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World Class Worldwide - Philip G. Altbach 2007-07
Nations with strong research universities are better able to compete in the international marketplace of ideas and innovation. Any country—especially in the developing world—striving to participate in the global knowledge economy must recognize the power of such institutions to transform society. In World Class Worldwide, analysts from developing and middle-income countries in Asia and Latin America explore their countries’ specific challenges in providing “world class” higher education. Philip G. Altbach, Jorge Balán, and their contributors combine current scholarship and practical experience in presenting a comprehensive discussion of the significant issues facing research universities in Mexico, China, India, and elsewhere. They address the
special challenges of establishing and maintaining these institutions; the role of information technology; how research universities train leaders and foster scientific innovation; and the extent to which the private sector can and should be involved in funding and development.

**Discourses of Globalisation and Higher Education Reforms** - Joseph Zajda 2022-04-16
This book examines some of the major higher education reforms and policy shifts globally, particularly in the light of recent shifts in quality and standards-driven education and policy research. It critiques the neo-liberal ideological imperatives of current higher education and policy reforms, and illustrates the way that changes in the relationship between the state and higher education policy affect current trends in higher education reforms. Using diverse comparative education paradigms from critical theory to historical-comparative research, the chapters focus on globalisation, ideology and higher education reforms and examine both the reasons and outcomes of higher education reforms and policy change. The book analyses and evaluates the policy shifts in methodological approaches to globalisation and higher education reforms, and their impact on education policy and pedagogy. The book contributes in a very scholarly way, to a more holistic understanding of the nexus between globalisation, comparative education research and higher education reforms.

Abstract:

**World-Class Universities** - Yan Wu 2018-11-26
World-Class Universities: Towards A Global Common Good and Seeking National and Institutional Contributions provides updated insights and debates on how world-class universities will contribute to the global common good and balance their global, national and local roles in doing so.
Neo-nationalism and Universities - John Aubrey Douglass 2021-09-07
"This book offers the first significant examination of the rise of neo-nationalism and its impact on the missions, activities, behaviors, and productivity of leading national universities. This book also presents the first major comparative exploration of the role of national politics and norms in shaping the role of universities in nation-states, and vice versa, and discusses when universities are societal leaders or followers-in promoting a civil society, facilitating talent mobility, in researching challenging social problems, or in reinforcing and supporting an existing social and political order"--

Proffiling the Flagship University Model - John Aubrey Douglass 2014
It's a familiar if not fully explained paradigm. A "World Class University" (WCU) is supposed to have highly ranked research output, a culture of excellence, great facilities, and a brand name that transcends national borders. But perhaps most importantly, the particular institution needs to sit in the upper echelons of one or more world rankings generated each year by non-profit and for-profit entities.

That is the ultimate proof for many government ministers and for much of the global higher education community. Or is it? It is not that current rankings are not useful and informative. The problem is that they represent a very narrow band of what it means to be a leading, or what might be best called a "Flagship" university within a region, within a nation. Further, WCU advocates do not provide much guidance, or knowledge, on what organizational behaviors and methods can lead to greater productivity in research, teaching, "and" public service that can best help universities meet the needs of the societies they must serve. In this essay I attempt to advocate the notion of the "Flagship University" as a more relevant ideal--a model for public institutions, and
perhaps some private institutions, one that could replace, or perhaps supplement and alter the perceptions, behaviors, and goals of ministries and universities in their drive for status and influence on society. It is a model that does not ignore international standards of excellence focused largely on research productivity, but is grounded in national and regional service, and with a specific set of characteristics and responsibilities that, admittedly, do not lend themselves to ranking regimes. Indeed, one goal here is to articulate a path, using the language of the "Flagship University," that de-emphasizes rankings and that helps broaden the focus beyond research to relevancy and responsibility. "Flagship Universities" are research-intensive institutions, or in the process of becoming so, but have wider recognized goals. The great challenge for the network of universities that are truly leaders in their own national higher education systems is to shape their missions and, ultimately, to meaningfully expand their role in the societies that gave them life and purpose. The "Flagship University" profile explored here includes an outline of mission, culture, and operational features, and is intended as a possible construct for this cause. An appendix presents the Assigned Characteristics of a WCU. *Missions of Universities* - Lars Engwall 2020-05-27

This book provides an analysis of university missions over time and space. It starts out by presenting a governance framework focusing on the demands on universities set by regulators, market actors and scrutinizers. It examines organizational structures, population development, the fundamental tasks of universities, and internal governance structures. Next, the book offers a discussion of the idea and role of universities in society, exploring concepts such as autonomy and universality, and the university as a transformative institute.
The next four chapters deal with the development of universities from medieval times, through the Renaissance, towards the research universities in the nineteenth century in Europe and the United States. The following five chapters analyse recent developments of increasing external demands manifested through evaluations, accreditations and rankings, which in turn have had effects on the organization of universities. Topics discussed include markets, managers, globalization, consumer models and competition. The book concludes by a discussion and analysis of the future challenges of universities.

