

ority, so far leaving open the question of whether students coming out of these institutions can broaden their skills and horizons simply by following an adopted curricula?

So far, there is no strategy for internationalization de-

spite the tremendous benefits that could accrue to Indian higher education. Higher education internationalization is a priority in much of the world. India needs to join the race.

NEW PUBLICATIONS

Martinez-Alemán, Ana M., Brian Pusser, and Estela Mara Bensimon, eds. *Critical Approaches to the Study of Higher Education: A Practical Introduction*. Baltimore, MD: Johns Hopkins University Press, 2015. 321 pp. \$34.95 (pb). ISBN 978-1-4214-1665-6. Web site: www.press.jhu.edu.

This volume includes a series of essays discussing key issues in American higher education from a range of critical perspectives. Among the perspectives used are critical race theory, semiotics, critical theory, feminism, and others. Topics discussed include the college completion agenda, poststructural approaches to policy research in higher education, human capital theory, critical history, and others.

Bhandhari, Rajika, and Alessia Lefébure, eds. *Asia: The New Higher Education Superpower?* New York: Institute of International Education, 2015. 196 pp. \$39.95 (pb). ISBN 978-0-87206-375-4. Web site: www.iiebooks.org.

Asia's higher education enrollments are growing rapidly, and several Asian countries, especially China, have invested heavily in higher education. This book focuses on aspects of Asia's higher education growth, including rankings, Asia's role in the global knowledge economy, the challenges of quality and opportunity, among others. Countries, such as China, India, Vietnam, and Japan, are also considered.

Bowen, William G., and Eugene M. Tobin. *Locus of Authority: The Evolution of Faculty Roles in the Governance of Higher Education*. Princeton, NJ: Princeton University Press, 2015. 379 pp. \$29.95 (hb). ISBN 978-1-40086-5635. Web site: www.press.princeton.edu.

The basic argument of this book is that American higher education has adapted to changing circumstances fairly effectively,

and that the governance structures that have been built up over time are useful. Case studies of four different academic institutions and systems provide evidence. The authors also argue that change is appropriate so long, as it does not destroy the role of faculty involvement in governance.

Hazelkorn, Ellen. *Rankings and the Reshaping of Higher Education: The Battle for World-Class Excellence (2nd edition)*. Basingstoke, UK: Palgrave Macmillan, 2015. 304 pp. (hb). ISBN 978-1-137-44666-4. Web site: www.palgrave.com.

The second and revised edition of Hazelkorn's pathbreaking book on global rankings, this book brings the original 2011 volume up to date. It focuses on the role of rankings in global higher education, the nature of rankings and what they measure, and the impact of rankings on student choice, higher education policy, and related issues.

Munene, Ishmael I. *Multicampus University Systems: Africa and the Kenyan Experience*. New York: Routledge, 2015. 160 pp. \$145 (hb). ISBN 978-0-415-82514-6. Web site: www.routledge.com.

This book is not about multicampus university systems in the accepted sense of the term. Rather, it discusses the challenges facing selected universities in Kenya and to some degree elsewhere in Africa. An effort is made to link the discussion with various theoretical perspectives.

Paget, Karen M. *Patriotic Betrayal*. New Haven, CT: Yale University Press, 2015. 527 pp. (hb). ISBN: 978-0-300-20508-4. Web site: www.yalebooks.com.

This is the fascinating story of how the American Central Intelligence Agency (CIA) infiltrated and ultimately controlled the foreign policy and activities of the National Student Association (NSA), the representative organization of American student govern-

ments, during the Cold War period. The CIA secretly provided much of the funding for the NSA's work.

Palfreyman, David, and Ted Tapper. *Reshaping the University: The Rise of the Regulated Market in Higher Education*. Oxford, UK: Oxford University Press, 2014. 307 pp. (hb). ISBN 978-0-19-965982-1. Web site: www.oup.com.

The focus of this volume is on how English higher education has been changed by introducing market forces into higher education. Underlying the changes are the diminishing of financial support from the state for higher education and the increased costs to students and the adjustment made by universities. Issues such as students as consumers, the research mission, the entry of the for-profit sector, and others are discussed. While focused on England, comparisons with the US experience are included.

Ream, Todd C., and John M. Braxton, eds. *Ernest L. Boyer: Hope for Today's Universities*. Albany, NY: State University of New York Press, 2015. 281 pp. \$90 (hb). ISBN 978-1-4384-5565-5. Web site: www.sunypress.edu.

Ernest L. Boyer was US Secretary of Education, Chancellor of the State University of New York, and president of the Carnegie Foundation for the Advancement of Teaching. This book includes some of his essays and speeches on aspects of higher education, including the role of students, college access, financial issues, general education, and others.

Renn, Kristen A. *Women's Colleges and Universities in a Global Context*. Baltimore: Johns Hopkins University Press, 2014. 178 pp. \$44.95 (hb). ISBN 978-1-4214-1477-5. Web site: www.press.jhu.edu.

A survey of the status of women's universities and colleges worldwide, this volume discusses such themes as gender empower-

ment on campuses, the campus climate in women's institutions, access for women, and a discussion of the variety of women's colleges and universities worldwide.

