COMPARATIVE & INTERNATIONAL HIGHER EDUCATION

VOLUME 2, SPRING 2010
THE OFFICIAL NEWSLETTER OF THE HIGHER EDUCATION SIG

FEATURED ARTICLES

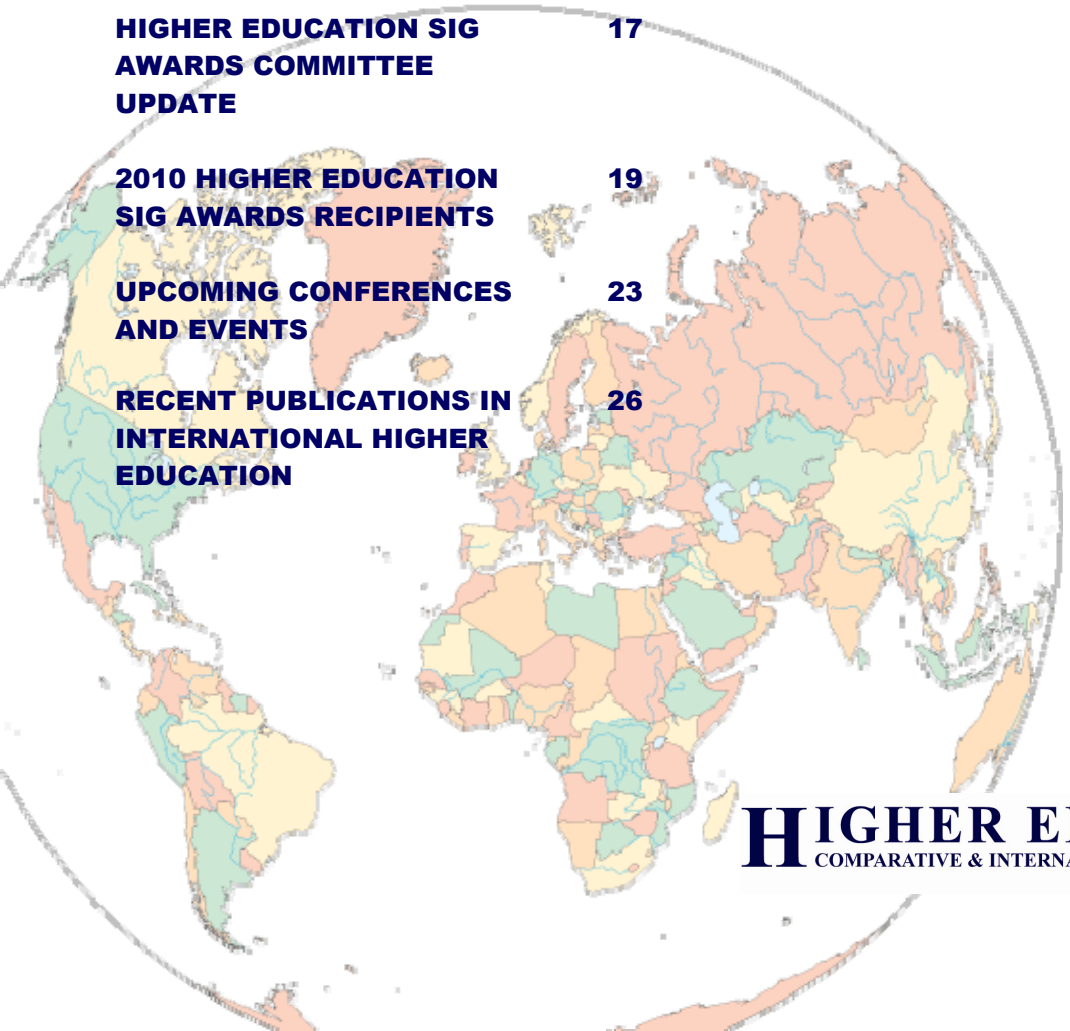
Val D. Rust and W. James Jacob	1	HESIG Provides Outlets for Research and Outstanding Achievement in Higher Education
Rebecca Clothey	3	Current Trends in Higher Education: Expanding Access in Asia Pacific through Technology
Betty Akullu Ezati and Christopher B. Mugimu	6	Pedagogies and Challenges of providing Continuous Professional Development in Pedagogy for Higher Education Staff in Africa: A Case of Makerere University
Gustavo Gregorutti	9	Following the Private Path: Can We Figure This Out?
Hana A. El-Ghali	12	Higher Education and Youth Unemployment in Lebanon
Ligia Toutant	14	Higher Education in Europe 2009: Development in the Bologna Process

HIGHER EDUCATION SIG AWARDS COMMITTEE UPDATE 17

2010 HIGHER EDUCATION SIG AWARDS RECIPIENTS 19

UPCOMING CONFERENCES AND EVENTS 23

RECENT PUBLICATIONS IN INTERNATIONAL HIGHER EDUCATION 26



HIGHER EDUCATION SIG
COMPARATIVE & INTERNATIONAL EDUCATION SOCIETY

COMPARATIVE & INTERNATIONAL HIGHER EDUCATION

Philosophy for *Comparative and Int'l Higher Education*

This is the official newsletter of the Comparative and International Education Society's (CIES) Higher Education Special Interest Group (HESIG), which was created in 2008. HESIG serves as a networking hub for promoting scholarship opportunities, critical dialogue, and linking professionals and academics to the international aspects of higher education. Accordingly, HESIG will serve as a professional forum supporting development, analysis, and dissemination of theory-, policy-, and practice-related issues that influence higher education.

Submission and Review

The Editorial Board invites contributions, normally of around 1,500 words or less, dealing with the complementary fields of comparative, international, and development education and that relate to one of the focus areas listed in the Newsletter Philosophy section above. Electronic submissions are preferred and should be sent to submissions@higheredsig.org. Hard-copy manuscripts, books for review, and inquiries should be addressed to: The Editors or Regional Editors, Comparative & International Higher Education, University of Pittsburgh, School of Education, 5714 Wesley W. Posvar Hall, Pittsburgh, PA 15260, USA. Manuscripts are evaluated by the editorial board—with full confidentiality on both sides—and then accepted, returned for further revisions, or rejected. For more information, please see the website at:

http://www.higheredsig.org/newsletter.html

The style and format of *Comparative & International Higher Education* follows the Chicago Manual of Style. Only endnotes are allowed. USA spelling (e.g., center, color, organize) and punctuation are preferred (double quotation marks with single within if needed), and a short paragraph of bibliographical details is required for all contributors.

Copyright

Published by the Higher Education SIG, and University of Pittsburgh's Institute for International Studies in Education (IISE) and UCLA's Center for International & Development Education (CIDE). Copyright ©2010 by HESIG. All rights reserved. The findings, interpretations, and conclusions expressed in *Comparative and International Higher Education* are entirely those of the authors and should not be attributed in any manner to IISE, CIDE, or their sponsoring universities. The views expressed in the articles are those of the authors, who should be contacted directly about their work. *Comparative and International Higher Education* is published two times a year.

Comparative & International Higher Education
Volume 2, No. 1 • Spring 2010

Editors

W. James Jacob
University of Pittsburgh

Val D. Rust
UCLA

Regional Editors

Africa: Christopher B. Mugimu, Makerere University

Asia/Pacific: Rebecca Clothey, Drexel University; Yi Cao, University of Minnesota

Europe: Ligia Toutant, California State University, Long Beach

Latin America: Gustavo Gregorutti, Universidad de Montemorelos

Middle East and North Africa: Manar Sabry, University at Buffalo; Hana El-Ghali, University of Pittsburgh

United States and Canada: Jose Chavez, Drexel University

Managing Editor

Albert Biscarra
UCLA

Contact Information

Comparative & International Higher Education
Higher Education SIG
5714 Wesley W. Posvar Hall
Pittsburgh, PA 15260 USA
Direct +1 (412) 567 2517
Fax +1 (800) 327 8203
Website: http://www.higheredsig.org/newsletter.html
Email: submissions@higheredsig.org

HIGHER EDUCATION SIG
COMPARATIVE & INTERNATIONAL EDUCATION SOCIETY

ISSN 2151-0393 (Print)
ISSN 2151-0407 (Online)

HESIG Provides Outlets for Research and Outstanding Achievement in Higher Education

Val D. Rust[a,1] and W. James Jacob[b,2]

[a]*Center for International & Development Education, University of California, Los Angeles*
[b]*Institute for International Studies in Education, University of Pittsburgh*

The Higher Education SIG (HESIG) is now celebrating its second successful year in CIES. Those of us who decided to establish the SIG had little idea of the overwhelming interest in higher education among the membership. However, as we reviewed the panel topics of the annual conference, it became immediately clear that the interest level was high. In fact, we discovered that a good percentage of the panels in the conference highlighted higher education in one form or another, and we are delighted to say that the HESIG membership is larger than any of the SIGs in CIES.

A reasonable question ought to be raised about the importance of having a SIG dedicated to higher education. One might argue that the interest is already so high that it is superfluous to set up yet another organized unit that might cultivate further interest in higher education. Yet, it is crucial to maintain some structure to provide what we consider to be a hub for researchers and organizations to network with and learn about critical issues related to higher education. HESIG can unite, inform and empower individuals, groups, and even organizations that are working together to understand issues related to higher education in an international context. It might work to facilitate the networking process, to aid in information sharing, and to help coordinate ongoing activities in CIES related to higher education.

As we anticipated the development of HESIG, we asked ourselves what the most difficult issues were that researchers and academics confronted. It was clear to us that we face ongoing difficulties finding the resources to carry out our research and development projects, of finding time to carry out our research projects, and turning the outcome of these projects into quality written documents. These are perennial problems that every researcher faces, but HESIG is dedicating itself to assisting its members in whatever way it can.

However, it was clear to us that the major obstacle we researchers always face is to find an appropriate outlet for us to publish the outcome of our research findings. And so, in the organizational meeting of our HESIG, we announced that we were launching a HESIG book series dealing with higher education in the international context. And during the first two years, three proposals for publication have already been accepted, and the first tangible product will be available at the time of our 2010 annual conference in Chicago. *Higher Education Policy and the Global Education Phenomenon*, edited by Laura M. Portnoi, Val D. Rust, and Sylvia S. Bagley, promises to be a huge success. The editors have included some of the best people in the field to address issues that link globalization and higher education.

It is difficult to imagine another time in history when globalization has had a greater cultural, economic, and political impact. The increased importance of the knowledge industry, innovations in information and communication technologies, a stronger orientation to the market economy, and growth in regional and international governance systems, all contribute to an accelerated flow of people, ideas, culture, technology, goods and services in our globalized world. Globalization has been neither neutral nor uniform in its impact. It affects countries, cultures, and systems in different ways—some in positive ways, others in more negative ways.

[1]Corresponding author: Email: rust@gseis.ucla.edu; Address: Center for International and Development Education, University of California, Los Angeles, Box 951521, Moore Hall, Los Angeles, CA 90095-1521, USA.

[2]Corresponding author: Email: wjacob@pitt.edu; Address: Institute for International Studies in Education, University of Pittsburgh, 5714 Posvar Hall, Pittsburgh, PA 15260, USA.

All sectors of society are being affected; higher education is no exception.

