

New Publications

Farrugia, Christine A., and Rajika Bhandari. *Open Doors: Report on International Student Exchange*. New York: Institute of International Education, 2013. 112 pp. (pb). ISBN 978-0-87206-367-9. Web site: www.iie.org.

The annual analysis of trends in student mobility to and from the United States, *Open Doors*, provides comprehensive data and some analysis concerning mobility trends. Detailed information concerning the numbers and origins of students studying in the United States as well as the number and destinations of Americans going abroad, is provided.

Freeman, Sydney, Jr., Linda Serra Hagedorn, Lester F. Goodchild, and Dianne A. Wright, eds. *Advancing Higher Education as a Field of Study: In Quest of Doctoral Degree Guidelines*. Sterling, VA: Stylus Publishing, 2014. 340 pp. \$45 (hb). ISBN 978-1-62036111-5. Web site: www.Styluspub.com.

The focus of this book is on doctoral study in the field of higher education in the United States and issues relating to the development of the field of higher education research. An analysis of a 2012 survey of doctoral programs in higher education in the United States and Canada is provided. Among the themes discussed are professional practice in the field of student affairs, the development of the field of higher education studies, the role of the Council for the Advancement of Standards in Higher Education Programs, and others.

Greeley, Andrew W. *The Changing Catholic College*. New Brunswick, NJ: Transaction, 2013. 226 pp. \$29.95 (pb). ISBN 978-1-4128-5286-9. Web site: www.transactionpub.com.

Originally published in 1967, this classic discussion of Catholic colleges and universities in the United States has been republished with a comprehensive new introduction by Kevin Christiano. The volume discusses the social and historical development of Catholic higher education, an analysis of several colleges and universities, and considerations of faculty, administration, and students. The introduction discusses the significant changes that have taken place in the past half century.

Higgins, John. *Academic Freedom in a Democratic South Africa: Essays and Interviews on Higher Education and the Humanities*. Johannesburg, South Africa: Wits Press, 2013. 272 pp (pb). ISBN 978-1-86814-751-9. Web site: www.witspress.co.za.

A series of essays and interviews, by prominent South African humanities scholar John Higgins, concern themes such as the role of the humanities in higher education, academic freedom, and institutional culture. Interviews with Terry Eagleton, Edward Said, and Jakes Gerwel are included.

Iram, Yaacov, Yehuda Friedlander, and Shimon Ohayon, eds. *The Role of a Religious University*. Ramat Gan, Israel: Bar-Ilan University Press, 2013. 152 pp (hb). ISBN 978-965-226-439-8.

This bilingual volume, in English and Hebrew, features essays on the role of religious universities. Chapters focus on Bar-Ilan University in Israel as a

religious university, religious universities worldwide, Christian universities in the United States, a Protestant perspective from Germany, and others.

Kehm, Barbara, and Christine Musselin, eds. *The Development of Higher Education Research in Europe: 25 Years of CHER*. Rotterdam, Netherlands: Sense, 2013. 134 pp. (pb). ISBN 978-94-6209-399-7. Web site: www.sensepublishers.com.

The Consortium of Higher Education Researchers (CHER), founded 25 years ago, is one of the key groups of higher education researchers in the world, with a special emphasis on Europe. This volume focuses on CHER's development, and includes discussions of the changing topics at annual conferences, European programs and training courses for higher education management, and others.

Kezar, Adrianna. *How Colleges Change: Understanding, Leading, and Enacting Change*. New York: Routledge, 2014. 255 pp. (pb). ISBN 978-0-415-53206-8. Web site: www.routledge.com.

Basing her guidelines for change in higher education, Kezar examines the relevant literature concerning designing and implementing change in American colleges and universities, and adds examples of how change works. Stemming from Robert Birnbaum's classic *How Colleges Work*, this book focuses on implementing change in the 21st-century American context. Theories about change are also discussed.

King, Roger, Simon Marginson, and Rajani Naidoo, eds. *The Globalization of Higher Education*. Cheltenham, UK: Edward Elgar, 2013. 762 pp. \$415 (hb). ISBN 978-1-78100-169-1. Web site: www.e-elgar.com.

This comprehensive, and quite expensive, compendium of 37 key essays on all aspects of globalization provides a range of perspectives. All of the chapters are reprinted from previously published sources. Among the broad themes are the role of rankings, international student and faculty flows, trends in management and administration, national and global competition, marketization, and others. A range of points of view are reflected in the chapters.