The University and the Global Knowledge Society - David John Frank 2020-05-19

"This book examines the core changes in the nature, status, and significance of the university over the last century. Having grown in numbers, reach, and scope, the university has seen sweeping expansion and has become central in a contemporary global society built on liberal and neoliberal institutions. David Frank and John Meyer begin by describing the university's expansion, focusing especially on global diffusion. They then examine the transformation of university knowledge, illustrating the ways in which standardized and scientific knowledge now reaches into more sectors of everyday life. This leads them to discuss the porous interface between the university and society. They suggest that there are now essentially no social problems that the university should not responsibly address. The result is a society dependent on credentials and cultural content provided by the university, and in the final chapter of the book, the authors reflect on what it means to exist in this "knowledge society""--

Annual Review of Comparative and International Education 2020 - Alexander W. Wiseman 2021-08-02

The Annual Review of
Comparative and International Education covers significant developments in the field of comparative and international education. This 2020 edition begins with a collection of discussion essays about comparative education trends and directions written by both professional and scholarly leaders.

The Transformation of University Institutional and Organizational Boundaries - Emilia Primeri 2015-11-02

An emerging issue in higher education studies is that of boundaries crossing. This is the main topic of the book “The transformation of University institutional and organizational boundaries”. Several signals of shifting boundaries can be envisaged in higher education and research institutions which could be glimpsed through organizations, the institutions and changes to the academic profession. That of boundaries crossing in Higher Education is a complex and heterogeneous issue, which characterizes scientific knowledge today and represents a key issue when looking at University transformations across contexts and policies, instruments and practices. The analysis of boundaries supplies interpretative frameworks for the interactions between the development of professions and disciplines, as well as the relationships of the science with various parts of society such as state, professionals and the market. Fuelling further the discussion on HEIs transformations allows capturing changes in the function, objectives and scope of higher education and research institutions, the move beyond sectoral and disciplinary boundaries and the increasingly blurred boundaries of academic professions and of scientific work. Public policies and HE reforms can push or impede the mentioned transformations but they can also derive from individual likelihood of moving in blurring spaces or from the transformations of the epistemic communities and the emergence of new fields and sectors. Hence, changes are
there, open to our observations.

The Ecological University - Ronald Barnett 2017-10-12

Universities continue to expand, bringing considerable debate about their purposes and relationship to the world. In The Ecological University, Ronald Barnett argues that universities are short of their potential and responsibilities in an ever-changing and challenging environment. This book centres on the idea that the expansion of higher education has opened new spaces and possibilities. The university is interconnected with a number of ecosystems: knowledge, social institutions, persons, the economy, learning, culture and the natural environment. These seven ecosystems of the university are all fragile and in order to advance and develop them universities need to engage with each one. By looking at matters such as the challenges of learning, professional life and research and inquiry, this book outlines just what it could mean for higher education institutions to understand and realize themselves as exemplars of the ecological university. With bold and original insights and practical principles for development, this radical and transformative book is essential reading for university leaders and administrators, academics, students, and all interested in the future of the university.

Positioning Higher Education Institutions - Rosalind M. O. Pritchard 2016-09-26

Higher education is of growing public and political importance for society and the economy. Globalisation is transforming it from a local and national concern into one of international significance. In order to fulfil societal, governmental and business sector needs, many universities are aiming to (re-)position themselves. The book initially considers their “compass”. They aspire to transformational planning, mission and strategy in which social justice is important, people are not
treated as mere means to an end, and traditional moral positions are respected. This transformational urge is sometimes vitiated by blunt demands of new public management that overlook universities’ potential for serving the public good. The volume then addresses universities’ success in meeting their targets. Often the challenge in evaluation is the need to reconcile tensions, for example between structure and pastoral care of students; institutional competition and collaboration; roles of academics and administrators; performance-based funding versus increased differentiation. Measurement is supposed to provide discipline, align institutional and state policy, and provide a vital impetus for change. Yet many of these measurement instruments are not fully fit for purpose. They do not take sufficient account of institutional missions, either of “old” or of specialist universities; and sophisticated measurement of the student experience requires massive resources. Change and positioning have become increasingly key elements of a complex but heterogeneous sector requiring new services and upgraded instruments.