The book also maps how competition has become a central preoccupation of higher education. It is closely connected with a global free-market economy. Combined with the impact of globalization and the development of the global "knowledge economy," these competitive forces have resulted in the *global competition phenomenon* that is currently reshaping higher education. Many developments characterize global competition in higher education, and the book touches on some of these developments, including (1) the rise of global university rankings, (2) declarations by nations to have a world-class university, (3) the development of regional units of control and reform, (4) the development of cross-border quality assessment practices, and (5) the internationalization of universities. We encourage members of our HESIG to submit proposals for additional books that might be added to our book series.

Comparative and International Higher Education, the official HESIG newsletter, offers another publication outlet for HESIG members. Organized around six global regions—Africa, Asia/Pacific, Europe, Latin America, Middle East and North Africa, and the United States/Canada—we invite HESIG members to submit article contributions on a variety of higher education topics. Articles should be submitted for review to either one of the regional editors or to the editors directly depending on the scope of the manuscript. In addition, *CIHE* provides a location for informing HESIG members about current academic article and book publications as well as upcoming conferences that focus on higher education.

This year our HESIG Awards Committee established three recurring SIG-sponsored awards for the Best Research Article, Best Book, and Best Dissertation. Together with the Lifetime Contribution Award, which was first presented in 2009, we now have the ability to recognize outstanding and emerging scholarship in the field. Brief biographies on each of the 2010 Awards Recipients are included in this issue (see pp. 19-23). We look forward to presenting the awards at the HESIG Business Meeting in Chicago on 2 March 2010, with a special tribute to Philip G. Altbach, recipient of this year's Lifetime Contribution Award. We want to thank Rosalind Latiner-Raby and the entire Awards Committee for their service in establishing the selection criteria and spending countless hours in the selection process.

Current Trends in Higher Education: Expanding access in Asia Pacific through technology

Rebecca Clothey[a,*]

[a]*Higher Education Program, School of Education, Drexel University*

The past two decades have seen dramatic increases in postsecondary enrollments in Asia and Oceania (*Almanac of Higher Education* 2009). This growth has caused the need for new solutions to satisfy the demand for tertiary education. Many countries of Asia where traditional higher education institutions are being filled to capacity are embracing distance learning as an alternative approach. India, China, Turkey, Cambodia and New Zealand, among others, have also supported distance education as a means of promoting greater educational access to underserved students.

Information and Communication Technology (ICT) has had a profound effect on higher education. ICT has enabled increased collaboration across international borders, has increased access to education for individuals who do not live near a brick and mortar tertiary institution or a library, and has created new ways to teach, both within the classroom and without. However, even as new modes of providing education proliferate, the digital divide still continues to grow, making distance learning as a solution for expanding access a continuing issue of debate. This essay will look at trends in distance learning in the tertiary sector in Asia and some of the challenges, and opportunities, that this mode of learning provides.

Currently Asia has the largest number of adult online and distance learners in the world, with 70 open universities (Latchem and Jung 2010). In China, more than 10 percent of university students are engaged in online learning, and in India, 20 percent of all tertiary students are enrolled in Indira Gandhi Open University (Kang and Song 2007; Latchem and Jung 2010).

*Corresponding author: Email: rebecca.a.clothey@drexel.edu; Address: Higher Education Program, School of Education, Drexel University, Korman Center, Room 208, 3141 Chestnut Street, Philadelphia, PA 19104, USA.

Many campus-based universities have also started to offer online programs. For example, 68 research universities in China now have affiliated online learning institutes (Kang and Song 2007). In addition, China's government gives grants worth about $10,000 to professors at dozens of universities to help them improve their undergraduate teaching materials and then put them online. The purpose is for less prestigious institutions to benefit from the countries' best instructors and improve their own courses. More than 10,000 courses from Chinese universities are now available online as a result (Ajula and Terris 2009).

The growth in online learning has coincided with the increase in technology use by the general public. As of 2010, Asia accounted for 43 percent of the total world Internet usage (Internet World Stats 2010). In addition, four Asian countries (China, Japan, India, and Korea) are among the top 10 countries in the world with the highest number of Internet users (Jung 2009).

These trends, as well as pedagogical and technological innovations, have increased the potential for interaction and collaborative work in distance learning. International interactions can now be fostered more easily, including accessing global resources, publishing to a world audience, taking virtual field trips, communicating with a wider range of people and collaborating across borders. Through videoconferencing it is also now possible to easily and inexpensively host virtual live lectures, symposia, and conferences with scholars and professionals throughout the world, without any participant leaving their own home. This opens up a new professional network to individuals, and provides limitless guest lecturers for course participation. In Saudi Arabia videoconferencing has enabled female students on segregated college campuses to interact with male lecturers without being seen by them (Latchem and Jung 2010).

Research also shows that online education can be beneficial among socially diverse groups. Neither gender nor racial differences, nor even disabilities will likely be evident in an online course unless they are explicitly stated.

However, even the best technology is useless if the infrastructure is poor or if the users have not been adequately trained. According to the World Bank, developing countries have just 5 percent of the world's Internet hosts, but have 80 percent of the world's population. In contrast, North America has 65 percent of the world's Internet hosts but only 5 percent of the population (Bjarnason 2007). In many places, the digital divide is also prevalent within countries, where rural areas commonly have poorer ICT infrastructure than urban areas. China, for example, had the world's second largest Internet population in 2005, with 103 million users. However, rural users accounted for a mere 1.2 percent of that total (McQuaide 2009).

In Asia, Internet penetration ranges widely. In east, south and central Asia, the overall Internet penetration rate is still at only 15 percent, compared with 30 percent in the rest of the world, and in specific countries usage is even less. Bhutan, which did not have television until 1999, still has Internet access available to only 4.5 percent of the population, and in Nepal only 1 percent of the population has Internet access. Other factors such as government regulations and conflict may also impact the infrastructure. In Myanmar, public Internet access is officially restricted to all but a few individuals and armed conflict has severely hindered Internet development in Afghanistan, Iraq, and East Timor (Latchem and Jung 2010).

There are a number of international agencies that support the development of ICT infrastructure as well as promote online learning as a means to facilitate development goals. The World Bank's Global Development Learning Network and UNESCO's Higher Education Open and Distance Learning Knowledge Base are two examples.

The Global Development Learning Network (GDLN) was initiated by the World Bank in 2000 as "a global partnership of more than 100 learning centers (GDLN Affiliates) that offer the use of advanced information and communication technologies to people working in development around the world" (GDLN 2010). The GDLN is based at the World Bank Institute in Beijing, China.

UNESCO's Open and Distance Learning (ODL) Knowledge Base project was similarly "set up to support decision makers and practitioners with ready access to information and tools that will assist them in more effective policy planning, development and management" of Online and Distance Learning (ODL) in higher education programs. UNESCO's ODL Knowledge Base also has an Asia-Pacific arm which aims to "enhance educational training and development through the use of learning technologies" (Open University Malaysia 2010). It is managed, maintained and hosted by the Open University Malaysia in Kuala Lumpur.

Despite these various efforts, there are other issues related to access that even better technology infrastructure and training resources cannot address. The most challenging are related to language and culture. One third of all web content is in English, yet only 5 percent of Asians can read any western language (Latchem and Jung 2010). Asian languages comprise a small proportion of total web content. The most common to the web include Chinese, which comprises 15.7 percent of all web content; Japanese, which is 7.4 percent; Korean, which is 2.9 percent; and Arabic, which is 2.5 percent (Latchem and Jung 2010).

However, there are 6,000 languages across the world, most of which do not appear on the Internet at all. In Southeast Asia there are 15-20 different scripts; in China there are an estimated 80-100 languages, many of which use different scripts or do not have written scripts at all. In any case, many of the major software packages are currently incapable of producing letters or characters for some local languages, meaning that providing a culturally relevant curriculum online for a linguistic minority student population may present an impossible challenge to overcome.

On a positive note, the fact that technology is constantly changing means that there continues to be new possibilities. An interesting recent technology development that has some potential for educational purposes is the use of Wi-Fi for mobile learning (or "M–learning"), where course-related materials are made accessible through smart phones and/or cell phones. Although Asia has relatively low Internet penetration overall, it has 1 billion of the world's 2.7 billion mobile users, and

the world's fastest growth in number of subscribers. Cambodia, which is one of the world's least developed nations, has the lowest Internet penetration rate in Southeast Asia and few landlines, but it also has the highest call rates. Cambodia also has the world's highest ratio of telephone users using wireless (Latchem and Jung 2010).

Clearly, M-Learning has the potential to provide education through a device that is already commonly in use, even in remote and developing areas. M-learning also might require less training than web-based courses because of the familiarity most users already have with cell phones, the medium of delivery. There are already universities in Asia that are experimenting with mobile learning. Some of these include City University of Hong Kong, Shanghai Jiaotong University, and the University of the Philippines Open University.

There is no question that technology has tremendous potential for higher education, and the fact that technology is constantly changing means that what we lack today, we will be unable to live without tomorrow. This provides hope that some of the challenges we are currently facing with making education equally accessible through technology will be overcome in the future. Finding ways to maximize the potential to benefit all users will remain a challenge for universities in the 21st century.

References

Almanac of Higher Education, 2009-10. 2009. "Percent increase in postsecondary enrollment by World Region, 1990-2007." *The Chronicle of Higher Education* 56 (1): 20.

Ajula, Simmi, and Ben Terris. 2009. "Around the World, Varied Approaches to Open Online Learning." *The Chronicle of Higher Education* 11 October 2009. Available online at http://www.chronicle.com.

Bjarnason, Svava. 2007. "Rhetoric Or Reality? Technology In Borderless Higher Education." *International Handbook of Higher Education*. Dordrecht, The Netherlands: Springer.

Global Development Learning Network (GDLN). 2010. Beijing: GDLN. Available online at www.gdln.org.

Internet World Stats. 2010. Bogota, Columbia: Miniwatts Marketing Group. Available online at http://www.internetworldstats.com.

Jung, Insung. 2007. "Changing faces of open and distance learning in Asia." *The International Review of Research in Open and Distance Learning* 8 (1): 1-6.

Kang, Feiyu, and Gilsun Song. 2007. "E-Learning in Higher Education in China: An Overview." *e-Learning Initiatives in China: Pedagogy, Policy and Culture*. Hong Kong: University Press.

Latchem, Colin, and Insung Jung. 2010. *Distance and Blended Learning in Asia*. New York: Routledge.

McQuaide, Shiling. 2009. "Making Education Equitable in Rural China through Distance Learning." *The International Review of Research in Open and Distance Learning* 10 (1): 1-21.

Open University Malaysia. 2010. Asia Pacific Knowledge Base on Open and Distance Learning. Kuala Lumpar: Open University Malaysia. Available online at http://asiapacific-odl.oum.edu.my.

Possibilities and Challenges of providing Continuous Professional Development in Pedagogy for Higher Education Staff in Africa: A case of Makerere University

Betty Akullu Ezati[a,1] and Christopher B. Mugimu[a,2]

[a]*Makerere University*

Introduction

In recent years, most African governments have reduced their funding of higher education. Makerere University is not an isolated case. For instance, funding from the government has been declining since 1990 and student numbers have escalated. Prior to the 1970s, the university had a small population of about 2000 students. But from 1990, the population rose from less than 10,000 to the current estimated 40,000 students (Planning Department, Makerere University 2003).

