

than quality and make academic staff privilege research over teaching.

OPPORTUNITIES AND LIMITATIONS

The analysis reveals that the expectations of performance-based funding are often too high and that incentives should therefore be used with caution. It can help increase the transparency of funding allocation and the accountability of public spending. It might also support profiling and strategic positioning of universities, notably through performance contracts between public authorities and universities. A pre-requisite for this is that procedures and goals are clear and not too complex, and that universities are an equal partner of the ministry, so that a real dialogue can take place.

However, the effects of performance-based funding are difficult to control and are highly dependent on other factors, such as the regulatory framework, the overall funding system and share of funding allocated based on performance, as well as the institutional profile, income structure, internal management and governance. It bears the risk of a decrease in quality of teaching and research if no other measures are taken to prevent this.

Furthermore, the fact that institutions receive their funding not upfront (when a student enrolls), but at a later stage (when a student has made progress, e.g. completed a year or graduated), makes funding very volatile and does not leave much room for adaptation, with buffer budgets becoming very small. The cost structure of universities is very rigid with a high amount of staff costs, accounting on

average for around two thirds of the overall expenditure, which makes quick adjustments difficult. This constellation limits the possibilities to invest in innovations such as new modes of teaching, new programs, or high-risk research.

RECOMMENDATIONS

Policymakers, funders, and universities should take a holistic view on performance-based funding and develop strategies for reaping its benefits while mitigating its risks. They should pay attention to the characteristics of the overall university funding system and ensure transparency for all actors. Keeping the share of performance-based funding limited and providing it in form of additional funds are ways to ensure the financial sustainability of the institutions. Furthermore, the costs of universities' activities should be taken into account when determining funding levels. At institutional level, university leaders need to develop a strategic approach toward internal funding allocation, based on the institutional profile and strengths as well as their vision for the future.

Institutional autonomy is a prerequisite to enable university leaders and managers to develop and implement strategies to work with performance-based funding mechanisms, and put in place measures to mitigate its risks such as appropriate quality assurance mechanisms.

Funding, be it performance-based or not, is just one tool that must be combined with other measures to ensure the sustainability of the system and the high quality of education and research. ■

NEW PUBLICATIONS

Austin, Ian, and Glen A. Jones. *Governance of Higher Education: Global Perspectives, Theories, and Practices*. New York: Routledge, 2016. 203 pp. (pb). ISBN 978-0-415-73975-7. Web site: www.routledge.com/education.

This volume provides a multifaceted discussion of both the theoretical and practical aspects of higher education governance in a global perspective. It is aimed at advanced graduate students as well as those concerned with understanding aspects of governance. Among the topics discussed are relations between state and university, academic self-governance, governance and

management, theories of governance, and others.

Bellin, William. *The Islamic Republic of Iran: Its Educational System and Methods of Evaluation*. Milwaukee, WI: Educational Credential Evaluators, 2015. 207 pp. \$125 (pb) ISBN 978-1-883971-29-8. Web site: <http://publications.ece.org>.

Aimed at credential evaluators, this book provides an informative overview of Iran's educational system, including current statistics. It also includes a comprehensive listing of Iranian higher education institutions in English and Farsi, and sample documents relating to academic degrees and certificates, with

English translations. Given the paucity of information about Iranian higher education, this is a useful compendium.

Cloete, Nico, Peter Maassen, and Tracy Bailey, eds. *Knowledge Production and Contradictory Functions in African Higher Education*. Cape Town, South Africa: African Minds, 2015. 295 pp. (pb). ISBN 978-1-920-67785-5. Web site: www.africanminds.org.za.

A series of research-based essays on aspects of African higher education with a special focus on the role of research universities, this book includes such topics as the performance of African flagship universities,

incentives for knowledge production, the roles of national councils for higher education, student engagement, and others.

Cloete, Nico, Johann Mouton, and Charles Sheppard. *Doctoral Education in South Africa*. Cape Town, South Africa: African Minds, 2015. 282 pp. (pb). ISBN 978-1-928-33100-1. Website: www.africanminds.org.za.

The focus of this volume is on how to increase the number of doctorates offered in South Africa to 5,000 annually by 2030—this goal will require significant changes in current policy and practice. Among the topics considered are how to improve efficiency in doctoral educa-

tion, different paths to success, improving quality, and others. While focusing on South Africa, this book is relevant to Africa generally, and emerging economies as well.

Green, Wendy, and Craig Whitted, eds. *Critical Perspectives on Internationalising the Curriculum in Disciplines: Reflective Narrative Accounts from Business, Education, and Health*. Rotterdam, Netherlands: Sense Publishers, 2015. 304 pp. (pb). ISBN 978-946-3000833. Web site: www.sensepublishers.com.

