

**STRATIFICATION**

In spite of this incremental trend of access, stratification is still evident. The gap between ethnic groups, though decreasing, is still notably wide. Specifically, the gap between Jewish and Arab students enrolled in undergraduate programs was reduced from more than 2.5-fold to less than 2-fold (between 2004 and 2012).

A gender gap does not exist within the general student population. Furthermore, according to Israel's Central Bureau of Statistics Annual Report (2013), there was a reversal in the trend among the recipients of higher degrees from universities. For example, in 1992 the gender gap of graduate students favored men—graduate: 56 percent (44 percent, for women); and PhD: 67 percent (33 percent, for women). Indeed, two decades later (2010), the gap favored women—graduate: 56 percent (44 percent, for men); and PhD: 50 percent (50 percent, for men). At the undergraduate level the gender gap of favored women is widening—in 1992: 52 percent (48 percent, for men); and in 2010: 57 percent (43 percent, for men). However, Arab women are less likely to acquire higher education than are Arab men or Jewish women.

Stratification already exists in lower schooling levels. The achievement distributions of Israeli students—as measured by the international examinations of the Program for International Student Assessment in 2006, 2009, and 2012—are all characterized by an average achievement level and a wide achievement gap. In fact, Israeli high-school students exhibit the widest achievement gap among Organization for Economic Cooperation and Development (OECD) countries.

Apparently, achievement in high school (e.g., achieving a high-school matriculation certificate) is not the only gatekeeper to access to higher education. Moreover, there are numerous obstacles that nurture the stratification of Israeli higher education. In Hebrew-speaking high schools, about 70 percent of those eligible for the matriculation certificate

have access to higher education. In comparison, in Arabic-speaking high schools, less than 50 percent of those eligible for the matriculation certificate have access to higher education.

Stratification in higher education can only partially be explained by low socioeconomic strata. Specifically, within those Jewish households having low socioeconomic strata, one out of three persons has access to higher education, in comparison with two out of three among Jewish households having high socioeconomic strata. However, within the Arab households, less than one out of three has access to higher education regardless of their socioeconomic strata.

**POLICY IMPLICATIONS**

The longitudinal examination is encouraging, since access to Israeli higher education has had an incremental trend. However, it is still stratified for ethnic minority groups and for students from low socioeconomic strata. This might challenge the fragile cohesion within Israel. The trend is for improvement—for increased access and reduced stratification—but the rate of improvement is currently too slow. Other OECD countries have higher access rates or larger improvement rates, which challenges Israel competitiveness—a highly important asset for Israel.

In fact, it is likely that any reform in higher education is doomed to be less effective, unless it is a part of a more holistic view of the education system at all levels. An equitable school finance policy is necessary. Obviously, more work is required in order to better understand the actual gatekeepers (beyond the obvious factor of socioeconomic strata). Also, although decision makers might recognize that such a reform would have a positive effect on decreasing stratification in Israeli higher education, they have to deal with the political issues of redistribution. The issues illustrated in Israel might be relevant for other multicultural countries that are facing the challenge of reducing inequality.

**NEW PUBLICATIONS**

Arum, Richard, and Josipa Roksa. *Aspiring Adults Adrift: Tentative Transitions of College Graduates*. Chicago: University of Chicago Press, 2014. 239 pp. \$18 (pb). ISBN 978-0-226-19728-9. Web site: [www.press.uchicago.edu](http://www.press.uchicago.edu).

The authors of an earlier book, *Academically Adrift*—an influential critique of the impact of American undergraduate education—focus in this volume on the final years

of undergraduate study and the transition to work. Using data from the Collegiate Learning Assessment, the authors find that graduates have a difficult time transitioning to work and establishing stable relationships, although they are optimistic about the future. The data and focus of this book are on the United States.

Bassett, Roberta Malee, and Alma Maldonado-Maldonado, eds. *Organiamos Internacionales y Políticas en Educación Superior:*

*Pensando globalmente, actuando localmente*. México, DF: ANUIES, 2014. 423 pp. (pb). ISBN 978-607-451-089-8.

This book is an analytical perspective concerning how international and regional organizations relate to higher education—globally and in individual countries. Chapters focus on key international groups such as UNESCO, the World Bank, and others as well as regional associations in Africa, Latin America, and elsewhere.

Fish, Stanley. *Versions of Academic Freedom: From Professionalism to Revolution*. Chicago: University of Chicago Press, 2014. 155 pp. (pb). ISBN 978-0-226-06431-4. Web site: [www.press.uchicago.edu](http://www.press.uchicago.edu).