This increase in student numbers has created more challenges and attracted public concern about the capacity of Makerere University to provide quality education (Mamdani 2007), given the inadequate facilities, equipment and numbers of teaching staff. This fear points to problems with the curriculum, delivery methods, quality of the teaching staff, as well as the teaching and learning materials.

In an attempt to restructure itself, its paradigm and ways of teaching, Makerere University started offering continuous professional development (CPD) in 2006. This involves changing students' paradigm of learning as well as teachers' paradigm of teaching. Specifically, the training aimed at enabling the teaching staff to accomplish four tasks: (1) gain insights into how people learn in order to structure instruction for optimal learning, (2) formulate course goals/objectives as a starting point for a constructive alignment, (3) choose and structure course content as well as teaching and assessment methods in relation to course objectives, and (4) choose and adopt interactive teaching methods that stimulate active learning.

Methodology

The data for this paper was drawn from shared experiences of participants and analysis of evaluation forms gathered during CPD workshops. Six CPD workshops involving approximately 200 teaching staff have been conducted for the period 2006-2009. Data from the workshop participants were mainly collected on the first and the last day of the training. In addition, interviews were held with faculty members who missed the training.

Findings

Staff Perception of the Training

The timing of the training was always a problem for the majority of staff due to their busy schedules throughout the year. Four of the training sessions were conducted during students' vacation. However, this is the same period that some staff take annual leave, concentrate on research, and focus on other personal roles.

Second, some teaching staff preferred workshops that are interactive. As one staff member explained: "I have taught for a long time at the university and I have a lot to contribute to the discussion. I do not want a workshop where you sit and listen."

Thus, the training was mainly experiential and interactive. The participants were required to draw on their own experience and also make a systematic literature search so as to gain a deeper understanding on how theory and praxis related to their experience.

[1]Corresponding author: Email: bezati@educ.mak.ac.ug; Address: School of Education, Makerere University, P.O. Box 4753, Kampala, Uganda.

[2]Corresponding author: Email: byalusagomugimu@gmail.com; Address: School of Education, Makerere University, P.O. Box 4753, Kampala, Uganda.

Third, having taught for a long time, some participants felt that training on teaching and student learning was not important. This was evident from the responses of professors. At the beginning of the training, they felt that they already knew what to do. One of the professors commented: "On the first day I thought we were knowledgeable but after the training I discovered I was lacking important skills to deliver my subject matter to the students effectively."

Lynn (2002) suggests that professional development should be provided according to ones' career cycle. This advice suggests that there are variations in needs of experienced and new teaching staff. Nevertheless, with the exception of the last training, newly recruited staff were combined with experienced ones. And during the training, experienced teachers were more willing to share experiences than newly recruited participants.

Discussion of the Lessons Learned and Conclusions:

From workshop experiences, it was clear that teaching staff at Makerere University had good knowledge of the content of their subject areas but many reported problems with the teaching techniques. It was evident that they still have massive training needs. For instance, areas such as e-learning, teachers' ethics and code of conduct in teaching, research supervision skills, and student support were identified. A participant had this to say: "One thing that I would have loved to learn is how to control my emotions and how to handle disrespectful students."

It is also clear that the current training program focused on strengthening teaching is considered less important by the staff because it does not contribute to individual and research development.

Furthermore, the training workshop focused only on what lecturers could do in order to improve quality but not how they can be supported by management to accomplish their work. One participant summarized these concerns as follows: "We do not see lecturer support from management. Where is the input from administrators? Get administrators to attend these trainings."

In the mixed group faculty and staff group, the training ended up acting as a forum for airing out views to the administration. This distracted the training, but it was an indication that a forum for sharing ideas with the main university administration was lacking.

There were varied reactions on the training's duration. The younger staff preferred a continuous longer period of training while the senior ones wanted shorter periods. While longer trainings would provide time to try out what was learned, it would also require frequent trainings for which resources may not be adequate. Alternatively, trainings could be organized at the faculty level (rather than the university level) where members could share experiences.

There are fewer, if any, professional development courses for university staff compared to teachers at other levels of education. It is probably this tradition that has created a feeling among university staff that professional development courses designed by their university are not important to them. Yet, universities need to organize continuous professional development courses for their staff in order to prepare them for the constant changes. The university should put in place professional development programs and provide them for all newly recruited staff and then periodically to all staff.

References

Beekes, Wendy. 2006. "The 'Millionaire' method for encouraging participation." *Active Learning in Higher Education* 7 (1): 25-36.

Blackmore, Jill. 2002. "Globalisation and the Restructuring of Higher Education for New Knowledge Economies: New Dangers or Old Habits Troubling Gender Equity Work in Universities?" *Higher Education Quarterly* 56 (4): 419-441.

Ruben, Brent D. 2004. *Pursuing excellence in higher education: Eight fundamental challenges*. San Francisco: Jossey-Bass.

Briggs, Senga. 2005. "Changing Roles and Competencies of Academics." *Active Learning in Higher Education.* 6 (3): 256 -268.

Brown, Lori DiPrete, Lynne Miller Franco, Nadwa Rafeh, and Theresa Hatzell. 1998. "Quality Assurance of Health Care in Developing Countries" of *Quality Assurance Methodology Refinement Series*. Bethesda: Quality Assurance Project.

Cahn, Steven M. 1978. *Scholars Who Teach. The Art of College Teaching*. Chicago: Nelson-Hall

Cowan, John. 1998. *On Becoming an Innovative Teacher: Reflection in Action*. Buckingham: Open University Press.

Davis, Margaret. 2003. "Barriers to Reflective Practice: The Changing Nature of Higher Education." *Active Learning in Higher Education* 4 (3): 243-255.

David, Barbara G. 1993. *Tools for Teaching*. San Francisco: Jossey-Bass.

Desimone, Randy, L., Jon M. Werner, and David M. Harris. 2002. *Human Resource Development*. 3rd ed. Forth Worth: Harcourt.

Ingrid, Moses. (1988). Academic Staff Evaluation and Development: A University Case Study. Queensland: University of Queensland Press.

Jenny, Tizard, Ian Minty, and Derek Newton. 2001. "Meeting the Staff Development Challenges Presented by Creating a University." *Active Learning in Higher Education* 2(2): 164-179.

Kasozi, A. B. K., Nakanyike Musisi, Delius Asiimwe, and Samwiri Katunguka. 2002. *Decentralization and Tertiary Institutions of Learning in Uganda*. Makerere: Makerere Institute of Social Research.

Kelemen, Mihaela L. 2006. *Managing Quality: Managerial and Critical Perspectives*. London: Sage.

Lynn, Susan K. 2002. "The Winding Path: Understanding the Career Cycle of Teachers." *Clearing House* 75(4): 179-182.

Makerere University Planning and Development. 2003. *Unit Cost Per Faculty at Makerere University: A Study to Analyze the Consequences of Expansion in Terms of Cost of Developing and Maintaining Academic Standards*. Kampala: Makerere University.

Mamdani, Mahmood. 2007. *Scholars in the Marketplace: Dilemmas of Neo-liberal Reform at Makerere University (1989-2005)*. Kampala: Fountain Publishers.

Romer, Roy. 1996. *Making Quality Count in Undergraduate Education*. Denver: Education Commission of the States.

Vision Reporter. 2008. "Do the Best Students Always Make Good Lecturers?" *The Education Vision* February 23.

Weidman, John C., and Elizabeth L. Stein. 2003. Socialization of Doctoral Students to Academic Norms. *Research in Higher Education* 44 (6): 641 -656.

Following the Private Path: Can We Figure This Out?

Gustavo Gregorutti[a,*]

[a]*Universidad de Montemorelos, Mexico*

Following an international trend, private tertiary institutions are mushrooming like never before in Latin America. Within the last 30 years, private higher education has grown to become very visible in many countries. Private schools in Brazil, Chile, and Mexico, for instance, are pushing 70 percent of the total number of institutions. This type of enrollment is in some Latin American countries far outpacing public university enrollment. The natural question is: why? Is the success of private higher education based on its lower entrance requirements or because they offer something more adapted to students' needs? It's probably unfair to put all private universities under the same umbrella. Levy (1986) developed a very simple but useful classification for universities in Latin America that can help. There are "religious" affiliated schools (mostly Catholic) that were the first universities in the region. Then the "elite" institutions developed as countries became better organized (nowadays, they could be either private, religious, or public). And finally, there is the "demand-absorbing" schools that is a new growing group of tertiary institutions that has evolved aggressively during the last two decades. These new small universities are having a big share of the private market and are under scrutiny in the whole region (Silas 2009). But again, what is the main attraction to these small and new tertiary institutions? Moreover, why pay a private institution when students can attend almost-free public and more prestigious universities? Simply put, there is not enough room at public universities for the demand. Many students don't qualify academically to enter public schools. According to some surveys done in Mexico (Oliver 2009), students are looking for ways to get a diploma, regardless of their quality, that would put them into the mainstream economy. This is a very complex issue that deserves more attention.

Neoliberalism has become a way out for many governments to solve their lack of investment in public education. The growing demand for tertiary education is creating a huge pressure on the Latin American public higher education system. Governments have not been able to provide for the population's training needs. The decline of governmental financial support for the sector is stimulating the expansion of private higher education and also attracting international investors. Public higher education seems to be experiencing a paradigm shift. Interestingly enough, the public system of universities used to be a way to equalize people and give them opportunities to be professionally productive in society. This general purpose is still there, but public higher education is shifting from social purposes to a more research-oriented approach where elite students and professors are key factors to success. As Holm-Nielsen, Thorn, Brunner, and Balán (2005) expressed it,

> Students who can afford to pay for high-quality private primary and secondary education are often much better prepared for university entrance exams. Quality differences in basic education and tough admission policies lead to the situation in which affluent students are overrepresented in free public higher education institutions. Ill-prepared students from poor families are left with fewer choices, usually involving paying for education in private institutions that place less emphasis on test scores or forgoing higher education altogether. (p. 53)

Well-funded state universities have, in many cases, the best human resources, and professors from these institutions tend to follow the lead of elite international schools. This is a multifactor issue and can be partially explained as follows below.

*Corresponding author: Email: grego@um.edu.mx; Address: Facultad de Educación, Universidad de Montemorelos, Nuevo León, México.

The Mission of Producing Knowledge to Transform Society

One of the main goals for universities is the production of research, besides teaching and service (Boyer 1997). Over the last 30 years, new discoveries have been linked to profit through the commercialization of inventions. This is not only a new way of increasing universities' impact over society but also a vast funding alternative for leading research institutions. Universities seem to be in a race for resources and prestige (Bok 2003). Only a very few universities can be really productive and compete for these alternative sources of funding and prestige. Public universities, especially the elite ones, are being refocused to become more competitive in a worldwide economy. By doing so, they hope to improve society. This is not problematic as long as having a group of leading research universities is but one alternative model among others. The problem is that many universities are trying to copy (Dey, Milem, and Berger 1997) what big league schools are doing without understanding that not all institutions are capable of emulating them and that there should be some other purposes for higher education (Altbach 2002). In other words, research universities should not be seen as the "wannabe" model for higher education altogether. They are a very needed and valid model for post secondary schools. Training researchers is highly necessary, but not all people will follow that path nor does society require it. Although many governments recognize this and establish a broad spectrum of higher education institutions, when it comes to defining parameters of quality and accreditation, research production is the key factor. This is sending a message to administrators and professors that reads something like this: "If you want to become successful, recognized by your colleagues, be promoted, and get funds for your projects, you must publish." The main issue here is that producing highly-selective knowledge requires the best students. As obvious as it may be, it also means that state-funded universities are walking away from less-qualified students who normally are within the lower social stratus. These students need education and they prefer to pay private institutions than be left behind.

