational activities in geography and

potentially beyond discipline boundaries. By co-learning is meant systematic approaches to maximizing the synergies between research and teaching activities to capitalize on prior learning and experiences of all involved. The authors' argument is that feedback gained through co-learning will reshape the nature and quality of both research and teaching environments as we know them. Four methodological framings of co-learning, derived from established practice in geography, are presented, to highlight possible directions of development that are especially strategic in the current context of globalizing higher education. It is suggested that with strategies that explicitly maximize co-learning, the development of geography could occur in distinctive ways that would not happen if research and teaching were progressed in isolation. ABSTRACT FROM AUTHOR



Leite, D. S., Rui A., Sarrico, C. S., Leite, C. L., & Polidori, M. (2006). Students' perceptions on the influence of institutional evaluation on universities. *Assessment & Evaluation in Higher Education*, 31(6), 625-638.

There are many studies about the experiences of higher education students, but few analyse their representations of the governance and the management of their institutions. Our study will describe, analyse and compare students' representations of institutional evaluation at three institutions in Portugal and Brazil. Our results, based on an open questionnaire which sought to collect students' views on institutional evaluation, show that students' views are neither homogeneous nor do they simply reproduce the dominant external perspectives on the subject. A significant amount of students thought that evaluation is a legitimate exercise, resulting from a political decision, which is useful to improve the quality of universities and the relationship between students and academic staff. Some students also recognize that evaluation will lead to institutional comparisons, functioning as a mechanism of control, regulation, monitoring, and possibly of standardization. It is also noted to be 'an impossibility', since it can never comprehend the existing diversity of institutional performance.

Lonnie D. Harvel ER. (2006). Convenience is not enough. *Innovative Higher Education*, 31(3), 161-174.

A recent survey of studies [Tenopir, Hitchcock, & Pillow (2003). *Use and users of electronic library resources: An overview and analysis of recent research studies*. Washington, DC: Council on Library and Information Resources.] concluded "both faculty and students use and like electronic resources and most readily adopt them if the sources are perceived as convenient, relevant, and time saving to their natural workflow" (p. iv). However, the results of access studies show that actual use of online content is relatively low. This is because navigation to the online content in these various collections is not convenient, requires multiple steps in order to reach relevant content, and is not integrated into a student's natural workflow. In our research, we have designed, implemented, deployed, and evaluated a method for making content available to students that targets the content to their current need.

Donald, Janet Gail (2006). Enhancing the quality of teaching in Canada. *New Directions for Higher Education: International Policy Perspectives on Improving Learning with Limited Resources*, No. 133, 23-32.

In Canada, the range of postsecondary educational institutions and jurisdictions has led to distributed accountability among the provinces and individual institutions. Multiple jurisdictions engender variegated governance procedures for improving quality in the universities of Canada.

Dearn, John M. (2006). Enhancing the quality of teaching: an Australian perspective. *New Directions for Higher Education: International Policy Perspectives on Improving Learning with Limited Resources*, No. 133, 33-42.

Initiatives are being implemented nationally aimed at producing a more equitable, diverse, cost-effective, and publicly accountable higher education sector. In Australia, a major national reform of universities is currently under way that is resulting in tension between government control and market forces.

Garraway, James (2006). Creating productive interactions between work and the academy. *Higher Education*, 52(3): 447-464.

Policy in higher education suggests that curriculum should be more responsive to economist arguments than was the case in the past. Although some guidance has been given to how to develop more work-integrated curricula, little attention has been given to interactions in meetings between workplace and academic representatives in which issues of curriculum development are discussed. As such there appears to be a gap in current curriculum theory. The author suggests that such interactions may be fruitfully examined using concepts derived from studies in the sociology of science and organizational dynamics. Such analyses may contribute to understanding what conditions enable productive interactions, which may be the development of hybrid objects and languages which speak to both groupings.

Greenbank, Paul (2006). The evolution of government policy on widening participation. *Higher Education Quarterly*, 60(2), 141-166.

This paper examines the evolution of government policy in England on widening participation. It traces government policy on widening participation in relation to social class from Robbins (1963) through Dearing (1997) to 'The Future of Higher Education' (2003) and the passing of the Higher Education Act (2004). The paper concludes that there is a lack of participation in policy formulation by certain key groups, particularly those directly affected by widening participation policy. In addition, although the government's widening participation policy has generally progressed, it has done so within an overly bureaucratic system of control that fails to give higher education institutions the autonomy they need. There are also occasions when aspects of policy seem to be taking backward steps. Moreover, while the government adopts a rhetoric of strategic rationality, policy on widening participation often appears to be ad hoc, piecemeal and lacking a cohesive, evidence-based rationale.

Finally, there are times when New Labour appears to lack the political will to implement radical policies.

Higgs, Philip, & Van Wyk, Berte (2006). University teaching in South Africa: an African philosophical perspective. *New Directions for Higher Education: International Policy Perspectives on Improving Learning with Limited Resources*, No. 133, 81-90.

