

MARGINALIZED RESEARCH

In addition to teaching quality, academic performance and research efforts have been reduced to an absolute minimum. Ministers of education and their strategic plans eagerly claim that Kosovo is a “Knowledge Society.” However, the country’s universities produce little or no knowledge for their society in terms of rigorous academic research, applicable learning or skills. Instead, the higher education system has gradually been turned into an incoherent assembly of teaching colleges (re)transmitting outdated content to younger generations. With increased number of students, most funds for research are necessarily directed to supporting teaching, with research losing its attraction as a mode of academic activity.

For many academics, scientific research has become a hurried way to ensure equally swift academic promotion, conveniently followed by a raise in salary. The aim of “doing research” is therefore to ensure personal academic employment stability in an ever-changing, transitory context. The situation has worsened over the years, with professors, and recently even a rector, publishing their work in dubious, pseudo-scientific journals in India just to be promoted to their professorship entitlements. Lately, however, these pitfalls have not gone unnoticed by the media. In early 2014, UP’s rector resigned from his post following student protests and extensive media coverage, both national and international. Moreover, investigative journalists are actively unveiling dubious practices by professors and university lecturers.

THE ROLE OF THE HIGHER EDUCATION SYSTEM

The government policy to augment student participation in higher education appears to have significantly derailed the higher education system. Universities have come to play a social and political role, rather than serve an academic purpose. Increased participation in public and private institutions has not increased the number of graduates or their employability. It appears only to have served the purpose of postponing their entrance into the overflowing labor market, as unskilled workforce. Apart from this, establishing a university in every larger town may bring votes in times of elections, as was the case during the national elections of 2014. But it replicates throughout Kosovo the problems affecting the main university in the capital city.

LATEST DEVELOPMENTS

During 2014 there have been a number of more promising developments in Kosovo’s higher education. A new minister of education has been appointed and a new rector was elected at the University of Pristina. The new minister commenced a series of legal and structural reforms at the system level, while the new rector engaged in institutional and academic reforms at UP. Since a meaningful education reform takes at least seven years to show results, it remains to be seen how far reaching and effective these efforts will be. Nevertheless, they give the impression that there is a light at the end of the tunnel for Kosovo’s higher education.

NEW PUBLICATIONS

Clancy, Patrick. *Irish Higher Education: A Comparative Perspective*. Dublin: Institute of Public Administration, 2015. 325 pp. Euros 28. ISBN 978-1-910393-04-8. Web site: www.ipa.ie.

This unique volume provides a thorough analysis of Irish higher education from a comparative (mainly European) perspective. Current statistical information as well as narrative are provided. Among the themes discussed are the expansion and diversification of higher education from an Irish and broader perspectives, access issues, admissions and retention, the student experience, the academic profession, higher education and the labor market, funding issues, and others.

Cloete, Nico, Peter Maassen, and Tracy Bailey, eds. *Knowledge Production: Contradictory Functions in African Higher Education*. Cape Town, South Africa: African Minds Publishers, 2015. 295 pp. (pb). ISBN 9781920677855. Web site: www.africanminds.org.za.

Focusing on research universities in sub-Saharan Africa, this book analyses aspects of the development, mainly, of eight “flagship” institutions in Africa. Among the topics considered in data-based chapters are the performance of these universities, the role of South Africa as a PhD hub for Africa, academic incentives for knowledge production in Mozambique and Kenya, student engagement and citizenship, the role of science councils in Africa, and others.

Dougherty, Kevin J., and Rebecca S. Natow. *The Politics of Performance Funding for Higher Education: Origins, Discontinuities, and Transformations*. Baltimore, MD: Johns Hopkins University Press, 2015. 257 pp. (hb). ISBN 978-1-4214-16908. Web site: www.press.jhu.edu.

Performance funding ties state support for public higher education to institutional performance on specific outcomes. Looking at case studies of 8 US states, the authors examine how performance funding is defined and measured, and how it affects funding. A special focus is on the policy-related aspects of this topic.

Gerber, Larry G. *The Rise and Decline of Faculty Governance: Professionalism and the Modern American University*. Baltimore, MD:

Johns Hopkins University Press, 2015. 250 pp. \$29.95 (pb). ISBN 978-1-4214-1462-1. Web site: www.press.jhu.edu.