**Prospects and Future Tasks of Universities** - Austrian Council for Research and Technology Development 2017-09-12

Universities are undergoing an extraordinary transformation. Digital technologies have altered research and teaching, while modern communication media and social media promote an interactive exchange of information with society that has accelerated international knowledge transfer. At the same time, new educational careers are available in growing higher education fields. How can universities meet these and other challenges? Reputable experts come together in this book to design scenarios for universities in the 21st century. (Series: Research and Science / Forschung und Wissenschaft, Vol. 2) [Subject: Research]
Studies, Higher Education]
University and School Collaborations During a Pandemic - Fernando M. Reimers 2021
Based on twenty case studies of universities worldwide, and on a survey administered to leaders in 101 universities, this open access book shows that, amidst the significant challenges caused by the COVID-19 pandemic, universities found ways to engage with schools to support them in sustaining educational opportunity. In doing so, they generated considerable innovation, which reinforced the integration of the research and outreach functions of the university. The evidence suggests that universities are indeed open systems, in interaction with their environment, able to discover changes that can influence them and to change in response to those changes. They are also able, in the success of their efforts to mitigate the educational impact of the pandemic, to create better futures, as the result of the innovations they can generate. This challenges the view of universities as "ivory towers" being isolated from the surrounding environment and detached from local problems. As they reached out to schools, universities not only generated clear and valuable innovations to sustain educational opportunity and to improve it, this process also contributed to transform internal university processes in ways that enhanced their own ability to deliver on the third mission of outreach.

Quality Work in Higher Education - Mari Elken 2020-07-01
This book focuses on quality work in higher education, and examines the relationship between the organizational and pedagogical dimensions of quality work in higher education. Bringing together different disciplinary traditions, including educational science, sociology, and organisational studies, it addresses the following principal research question:
How is quality work carried out in higher education? The book addresses a wide variety of academic, administrative and leadership practices that are involved in quality work in higher education institutions. The chapters in this book examine core issues crucial in the design and content of study programs, such as modes of teaching, learning and curricula design, as well as institutional practices regarding assessment and quality enhancement. The introductory and concluding chapter present an overarching focus on quality work as a lens to analyse intentional activities within higher education institutions directed at how study programmes and courses are designed, governed, and operated.

**The Corporatization of the Business School** - Tony Huzzard 2017-04-21
With business schools becoming increasingly market-driven, questionable trends have emerged, such as the conflation of academic and corporate management, and the notion that academics and students are market players, who respond rationally to market signals. Using individual studies from leading scholars in a variety of disciplines and countries, this book identifies the global pressures behind these trends. It focuses on the debates surrounded the commercialization of business schools, and the rise of different methods of measuring their success. In their unique approach, the authors and editors discuss the impact of the confrontation between the timeless values embodied by Minerva, the Roman goddess of Wisdom, and the hard realities of competition and corporatization in modern society. This book will be compelling reading for students and academics in critical management studies, organizational studies, public management and higher education, as well as for stakeholders in academia and educational policy.

**Growth in a Time of Change** - Hyeon-Wook Kim 2020-02-25
Growth in a Time of Change: Global and Country Perspectives on a New Agenda is the first of a two-book research project that addresses new issues and challenges for economic growth arising from ongoing significant change in the world economy, focusing especially on technological transformation. The project is a collaboration between the Brookings Institution and the Korea Development Institute. Part I of the book looks at key elements of change from a global perspective. It analyzes how technological change, shifts in investment, and demographic transition are affecting potential economic growth globally and across major groups of economies. The contributors explore possible scenarios for the global economy as the digital revolution drives rapid technological change, including impacts on growth, jobs, income distribution, trade balances, and capital flows. Technology is changing the global configuration of comparative advantage and globalization increasingly has a digital dimension. The implications of these developments for the future of sectors such as manufacturing and for international trade are assessed. Part II of the book addresses new issues in the growth agenda from the perspective of an individual major economy: South Korea. The chapters in this section analyze how macroeconomic developments and technological change are influencing the behavior of households and firms in terms of their decisions to consume, save, and invest. Rising income and wealth inequalities are a major concern globally. Against this backdrop, trends in the labor income share and wage inequalities in South Korea are analyzed in terms of the role played by technology, industrial concentration, shifts in labor demand and supply, and other factors. Throughout the book, the contributors, in their analysis of both global and Korea-specific trends and prospects, place emphasis on drawing implications for policy.
Strengthening Teaching and Learning in Research Universities - Bjørn Stensaker 2017-07-13