Transformation of South African higher education has given rise to a new philosophical perspective on teaching, a perspective focused on *ubuntu* and communalism as key features of transforming and Africanizing curricula, teaching, and learning.

Kreber, Carolin (2006). Setting the context: the climate of teaching and learning. *New Directions for Higher Education: International Policy Perspectives on Improving Learning with Limited Resources*, No. 133, 5-12.

This chapter gives an overall assessment of the present higher education environment within which teaching and learning take place. Growing student access and factors associated with globalization affect higher education's organization, purpose, and delivery.

Lindblorn-Ylänne, Sari (2006). Enhancing the quality of teaching in higher education in Finland: the case of the University of Helsinki. *New Directions for Higher Education: International Policy Perspectives on Improving Learning with Limited Resources*, No. 133, 63-72.

This chapter looks into the largest university in Finland, which has its own highly developed quality enhancement system. In Finland, quality enhancement is an area of great institutional autonomy.

Lavdas, Kostas A., & Papadakis, Nikos E. (2006). Policies and networks in the construction of the European higher education area. *Higher Education Management and Policy*, 18(1), 129-139.

Within the European Union, issues of comparability and compatibility regarding higher education policy are defined by new challenges, while interest politics increasingly affect the actions and the discursive practices that constitute both the new European Higher Education Policy Area and its relation to other crucial public policies (economic, social and labour policies). This article attempts a policy-impact analysis focusing on a) issues of interest politics, key-actors, interaction among supranational policy agendas and policy networks, b) issues of decentralisation, internationalisation and deregulation in higher education policy, with particular reference to the Bologna Follow-Up process, and c) educational reform processes organised as policy reform rituals. The main hypothesis of the study is that HEIs are perceived as key partners/ providers and this perception transforms the role of the HEIs within the context of strategic partnership interests (at national, regional and institutional levels).



Meerabeau, Elizabeth (2006). Poor Relations?: Nursing and Medicine in the English Academy. *Higher Education Quarterly*, 60(1), 52-73.

Department of Health policy currently espouses shared learning between the various health 'tribes'. There are many cogent arguments for this; however, there may be unaddressed tensions because of status differences between the disciplines. This paper compares two of the main academic disciplines involved – nursing, a recent entrant to higher education, and its much longer established neighbour, medicine, with the emphasis in the paper being on nursing. The paper explores the differences in cultural capital between medicine and nursing, the vastly different research funding and the government intervention in curriculum issues in nursing, drawing on empirical data on the social class of entrants to medicine and nursing, the league table ranking of the universities in which they are based, and data from the Research Assessment Exercises.

Neave, Guy (2006). Times, measures and the man: The future of British higher education treated historically and comparatively. *Higher Education Quarterly*, 60(2), 115-129.

This article is a tribute to the life work of Maurice Kogan. Very little of higher education's landscape in the United Kingdom has remained unchanged over the past four decades and this article sets out to analyze the way the perception of the role of universities in society has changed in the intervening period. This it does through three perspectives: continuity and change, continuity in change and continuity in the midst of change. Each yields very different visions of the university. Against this 'inside' view, the second part of the article examines current British higher education policy from an 'outsider' standpoint and very particularly the current strategies towards the European Higher Education and Research Areas. It concludes by arguing that Britain's higher education policy vis a vis Europe re-states a dilemma which these Islands have had to tackle for the best part of the past 250 Years. This dilemma is whether to lay priority on higher education as a global instrument or to endorse a more limited, less ambitious agenda of 'European' integration.

Otero, Manuel Souto, & Whitworth, Adam (2006). Equality in higher education in Spain and the UK: Mismatch between Rhetoric and Policy? *Higher Education Quarterly*, 60(2), 167-186.

Making use of Grisay's typology of educational equality, the paper analyses rhetoric and policy on equality in higher education (HE) in Spain and the UK in the period 1996-2004, using electoral manifestos, policy papers, legislation and academic literature. We find that in both countries, and in spite of similar pressures and levels of access to HE, the prevailing notions of educational equality vary. We also find evidence of a good match between policy rhetoric and policy practice in terms of areas of intervention, but not in the strength of these interventions.



Pick, David (2006). The re-framing of Australian higher education. *Higher Education Quarterly*, 60(3), 229-241.

The aim of this paper is to analyse the changes in Australian higher education policy over the past two decades. Using frame analysis, two shifts in higher education policy are identified. The first is in the late 1980s where the view of higher education as having a broad social, economic and cultural role was changed to one that emphasised expansion, marketisation, and competition. The second is currently taking place in which universities are becoming seen as business competitors in a global higher education market, and as such, privatization and deregulation are centrally important. This paper demonstrates the usefulness of frame analysis as a way of examining the systemic effects of policy decisions in a way that draws together and uncovers how the various and complex forces of government policies and broader social and economic events combine to create the difficult terrain through which universities must now plot a course.

Rice, R. Eugene (2006). Enhancing the quality of teaching and learning: the U.S. experience. *New Directions for Higher Education: International Policy Perspectives on Improving Learning with Limited Resources*, No. 133, 13-22.