Kline, Kimberly, ed. *Reflection in Action: A Guidebook for Student Affairs Professionals and Teaching Faculty*. Sterling, VA: Stylus Publishing, 2014. 185 pp. \$29.95 (pb). ISBN 978-1-57922-829-3. Web site: www.Styluspub.com.

Writing from an American perspective, the authors in this volume focus on dealing with controversial issues in the context of student affairs in higher education. Using action research, the authors discuss such topic as the evolution of a moral and caring professional, relevant literature in student affairs, race and culture issues, teaching professional development in higher education, and others.

Knight, Jane, ed. *International Education Hubs: Student, Talent, Knowledge-Innovation Models*. Dordrecht, Netherlands: Springer, 2014. 251 pp. \$129 (hb). ISBN 978-94-007-7024-9. Web site: www.springer.com.

Education hubs, the efforts by some countries to bring together foreign education resources to build a center to attract students, build higher education

and, for other reasons, are analyzed in this volume. Perhaps the first study on this topic, Jane Knight provides a perspective on the definition and role of hubs. Case studies from the Persian Gulf, Hong Kong, Singapore, Botswana, South Korea, and several other countries are presented as well.

Kuder, Matthias, Nina Lemmens, and Daniel Obst, eds. *Global Perspectives on International Joint and Double Degree Programs*. New York: Institute of International Education, 2013. 247 pp. \$39.95 (pb). ISBN 978-0-87206-363-1. Web site: www.iie.org.

Joint and double degrees are increasingly widespread globally. This volume provides several chapters offering a broad perspective and definitions. Most of the volume focuses on case studies of these programs in numerous countries and universities. Among them are considerations of joint and double degree programs in Latin America, collaboration in degree programs in China, joint degrees in the European Union's mobility strategy, and discussions of programs in Germany, South Africa, Brazil, and other countries. The volume concludes with a discussion of quality-assurance issues.

Lane, Jason E., and D. Bruce Johnstone, eds. *Higher Education Systems 3.0: Harnessing Systemness, Delivering Performance*. Albany, NY: State University of New York Press, 2013. 323 pp. \$24.95 (pb). ISBN 978-1-4384-4978-4. Web site: www.sunypress.edu.

The focus of this volume is on how public higher education systems in the United States can be made more effective. While the data are American, the analysis will be useful internationally as many countries seek to develop effective

and differentiated academic systems. Among the themes discussed in the book are the historical development of higher education systems in the United States, autonomy and authority in state higher education systems, the role of systems in higher education finance, board governance and systems, the role of systems in academic governance, and others.

Lombardi, John V. *How Universities Work*. Baltimore: Johns Hopkins University Press, 2013. 220 pp. (pb). ISBN 978-1-4214-1122-4. Web site: www.press.jhu.edu.

Lombardi, one of America's most successful university presidents, provides a short book focusing on the American research university. Based on his experience as president of several top institutions as well as observation and research, Lombardi focuses on the key themes at the heart of the research university—the faculty, governance, management, finances and budgets, teaching, and others. Although this volume relates to the American experience, it is broadly relevant.

Medina, Leandro Rodriguez. *Centers and Peripheries in Knowledge Production*. New York: Routledge, 2014. 238 pp. (hb). ISBN 978-0-415-84079-8. Web site: www.routledge.com.

Using the perspective of the French sociologist Bourdieu, this study focuses on the training and subsequent careers of Argentine political scientists from the perspective of how they develop interaction with the international community of social science. Publication patterns, challenges to international involvement, and the perspectives of Argentine political scientists are analyzed.

Morris, Michael H., Donald F. Kuratko, and Jeffrey R. Cornwall. *Entrepreneurship Programs and the Modern University*. Cheltenham, UK: Edward Elgar, 2013. 289 pp. \$125 (hb). ISBN 978-1-78254-462-3. Web site: www.e-elgar.com.

This book provides a practical guide to the emerging field of entrepreneurship education in the context of American higher education. Usually located in schools of management, these programs are rapidly expanding. Among the themes discussed are curriculum, outreach and co-curricular programs, and rationales for these programs.

Muborakshoeva, Marodsilton. *Islam and Higher Education: Concepts, Challenges, and Opportunities*. Abingdon, UK: Routledge, 2013. 179 pp. (hb). ISBN 978-0-415-68750-8. Web site: www.routledge.com.

Focusing largely on the Pakistani context, this volume provides a general discussion of how Islamic ideas have intersected with Western higher education and colonialism, as well as Islamic approaches to higher education. Case studies of several higher education institutions in Pakistan are profiles in the context of how they relate to Islamic thought.