Educational Policies to Favor the Whole Society

Since public universities are following the patterns of elite and research universities, a growing number of less qualified students have limited access to public universities. This paradoxical situation is evident throughout many countries in Latin America. For instance, Brazil has a set of well-funded and selective federal universities where only a trained minority, generally from middle and upper classes, can pass the "vestibular" or entrance test. A similar case is observed in Mexico and in some other Latin American countries. Therefore private education, especially the "demand-absorbing" type, is an option for young people who need a diploma. These social inequities require a re-engineering of the whole system—a very difficult thing to do. Poverty reduces the quality of students' elementary and secondary education, so improving social conditions will probably help. But state universities should understand that they can do a lot more for supporting all students, especially those from lower social classes. Perhaps the American community college system is a good model to be studied. Poor and oftentimes less-qualified students can access these institutions and later transfer to a university, finishing a full degree usually with two more years of study. Mexico has implemented some technological institutes but with little success (Oca 2006). One of the main problems is that these institutes are disconnected from universities. It is almost impossible to transfer credits to a full degree institution. Making these programs more interconnected and flexible can help to move students within the tertiary system. It is in this context that private universities are more attractive and, in many cases, a practical way for students to get a degree.

Funding the Public University

In some countries, such as Mexico, the federal and state governments have been investing in creating new tertiary institutions (Oca 2006). But public funding for higher education is not enough to supply affordable education to meet the massive demand. In the whole region there is a lack of a rational use of resources. For instance, the public sector spends almost 90 percent of its budget on personnel and administrative costs (Gacel-

Ávila 2005). Latin American countries need to refocus their resources to avoid inequalities in their societies.

Traditionally, Latin American governments assumed that tertiary education should be owned and controlled by them. But the rising demand for higher education training over the last few decades has led them to accept the neoliberal option and an "exit door" or an alternative to avoid the real solutions. The problem is that neoliberalism is transforming public universities into a semi-private good. The lack of funding is moving universities to be more entrepreneurial and consequently more distant from the social issues that are increasingly complex in the whole region. Public tertiary education should protect less-advantaged students through alternative schools and funding.

Conclusion

The increase of private higher education in the region should not be seen as competition for the public sector. It is actually a natural consequence of policies, re-distribution of governmental resources, and some environmental conditions that have facilitated entrepreneurial undertakings. Private tertiary education can be of great help developing very much needed human resources, if wisely oriented from the public administration.

Knowing that governments have a strong propensity to centralize their decision-making through a heavy bureaucracy, policy makers must look for a comprehensive set of policies that would care for a global development of each Latin America country. Universities should also be making greater efforts to serve different sectors of society, rather than be oriented to a model of professor-researcher at all levels and in all types of tertiary education. In so doing, the parameters defining quality and its measurement will be adjusted to the different needs and purposes universities are trying to serve.

References

Altbach, Philip G. 2002. "Centers and Peripheries in the Academic Profession: The Special Challenges of Developing Countries." In *The Decline of the Guru: The Academic Profession in Developing and Middle-Income Countries*, ed. by Philip G. Altbach (pp. 1-21). New York: Palgrave.

Bok, Derek. 2003. *Universities in the Marketplace: The Commercialization of Higher Education*. Princeton, NJ: Princeton University Press.

Boyer, Ernest. 1997. *Scholarship Reconsidered: Priorities of the Professorate*. New York: John Wiley & Sons.

Dey, Eric L., Jeffery F. Milem, and Joseph B Berger. 1997. "Changing Patterns of Publication Productivity: Accumulative Advantage of Institutional Isomorphism?" *Sociology of Education* 70(10): 308-323.

Gacel-Ávila, Jocelyne. 2005. "Internationalization of Higher Education in Mexico." In *Higher Education in Latin America: The International Dimension*, ed. by Hans de Wit, Isabel Christina Jaramillo, Jocelyne Gacel-Ávila, and Jane Knight. Washington, DC: World Bank.

Holm-Nielsen, Lauritz B., Kristian Thorn, José J. Brunner, and Jorge Balán. 2005. "Regional and International Challenges to Higher Education in Latin America." In *Higher Education in Latin America: The International Dimension*, ed. by Hans de Wit, Isabel Christina Jaramillo, Jocelyne Gacel-Ávila, and Jane Knight. Washington, DC: World Bank.

Levy, Daniel. 1986. *Higher Education and the State in Latin America: Private Challenges to Public Dominance.* Chicago: University of Chicago Press.

Oca, Julio. 2006. *La Política Educativa y la Educación Superior en México*. México: Fondo de Cultura Económica.

Oliver, Guadalupe. 2009. *Mexican Higher Education in the Mirror: Tendencies of Privatization Against the Latin American Prism*. Context and Regulation Matter: Mexican Private Higher Education 1990-2007, Mexico City, 9-11 November 2009.

Silas, Juan C. 2009. *Context and Regulation Matter: Mexican Private Higher Education 1990-2007*. Context and Regulation Matter: Mexican Private Higher Education 1990-2007, Mexico City, 9-11 November 2009.

Higher Education and Youth Unemployment in Lebanon

Hana A. El-Ghali[a,*]

[a]*Institute for International Studies in Education, University of Pittsburgh*

The global economic crisis has greatly impacted the economy in the Middle East and North Africa (MENA) region, particularly fragile states with weak economies such as Lebanon. Young people today have missed the prosperous economy of the country witnessed in the past and are now faced with rather a dwindling economy in which they are expected to be productive members (Salehi-Isfahani and Dhillon 2008). The labor market constitutes a critical component of these countries' economies (Gonzalez et al. 2008). With unemployment on the rise, it is critical for policymakers to find remedies to the national malfunctions by particularly addressing issues pertaining to the youth, the productive group in the population.

Higher education institutions can play a significant role as Lebanon struggles to create economic and social opportunities for young citizens that match their education and expectations. The rapid growth of the higher education sector in Lebanon in the past decade, through the mushrooming effect of private universities, resulted in an accrued human capital in the country. Proponents of human capital theory advocate that education raises the productivity of workers by equipping them with useful knowledge and skills, hence raising their employment opportunities as well as future income by increasing their lifetime earnings (Becker 1964). Both monetary and non-monetary returns to investments have driven families in Lebanon to invest in their children's education, particularly at the higher education level, regardless of the family's socio-economic status. In the past, these investments have paid off as most of the educated youth were able to secure a job in the government or abroad, echoing the claims of researchers on human capital theory. However, this investment has been challenged in today's economic climate, where expected returns are, most of the time, not being yielded through families' investments in their children's education.

The youth population is currently growing in Lebanon and it is projected to continue to grow in the coming years. According to the United Nations Population Fund, the annual growth rate for the current year is estimated at 1.2 percent for the world and 2.5 percent for the Arab states, among which is Lebanon (UNFP 2003). This is further observed in the country's population momentum as the number of people entering their reproductive years annually is higher than those exiting, consequently leading to an increase of couples due to societal norms where marriage is almost universal at a young age (UNFP 2003). Lebanon has one of the highest literacy rates and one of the highest higher education participation rates in the Arab world. With this wealth of human capital, it is critical for Lebanon to take advantage of its youth population, which is a working-age population, before it transitions to a dependant population by 2040 like most countries in the Middle Eastern region (Dhillon and Yousef 2009).

It is thus essential to raise awareness of the existing issues of youth unemployment, and to bring this issue into the higher education policy arena. The future of Lebanon needs to make better use of its youth in order to ensure development in a fast paced and globalized world. The country's human capital presents great potential for the development of the country if investments in education are targeted towards the current needs in the labor market. This calls for an urgent move on the part of the higher education system in the country in response to the current situation by working closely with the job market in order to align both the education and the labor market in the region. There seems to be a disconnect between the current labor supply of university graduates and the labor market demands, particularly due to the created skills gap and the resulting labor absorption gap. Employment is the vehicle through which education is translated into growth and equitable distri-

*Corresponding author: Email: hae5@pitt.edu; Address: Institute for International Studies in Education, University of Pittsburgh, 5706 Posvar Hall, Pittsburgh, PA 15260, USA.

bution of this growth (Becker 1993; Mincer 1958; Psacharopoulos 1993; Psacharopoulos and Patrinos 2002; Schultz 1971; Sen 1997). Moreover, it is necessary to examine the main sectors of the economy that are growing rapidly and determine employment needs in these sectors. Finally, in a country like Lebanon, the political context in which it is embedded presents the youth unemployment crisis as a time bomb with an unknown explosion time due to the numerous options young people become faced with and are tempted to follow as an alternative to unemployment. Higher education institutions can play a key role in aligning the higher education supply with the market demand. There is a need for both the institutions and the government to work closely together to solve the youth unemployment crisis, as, along with political instability, it is one of the most critical dilemmas facing the youth of the nation today.

References

Becker, Gary S. 1993. *Human Capital: A Theoretical and Empirical Analysis, With Special Reference to Education.* 3rd Ed. Chicago: The University of Chicago Press.

Dhillon, Navtej, and Tarik Yousef. 2009. *Inclusion: Meeting the 100 Million Youth Challenge.* Dubai: The Wolfensohn Center for Development at Brookings and the Dubai School of Government.

Gonzalez, Gabriella, Lynn A. Karoly, Louay Constant, Hanine Salem, and Charles A. Goldman. 2008. *Facing human capital challenges of the 21st century: Education and labor marker initiatives in Lebanon, Oman, Qatar, and the United Arab Emirates*. Santa Monica, CA: RAND Corporation.

Mincer, Jacob. 1958. "Investment in Human Capital and Personal Income Distribution." *The Journal of Political Economy* 66(4): 281–302.

Psacharopoulos, George. 1993. *Returns to Investment in Education: A Global Update* (Working Paper Series No. 1067). Washington, DC: The World Bank.

Psacharopoulos, George, and Harry A. Patrinos. 2002. *Returns to Education: A Further Update.* (Working Paper Series No. 2881). Washington, DC: The World Bank.

Salehi-Isfahani, Djavad, and Navtej Dhillon. 2008. *Stalled Youth Transitions in the Middle East: A Framework for Policy Reform* (No. 8). Dubai: The Wolfensohn Center for Development and The Dubai School of Government.

Sen, Amartya. 1997. "Human capital and human capability." *World Development, 25*(12): 1959–1961.

Shultz, Theodore W. 1971. *Investment in human capital: the role of education and of research*. New York: The Free Press.

United Nations Population Fund. 2003. *Making 1 Billion Count: State of the World Population 2003*. New York: UNFP.