Distinctive features of U.S. higher education have contributed to both the neglect of student learning and recent efforts to support excellence in teaching. In the United States, greater attention is being paid to learning that is more collaborative, actively engaged, and technologically enhanced.

Schenker-Wicki, Andrea, & Hurlimann, Mark (2006). Performance funding of Swiss Universities - success or failure? An ex post analysis. *Higher Education Management and Policy*, 18(1), 53-69.

In the past decade, based on a change in paradigms in university policy, performance funding on a cantonal and central state level has been introduced in Switzerland: the universities have been granted higher autonomy, combined with global budgets and contract management by the responsible authorities (cantonal authorities). At the same time, the allocation of the central state subsidies, which is only of a secondary nature, has no longer been based on input but on the achievement of targets (new University Funding Law from the year 1999). The introduction of these new performance-oriented elements - higher autonomy combined with global budgets and contract management and target-oriented allocation of central state subsidies led to intensive, sometimes controversial debates in the different parliaments and media. This work examines whether - and to what extent - these new incentives have led to behavioral changes at the universities. To test this, the work has analysed the development of efficiency - as an input/output comparison in the university production process - and that of effectiveness - as the degree to which targets formulated in the University Funding Law are achieved.

Shattock, Michael (2006). Policy drivers in UK higher education in historical perspective: 'Inside Out', 'Outside In' and the contribution of research. *Higher Education Quarterly*, 60(2), 130-140.

Where have been the main policy drivers for the development of British higher education over the last 50 years? This article argues that while higher education policy was once driven from the inside outwards, from the late 1970s it has been driven exclusively from the outside inwards. Policy decisions under either regime were rarely driven by research findings especially from within the higher education community. The current imbalance between 'inside-out' and 'outside-in' policy formation is paradoxically most apparent when the higher education system has a more widely diversified funding base than at any time since the 1930s. The key policy challenge is now not what new policies are needed but what new framework should be developed for policy making.

Smith, Brenda M. (2006). Quest for quality: the UK experience. *New Directions for Higher Education: International Policy Perspectives on Improving Learning with Limited Resources*, No. 133, 43-52.

This chapter focuses on how standards and quality of provision are developed and maintained in higher education institutions in the UK and how government initiatives are aimed at enhancement of student learning. In the United Kingdom, both institutions and government taken initiatives to enhance student learning on a broad scale.

Veiga, Amelia, Rosa, Maria Joao, & Amaral, Alberto (2006). The internationalisation of Portuguese higher education: How are higher education institutions facing this new challenge? *Higher Education Management and Policy*, 18(1), 113-128.

Portuguese internationalisation policies essentially intend to promote an attitude favouring participation in internationalisation activities. However, as higher education institutions are autonomous, those policies aim at creating opportunities for development and management of these activities instead of imposing them. In this article we attempt to analyse Portuguese HE1 responses to internationalisation. After reviewing briefly the recent changes in national and EU policies aiming at promotion of higher education internationalisation, we present the results of six organisational case studies, conducted with the goal of obtaining an answer to the question: how are Portuguese higher education institutions facing the internationalisation challenge? Based on the internationalisation profiles of the six institutions selected, we identify which actors foster and which factors impede the development of international activities at the organisational level in the Portuguese higher education system. Simultaneously we analyse the rationale explaining the different patterns of international activity between and within institutions.

Berggren, Caroline (2006). Labour market influence on recruitment to higher education - Gender and class perspectives. *Higher Education*, 52(1), 121-148.

The hypothesis that an economic recession in society leads to class equalisation in the recruitment of new students to higher education is tested, using data from Sweden. The 1990s is a period suitable for these analyses, as the recession started in 1991, reached the highest unemployment level in 1993; finally, at the end of the decade the labour market recovered. Multivariate, binary logistic regressions of entry into higher education are performed with gender divided analyses. Register data from Sweden comprising the total population in the age range 18-21 years from six cohorts are analysed. When the labour market was the most difficult, more young students from lower classes entered higher education. When the labour market recovered, men from lower classes tended to abandon higher education. However, women from lower classes continued to increase their involvement. The results indicate that the Swedish Scholastic Assessment Test, works in favour of men from higher classes through repeated test taking. The hypothesis about the influence from the labour market was supported for the group of men, while results were less clear for women. The results indicate that future research must carefully consider gender aspects.

Dobson, Ian R. (2006). Broken down by sex and age: Australian University staffing patterns 1994-2003. *Higher Education Management and Policy*, 18(1), 71-85.

This article examines trends in Australian university staffing through an analysis of ten years' staff statistics, 1994-2003. An introduction which considers definitions, methodological issues, and overall changes in patterns of casualisation, sex and the distribution of academic and general ("non-academic") staff categories is followed by an examination of changes in participation of university staff by sex and by age. Although most of the focus in the discourse about university staffing concerns academic staff these staff comprise only 42%-43% of total university staffing in Australia. Therefore it is relevant to investigate changes which have occurred in the majority group of university staff. The characteristics of academic and general staff are quite different, so each category has been considered separately. In particular the progress of women in senior academic posts and in university management is considered, as are patterns of aging, particularly in academic fields of education.

