Bibliography of the UNIKE associated partners

Especially those who are participating in the conference: Universities in the Knowledge Economy : Perspectives from Asia-Pacific and Europe. The University of Auckland, 10-13 February 2015.

/ Organised alphabetically by the name of the author.

Distinguished Prof. Datuk Dr. **Shamsul Amri Baharuddin (Shamsul A.B.)**

/ Deputy Chair, National Council of Professors, Malaysia. Member, International Panel of Advisors, ISEAS, Singapore. Member, Asian Studies Association (AAS), USA. Pro-tem President, Academy of Social Sciences and Humanities, Malaysia. Director, Institute of Ethnic Studies (KITA), Universiti Kebangsaan Malaysia (UKM). Principal Fellow, Institute of Occidental Studies (IKON) Universiti Kebangsaan Malaysia (UKM).

Presentation: Shamsul A.B. (Shamsul Amri Baharuddin) is Professor of Social Anthropology and, currently, Founding Director, Institute of Ethnic Studies (KITA), Universiti Kebangsaan Malaysia (UKM). Previously, he was Dean [1997-99], Faculty of Social Sciences & Humanities, Director [1999-2007], Institute of the Malay World & Civilization (ATMA), and Founding Director [2003-07], Institute of Occidental Studies (IKON), of UKM. He has conducted research, delivered lectures and written extensively on the theme "economic development, culture and politics" with an empirical focus on the Southeast Asian region. His award-winning book From British to Bumiputera Rule (1986) has now been reprinted twice, the latest in 2004. His academic activism includes being appointed as consultant to various ministries of the Malaysian government and numerous international academic bodies. His public advocacy includes being a media commentator on Malaysian current affairs, at the national and international level. For his academic achievements, he has been awarded the prestigious Academic Prize 2008, of the Fukuoka Asian Culture Prize. Most recently he was elevated to Distinguished Professor by the Ministry of Higher Education, Malaysia.

Shamsul A.B. has more than 30 years of teaching & research experience (since 1973) with Universiti Malaya and Universiti Kebangsaan Malaysia (UKM), including short stints at CNRS Paris, Bielefeld University, Germany, Osaka University & Kyoto University, Japan, Leiden University, The Netherlands, Lund University, Sweden, UNPAD, Indonesia, National University of Singapore (NUS), University of Hawaii, Harvard University, and University of Melbourne & Monash University, Australia. He was Dean, Faculty of Social Sciences and Humanities (1997-1999), Director, Institute of the Malay World & Civilization (ATMA), 1999-2007, Founding Director,

Institute of Occidental Studies (IKON) 2005-2007 and the Founding Director, Institute of Ethnic Studies (KITA), UKM, from 2007 to date.

He has published widely locally and internationally on development studies, Islamic modernity, colonialism and knowledge production, nations and nationalism, identity formation and popular culture and edited (2007) the Module on Ethnic Relations, a compulsory university course on ethnic relations, for 21 Malaysian public universities. He is also sought after by local and international mass media (Al-Jazeera, BBC, ABC, etc) as an analyst on Malaysian current affairs. In 2008 he won the Laureate Academic Prize of the prestigious Fukuoka Asian Cultural Prize, Japan.

His main research areas are: "Identity Formation & Nation-Building in Newly-Independent Countries"; "Islamic Revivalism and Modernity in Southeast Asia"; "Colonialism and its form of knowledge: The British Empire"; "Education as cultural capital in a Plural Societies of ASEAN."

He holds editorial board memberships at (selected journals): International Journal of Asian Studies (CUP); Journal of Comparative Development Studies (Hong Kong) Indonesian Journal of Social Sciences (Jakarta); Journal of Asian Anthropology (Australia); Kajian Malaysia (Malaysian Studies), USM; AlJamaiah: Journal of Islamic Studies (Yogjakarta); Inter-Asia Cultural Studies (Routledge).

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Shamsul A.B. (2012). When knowledge invents boundaries; Colonial knowledge to Multiculturalism" in Shanta Nair Venugopal (ed.) *The Gaze of the West, Framings of the East* (pp. 107-122). London: Routledge.

Shamsul A.B., Rumaizah Mohamed, and Haslindawati Hamzah (2004). *Globalisasi, teknologi maklumat dan ilmu: Menyuluh pengalaman Malaysia.* [Globalization, Information Technology and Knowledge: Examining the Malaysian experience] *SARI: Jurnal Alam dan Tamadun Melayu, [SARI: Journal of the Malay World and Civilization]*, 22: 77-96. ISSN 0127-2721

Shamsul A. B., Rumaizah Mohamed, and Haslindawati Hamzah (2004). *Pengajian Alam Melayu di pentas global: Teknologi maklumat dan penstrukturan ilmu di ATMA, UKM.* [Malay Studies on the Global Stage: Information Technology and Restructuring of ATMA, UKM] *SARI: Jurnal Alam dan Tamadun Melayu, [SARI: Journal of the Malay World and Civilization]* 22: 29-47. ISSN 0127-2721

Shamsul A.B., Rumaizah Mohamed and Haslindawati Hamzah (2004). The role of ICT in a Globalised Knowledge Production," *Sari*, No. 22: 109-127.

VIDEO:

http://www.youtube.com/watch?v=i7bduR1SVxc

http://ukm.academia.edu/ABshamsul

Prof. **Jill BLACKMORE**

/ Deakin University, Australia. Faculty of Arts and Education, School of Education. Director of the Centre for Research in Educational Futures and Innovation.

Presentation: Jill Blackmore is a professor at Deakin University, Faculty of Arts and Education, School of Education. She is also the Director of the Centre for Research in Educational Futures and Innovation. Her expertise lies in areas of feminist theory in educational administration, policy studies, globalisation, organisational change and academics' and teachers' work. Other areas of expertise are international education, innovative learning environments and community capacity building through arts-based education.

BOOKS:

Blackmore, J., Brennan, M. & Zipin, L. (eds.) (2010). *Re-positioning university governance and academic work. (from the series Educational Futures : Rethinking Theory and Practice, 41).* Rotterdam, The Netherlands: Sense Publishers.

> Extract from the introduction to the book: This book examines changing modes in the governance of universities as they respond to shifting policy contexts and working conditions in 'new times'. In looking at local and national instances, the chapters apply a global scope as they identify significant changes in broader contexts and conditions of university operation. In the process, they address analytical and ethical questions about the significance of governance forms and developments for university work. The particular focus of investigation is governance of, and within, universities, with attention to a range of work domains: teaching, research, leadership, management and institutional organisation. In these investigations, contributors bring forth re-conceptions of university 'governance' as comprising an increasingly distributed and networked array of complex mechanisms – affecting academic work practices, relations, values and identities – in and across universities as they variously re-position and re-invent themselves in globalising contexts.

In this book, the chapters:

> Blackmore, J., Brennan, M. & Zipin, L. (2010). Re-positioning university governance and academic work : an overview, in Blackmore, J., Brennan, M. & Zipin, L. (eds.), *Re-positioning university governance and academic work*. (pp. 1-16). Rotterdam, The Netherlands Sense Publishers.

> Blackmore, J. (2010). Research assessment : a calculative technology governing quality, accountability and equity, in Blackmore, J., Brennan, M. &

Zipin, L. (eds.), *Re-positioning university governance and academic work* (pp. 67-83). Rotterdam, The Netherlands: Sense Publishers.

Blackmore, J. & Sachs J. (2007). *Performing and Reforming Leaders : Gender, Educational Restructuring, and Organizational Change.* NY, USA: Suny.

Introduction to the book: *Performing and Reforming Leaders* critically analyzes how women negotiate the dilemmas they face in leadership and managerial roles in Australian schools, universities, and continuing education. To meet the economic needs of the post-welfare nation state of the past decade, Australian education systems were restructured, and this restructuring coincided with many female teachers and academics moving into middle management as change agents. The authors examine how new managerialism and markets in education transformed how academics and teachers did their work, and in turn changed the nature of educational leadership in ways that were dissonant with the leadership practices and values women brought to the job. While largely focused on Australia, *Performing and Reforming Leaders* strongly resonates with the experiences of leaders in the United States and other nations that have undergone similar educational reforms in recent decades.

ARTICLES AND BOOK CHAPTERS:

Gribble, C. & Blackmore, J. (2012). Re-positioning Australia's international education in global knowledge economies : implications of shifts in skilled migration policies for universities. *Journal of higher education, policy and management, 34*(4): 341-354.

Abstract: In recent times, many key host nations have made it easier for foreign graduates to migrate after graduation. These students are often considered ideal migrants, possessing local qualifications along with a degree of acculturation, language skills and, in many cases, relevant local work experience. For the student, the opportunity to obtain international work experience adds to the appeal of the overseas study experience and enhances the graduate skills necessary to compete in the global labour market. This paper examines recent changes to migration policy in Australia affecting the post-study work entitlements of international students studying at Australian universities and explores the underlying rationale and consequences of the recent changes in policy direction. An examination of migration policies in the United States, United Kingdom, New Zealand and Canada indicates that recent changes to skilled migration policy in Australia, along with bleak economic conditions in a number of key host countries, has opened up opportunities for Australia to re-position itself favourably.

Blackmore, J. (2009). Feeling the quality and weight of research accountability in Australian universities, in Tina Besley (ed.) *Assessing the quality of educational research in higher education : international perspectives* (pp. 225-242). Rotterdam, The Netherlands Sense Publishers.

Blackmore, J. (2009). Academic pedagogies, quality logics and performative universities : evaluating teaching and what students want. *Studies in higher education, 34*(8): 857-872.

Summary: Universities have focused on teaching and learning at a time when quality has become the marker of distinction in international higher education markets. Education markets have meant pedagogical relations have become contractualised with a focus on student satisfaction, exemplified in consumer-oriented generic evaluations of teaching. This article argues, by analysing one example, that generic evaluations are more about accountability and marketing than about improvement of teaching and learning. Furthermore, what students want is not the only criterion for judging teaching. Rather, professionals require, as do academics, a capacity for critical judgement about what constitutes valued knowledge in the pedagogical relationship between teacher and student.

Blackmore, J. (2008). Anticipating policy and logics of practice : Australian institutional and academic responses to the globalising "quality research" agenda. *ACCESS : critical perspectives on communication, cultural and policy studies, 27*(1/2): 97-113.

Summary: Research assessment is now an international trend. This article mobilises a critical policy sociology informed by Bourdieu to unpack the differential effects of research policy shifts in Australia on universities, academics and the field of educational research. It argues in anticipating policy moves – from surveying the logics of practice that have emerged elsewhere from research assessment – that institutional, individual and field responses, while specific to the Australian policy context and mix, have assumed a logic of practice counter productive to "quality" research, education as a field, and equity.

Blackmore, J. (2004). Quality assurance rather than quality improvement in higher education*?. British journal of sociology of education, 25*(3): 383-394.

Blackmore, J. & Sachs, J. (2003). Managing equity work in the performative university. *Australian feminist studies, 18*(41): 141-162.

Description: During the 1990s, universities in many Western nation-states have been linked more tightly to the economy by policies that emphasise short-term economic benefits for the nation-state and the immediate vocational needs of students. In the process, with the simplistic equation that education equals paid work, academic work has been reconstituted. The context of this transformation is of externally imposed change on higher education, 'including declining public funding, requirements for higher levels of public accountability with respect to research and teaching activities, greater efficiency in working practices, and considerable diversification and fragmentation of staff, students, curricula and the purposes of higher education', together with a blurring between the vocational and academic with the shift from state-managed to market economies. Gender-equity work within the academy, always fragile, has been repositioned in the context of the restructured university, as efficiency discourses have increasingly overwhelmed equity discourses.

Blackmore, J. (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.

