

POLICY CONSIDERATIONS

In conclusion, it is worth noting that decision-makers in the region should avoid adopting policies that do not address the countries' specific needs and socio-political and economic circumstances, with a sufficient allocation of resources. The developed EU countries that are able to spend significantly more in absolute terms on higher education are seen as examples to be followed by WB countries. However, experience in post-transition countries, especially in this region, sug-

gests that some of the institutional and systemic challenges in these societies exceed anything that developed countries have ever faced—such as strict government oversight paired up with inefficient bureaucratic structures, lack of long-term strategies, and, in some cases, corruption. If these considerations are not into account, the adoption of various generalized trends and policies may worsen already existing issues faced by the tertiary education sector in these countries.

NEW PUBLICATIONS

Berg, Maggie, and Barbara K. Seeber. *The Slow Professor: Challenging the Culture of Speed in the Academy*. Toronto: University of Toronto Press, 2016. 115 pp. C\$26.95 (hb). ISBN 978-1-4426-4556-1. Website: www.utpress.utoronto.ca.

An argument against the corporatization of universities, this slim volume advocates careful attention to both research and teaching. The increasing fast pace of modern academic life does not permit careful consideration of significant problems. The authors ask for careful consideration of humanistic education in a corporate age.

Douglass, John Aubrey, ed. *The New Flagship University: Challenging the Paradigm from Global Ranking to National Relevancy*. New York: Palgrave-Macmillan, 2016. 216 pp. \$100 (hb). ISBN 978-1-137-50048-9. Website: www.palgrave.com.

A discussion of the nature and role of flagship universities—the academic institutions that focus on research and are at the top of the academic systems of their countries. Among the themes discussed by the authors are the role of rankings in shaping flagship universities, and the role of flagships in specific countries and regions such as Russia, Scandinavia, Latin America, and others.

Ferrara, Mark S. *Palace of Ashes: China and the Decline of American Higher Education*. Baltimore: Johns Hopkins University Press, 2016. 240 pp. \$29.95 (hb). ISBN 978-1-4214-1799-8. Website: www.press.jhu.edu.

This book discusses developments, both historical and contemporary, in American and Chinese higher education and makes the argument, unsupported by facts, that a perceived decline in American higher education is related to a rise in China's higher education system. Developments in both countries are discussed.

Goastellec, Gaële, and France Picard, eds. *Higher Education in Societies: A Multi Scale Perspective*. Rotterdam, Netherlands: Sense Publishers, 2014. 213 pp (pb). ISBN 978-94-6209-744-5. Website: www.sensepublishers.com.

This volume consists of papers stemming from a conference of the Consortium of Higher Education Researchers. The focus of most of them is on issues of access in the European and North American contexts.

Jarton, Michèle. *IFCU: A Prophetic Organization*. Paris: FIUC, 2016. 406 pp Euros 32. ISBN 978-88-209-9567-6.

A history of the International Federation of Catholic Universities from its founding in 1924

to the present, this volume presents information about the organization's activities and leaders. It provides some insights on the modern development of Catholic universities.

Luescher, Thierry, Manja Klemenčič, and James Otieno Jowi, eds. *Student Politics in Africa Representation and Activism*. Cape Town, South Africa: African Minds, 2016. 267 pp. (pb). ISBN 978-1-928331223. Website: www.africanminds.org.za.

Student political activism is an increasingly salient issue for higher education worldwide. This book focuses on Africa—with chapters devoted to student representation in governance of universities as well as more traditional forms of activism. Cases from a range of countries in Anglophone and Francophone Africa are provided. Although this book relates to Africa, it is relevant for an international audience.

OECD. *Trends Shaping Education 2016*. Paris: OECD Publishing, 2016. 120 pp. (pb). ISBN 978-92-64-25017-8. Website: www.oecd-bookshop.org.

The aim of this OECD publication is to provide a stimulus for thinking about major tendencies that have the potential to influence education, and conversely, the potential of education to influence these trends. This fourth

edition of this volume has been significantly updated with a special emphasis on the emerging economies of Brazil, China, India, and the Russian Federation. Focusing on topics such as globalization, the future of the nation-state, and the emerging importance of cities, modern families, and new technologies, this publication raises some interesting reflections on the role of education in society in 2016. (Aisling Tiernan)

Reflections of South African University Leaders, 1981 to 2014. Cape Town, South Africa: African Minds, 2016. 181 pp. (pb). ISBN 978-1-928331094. Website: www.africanminds.org.za.

This fascinating volume focuses on interviews with eight South African vice chancellors who served during the key transformational period of the country. The experiences and reflections of these thoughtful university leaders reveal considerable insight into both university leadership and the specific challenges of the universities involved.