Internationalization is, of course, the focus of many universities worldwide. This book focuses on an aspect of internationalization that has received little attention yet is of central importance—the curriculum. From the perspective of three disciplines—education, business, and health—contributors discuss many aspects of curriculum development and integrating international perspectives. Institutional case studies provide perspectives on such themes as internationalizing nursing degrees, linking curricula from several universities, and others. The examples come from a range of countries.

Helms, Robin Matross. *Internationalizing the Tenure Code: Policies to Promote a Globally Focused Faculty*. Washington, DC: American Council on Education, 2015. 44 pp. (pb).

Part of the ACE's "Insights" series, this publication discusses how rules for tenure and promotion in the United States can be focused on strengthening international work among faculty members. Existing policies are mapped, and suggestions are made for improvement. While

U.S.-focused, this publication may be of international relevance.

Helms, Robin Matross. *Internationalizing U.S. Higher Education: Current Policies, Future Directions*. Washington, DC: American Council on Education, 2015. 42 pp. (pb).

Part of the ACE's "Insights" series, this publication discusses U.S. government policies and initiatives relating to all aspects of internationalization, including student mobility, internationalization at home, and others. The publication notes that there is no consolidated national policy concerning internationalization.

Helms, Robin Matross, Laura E. Rumbley, Lucia Brajkovic, and Georgiana Mihut. *Internationalizing Higher Education Worldwide: National Policies and Programs*. Washington, DC: American Council on Education, 2015. 80 pp. (pb).

Part of the ACE's "Insights" series, this publication discusses national policies concerning internationalization in a global context. Among the topics considered are student mobility, scholar mobility and research collaboration, internationalization at home, and comprehensive internationalization strategies.

Hutchison, Charles B., ed. *Experiences of Immigrant Professors: Cross-Cultural Differences, Challenges, and Lessons for Success*. New York: Routledge, 2016. 269 pp. \$160 (hb). ISBN 978-1-138-806-962. Web site: www.routledge.com.

A combination of essays by professors who are not natives of the countries in which they are teaching, and with several chapters based on research concern-

ing immigrant professors, this volume focuses on the experiences of non-native academics in their professional and personal lives.

Jones, Elspeth, Robert Coelen, Jos Beelen, and Hans de Wit, eds. *Global and Local Internationalization*. Rotterdam, Netherlands: Sense Publishers, 2016, 183 pp. (pb). \$54 (pb). ISBN 978-6300-299-8. Web site: www.sensepublishers.com.

The local implications of higher education internationalization are increasingly recognized as a key part of the process. This book looks at a range of local aspects of internationalization. Among these are internationalization and local employability, student outcomes at the local level, local and global drivers of internationalization, implications for the curriculum, and several case studies of local programs and impacts.

Kirst, Michael W., and Mitchell L. Stevens, eds. *Remaking College: The Changing Ecology of Higher Education*. Stanford, CA: Stanford University Press, 2015. 323 pp. (pb). ISBN 978-0-8047-9329-2. Web site: www.sup.org.

The focus of this book is on what the editors define as the ecology of American higher education. Their argument is that both the social context as well as academe itself need careful analysis since both are related. Like many others, they argue that the ecology is rapidly changing. Among the topics discussed in the book are changes in early adulthood and its impact on access to higher education, the changing roles of for-profit higher education, measuring college performance, and particularly the roles of "broad access"

institutions that serve students who might not have had access earlier.

Lane, Jason E., ed. *Higher Education Reconsidered: Executing Change to Drive Collective Impact*. Albany, NY: State University of New York Press, 2015. 228 pp. (pb). ISBN 978-1-4384-5952-3. Web site: www.sunypress.edu.

Collective impact, a concept taken from the literature and practice of management, is applied to American higher education in this book. The aim is to stress major change in higher education. Among the themes discussed in the chapters are collective leadership in higher education, moving from perpetuation to innovation, using design thinking, and related topics.

Major, Claire Howell. *Teaching Online: A Guide to Theory, Research, and Practice*. Baltimore, MD: Johns Hopkins University Press, 2015. 234 pp. \$29.95 (pb). ISBN 978-1-4214-1633-5. Web site: www.press.jhu.edu.

A guide aimed at faculty members engaged in online teaching. The examples and context are all U.S.-based, but the themes have international relevance. Among the topics considered are course structure, instructional time, intellectual property, student engagement, faculty knowledge, and others.