Abstract: This article undertakes a feminist critique of the restructuring of the modern university in Australia. It considers the interaction of the processes of globalisation, corporatisation (through the twin strategies of marketisation and managerialism) and the social relations of gender, and their implication for gender equity work in the academy. The paper locates the reform of Australian universities within their Western context, and considers the gendered effects of the new disciplinary technologies of quality assurance and online learning on the position of women academics. It concludes with some comments about the shift in language from equity to diversity which has accompanied corporatisation, and how this has effectively coopted women's intellectual labour to do the work of the entrepreneurial university.

Blackmore, J. (2002). Is it only 'what works' that 'counts' in new knowledge economies? : Evidence-based practice, educational research and teacher education in Australia. *Social policy and society, 1*(3): 257-266.

Summary: Recent texts on globalisation and education policy refer to the rapid flow of education policy texts producing or responding to common trends across nation states with the emergence of new knowledge economies. These educational policies are shaping what counts as research and the dynamics between research, policy, and practice in schools, creating new types of relationships between universities, the public, the professions, government, and industry. The trend to evidence-based policy and practice in Australian schools is used to identify key issues within wider debates about the 'usefulness' of educational research and the role of universities and university-based research in education in new knowledge economies.

Blackmore, J. & Sachs, J. (2001). Women leaders in the restructured university. in A. Brooks & A. Mackinnon (eds.). *Gender and the restructured university: changing management and culture in higher education* (pp.45-66). Buckingham, England: Society for Research into Higher Education & Open University Press.

Blackmore, J. (2001). Universities in crisis? Knowledge economies, emancipatory pedagogies, and the critical intellectual. *Educational theory, 51*(3): 353-371.

Blackmore, J. (2000). Big change questions : can we create a form of public education that delivers high standards for all students in the emerging knowledge society?. *Journal of educational change, 1*(4): 381-387.

Abstract: Within many Anglophone nation states there is significant debate about the future of public education and its ongoing capacity to provide quality education. The new knowledge economy not only challenges the position of educators as the primary producers, disseminators and authorizers of what is valued knowledge, but also requires them to prepare students for new ways of working with that knowledge. In the service economies of post-industrial Western nations, 'knowledge work' is critical to national productivity and international competitiveness. At the same time, the globalization logic suggests that the nation state is under threat, and therefore its role as provider of universal services such as education is also threatened.

Blackmore, J. (2000). Hanging on to the edge: an Australian case study of women, universities and globalization, in N.P. Stromquist & K. Monkman (eds.),

Globalization and education: integration and contestation across cultures (pp. 333-352). Lanham, Maryland: Rowman and Littlefield.

Blackmore, J. & Sachs, J. (2000). Paradoxes of leadership and management in higher education in times of change: some Australian reflections. *International Journal of Leadership in Education*, (pp. 1-16) London, UK: Taylor & Francis.

Prof. **Donald BRENNEIS**

/ University of California, Santa Cruz. Social Sciences Division, Anthropology
Department

Presentation: Donald Brenneis is a Professor of Anthropology at University of
California, Social Sciences Division. His work has focused on the social life of
communicative practices –linguistic, musical, performative, and textual. Recently he
has been doing ethnographic work – both as participant and as observer – on peer
review, scholarly publishing, assessment practices, higher education policy, and the
ongoing shaping of scholarly and scientific knowledge within and beyond
anthropology. He is a past-president of the American Anthropological Association.

SELECTED PUBLICATIONS:

Brenneis, D. (2009). Anthropology in and of the academy: globalization, assessment,
and our field's future. (Keynote address, 20th anniversary meeting of European
Association of Social Anthropologists, Vienna). *Social Anthropology 17*(3): 261-275.

Brenneis, D. (2006) Reforming promise, in Annelise Riles (ed.), *Documents: Artifacts
of Modern Knowledge*. (pp. 41-70) Ann Arbor, MI: University of Michigan Press.

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Public* (pp. 239-252). Oxford, UK: Berg Publishers.

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National Science Foundation," in G. Marcus (ed.), *Critical Anthropology Now*, (pp.
123-146). Santa Fe: School of American Research Press.

Brenneis, D. (1994). Discourse and discipline at the National Research Council: A
bureaucratic Bildungsroman*, Cultural Anthropology 9*(1): 23-36.

Prof. **Takao KAMIBEPPU**

/ Tokyo Jogakkan College, Japan

<u>Presentation:</u> Takao Kamibeppu is a professor at the School of International Liberal Arts, Jogakkan College, Tokyo. His research interests include history and politics of international education policymaking, internationalisation of higher education and student mobility. Previously, he worked at the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) in Tokyo and at UNESCO in Bangkok in the field of international educational development and cooperation. He has served as a consultant for UNESCO, ASEAN, East Asia Summit, MEXT and other organisations.

BOOKS:

Kamibeppu, T. (2013). Asian regional governance of higher education. *Multilateral frameworks for student exchange and foreign student policies in Southeast Asia.* Tokyo: Keiso Shobo.

Kamibeppu, T. (2012). Education for International Understanding Dictionary, in *Regional integration, Education for All, Literacy, UNESCO*. Tokyo: Akashi Shoten

Kamibeppu, T. (2012). *Comparative Education Dictionary*. APEID (Asia-Pacific Programme of Educational Innovation for Development)) Tokyo, Toshindo.

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Kamibeppu, T. (2002). *History of Japanese Policies in Education Aid to Developing Countries 1950s-1990s: The Role of Subgovernmental Processes.* London, UK: Routledge.

Kamibeppu, T. (2000). How the Japanese Prepare for Work, in D. Hershbach & C. Campbell (eds.). *Workforce Preparation - An International Perspective* (pp.180-195). Ann Arbor, MI: Prakken Publications.

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Kamibeppu, T. (2014). Higher Education in Myanmar: Reforms under the "Civilian Rule". *JASSO Web Magazine Study Abroad & Exchange, 44* (11): 25-31

Martinsen, A. (2014). The dilemma for Japanese students: To stay or to go. [Interview with Takao Kamibeppu] *ASEMagazine for Lifelong Learning* (5): 22-23. Also available from: http://www.e-pages.dk/aarhusuniversitet/1024/22

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Kamibeppu, T. (2009). Thoughts on student mobility: Why are Japanese students more "immobile"? *Bulletin of Higher Education Research.* National Higher Education Research Institute (IPPTN), Universiti Sains Malaysia (13): 22-22.

Dr. **Nick LEWIS**

Senior Lecturer at The University of Auckland, New Zealand. School of Geography, Geology and Enviromental Science

Presentation: Dr. Nicolas Lewis is a Senior Lecturer at the University of Auckland, at the School of Geography, Geology and Enviromental Science. His research interests are: Geographies of neo-liberalism and the state, The post-foundational geographies of Brand New Zealand, Governance and the making of industries, Geographies of education – particularly the internationalisation of education and emerging knowledge spaces and the political economy of the small island Pacific.

ARTICLES:

Le Heron, R. & Lewis, N. (2007). Globalizing Economic Geographies in the Context of Globalizing Higher Education. *Journal of Geography in Higher Education 31*(1): 5-12.

> Introduction: This editorial sits appropriately between the *JGHE* Symposium: Teaching Economic Geography and the *JGHE* Symposium: Geography's Place in Higher Education. We begin with a proposition that relates directly to geographical pedagogy and to promises and prospects for the subject; depending on one's research, the conferences we attend, the sessions we participate in, who comes into the room, and who is able to have a say makes worlds of difference to how we come to reflect on and practice a field. Our awareness of the works and work of economic geography is, to echo both Nigel Thrift and Doreen Massey, very much influenced by our a-where-ness. We come to this editorial from a sympathetic reading of the Teaching Economic Geography symposium, our research interests in the changing landscape of higher education and our experiences at the 2006 IGU Regional Conference in Brisbane.

Lewis, N. (2005). Code of Practice for the Pastoral Care of International Students: Making a Globalising Industry in New Zealand. *Globalisation, Societies and Education, 3*(1): 5-48.

> Abstract: Export education in New Zealand has grown rapidly since 1990, earning significant foreign exchange and underwriting the finance of domestic education. As principal owner of education institutions, the national state is the primary investor. Previous governments treated the "industry" as both windfall and cash-cow as they

advanced the neo-liberal project of disentangling state from economy and making education providers self-regulating. The current "Third Way" inspired government has adopted a more prominent management interest in the making of this globalising industry. A new Code of Practice enacts multiple technologies of control from quality control to standard setting, benchmarking, certification and audit. Legitimated by a discourse of concern for the pastoral care of school-aged students, it requires institutions to provide detailed information. The Code makes "the industry" visible, makes a market, controls brand NZ education, regulates through consumer assurance, and imposes direct disciplinary controls on institutions. The Code of Practice makes apparent the ambitions and governmental technologies of the "augmented" neo-liberal state, and is a pivotal structure in the constitution of the industry and of the globalising processes that define it. The paper uses governmentality analysis to uncover these technologies of control and to consider their part in the constitution of both industry and globalisation.

Lewis, N. (2011). Political projects and micro-practices of globalising education: building an international education industry in New Zealand. [Special Issue: International/Transnational Spaces Of Education] *Globalisation, Societies and Education*, *9*(2): 225-246.

Abstract: This paper examines the framing of globalising education as an industry in New Zealand. It traces the development of industry institutions to promote and regulate cross-border educational relations and practices. The paper argues that the making of a national 'international education industry' has framed entrepreneurial education providers, international students and other subjects and spaces of globalising education for a particular form of governance. Framed as an industry these subjects and spaces have been made available for, and mobilised in, political projects of globalisation, knowledge economy, and other after-neo-liberal political projects. The case is used to reflect on how education is being globalised as well as globalisation constituted.

Prof. **LIU Baocun**

/ Beijing Normal University, China. Director of the Institute of International and Comparative Education

<u>Presentation:</u> Director of the International and Comparative Education Research Institute, Beijing Normal University. Professor of International and Comparative Education, Beijing Normal University. Research Interests: Comparative Education; Higher education; Educational Policy and Management.

BOOKS:

Liu, Baocun. (2011). *Preparing Leaders for the Future: The Reinvention of Undergraduate Education in the American Research Universities.* Beijing: Higher Education Press.

Liu, Baocun. (2009). *Innovative Country Construction and the Reform of Higher Education.* Beijing: Higher Education Press.

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Yingjie, W. & Liu, Baocun. (2008). *Thirty Years of Educational Reform in China: Higher Education.* Beijing: Beijing Normal University Press.

Yingjie, W & Liu, Baocun. (2008). *The Formation and Development of World-class Universities.* Taiyuan: Shanxi Education Publishing House,.

Binglin, Z., Liu, Baocun. & Yognmwei, D. (2008). *The Reform of the University and Education of Innovative Talents.* Beijing: Beijing Normal University Press.

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Liu, Baocun (2010). Innovative Talent Training in Colleges and Universities: An International Perspective, in Yuan, Zhenguo (ed.). *China Education Policy Review 2009*. Beijing: Education Science Publishing House.

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Liu, Baocun & Lu Wumei. (2008). The Great Expansion of Higher Education, in Gu, Mingyuan (ed.). *A Documentary History of Education Reform and Development 1978-2008*. Beijing: People's Press.

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Liu, Baocun & Yu, Honghao. (1996). The Reform of Adult Higher Education in China at the Turn of the Century, in Dong, Cao & Bai, Senlin (eds.). *Reform, Innovation and Theoretical Exploration in Adult Education*, Haikou: Hainan Publishing Corporation.

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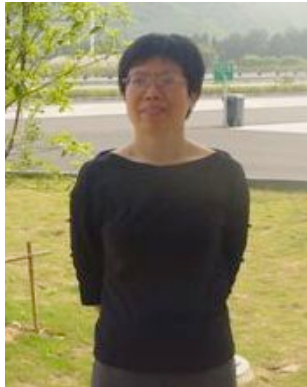
<u>Presentation:</u> Shaoxue Liu is a Professor and Vice Dean of Graduate School of Education. Research interests: Graduate education, History of higher education in China, Undergraduate education, Engineering education.