This book offers a range of approaches and specific examples of how a sample of internationally leading research-intensive universities, from a variety of regions around the world, work to improve teaching and learning. It describes and analyzes broad university initiatives and approaches that have the potential of driving institution-wide change processes in teaching and learning, thus providing a link between strategic ambitions and cultural transformation in the universities. Globally, research-intensive universities are increasingly pressured to increase their performance in both research and education. However, while much focus internationally has been devoted to how universities are working to boost their research performance, less is known about how internationally leading universities are working to improve teaching and learning. Through comparative cases drawn from universities in Europe, Asia and the US, key practices and lessons are identified and showcased providing a unique insight into the ways internationally leading research universities work to support and enhance staff engagement in teaching and learning. It will be essential reading for researchers and advanced students working in Higher Education and Sociology, particularly those with an interest in comparative studies.

What Happened to the Soviet University? - Maia Chankseliani 2022

What Happened to the Soviet University? explores how one of the largest geopolitical changes of the twentieth century-- the dissolution of the Soviet Union-- triggered and inspired the reconfiguration of the Soviet university. The reader is invited to engage in a historical and sociological analysis of radical and incremental changes affecting sixty-nine former Soviet
universities since the early 1990s. The study departs from traditional deficit-oriented, internalist explanations of change and illustrates how global flows of ideas, people, and finances have impacted higher education transformations in this region. It also identifies areas of persistence. The processes of marketisation, internationalisation, and academic liberation are analysed to show that universities have maintained certain traditions while adopting and internalising new ways of fulfilling their education and research functions. Soviet universities have survived chaotic processes of post-Soviet transformation and have self-stabilised with time. Most of them remain flagship institutions with large numbers of students and relatively high research productivity. At the same time, the majority of these universities operate in a top-down, one-man management environment with limited institutional autonomy and academic freedom. As the homes of intellectuals, universities represent a duality of opportunity and threat. Universities can nurture collective possibilities, imagining and bringing about different futures. At the same time, or perhaps because of this, the probability is high that universities will continue to be perceived as threats to governments with authoritarian inclinations. One message to take away from this monograph is that the time is ripe for former Soviet universities to loosen their last remaining chains.

The Civic University - John Goddard 2016-12-30
This innovative book addresses the leadership and management challenges of maximising the contribution of universities to civil society both locally and globally. It does this by developing a model of the civic university as an academic concept, drawing out practical lessons for university management on how to embed civic engagement in the heartland of the university. To
higher education systems across the globe are adapting to the pressures of this new industrial environment. To make sense of the complex changes in the practices and structures of higher education, this Handbook sets out a theoretical framework to explain what higher education systems are, how they may be compared over time, and why comparisons are important in terms of societal progress in an increasingly interconnected world. Drawing on insights from over 40 leading international scholars and practitioners, the chapters examine the main challenges facing institutions of higher education, how they should be managed in changing conditions, and the societal implications of different approaches to change. Structured around the premise that higher education plays a significant role in ensuring that a society achieves the capacity to adjust itself to change, while at the same time remaining cohesive as a social system, this Handbook explores how
current internal and external forces disturb this balance, and how institutions of higher education could, and might, respond.  

The SAGE Encyclopedia of Higher Education - Miriam E. David 2020-05-21  
With over 600 signed entries, The SAGE Encyclopedia of Higher Education demonstrates the impact higher education has had on global economies and universities across the world. Topics include: • students burdened with higher tuition fees • departments expected to produce courses and research that have clear and demonstrable social impact • what the university is and how it meets social and business requirements This encyclopedia touches on all aspects of higher education through: • key concepts • debates • approaches • schools of thought on higher education • role of universities As an interdisciplinary field, these volumes will prove to be an essential resource for students and researchers in education, sociology, politics and other related fields across the humanities and social science disciplines.  