Rhoads, Robert A. *MOOCs, High Technology, and Higher Learning*. Baltimore: Johns Hopkins University Press, 2015. 184 pp. \$29.95 (hb). ISBN 978-1-4214-1779-0. Website: www.press.jhu.edu.

A critical analysis of MOOCs in a broad perspective, this vol-

ume discusses how connectivity works in terms of delivery of knowledge, the resistance to MOOCs, and the changing organizational system of higher education in the context of MOOCs. The book concludes with a discussion of the future of MOOCs.

Savicki, Victor, and Elizabeth Brewer, eds. *Assessing Study Abroad Theory, Tools and Practice*. Sterling, Virginia: Stylus Publishing, 2015. 335 pp. \$35 (pb). ISBN: 978-62036-214-3. Website: sty.presswarehouse.com.

This volume explores the concept of study abroad by discussing the outcomes of study abroad and debating how these outcomes can be measured and understood. Following an account of how, and why, assessment in the field of study abroad has evolved, the first part of the book analyses different elements of the study abroad experience. The second part of the book offers an overview of appropriate tools and strategies for assessing study abroad, emphasizing the importance of carefully formulating and prioritizing assessment questions, and understanding the advantages and drawbacks of different instruments. (Asling Tiernan)

Tiede, Hans-Joerg. *University Reform: The Founding of the American Association of University Professors*. Baltimore: Johns Hopkins University Press, 2015. 268 pp. \$34.95 (hb). ISBN 978-1-4214-1826-1. Website: www.press.jhu.edu.

A history of the first decades of the American Association of University Professors, which was established in 1915 and had a strong influence on the development of the academic profession in modern American higher education. Issues such as the development of the tenure system, the role of the faculty in governance, and other seminal issues are discussed from the perspective of the role of the AAUP.

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

The first in an annual series of books relating to current issues in Indian higher education, this volume provides 18 detailed essays on key aspects. Among the topics covered are emerging trends in higher education policy, quantitative expansion, social group disparities, gender issues, quality assurance, employability of graduates, higher education

and international migration, public expenditure, trends in private higher education, institutional autonomy and leadership, internationalization, and others. This volume is sponsored by the new Center for Policy Research in Higher Education at the National University of Educational Planning and Administration.

Universidad de Palermo—Cátedra UNESCO-UNU. Colección de Educación Superior (Higher Education Series). Multiple authors, multiple editors. Website: <http://www.palermo.edu/cienciassociales/investigacion-y-publicaciones/coleccion-educacion-superior/index.htm>.

The series of books on higher education from the Universidad de Palermo keeps growing, with an interesting mix of translations (mostly from English) and new books written in Spanish. Most of the books added to the collection after *IHE's* first review in Fall 2013 (No. 73) are translations, including: Philip G. Altbach (Ed.) *Leadership for World-Class Universities*; Jorge Balán (Ed.) *Latin America's New Knowledge Economy: Higher Education, Government and International Collaboration*; Charles Homer Haskins *The Rise of Universities*; Lisa R. Lattuca and Joan S. Stark *Shaping the College Curriculum: Academic Plans in Con-*

text; Donald Levine *Powers of the Mind*; Gastón Milaret and Jean Vidal *World History of Education*; André Tuilier *History of the University of Paris and the Sorbonne*; and Charles Vest *Pursuing the Endless Frontier*. There is also one original book: *University Assessment and Evaluation: Actors and Policies in Perspective* (Evaluación y Acreditación Universitaria: Actores y Políticas en Perspectiva) edited by Raquel San Martín, with works from Argentinian authors. (Iván Pacheco)

Zgaga, Pavel, Ulrich Teichler, Hans G. Schuetze, and Andrä Wolter, eds. *Higher Education Reform: Looking Back—Looking Forward*. Frankfurt am Main, Germany: Peter Lang, 2015. 431 pp. (hb). ISBN 978-3-631-66275-5. Website: www.peterlang.com.

A global overview on university reform and related issues, this book features a range of perspectives. Among the topics discussed are access and social class issues, conflicting narratives on higher education policy, mass and market in higher education, reforming European universities, trends in Chinese higher education, and others. Most of the chapters were presented at a conference in Slovenia.

NEWS OF THE CENTER

We are delighted to announce that *IHE* now appears in a French-language version thanks to an agreement with the Agence Universitaire de la Francophonie. With the addition of French, *IHE* is now published in seven different languages, making it one of the most uniquely “international” publications in our field. We are also pleased to be collaborating with colleagues around the world on the development of publications modeled on *IHE*, which offer perspectives on

higher education from within specific regions. Most recently, the HEAD Foundation of Singapore has laid the groundwork to launch *Higher Education in Southeast Asia and Beyond*. And an agreement between CIHE and our colleagues involved in *IHE's* Spanish- and Portuguese-language editions—i.e., CEPPE in Chile and SEMESP in Brazil—together with the Universidad del Norte (Colombia) should soon result in a Spanish- and Portuguese-language publication focused on

higher education trends and issues in Latin America.

