

## June 2014 Science Paper Higer Tier

Education in West Africa is a comprehensive critical reference guide to education in the region. Written by regional experts, the book explores the education systems of Benin, Burkina Faso, Cameroon, Cape Verde, Chad, The Gambia, Ghana, Guinea, Guinea-Bissau, Ivory Coast, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone and Togo. It critically examines the development of education provision in each country, whilst exploring both local and global contexts. Including a comparative introduction to the issues facing education in the region as a whole, this handbook is an essential reference for researchers, scholars, international agencies and policy-makers at all levels.

In the World Library of Educationalists series, international experts compile career-long collections of what they judge to be their finest pieces – extracts from books, key articles, salient research findings, major theoretical and practical contributions – so the world can read them in a single manageable volume. Readers will be able to follow the themes and strands and see how their work contributes to the development of the field. For more than three decades, Gerard A. Postiglione has witnessed first-hand the globalization of education and society in Hong Kong, China and the wider Asian region. He is a pioneer among Western scholars in the field and his fluency in Chinese has resulted in innovative primary research and fieldwork. He has brought sociological, policy, and comparative perspectives to important educational issues in Asia. His research emphasizes the diversity and complexity of the region, from studies of education and the academic profession during Hong Kong's retrocession, to reform of ethnic minority education and the rise of world class universities in the Chinese mainland, as well as the complexity of mass higher education in an increasingly dynamic Asia. He is one of the researchers most sought-after by international organizations concerned with educational reform in Asia and by major media outlets to inform the public on issues of globalization and higher education. Gerard was honoured by the Comparative and International Education Society with a Lifetime Contribution Award and Best Book Award for his contribution to the field. In 2016 he was inducted as a Fellow of the American Educational Research Association. This selection of 12 of his most representative papers and chapters documents his scholarship in comparative higher education in Asia.

This volume contains a collection of survey and research articles from the special program and international conference on Dynamics and Numbers held at the Max-Planck Institute for Mathematics in Bonn, Germany in 2014. The papers reflect the great diversity and depth of the interaction between number theory and dynamical systems and geometry in particular. Topics covered in this volume include symbolic dynamics, Bratelli diagrams, geometry of laminations, entropy, Nielsen theory, recurrence, topology of the moduli space of interval maps, and specification properties.

In *A University Education*, David Willetts draws on his experience as Minister for Universities and Science from 2010 to 2014, as well as a broad spectrum of research and international comparisons, to offer a powerful defence of the value of higher education in the world today. If you want to read one book about our universities today, then this is it. Never one to shirk controversy either as a Minister or an author, Mr Willetts combines a passionate advocacy of the value of a university education with a serious in-depth knowledge of the higher education sector to present his vision of what our universities can offer us - both now and in the future.

The book evaluates and analyses the level of green development in over 100 major cities in Asia Pacific. A quantitative analysis of the relationship with economic growth, income distribution, innovation capabilities, service sector, governance levels, and city clusters are accumulated and presented in the form of a new index; the Urban Green Development Index (UGDI). Amongst the cities discussed in the case studies are Penang (Malaysia), Singapore, Vladivostok (Russia), Portland (USA), Hamburg (Germany), and Stockholm (Sweden). In the United States, the causes and even the meanings of poverty are disconnected from the causes and meanings of global poverty. The *Routledge Handbook of Poverty in the United States* provides an authoritative overview of the relationship of poverty with the rise of neoliberal capitalism in the context of globalization. Reorienting its national economy towards a global logic, US domestic policies have promoted a market-based strategy of economic development and growth as the obvious solution to alleviating poverty, affecting approaches to the problem discursively, politically, economically, culturally and experientially. However, the handbook explores how rather than alleviating poverty, it has instead exacerbated poverty and pre-existing inequalities – privatizing the services of social welfare and educational institutions, transforming the state from a benevolent to a punitive state, and criminalizing poor women, racial and ethnic minorities, and immigrants. Key issues examined by the international selection of leading scholars in this volume include: income distribution, employment, health, hunger, housing and urbanization. With parts focusing on the lived experience of the poor, social justice and human rights frameworks – as opposed to welfare rights models – and the role of helping professions such as social work, health and education, this comprehensive handbook is a vital reference for anyone working with those in poverty, whether directly or at a macro level.