Higher Education and Research in the Post-Knowledge Society: Scenarios for a Future World - Merle Jacob 2022-05-04  
How will higher education and research evolve in the future to produce the high-level knowledge and skilled human capital which underpin sustainable societies? This book explores challenges for the post-knowledge society and economy where major socio-economic change is occurring in tandem with advances in digital technologies. It brings together international authors to discuss scenarios against a background of transformation, including the fourth wave of globalization, demographic shifts, socio-economic inequality, and climate change. Policy-makers, institutional leaders, the academy, students, employers and society at large will find this book topical and thoughtful.
The Future Agenda for Internationalization in Higher Education - Douglas Proctor 2018-05-08
The internationalization of higher education is a world-wide phenomenon, subject to multiple interpretations at national, institutional and individual levels. Still, much of the mainstream literature on this topic is concentrated on a small number of countries and a narrow range of key topics. To address this gap, The Future Agenda for Internationalization in Higher Education offers a broader set of perspectives from outside the dominant English-speaking and Western European paradigms, while simultaneously focusing on dimensions of internationalization that are known to be under-researched. Additionally, the editors give primacy to next generation perspectives, not only to amplify our current understanding of key issues around the world, but also to shine a light on possible future agendas for this important aspect of contemporary higher education. The notions of new modes, new topics, and new contexts frame the analysis, providing new pathways for exploring and understanding distinct aspects of this crucially important phenomenon in higher education around the world. Key topics covered include: the current state of research and analysis on the internationalization of higher education aspects of internationalization and international activities which have not previously been explored or have limited current exposure how research into internationalization is conducted, showcasing innovative methodological practices a synthesis of common themes and differences in relation to the future agenda of topics, modes and contexts for internationalization an identification of key areas for future research A thoughtful guide for considering the many possible directions ahead for internationalization in higher education, The Future Agenda
for Internationalization in Higher Education is essential reading for academic researchers and graduate students, as well as international education practitioners and leaders keen to make sense of evolving trends in this field.

**Handbook on the Politics of Higher Education** - Brendan Cantwell 2018-06-29
Understanding the politics of Higher Education is becoming more important as the sector is increasingly recognised as a vital source of innovation, skills, economic prosperity, and personal wellbeing. Yet key political differences remain over such issues as who should pay for higher education, how should it be accountable, and how we measure its quality and productivity. Particularly, are states or markets the key in helping to address such matters. The Handbook provides framing perspectives and perspectives, chapters on funding, governance and regulation, and pieces on the political economy of higher education and on the increased role of external stakeholders and indicators.

**The New Flagship University** - John Aubrey Douglass 2016-01-26
The New Flagship University is an expansive vision for leading national universities and an alternative narrative to global rankings and World Class Universities. The Flagship model explores pathways for universities to re-shape their missions and operational features to expand their relevancy in the societies that gave them life and purpose.

**Student Politics in Africa** - Luescher, Thierry M. 2016-05-12
The second volume of the African Higher Education Dynamics Series brings together the research of an international network of higher education scholars with interest in higher education and student politics in Africa. Most authors are early career academics who teach and conduct research in universities across the continent, and who came together for a research project...
and related workshops and a symposium on student representation in African higher education governance. The book includes theoretical chapters on student organising, student activism and representation; chapters on historical and current developments in student politics in Anglophone and Francophone Africa; and in-depth case studies on student representation and activism in a cross-section of universities and countries. The book provides a unique resource for academics, university leaders and student affairs professionals as well as student leaders and policy-makers in Africa and elsewhere.

**Flagship Universities in Africa** - Damtew Teferra
2017-06-26
This book advances an in-depth, comprehensive analysis of flagship universities in Africa - the largest, most selective, and most prestigious universities on the continent. The book draws on a range of country-specific case-studies, including Botswana, Egypt, Ethiopia, Ghana, Kenya, Mauritius, Nigeria, Senegal, Tanzania and Zambia, to explore a range of issues associated with flagship universities and their role in higher education in Africa. Newly-established institutions in new nation states, and states emerging from conflict, often rely on these flagship universities to train their academics, and build their intelligentsia; flagship universities are thus capacity-builders and trend-setters in their respective countries and sub-regions. This volume brings together a range of scholars to celebrate the impact, influence and contributions of African universities, not only within Africa, but across the globe. The book will be of great significance to students and researchers in the field of education, particularly those with an interest in sociology and politics of higher education.