Higher Education in Europe 2009: Development in the Bologna Process

Ligia Toutant[a,*]

[a]*California State University, Long Beach*

The title of this article replicates the title of a report published by the Education, Audiovisual and Culture Executive Agency (EACEA), which reports on the progress and benefits of the Bologna Process (see EACEA 2009). The report claims the central objective of creating a European Higher Education Area by 2010 will be met by the end of this year. There are now 46 signatory countries to the Bologna Process, and although each country has faced different challenges, all are negatively affected by the current financial crisis. The data of the report is based on gathering information through the Eurydice National units for thirty-one countries along with the information collected through the fifteen national representatives in the Bologna Follow-Up Group. The report asserts that cooperation at the European level continues to be vital along with finding better ways to monitor and assess the reform. Investment in European higher education, along with all levels of education, is viewed as an important part of ensuring sustainable economic and social development. This brief article will summarize the report's findings.

Bachelor-Master Structure

There are three sequential levels identified by the Bologna Process, first cycle, second cycle, and third cycle that include the bachelor, master's, and doctorate degrees, respectively.

For the first cycle bachelor programs, the 180 ETCS credit 3-year model is used in 19 countries, while 11 countries have opted for the 240 ETCS credit 4-year model.

In the second cycle master's programs, the 120 ETCS 2-year model has found favor in 29 countries, having gained far more ground than other approaches.

For the combined first and second cycle (bachelor and master's) programs, the 180 + 120 ETCS credit configuration is the most typical arrangement. In 17 countries it is the most prominent model and is also found in 22 additional countries where there is not an established, single model.

The new three-cycle structure has been initiated in all countries in most institutions and programs, although medicine, architecture and engineering remain outside the new structures in some countries.

There are considerable differences across the European region regarding the articulation between vocational education at the ISCED 5B level and the first cycle of higher education. Countries that organize vocational education as a separate system seem inclined to ignore the Bologna approach. Only 10 countries have included Bologna structures, chiefly the bachelor concept, to include the ISCED 5B vocational level. Other countries have been satisfied with connections between the Bologna first cycle bachelor programs and the ISCED 5B level. Still other countries have developed higher and vocational educations along separate but analogous lines.

European Credit Transfer and Accumulation System

The European Credit Transfer and Accumulation System (ECTS) is a student workload required to achieve certain outcomes. It was developed in the 1980s, and was established to facilitate recognition and transfer of credits earned during study abroad. It has been devel-

*Corresponding author: Email: ltoutant@ucla.edu; Address: California State University, Long Beach, 1250 Bellflower Tower, Long Beach, CA, 90840, USA.

oped into an accumulation system to be implemented in all programs at institutional, regional, national and European levels. Most countries would have ECTS embedded in legislation, but some countries do not have regulations. There are significant variations in how the ECTS system is implemented and applied to many programs. In 27 countries, more than 75 percent of institutions and programs are using ECTS for both transfer and accumulation purposes, and can be divided into three groups:

> In 13 countries (Belgium, Bosnia and Herzegovina, Denmark, Macedonia, Georgia, Iceland, Italy, Liechtenstein, Moldova, The Netherlands, Norway, Switzerland, and Serbia), learning outcomes and student workload have jointly replaced other methods.
>
> In seven of the countries (Austria, Finland, France, Hungary, Malta, Portugal and Ukraine), student workload has replaced contact hours to define credits.
>
> In another seven countries (Azerbaijan, Croatia, Cyprus, Czech Republic, Ireland, Montenegro and Poland), contact hours or a combination of contact hours and student workload are still used to define credits.

Eighteen countries in two groups have not yet fully implemented the ECTS concept.

> In 11 countries (Albania, Andorra, Armenia, Bulgaria, Germany, Greece, Romania, Russia, Slovakia, Slovenia, and Spain), fewer than 75 percent of institutions and/or programs have implemented ECTS and use various methods to define credits.
>
> In six countries (Estonia, Latvia, Lithuania, Sweden, Turkey, and the United Kingdom), a national credit system runs parallel with ECTS. There is a trend towards full ECTS implementation in the three Baltic countries.

Although 37 countries have guidance and information mechanisms of implementing ECTS, only nine actually plan funds for these activities (p. 30).

Diploma Supplement

The Diploma Supplement (DS) is a document available free of charge in widely spoken European languages that is attached to a higher education diploma and provides detailed information about the nature, level, context, content and status of studies successfully completed. The scope of the DS is to improve international transparency and facilitate academic and professional recognition of qualifications. The report says "all graduating students should receive this document automatically, free of charge and in a widely used European language" (p. 31). In reality this is not happening, and the report states that some countries issue the diploma supplement only on request. Also, countries are grouped to show the variations of implementation of the diploma supplement based on the language of issuance.

National Qualifications Framework

The National Qualifications Framework is an *overarching* framework for the entire European Higher Education Area (EHEA) that clarifies and explains the relationship between the national higher education frameworks of qualifications that are now being developed in the Bologna Process, and the qualifications that they cover. The FQ-EHEA has descriptors for each of the three cycles of qualifications, and includes ECTS credit ranges for the first two cycles (p. 41).

> Fifteen Bologna signatory countries have officially adopted a national qualifications framework.
>
> Belgium-Flemish Community, Germany, Ireland, the Netherlands, and the United Kingdom—which has two national qualifications frameworks (one for England, Wales and Northern Ireland, and another framework for Scotland)—have fully completed the process, including the self-certification of its compatibility with the European framework.

Belgium-French Community, Denmark, Estonia, France, Iceland, Malta, and Sweden are using national qualifications frameworks in re-designing study programs.

Recently, Bosnia and Herzegovina, Montenegro and Serbia have officially adopted and started to implement national qualifications frameworks.

Azerbaijan, Cyprus, Portugal, Slovenia, and Ukraine are at a very early stage of working with national qualifications frameworks that are not yet adopted into legislation. Completion of the process is expected before 2011-2012.

Mobility and Portability of Student Support

Student mobility data of the European Higher Education Area (p. 43) is incomplete. It is difficult to identify the real factors that affect mobility. Erasmus Mundus programs are one of the biggest sources of providing student mobility. An east-west divide between countries which do and do not provide financial support is illustrated (p. 51). The map breaks down the specific support to mobility. Worth remembering is the following statement: "The policy challenge is to balance the need for accountability and good use of public money with the need to ensure that additional restrictions on funds are not so off-putting to students who would be interested in benefitting from the experience of higher education in another country that they are dissuaded from applying" (p. 52).

This section continues with a graph showing the conditions that govern the portability of financial support for full-time students in the academic year 2008-2009. Another graph shows conditions governing mobility for specific host countries for the same academic period. It appears that the type of program with its restrictions and conditions makes a difference. Another graph shows the conditions governing portability related to the type of program or academic performance for the academic year 2008-2009. The report concludes with the following question: "How open and inclusive can the European Higher Education Area be if the myriad national restrictions currently in place continue beyond 2010" (p. 56)?

Reference

Education, Audiovisual and Culture Executive Agency (EACEA). 2009. *Higher Education in Europe 2009: Developments in the Bologna Process*. Brussels: EACEA. Available online at http://eacea.ec.europa.eu

Higher Education SIG Awards Committee Update

Rosalind Latiner Raby[a,*]

[a]*California Colleges for International Education*

The CIES Higher Education SIG established an Awards Committee at the 2009 Business Meeting in Charleston, to honor the publications of individuals whose academic work focuses on international and comparative issues in higher education. All submissions must provide a unique contribution to developing scholarship in the field of international and comparative higher education and show originality and rigor.

The Awards Committee placed a Call for Nominations in Spring 2009 and early Summer 2009. Nominations were made in four categories: (1) Best Article, (2) Best Book, (3) Best Dissertation, and (4) Lifetime Contribution. The Awards Committee will publicly honor all the recipients at the CIES 2010 Annual Conference in Chicago.

In both individual reviews of the entries and committee discussion, the decisions were unanimous. Those committee members who had a conflict in terms of submission or personal connection to any nominated author excused themselves from that particular category. In the end, all committee members reviewed entries for the Best Article and Lifetime Achievement categories, and three committee members each served on the Best Book and Best Dissertation sub-committees.

Award choices focused on the criteria of breadth, relevance, and scholarship. Specifically, selection was based on the following five criteria: (1) significance of theoretical framework; (2) degree of sophistication or innovation of methodology used; (3) soundness of data collection and analysis; (4) social utility and implication for policy; and (5) degree to which problems of higher education from an international, intercultural, or comparative perceptive are addressed. In general, the submission's appeal and professional interest to the Higher Education SIG membership was also taken into consideration.

We sincerely thank the authors of all HESIG nominations. The Awards Committee appreciated the opportunity to review these good works of international comparative higher education. The recipients of the 2010 HESIG Awards are:

Best Article

Nominees must be published from 1 January 2008 to 31 December 2008, submitted in English, and published in a peer-reviewed paper journal recognized by the *Comparative Education Review* Bibliography.

Recipient: Ka Ho Mok, University of Hong Kong. "The Growing Importance of the Privateness in Education: Challenges for higher education governance in China." *Compare: A Journal of Comparative and International Education* 39, no. 1 (2008): 35- 49.

Best Book

Nominees must be published from July 2008 to June 2009, submitted in English, and can be books or edited volumes. Three books are recipients of this year's HESIG Best Book Award and are equally ranked. They are listed alphabetically.

David P. Baker and Alexander W. Wiseman (Editors). *The Worldwide Transformation of Higher Education*. Volume 9 of *International Perspectives on Education and Society* (2008). Bingley, UK: Emerald Group. 347 pgs. ISBN: 978-0-7623-1487-4.

Rajika Bhandari and Shepherd Laughlin (Editors). *Higher Education on the Move: New Developments in Global Mobility; Global Education Research Reports: Report Two* (2009). New York: The Institute of International Education. 130 pgs. ISBN: 978-0-8720-6315-0.

Rosalind Latiner Raby & Edward J. Valeau (Editors). *Community College Models: Globalization and Higher Education Reform* (2009). Dordrecht, The

Netherlands: Springer. 634 pgs. ISBN: 978-1-4020-9476-7.

Best Dissertation

Nominees must be filed from July 2008 to June 2009 and the student must have achieved doctoral candidacy status in either an EdD or PhD program; dissertations must be submitted in English; dissertations submitted to other CIES award categories are ineligible. Three dissertations are recipients of the HESIG award and are equally ranked. They are listed alphabetically.

Christopher Collins, University of California, Los Angeles. "Higher Education and Knowledge for Nation-State Development: The Role of the World Bank and U.S. Universities in Poverty Reduction in the Developing World."

Sheila Hsu-ling Huang, University of Washington. "Professional Socialization of International Doctoral Students in Differing Disciplinary Contexts in the U.S.: A Mixed-Methods Study."

Anne Wong, University of Toronto. "Anesthesia in Thailand and Canada: A comparative case study of two residency training programs."

Lifetime Contribution

Nominees must be a long-time member of CIES, with a minimum of ten years in a post-graduate capacity; must be a member of the HESIG; must show evidence of regular presentation on international higher education; and must have a history of outstanding work in the field of domestic or international higher education that spans a minimum of 20 years. Work can be at any post-secondary institution, NGO, or other position that supports international higher education. Nominees must have a history of publications and work in the field of international higher education.