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

The level of outward foreign direct investment (OFDI) flows from ASEAN countries has increased rapidly in past two decades. This book examines OFDI trends and patterns in the ASEAN region including the impact of the ASEAN Economic Community. It also provides analyses of country policies affecting OFDI and the drivers of OFDI in Indonesia, Malaysia, Singapore and Vietnam. Myanmar is studied as an investment frontier for other ASEAN countries. "e;The dynamic economies of Southeast Asia have historically been very large recipients of foreign direct investment (FDI). As global capital markets have opened up, and these economies have developed their technological and commercial capabilities, in more recent years Southeast Asia has emerged as a significant source of outward FDI both within the region and beyond. This important volume, by a group of leading regional scholars, offers a timely, comprehensive, accessible and authoritative analysis of this phenomenon."e;-Hal Hill, H.W. Arndt Professor of Southeast Asian Economies, Arndt-Corden Department of Economics, Crawford School of Public Policy, Australian National University"e;A timely, rich and comprehensive study filling a major gap in the literature on the increasingly important phenomenon of foreign investment flowing out from regions including developing and middle-income countries."e;-Luke Nottage, Professor of Comparative and Transnational Business Law; Associate Director, Centre for Asian and Pacific Law at the University of Sydney

This book offers the first exploration into the development of social enterprises in the Greater China region, consisting of Hong Kong, Macau, Taiwan and Mainland China. By drawing on the research and experience of over a dozen scholars and practitioners from across the area, it offers a picture of how a strong State can play an important role as a catalyst in developing the social entrepreneurship sector, particularly by legitimizing it. It delves into the role and impact of institutions and policy on the development of social enterprises, and explains how micro and macro factors might interact in influencing social entrepreneurship. Structured in two parts – policy and cases – it reveals the historical development of the Social enterprises sector in the Chinese context and then illustrates this using cases studies. Providing an alternative view of social entrepreneurship by highlighting the importance of context in this new sector, the book questions whether or not social entrepreneurship is preferable to more conventional models of development. Sparking new interest and offering fresh insight into social entrepreneurship in the Greater China region, this book will be useful to students and scholars of Chinese Studies, Business Studies and Sociology.

This book uses evidence from 500 scientific papers that show, incontrovertibly, that statins not only do not improve health but cause actual harm and should be avoided. • The disturbing effects of statins on death rates, heart disease, stroke, diabetes and cancer. • Statins are a health disaster for those with an underactive thyroid. • How statins cause muscle disease, kidney disease, liver disease, pancreatitis and

multiorgan failure. • The dire consequences of statin use on the nervous system. • Autoimmune diseases, arthritis and skin infections may result from statin use. • Evidence is presented that reveal statins are deleterious for those that have asthma and lung diseases. • Exercise performance is severely restricted by the use of the drug. • People taking statins are found to have a 'foggy' brain, depression and an increased risk of violence and suicidal thoughts. • Statins can damage your eyes and give you headaches. • They can make men impotent, damage sperm quality and cause birth defects. • Bowel problems, urinary tract infections and other general infections are exacerbated with statin use. • Bone structure may be compromised and tendon rupture is more common when using the drug. These 500 studies underline the judgement of the internationally renowned cardiologist, Dr Michel de Lorgeril, who said about statins: "We'll come to the inevitable conclusion in the end that these drugs are unnecessary and toxic, they must be removed from the market."

Worldwide, postal and delivery economics is the subject of considerable interest. The postal industry's business model is in drastic need of change. Notably, the European Commission and member states are still wrestling with the problems of implementing liberalization of entry into postal markets, addressing digital competition, and maintaining the universal service obligation. In the United States, the Postal Accountability and Enhancement Act of 2006 has, perhaps, exacerbated some of the problems faced by the United States Postal Service (USPS). Currently, the USPS has serious financial problems because of difficulties it faces in making changes and the failure of the Act to address problems that have been long-standing. Electronic competition is severe and affects post offices (POs) worldwide, which have been slow to address the threat. This book addresses this new reality and includes discussion of how POs may attempt to reinvent themselves. Parcels and packets will play a major role in developing new business models for postal operators. This book is of use not only to students and researchers interested in the field, but also to postal operators, consulting firms, utilities, regulatory commissions, Federal Government Departments and agencies of the European Union and other countries.

Posthumanism and the Massive Open Online Course critiques the problematic reliance on humanism that pervades online education and the MOOC, and explores theoretical frameworks that look beyond these limitations. While MOOCs (massive open online courses) have attracted significant academic and media attention, critical analyses of their development have been rare. Following an overview of MOOCs and their corporate means of promotion, this book unravels the tendencies in research and theory that continue to adopt normative views of user access, participation, and educational space in order to offer alternatives to the dominant understandings of community and authenticity in education.

Communicate Science Papers, Presentations, and Posters Effectively is a guidebook on science writing and communication that professors, students, and professionals in the STEM fields can use in a practical way. This book advocates a clear and concise writing and presenting style, enabling users to concentrate on content. The text is useful to both native and non-native English speakers, identifying best practices for preparing graphs and tables, and offering practical guidance for writing equations. It includes content on significant figures and error bars, and provides the reader with extensive practice material consisting of both exercises and solutions. Covers how to accurately and clearly exhibit results, ideas, and conclusions Identifies phrases common in scientific literature that should never be used Discusses the theory of presentation, including "before and after examples highlighting best practices Provides concrete, step-by-step examples on how to make camera ready graphs and tables

African Studies in the Digital Age. DisConnects? is an essential new analysis of the effects of the digital revolution on the study of Africa, tackling questions of digitisation, access and resources, new opportunities and digital divides.

