zakhstan. Some deputy ministers in Russia and Ukraine, and the minister of education in Kazakhstan, did not have an active for-profit affiliation at the time of data collection, but based on employment history and national expert assessments, are expected to go through the "revolving door" into a salaried or shareholder position at a university immediately after completing their mandate in the public sector. To the extent evidence is available, for-profit affiliations with universities are also common at a lower level of decision-making: among the heads of departments for higher education in Armenia, Azerbaijan, Moldova, Russia, and Serbia, and among legislators in charge of education in Azerbaijan, Bosnia and Herzegovina, Macedonia, Moldova, Serbia, and Ukraine.

The most common form of for-profit affiliation with universities by target group members is practiced by salaried staff in public universities. In the region of the Western Balkans, the benefit of being on the payroll of a higher education institution is usually combined with the provision of fee-based expertise. In some countries (Azerbaijan, Kazakhstan, Serbia, and Ukraine), holders of public office are also owners of (private) higher education institutions, or are expected to resume ownership upon completion of their tenure. In addition, in Azerbaijan, the for-profit affiliation of some deputy ministers includes the provision of procurement services to universities, and, in Croatia, the benefit of affiliation of a high-level civil servant in the ministry is expected to be an academic credential (a Ph.D degree) from a public university.

Why It Matters
The threat of "academic capture" has manifold and detrimental implications. Thanks to "captured" individuals with regulatory responsibilities, the higher education sector may secure channels of influence on policy decisions and achieve favorable policy outcomes—where many of these outcomes would have been detrimental to the sector, and/or come at the expense of other education and public policy priorities. Consider, for example, the hypothetical case of a smaller, regional higher education institution that expects a fair approach to the accreditation of its new study programs, only to discover that the accreditation authority has rejected them, while applying a double standard in favor of the alma mater of the minister of education. Or imagine a discussion about public budget allocations, which year after year concludes with a decision to increase investments in an already oversized university network instead of addressing a persistent and acute shortage of kindergarten places. Finally, consider all the ways in which a tertiary educational institution that has influence over its regulators can harm itself by exercising its influence to prevent the very changes it might need in order to improve. As a sector-specific risk of regulatory "capture,"" academic capture" deserves to be treated with the same urgency and attention as any other form of conflict of interest in the public sector. The alternative—leaving distortions in higher education policy-making unexplored and their harmful, long-term side effects unaddressed—means accepting that certain groups among educational actors are wrongfully and systematically put at a disadvantage, that trust in public education policy is undermined, and resistance to change encouraged.

NEW PUBLICATIONS FROM CIHE

Georgiana Mihut, Philip Altbach, and Hans de Wit, eds. *Understanding Higher Education Internationalization: Insights from Key Global Publications*, published in 2017. This book uniquely organizes selected articles published in *University World News (UWN)* and *International Higher Education (IHE)* to reflect themes relevant for higher education internationalization, thus offering an accessible and analytic perspective on pressing contemporary concerns regarding internationalization. https://www.sensepublishers.com/catalogs/bookseries/global-perspectives-on-higher-education/understanding-higher-education-internationalization/

Jamil Salmi. *The Tertiary Education Imperative Knowledge, Skills and Values for Development*, published in 2017. This book explores the crucial role played by tertiary education toward achieving the Sustainable Development Goals. https://www.sensepublishers.com/catalogs/bookseries/global-perspectives-on-higher-educa-tion/the-tertiary-education-imperative/

Damtew Teferra, ed. *Flagship Universities in Africa. Basingstoke*, published in 2017. This book offers an in-depth, comprehensive analysis of flagship universities in Africa—the largest, most selective, and most prestigious universities on the continent. http://www.springer.com/la/book/9783319494029

Adriana Pérez-Encinas, Laura Howard, Laura Rumbley, and Hans de Wit, eds. *The Internationalisation of Higher Education in Spain, Reflections and Perspectives*, published in 2017. In this publication, 12 experts offer their vision of the internationalization of the Spanish university system. http://www.bc.edu/content/dam/files/research_sites/cihe/pdf/SEPIE_Online_ENG.pdf
Also in Spanish: *Internacionalización de la Educación Superior en España, Reflexiones y Perspectivas*. http://www.bc.edu/content/dam/files/research_sites/cihe/pdf/SEPIE_Online_ESP.pdf

NEW PUBLICATIONS

(Editor's note: *IHE* no longer publishes short book summaries, but rather provides a more comprehensive listing of new books that will be of interest to a higher education audience. We welcome suggestions from readers for books on higher education published especially outside of the United States and United Kingdom. This list was compiled by Edward Choi, graduate assistant at the Center.)