Philip G. Altbach, Monan University Professor and Director, Center for International Higher Education, Boston College.

I extend sincere congratulations to all 2010 recipients. Please consider nominations for the 2011 HESIG Awards, which will have a due date of **1 July 2010.** Please send inquires to Rosalind Raby, Chair, HESIG Awards Committee, at rabyrl@aol.com.

Higher Education SIG Awards Committee Members, 2009-2011

Chair, Rosalind Raby, University of California, Northridge

Committee Members

Scarlett Benjamin, University of North Carolina
Gustavo Gregorutti, Universidad de Montemorelos
Diane Oliver, California State University, Fresno
Laura Portnoi, California State University, Long Beach
Janet Thomas, Zayed University, Dubai

2010 Higher Education SIG Awards Recipients

Best Article Award: Ka Ho Mok

Ka Ho Mok is Chair Professor of Comparative Policy, Associate Vice President (External Relations), Dean of Faculty of Arts and Sciences, and Co-Director of the Centre of Governance and Citizenship, at the Hong Kong Institute of Education (HKIEd). Before joining HKIEd, he was Associate Dean and Professor of Social Policy at the University of Hong Kong (HKU). Before serving at HKU, Dr. Mok was founding Chair Professor in East Asian Studies at the University of Bristol, UK, where he developed the Centre for East Asian Studies. He also served as Associate Dean of Faculty of Humanities and Social Science at City University of Hong Kong before going to Bristol University. Dr. Mok is a founding editor of *Journal of Asian Public Policy* and *Comparative Development and Policy in Asia Book Series* (published by London: Routledge, Taylor & Francis Group).

Dr. Mok has published extensively in the fields of comparative education policy, comparative development and policy studies, and social development in contemporary China and East Asia. In the last few years he has worked closely with the World Bank, and with UNICEF as International Consultant for comparative development and policy studies projects. Recently Dr. Mok was recognized as Chang Jiang Scholar Chair Professor in Comparative Education and East Asian Studies by the Ministry of Education in China, and he will play a leading role in promoting research and international collaborations at Zhejiang University.

Best Book Award: David P. Baker and Alexander W. Wiseman (Editors)

David P. Baker is Professor of Comparative Education and Sociology at the Pennsylvania State University, where he directs a research program on globalization and international trends. His social science research has encompassed over 60 nations worldwide. He is currently directing a NSF funded multi-disciplinary research project on understanding the education effect on population health, including the HIV and AIDS pandemic in sub-Saharan Africa and health in Peruvian highlands. Dr. Baker has been the U.S. senior Fulbright Fellow to Germany at Max-Planck Institute for Human Development in Berlin, and a Fulbright New Century Scholar examining the "Future of Higher Education in the 21st Century." He frequently consults on social, economic, and education development with multilateral agencies such as the World Bank, Organization for Economic Cooperation and Development, and the United Nations Education, Scientific, Cultural Organization (UNESCO), and has held various fellowships in Washington, DC at the U.S. Department of Education. Dr. Baker has lectured at many American and foreign universities including Stanford University, The Free University of Berlin, the Humboldt University, and The Catholic University of Peru. He has been a keynote speaker at scientific conferences and at the UNESCO, the American Council of Graduate Schools, and the Brookings Institute. Dr. Baker publishes widely in scientific journals, national and international policy reports, and in the education media, and is frequently interviewed by the media and referenced in consumer books because of his expertise. His most recent book is *National Differences, Global Similarities: World Culture and the Future of Schooling* published by Stanford University Press. Dr. Baker's research and teaching have won national awards.

Alexander W. Wiseman holds a BA in Letters from the University of Oklahoma (1991), an MA in Education from The University of Tulsa (1993), an MA in International Comparative Education from Stanford University (1998) and a dual-degree PhD from Penn State University in Educational Theory and Policy and Comparative and International Education. He is currently Associate Professor at Lehigh University and coordi-

nator of the Comparative and International Education program there. His work focuses on cross-national trends and comparative phenomena in three overlapping areas: school organization and management, schooling and the labor market, and schooling as a national project. Dr. Wiseman publishes, teaches, and speaks regularly on a wide range of educational topics within these overlapping areas, including gender and education, the managerial activity of principals, the transition from school to work, institutional approaches to comparative education, and internationally comparative analyses of national educational systems. His publications include numerous peer-reviewed journal articles, book chapters and several books. Some of his recent books are *Principals under Pressure: The Growing Crisis* (Scarecrow Education, 2005), *The Employability Imperative: Schooling for Work as a National Project* (Nova Science, 2007), *Education for All: Global Promises, National Challenges* (Elsevier, 2007), *The Worldwide Transformation of Higher Education* (Emerald, 2008), and *Educational Leadership: Global Contexts and International Comparisons* (Emerald, 2009).

Best Book Award: Rajika Bhandari and Shepherd Laughlin (Editors)

Rajika Bhandari is Deputy Vice President of Research and Evaluation at the Institute of International Education (IIE) in New York, where she leads two major research projects—*Open Doors* and *Project Atlas*—that measure international higher education mobility at the domestic (U.S.) and international level. She is a frequent speaker and author on the topic of mobility, serves on the Global Advisory Council of the Observatory on Borderless Higher Education, and is also on the editorial board of the Journal of Studies in International Education. Dr. Bhandari also conducts evaluations of IIE's international scholarship and fellowship programs. Before joining IIE in 2006, Dr. Bhandari was a Senior Researcher at MPR Associates, an educational research firm in Berkeley, California, that provides research and evaluation services to the U.S. Department of Education. She also served as the Assistant Director for Evaluation at the Mathematics and Science Education Network at the University of North Carolina at Chapel Hill. She holds a doctoral degree in Psychology from North Carolina State University and a B.A. (Honors) in Psychology from the University of Delhi, India.

Shepherd Laughlin is a freelance editor and writer based in Brooklyn, New York. He was formerly a program officer at the New York headquarters of the Institute of International Education, where he worked with the Membership and Higher Education Services division from 2007 to 2009. While at IIE, he edited several books and reports related to educational mobility, including two IIE white papers, *U.S.-China Educational Exchange: Perspectives on a Growing Partnership*, and *Higher Education on the Move: New Developments in Global Mobility*. His undergraduate thesis, *Global China, Local Chinas: Modernization and Ethnic Identity in the People's Republic*, was published in 2007 after winning the Brown University Senior Honors Thesis Publication Competition. In 2005, Mr. Laughlin traveled to China on a Freeman-ASIA scholarship to study Mandarin, and he later spent time in France studying at Sciences Po. He holds an AB with Honors in International Relations from Brown University.

Best Book Award: Rosalind Latiner Raby and Edward J. Valeau (Editors)

Rosalind Latiner Raby is a Senior Lecturer at California State University, Northridge in the Educational Leadership and Policy Studies Department of the College of Education. She also serves as the Director of California Colleges for International Education (CCIE), a consortium whose membership includes 80 California

community colleges. Dr. Raby is also the Education Abroad Knowledge Community chair of community college education abroad programs for NAFSA and the Community College Representative for NAFSA Region XII (California, Nevada, Hawaii and Pacific Islands). Dr. Raby received her PhD in the field of Comparative and International Education from UCLA. Since 1984, Dr. Raby has worked with community college and secondary school faculty and administrators to help them internationalize and multiculturalize their curriculum, their college programs and college mission statements. Among her many publications on the topic of international education and community colleges are: *Community College Models: Globalization and Higher Education Reform* (2009); *International Reform Efforts and Challenges in Community Colleges* (NDCC Series, 2007); "Community Colleges and Study Abroad" in NAFSA's *Guide to Education Abroad for Advisers and Administrators: 3rd Edition* (2005); *Internationalizing the Community College Curriculum: Theoretical and Pragmatic Discourses* (NAFSA Monograph, 2000); and *Looking to the Future: Report on International and Global Education in California Community Colleges, State Chancellor of the California Community Colleges: Sacramento* (1999).

Edward Valeau holds a BS in English Education from Southern University, an MS from California State University, Hayward, and an EdD from the University of California, Berkeley in Higher Education Administration and Leadership. He also holds a certificate from Harvard University's Institute for Educational Management. Dr. Valeau is President Emeritus of Hartnell Community College, President Emeritus of the California Colleges for International Education, and a former member of the American Association of Community Colleges Board of Directors and of the American Council on Education Commission for International Initiatives. Dr. Valeau has written in the areas of international education and reform, leadership, multicultural education, mentoring, and technology as a tool for monitoring institutional accountability and transparency. His recent works include *International Reform Efforts and Challenges in Community Colleges* (Jossey-Bass, 2006), and *Community College Models: Globalization and Higher Education Reform* (Springer, 2009), both co-edited with Rosalind Raby, Executive Director of California Community Colleges for International Education. Currently Dr. Valeau is working with several colleagues on an upcoming book about community college finance to be published in early autumn.

Dr. Valeau is the recipient of the prestigious Harry Buttimer Distinguished Administrator Award, which annually recognizes a California Community College CEO for outstanding leadership, and of the American Association of Community Colleges Leadership Service Award, and he has been honored as a Fellow at California State University, Monterey Bay. Presently he is a consultant on international education for the Wuxi Municipal Peoples of Government, China, and for UNESCO. Since 2005 he has been Senior Partner at Education Leadership Services LLC, an executive search and interim placement firm in higher education, and has also been CEO of Valeau International and Associates.

Best Dissertation Award: Christopher Collins

Christopher S. Collins is a recent graduate from the Higher Education and Organizational Change program at the Graduate School of Education and Information Studies at UCLA. His dissertation, "Higher Education and Knowledge for Nation-State Development: The Role of the World Bank and U.S. Universities in Poverty Reduction in the Developing World," focused on the role of international policies in shaping higher education as it affects developing countries. It was given the 2009 UCLA Education Dissertation of the Year award. Dr. Collins earned a BA in Sociology from Pepperdine University, an M.A. in Ministry at Oklahoma Christian University, and an MA in Education

at UCLA. Before attending UCLA, he served as a Peace Corps volunteer in Vanuatu, an island nation in the South Pacific. There he developed the desire to study the function of education in developing countries. His research interests also include the role of land-grant extension as it relates to disseminating knowledge and reducing poverty.

Best Dissertation Award: Sheila Hsu-ling Huang

Sheila Shu-Ling Huang holds a BA in German Language and Literature from Soochow University (1993), a MA in European Union Studies from Tamkang University (1987), and a PhD in Educational Leadership and Policy Studies from the University of Washington (2009). Her research interests intersect graduate education, professional socialization and student experiences. As an international student, she is particularly fascinated by how the experiences of foreign sojourn play a role in the academic lives of international students; more specifically, how international students are socialized into the framework of U.S. doctoral education which ultimately shapes their post-PhD career goals. In order to tackle this big question, her dissertation employed a mixed-methods approach to unfold U.S. doctoral education with a lens of professional socialization, and compared between and within disciplines to understand to what extent international students were different and/or of no difference from their domestic counterparts.

