

port on various internationally-related activities (e.g., providing international residence halls, offering courses and degree programs in foreign languages, providing various Japanese-language courses, introducing Grade Point Average systems, making syllabi available in English, providing university information in foreign languages, and conducting admissions that are convenient for potential applicants overseas). In addition, some indicators were not relevant to internationalization but were relevant to a wider university reform—such as, the degree to which implementing the achievement-based salary system, the tenure-track system, and the evaluation system aligned with international standards.

SOME CONCERNS

This project can be a strong support for making these universities more internationally competitive. From the viewpoint of taxpayers, it must be reasonable that the government should monitor the progress of the publicly funded project with clear performance indicators. However, there are also some concerns regarding the consequences of this elaborately designed project.

This project may lead to an inefficient micromanagement of leading universities that need strong independence in nature. In principle, the current project appears to respect the importance of the universities' autonomous decisions, by agreeing on a strategic plan that is based on their mission and profiles. However, through the prescribed multiple indicators with rigorous monitoring and assessment for a long period, the universities may lose flexibility in their institutional decisions.

The prescribed indicators may lead to a similar standardization in the approach to internationalization, espe-

cially among the top-research universities selected as "Type-A." Most of the indicators requested from the government are numerical, making it easy to compare one university to another and often emulating the indicators used for international university rankings.

In addition, another part of the current project could be a problem among Japanese universities. Including the current funding, a limited number of universities—mainly, prestigious large-scale comprehensive universities—have continuously received government's competitive funds for internationalization. While these universities have gradually developed internal systems and administrative capacities for the university reform and internationalization, the other universities have been left out. In parallel with this Top Global University project, the government is guiding a discussion on functional diversification and on the restructuring of the whole education system. Although it is difficult for the government to provide funds for all the universities to become "world-class" or to be internationalized, it is undesirable to leave the majority of students of this country out of the international learning environment.

While there are some potential concerns, this project will provide ideas and ways to achieve the internationalization and the university reform for both the selected and nonselected universities. The plans of the universities and the selection results are accessible online, and the interim and final reports by the universities will be also published online in Japanese and partly also in English. With the transparency of the whole selection and evaluation processes of the current project, the government and universities should make further efforts in the dissemination of good practices of internationalization reforms. ■

NEW PUBLICATIONS

American Association of University Professors. *Policy Documents and Reports, 11th Edition*. Baltimore: Johns Hopkins University Press, 2015. 408 pp. \$49.95 (hb). ISBN 978-1-4214-1637-3.

This volume contains official statements and position papers of the American Association of University Professors, the organization representing the US academic profession. Among the themes discussed are academic freedom, the evaluation of faculty members, faculty work, intellectual property and copyright, collective bargaining, discrimination, and others.

Arabljeradmand, Ali, et al. *An Introduction to Internationalization of Higher Education: Essential Topics*. Lanham, MD: University Press of America, 2015. 132 pp. (pb). ISBN 978-0-7618-6470-7. Web site: www.roman.com.

This book, by a group of Iranian academics, provides a general discussion of higher education internationalization based on the international literature on the topic. There is no discussion of the situation in Iran itself.

Blumenstyk, Goldie. *American Higher Education in Crisis?: What Everyone Needs to Know*. New York: Oxford University Press, 2015. 196 pp. \$16.95 (pb). ISBN 978-0-19-

937408-3. Web site: www.oup.com.

A short, clearly written broad analysis of the key issues facing American higher education by a senior writer for the *Chronicle of Higher Education*, this volume discusses such key themes as costs and debt, the changing student population, and leadership pressures. The book concludes with discussion of future trends such as MOOCs, "big data," and other key themes.

Crow, Michael M., and William B. Dabars. *Designing the New American University*. Baltimore: Johns Hopkins University Press, 2015. 344 pp. \$34.95 (hb). ISBN 978-1-4214-1723-3. Web site: www.press.jhu.edu.

Arizona State University president Michael Crow and William Dabars develop the idea of the New American University that includes innovative practices, a commitment to research and an overarching concern with relevance. They provide a discussion of the current state of American higher education as well.

Cummings, William K., and Ulrich Teicher, eds. *The Relevance of Academic Work in Comparative Perspective*. Dordrecht, Springer, 2015. \$150 (hb). 252 pp. ISBN 978-3-319-11766-9. Web site: www.springer.com.

