

NEW PUBLICATIONS

Angulo, A. J. *Diploma Mills: How For-Profit Colleges Stuffed Students, Taxpayers, and the American Dream*. Baltimore, MD: Johns Hopkins University Press, 2016. 224 pp. \$29.95 (pb). ISBN 978-1-4214-2007-3. Web site: www.press.jhu.edu.

The for-profit higher education industry in the United States, now worth \$35 billion, is examined in historical and contemporary perspective in this book. The author is highly critical of the industry, and provides documentation on the range of dishonesty, fraud, and other problems in the industry, from small business colleges to the recent bankruptcy of the giant Corinthian Colleges. The historical discussion, going back to the American Revolution, is enlightening. The analysis of the current situation is thorough and places blame on lax government oversight as well as dishonest corporations and the for-profits themselves.

Axtell, James. *Wisdom's Workshop: The Rise of the Modern University*. Princeton, NJ: Princeton University Press, 2016. 416 pp. \$35 (hb). ISBN 978-0-691-14959-2. Web site: www.press.princeton.edu.

A comprehensive historical analysis of the rise of universities in the West, with a focus on the emergence and development of the American research universities. Starting in the medieval period and proceeding through Oxbridge and the emergence of the German research university in the 19th century, this volume traces how these trends influenced the United States and then how the United States assumed academic leadership.

Bowen, William G., and Michael S. McPherson. *Lesson Plan: An Agenda for Change in American Higher Education*. Princeton, NJ: Princeton University Press, 2016. 162 pp. \$24.95 (hb). ISBN 978-0691172101. Web site: www.press.princeton.edu.

This incisive volume argues that the United States has a serious problem of degree completion and affordable access to higher education. The authors argue that state funding for public higher education, which has declined in recent decades, must be restored, and that financial assistance should be based on need.

Chopp, Rebecca, Susan Frost, and Daniel H. Weiss, eds. *Re-making College: Innovation in the Liberal Arts*. Baltimore, MD: Johns Hopkins University Press, 2016. 232 pp. \$29.95 (pb). ISBN 978-1-4214-1135-4. Web site: www.press.jhu.edu.

A series of essays by senior academic leaders of American colleges and universities focusing on the liberal arts and undergraduate education. The focus of the book is on reforms in liberal arts institutions. Among the topics discussed are technology in liberal arts education, partnerships, residential communities, governance, and others.

Cole, Jonathan R. *Toward a More Perfect University*. New York: Public Affairs, 2016. 409 pp. \$29.99 (hb). ISBN 978-1-61039-265-5. Web site: www.publicaffairs.com.

Cole, former provost at Columbia University and author of *The Great American University*, provides a guide to what he thinks are necessary reforms in American higher education. Among the themes discussed are new standards for admission to undergraduate education, is-

ues of affordability for students, knowledge communities and interdisciplinary work, university-government relations, and others. While the focus is on the United States, many of the issues discussed have international relevance.

Martin, James, and James E. Samels, eds. *The Provost's Handbook: The Role of the Chief Academic Officer*. Baltimore, MD: Johns Hopkins University Press, 2015. 320 pp. \$34.95 (pb). ISBN 978-1-4214-1626-7. Web site: www.press.jhu.edu.

A series of research-based essays concerning the role of the chief academic officer in American universities, this book focuses on many aspects of the position. These include advice in leading faculty, strategic planning, faculty appointments and related issues, student affairs, enrollment management, relations with external communities, and others. While this book is U.S.-based, many of the issues will be relevant to an international audience.

Massy, William F. *Reengineering the University: How to Be Mission Centered, Market Smart, and Margin Conscious*. Baltimore, MD: Johns Hopkins University Press, 2016. 288 pp. \$32.95 (pb). ISBN 978-1-4214-1899-5. Web site: www.press.jhu.edu.

An argument for the reform of American higher education by an economist and former university administrator, this volume features discussion of the role and cost of teaching, how to re-engineer academic institutions, financial planning and budgeting, and related themes.

Merkx, Gilbert W., and Riall W. Nolan, eds. *Internationalizing the*

Academy: Lessons of Leadership in Higher Education. Cambridge, MA: Harvard Education Press, 2015. 241 pp. (pb). ISBN 978-1-61250-866-5. Web site: www.harvardeducationpress.org.

International education is becoming a recognized professional field in many universities. This book focuses on the role of the senior international officer in American universities and discusses the role of this relatively new position. Chapters consider the careers, roles in leadership, and change advocacy of SIOs. The book begins with several chapters discussing international education in the United States and the international landscape. While this book focuses on the United States, it will be relevant for universities elsewhere considering this new academic leadership position.

Michieka, Ratemo Waya. *Trails in Academic and Administrative Leadership in Kenya: A Memoir*. Dakar, Senegal: Council for the Development of Social Science Research in Africa, 2016. 303 pp. (pb). ISBN 978-2-86978-642-4. Web site: www.codesria.org.