Currently, she is a research fellow in the Office of Research and Development at the Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT). Her major responsibilities include the assessment of students' academic experiences, internationalization and globalization of higher education. Along with pursuing further publications of this awarded dissertation, she is also working on a book that sheds light on assessing students' learning outcomes as a manner of continuing and expanding her research interests.

Lifetime Contribution Award: Philip G. Altbach

Philip G. Altbach is J. Donald Monan, S. J. University Professor and director of the Center for International Higher Education in the Lynch School of Education at Boston College. He was the 2004–2006 Distinguished Scholar Leader for the New Century Scholars initiative of the Fulbright program. He has been a senior associate of the Carnegie Foundation for the Advancement of Teaching. He is author of *Turmoil and Transition: The International Imperative in Higher Education*, *Comparative Higher Education*, *Student Politics in America*, and other books. He co-edited the *International Handbook of Higher Education*. His most recent book is *World Class Worldwide: Transforming Research Universities in Asia and Latin America*. He is chairperson of the International Advisory Council of the Graduate School of Education at Shanghai Jiao Tong University. Philip Altbach holds a BA, MA, and PhD from the University of Chicago. He has taught at Harvard University, the University of Wisconsin-Madison, and the State University of New York at Buffalo, and been a visiting scholar at the Sciences Po, Paris, France, the University of Bombay, India, and is a guest professor at Peking University, China.

Upcoming Conferences and Events

Global

54th Annual Comparative and International Education Society Conference, 1-5 March 2010, Chicago, Illinois. Theme: Reimagining education. Website: http://cies2010.msu.edu

14th World Congress of Comparative Education Societies, 14-19 June 2010, Istanbul, Turkey. Theme: Bordering, re-bordering and new possibilities for change in education and society. Website: http://www.wcces2010.org

Africa

International Organisation for Research Management Societies (INORMS) 2010, 11-15 April 2010, Cape Town, South Africa. Theme: Managing for impact: new approaches to research and innovation management. Website: http://www.technoscene.co.za/inorms2010/index.htm

Researching the Practice of Management, 3-5 May 2010, Dar es Salaam, Tanzania. Theme: Improving African research capacity. Website: http://www.aabschools.com/events/detail/19.html

6th International Conference on ICT for Development, Education and Training, 26-28 May 2010, Lusaka, Zambia. Theme: Developing e-learning capacities in Africa. Website: http://www.elearning-africa.com

1st International Conference on E-Learning For All, 3-5 June 2010, Hammamet, Tunisia. Theme: New technologies and innovations in the field of e-learning. Website: http://www.leafa2010.com/

6th International Conference on Computing and ICT Research, 1-4 August 2010, Kampapa, Uganda. Theme: State-of the-art research and practices in computer science, software engineering, information systems, information technology, computer engineering, data communications and computer networks, and information and computer technologies (ICT) for sustainable development. Website: http://www.cit.mak.ac.ug/iccir/index.php

Asia/Pacific

Universities Australia Higher Education Conference, 3-5 March 2010, Canberra, Australia. Theme: Policy agenda for higher education in Australia and internationally, and important issues for higher education in the national interest. Website: http://www.universitiesaustralia.edu.au/content.asp?page=/policies_programs/conference/index.htm

Education and Development Conference 2010, 5-7 March 2010, Bangkok, Thailand. Theme: Education and its strong correlation with development. Website: http://www.tomorrowpeople.org/education-and-development-conference-2010.html

Branding and Marketing Asia Higher Education, 22-23 March 2010, Kuala Lumpur, Malaysia. Theme: Developing actionable strategic plans with competitive differentials that drive college and university enrollment. Website: http://www.abf.com.sg/project/std/project/2012MC_STD/2012MC_STD.html

Higher Education Research and Development Society of Australasia (HERDSA 2010): Reshaping Higher Education, 6-9 July 2010, Melbourne, Australia. Theme: Fresh thinking and innovative ideas on the future of universities. Website: http://conference.herdsa.org.au/2010/

2010 Conference on Higher Education Development, 25-26 July 2010, Beijing, China. Theme: Probing new situations, trends and reasonable development models to achieve the popularity, internationalization, informatization and diversity of higher education. Website: http://www.ched-hie.org/

International Conference of Organizational Innovation, 4-6 August 2010, Bangkok, Thailand. Theme: Understanding the models of industry in globalization and technology innovation. Website: http://www.iaoiusa.org/2010icoi/

Australian International Education Conference (AIEC 2010), 12-15 October 2010, Sydney, Australia. Website: http://www.aiec.idp.com/home.aspx

Europe

8th International Conference on Comparative Education and Teacher Training, 9-12 June 2010, Plovdiv, Bulgaria. Website: http://bces.conference.tripod.com

International Association of Universities (IAU) 2010 International Conference, 24-26 June 2010, Vilnius, Lithuania. Theme: Ethics and values in higher education in the era of globalization. Website: http://iauconference.home.mruni.eu/

17th International Sociological Association (ISA) World Congress on Sociology, 11-17 July 2010, Gothenburg, Sweden. Theme: Sociology on the move. Website: http://www.isa-sociology.org/congress2010

European Conference on Educational Research 2010, 25-27 August 2010, Helsinki, Finland. Theme: Education and cultural change. Website: http://www.eera-ecer.eu/ecer/ecer2010/

22nd Annual European Association for International Education Conference, 15-18 September 2010, Nantes, France. Website: http://www.eaie.org/nantes/

Latin America

International Seminar on Knowledge Production in Universities: Possibilities and Barriers, 13-14 April 2010, Caracas, Venezuela. Theme: Theories and practices to develop more research production in Latin America. Website: http://www.produccciondeconocimientos.org.ve/

XVI Congress of the World Association of Science Education, 31 May-4 June 2010, Monterrey, Mexico. Theme: Cultural identity in the context of globalization: the emergence of new actors in education. Website: http://amce-monterrey2010.org/waer/home.php

Congreso Iberoamericano de Educación, 13-15 September 2010, Buenos Aires, Argentina. Theme: Ways to make possible the goals, benchmark indicators, programs of action, and assessment proposed for "Metas 2021: the education we want for the Bi centennial." Website: http://www.metas2021.org/congreso/

7th International Workshop on Higher Education Reform, 7-8 October 2010, Vancouver, Canada. Theme: Reform of university governance: trends, policies, fads, and experience in comparative perspective. Website: http://www.comie.org.mx/viiwher/index.php?idm=en&s=150

Middle East and North Africa

International Arab Conference of e-Technology, 30-31 March 2010, Kuwait. Theme: Latest research, results, ideas, developments, and applications in all areas of e-Technology. Website: http://www.iacet.org/

2nd International Conference on Higher Education and Quality Assurance, Education and Quality Assurance, 6-7 April 2010, Muscat, Sultanate of Oman. Theme: Global trends and challenges in higher education and quality assurance. Website: http://www.mazooncollege.edu.om/conference.html

Languages, Cultures, and Professionally- oriented Education under Globalization: Business and Translation within the Euro-Arab Framework, 18-20 April, 2010, Cairo, Egypt. Theme: The world's great concern about languages, interactive cultures, and professionally-oriented education in society. Website: http://portal.ufe.edu.eg/spip/-Scientific-Events-.html

Higher Education International Conference, 4-6 May 2010, Beirut, Lebanon. Theme: Addressing emerging topics and challenges in higher education. Website: http://www.heic.info

3rd International Future-Learning Conference On Innovations in Learning for the Future 2010: e-Learning, 10-14 May 2010, Istanbul, Turkey. Theme: Development of the most effective methods, strategies, techniques, and technologies that will serve humankind in the lifelong learning process. Website: http://www.futurelearning.org.tr

United States and Canada

2010 Association for the Study of Higher Education (ASHE) Conference, 19-20 November 2010, Indianapolis, Indiana, United States. Theme: Optimal alignment of higher education scholarship and public policy. Website: http://www.ashe.ws/?page=704

Canada International Conference on Education (CICE-2010), 26-28 April 2010, Toronto, Canada. Theme: Bridging the knowledge gap, promoting research

esteem and the evolution of pedagogy. Website: http://www.ciceducation.org/

The Fifth Conference of Learning International Networks Consortium, 23-26 May 2010, Cambridge, Massachusetts, United States. Theme: Bringing technology-enabled education to learners of all ages. Website: http://linc.mit.edu/linc2010/default.htm

HigherEdWeb: The National Conference for Higher Education Web Professionals, 10-13 October 2010, Cincinnati, Ohio. Theme: Exploring the unique Web issues facing colleges and universities. Website: http://2010.highedweb.org/

13th North American Higher Education Conference, 21-23 April 2010, Houston, TX. Theme: Innovation in international higher education collaboration: creating opportunities in challenging times. Website: http://www.conahec.org/conahec/Conferences/Houston2010/english/EN_Description.html

Recent Publications in International Higher Education

Select Journal Articles by Geographic Region

Global

Al-Yousef, Huda. 2009. "'They know nothing about university – neither of them went': the effect of parents' level of education on their involvement in their daughters' higher education choices." *Compare: A Journal of Comparative and International Education* 39 (6): 783-798.

Altbach, Philip G. 2010. "Why Branch Campuses May Be Unsustainable." *International Higher Education* 58 (Winter): 2-3.

Becker, Rosa. 2010. "International Branch Campuses: Trends and Directions." *International Higher Education* 58 (Winter): 3-5.

Bourn, Doug, and Chris Shiel. 2009. "Global perspectives: aligning agendas?" *Environmental Education Research* 15 (6): 661-677.

Collins, Christopher S., and Robert A. Rhoads. 2010. "The World Bank, Support for Universities, and Asymmetrical Power Relations in International Development." *Higher Education* 59 (2): 181-205.

Gibbs, Paul. 2009. "Adopting Consumer Time: Potential Issues for Higher Education." *London Review of Education* 7 (2): 113-124.

Harris, Suzy. 2009. "Translation, Internationalisation and the University." *London Review of Education* 7 (3): 223-233.

Kahn, Peter. 2009. "On establishing a *modus vivendi*: the exercise of agency in decisions to participate or not participate in higher education." *London Review of Education* 7 (3): 261-270.

Maldonado-Maldonado, Alma, and Antoni Verger. 2010. "Politics, UNESCO, and Higher Education." *International Higher Education* 58 (Winter): 8-9.

McNeely, Ian F. 2009. "Current Trends in Knowledge Production: An Historical–Institutional Analysis." *Prometheus: Critical Studies in Innovation* 27 (4): 335-355.

Morrice, Linda. 2009. "Journeys into Higher Education: The Case of Refugees in the UK." *Teaching in Higher Education* 14 (6): 661-672.

Naidoo, Vik. 2010. "Transnational Higher Education: Who Benefits?" *International Higher Education* 58 (Winter): 6-7.

Pásztor, Adél. 2009. "Different Settings, Different Choosers? Applying Ball's Framework on the Case of Second-Generation Turks." *International Studies in Sociology of Education* 19 (3): 203-215.

Africa

Cosser, Michael. 2010. "The skills cline: higher education and the supply-demand complex in South Africa." *Higher Education* 59 (1): 43-53.

Favish, Judith, and Janice McMillan. 2009. "The University and Social Responsiveness in the Curriculum: A New Form of Scholarship?" *London Review of Education* 7 (2): 169-179.