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Prof. **Ka-Ho Joshua MOK,** Associate Vice President

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Abstract: The economic transition in China since the late 1970s has led not only to drastic social transformations but also to rapid advancements in science and technology, as well as the revolution in information and communications technology. In order to enhance the global competence of the Chinese population in coping with the challenges of the knowledge based economy, the higher education sector has been going through restructuring along the lines of marketization, privatization and decentralization. Responding to the globalization challenges, the Chinese government has opened up the education market by allowing private/minban higher education

institutions and overseas universities to offer academic programmes in China. This paper sets out in this wider policy context to examine the growing importance of the 'privateness' in higher education provision in China, with particular reference to the policy implications for quality assurance, the public–private boundary, and tensions between the state and newly emerging private/minban education institutions.

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Mok, K. H. J. (2007). Globalisation, New Education Governance and State Capacity in East Asia. *Globalization, Societies & Education, 5*(1), 1-21.

Abstract: This special issue has chosen the theme 'globalisation, changing nature of the state and governance in education'; the articles selected in this issue examine how and what strategies different East Asian states have adopted in response to the

growing impact of globalisation. Major attention is paid to whether these East Asian states have reduced in capacity in governing education policy and management. More specifically, the contributors to this issue will address the following questions: How do these Asian states cope with the globalisation challenges on the one hand and maintain controls over public policy and management on the other? In what way has the nature of the 'East Asian developmental state' changed in the context of intensified pressures of globalisation? How have the selected East Asian states attempted to change the governance strategies in higher education? This introductory article sets out the wider theoretical and policy contexts for the special issue. The following discussion will outline a few major trends in higher education governance change in East Asia. More specifically, it will reflect upon whether the state capacity of East Asian governments has weakened in education policy and governance.

Mok, K. H. J. (2007). The Search for New Governance: Corporatization and Privatization of Public Universities in Malaysia and Thailand. *Asia Pacific Journal of Education, 27*(3), 271-290.

Mok, K. H. J. & Oba, J. (2007). Paradigm Shift or Business as Usual: The Search for New Governance in Higher Education in Asia. *Asia Pacific Journal of Education, 27*(3), 233-236.

Mok, K. H. (2007). Questing for Internationalization of Universities in Asia: Critical Reflections. *Journal of Studies in International Education, 11* (3-4), 433-454.

Mok, K. H. J. (2007). Capturing the Expanding Education Market: The Growing Prominence of Professional Education Programmes in England. *Journal of Higher Education, 2*(1), 1-36.

Mok, K. H. J. & Lo, W. Y. W. (2007). The Impacts of Neo-Liberalism on China's Higher Education. *Journal for Critical Education Policy Studies, 5*(1), 316-348.

Mok, K. H. J. (2006). Globalization and National Responses: Reforms and Policy Change in Higher Education in East Asia (in Japanese). *Higher Education Journal, --*, 203-224.

Mok, K. H. J. (2006). The Quest for a Regional Hub of Higher Education: Transnational Higher Education and Changing Governance in Singapore. *RIHE International Publication Series 2006, 10,* 127-150.

Mok, K. H. J. (2006). Searching for New University Governance in Asia. *IAU Horizons, 11*(4), 5-5.

Prof. **John W. MORGAN**

/ The University of Auckland, New Zealand. Curriculum & Pedagogy.

<u>Presentation:</u> John Morgan is professor of curriculum and pedagogy at The University of Auckland. A key focus of his research is geographical education, where he has published widely. Focus on this area has led to a wider interest in curriculum studies and curriculum change and John's more recent work focuses on the social and cultural aspects of educational politics.

BOOK CHAPTER:

Morgan, J. W. (2014). 'Neither existence nor future' : the social realist challenge to school geography. in B. Barrett & E. M. Rata, *Knowledge and the Future of the Curriculum : International Studies in Social Realism.* New York, NY: Palgrave Macmillan.

Prof. Maresi NERAD

Director of the Center for Innovation and Research in Graduate Education. University of Washington, USA. Faculty of Arts.

Presentation: Maresi Nerad is the founding director of the Center for Innovation and Research in Graduate Education (CIRGE) and Professor for in Higher Education in the Leadership in Higher Education Program, College of Education, at the University of Washington, Seattle. She has written and edited 5 books and published numerous articles on doctoral education. Research interests: Educational Leadership Policy & Organizations in Higher Education

BOOKS:

Nerad, M, & Evans, B. (eds.) (2014). *Globalization and its impacts on the Quality of PhD education : Forces and Forms in Doctoral Education Worldwide*. CIRGE. Rotterdam, Netherlands: Sense Publishers.

> Extract from the introduction to the book:
>
> All over the world, systems of doctoral education increasingly belong to a context where diverse stakeholders and policy makers are driving developments in higher education. The PhD has become a target for policy attention and intervention by governments and supranational organizations, such as the European Union and the Organisation for Economic Co-operation and Development, as they seek to expand and enhance doctoral education in their countries and regions. Over the last twenty years, PhD production has increased in most countries that have systems of advanced higher education. This is particularly the case in Asian countries but also in Australia, New Zealand, Europe, selected Latin American countries, and North America. Transformation in national doctoral education systems is also reflected in the increased flow of international doctoral students and in the expansion of international collaborations, diversified modes of knowledge production, and communication as well as in the development and implementation of systems for accountability and for internationally valid methods of assessment and evaluation. In order to participate successfully in this transformed global context, national PhD education programs need not only to be excellent, efficient, and transparent but also to be recognized as such internationally.
>
> (…)

The purposes of this book are twofold: to consider the emergence of a global system of PhD pedagogy, one characterized by common practices in the daily delivery of research doctoral education; and to fill a critical need among involved stakeholders for better understanding of recent changes in doctoral education. In fulfilling these two purposes, the book poses and responds to two linked questions:

1. What have been the impacts of globalization on doctoral education?

2. Given what we know about globalization, how do its effects compel us to rethink our notions of quality with respect to research doctoral education?

To address these questions, the book includes case studies from around the world. These include studies of well-developed systems of doctoral education as well as studies of newly emerging doctoral education systems, all of which illustrate global trends in the structure, function, and quality frameworks of doctoral education. Each chapter, within the overall context of a conceptual framework linking globalization to trends in doctoral education, speaks to a number of common (what we call converging) practices, and each chapter illustrates the particular history that has led to this convergence of practices in one or more countries.

In this book a chapter on increased standardization of quality measures:

Nerad, M. (2014). Developing "Fit for Purpose" Research Doctoral Graduates: Increased Standardization of Quality Measures in Phd Education Worldwide. in M. Nerad & B. Evans (eds.) (2014). *Globalization and its impacts on the Qualty of PhD education : Forces and Forms in Doctoral Education Worldwide*. CIRGE. Rotterdam, Netherlands: Sense Publishers.

Nerad, M. & Heggelund, M. (eds.) (2008). *Towards a Global PhD? : Forces and Forms in Doctoral Education Worldwide.* (With introduction and conclusion by M. Nerad). Seattle: University of Washington Press.

> Introduction to the book: Universities and nations have long recognized the direct contribution of graduate education to the welfare of the economy by meeting a range of research and employment needs. With the burgeoning of a global economy in the twentieth and twenty-first centuries, the economic outcome of doctoral education reaches far beyond national borders. Many doctoral programs in the United States and throughout the world are looking for opportunities to equip students to work in transnational settings, with scientists and researchers located across the globe. Nations competing within this global economy often have different and not always compatible motives for supporting graduate training. In this volume, graduate education experts explore some of the tensions and potential for cooperation between nations in the realm of doctoral education.
>
> The contributors assess graduate education in different systems around the world, including Australia, Brazil, Canada, Germany, India, Japan, Mexico, the Nordic countries, South Africa, the United Kingdom, and the United States. Many factors motivate the need for a global understanding of doctoral education, including the internationalization of the labor market and global competition, the expansion of opportunities for doctoral education in smaller and developing nations, and a declining interest among international students in pursuing their graduate education in the United States.

In this book a chapter on doctoral education in the US:

Nerad, M. 2008. "Doctoral Education in the US," in Nerad M and Heggelund M. (eds.) *Towards a Global PhD? Forces and Forms in Doctoral Education Worldwide.* Seattle: University of Washington Press.

ARTICLES:

Blumenfield, T. & Nerad, M. (2012). International Assessment: Developing a Research Agenda for (Post)graduate Education and Collaboration. *Australian Universities Review, 54*(1): 72-83.

Abstract: 'Internationalisation' has become the new buzzword for universities around the world, with jointly offered degrees as well as smaller-scale exchanges for students. Despite this rapid expansion of international campuses and programmes, and the increasing acceptance and encouragement of international experiences for [post] graduate students, little comprehensive evaluative work has been done to assess their efficacy on a broad scale and to determine what types and models of international work can be most effective. The lack of reliable and comprehensive data is especially problematic for science and engineering fields, where academic staff anxieties about forming students into competent scientists often collide with enthusiasm for encouraging international collaborations. Questions of exactly what makes a competent, or excellent, scientist, and what may benefit the scientific domain, do not have easy – or agreed-upon – answers. This article assesses the current state of internationalisation and international experiences, focusing in particular on science and engineering fields. It discusses initial results from a workshop, sponsored by the US National Science Foundation and organised by the Center for Innovation and Research in Graduate Education at the University of Washington, to develop an interdisciplinary research agenda aimed at launching and coordinating empirically driven research on international graduate education. It concludes by identifying areas for future research.

Nerad, M. (2011). It takes a Global Village to Educate the Next Generations of PhDs and Postdocs. [Special Issue] *Acta Academia, 2*: 198- 216.

Abstract: Preparing the next generation of PhDs to function successfully and contribute to the global world currently and in the future requires broadening the conceptual approaches to doctoral education beyond the apprenticeship model to a community of practice. It also requires coordinated efforts of many levels within and beyond a university. This next generation of researchers must acquire traditional academic research competencies, professional skills and intercultural competencies in order to work and function in a world of multinational teams and multinational settings. Learning at the doctoral level needs to be structured to allow for true discovery and intellectual risk-taking.

Nerad, M. (2010). Globalization and the Internationalization of Graduate Education: A Macros and Micro View. *Canadian Journal of Higher Education, 40*(1): 1-12.

Abstract: Since the 1990s, globalization has become a central phenomenon for all of society, including graduate education and particularly doctoral education.

Globalization takes place in a context where doctoral education and research capacity are unevenly distributed and where a few research universities, mainly in wealthy countries, have become powerful social institutions. But all graduate education systems are increasingly part of an international context in which policy-makers – at every level – are aware of and responding to developments in higher education outside their national borders. For the first time, conditions exist for the emergence of a truly international system of doctoral education; this openness to innovation and expansion holds enormous potential for advancing a more effective future-oriented PhD.

The ideas presented in this article are a synthesis of published and in-process research on the impact of globalization and graduate education, which was mainly inspired by two international research workshops that focused on globalization's forces and trends in graduate education and its promising practices, rather than its best practices. One conference took place in 2005 in the United States (in Seattle) and the other in 2007 in Australia (University of Melbourne). Organized by the Center for Innovation and Research in Graduate Education (CIRGE) at the University of Washington in Seattle and mainly funded by the U.S. National Science Foundation, these two workshops brought together top university administrators, senior members of national research councils and institutes, and doctoral education researchers from 6 continents and 14 countries.