Gibson, Sharon K. (2006). Mentoring of Women Faculty: The Role of Organizational Politics and Culture. *Innovative Higher Education*, 31(1), 63-79.

This article reports on a key finding of a phenomenological study on the mentoring experiences of women faculty. The study revealed the political climate of the organization as an essential attribute of this experience. Women faculty identified organizational culture and gender issues that affected the mentoring they received. This study suggests the need for human resource and organization development initiatives to facilitate the provision of academic mentoring for women faculty-individually, departmentally, and culturally as a means to foster transformation and change- in academic institutions.



Mora, Jose-Gines, Garcia-Aracil, Adela, Carot, Jose-Miguel, & Vila, Luis E. (2006). Monetary rewards and competences of young European graduates. *Higher Education Management and Policy*, 18(1), 37-51.

We use data from a sample of European higher education graduates at early stages of their working careers to provide evidence on the determinants of the human capital competences (talents, skills and capabilities) acquired by young graduates in Education and of those required by the jobs they perform. More than 36 000 graduates holding a first higher education degree were surveyed about four years after graduation (graduates from 2995 were surveyed in 1999). The data set used examines in detail a number of human capital competences of the graduates and their utilisation on the job, as well as the extent to which the graduates consider their position and tasks linked to their educational careers. Regarding the labour market, both human capital theory, from the supply side, and job competition theory, from the demand side, misses the definition of the links between the competences possessed by higher education graduates and those required by jobs. By looking at realised matches in the labour market, we try to identify those competences associated to graduates'

professional success, as well as their determinants and any possible surpluses and shortages of these key competences and their payoffs. Regression techniques are used to gain insight into the labour-market role of those competences generated or promoted through higher education. The following research questions are addressed: What competences are more demanded by jobs performed by young graduates? Do graduates' competences match those required by their jobs? How are competences rewarded in the labour market

Wolhuter, C.C., L.G. Higgs, L.G., & Higgs, P.J. (2006). The South African academic profession and transformation of higher education. *Higher Education Review*, 38(2), 3-20.

The article sets out to determine how the academic profession in South Africa is experiencing and responding to the challenges of current reforms directed at the transformation of the higher education sector. Data were obtained from the International Survey of the Academic Profession, which the authors recently applied to a sample of South African academics, and which surveys the following aspects of the academic profession: biographic profile, teaching, research, community service, relations with institutional and national governance, internationalisation of the academic profession, the higher education sector's relations with society. The survey revealed that in responding to reforms directed at the transformation of the higher education sector in South Africa, the academic profession in South Africa: is characterised by a positive morale as the profession does not appear to have a problem with government's increased role in higher education; has made notable progress with regard to the question of gender equity; is increasingly involved in the internationalisation of higher education; has not responded to the challenges of transformation with increased research productivity; is characterised by racial disparities.

Calhoun, Terry (2006). Looking forward to the campus of the future: an interview with Richard Katz and Diana Oblinger. *Planning for Higher Education*, 34(3), 49-53.

This article is one of several articles appearing in *Planning for Higher Education*, Business Officer, and Facilities Manager, as early readings to assist members of APPA, NACUBO, and SCUP in preparing for the Campus of the Future: Meeting of the Minds conference in July 2006: www.campusofthefuture.org. For SCUP members, this joint conference replaces what would have been SCUP-41.

Dator, Jim (2006). Campus futures. *Planning for Higher Education*, 34(3), 45-48.

This article is one of several articles appearing in *Planning for Higher Education*, Business Officer, and Facilities Manager, as early readings to assist members of APPA, NACUBO, and SCUP in preparing for the Campus of the Future: Meeting of the Minds conference in July 2006: www.campusofthefuture.org. For SCUP members, this joint conference replaces what would have been SCUP-41. There's more than one way to put up a residence hall, deliver a calculus course, and fund a research initiative. When leaders and stakeholders band together to envision and invent a preferred future for their institution, they readily spot alternatives to the status quo.

Deem, Rosemary (2006). Changing research on the management of higher education: Can research permeate the activities of Manager-Academics? *Higher Education Quarterly*, 60 (3), 203-228.

The paper considers whether, and if so how, research evidence can permeate the world of higher education (HE) management in publicly funded institutions. The paper explores the author's experience of two recent research projects (1998-2000 and 2004) on aspects of managing UK HE institutions and issues arising from the preparation of the HE element of a third study of leadership and public service change agendas in education and health during 2004. Despite the topicality in education and other public services of debates about evidence-based practice, there is little indication that this debate has permeated HE management *qua* management. The paper utilises Bordieu's work on academics and social and cultural capital to explore why manager-academics may resist taking the findings of research seriously in relation to their own work. It is suggested that, where there is reluctance to learn from research, this may reflect the changing nature of HE, the status of HE research as an academic field and form of academic capital and the relative paucity until recently of training in management for most UK manager-academics.