Sheregul, F. E., and A. L. Arefoev, eds. *University Rankings: International and Russian Experience*. Moscow, Russia: Ministry of Education and Science, Center for Sociological Research, 2014. 504 pp. (hb) ISBN 978-5-906001-25-2.

This volume provides an overview of research and analysis, concerning university rankings—with a goal of illustrating useful experience, as it relates to Russian higher education. Most of the chapters deal specifically with Russia, but there are several translations from other languages.

Shin, Jung Cheol, Gerard A. Postiglione, and Futao Huang, eds. *Mass Higher Education Development in East Asia: Strategy, Quality, and Challenges*. Dordrecht, Netherlands: Springer, 2015. 371 pp. \$129 (hb). ISBN: 978-3-12672-2. Web site: www.springer.com.

A wide ranging discussion of mass higher education in the East Asian context, this book provides both analyses of countries and of cross-national themes. Among the places discussed are Japan, South Korea, Taiwan, Malaysia, China, and Hong Kong. The broader themes include the progress of universal education in the West and in Asia, the impact of mass higher education on students, employment prospects in mass higher education systems, quality issues, university governance, and others.

St. John, Edward. *Refinancing the College Dream: Access, Equal Opportunity and Justice for Taxpayers*. Baltimore: Johns Hopkins University Press, 2014. 263 pp. \$32.95 (pb). ISBN 978-1-4214-1578-9. Web site: www.press.jhu.edu.

A comprehensive discussion of financing undergraduate education in the United States, this book discusses the challenge of access from the perspective of how it can be funded. Funding is analyzed over the past half century in the United States. Suggestions are made concerning how access can be expanded and the fiscal problems involved.

Stolker, Carel. *Rethinking the Law School: Education, Research, Outreach, and Governance*. Cambridge, UK: Cambridge University Press, 2014. 454 pp. (hb). ISBN 978-1-107-07389. Web site: www.Cambridge.org.

One of the few studies of legal education in global perspective, this book focuses on such themes as the role of the law school in a university, law schools in a range of countries, governance of law, schools, publishing in the legal profession, teaching issues, and others. The author has been head of a Dutch law school and is now rector of Leiden University.

Tierney, William G., and Julia C. Duncheon, eds. *The Problem of College Readiness*. Albany, NY: State University of New York Press, 2015. 222 pp. (hb). ISBN: 978-1-4384-5723-9. Web site: www.sunypress.edu.

This US-based volume focuses on the internationally relevant of student readiness for postsecondary study. The authors argue that readiness is a longstanding problem and is linked to socioeconomic status and other factors. Programs such as early assessment and others are discussed.

UNESCO Institute of Statistics. *Higher Education in Asia: Expanding Out, Expanding Up*. Montreal, Canada: UNESCO Institute of Statistics, 2014. 162 pp. (pb). ISBN 978-92-9189-147-4. Web site: www.uis.unesco.org.

The focus of this book is on the expansion of graduate education in Asia. Case studies of Malaysia and Thailand are provided, and broader trends in graduate education in the region are analyzed. Useful statistical material concerns trends in research, various subjects taught in Asia, and other themes.

Wechsler, Harold S. *The Qualified Student: A History of Selective College Admission in America*. New Brunswick, NJ: Transaction Publishers, 2014. 404 pp. \$34.95 (pb). ISBN 978-14-1285360-6. Web site: www.transactionpub.com.

A classic study of the development of selective college admissions in the United States, this book, which was originally published in 1977, has been updated for this edition. Mainly using four case studies, the book

shows how ideas and practices relating to selective admissions evolved over time. The author shows, among many other things, that admissions policies were used to discriminate against various population groups, and that ideas concerning the criteria for admission were varied and often in conflict.

Weis, Lois, Kristin Cipollone, and Heather Jenkins. *Class Warfare: Class, Race, and College Admissions in Top-Tier Secondary Schools*. Chicago: University of Chicago Press, 2014. 292 pp. \$30 (pb). ISBN 978-0-226-13492-5. Web site: www.press.uchicago.edu.

The transition from high school to postsecondary study is a topic of considerable concern in the United States. High-ability students from working-class and ethnic minority families, who attend top high schools, often do not attend the best universities. This careful study examines the ways in which students from these backgrounds see education and their prospects and how their schools react to them.

Yonezawa, Akiyoshi, Yuto Kitamura, Arthur Meerman, and Kazuo Kuroda, eds. *Emerging International Dimensions in East Asian Higher Education*. Dordrecht, Springer, 2014. 261 pp. ISBN 978-94-017-8821-2. Web site: www.springer.com.

This book discusses emerging roles and functions of higher education and the implications for higher education as a public good, in a context of globalization and regionalization in East Asia. In 12 chapters, distinguished scholars from inside and outside the region, address the issues of higher education as a public good, research, cross-border delivery, harmonization, regional cooperation, and (sub)regionalization, student mobility, and other topics in the East Asian context. The editors place these issues in the context of pursuing regional and global development in East Asian higher education.