Nerad, M. (2010). Increase in PhD Production and Reform in Doctoral Education Worldwide. *Higher Education Forum, 7*: 69-84. Research Institute for Higher Education, Hiroshima University

Abstract: Theories of the 'knowledge economy' view knowledge, and particularly new knowledge, as a critical resource to enhance a nation's economic growth. Governments around the world have invested in expansion of doctoral education. Reforms in doctoral education are being shaped by the changing needs of society, of research modes, and of changed labor markets for PhD holders. The reform elements strive for excellence, expansion, quality assurance, accountability, and international and inter-sector network building. The expansion in doctoral studies has gone hand in hand with an increased flow of international doctoral students, the wish of universities to become world-class, and the adaption of more standardized structures and practices for doctoral education. This paper ends with a number of promising reform strategies that may be useful for countries with emerging doctoral systems, such as the introduction of North American-type graduate schools that help to implement and initiate innovations in doctoral education on a campus.

REPORT:

Rudd, E., Nerad, M., Emory, M., & Picciano, J. (2008). *Professional Development for PhD Students: Do They Really Need It? CIRGE Spotlight on Doctoral Education #2.* CIRGE: University of Washington, Seattle, WA. www.cirge.washington.edu

Extract from summary: Using data from Social Science PhDs – Five+ Years Out, CIRGE's national survey of graduates 6 to10 years post-PhD in six disciplines, this CIRGE Spotlight investigates the need for professional development among social science PhD students. This analysis distinguishes between PhDcompletion skills – those acquired in the normal course of successfully completing PhD research – and "professional skills" – career competencies that may need to be learned in addition.

We then assess the value in faculty and non-faculty careers of PhD-completion skills (critical thinking, data analysis and synthesis, writing and publishing, and research design) and of professional skills (working with diverse groups, working in interdisciplinary contexts, teamwork, presenting, grant writing, and managing people and budgets). Finally, we examine respondents' evaluation of support they received from their program and advisor in completing the PhD and in transitioning from student to professional.

Prof. **Christopher NEWFIELD**

/ University of California, Santa Barbara, USA. Department of English.

<u>Presentation:</u> Christopher Newfield is professor of literature and American Studies at the University of California at Santa Barbara. One of his main current areas of research is Critical University Studies, a field that he helped to found. He has written two very influential books on recent development in U.S. universities as well as numerous articles. He also co-edits a blog: 'Remaking the University'. Moreover, his writing covers American political psychology, race relations, science studies, the future of solar energy, and humanities-based approaches to economics. He teaches courses on Detective Fiction, California Noir, Innovation Studies, Critical Theory, the Future of Higher Education, and English Majoring After College, among others.

BOOKS:

Newfield, C (Forthcoming 2014). *Lowered Education: What to Do About Our Downsized Future.*

Newfield, C. (2011). *Unmaking the Public University: The Forty-Year Assault on the Middle Class.* Cambridge, MA: Harvard University Press.

> <u>Introduction to the book</u>: An essential American dream – equal access to higher education – was becoming a reality with the GI Bill and civil rights movements after World War II. But this vital American promise has been broken. Christopher Newfield argues that the financial and political crises of public universities are not the result of economic downturns or of ultimately valuable restructuring, but of a conservative campaign to end public education's democratising influence on American society. *Unmaking the Public University* is the story of how conservatives have maligned and restructured public universities, deceiving the public to serve their own ends. It is a deep and revealing analysis that is long overdue. Newfield carefully describes how this campaign is operated, using extensive research into public university archives. He launches the story with the expansive vision of an equitable and creative America that emerged from the post-war boom in college access, and traces the gradual emergence of the anti-egalitarian "corporate university," in practices that ranged from racial policies to research budgeting. Newfield shows that the culture wars have actually been an economic war that a conservative coalition in business, government, and academia has waged on that economically necessary but often independent group, the college-educated middle class. Newfield's research

exposes the crucial fact that the culture wars have functioned as a kind of neutron bomb, one that pulverizes the social and cultural claims of college grads while leaving their technical expertise untouched. *Unmaking the Public University* incisively sets the record straight, describing a forty-year economic war waged on the college-educated public, and awakening us to a vision of social development shared by scientists and humanists alike.

Newfield, C. (co-editor with C. Lye and J. Vernon) (2011). The Humanities and the Crisis of the Public University, [special issue] *Representations, 116*.

Newfield, C. (2003). *Ivy and Industry: Business and the Making of the American University, 1880-1980*. Durham, N.C.: Duke University Press.

> Introduction to the book: Emphasising how profoundly the American research university has been shaped by business and the humanities alike, *Ivy and Industry* is a vital contribution to debates about the corporatisation of higher education in the United States. Christopher Newfield traces major trends in the intellectual and institutional history of the research university from the late nineteenth century through the 1970's. He pays particular attention to the connections between the changing forms and demands of American business and the cultivation of a university-trained middle class. He contends that by imbuing its staff and students with seemingly opposed ideas – of self-development on the one hand and of an economic system existing prior to and inviolate of their own activity on the other – the university has created a deeply conflicted middle class. Newfield views management as neither inherently good nor bad, but rather as a challenge to and tool for negotiating modern life. In *Ivy an Industry* he integrates business and managerial philosophies from Taylorism through Tom Peter's "culture of excellence" with the speeches and writings of leading university administrators and federal and state education and science policies. He discusses the financial dependence on industry and government that was established in the university's early years and the equal influence of liberal arts traditions on faculty and administrators. He describes the arrival of a managerial ethos on campus well before World War II, showing how managerial strategies shaped even fields seemingly isolated from commerce, like literary studies.

ARTICLES:

Newfield, C. (forthcoming 2014). On 'The Academic Rat Race'.

Newfield, C. (2012, April 15). How Unequal State Support Diminishes Degree Attainment." *Chronicle of Higher Education.* Available from: http://chronicle.com/article/How-Unequal-State-Support/131536/

Newfield, C. (2011). Devolving Public Universities: Lessons from the American Funding Model. *Radical Philosophy: philosophical journal of the independent Left, 169.* http://www.radicalphilosophy.com/commentary/devolving-public-universities

Newfield, C. (2011). Reinventing Public Universities: From Public Deadlock to Bootleg U. *Western Humanities Review, 65*(3): 6-24.

Abstract: The author describes his vision for the future of U.S. public universities. He provides a background on how the university funding model developed which eventually resulted in a less educated population. He explains why privatization had a negative impact on higher education and what he calls the devolutionary cycle. He develops a plan for a future university blueprint by describing the Gold U. and a Blue U. which offer higher education at lower costs.

Newfield, C. (2011). The View from 2020: How Universities Came Back. *Journal of Academic Freedom*, *2.* Available from
http://www.aaup.org/sites/default/files/files/JAF/2011%20JAF/Newfield.pdf

Newfield, C. (2010). Avoiding the Coming Higher Education Wars. *Academe, 96*(3): 38-42.

Abstract: For the past thirty years, conventional wisdom has held that cutting public funding will make public institutions more efficient. This idea has profoundly altered support for higher education. University leaders have regularly assured legislators, and the general public, that business-oriented science, fundraising, and sophisticated financing could make up for per-student declines in the public funding of the educational core. In this article, the author discusses what Californians learned in the last year, 2009: that higher education leaders are still unable to demonstrate the necessity of rebuilding public funding. California, one of the world's wealthiest places, has seen one of the world's most astonishing declines in college achievement. The state has cut its investment in higher education by close to 50 percent since 1980, forcing tuition increases like the 60 percent rise at the University of California from 2004 to 2008 and an anticipated 32 percent rise between 2009 and 2011. If there's a silver lining to the California budget cuts of 2009, it's that many of the state's citizens are finally demanding a restoration of strong public funding. Strong public funding built the unparalleled U.S. university system. It will be essential to the system's continued quality.

Newfield, C. (2009). Ending the Budget Wars: Funding the Humanities during a Crisis in Higher Education. *Profession, 2009:* 270-284.

Extract from introduction to the article: The higher education funding model is experiencing a crisis that has been aggravated by general economic problems but that precedes and transcends it. The question now is, How are we going to react?

(…) Nonetheless, there are signs that few higher educational leaders are rethinking the funding model in a sector that has been one of the most widely admired domains in the United States. The humanities have an opportunity to take a leading role in this rethinking. We have been silent about humanities budgeting, and our intervention is now absolutely required. I argue here that we need to take the very good work that has already been done, particularly on humanities labor, and expand our presence into writing the new funding rules – that is, writing the future of the humanities disciplines into the funding system. This step will require a better grasp of budget theory than has generally been realized among humanities faculty members.

Newfield, C. (2009, September 29). In California, a Teachable Crisis. *The Chronicle of Higher Education*. Available at: http://www.chroniclecareers.com/article/In-California-a-Teachable/48637/

Newfield, C. (2008). Public Universities at Risk: 7 Damaging Myths. *The Chronicle of Higher Education, 55*(10).

Abstract: Public cuts in financial support have hurt public colleges and students. The author argues that the fault lies in part with the colleges themselves. Many public-university administrators are incapable of convincing political and business leaders of the need for financial support because they are no longer fully convinced themselves. They have systematically, if unintentionally, deprived themselves of their best arguments and have adopted a series of myths. In this article, the author discusses these myths about public investment. These seven myths are: (1) The public hates taxes now more than in the past; (2) The public rejects tax-based support for higher education; (3) Privatization of public higher education has been happening for years and is an established practice; (4) State cuts have no effect on educational quality or student outcomes; (5) Revenues from industry can replace lost public money; (6) Privatization won't hurt public universities because revenues from philanthropy can replace public support; and (7) Cutting higher-education support is a national trend that cannot be stopped.

Newfield, C. (2004). Jurassic U: The State of University-Industry Relations. *Social Text, 22*(2): 37-66.

Extract from the introduction: Concerns about the university's business deals are as old as the university itself, but never have they been as widespread as they are these days. Nearly everyone assumes that the university has entered a new era, and many feel that the university's traditions of public service and academic freedom are threatened. The era's formal starting point was the 1980 passage of the federal Bayh-Dole Act, which allowed universities for the first time to retain title to the inventions of their employees. The intent of the legislation was to give universities financial incentives to patent useful technologies, ones that would then be licensed to an industry partner in exchange for royalties on sales. The act's supporters argued that the profit motive would enhance the search for new knowledge by linking it to market goals, and the claim that the act promoted entrepreneurship helped it prevail over some prominent opposition.

By the year 2000, university-industry relations seemed all-encompassing. Athletes had become human billboards for sporting goods companies while their coaches collected large endorsement fees. Student centers had assumed most of the functions of suburban shopping malls, and a large portion of campus Internet traffic was devoted to consumer uses like downloading music files. Universities marketed themselves as prestige brands to the most affluent demographic and raised tuition rates so consistently that graduates carried credit card debt to rival the ever-increasing size of their student loans. From coast to coast, campus life seemed as much about buying stuff as about learning things. After two decades of marketing tie-ins, fiscal crises, and financial incentives, commerce had moved from the edges to the core of the academic mission.

BLOG ACTIVITIES:

Christopher Newfield is the founder and co-editor of the blog "Remaking the university" on higher education policy and practice (400+ posts (2007-) http://utotherescue.blogspot.dk/

Selected recent blog entries:

- November 26, 2014: THE IMPACT OF TUITION HIKES ON UNDERGRADUATE DEBT http://utotherescue.blogspot.dk/2014/11/the-impact-of-tuition-hikes-on.html

- November 19, 2014: WILD DAY AT THE UC REGENTS: THE STAKES OF THE TUITION WARS http://utotherescue.blogspot.dk/2014/11/wild-day-at-uc-regents-stakes-of.html

- August 5, 2014: HOW CAN PUBLIC RESEARCH UNIVERSITIES PAY FOR RESEARCH? http://utotherescue.blogspot.dk/2014/08/how-can-public-research-universities.html

- May 22, 2014: WHEN PUBLIC UNIVERSITIES MAKE SUPPOSEDLY DUMB PEOPLE SMART http://utotherescue.blogspot.dk/2014/05/when-public-universities-make.html

- May 17, 2014: ARGUING FOR UNIVERSITY UPGRADES IN OUR SUFFOCATING POLITICAL TIME http://utotherescue.blogspot.dk/2014/05/arguing-for-university-upgrades-in-our.html

C.N. is also blogging on the "Huffington Post" (contributing with posts on higher education policy and innovation policy) http://www.huffingtonpost.com/

Selected blog entries:

- May 25, 2011: STILL UNMAKING THE PUBLIC UNIVERSITY http://www.huffingtonpost.com/christopher-newfield/still-unmaking-the-public_b_840727.html

- November 5, 2011: WE NEED HIGHER ED UNCUT http://www.huffingtonpost.com/christopher-newfield/we-need-higher-ed-uncut_b_859973.html

INTERVIEW:

November 26, 2011: Reflections on the Significance of the Public University: An Interview with Christopher Newfield. *Public Intellectuals Project : Critical Education for a Global Democracy.* Available at: http://publicintellectualsproject.mcmaster.ca/education/reflections-on-the-significance-of-the-public-university-an-interview-with-christopher-newfield/

Associate Prof. **Elizabeth RATA**

/ The University of Auckland, New Zealand. Critical Studies in Education.