The Center has been actively involved in various professional development seminars in recent months. In June, we co-hosted (along with BC's Global Leadership Institute, GLI) 22 university faculty and administrators from the "5-100 universities" of Russia for a two-week program focused on issues of internationalization in higher education. This project also includes a European module, to be delivered in October 2016 in cooperation with the Centre for Higher Education Internationalisation (CHEI) in Milan. A final event in Russia will close out this program in early 2017.

In July, CIHE hosted (again with GLI) a "Summer Institute" for the Fellows Program of the United Board for Christian Higher Education in Asia. A group of 19 Fellows from across Asia participated in this three-week professional development and leadership training. Additionally, the Center helped design and deliver the two-day "World Education Services—CIHE Summer Seminar 2016: The Changing Landscape of Global Higher Education and International Student Mobility." Finally, in conjunction with Unnivers and Reisberg & Associates, CIHE hosted some 35 faculty and administrators from the University of Guadalajara (Mexico) for a day-long symposium on internationalization.

CIHE continues to be active in the publication sphere. The *CIHE Perspectives* series released two new numbers in recent months: *Global Dimensions of the Boston College Lynch School of Education: Analysis of a Faculty Survey (CIHE Perspectives No. 2)*, and *Catholic Universities: Identity and Internationalization, A Pilot Project (CIHE Perspectives No. 3)*. Support for No. 3 was made possible by a Luksic Fund grant, which supports collaboration between Boston College and the Pontifical Catholic University of Chile. An extension of that support now enables CIHE to undertake a wider study of identity and internationalization in Catholic universities over the course of 2016/2017. In the next several months, a new book—*International Faculty in Higher Education: Comparative Perspectives on Recruitment, Integration, and Impact* (Routledge), edited by Maria Yudkevich, Philip G. Altbach, and Laura E. Rumbley—should be released.

The Center is initiating a Körber Foundation-funded study to explore differentiation and diversity in academic systems across some 12 different countries around the world. CIHE's founding director, Philip G. Altbach, and its current director, Hans de Wit, are both involved in this work, as is CIHE Research Fellow, Liz Reisberg.

CIHE staff continue to be on the move, attending various national and international conferences and meetings. In August, Hans de Wit and Laura E. Rumbley played active roles in the First International Symposium of the Higher Education Forum on Africa, Asia and Latin America (HEFAALA), hosted by the International Network for Higher Education in Africa (INHEA), under the direction of Damtew Teferra, at the University of KwaZulu-Natal in Durban, South Africa. Hans and Laura will be at the annual conference of the Association for the Study of Higher Education (ASHE), in November in Columbus, Ohio, and Laura will represent CIHE at the annual conference of the European Association for International Education (EAIE) in Liverpool in September.

Hans de Wit will deliver keynotes at the Canadian Bureau for International Education's (CBIE) 50th anniversary conference in Ottawa in November and at the October 2016 annual conference of the Association of American Colleges and Universities (AAC&U) in Denver. He will also speak at a CINDA-sponsored international seminar at the University of Campinas (Brazil) in October, and will present at a research seminar for doctoral students of the Centre for Higher Education Internationalisation (CHEI) in Milan in September.

Founding director Philip G. Altbach was in Singapore and Malaysia in August at the invitation of the HEAD Foundation, for which he is a senior consultant. He gave several lectures and workshops. He continues his work with the Russian government's 5-100 excellence commission, and will participate in a meeting in Kazan, Russia in October.

As of September, CIHE is delighted to welcome the first cohort in its new Master's in International Higher Education. Also joining the Center this semester are three new doctoral graduate assistants—Edward Choi (South Korea), Lisa Unangst (USA), and Ayenachew Woldegiyorgis (Ethiopia)—along with our third-year doctoral graduate assistant, Georgiana Mihut (Romania). We are grateful to Ariane de Garraydon who, over the past three years, has been a graduate assistant at CIHE and in that role has contributed significantly to the Center and to *IHE*. We are also hosting several visiting scholars over the course of the coming semester: Daniela Craciun (Hungary), Hang Gao (China), Nian Cai Liu (China), Patrick McGreevy (Lebanon), Adriana Pérez Encinas (Spain), and Michelle Vital (United States). Over the summer, we had Jos Beelen (The Netherlands) and Rebecca Hall (Australia) visiting the Center, as well as intern Sarah VanKirk, a graduate student from the College of William & Mary, who assisted us ably.