This book provides a personal account of the experiences in higher education leadership from a professor of agriculture at the University of Nairobi whose tenure in leadership straddled two eras. The author shares his experiences on the trails he had to navigate as an academic, a vice-chancellor, and a chairperson of university council at a time when universities in Kenya were transiting from extreme government administrative control to a greater degree of operational autonomy. Readers will find in this work thought-provoking insights on how leaders of higher education institutions in Kenya

have had to balance between demands of the political system and the need to safeguard academic traditions in the everyday management of the institutions during a period of unprecedented expansion of the higher education sector in Kenya. (Claudia Frittelli)

Pineda, Pedro. *The Entrepreneurial Research University in Latin America: Global and Local Models in Chile and Colombia, 1950–2015*. New York: Palgrave Macmillan, 2015. 275 pp. \$100 (hb). ISBN 978-1-137-54027-0. Web site: www.palgrave.com.

A detailed analysis of the development of research universities in Colombia and Chile, this book discusses the historical contexts in both countries, and the contemporary local and global trends affecting the university sector. Struggles between global entrepreneurial culture and the local environment of universities have affected their development. A chapter deals with the role of Catholic universities in this context. The book concludes with a discussion of “best practices” that will be relevant for Latin American universities generally.

Shattock, Michael, ed. *International Trends in University Governance: Autonomy, Self-Government, and the Distribution of Authority*. Abingdon, UK: Routledge, 2014. 209 pp. \$189 (hb). ISBN 978-0-415-8420. Web site: www.routledge.com.

Governance is central to the success of any university or academic system. The editor argues that the advent of massification and the importance of research have led to significant changes in governance of universities and systems. This book features case studies from such key countries

as the United States, Japan, the United Kingdom, France, Italy, Germany, Norway, and several others.

Stokes, Peter J. *Higher Education and Employability: New Models for Integrating Study and Work*. Cambridge, MA: Harvard Education Press, 2015. 200 pp. \$30 (pb). ISBN 978-1-61250-826-9. Web site: www.harvardeducationpress.org.

The argument in this book is that American higher education institutions, and by implication institutions worldwide, must do a better job of preparing students for the workforce. The author claims that he is not arguing against traditional academic values, but the focus of the book is on education for employability. General themes are discussed along with case studies of three American universities that have focused on innovative approaches to employability.

Streitwieser, Bernhard, and Anthony C. Ogden, eds. *International Higher Education's Scholar-Practitioners: Bridging Research and Practice*. Oxford, UK: Symposium Books, 2016. 340 pp. \$72 (pb). ISBN 978-1-873927-77-9. Web site: www.symposiumbooks.co.uk.

The focus of this volume is on the professionals who work in the field of international education. Included are essays on the experiences of international education practitioners, and analyses of the broader roles of those involved in the field. The various elements of international education administration are discussed.

Teichler, Ulrich, and William K. Cummings, eds. *Forming, Recruiting, and Managing the Aca-*

demie Profession. Cham, Switzerland: Springer, 2015. 328 pp. \$129 (hb). ISBN: 978-3-319-16079-5. Web site: www.springer.com.

Part of a series on the changing academic profession in an international comparative perspective, this volume focuses especially on recruiting, remuneration, academic work, and related issues. Among the topics considered are recruitment of academics in Switzerland, remuneration and impact factors of faculty in 18 countries, changing career patterns of academics, academic job satisfaction, and related themes.

Teitelbaum, Michael S. *Falling Behind?: Boom, Bust and the Global Race for Scientific Talent*. Princeton, NJ: Princeton University Press, 2014. 261 pp. \$29.95 (hb). ISBN: 978-0-691-15466-4. Web site: www.press.princeton.edu.

This book, which concerns science and engineering personnel in the United States, argues that continuing booms and busts in science and technology personnel have been stimulated by U.S. government policies. Patterns of government funding have helped produce these booms and busts, as have political decisions concerning immigration, support for scholarships and others. The author argues that there is in fact no shortage of technical personnel in the United States.

Temple, Paul, ed. *The Physical University: Contours of Space and Place in Higher Education*. New York: Routledge, 2014. 248 pp. (hb). ISBN 978-0-66231-4. Web site: www.routledge.com.

The physical space of a university is seldom analyzed in the literature on higher education. This book discusses the various aspects of the physical academic

space, including architectural discussion, relations of the campus to the broader environment, and others. Most of the chapters relate to the United Kingdom, but there are considerations of China, the United States, and other countries. Most of the chapters deal with specific case study institutions.

Wellmon, Chad. *Organizing Enlightenment: Information Overload and the Invention of the Modern Research University*. Baltimore, MD: Johns Hopkins University Press, 2015. 353 pp. \$44.95 (pb). ISBN 978-1-4214-1615-1. Web site: www.press.jhu.edu.

The origins of the research university lie in the ideas of the German Enlightenment and von Humboldt's idea of the research university. This book analyzes the development of the German university and philosophical and scientific thought in the 18th and 19th centuries—the seminal period for the development of today's research university and for the disciplines and orientation to scientific thought that accompanied it.

Varghese, N. V., and Garima Malik, eds. *India Higher Education Report, 2015*. Abingdon, UK: Routledge, 2016. 467 pp. (hb). ISBN 978-1-138-12117-1. Web site: www.routledge.com.