<u>Presentation:</u> Elizabeth Rata is Associate Professor in the School of Critical Studies in Education at the Faculty of Education, The University of Auckland and Director of the Knowledge and Education Research Unit (KERU). She is a sociologist of education with research interests into the effects of global economic change on ethnicity, socio-economic class, higher education, and curriculum knowledge.

BOOKS:

Rata, E. M. (2012). *The Politics of Knowledge in Education.* London/ New York: Routledge.

> <u>Description:</u> This book explores the decline of the teaching of epistemic, conceptual knowledge in schools, its replacement with everyday social knowledge, and its relation to changes in the division of labor within the global economy. It argues that the emphasis on social knowledge in postmodern and social constructionist pedagogy compounds the problem, and examines the consequences of these changes for educational opportunity and democracy itself.

Barrett, B. & Rata, E. M. (eds.) (2014). *Knowledge and the Future of the Curriculum : International Studies in Social Realism*. New York, NY: Palgrave Macmillan.

> <u>Description:</u> Knowledge and the Future of the Curriculum: International Studies in Social Realism is about the central purpose of schooling - to provide students with equitable access to powerful curriculum knowledge that is ultimately capable of taking them beyond their experiences. This collection presents a social realist understanding of the role of knowledge as a progressive option in support of social and educational justice. It moves beyond mere critique by offering a rationale for determining what should be taught and how it should be taught. It is an account justified by a theory of knowledge that acknowledges both its social location and its emergent and objective properties. Each chapter argues in creative and innovative ways for a curriculum and pedagogy that will enable all students to access powerful knowledge.

ARTICLES:

Rata, E. M. (2013). Knowledge and the Politics of Culture: An example from New Zealand's Higher Education Policy and Practice. *Anthropological Theory, 13*(4): 329-346.

Abstract: This paper examines how, and with what effect, the policies and practices of the Maori Tertiary Education Framework enact the legislative requirement that New Zealand universities acknowledge the Treaty of Waitangi. The existence of these policies is explained in terms of elite emergence within the retribalizing context of New Zealand's cultural politics. A culturalist discourse justifies the bounded nature of the two socio-political entities – the revived tribes and the government – and creates privileging brokerage mechanisms within which the elite emerges as a result of its representative function. Two of these mechanisms are the production of indigenous knowledge and controls over research. The claim that indigenous knowledge is an ideology in support of the tribal elite is justified by theorizing a fundamental difference between disciplinary knowledge and social knowledge (i.e. culture). Accordingly, the inclusion of indigenous epistemology and methodologies into the university compromises academic freedom by institutionalizing cultural politics in the university.

Rata, E. M. (2012). The Politics of Knowledge in Education, *British Educational Research Journal, 38*(1): 103-124.

Abstract: This article contributes to the growing social realist literature in the sociology of education. A world systems approach is used to explain the shift to the various forms of localisation, including the emphasis on experience in the curriculum, as a strategy of globalisation that contributes to the decline of universal class consciousness and progressive politics in the contemporary period. Limiting the curriculum to experiential knowledge limits access to a powerful class resource; that of conceptual knowledge required for critical reasoning and political agency. Knowledge that comes from experience limits the knower to that experience. The shift to localised knowledge fixes groups in the working class to a never ending present as schools that use a social constructivist approach to knowledge in the curriculum fail to provide the intellectual tools of conceptual thinking and its medium in advanced literacy that lead to an imagined, yet unknown, future.

Rata, E. M. (2011). Researching Academic Agency in the Cultural Production of Indigenous Ideology in New Zealand Universities. *Working papers on University Reform, no. 17.* Department of Educational Anthropology, School of Education, University of Aarhus.

Extract from the introduction: This Working Paper develops the framework for an ethnographic Research Project about the cultural production of indigenous knowledge by Māori 'neotribal' academic agents in New Zealand universities.

(…)

Because the linking of political economy6 and ethnography investigation is the methodological approach to be employed in the proposed Research Project, I begin this paper with an account of the politics of neotribalism and indigeneity in New Zealand. This is followed by a discussion of the ways in which specific agents'

deeply embedded motives are materialised into intentions and actions, as well as into the effects of those actions on others. Throughout this discussion I comment upon possible methods that may best be applied to investigating agents' intentions, motives and effects and provide a number of examples. The most detailed example is the 2003 Māori Tertiary Education Framework (see section 12). The Framework was developed by the indigenous academics whose agency I propose to investigate. Its analysis provides a useful means to probe their motives by investigating the intended goals recommended for Māori tertiary education. A second example which I develop at some length is the analysis of the University of Auckland Ethics regulations (see section 12). There I argue that 'ethics' now appears to mean management of a political position rather than principled action to ensure sound scholarship. Both these examples use discourse analysis methods. However I also refer to examples where participant observation approach might be used. This would require data to be collected from university conversations, committee proceedings, interviews and email messages; all practices that reveal the daily practices of the university to show policy enacted in the practice of academic work.

Rata, E. M. (2010). Localising neoliberalism: indigenist brokerage in the New Zealand university. *Globalisation, Societies and Education, 8*(4): 527-542.

Abstract: The examination of indigenist interests in the New Zealand university is framed by a theoretical understanding of indigeneity as a strategy in regulating social organisation and resource management in neoliberal global capitalism. Three stages of the brokerage of indigenist interests are identified. These are: the production and representation of indigenous knowledge; the use of Treaty of Waitangi partnership and principles to connect the tribe and the university; and the use of specific policies and practices to put the Treaty principles into operation. Studies of the penetration of Treaty compliance into everyday university operations, exemplified in the analysis of indigenous knowledge discourse and university policy documents, are used to demonstrate the brokerage of indigenist interests and the tensions that result from that brokerage.

Rata, E. M. (2014). The Three Stages of Critical Policy Methodology: an example from curriculum analysis. *Policy Futures in Education, 12*(3): 347-358.

Abstract: The article identifies and discusses three stages in the critical policy methodology used in the sociology of education. These are: firstly, employing a political economy theoretical framework that identifies causal links between global forces and local developments; secondly, analysing educational policy within that theoretically conceptualised context; and thirdly, undertaking empirical studies to examine educational phenomena located within the larger context of political and economic forces and policies. The integrated nature of the three stages of the methodology is illustrated using the example of curriculum change in New Zealand and the effects on the subject of history. The example's first and second stages are discussed in some length in order to demonstrate the importance of theorising to critical analysis. Therefore the purpose of the example is to show the theoretically embedded nature of critical sociological methodology. In the example, the theoretical framework establishes the conceptual basis for the curriculum analysis. In turn this analysis can be applied to empirical studies of the practice of policy in order to explain those practices.

Openshaw, R. & Rata, E. M. (2007). The weight of inquiry: conflicting cultures in New Zealand's tertiary institutions. *International Studies in Sociology of Education, 17*(4): 407-425.

Abstract: Considerable problems have arisen in New Zealand universities as a consequence of the conflict between the statutory role of the university as the 'critic and conscience of society' and the dominant intellectual orthodoxy of cultural essentialism. A number of examples are used to show the extent to which culturalist ideological conformity compromises the scientific and critical analysis of social phenomena, thereby limiting the university's ability to serve as the critic and conscience of society. The New Zealand examples are located in the global context of culturalist orthodoxy. The writers claim that, as a consequence of the shift from class to identity politics that characterises multiculturalism, administrators and academics in a number of Western universities are now obliged to defer to politically powerful interest groups that derive their power to condemn from culturalist principles.

Prof. Dr. **Wei SHEN**

/ Lancaster University, UK. Department of Linguistics and English Language.

Presentation: Wei Shen is a Professor at the Department of Linguistics and English Language at Lancaster University, UK and is also the Director of the Confucius Institute. His research interests lie in Europe-China/Asia Political and Business Relations, International Migration and Global Cities, as well as the Globalisation of Higher Education.

ARTICLES:

Xiang, B & Shen, W. (2009). International Student Migration and Social Stratification in China. *International Journal of Educational Development, 29*(5): 513-522.

Abstract: During the late 1990s China moved from a period of "wealth creation" that benefited the majority of the population to a period of "wealth concentration" that benefited a minority. This essay focuses on the role of international student migration from China to other countries in this process. In particular the authors delineate how different types of capital--the human, social, political and cultural (specifically foreign degrees)--transform into each other. In the process the analysis considers how the conversions among these different types of capital have intensified and have become concentrated in the top stratum of society. The essay links the international education to general patterns of social transformation currently occurring in China. Specifically the discussion brings in a transnational dimension to the examination of social stratification in contemporary China.

Shen, W. (2007). International student migration : the case of Chinese 'sea-turtles', in D. Epstein, R. Boden, R. Deem, F. Rizvi and S. Wright, *Geographies of knowledge, geometries of power : framing the future of higher education.* World yearbook of education. New York, NY: Routledge.

Prof. **Cris SHORE**

/ The University of Auckland, New Zealand. Department of Anthropology and Centre for European Studies.

Presentation: Cris Shore is professor of Social Anthropology at The University of Auckland. His research interests are Political anthropology, including public policy, political economy, governance, bureaucracies, complex organisations and elites. More specialized interests are in the Anthropology of Policy as an emerging sub-disciplinary field, and the rise of 'audit culture' and others technologies of the self. He investigates these topics through the methodologies of social anthropology and ethnographic techniques. He is specialised in the Anthropology of higher education reform and the study of universities in the global knowledge economy

ARTICLES:

Shore, C. N. & Davidson, M. (2014). Beyond collusion and resistance : Academic-management relations within the neoliberal university. *LATISS. Learning and Teaching: The International Journal of Higher Education in the Social Sciences, 7*(1): 12-28.

Abstract: As an early pioneer of market-led institutional reforms and New Public Management policies, New Zealand arguably has one of the most 'neoliberalised' tertiary education sectors in the world. This article reports on a recent academic dispute concerning the attempt by management to introduce a new category of casualised academic employee within one of the country's largest research universities. It is based on a fieldwork study, including document analysis, interviews and the participation of both authors in union and activist activities arising from the dispute. Whilst some academics may collude in the new regimes of governance that these reforms have created, we suggest that 'collusion' and 'resistance' are inadequate terms for explaining how academic behaviour and subjectivities are being reshaped in the modern neoliberal university. We argue for a more theoretically nuanced and situational account that acknowledges the wider legal and systemic constraints that these reforms have created. To do this, we problematise the concept of collusion and reframe it according to three different categories: 'conscious complicity', 'unwitting complicity' and 'coercive complicity'. We ask, what happens when one must 'collude' in order to resist, or when certain forms of opposition are

rendered impossible by the terms of one's employment contract? We conclude by reflecting on ways in which academics understand and engage with the policies of university managers in contexts where changes to the framework governing employment relations have rendered conventional forms of resistance increasingly problematic, if not illegal.