DuBois, Glenn (2006). Developing an accountability agenda with college presidents: a chancellor's view. *New Directions for Higher Education: Practitioners on Making Accountability Work for the Public*, No. 135, 95-101.

The chancellor of a state's community college system works with the college presidents to establish accountability for a common set of goals.

Evans, G.R. (2006). How to run a university. *Higher Education Review*, 38(3),

The Lambert Review of Business-University Collaboration proposed a business model for universities in 2003. Pressure to change university governance to make it match the business model remains strong, and it is being most actively applied to Oxford and Cambridge. The Oxford and Cambridge governance debates (which began in the 1990s) open up the deeper questions which affect all universities in ways which are not possible in connection with the running of any other type of university. This article examines the emerging structural fundamentals and their apparent pros and cons in an attempt to clarify the issues within a framework less narrowly conceived than Lambert's review of university-business collaboration.

Foster, Brian L. (2006). From faculty to administrator: Like going to a new planet. *New Directions for Higher Education: Transitions Between Faculty and Administrative Careers*, No. 134, 49-57.

The faculty member focuses on the effectiveness of an academic program. The administrator must focus on the health and resilience of the institution as a whole. The transition from faculty to administration is a cultural as well as organizational shift.

Glick, Milton D. (2006). Becoming "One of Them" or "Moving to the Dark Side". *New Directions for Higher Education: Transitions Between Faculty and Administrative Careers*, No. 134, 87-100.

Many of those with whom the author had previously worked became critical to his success as chair and subsequently dean and provost. This recounting of the author's journey through a career as a faculty member and in various administrative positions offers lessons learned along the way.

Griffith, Janice C. (2006). Transition from faculty to administrator and transition back to the faculty. *New Directions for Higher Education: Transitions Between Faculty and Administrative Careers*, No. 134, 67-77.

Whereas the new administrator will seek to become comfortable and effective in a leadership role, former administrators back on the faculty will find the change of position and pace unsettling until they become fully absorbed as members of the faculty again.

Harris, Sidney E. (2006). Transitions: Dilemmas of leadership. *New Directions for Higher Education: Transitions Between Faculty and Administrative Careers*, No. 134, 79-86.

Leaders seek to elevate significantly the performance of the enterprise they are leading and are prepared to take risks to accomplish their goals. The author explores his insights and lessons learned during service as a dean at two business schools.

Hashimshony, Rifca, & Haina, Jacov (2006). Designing the university of the future. *Planning for Higher Education*, 34(2), 5-19.

These authors identify transforming trends in society that are affecting the mission of universities, analyze the impact of those trends on the institutional and spatial structure of universities, and then summarize the factors that planners should be paying attention to in the future design of their institutions.

Marginson, Simon, & Sawir, Erlenawati (2006). University leaders' strategies in the global environment: a comparative study of Universitas Indonesia and the Australian National University. *Higher Education*, 52(2), 343-373.

In a global environment in which global, national and local nodes relate freely within common networks, all research universities must pursue strategies for building global capacity and facilitating cross-border staff and student movement and research collaboration. The study compares readings of the global environment, global and international activities and relationships, and global capacity and strategy, in two leading national universities, one in a middle level developing country (Indonesia) and the other in a middle level developed country (Australia). The main tool of investigation was interviews with parallel groups of institutional leaders and leaders of academic units and research centres, in conjunction with study of the national and local contexts. It was apparent that in both cases, while global elements are increasingly important in university strategy, mission and identity, resource capacity remains highly dependant on national government and students. This belies the romantic myth of the 'stand-alone' corporate university in the global marketplace. The two cases also differ in some respects. While both universities are peak national institutions, and each respects the other, the Australian university is more strongly placed in the global environment and practical dealings between them are asymmetrical. The study helps to illuminate the dynamics of global stratification and hierarchy between developed and developing nations and institutions in higher education.

Palm, Risa (2006). Perspectives from the dark side: the career transition from faculty to administrator. *New Directions for Higher Education: Transitions Between Faculty and Administrative Careers*, No. 134, 59-65.

Taking on the responsibilities of an administrator is not easy. Each responsibility calls for a new orientation to the life and work of the institution. A number of challenges mark the transition from full-time faculty member to academic administrator.

Plater, William M. (2006). The rise and fall of administrative careers. *New Directions for Higher Education: Transitions Between Faculty and Administrative Careers*, No. 134, 15-24.

The author offers personal reflections on how to manage and give shape to the ascent of one's own career. Managing and shaping the ascent of one's own career comes through understanding that what goes up must come down and that

satisfaction in the experience is determined by recognizing the moment of balance.

Santiago, Rui, Carvalho, Teresa, Amaral, Alberto, & Meek, V. Lynn (2006). Changing patterns in the middle management of higher education institutions: The case of Portugal. *Higher Education*, (2006) 52(2), 215-250.