A series of essays by eminent humanities scholar Fish are concerning aspects of academic freedom in the United States. Issues relating into the definition of academic freedom, its relevance in political debates and research, and related themes are discussed.

Gerber, Larry G. *The Rise and Decline of Faculty Governance: Professionalization and the Modern American University*. Baltimore, MD: Johns Hopkins University Press, 2014. 264 pp. \$29.95 (pb). ISBN 978-1-4214-1463-8. Web site: [www.press.jhu.edu](http://www.press.jhu.edu).

Historian Gerber traces the rise of shared governance and the increasing power of the academic profession in the late 19th century. He argues that the increased complexity, financial problems, and managerial authority in contemporary higher education in the United States are greatly weakening shared governance and that this has significant implications for a decline in the quality of higher education.

Gross, Neil, and Solon Simmons, eds. *Professors and Their Politics*. Baltimore, MD: Johns Hopkins University Press, 2014. 364 pp. (pb). ISBN 978-1-4214-1334-1. Web site: [www.press.jhu.edu](http://www.press.jhu.edu).

Focusing on the political attitudes and values, mainly of American professors, this volume discusses a range of themes. Among them are the comparative politics of professors, political liberalism, graduate schools attendance, the social and political views of American professors, think tanks, the role of activism in the development of ethnic studies programs, and others. The chapters provide data-based cases of the relationship of politics and the academic profession.

Losh, Elizabeth. *The War on Learning: Gaining Ground in the Digital University*. Cambridge, MA: MIT Press, 2014. 302 pp. \$29.95 (hb). ISBN 978-0-262-02738-0. Web site: [www.mitpress.mit.edu](http://www.mitpress.mit.edu).

The argument in this book is that the often uncoordinated use of technology in the classroom in American universities is counterproductive and does not contribute to student learning. The author is critical of MOOCs (the massive open online courses), the use of iPads, and other technological aids because they treat learning as consumption rather than as process.

Musselin, Christine, and Pedro N. Teixeira, eds. *Reforming Higher Education: Public Policy Design and Implementation*. Dordrecht, Netherlands: Springer, 2014. 231 pp. \$120 (hb). ISBN: 978-94-007-7027-0. Web site: [www.springer.com](http://www.springer.com).

Focusing broadly on how national higher education policies, many of which were aimed at reforming higher education systems to cope with massification and other pressures, this book discusses a range of developed countries and themes. Among them are the UK research excellence framework, patterns of reform in Italy, policy pressures and university research, reforming faculty careers in Switzerland, and others.

Nerad, Maresi, and Barbara Evans, eds. *Globalization and Its Impacts on the Quality of PhD Education: Forces and Forms in Doctoral Education Worldwide*. Rotterdam, Netherlands, Sense Publishers, 2014. 234 pp. \$54 (pb). ISBN 978-94-6209-567-0. Web site: [www.sensepublishers.com](http://www.sensepublishers.com).

Focusing on the rapidly developing field of doctoral education, this volume provides both chapters focusing on key broad themes such as the role of doctoral education in economic development and the evolution or research universities, and chapters that discuss themes in geographical context. Among these chapters are discussions of doctoral enrollments in Canada, Australia, the Czech Republic, and other countries, doctoral education and globalization in India, Iceland, and South Africa, and others.

Perna, Laura W., and Joni E. Finney. *The Attainment Agenda: State Policy Leadership in Higher Education*. Baltimore, MD: Johns Hopkins University Press, 2014. 308 pp. \$49.95 (hb). ISBN 978-1-4214-1406-5. Web

site: [www.press.jhu.edu](http://www.press.jhu.edu).

Attainment—access and the completion of degree studies in timely way—is a key issue for debate in the United States. Attainment rates have been dropping in the United States, despite major expenditures on student financial aid from the federal government and the states. This volume examines five US states in depth to understand how state policies affect attainment. This well-researched volume may be relevant to other countries faced with similar challenges.

Stiasny, Mary, and Tim Gore, eds. *Going Global: Global Education: Knowledge-Based Economies for the 21st Century*, Volume 3. Bingley, UK: Emerald, 2014. 229 pp. (pb). ISBN 978-1-78441-003-2.

A series of papers prepared for the British Council's annual Going Global international conference, the theme of the book is international collaboration in higher education. Among the specific foci are how collaboration has contributed to research and innovation, how it has contributed to an increase in skilled knowledge workers, and how collaboration has contributed to internationalization.