Shore, C. N. & Davidson, M. (et al.) (2013). Methodologies For Studying University Reform and Globalization: Combining Ethnography and Political Economy. *Working papers on University Reform, no. 21*. Department of Educational Anthropology, School of Education, University of Aarhus.

Extract from introduction: There is now a substantial body of literature on the globalization of higher education, much of which focuses on the policies and processes affecting tertiary education. By contrast, there are relatively few detailed ethnographic accounts that reveal exactly how those who work and study in universities engage with these processes (Currie and Newson, 1998; Deem 2001; Nelson and Watt 2004; Leisyte, Enders and De Boer, 2008). Bringing together these macro-level perspectives with an account of their micro-level or everyday enactments requires new methodologies for exploring the connections between these different analytical scales whilst also questioning received understandings about the relationship between policy, practice, place and scale in higher education.

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The question we ask is how can we study these processes in ways that add empirical flesh to these theoretical bones – or better still, in ways that provide new conceptual understandings about the anatomy of university reform in an era characterized by the entrenchment of the organizing principles of neoliberalism and New Public Management? To grasp more fully the implications of global higher education reforms in what some critics have termed the age of 'actually existing neoliberalism' (Wacquant 2012) it is necessary to combine the already prominent macro-level, quantitative, or broad theoretical perspectives with an attention to those 'implicit, un-marked, signifying practices … [which] often slip below the threshold of discursivity but profoundly alter how bodies are oriented, how lives are lived, and how subjects are formed' (Gupta and Ferguson 2002: 984). It is essential that our methodology – as a means both of generating empirical data and shaping our theoretical stance – is situated within everyday practice as much as in the wider political economy context.

Shore, C. N. & McLauchlan, L. (2012). 'Third Mission' Activities, Commercialisation and Academic Entrepreneurs. *Social Anthropology, 20*(3): 267-286.

Abstract: The growth of 'third mission' activities aimed at commercialising universities and creating more entrepreneurial academics is a global phenomenon yet has received scant attention from anthropologists. This paper reports on an ethnographic study that examines the rise of university commercialisation in New Zealand, a country that pioneered many of the reforms associated with neoliberalism. Exploring different sites and spaces of university commercialisation we ask: what impact is commercialisation having on the meaning and mission of the university? Who are the new academic entrepreneurs of the neoliberal university? What does 'entrepreneurship' mean in a public university context? Finally, we analyse the challenges and contradictions this is creating for the public university.

Shore, C. N. & Taitz, M. (2012). Who 'owns' the university? : Institutional autonomy and academic freedom in an age of knowledge capitalism. *Globalisation, Societies and Education, 10*(2): 201-219.

Abstract: The neoliberal reframing of universities as economic engines and the growing emphasis on 'third stream' commercial activities are global phenomena albeit with significant local variations. This article uses the concept of 'ownership' to examine how these processes are impacting on institutional self-understandings and academic–management relations. Drawing on ethnographic research from New Zealand, including recent disputes between academics and management, we ask, 'who owns the modern university'? In conclusion, we show how debates over ownership provide a lens for examining wider tensions around institutional autonomy and academic freedom.

Shore, C. N. (2010). Beyond the Multiversity: Neoliberalism and the Rise of the Schizophrenic University. *Social Anthropology, 18*(1): 15-29.

Abstract: The restructuring of New Zealand's universities is often considered a paradigmatic case of neo-liberal reform and governance. While tertiary education is increasingly central to government's ideas about the future global knowledge economy, a new set of discourses has emerged around universities and their role that draws together different, often contradictory, agendas. This heralds not the death of the liberal idea of the university but a shift towards a new, multi-layered conception in which universities are expected to fulfil a plethora of different functions. This article examines the implications of this emerging 'schizophrenic university' paradigm and its effects on academic subjectivities.

Shore, C. N. (2010) The Reform of New Zealand's University System: "After Neoliberalism". *LATISS. Learning and Teaching: The International Journal of Higher Education in the Social Sciences, 3*(1): 1-31.

Abstract: This article explores the legacy of three decades of neoliberal reforms on New Zealand's university system. By tracing the different government policies during this period, it seeks to contribute to wider debates about the trajectory of contemporary universities in an age of globalisation. Since Lyotard's influential report on "The Postmodern Condition" (1994), critics have frequently claimed that commercialisation and managerialism have undermined and supplanted the social mission of the university as governments throughout the developed world have sought to transform the university "from an ideological arm of the state into a bureaucratically organised and relatively autonomous consumer-oriented corporation" (Readings 1996: 457). Against this I argue that the new model of the entrepreneurial and corporate university has not so much "replaced" the traditional functions and meaning of the university as "added" a new layer of complexity to the university's already diverse and multifaceted roles in society. Drawing on an ethnography of one university and personal observations, I explore the effects of that reform process on the culture and character of the university and, more specifically, its impact on academic identities and the everyday practices of academics and students. As in other OECD countries, New Zealand's universities are now required to deliver a bewildering plethora of government priorities and strategic economic and social

objectives whilst simultaneously carrying out their traditional roles in teaching, research and scholarship. The challenge for the modern university, as reflected in the case of New Zealand, is how to negotiate these diverse and often contradictory missions.

Shore, C. N. (2007). 'After Neoliberalism'? – The reform of New Zealand´s university system. *Working papers on University Reform, no. 6.* Department of Educational Anthropology, School of Education, University of Aarhus.

> Extract from the introduction: The reform of New Zealand's tertiary education sector provides an important site for studying the trajectory of those processes that we have come to associate with neoliberalization. During the 1980s, New Zealand earned the dubious accolade of having been the prototype for the development of many of the free-market ideals and practices of neoliberalism. The neo-liberal experiment in New Zealand was one of the most ambitious attempts at constructing the free market as a social institution to be implemented anywhere this century. The model which became known as the 'New Zealand Experiment' was hailed by the World Bank, the Economist, and the Organization for Economic Co-operation and Development (OECD) as an example for the rest of the world to follow. As historian Jamie Belich summed it up, the 'notorious shortage of checks and balances' in New Zealand's political system meant that what for the rest of the world was a 'fad', in NZ became a 'fetish'.
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> What we see in New Zealand is a reflection of a more global process in which the traditional meaning of the university is shifting: from being primarily an instrument of nation-building and the cultural reproduction of a certain notion of 'national culture' and 'education for citizenship', New Zealand universities are increasingly being conceived of as transnational corporations competing in the global market for the provision of commercial educational services. While these trends are hardly novel or surprising, their effects on the culture of academia and on evaluations of what counts as proper 'knowledge' merits closer attention.

Shore, C. N. (2008). Audit culture and Illiberal Governance: Universities and the Politics of Accountability. *Anthropological Theory, 8*(3): 278-299.

> Abstract: The economic imperatives of neoliberalism combined with the technologies of New Public Management have wrought profound changes in the organization of the workplace in many contemporary capitalist societies. Calculative practices including `performance indicators' and `benchmarking' are increasingly being used to measure and reform public sector organizations and improve the productivity and conduct of individuals across a range of professions. These processes have resulted in the development of an increasingly pervasive `audit culture', one that derives its legitimacy from its claims to enhance transparency and accountability. Drawing on examples from the UK, particularly the post-1990s' reform of universities, this article sets out to analyse the origins and spread of that audit culture and to theorize its implications for the construction of academic subjectivities. The questions I ask are: How are these technologies of audit refashioning the working environment and what effects do they have on behaviour (and subjectivity) of academics? What does the analysis of the rise of managerialism tell us about wider historical processes of power

and change in our society? And why are academics seemingly so complicit in, and unable to challenge, these audit processes?

Wright, S., Brenneis, D. & Shore, C. N. (2005). Getting the measure of academia: universities and the politics of accountability [Introduction to special issue]. *Anthropology in Action, 12*(1): 1-10.

Abstract: Audit culture and the politics of accountability are transforming not just universities and their role in society, but the very notions of society, academics and students. The modern 'university of excellence' applies a totalising and coercive commensurability to virtually every aspect of university life, from research output and teaching quality to parking space. But more than this, the politics of accountability enmesh universities in conflicts over neoliberal transformations which are taking a wide variety of forms in different parts of Europe, North and South America, and Australasia.

Shore, C. N. & Wright, S. (2004). Whose Accountability? : Governmentality and the Auditing of Universities. *Parallax, 10*(2): 100–116.

Extract from introduction: One of the most interesting aspects of the transformation that has been occurring in universities in the United Kingdom and elsewhere over the past decade and a half has been the extraordinary proliferation of new managerial discourses of 'accountability' and 'excellence'. What we seem to be witnessing throughout the university sector, as in numerous other domains of life, are the curious effects of what anthropologists have termed 'audit culture' and in particular, a form of 'coercive accountability' that can be explicitly linked to the spread of a new form of managerialism based on neoliberal techniques of governance. The key features of this new regime of governance include, *inter alia*, a fixation with the measurement, quantification and 'benchmarking' of seemingly all aspects of university life; the invention of a plethora of new 'performance indicators' (not to mention the creation of a whole new vocabulary to enable the new auditor-experts to assess and rank 'quality' and 'excellence') and an explosion of new league tables to render commensurable hitherto unimaginable phenomena. Thus, we now have national league tables that rank everything from hospital deaths, police responses, academic output and benefit fraud, to court occupancy, beach cleaning, cervical cancers and primary school test results. All of these areas and more must now be scrutinized, quantified, statistically ranked and 'rendered visible' either to the consumer or, as in most cases, to the anonymous gaze of the State and its bureaucratic machinery

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The aim of this paper is to try to make theoretical sense, from an anthropological perspective, of the way in which these new managerial regimes of audit and accountability are reshaping public institutions – in this case the university – and beyond this, to reflect on the implications of these changes for understanding contemporary forms of governance and power in advanced industrial societies. However, to situate our discussion in a wider and more empirical context, we begin with three stories that, in their different ways, illustrate the problem of accountability that this paper seeks to grapple with.

Shore, C. N. & Wright, S. (1999). Audit Culture and Anthropology : Neo-Liberalism in British Higher Education. *The Journal of the Royal Anthropological Institute, 5(*4): 557-575.

Abstract: Anthropology as a profession is particularly dependent on universities, institutions that throughout the industrialized world have been undergoing major structural readjustments over the past two decades. Central to these reforms has been the introduction of mechanisms for measuring `teaching performance', `research quality' and `institutional effectiveness'. Taking British higher education as a case study, this article analyses the history and consequences of government attempts to promote an `audit culture' in universities. It tracks the spread of the idea of audit from its original associations with financial accounting into other cultural domains, particularly education. These new audit technologies are typically framed in terms of `quality', `accountability' and `empowerment', as though they were emancipatory and `self-actualizing'. We critique these assumptions by illustrating some of the negative effects that auditing processes such as `Research Assessment Exercises' and `Teaching Quality Assessments' have had on higher education. We suggest that these processes beckon a new form of coercive and authoritarian governmentality. The article concludes by considering ways that anthropologists might respond to the more damaging aspects of this neo-liberal agenda through `political reflexivity'.

Shore, C. N. & Roberts, S. (1995). Higher Education and the Panopticon Paradigm : Quality Assessment as "Disciplinary Technology." *Higher Education Review : The international journal of policy and practice in post school education, 27*(3): 8-17.

Abstract: This paper explores the function and effects of recent government reform of higher education in the United Kingdom particularly on quality assurance and quality assessment. The reforms have aimed to make institutions more akin to business and have used the language and techniques of "management." It is argued, in agreement with Michel Foucault, that Jeremy Bentham's panopticon prison provides an instructive model. In a panopticon, a tower is situated at the center of a courtyard surrounded by buildings of cells with each cell window under direct scrutiny of the tower and each inmate visible to the surveillant alone. The cells are theaters in which each actor is alone, individualized and constantly visible. It is further argued that such a prison is a model for understanding the new management practices in higher education and how these function to control, classify and contain teachers. Thus, quality control exercises actually lead to a lowering of academic standards. The paper also argues that current education policy can be usefully analyzed in terms of discourses of power and their relation to systems of control and bureaucratic surveillance and that current policy has been constructed in accordance with a political agenda for social control and ideological reordering with devastating consequences for intellectual freedom and student learning.