Much of the writing on higher education in recent years has tended to assume that the new management push in higher education is both universal and irreversible. This paper, however, presents evidence from Portugal to challenge that assumption. While elements of the new managerialism are clearly evident in the perceptions and attitudes of academics in charge of the basic academic units (departments/ schools and faculties) in the country's universities and polytechnics, academic management remains faced with a complex, contradictory and conflicting set of demands and expectations which is likely to take a considerable time to resolve.

St. George, Elizabeth (2006). Positioning higher education for the knowledge based economy. *Higher Education*, 52(4), 589-610.

This article questions the assumption that increasing competition among higher education institutions is the best method of achieving a strong higher education sector in developing countries. It notes that there has been increasing emphasis on the importance of higher education institutions for sustainable development, particularly because of their importance to the global knowledge economy. For the same reason, the appropriate management of the relationship between the state and higher education institutions is vital to a strong and dynamic future for these institutions. This paper proposes a menu of options for higher education governance, grouped around 'state-centric' and 'neo-liberal' models of development. The 'state-centric' model proposed is based on a variety of examples of high performing Asian economies, in particular, while the 'neo-liberal' model is based on emerging trends in higher education management in countries such as Australia, the United States and the United Kingdom. The paper suggests that despite pressure across the globe to encourage a market among universities, this may not always be the most efficient use of resources, or the best way to integrate universities in a country's drive for economic growth.

Strathe, Marlene I., & Wilson, Vicki W. (2006). Academic leadership: the pathway to and from. *New Directions for Higher Education: Transitions Between Faculty and Administrative Careers*, No. 134, 5-13.

The chapter examines the characteristics of effective academic administrators and the pathways to and from an academic administrative position from the faculty member's perspective.

Swain, Mary Ann (2006). Reflections on academic administration. *New Directions for Higher Education: Transitions Between Faculty and Administrative Careers*, No. 134, 25-36.

Conceptual frameworks for guiding the work of university administrators in effective hiring, planning, and budgeting smooth the transition from a faculty to an administrative role.

Willson, Richard (2006). The dynamics of organizational culture and academic planning. *Planning for Higher Education*, 34(3), 5-17.

How often do you get to learn, in depth, about why something did not work? This article analyzes the death of Cal Poly Pomona's Academic Affairs Master Plan (AAMP) process and suggests that the "right" planning approach may be less important than understanding an institution's organizational culture before beginning.

Wood, Ann L. (2006). Demystifying accreditation: Action plans for a national or regional accreditation. *Innovative Higher Education*, 31(1), 43-62.

As part of educational reform, many institutions of higher education are undergoing accreditation processes. Based on interviews, observations, and the author's experiences in accreditation reviews, this discussion delineates three stages of planning for an accreditation process. Recommendations are organized by each stage of preparation into long- and short-term action plans with specific tasks. Analyzing the process of accreditation across institutions and programs led to the identification of common elements that

can make planning an accreditation effective and efficient. This article maps the roles and responsibilities of accreditation stakeholders and the need for communication and collaboration throughout the process.

Yokoyama, Keiko (2006). Entrepreneurialism in Japanese and UK universities: Governance, management, leadership, and funding. *Higher Education*, 52(3), 523-555.

This paper scrutinises organisational change in Japanese and UK universities which are engaged in entrepreneurial activities. The study focuses on recent changes in governance, management, leadership, and funding in these universities. The paper argues there are convergent trends between Japanese and UK universities in terms of increasing entrepreneurial activities, a review of institutional strategies, a review of the organisation, the application of market-oriented institutional policy, links with the industrial sector, the notion of a public financial crisis and changing external environment, strong leadership of the university President or Vice-Chancellor, and the notion of the accountability of the university to society as a whole. However, the application of particular institutional strategies, entrepreneurial culture, and the way in which an institution relates itself to the private sector significantly differs among institutions. The paper suggests that those differences are related to different institutional history and characteristics - including those between national and private universities in Japan, and old and new universities in the UK - as well as different government policies between Japan and the UK.

Bornmann, L., Mittag, S., & Daniel, H.-D. (2006). Quality assurance in higher education - meta-evaluation of multi-stage evaluation procedures in Germany. *Higher Education*, 52(4), 687-709.

Systematic procedures for quality assurance and improvement through evaluation have been in place in Western Europe since the mid 1980s and in Germany since the mid 1990s. As studies in Europe and beyond show that multi-stage evaluation procedures as the main quality assurance instrument for evaluation of teaching and learning in higher education institutions have proved reliable and have gained acceptance, in Germany (as well as in other countries) the evaluation of teaching and learning through internal and external evaluations has long come under the fire of criticism. Our results of the first comprehensive and representative investigation of procedures for the evaluation of teaching and learning in Germany show that former participants in the evaluations (reviewers and those reviewed) are satisfied all in all with the multi-stage procedure. They are convinced that the goals of quality assurance and improvement were achieved. Suggestions for improving the procedures target individual aspects, such as, for example, the composition of the review panel. Against this background, it makes sense to perform regular quality assessments of the procedures for quality assurance and improvement.