Austin, Ian and Glen A. Jones. *Governance of Higher Education: Global Perspectives, Theories, and Practices.* New York, NY: Routledge, 2016. 218 pp. $47.95 (pb). Website: www.routledge.com

Arthur, James. *Policy Entrepreneurship in Education: Engagement, Influence and Impact.* New York, NY: Routledge, 2017. 176 pp. $140 (hb). Website: www.routledge.com

Bain, Alan and Lucia Zundans-Fraser. *The Self-organizing University – Designing the Higher Education Organization for Quality Learning and Teaching.* Singapore, Springer, 2017. 192 pp. € 93,59 (hb). Website: www.springer.com

Bradford, Annette and Howard Brown, eds. *English-Medium Instruction in Japanese Higher Education – Policy, Challenges and Outcomes.* Bristol, UK: Multilingual Matters, 2017. 320 pp. $159.95 (hb). www.multilingual-matters.com

Davis, Niki. *Digital Technologies and Change in Education:* *The Arena Framework.* New York, NY: Routledge, 2017. 174 pp. $39.95 (pb). Website: www.routledge.com

Deem, Rosemary and Heather Eggins, eds. *The University as a Critical Institution?* Rotterdam, Netherlands: Sense, 2017. 248 pp. $43.20 (pb). Website: www.sensepublishers.com

Dent, Samuel, Laura Lane, and Tony Strike, eds. *Collaboration, Communities and Competition – International Perspectives from the Academy.* Rotterdam, Netherlands: Sense Publishers, 2017. 246 pp. $99 (hb). Website: www.sensepublishers.com

Eggins, Heather, ed. *The Changing Role of Women in Higher Education.* Singapore: Springer, 2017. 310 pp. $69.99 (ebook). Website: www.springer.com

Killick, David. *Developing Intercultural Practice – Academic Development in a Multicultural and Globalizing World.* New York, NY: Routledge, 2017. 232 pp. $49.95 (pb). Website: www.routledge.com

Kiyama, Judy Marquez and Cecilia Rios-Aguilar, eds. *Funds of Knowledge in Higher Education – Honoring Students' Cultural Experiences and Resources as Strengths.* New York, NY: Taylor & Francis, 2018. 208 pp. $46.95 (pb). Website: www.routledge.com

Li, Guofang and Wen Ma, eds. *Educating Chinese-Heritage Students in the Global–Local* *Nexus Identities, Challenges, and Opportunities.* New York, NY: Taylor & Francis, 2018. 272 pp. $49.95 (pb). Website: www.routledge.com

Lupton, Deborah, Inger Mewburn, and Pat Thomson, eds. *The Digital Academic – Critical Perspectives on Digital Technologies in Higher Education.* New York, NY: Routledge 2017. 172 pp. $39.95 (pb). Website: www.routledge.com

Manning, Kathleen. *Organizational Theory in Higher Education.* New York, NY: Routledge, 2017. 222 pp. $49.95 (pb). Website: www.routledge.com

Marah, John K. *Pan-African Education – A Must for the African Union.* New York, NY: Routledge, 2017. 284 pp. $149.95 (pb). Website: www.routledge.com

Merrill, Michelle Y. et al., eds. *Education and Sustainability Paradigms, Policies and Practices in Asia.* New York, NY: Routledge, 2017. 302 pp. $160 (hb). Website: www.routledge.com

Salmi, Jamil. *The Tertiary Education Imperative Knowledge, Skills and Values for Development.* Rotterdam, Netherlands: Sense Publishers, 2017. 218 pp. $54 (pb). Website: www.sensepublishers.com

Samuels, Robert. *Educating Inequality: Beyond the Political Myths of Higher Education and the Job Market.* New York, NY: Routledge, 2018. 182 pp. $47.95 (pb). Website: www.routledge.com

Schrag, Zachary M. *Ethical Imperialism: Institutional Review Boards in the Social Sciences, 1965–2009.* Baltimore: Johns Hopkins University Press, 2017. 245 pp. $24.95 (pb). Website: www.press.jhu.edu

Scott, W. Richard and Michael W. Kirst, eds. *Higher Education in Silicon Valley: Connected but Conflicted.* Baltimore: Johns Hopkins University Press, 2017. 282 pp. $54.95 (pb). Website: www.press.jhu.edu

Stefani, Lorraine and Patrick Blessinger, eds. *Inclusive Leadership in Higher Education International Perspectives and Approaches.* New York, NY: Routledge, 2017. 216 pp. $46.95 (pb). Website: www.routledge.com

Tsuneyoshi Ryoko, ed. *Globalization and Japanese "Exceptionalism" in Education – Insider's Views into a Changing System.* New York, NY: Routledge, 2017. 240 pp. $160 (hb). Website: HYPERLINK "http://www.routledge.com" www.routledge.com