A comprehensive reference volume and the first of an annual series, this book includes chapters on key topics relating to contemporary higher education. The topics include higher education policy, trends in higher education expansion, the employability of graduates, trends in research, regulation of higher education, institutional autonomy and leadership, and others.

Walenkamp, J. H. C., ed. *The World's Mine Oyster: Studies in Support of Internationalization in Higher Education*. The Hague, Netherlands: The Hague University of Applied Sciences, 2015. 203 pp. (hb). ISBN 978-94-6301-022-1. Web site: www.eburon.nl.

A series of essays on broader themes of internationalization, including the implications of English-medium instruction, views of alumni and employers,

employability and internationalization, training international competence in the international classroom, and others.

Zakaria, Fareed. *In Defense of a Liberal Education*. New York: W. W. Norton, 2015. 204 pp. \$23.95 (hb). ISBN 978-0-393-24768-8. Web site: www.wwnorton.com.

A U.S. journalist, Zakaria argues that the present focus on skills for students in higher

education is misplaced, and that a liberal arts education is better preparation for jobs in the 21st century. While the argument is aimed at an American audience, the points have global relevance.

Ziguras, Christopher, and Grant McBurnie. *Governing Cross-Border Higher Education*. New York: Routledge, 2015. 189 pp. (pb). ISBN 978-0-415-73488-2. Web site: www.routledge.com.

A comprehensive and practical guide to most aspects of cross-border higher education, includes branch campuses, student mobility, quality assurance of foreign providers, managing the outflows of international students, student recruitment, and others. The perspective is global and data is provided for many countries.

NEWS OF THE CENTER

CIHE recently launched a new report series, *CIHE Perspectives*. The first number in this series is titled “Sage Advice: International Advisory Councils at Tertiary Education Institutions,” and is based on a World Bank-sponsored project undertaken by CIHE. Additional numbers in the series are forthcoming, including an exploratory look at the issue of identity and internationalization among Catholic institutions of higher education, and another reporting on an in-depth survey of faculty’s international activities and engagement at the Boston College Lynch School of Education.

Another result of the Center’s collaboration with the Higher School of Economics in Russia is a book to be published by Routledge in late 2016 or early 2017, entitled *International Faculty in Higher Education: Comparative Perspectives on Recruitment, Integration and Impact*. The Center has also published the sixth number in its ongoing collaborative series, “International Brief for Higher Education Leaders,” with the American Council on Education. The latest installment, co-edited by Laura E. Rumbley and Robin Helms, is titled *Engaging with Europe: Enduring Ties, New Opportunities*.

Hans de Wit co-authored a paper—*The State of the Art of Internationalization of Higher Education in Latin America*—with Jocelyne Gacel-Avila and Marcel Knobel, and presented on this topic at the World-Bank sponsored “Estudios de Contexto, Foro de Expertos Latinoamericanos en Educacion Superior: de las Buenas Ideas a la Acci3n,” held on March 7–9, 2016 in Bogot4, Colombia. On May 2–3, de Wit gave presentations for ARES, the Academy For Research and Higher Education, at the Universit4 Catholique de Louvain and the Universit4 Libre de Bruxelles, Belgium. On May 5 he presented at the IREG Conference in Lisbon on “Internationalization and Rankings.” And on May 17–19 he moderated and presented at the “Seminario de Cooperaci3n Acad4mica,” organized in Canc3n, Mexico for directors of international relations and academic partnerships for universities in Mexico, Central America, and the Caribbean. Laura E. Rumbley presented there on May 19, as well, and, on June 9, she moderated a

panel on “Promoting Values in International Partnerships” in Montreal, Canada at the Scholars at Risk Network Global Congress. Philip G. Altbach and Hans de Wit will speak at the University of Guadalajara and later at CINVESTAV in Mexico City.

In August, Hans de Wit and Laura E. Rumbley will participate in the HEFAALA Conference at the University of KwaZulu-Natal in Durban, South Africa, organized by Damtew Teferra, director of the INHEA project, with which CIHE has a close relationship. Hans and Laura will also attend the Global Conference on Internationalization in Kruger Park, South Africa on August 20–24.

Philip G. Altbach will participate in several conferences in Singapore and Malaysia in August as part of the Center’s collaboration with the HEAD Foundation, a Singapore-based organization focusing on higher education in Southeast Asia. He will also participate in the fall meeting of the Russian Government’s 5–100 Committee in Kazan, Russia in October.

On April 20, CIHE hosted a group of 35 Brazilian university administrators who are developing an innovative consortium to improve the quality of higher education, share experience, and pursue opportunities for collaboration. In June, CIHE will host—with BC’s Global leadership Institute—a professional development program for 23 Russian academics and senior policy advisors on internationalization of higher education, in cooperation with the 5–100 Russian Academic Excellence Project. Also in June, CIHE will host a joint seminar with World Education Services on “The Changing Landscape of Global Higher Education and International Student Mobility,” and in July the Center will organize a 3-week professional development program on leadership and higher education for the United Board for Christian Higher Education in Asia.

The enrollment of the first-ever class of students in the new MA program in International Higher Education is currently in process. Applications will continue to be reviewed on an ongoing basis through June and July 2016.