Tiessen, Rebecca, and Robert Huish, eds. *Globetrotting or Global Citizenship: Perils and Potential of International Experiential Learning*. Toronto: University of Toronto Press, 2014. 296 pp. (pb). ISBN 978-1-4426-2611-9. Web site: [www.utpublishing.com](http://www.utpublishing.com).

International experiential learning—student experience abroad that goes beyond classroom learning and includes volunteerism, travel programs and others—is the theme of this volume. The topic is considered in part in a Canadian context and includes such specific themes as secondary school international experiential programs, lessons from programs in Rwanda, the ethical imperative in experiential learning, volunteer programs, and others.

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## CRITICAL INTERNATIONAL NEWS AT A GLANCE ON FACEBOOK AND TWITTER

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Do you have time to read more than 20 electronic bulletins weekly in order to stay up to date with international initiatives and trends? We thought not! So, as a service, the CIHE research team posts items from a broad range of international media to our Facebook and Twitter page.

You will find news items from the *Chronicle of Higher Education*, *Inside Higher Education*, *University World News*, *Times Higher Education*, the *Guardian Higher Education network UK*, the *Times of India*, the *Korea Times*, just to name a few. We also include pertinent items from blogs and other online resources. We will also announce international and comparative reports and relevant new publications.

Unlike most Facebook and Twitter sites, our pages are not about us, but rather “newsfeeds” updated daily with

notices most relevant to international educators and practitioners, policymakers, and decision makers. Think “news marquis” in Times Square in New York City. Here, at a glance, you can take in the information and perspective you need in a few minutes every morning.

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## IMPROVEMENTS FOR INTERNATIONAL HIGHER EDUCATION

This issue of *International Higher Education* marks a significant change in our publication arrangements. We have joined the “Open Journal System,” a publication network of the Boston College library. This new arrangement provides easier access to, and searchability of, *IHE* and more effective archiving of our issues. It also provides significantly improved visibility on Internet-search engines. While there may be an adjustment period for some of our readers, this new system greatly improves our reach.

We invite you to explore our new *IHE* homepage (<http://ejournals.bc.edu/ojs/index.php/ihe>), which currently features this issue of *IHE*, as well as the previous two issues. All back issues of *IHE* will eventually migrate to the new site, and we will inform subscribers of this development at the appropriate time. For now, all back issues of *IHE* can be found

in their more familiar location on the CIHE Web site: <http://www.bc.edu/content/bc/research/cihe/ihe/issues.html>.

### A NEW INITIATIVE: HIGHER EDUCATION INTERNATIONALIZATION THEME ISSUE

Beginning at the end of 2014, *IHE* will add a fifth issue each year, specifically focusing on internationalization issues. This issue will be edited by Hans de Wit, director of the Center for Higher Education Internationalization at the Università Cattolica del Sacro Cuore in Milan, Italy. This issue will bring *IHE*'s analytic perspective to the broad issues of internationalization. For further information, please contact Hans de Wit. His e-mail address is: [j.w.m.de.wit@hva.nl](mailto:j.w.m.de.wit@hva.nl).

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## ALTBACH FESTSCHRIFT PUBLISHED

*The Forefront of International Higher Education: A Festschrift in Honor of Philip G. Altbach*, edited by Alma Maldonado-Maldonado and Roberta Malee Bassett, has been published by Springer Publishers—Dordrecht, Netherlands: Springer, 2014. 333 pp. \$129 (hb). Web site: [www.springer.com](http://www.springer.com). This volume, which was prepared to coincide with a conference to honor Philip G. Altbach on April 5, 2013 at Boston College, features chapters focusing on themes relating to research undertaken by Philip G. Altbach. The authors are either students who worked with Professor Altbach or colleagues involved with the Center for International Higher Education at Boston College. Colleagues include Ulrich Teichler, Jane Knight, Martin J. Finkelstein, Hans de Wit, Simon Schwartzman,

Jorge Balán, D. Bruce Johnstone, Judith S. Eaton, Akiyoshi Yonezawa, N. Jayaram, Heather Eggins, Frans van Vught, Nian Cai Liu, Jamil Salmi, and others. Former and current students include Patti McGill Peterson, David A. Stanfield, James J.F. Forest, Robin Matross Helms, Sheila Slaughter, Liz Reisberg, Laura E. Rumbley, and the two coeditors of the book: Alma Maldonado-Maldonado and Roberta Malee Bassett.

Chapters include topics such as higher education innovation in India, center-periphery theory, world-class universities, tuition and cost sharing, quality assurance, the academic profession and academic mobility, and various aspects of internationalization.