

to the institution.

A strong program evaluation mechanism would review activities outlined by the terms of each grant; deliverables; performance indicators; and outcomes achieved. Currently, most universities simply measure the success of programs in terms of proper financial auditing and the achievement of expected outputs and outcomes according to indicators set by the donors. For instance, in the first cycle of South Africa's TDG and RDG, the department of higher education and teaching (DHET) did not request any narrative report from institutions that had received funding from the programs. Nor did recipient universities conduct any post-program evaluations. This absence of data makes it extremely difficult to assess the impact of these two grant programs on the operations of the recipient universities.

BENEFITS AND CHALLENGES OF A FRAMEWORK TO EVALUATE INSTITUTIONAL GRANTS

A basic program evaluation framework is a detailed tool used to organize and link together evaluation questions, outcomes or outputs, indicators, data sources, and data collection methods for any given project or program. Such a framework at the institutional level should focus on improving policy and practice in the utilization of all grants awarded to the university. The design of the framework should include a detailed definition of activities, inputs, performance indicators, deliverables, means of verification, and outcomes/outputs/results expected from the use of the grants. Most importantly, the framework should be aligned with the broader vision and core mission of the respective

universities in terms of teaching, research, and community engagement; their mid- to long-term strategic plans; and the expectations of the universities' regional councils.

Establishing such a formal grants evaluation framework at the institutional level would benefit African universities in several ways. It would ensure that donor grants are properly used. It would improve accountability within universities and restore trust among university staff and donors. It would also provide impact pathways for organizational learning and prepare the ground for future impact studies and grants assessments. Some efforts are already being made to address this issue. For instance, through DHET, the Centre for Research Evaluation on Science and Technology (CREST) at Stellenbosch University in South Africa is assisting the country's universities to monitor activities related to government grants by helping them set up logical frameworks to guide their program implementation.

However, universities may face several challenges in their efforts to establish such a framework. These include the lack of a critical mass of higher education experts in monitoring and evaluation or with a background in managing institutional operations. The lack of an appropriately standardized methodology for institutional evaluation will also be an obstacle at most universities. However, an institutional commitment from universities to properly evaluate the results, outcomes, and wider impact of the use of their grants will be a first step toward ensuring that externally funded grants truly benefit African universities. ■

NEW PUBLICATIONS

(Editor's note: 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 Jean Baptiste Diatta, graduate assistant at CIHE.)

Brennan, Jason, and Phillip Magness. *Cracks in the Ivory Tower: The Moral Mess of Higher Education*. New York, NY: Oxford University Press, 2019. pp. 336. Website: <https://global.oup.com/academic/product/cracks-in-the-ivory-tower9780190846282?cc=us&lang=eng>

Cannizzo, Fabian, and Nick Osbaldiston, eds. *The Social Structures of Global Academia*. New York, NY: Routledge, 2019. pp. 240. Website: <https://www.routledge.com/The-Social-Structures-of-Global-Academia/Cannizzo-Osbaldiston/p/book/9781138610125>

Finkelstein, Martin J., and Glen A. Jones, eds. *Professorial Pathways: Academic Careers in a Global Perspective*. Baltimore, MD: Johns Hopkins University Press, 2019. pp. 301. Website: <https://jhupbooks.press.jhu.edu/title/professorial-pathways>

Higgs, Joy, Geoffrey Crisp, and Will Letts, eds. *Education for Employability: The Employabil-*

ity Agenda. Leiden, Netherlands: Brill Sense, 2019. pp. 231. Website: <https://brill.com/view/title/55064?rskey=jrzoym&result=14>
Kövé, Ágnes, and Lorand Eötvös, eds. *University and Society: Interdependencies and Exchange*. Northampton, MA: Edward Elgar Publishing, 2019. pp. 320. Website: <https://www.e-elgar.com/shop/university-and-society>

Leonard, Jacqueline, Andrea C. Burrows, and Richard Kitchen, eds. *Recruiting, Preparing, and Retaining STEM Teachers for a Global Generation*. Boston, MA: Brill Sense, 2019. pp. 390. Website: <https://brill.com/abstract/title/54979?rskey=mmPJ4K&result=6>

Neubauer, Deane E., Ka Ho Mok, and Jin Jiang, eds. *The Sustainability of Higher Education in an Era of Post-Massification*. New York, NY: Routledge, 2019. pp. 148. Website: <https://www.routledge.com/The-Sustainability-of-Higher-Education-in-an-Era-of-Post-Massification/Neubauer-Mok-Jiang/p/book/9780367272784>

Paksuniemi, Merja, and Pigga Keskitalo, eds. *Introduction to the Finnish Educational System*. Leiden, Netherlands: Brill Sense, 2019. pp. 157. Website: <https://brill.com/abstract/title/54458?rskey=DeqY3L&result=27>