Frolich, Noline (2006). Still academic and national - Internationalisation in Norwegian research and higher education. *Higher Education*, 52(3), 405-420.

The paper discusses strategies for internationalisation in Norwegian research and higher educational institutions in terms of understanding them in relation to the organisations' relation to environments and/or in relation to the organisations' basic values and identities. The empirical material consists of six case studies (3 universities, 2 university colleges and 1 research institute). Points of departure are observed through increasing competition, normative transformations in terms of increasing economic justifications of internationalisation and impetus to coherent strategic actions. To what extent does the Norwegian landscape of responses to internationalisation fit such interpretations? Based on this case study we may safely conclude that increased competition as a major driver of internationalisation policies and practices in these organisations is still to come. An economic justification of policies and practices is not the major reason to internationalise, given the perceptions of these organisations. They are currently deeply embedded in academic rationales for internationalisation.

Kim, Sunwoong, & Lee, Ju-Ho (2006). Changing facets of Korean higher education: market competition and the role of the state. *Higher Education*, 52(3), 557-587.

During the past several decades, the Korean higher education sector has experienced tremendous expansion, while the quality of teaching and research has not improved very much. Despite the fact that higher education had to rely on the private sector for most of its finance and provision, market competition among higher education institutions has, until recently, been heavily restricted by the government. We argue that the government should try to incorporate more market-based policies in order to upgrade the quality of teaching and research at higher education institutions.

Kivinen, Osmo, & Poikus, Petri (2006). Privileges of Universitas Magistrorum et Sclarium and their justification in charters of foundation from the 13th to the 21st centuries. *Higher Education*, 52(2), 185-213.

Analysing foundation charters, this article explores the various purposes universities have been said to serve at different periods of time, how the distinction between universities and other educational establishments has been made, and how the actions of the academic community have been justified. The data consist of 225 charters of foundation from the year 1224 to 1999. Granted by rulers, the charters depict universities as being suited to serve widely differing purposes, such as furthering the material and spiritual prosperity of the nation and the local community, strengthening the right faith and training public servants. Charters granted universities privileges such as the status of *studium generale* and *ius ubique docendi*, a universal teaching licence. These privileges created a foundation for all later principles generally applicable to the academic world. The universities originating in academic guilds founded for the protection of scholars have always been answerable to societal demands. A certain degree of loyalty by academic people to those in power has, in turn, secured the universities and the academic community their vital integrity and freedom of opinion, publication and research.

Laudel, Grit (2006). The 'quality myth': Promoting and hindering conditions for acquiring research funds. *Higher Education*, 52(3), 375-403.

Research funding has been undergoing a shift from recurrent, stable funding to competitive funding of projects. The system rests on the assumption that the best proposals or the best researchers receive the resources, i.e., that quality is not only necessary but also sufficient to win a grant. A comparative study of the conditions of fund acquisition was conducted to test this assumption. Qualitative interviews with 45 German and 21 Australian Experimental physicists were conducted. Although the quality of a proposal and the reputation of a researcher are important prerequisites for a successful acquisition of funds, the success of a funding proposal depends on several factors that are not linked to quality and cannot even be controlled by scientists. Scientists used adaptation strategies and universities applied institutional measures to increase their chances of external funding, but with limited success. Under the described conditions, grant acquisition is based on a Matthew Effect by rewarding the richly funded researchers

and hindering entry or continuous funding for others. For these reasons it must also be doubted that external funding *per se* is a useful performance indicator.

Leathwood, Carole (2006). Gender, equity and the discourse of the independent learner in higher education. *Higher Education*, 52(4), 611-633.

The 'independent learner' is a key construct within discourses of educational policy and practice in the UK. Government policy statements stress the importance of developing learner independence, and higher education pedagogical practices tend to rest on the assumption that students are independent learners. This paper draws on research with undergraduate students in a post-1992 university to offer a critical appraisal of the discourse of the independent learner. The paper examines students' perceptions of independence in both their first year of undergraduate study, and in the later years of their degree courses. Support for learning and issues related to asking for help are discussed. Whilst students tend to both expect and want to be independent, it is suggested that dominant constructions of the independent learner are gendered and culturally specific, and as such are inappropriate for the majority of students in a mass higher education system.

Lieven, Michael, & Martin, Graeme (2006). Higher education in a global market: The case of British overseas provision in Israel. *Higher Education*, 52(1), 41-68.

In recent years there has been a major expansion by higher education institutions in setting up 'for-profit', offshore programmes and campuses. It has been claimed that for-profit provision in a free, or unregulated market, responds to student demand and acts as a catalyst for innovation, thus fuelling arguments for a global 'free market' in higher education. There are few opportunities to test these claims since higher education is overwhelmingly provided within national systems of education and is generally subject to strong local regulation. Israel, in the 1990s, offered a rare case of an unregulated market in higher education for foreign providers, albeit one which contained significant distortions: British institutions took the leading part in developments. This article examines that experience in the light of documentation in the public domain and of practitioner research and argues, contrary to unsubstantiated claims, that provision fell below acceptable standards. The article concludes that, in this field, consumer demand did not operate on the basis of quality and that the market-place cannot assure standards of higher education in overseas provision. Furthermore, until international standards are agreed, governments have a responsibility to regulate provision which directly affects the lives of their citizens.