**The Governance and Management of Universities in Asia** - Chang Da Wan
This volume seeks to identify and explore the dynamics of global forces on the development of higher education in Asia, in particular, how neoliberalism has affected reforms on university governance and management in the region. It includes a set of country-specific studies on how various countries have responded to the dominant neoliberal ideology at the systemic, institutional, and process levels. The focus is on the relationship between the state and the universities, which is usually reflected in the degree of autonomy and accountability allowed in a particular higher education system. The selected countries are Cambodia, China, Indonesia, India, Japan, Malaysia, Singapore, South Korea, and Thailand. Each case study examines the establishment of corporatised or autonomous universities in the country focusing on (i) the acts, reports, and/or policies that led to such a move as well as the rationales behind the move; (ii) the changes in the governance and organisational structure of the universities, highlighting the kinds of autonomy that the universities have; (iii) the new management strategies, techniques, and practices that have been introduced to the university including the internal and external quality assurance mechanisms, and (iv) some of the tensions, conflicts, and acts of resistance that may have emerged.

**Sustainability Assessment in Higher Education Institutions** - Sandra Caeiro

2020-12-10

This Special Issue, “Sustainability Assessment in Higher Education Institutions”, provides peer-reviewed research from several geographies and institutions and covering various topics with the broad objective of achieving an assessment of the effectiveness and impact of different implementation dimensions, measuring and evaluating how sustainability is being applied in practice. A set of nine papers, covering...
sustainability education, interdisciplinary teaching, sustainable assessment, governance strategies, commitments and practices, and social responsibility at higher education institutions, contribute significantly to this area of knowledge. 

_Innovation for Development in Africa - Jussi S. Jauhiainen 2019-12-06_

This book uncovers the many ways in which innovations and innovation system development policies have become crucial to development policy formation across Africa. As new instruments, actors and tools emerge in development cooperation, the role of innovation in the societal development of developing countries needs to be addressed fully. This book delves into subjects as diverse as the changing development policies between the Global North and South, the role of innovation in international aid and development policies, the role of public, private and non-governmental sectors, universities and other development actors, and the potential for inclusive innovation in local communities. In particular, the book asks who benefits from innovation-focussed development policies, and if and how practical innovation instruments include the global poor. Written in an accessible and engaging style, the book includes a range of discussion questions and further reading suggestions to suit a range of readers, from students right through to policy makers and practitioners, or anyone else looking for an introduction to innovation policies and development in Africa.

_Higher Education, Innovation and Entrepreneurship from Comparative Perspectives - Ka Ho Mok 2022-05-27_

This book analyzes how universities in the Greater Bay Area in South China could work together for promoting innovation-centric entrepreneurship, research and knowledge transfer, as well as establishing a leading higher education hub in China.
mainland. This book brings together leading scholars from history, higher education, sociology, city and urbanism, and development studies, to analyzing the role of higher education, entrepreneurship, and talent hub from historical, comparative, and international perspectives. This book also shares different development experiences of Tokyo, Florida, and New York Bay economies and how higher education has supported their success stories.

**World-Class Universities - 2021-05-25**

This volume sheds light on world-class universities’ challenges, opportunities, roles and strategies in response to the changing landscape of higher education and our society as a whole.

**Comparing Post-Socialist Transformations - Maia Chankseliani 2018-11-05**

This volume revisits the book edited by David Phillips and Michael Kaser in 1992, entitled Education and Economic Change in Eastern Europe and the Former Soviet Union (https://doi.org/10.15730/books.42). Two and a half decades later, this volume reflects on how post-socialist countries have engaged with what Phillips & Kaser called ‘the flush of educational freedom’. Spanning diverse geopolitical settings that range from Southeast and Central Europe to the Caucasus and Central Asia, the chapters in this volume offer analyses of education policies and practices that the countries in this region have pursued since the fall of the Berlin Wall and the dissolution of the Soviet Union. This book explores three interrelated questions. First, it seeks to capture complex reconfigurations of education purposes during post-socialist transformations, noting the emergence of neoliberal education imaginaries in post-socialist spaces and their effects on policy discussions about education quality and equity across the region. Second, it examines the ongoing tensions inherent in post-socialist transformations, suggesting that beneath the surface of
dominant neoliberal narratives there are always powerful countercurrents – ranging from the persisting socialist legacies to other alternative conceptualizations of education futures – highlighting the diverse trajectories of post-socialist education transformations. And finally, the book engages with the question of ‘comparison’, prompting both the contributing authors and readers to reflect on how research on post-socialist education transformations can contribute to rethinking comparative methods in education across space and time.