Prof. **Gilsun SONG**

Assistant Dean at Zhejiang University, China. College of Education.

<u>Presentation:</u> Gilsun Song is an associate professor in the College of Education at Zhejiang University where she is currently teaching and researching International Comparative Education. Professor Song specializes in e-Learning, research universities, and teacher's professionalization.

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Song, G. (2010). *Internationalization: Trends in the Development of Higher Education* (will be published in English), China: Zhejiang University Press,

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Song, G. (2009). Korea Initiatives Promoting World-Class Universities and the Performance of Seoul National University, in J. Sadlak & N. Liu (eds.), *The World-*

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Song, G. (2009). South Korea Moving to World a World-Class University – a case study of Seoul National University, in N. Liu & Jan S. (eds.), *World Class Universities: Challenges, Innovation, and Reform* (in Chinese) (pp. 195-204). Shanghai: Shanghai Jiao Tong University Press.

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Prof. **Anthony R. WELCH**

/ The University of Sydney, Australia. Faculty of Education and Social Work

<u>Presentation:</u> Anthony R. Welch is a professor of education at Sydney University, Faculty of education and social work. He specialises in national and international policy and practice, principally in education, and cross-cultural analysis and research. He has extensive experience in many countries, including in the Asia Pacific, and has published widely, contributing numerous analyses of issues such as cross-cultural interactions; rural education, comparative research methods in education; and practical reform affecting multiculturalism, indigenous minorities, international students, higher education reforms, internationalisation of higher education in the Asia Pacific, and changes to the academic profession.

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Welch, A. R. (2005). Korean Higher Education in International Perspective: Internationalized or Globalized? In K.H.J. Mok & R. James (eds.), *Globalisation and Higher Education in East Asia*, (pp. 99-136). Singapore: Marshall Cavendish Academic.

Welch, A. R. (2004). Internationalisation and Australian Universities - Two Case Studies, in *Not known* (eds.), *Internationalisation and advancement of higher education.* Soeul: Korean Education Development Institute.

Mok, K.H. J., Yoon, K. & Welch, A. R. (2003). Globalization's challenges to higher education governance in South Korea, in K. H. J. Mok & A. Welch (eds.), *Globalization And Educational Restructuring In The Asia Pacific Regio*n, (pp. 58-78). UK: Palgrave Macmillan.

ARTICLES:

Welch, A. R. (2014). Be careful what you wish for: Pending privatization of Australian higher education. *International Higher Education, 77*(Fall): 22-24.

> Abstract: Australia's new conservative government is planning some dramatic changes, including the "marketization" of higher education and freeing of universities to charge any tuition they wish. This article discusses the likely consequences of these proposed policies.

Welch, A. R. (2013). Different paths, one goal: Southeast Asia as knowledge society. *Asia Pacific Journal of Education, 33*(2): 197-211.

> Abstract: The article charts the extent to which selected societies of Southeast Asia can be seen as knowledge societies. Beginning from the premise that the global world of knowledge is changing from the former bipolar model of the West and the Rest, towards a more multi-polar world in which Asia figures more prominently, the analysis proceeds to use China, the most prominent example of this shift to the East, as a benchmark for Southeast Asia. Charting China's rising knowledge profile is followed by a consideration of the notion of a knowledge society, including the work of Nico Stehr and Manuel Castells, and its transformation into the contemporary, and more instrumental, knowledge economy. The five Southeast Asian states of Indonesia, Malaysia, Philippines, Thailand and Viet Nam are selected for analysis, revealing both a common intent of moving towards a knowledge society (often now more commonly expressed as a knowledge economy), but rather different outcomes, and knowledge profiles. National innovation indices are compared; as are research and development (R&D) measures, including by sector, production of papers and citations, and moves to develop "World Class" universities, against a backdrop of brain drain effects, and the differential impact of corruption.

Welch, A. R. (2013). Indigenous (higher) education in Australia: problems, policies, prospects. *Journal of International Education, 19*: 131-135.

Welch, A. R. & Hao, J. (2013). Returnees and Diaspora as Source of Innovation in Chinese Higher Education. *Frontiers of Education in China, 8*(2): 214-238.

> Abstract: This paper highlights how returnees and knowledge diaspora are important sources for China's human resources development, identifying push and pull factors that also contribute significantly to innovation in the higher education sector. By outlining China's key projects and schemes for recruiting international professional workers, the paper argues that bringing advanced knowledge and skills back to a country of origin through international education and experiences is neither new, nor limited to China. At the same time, the rise of a large, worldwide Chinese knowledge diaspora is now of global importance in promoting transnational scientific and business networks that underpin both research and development, and the quest for world-class universities. China's size and weight, its determination to boost development and improve its higher education system, as well as the willingness of both diaspora and returnees to contribute, constitute its advantages. However, there remain limitations to its success, notably a lack of high-quality research, reservations regarding new ideas, low awareness of international collaborations, too much attention given to material rewards and quick results, corruption, and too many administrative controls and government regulations.

Welch, A. R. (2012). Seek Knowledge Throughout the World? : Mobility in Islamic Higher Education. *Research in Comparative and International Education 7*(1): 70-80.

Yang, R. & Welch, A. R. (2012). A world-class university in China? : The case of Tsinghua. *Higher Education: the international journal of higher education and educational planning, 63*(5): 645-666.

> Abstract: Higher education, an integral part of China's nation-building project, is a critical element in China's strategic policy initiative of building national strength through science and education. One way to achieve this goal is to develop a higher education system of international stature. Perhaps more than any other country, through national programs such as 211 and 985, China has been explicit in selecting its best universities for intensive investment, with the expressed aim of making them world-class within coming decades, and contributing more to overall R&D and scientific development. Analysing how these top-tier universities in China are reaching for the gold standard, and using Tsinghua University as an example, this article examines the role of higher education in China's rise and how Chinese universities are responding to the drive for innovation, against a background of globalisation and internationalisation. It analyses the experience of Tsinghua, a Chinese flagship university, sometimes dubbed 'China's MIT', through an in-depth case study in an international context, seeking to answer the question of how far Tinsghua embodies the qualities of a world-class university.

Welch, A. R. (2012). China-ASEAN relations in higher education: an analytical framework. *Frontiers of Education in China, 7*(4): 465-485.

Abstract: China's dramatic economic rise has tended to overshadow other wider perspectives on the developing China and Association of Southeast Asian Nations (ASEAN) relationship, including in higher education. The article examines contemporary relations between China and ASEAN, set against the longer term development of cultural and trade relations. It is argued that, notwithstanding current territorial disputes, and a history of discrimination against ethnic Chinese in several parts of ASEAN, prospects for a deepening of relations in higher education remain strong. Singapore, Malaysia, and Vietnam are selected as three instances of the developing relationship in higher education and some of the links traced, with the former assessed as best placed to take advantage of its China relations in higher education. The developing sense of regionalism is seen as likely to further enhance China-ASEAN relations in higher education.

Welch, A. R. (2012). Opportunistic entrepreneurialism and internationalisation of higher education: lessons from the antipodes? *Globalisation, Societies and Education, 10*(3), 295-315.

Abstract: Both attitudes towards, and practices of, entrepreneurialism in higher education vary. Beginning from a consideration of arguments about the character of entrepreneurialism in higher education, and the claim that the so-called Anglo-American democracies have moved further and faster down the road of entrepreneurialism, the article selects Australia as a case study, arguing that an opportunistic entrepreneurialism has led to problematic tendencies in the internationalisation of the Australian higher education system, over the past decade or two, as funding has declined in real terms. Examples are given, including recent attacks on Indian students, and audits of offshore initiatives.

Welch, A. R. (2012). The limits of regionalism in Indonesian higher education. *Asian Education and Development Studies, 1*(1): 24-42.

Abstract: **Purpose:** The purpose of this paper is to examine key challenges to effective regionalism for Indonesian higher education (HE), including charting its international engagement in regional HE networks and associations, and links to China and the Islamic world. **Design/methodology/approach:** Based on empirical and documentary analysis, the article examines key challenges to effective regionalism for Indonesian HE. **Findings:** As a leading stakeholder within ASEAN, Indonesia could be expected to play a major role in such regional networks as ASEAN Universities Network (AUN) as well as APRU, SEAMEO RIHED, and the like. Yet, even relative to some of its regional neighbors, (Singapore, Malaysia, and the somewhat anomalous Australia and New Zealand), the Indonesian HE system is peripheral, with a relatively minor presence in the international knowledge system. **Research limitations/implications:** The world's most populous Muslim‑majority nation, and a rising regional power, including within ASEAN, nonetheless Indonesia confronts key challenges in its HE system, both national and international. The rising demand for HE cannot be filled by public sector HEIs alone, while the proliferation of private sector HEIs, some unaccredited, poses significant issues for quality control and governance. Adding to this are external challenges, including the monitoring of international programs and partnerships. Financing of HE is a further significant constraint, while corruption is also a major influence in Indonesian society, including in HE (thus further raising the governance stakes). **Originality/value**: The two

examples cited – of Islamic higher education, and of China-Indonesia relations – each demonstrate the extent, and the limits, of regionalism in Indonesian HE.

Altbach, P. & Welch, A. R. (2011). The Perils of Commercialism: Australia's Example. *International Higher Education, 62*: 21-23.

Summary: International higher education has become a major income producer for Australia for more than two decades. The prime goal of internationalization was moneymaking, which resulted in creating problems in ethics, quality, and academic integrity. The recent policy change in reducing international students has affected institutions that had been too dependent upon high proportions of international enrollments. All of this is a predictable outcome of commercialism shaping international education.

Welch, A. R. & Yang, R. (2010). Globalisation, transnational academic mobility and the Chinese knowledge diaspora: an Australian case study. *Discourse: Studies in the Cultural Politics of Education, 31*(5): 593-607.

Abstract: The master discourses of economic globalisation and the knowledge economy each cite knowledge diasporas as vital 'trans-national human capital'. Based on a case study of a major Australian university, this article examines the potential to deploy China's large and highly-skilled diaspora in the service of Chinese and Australian scientific and technological development. It finds that at a time when much of the world is deeply mired in a global financial crisis, this treasured resource of highly-skilled intellectuals assumes even greater significance. Meanwhile, there are key challenges to be confronted to fully utilise China's overseas talent. It argues that the Chinese knowledge diaspora are a modern kind of cosmopolitan literati, and could contribute actively to higher education internationalisation in both Australia and China.

Welch, A. R. & Zhang, Z. (2008). Higher Education and Global Talent Flows: Brain Drain, Overseas Chinese Intellectuals, and Diasporic Knowledge Networks. *Higher Education Policy, 21*(4): 519-537.

Abstract: In the global era, transnational flows of highly skilled individuals are increasing. In the much-touted global knowledge economy, the contribution of such diasporic individuals and the knowledge networks that they sustain are recognized as being of increasing importance. Brain circulation is of critical importance to the 'giant periphery' of China, which is increasingly seeing its knowledge diaspora as an important resource that is keen to deploy, in the interests of the development of the motherland. But the benefits can be mutual, as highly skilled Chinese help build knowledge bridges between China and their country of residence. At the same time, not all such efforts meet with success. The article examines the phenomenon of Chinese academics at Australian universities, as part of a larger project on the Chinese knowledge diaspora.

Welch, A. R. (2007). Blurred Vision? : Public and Private Higher Education in Indonesia. *Higher Education: the international journal of higher education and educational planning, 54*(5): 665-687.