A historical overview of shared governance in American universities, this book argues that as the organization and ethos of American universities has become more professional, the power and authority of the faculty has declined. The faculty itself became more professionalized in the 19th century, and this enhanced their power and authority within the universities. More recently, with the corporatization and expansion of higher education, the faculty has lost out.

Geuna, Aldo, and Federica Rossi. *The University and the Economy: Pathways to Growth and Economic Development*. Cheltenham, UK: Edward Elgar, 2015. 208 pp. \$120 (hb). ISBN 978-1-78254-948-2. Web site: www.e-elgar.com.

An analysis of the various ways that universities contribute to the economy, this book examines both the economic impact of universities and the internal aspects of the economics of universities. Among the topics considered are university-industry knowledge transfer, higher education and economic welfare, the economic role and impact of univer-

sity research, and others.

Hall, Budd, Rajesh Tandon, and Crystal Tremblay, eds. *Strengthening Community-University Research Partnerships: Global Perspectives*. Victoria, Canada: University of Victoria, 2015. 305 pp. (electronic edition only). ISBN 978-1-55058-562-9. Web site: www.unescochair-cbrsr.org.

Focusing on community-university partnerships, this volume provides an overall analysis of global trends, and a series of case studies from Argentina, Brazil, Canada, India, South Africa, the United Kingdom, the United States, Uganda, and others. The cases provide discussion of a wide range of different kinds of partnerships and linkages.

Jenkins, Laura Dudley, and Michelle S. Moses, eds. *Affirmative Action Matters: Creating Opportunities for Students Around the World*. Abingdon, UK: Routledge, 2014. 221 pp. (hb). ISBN 978-0-415-50807-0. Web site: www.routledge.com/education.

A global discussion of affirmative action initiatives—programs to improve the situations of racial, gender, or other groups in higher education—this book provides case studies as well as a general overview of na-

tional perspectives. Among the countries included are South Africa, Ethiopia, the United States, Brazil, India, and Bulgaria. A useful bibliography on the topic is also included.

Keenan, James F., SJ. *University Ethics: How Colleges Can Build and Benefit from a Culture of Ethics*. Lanham, MD: Rowman and Littlefield, 2015. 281 pp. (hb). ISBN 978-1-4422-2372-1. Web site: www.rowman.com.

Author Kennan argues that ethics is not often discussed in the context of American higher education and advocates a more active discussion and analysis of the ethical aspects of university life. He specifically focuses on the ethics aspects of cheating in academe, undergraduate misbehavior, diversity and race, athletics, gender, and others.

NEWS OF THE CENTER

The Center is developing plans, in cooperation with the Global Leadership Institute (GLI) at Boston College, to provide professional development training focused on internationalization and leadership for administrators from a group of Russian universities, all connected to the 5-100 Project sponsored by the Russian Ministry of Higher Education. This project will include a 2-week module at Boston College in spring 2016, followed by a 2-week module in Europe, coordinated by Dr. Fiona Hunter of CHEI, the Centre for Higher Education Internationalisation of the Università Cattolica del Sacro Cuore in Milan.

Similarly, in collaboration with the United Board (UB) for Christian Higher Education in Asia and GLI, work is advancing on plans to host a group of 15-20 UB Fellows for a 3-week leadership and professional development seminar in July 2016.

The Center continues to work closely with the Higher School of Economics in Moscow. Our newest collaborative publication, under the title *The Global Academic Rankings*

Game: Changing Institutional Policies, Practice, and Academic Life, will be published by Routledge in early 2016. Work is also underway on an 11-country analysis of the experiences of international faculty, which should culminate in a publication in 2016 or 2017.

Hans de Wit is currently involved as a co-editor of two books in process: *Global and Local Internationalization (Sense)*, with Elspeth Jones, Jos Beelen, and Robert Coelen, and *Globalization of Internationalization (Routledge)*, with Elspeth Jones, Nico Jooste, and Jocelyne Gacel-Avila. Philip Altbach's newest book, *Global Perspectives on Higher Education*, will be published by Johns Hopkins University Press in early 2016.

The Center is advancing its plans to launch a new master's degree in international higher education in 2016/2017. More information on this program will soon be forthcoming..