Higher education

VOCABULARY PRACTICE

ADVANCED | C1

Name: _____ **Date:** _____

1 Match each higher-education concept with its meaning.

1 academic governance	____	a responsible and honest conduct of research
2 peer review	____	b use of student data to understand learning
3 research integrity	____	c unstable employment and career conditions in academia
4 interdisciplinarity	____	d keeping enrolled students in study
5 knowledge exchange	____	e collaboration across fields of knowledge
6 widening participation	____	f structures through which academic decisions are made
7 student retention	____	g independence in institutional academic decisions
8 institutional autonomy	____	h reciprocal sharing between universities and society
9 learning analytics	____	i expert evaluation by others in the same field
10 academic precarity	____	j enabling access for under-represented groups

2 Complete the institutional collocations.

autonomy | **data** | **integrity** | **participation** | **pathways** | **review** | **retention** | **society**

1 safeguard institutional _____

2 uphold research _____

3 undergo rigorous peer _____

4 widen _____ in higher education

5 improve student _____

6 create interdisciplinary _____

7 use learning _____ responsibly

8 exchange knowledge with _____

3 Choose the concept that best captures the distinction.

1 Formal structures for academic decision-making: *academic governance / institutional autonomy*.

2 Independent expert scrutiny of research: *peer review / learning analytics*.

3 Responsible methods, records and reporting: *research integrity / academic freedom*.

4 Work genuinely connecting different fields: *interdisciplinarity / specialisation*.

5 Two-way collaboration beyond the university: *knowledge exchange / public relations*.

6 Increasing access for under-represented groups: *widening participation / retention*.

7 Keeping students engaged and enrolled: *student retention / admissions*.

8 Insecure academic employment conditions: *academic precarity / tuition funding*.

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4 Complete the institutional analysis with terms from the box.

academic governance | academic precarity | institutional autonomy | interdisciplinarity | knowledge exchange | learning analytics | peer review | research integrity | student retention | widening participation

The strategy links **1** _____ with stronger **2** _____, recognising that admission without support may not lead to completion. Used carefully, **3** _____ can identify patterns, but student data require transparent governance. The university defends **4** _____ while accepting public accountability. Clear **5** _____ should include staff and student voices. Research quality depends on **6** _____ and **7** _____, though neither is infallible. Complex questions benefit from **8** _____. Genuine **9** _____ is reciprocal, not one-way publicity. Finally, reducing **10** _____ is important for sustainable teaching and research careers.

5 Read the text and answer the questions concisely.

What is a university for?
Universities educate students, produce knowledge and contribute to public life, but these purposes can pull in different directions. Short-term labour-market demand may favour immediately applicable skills, while research and broad education often require a longer horizon. Institutional autonomy protects inquiry, yet autonomy does not remove accountability for public resources, working conditions or unequal outcomes. Metrics can inform decisions but may distort priorities when treated as ends in themselves. A credible institution therefore makes trade-offs visible, includes affected groups in governance and evaluates both intended and unintended consequences.

1 What three purposes of universities are named? _____

2 What tension concerns the time horizon of education? _____

3 What does institutional autonomy protect? _____

4 For which three areas does accountability remain? _____

5 When may metrics distort priorities? _____

6 Which three practices characterise a credible institution? _____

6 Paraphrase using the expression in capitals.

1 Experts in the field evaluated the article. **PEER** _____

2 The project joined methods from several disciplines. **INTERDISCIPLINARY** ___

3 The programme increased access for excluded groups. **PARTICIPATION** ____

4 Temporary contracts created insecure careers. **PRECARITY** _____

OVER TO YOU

Write a **160-190 word** critical response: How should a university balance autonomy, accountability, access and research quality? Develop a qualified position.

[ ] Use at least ten target terms or collocations. [ ] Identify competing purposes. [ ] Consider metrics, governance and unequal conditions.

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ANSWER KEY

1 Higher-education concepts

1 **f** 2 **i** 3 **a** 4 **e** 5 **h** 6 **j** 7 **d** 8 **g** 9 **b** 10 **c**

2 Institutional collocations

1 **autonomy** 2 **integrity** 3 **review** 4 **participation** 5 **retention** 6 **pathways** 7 **data** 8 **society**

3 Conceptual distinctions

1 **academic governance** 2 **peer review** 3 **research integrity** 4 **interdisciplinarity** 5 **knowledge exchange** 6 **widening participation** 7 **student retention** 8 **academic precarity**

4 Institutional analysis

1 **widening participation** 2 **student retention** 3 **learning analytics** 4 **institutional autonomy** 5 **academic governance**
6 **research integrity** 7 **peer review** 8 **interdisciplinarity** 9 **knowledge exchange** 10 **academic precarity**

5 Reading - suggested answers

1 Educate students, produce knowledge and contribute to public life. 2 Immediate labour-market skills versus longer-term research and broad education.
3 Inquiry. 4 Public resources, working conditions and unequal outcomes. 5 When treated as ends in themselves. 6 Make trade-offs visible, include affected groups and evaluate intended and unintended effects.

6 Paraphrasing - possible answers

1 The article underwent **peer review**. 2 The project was **interdisciplinary**. 3 The programme supported **widening participation**. 4 Temporary contracts increased **academic precarity**.

Over to you: Answers will vary. Check conceptual precision, trade-offs, evidence and institutional responsibility.