O'Shea, Joseph. *Gap Year: How Delaying College Changes People in Ways the World Needs*. Baltimore: Johns Hopkins University Press, 2014. 183 pp. \$29.95 (pb). ISBN 978-1-4214-1036-4. Web site: www.press.jhu.edu.

This book argues that young people will benefit from a “gap year”—taking a year for volunteer service or other activities between secondary school and university study. Using data from British research, the benefits of a gap year

are illustrated. Additional support for the idea is discussed through literature on psychology and young adult development.

Rothblatt, Sheldon, ed. *Clark Kerr's World of Higher Education Reaches the 21st Century: Chapters in a Special History*. Dordrecht, Netherlands: Springer, 2012. 249 pp (hb). ISBN 978-94-007-4258-1. Web site: www.Springer.com.

A set of essays honors the late Clark Kerr, the legendary president of the University of California and key thinker behind the California Master Plan. Colleagues who worked with Kerr reflect on his contributions, including analyzing the California Master Plan, Kerr's leadership of the Carnegie Commission on Higher Education, and other themes. Several European authors reflect on the influence of the California Master Plan on global higher education.

Synott, Marcia Graham. *Student Diversity at the Big Three: Changes at Harvard, Yale, and Princeton since the 1920s*. New Brunswick, NJ: Transaction, 2013. 370 pp. \$49.95 (hb). ISBN 978-1-4128-1461-4. Web site: www.transactionpub.com.

American universities have in the past half-century tried to build more diverse student and faculty populations and to serve a broader selection of the population. These pressures are present even at the most prestigious universities, such as those analyzed in this volume. Among the themes discussed are how Jewish students and faculty have moved from the margins to the mainstream, the development of coeducation, analyses of gay students, and students with disabilities.

Trachtenberg, Stephen Joel, Gerald B. Kauvar, and E. Grady Bogue. *Presidencies Derailed: Why University Leaders Fail and How to Prevent it?* Baltimore: Johns Hopkins University Press, 2013. 184 pp. \$34.95 (hb). ISBN 978-1-4214-1024-1. Web site: www.press.jhu.edu.

The focus on this book is on “what can go wrong” for American college and university presidents—and how to create an environment where success is likely. Case studies are provided, and analysis of the nature of failure discussed. While focusing on the United States, this book has relevance to academic leaders everywhere.

Williams, Damon A. *Strategic Diversity Leadership: Activating Change and Transformation in Higher Education*. Sterling, VA: Stylus Publishers, 2013. 481 pp. \$49.95 (hb). ISBN 978-1-57922-819-4. Web site: www.Styluspub.com.

Diversity, ensuring that American higher education institutions reflect the ethnic, racial, and gender composition of society in general, is a significant concern. Recently, diversity has also come to include different social class and economic backgrounds, as well. This book, written by a chief diversity officer at a prominent American university, discusses the various elements of creating a diverse academic institution and the challenges involved.

Wyner, Joshua S. *What Excellent Community Colleges Do: Preparing All Students for Success*. Cambridge, MA: Harvard Education Press. 2014. 184 pp. (pb). ISBN 978-1-61250-649-4. Web site: www.harvardeducationpress.org.

This book provides a brief guide to successful community colleges in the United States, drawing from the experiences of many colleges. Among the

themes examined are completion and transfer, equity and developmental education, learning outcomes, labor markets, and the role of the community college president.

Zgaga, Pavel, Ulrich Teichler, and John Brennan, eds. *The Globalization Challenges for European Higher Education: Convergence and Diversity, Centers and Peripheries*. Frankfurt am Main, Germany: Peter Lang, 2013. 387 pp. (hb). ISBN 978-3-631-63908-5. Web site: www.peterlang.de.

A wide ranging discussion of globalization's impact in Europe, this volume includes discussions of the effects of Europeanization on institutional diversification, international mobility in Europe, European influences on Austrian higher education, access issues in Poland, and a series of analyses of southeast Europe.

Zgaga, Pavel, Manja Klemenčič, Janja Komljenovič, Klemen Miklavič, Igor Pepac, and Vedran Jakačić. *Higher in the Western Balkans: Reforms, Developments, Trends*. Ljubljana, Slovenia: Center for Educational Policy Studies, University of Ljubljana, 2013. 99 pp. (pb). ISBN 978-961-253-107-2.

Essays concerning higher education in the Western Balkans provide analysis of such themes as the implementation of the Bologna agenda, governance and the fragmentation of universities, equity issues, the role of students in governance, private higher education, internationalization, and others.