Llamas, Jose Manuel Coronel (2006). Technologies of disciplinary power in action: the norm of the 'Good student'. *Higher Education*, (2006) 52(4), 665-686.

We have completed a piece of research into the process of production of speech on the part of students as regards their idea of 'the good student', taking social postmodern theories as a conceptual reference and within the university

context. The study tries to show how disciplinary technologies are a major influence in the make-up of particular types of students. It is an exploration of the discourses used by students reflecting their vision of university, teaching and learning. The aim is to understand their reasoning by means of the view they have of academic activity and life. Starting from Michael Foucault's thoughts on power relations in the context of educational practices we present a plan of discourse analysis based on accounts made by the students themselves.

Marginson, Simon (2006). Dynamics of national and global competition in higher education. *Higher Education*, 52(1), 1-39.

The paper explores the dynamics of competition in higher education. National competition and global competition are distinct, but feed into each other. Higher education produces 'positional goods' (Hirsch 1976) that provide access to social prestige and income-earning. Research universities aim to maximise their status as producers of positional goods. This status is a function of student selectivity plus research performance. At system-level competition bifurcates between exclusivist elite institutions that produce highly value positional goods, where demand always exceeds supply and expansion is constrained to maximise status; and mass institutions (profit and non-profit) characterised by place-filling and expansion. Intermediate universities are differentiated between these poles. In global competition, the networked open information environment has facilitated (1) the emergence of a world-wide positional market of elite US/UK universities; and (2) the rapid development of a commercial mass market led by UK and Australian universities. Global competition is vectored by research capacity. This is dominated by English language, especially US universities, contributing to the pattern of asymmetrical resources and one-way global flows. The paper uses Australia as its example of system segmentation and global/national interface. It closes by reflecting on a more balanced global distribution of capacity.

Osborne, Michael, & McClaurin, Iain (2006). A probability matching approach to further education/higher education transition in Scotland. *Higher Education*, 52(1), 149-183.

As part of the impetus to increase and widen participation in the UK, and in Scotland in particular, there has been considerable effort put into creating links between Further Education Colleges (FECs) and Higher Education Institutions (HEIs). However, because no unique identifier is used to track students between the two sectors, little is known in quantitative terms of the nature of this progression. In this article using substantial datasets, and an approach known as Probability Matching, we are able to provide novel data on the proportions of Scottish domiciled former FEC students within Scottish HEIs, and are able to compare the characteristics of this subset of all students with the whole cohort within HE in a given year, 1999-2000.

Siegel, David J. (2006). Organizational response to the demand and expectation for diversity. *Higher Education*, 52(1), 465-486.

This study examines the interplay of institutional environments and organizational contexts in shaping the responses of four professional schools (public health, business, social work, and engineering) to diversity-related pressures, expectations, requirements, and incentives. The role of market demand in structuring postsecondary approaches to diversity is of particular interest.

Solbrekke, Tone Dyrdal, & Karseth, Berit (2006). Professional responsibility - an issue for higher education? *Higher Education*, 52(1), 95-119.

The aim of this article is to shed light on some aspects of professional responsibility by investigating students' visions of future work and notions of professional responsibility. The data is based on interviews with samples of freshmen in three educational programmes at the University of Oslo in Norway. The data has been analysed in relation to two thesis claimed by Steven Brint: "The rise of a utilitarian ethos" in higher education and the movement from "social trustee professionalism" to "expert professionalism". The findings show that the students in our sample do not think of higher education primarily as a means to get credentials that will be useful in the labour market. An intellectual interest in the discipline is the most prevalent reason for the students' educational choices. Furthermore our findings support an orientation towards "expert professionalism" rather than "social trustee professionalism". But, embedded in the perspective of an expert there is an emphasis on ethical knowledge, moral and/or societal responsibility and the wish to do good for others. However, the students' sense of responsibility seems to be restricted to certain "localism" of their specific occupation. Based on the findings we argue that the students reveal a moral awareness that should be taken seriously by the educational institution in order to foster critical rationality and professional commitments.

Wolf-Wendel, Lisa Ellen, & Ward, Kelly (2006). Academic life and motherhood: Variations by institutional type. *Higher Education*, 52(3), 487-521.

This paper explores the interface between work and family at different types of institutions from the perspective of women faculty who are on the tenure track and who are mothers of young children. Such a perspective provides insight into institutional variation on academic life in general, and for new faculty as mothers in particular. A macro view of the findings points to two major concerns: time (and lack thereof) and its impact on the "ideal worker" norms that shape what it means to be a good mother and good professor at different institutional types; and, the idea of "choice" as an illusion.



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