Harris, Geoff. 2010. "Studying conflict, violence and peace in African universities." *Higher Education* 59 (3): 293-301.

Ojo, Emmanuel, and Shirley Booth. 2009. "Internationalisation of Higher Education in a South African University: A Phenomenographic Study of Students' Conceptions." *Education as Change* 13 (2): 309-323.

Saint, William. 2009. "Legal Frameworks for Higher Education Governance in Sub-Saharan Africa." *Higher Education Policy* 22 (4): 523-550.

Asia/Pacific

Andreotti, Vanessa. 2009. Engaging critically with 'objective' critical analysis: a situated response to Openshaw and Rata. *International Studies in Sociology of Education* 19 (3): 217-227.

Chang, Te-Sheng, Wilbert McKeachie, and Yi-Guang Lin. 2010. "Faculty perceptions of teaching support and teaching efficacy in Taiwan." *Higher Education* 59 (2): 207-220.

Kember, David. 2010. "Opening up the road to nowhere: problems with the path to mass higher education in Hong Kong." *Higher Education* 59(2): 167-179.

Roberts, Amy, Prudence Chou, and Greg Ching. 2010. "Contemporary Trends in East Asian Higher Education: Dispositions of International Students in a

Taiwan University." *Higher Education* 59 (2): 149-166.

Tilak, J. B. G. 2009. Trends in Private Higher Education in Asia. *Higher Education Review* 41 (2): 48-77.

Zhang, Lili, Tracy Ying Lu, Haiting Hu, and Howard Adler. 2010. An Exploratory Study of the Internationalization of Tourism Higher Education in China. *Journal of Human Resources in Hospitality & Tourism* 9 (1): 33-46.

Europe

Abukari, Abdulai. 2010. "The dynamics of service of higher education: a comparative study." *Compare: A Journal of Comparative and International Education* 40(1): 43-57.

Agasisti, Tommaso, and Carmen Pérez-Esparrells. 2010. "Comparing efficiency in a cross-country perspective: the case of Italian and Spanish state universities." *Higher Education* 59 (1): 85-103.

Allouch, Annabelle, and Hélène Buisson-Fenet. 2009. "The Minor Roads to Excellence: Positive Action, Outreach Policies and the New Positioning of Elite High Schools in France and England." *International Studies in Sociology of Education* 19 (3): 229-244.

Amaral, Alberto, and António Magalhaes. 2009. "Between Institutional Competition and the Search for Equality of Opportunities: Access of Mature Student." *Higher Education Policy* 22 (4): 505-521.

Clayton, John, Gill Crozier, and Diane Reay. 2009. "Home and Away: Risk, Familiarity and the Multiple Geographies of the Higher Education Experience." *International Studies in Sociology of Education* 19 (3): 157-174.

Turner, Rebecca, Liz McKenzie, and Mark Stone. 2009. "'Square Peg – Round Hole': The Emerging Professional Identities of HE in FE Lecturers Working in a Partner College Network in South-West England." *Research in Post-Compulsory Education* 14 (4): 355-368.

Westnes, Petter, Sachi Hatakenaka, Martin Gjelsvik, and Richard K. Lester. (2009). "The Role of Universities in Strengthening Local Capabilities for Innovation." *Higher Education Policy* 22 (4): 483-503.

Williams, Gareth, and Ourania Filippakou. 2010. "Higher education and UK elite formation in the twentieth century." *Higher Education* 59 (1): 1-20.

Latin America

Arranz Val, Pablo, Carmen Palmero Cámara, Alfredo Jiménez Eguizábal. 2009. "Educación superior y sistemas de garantía de calidad. Génesis, desarrollo y propuestas del modelo de la convergencia europea."*Omnia* 15 (1): 37-56.

Bernasconi, Andrés. 2008. "Is There a Latin American Model of the University? *Comparative Education Review* 52 (1): 27-52.

Brunner, José J. 2009. "The Bologna Process from a Latin American Perspective." *Journal of Studies in International Education* 13 (4): 417-438.

Cantwell, Brendan, Sandra Luca, Jenny Lee. 2009. "Exploring the Orientations of International Students in Mexico: Differences by Region of Origin." *Higher Education* 57 (3): 335-354.

Cuevas Molina, Rafael. 2008. "Universidad, Cultura y Democracia en América Latina: La Era Neoliberal." *Cuadernos Americanos* 125 (July-Sept): 23-36.

Lloyd-Sherlock, Peter. 2009. "Social Policy and Inequality in Latin America: A Review of Recent Trends." *Social Policy & Administration* 43 (4): 347-363.

Rojas-Méndez, José, Arturo Vasquez-Parraga, Ali Kara, Arcadio Cerda-Urrutia. 2009. "Determinants of Student Loyalty in Higher Education: A Tested Relationship Approach in Latin America." *Latin American Business Review* 10 (1): 21-39.

Middle East and North Africa

Al-Atiqi, Imad M., and Lafi M. Alharbi. 2009. "Meeting the Challenge: Quality Systems in Private Higher Education in Kuwait." *Quality in Higher Education* 15 (1): 5-16.

Al-Omari, Aieman Ahmad, and Kayed M. Salameh. 2009. "Strategic Planning Effectiveness in Jordanian Universities: Faculty Members' and Academic Administrators' Perspectives." *Research in Post-Compulsory Education* 14 (4): 415-428.

Witte, Spencer. 2010. "Gulf State Branch Campuses." *International Higher Education* 58 (Winter): 5-6.

United States and Canada

Evans, Carol. 2009. "Mexican Americans Acquiring Bachelor's Degrees: Whose Opportunity?" *Journal of Latinos and Education* 8 (3): 199-218.

Grant, Karen C., and Janice Drakich. 2010. "The Canada Research Chairs Program: the good, the

bad, and the ugly." *Higher Education* 59 (1): 21-42.

Trilokekar, Roopa Desai. 2010. "International education as soft power? The contributions and challenges of Canadian foreign policy to the internationalization of higher education." *Higher Education* 59 (2): 131-147.

Select Books by Region

Global

Altbach, Philip G., Liz Reisberg, and Laura Rumbley. 2009. *Trends in Global Higher Education: Tracking an Academic Revolution*. Chestnut Hill, MA: Boston College Center for International Higher Education.

Brew, Angela and Lisa Lucas, eds. 2010. *Academic Research: Policy and Practice*. Berkshire: Open University.

Enders, Jürgen, and Egbert de Weert, eds. 2009. *The Changing Face of Academic Life*: *Analytical and Comparative Perspective.* New York: Palgrave Macmillan.

Furlong, Andy, and Fred Cartmel. 2009. *Higher Education and Social Justice*. Berkshire: Open University.

Huisman, Jeroen. 2009. *International Perspectives on the Governance of Higher Education***.** New York: Routledge.

Kapoor, Dip, and Shizha, Edward, eds. 2010. *Indigenous Knowledge and Learning in Asia/Pacific and Africa: Perspectives on Development, Education, and Culture*. New York: Palgrave Macmillan.

Sadlak, Jan, and Liu Cai, eds. 2009. *The World-Class University as Part of a New Higher Education Paradigm: From Institutional Qualities to Systemic Excellence*. Bucharest, Cluj-Napoca: UNESCO-CEPES.

Smart, J. C., ed. 2009. *Higher Education Handbook of Theory and Practice* (24). Dordrecht, the Netherlands: Springer.

Vavrus, Frances, and Bartlett, Lesley, eds. 2009. *Critical Approaches to Comparative Education: Vertical Case Studies from Africa, Europe, the Middle East, and the Americas*. New York: Palgrave Macmillan.

Wessendorf, Kathrrin, ed. 2009. *The Indigenous World 2009*. Somerset: Transaction.

Zadja, Joseph, ed. 2010. *Global Pedagogies: Schooling for the Future*. New York: Springer.

Africa

Haynes, Bruce, ed. 2009. *Patriotism and Citizenship Education*. West Sussex: Wiley-Blackwell.

Zadja, Joseph, ed. 2009. *Globalization, Education and Social Justice*. New York: Springer

Asia/Pacific

Harman, Grant; Hayden, Martin; and Nghi, Pham Thann, eds. 2009. *Reforming Higher Education in Vietnam: Challenges and Priorities*. New York: Springer.

Zajda, Joseph, and Geo-JaJa, Macleans A., eds. 2010. *The Politics of Education Reforms*. New York: Springer

Europe

Davcev, Danco, and Gomez, Jorge Marx, eds. 2010. *ICT Innovations 2009*. New York: Springer.

Johnson, Bill. 2010. *The First Year of University: Teaching Students in Tran*sition. Berkshire: Open University.

Kohoutek, Jay, ed. 2009. *Implementation of Standards and Guidelines for Quality Assurance in Higher Education of Central and East-European Countries – Agenda Ahead*. Bucharest: CEPES.

Roth, Wolff-Michael, ed. 2010. *Re/Structuring Science Education: ReUniting Sociological and Psychological Perspectives*. New York: Springer.

Zadja, Joseph, ed. 2010. *Globalization, Ideology and Education Policy Reforms*. New York: Springer.

Latin America

Barros, Ricardo. 2009. *Measuring Inequality of Opportunity in Latin America and the Caribbean*. Washington, DC: World Bank.

Botto, Mercedes. 2010. *Research and International Trade Policy Negotiations: Knowledge and Power in Latin America*. New York: Routledge.

Didou Aupetit, Sylvie and Eduardo Remedi. 2009. *Los Olvidados: Acción Afirmativa de Base Étnica e Instituciones de Educación Superior en América Latina*. México City: Centro de Investigación y de Estudios Avanzados del Instituto Politécnico Nacional.

Martell, Luke. 2010. *The Sociology of Globalization*. Cambridge: Polity Press.

McInerney, Dennis M., Gavin T. L. Brown, and Gregory Arief D. Liem. 2009. *Student Perspectives on Assessment: What Students Can Tell Us About Assessment for Learning*. Charlotte, NC: Information Age Publishing.

Schiefelbein, Ernesto F., and Noel F. McGinn. 2008. *Learning to Educate: Proposals for the Reconstruction of Education in Latin America*. Geneva: UNESCO-IBE.

Middle East and North Africa

Abbas, Tahir. 2010. *Islam and Education*. New York: Routledge.

Gaad, Eman. 2010. *Inclusive Education in the Middle East*. New York: Routledge.

Greenberg, Ela. 2009. *Preparing the Mothers of Tomorrow: Education and Islam in Mandate Palestine*. Austin: University of Texas.

Merrills, Andrew, and Richard Miles. 2010. *The Vandals*. West Sussex: Wiley-Blackwell.

United States and Canada

Cox, Donna Hardy, and C. Carney Strange. 2010. *Achieving Student Success: Effective Student Services in Canadian Higher Education*. Montreal: McGill University.

Cranton, Patricia, and Leona M. English, eds. 2010. *Reaching Out Across the Border: Canadian Perspectives in Adult Education: New Directions for Adult and Continuing Education*. San Francisco: Jossey-Bass.

Levich, Eugene William. 2010. *A Teacher's Odyssey through the Incompetence of American Public Education: An Exposé and a Solution to the Problem*. Victoria, BC: Trafford.