The 13th volume in the series on “The Changing Academic Profession,” this book focuses broadly on the key elements of academic work—teaching and research. Among the topics considered are gender differences in scholarship, the impact of government policies on academic attitudes, coping with crisis in Greece, teaching and research in binary systems, and others.

Farrugia, Christine A., and Rajika Bhandari. 2014. *Open Doors: Report on International Educational Exchange*. New York: Institute of International Education, 2014. 142 pp. \$69.95 (pb). ISBN 978-0-87206-371-6. Web site: www.iie.org.

The Institute of International Education’s annual report on international education exchange provide detailed statistics relating to international students coming to the United States as well as American students studying abroad. Information concerning countries of origin, fields of study, US institutions hosting students, and many other variables are discussed.

Klabunde, Niels. 2014. *Wettlauf um internationale Studierende. Integration und interkulturelle Hochschulentwicklung in Deutschland und Kanada*. Weisbaden, Germany: Springer Fachmedien. 410 pp. €49,52. ISBN 978-3-658-04622-4. Web site: www.springer.com.

This book, published in German, describes trends in the competition for international students, in a comparative analysis of Germany and Canada. The book looks at policies for mobility, integration of international students in the two countries, and tal-

ent attraction strategies in both Germany and Canada.

Kehm, Barbara M., and Ulrich Teichler, eds. *Higher Education Studies in a Global Environment, vol. 2*. Kassel, Germany: International Center for Higher Education Research, 2014. 293 pp. (pb). ISBN 978-3-934377-81-3.

A series of papers based on master’s theses completed in the higher education program at the University of Kassel. Among the topics are governance in Kenyan universities, internationalization in Lebanon and in Vietnam, world-class universities in China, and others.

Kuder, Matthias; Nina Lemmens, and Daniel Obst, eds. *Global Perspectives on International Joint and Double Degree Programs*. New York: Institute of International Education, 2014. \$39.95 (pb). Web site: www.iie.org.

This book is the first in a new “Global Perspectives” series jointly published by Institute of International Education and DAAD (German Academic Exchange Service) that will explore pressing issues in international higher education. The publication provides an overview of current trends and developments—as well as institutional case studies, and regional perspectives concerning joint- and double-degree programs. The book also includes chapters on the student perspective and on issues of accreditation and quality assurance.

Lacroix, Robert, and Louis Maheu. *Leading Research Universities in a Competitive World*. Montreal: McGill-Queens University Press, 2015. 281 pp. \$49.95. (hb). ISBN 978-0-7735-4477-2. Web site: www.mqup.ca.

This volume is an analysis of the development and current status of research universities, in a global perspective written originally in French. The authors discuss the history of the research university and the impact of rankings. Academic systems in the United States, United Kingdom, Canada, and France are analyzed, and a broader analytic theme is proposed.

Lambert, Matthew T. *Privatization and the Public Good: Public Universities in the Balance*. Cambridge, MA: Harvard Education Press, 2014. 332 pp. \$29.95 (pb). ISBN: 978-1-61250-731-6. Web site: www.harvardeducationpress.org.

A research-based essay concerning privatization trends in the United States. The author laments the growing privatization and defends the importance of the public mission of American public universities. Case studies of North Carolina and Virginia are included, although with broader national analysis.

Nelson, Cary and Gabriel Noah Brahm, eds. *The Case Against Academic Boycotts of Israel*. Detroit: Wayne State University Press, 2014. 552 pp. \$34.99 (pb). ISBN 978-0-990331605. Web site: www.wsupress.wayne.edu.

The academic movement to boycott Israel because of Israeli policies relating to the Palestinians has engendered considerable debate in the United States. This volume provides a range of essays and statements in opposition to the anti-Israel boycott movement.

Organization for Economic Cooperation and Development. *Education at a Glance 2014: OECD Indicators*. Paris: OECD Publishing, 2014. 567 pp. (pb). ISBN: 978-92-64-21132-2. Web site: www.oecd.org/publishing.

OECD’s landmark annual publication of data, on all aspects of education from member countries of the OECD and a small number of additional nations, provides statistical data on more than 100 aspects of education. This is the most thorough and comprehensive coverage for the 34 OECD countries and a dozen or so partner nations.