**The internationalisation of higher education in Spain. Reflections and perspectives**

Spain has been the favourite destination for Erasmus students from all over Europe since 2001 and the top country within the EU for outgoing Erasmus students (over 65,000 a year and over 625,000 since the launch of the programme), which points to the unquestionable interest, both for institutions and Spanish students, in the internationalisation of education.

**Contesting Globalization and Internationalization of Higher Education** - Deane E. Neubauer 2019-09-25

This edited volume brings together exciting new research and ideas related to the ongoing internationalization of higher education, particularly in the Asia Pacific region, where this phenomenon has been rapidly developing in recent years. It also specifically focuses on analyzing the extent to which resurgent nationalisms from around the world effect the growth and direction of this sector of education. As cultural and political tensions rise globally, many are turning to educators and education researchers for suggestions on how to respond to this trend. This volume seeks to answer that call. Moreover, as authors share perspectives and data from a wide range of national and institutional contexts, the applicability of
this volume extends beyond national or regional boundaries, offering questions, challenges, and lessons for educators worldwide.  

**The Reflexive Diversity Research Programme** - Andrea D. Bührmann  
2021-02-04  
Diversity is both a cause for controversial discussions and an opportunity to reflect on social participation. This book offers a basic introduction to important currents in diversity research by presenting central theoretical determinants of the research perspective. An analysis of the diversity strategy and its implementation at the University of California, Berkeley serves as an empirical-practical example in this regard. In particular, this case study illustrates the intersectional research perspective and the multi-level and multi-method research design of reflexive diversity research. In the sense of reflexive constructivism, the practice of research itself is reflected using the example of the case study.  

**The Fifth Wave** - Michael M. Crow  
2020-04-14  
Drawing from a variety of disciplines, including design, economics, public policy, organizational theory, science and technology studies, sociology, and even cognitive psychology and epistemology, The Fifth Wave is a must-read for anyone concerned with the future of higher education in our society.  

**Quality Assurance in Asia-Pacific Universities** - Deane E. Neubauer  
2017-02-28  
This edited volume examines the importance of quality issues in contemporary higher education systems in the Asia Pacific. Part One foregrounds relevant discussions of ‘quality’ within today’s globalized, interconnected, and complex higher education systems while Part Two focuses on selected universities in the Asia Pacific region. Chapter contributors discuss how quality issues and quality assurance mechanisms are implemented in their situation-specific systems. Part Three extends the research of
higher education quality assurance in Hawaii Pacific University (HPU) and the diverse international student body in the Australian higher education system. The conclusion chapter discusses a typology of methods used by higher education systems in establishing effective quality assurance mechanisms. Implausible Dream - James H. Mittelman 2020-08-04

Why the paradigm of the world-class university is an implausible dream for most institutions of higher education

Universities have become major actors on the global stage. Yet, as they strive to be “world-class,” institutions of higher education are shifting away from their core missions of cultivating democratic citizenship, fostering critical thinking, and safeguarding academic freedom. In the contest to raise their national and global profiles, universities are embracing a new form of utilitarianism, one that favors market power over academic values. In this book, James Mittelman explains why the world-class university is an implausible dream for most institutions and proposes viable alternatives that can help universities thrive in today’s competitive global environment. Mittelman traces how the scale, reach, and impact of higher-education institutions expanded exponentially in the post–World War II era, and how the market-led educational model became widespread. Drawing on his own groundbreaking fieldwork, he offers three case studies—the United States, which exemplifies market-oriented educational globalization; Finland, representative of the strong public sphere; and Uganda, a postcolonial country with a historically public but now increasingly private university system. Mittelman shows that the “world-class” paradigm is untenable for all but a small group of wealthy, research-intensive universities, primarily in the global North. Nevertheless, institutions without substantial material resources and in far different
contexts continue to aspire to world-class stature. An urgent wake-up call, Implausible Dream argues that universities are repurposing at the peril of their high principles and recommends structural reforms that are more practical than the unrealistic worldwide measures of excellence prevalent today.