Abstract: If, as some have argued, private higher education is now the most dynamic segment of higher education, it is also the case that its growth, partly in response to

the increasing mismatch between spiralling demand and limited state capacity, is often ad hoc. The article examines the contours of this trend in Indonesia, where the balance of public and private higher education has shifted sharply over the last two decades. While the private sector has been responsible for much of the expansion in higher education, its role in relation to quality is more questionable. Indonesia's economic burdens, sharply exacerbated by the effects of the Asian financial crisis of the late 1990s, make it likely that the trend towards privatisation, including of its public institutions, will continue. Together with the current rise of trans-national higher education, however, this is only likely to sharpen existing difficulties around longstanding issues of quality, equality, and regulatory capacity.

Welch, A. R. (2007). Building bridges in higher education. Singapore-China relations in the GATS era. *Journal of University Studies, 35*: 161-171.

Welch, A. R. (2007). Governance issues in South East Asian higher education: Finance, devolution and transparency in the global era. *Asia Pacific Journal of Education, 27*(3): 237-253.

> Abstract: Using Castells' four principal functions of universities, this article examines several key dilemmas relating to governance of higher education in SE Asia, (specifically Indonesia, Malaysia, Philippines, Thailand and Vietnam). While all five nations value universities highly, and aspire to widen access to higher education, none can provide public higher education to all who seek places. Hence, private higher education is growing apace, sharpening problems in sectoral governance systems that are, in several cases, already stretched to capacity. Trans-national developments are further complicating domestic regulatory demands. Issues of finance, devolution and transparency are particularly assessed as key challenges for SE Asian higher education.

Welch, A. R. (2007). The minnow and the whale : Singapore-China relations in higher education. *International Higher Education, 46*: 22-24.

> Summary: Most internationalisation literature still focuses on advanced Western states or student and staff flows from South to North. Regional internationalisation retains a narrower focus, although the rise in regional trading and political blocs— sometimes supported by student mobility schemes such as ERASMUS—can mean that student mobility becomes largely regional. One little-known regional case involves the tiny island nation of Singapore and its giant and sometimes troubling cousin, China. The changing context includes China-ASEAN (Association of South-East Asian Nations) trade relations, which is substantial and growing swiftly, and China's accession to the WTO and worldwide rise in service-sector trade. This article considers higher education in China and Singapore, Singapore's failed Suzhou Venture and current linkages.

Welch, A. (2005). Accountability or accountancy? Governance and university evaluation systems in an era of performativity. *Comparative and International Education Review, 5*: 116-144.

Welch, A. R. (2004). Malaysia-China Relations In Higher Education, In Light Of Gats. *Bulletin of Higher Education Research (National Higher Education Research Institute), 3:* 3-5.

Summary: In the context of massification of higher education, there is an on-going re-balance of public and private higher education, including in countries such as Malaysia and China. Increasing globalisation of higher education continues to breach national boundaries, creating new challenges but also opening up prospects for new alliances, often regional. Hence, higher education policies become a mixture of competition and cooperation. This article addresses such competitive and cooperative strategies in higher education between China and Malaysia, as part of a wider study of China-ASEAN relations.

Welch, A. R. (2002). Going global? Internationalising Australian universities in a time of global crisis. *Comparative Education Review, 46*(4): 433-471.

Summary: Much has been made of the relative success of Australian universities in internationalising their activities and profiles over the past decade or more. Staining the rosy picture, however, is the complex, and contested, phenomenon of globalisation, in particular the unfettered global competition of industries and institutions, including the knowledge and culture industries. Unending cost pressures on Australian higher education have seen internationalisation accomplished against a backdrop of declining staff-student ratios, changing academic staff employment conditions, rising managerialism, declining morale and other perceived problems. This article attempts to set these two countervailing processes of internationalisation and globalisation together in an assessment of the overall character and direction of university reforms over the past decade. Successive analyses of the major indexes of internationalisation of Australian universities and the extent to which universities and academic work can be seen as having been globalised present somewhat different pictures. Are antipodean universities genuinely internationalised, or are they more globalised?

Welch, A. R. (2002). Performance Indicators in Australian Higher Education: A Critical Evaluation. *Comparative Education Policy Research Unit Occasional Paper Series*: 1-9.

Welch, A. R. & Yang, R. (2001). Internationalising Chinese Universities: A Study of Guangzhou. *World Studies in Education, 2*: 21-49.

Abstract: This study presents an empirical analysis of the ongoing real-life situation of Chinese internationalisation of higher education by employing a wide variety of indicators. It reports the overall results of the authors' field study in Guangzhou, including comparisons with the practice in some major European, North American, Asia Pacific countries. By presenting an analysis of China's practice in an international context, the study captures some of China's experience in its cultural complexity and social contexts. It sheds light on the general current state of internationalisation in the mainstream of China's higher education, and underscores the idea that changes attributed to globalisation are modified and fashioned by the particular circumstances and choices of local institutions.

Welch, A. R. (1998). The Cult of Efficiency in Education: Comparative reflections on the reality and the rhetoric. *Comparative Education, 34*(2): 157-175.

Abstract: What is argued in this article is that the rising tide of 'efficiency' in contemporary education often masks a reduction in both the quality of education provided and attempts to reduce levels of resources invested in education, particularly in the public sector. Historical and comparative examples of reform movements in education in the US, UK and Australia, the methodology of comparative education and the ongoing reforms in higher education in both the UK and Australia reveal that arguments about efficiency, not least in the current era of worldwide economic stringency, often consist of little more than arguments about economics or economism. In particular, efficiency movements can be argued to be predicated upon the idea that both individual worth and the worth of education can be reduced to economic terms. Equally, individuals and societies are also seen as rational, in so far as they invest in education only to the extent that education delivers a better economic rate of return than other forms of investment.

Prof. **Rui YANG**

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Presentation: Rui Yang is Professor at the University of Hong Kong, Faculty of Education, Division of Policy, Administration and Social Sciences Education. His research interests are Comparative and Cross-cultural Analysis of Educational Issues; Globalization, Internationalization and Educational Reforms; International Relations in Education; Chinese Educational Traditions and Their Modern Transformation; Education in Chinese Societies; Higher Education Reforms; Social, Policy Studies in Education.

ARTICLES:

Yang, R. (2014). China's Strategy for the Internationalization of Higher Education: An Overview. *Frontiers of Education in China, Volume 9*(2): 151-162.

Abstract: Over the past decades, the internationalization of higher education in China has had considerable achievements, and has contributed to the current transformation of the Chinese system into one of the largest and arguably most promising ones in the world. Setting the Chinese experience in an international context, this article assesses the latest developments. It argues that China's internationalization of higher education is part of a much larger process of cultural integration between China and the West. From this perspective, it concludes that although China's recent developments deserve to be noted, China has a considerable distance to go before its aspirations to create truly world-class universities are fulfilled.

Yang, R. & Welch, A. R. (2010). Globalisation, transnational academic mobility and the Chinese knowledge diaspora: an Australian case study. *Discourse: Studies in the Cultural Politics of Education, 31*(5): 593-607.

Abstract: The master discourses of economic globalisation and the knowledge economy each cite knowledge diasporas as vital 'trans-national human capital'. Based on a case study of a major Australian university, this article examines the potential to deploy China's large and highly-skilled diaspora in the service of Chinese and Australian scientific and technological development. It finds that at a time when much of the world is deeply mired in a global financial crisis, this treasured resource of highly-skilled intellectuals

assumes even greater significance. Meanwhile, there are key challenges to be confronted to fully utilise China's overseas talent. It argues that the Chinese knowledge diaspora are a modern kind of cosmopolitan literati, and could contribute actively to higher education internationalization in both Australia and China.

Yang, R. (2013). Indigenizing the Western concept of university: the Chinese Experience. *Asian Pasific Education Review 14*(1): 85-92.

Abstract: Abstract Modern universities are uniquely European in origin and characteristics. With the diffusion of the European model into the university throughout the world, the heritage of colonialism and the fact that contemporary universities are Western institutions without much linkage to their indigenous intellectual traditions are the fundamental reasons for the failure of non-Western societies to effectively establish their modern higher education systems. In China, the integration between the Chinese and Western ideas of a university remains unfinished despite many efforts to indigenize the Western concept since the nineteenth century. This article examines and compares the characteristics and development of medieval European universities and traditional Chinese higher learning institutions. In contrast to most existing studies on higher education, which have overwhelmingly portrayed the powerful influence of economic and political realities, this article adopts a cultural perspective on the development of Chinese higher education, calling for the return of culture in the analyses of higher education development and arguing that Chinese universities have considerably improved their hardware but not their software. In the current great leap forward of the Chinese higher education, attention to institutions and cultural establishments is usually absent.

Yang, R. & Welch, A. R. (2012). A world-class university in China? The case of Tsinghua. *Higher Education, 63*: 645-666.

Abstract Higher education, an integral part of China's nation-building project, is a critical element in China's strategic policy initiative of building national strength through science and education. One way to achieve this goal is to develop a higher education system of international stature. Perhaps more than any other country, through national programs such as 211 and 985, China has been explicit in selecting its best universities for intensive investment, with the expressed aim of making them world-class within coming decades, and contributing more to overall R&D and scientific development. Analysing how these top-tier universities in China are reaching for the gold standard, and using Tsinghua University as an example, this article examines the role of higher education in China's rise and how Chinese universities are responding to the drive for innovation, against a background of globalisation and internationalisation. It analyses the experience of Tsinghua, a Chinese flagship university, sometimes dubbed 'China's MIT', through an in-depth case study in an international context, seeking to answer the question of how far Tinsghua embodies the qualities of a world-class university.

Dr. **Anis Yusal YUSOFF**

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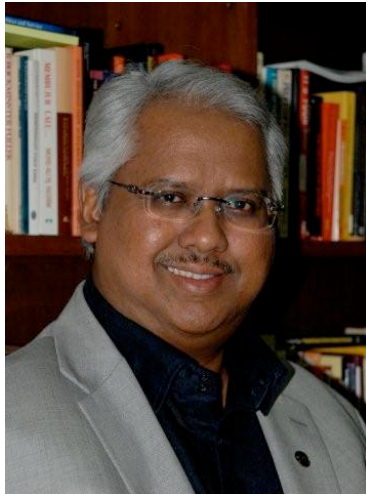
Presentation: Anis Yusal YUSOFF has 20 years of experience in international level project management and research, in particular in human development issues. He has been the key focal point for a number of consultancies and research work for UNDP in New York, Jakarta, Bangkok, Manila, Singapore and also for government of several countries in the Pacific region.

He has been speaking and writing on global issues related to people and development and his research and writings have been published in a number of journals and newspapers. Anis was a columnist for Utusan Malaysia from March 1994 - September 1998.

YUSOFF is a Doctoral candidate at the National University of Malaysia. His PhD research work is in the area of Integrity and Culture. Professionally, YUSOFF is interested in area of Human Development, in particular areas of poverty reduction, democratic governance, and ICT for development. YUSOFF has served at the United Nations Volunteers Headquarters in Bonn, Germany, was formerly Assistant Resident Representative of the United Nations Development Programme (UNDP) in Malaysia, and later became the Founding Director of Political Sector at the Malaysian Institute of Integrity (MII).

The outcome of his work with UNDP and MII was highly recognised, resulting in his appointment by the Prime Minister of Malaysia as a Member of the Advisory Panel of the Malaysian Anti Corruption Commission (MACC). He was also appointed in 2010 as a Member of the Advisory Panel of the Research and Training Institute of National Integration, the research arm of the Department of National Unity and Integration by the Minister in charge of National Unity. At the end of 2010, he was appointed by the Minister of Domestic Trade, Cooperatives and Consumerism as a Member of the National Consumers Council for 2011-2012.

PUBLICATIONS: Information awaited