Intellectual property (IP) is a key component of the life sciences, one of the most dynamic and innovative fields of technology today. At the same time, the relationship between IP and the life sciences raises new public policy dilemmas. The Research Handbook on Intellectual Property and the Life Sciences comprises contributions by leading experts from academia and industry to provide in-depth analyses of key topics including pharmaceuticals, diagnostics and genes, plant innovations, stem cells, the role of competition law and access to medicines. The Research Handbook focuses on the relationship between IP and the life sciences in Europe and the United States, complemented by country-specific case studies on Australia, Brazil, China, India, Japan, Kenya, South Africa and Thailand to provide a truly international perspective.

The European Journal of Tourism Research is an interdisciplinary scientific journal in the field of tourism, published by Varna University of Management, Bulgaria. Its aim is to provide a platform for discussion of theoretical and empirical problems in tourism. Publications from all fields, connected with tourism such as management, marketing, sociology, psychology, geography, political sciences, mathematics, statistics, anthropology, culture, information technologies and others are invited. The journal is open to all researchers. Young researchers and authors from Central and Eastern Europe are encouraged to submit their contributions. Regular Articles in the European Journal of Tourism Research should normally be between 4 000 and 20 000 words. Major research articles of between 10 000 and 20 000 are highly welcome. Longer or shorter papers will also be considered. The journal publishes also Research Notes of 1 500 – 2 000 words. Submitted papers must combine theoretical concepts with practical applications or empirical testing. The European Journal of Tourism Research includes also the following sections: Book Reviews, announcements for Conferences and Seminars, abstracts of successfully defended Doctoral Dissertations in Tourism, case studies of Tourism Best Practices. The European Journal of Tourism Research is published in three Volumes per year. The full text of the European Journal of Tourism Research is available in the following databases: EBSCO Hospitality and Tourism CompleteCABI Leisure, Recreation and TourismProQuest Research Library Individual articles can be rented via journal's page at DeepDyve. The journal is indexed in Scopus and Thomson Reuters' Emerging Sources Citation Index. The editorial team welcomes your submissions to the European Journal of Tourism Research.

"The research presented in this book provides analytical frameworks and case studies on engineering practices in education and professional work. The studies are inspired by practice theory as well as science and technology studies. The contributions demonstrate how these practices mutually dependent in co-construction processes in different domains of engineering. In order to demonstrate these essentially dynamic features, the empirical material is aimed at unravelling the interrelatedness of educational and work practices in engineering and analysing them as inherently situated in order to understand how engineering professionalism is produced. The studies are motivated by the following questions: How can we understand different engineering practices and how do they relate? Which dimensions facilitate transitions between educational practices and work practices? Where is engineering professionalism learned and the engineering 'mindset' constituted? How does engineering professionalism change in response to societal challenges? The studies focus on the responses to societal challenges in education and professional work settings. The outcomes show how engineering has responded to challenges concerning environment, energy, sustainability, design, user interactions, community engagement and entrepreneurship. This has been done through the identification of codes of meaning and the institutions that frame the translation from challenges to professional responses. How these responses are performed within engineering professionalism is crucial for the societal role of engineering. The concluding chapter synthesizes the answers to these questions and the lessons learned from attempts to develop engineering in the different settings studied. It highlights the linkages among them, drawing on findings and details from the individual chapters as well as the

literature in which they are situated, showing how the different sites interact and produce specific representations and frameworks central to engineering professionalism."

We have an uneasy relationship with the relentless deluge of information gushing out of academia and our media outlets. To turn it off is escapist, but to attempt to cognitively grapple with it is overwhelming. In *Unforgettable: Enabling Deep and Durable Learning*, a nationally recognized master teacher gives professors and their students the means to chart a clear path through this information explosion. Humans crave explanatory patterns, and this book enables teachers to think deeply about their academic disciplines to find and articulate their core explanatory principles and to engage their students in a compelling way of thinking. An alternative title for this book could be *Why the Best College Teachers Do What They Do* because the author articulates a compelling rationale that will equip faculty to create and deliver transformative courses. Students in transformative courses grapple with essential questions and gain mental muscle that equips them for real world challenges.

This book offers a conceptual re-think of how university community engagement functions as a lifelong learning resource for communities. While having a specific focus on the South African context, it has important implications for other universities which are concerned with their communities, and makes a compelling argument for the university as a public good, in spite of current trends towards marketization and commodification of higher education. The book draws on a theoretical framework of capabilities, asset-based community development, and the adult learning concept of dialogue, to propose a model whereby the boundary walls of the university become metaphorically 'porous', so that community members feel free to interact with the university as equal members of society. A historical outline of African universities is provided, as well as an exploration of the evolution of terms for community engagement, service learning and learning cities; and an examination of the policy and practice implications for the ideological model of a porous university.

The human aspect plays an important role in the social sciences. The behavior of people has become a vital area of focus in the social sciences as well. *Interdisciplinary Behavior and Social Sciences* contains papers that were originally presented at the 3rd International Congress on Interdisciplinary Behavior and Social Science 2014 (ICIBSoS 2014). A human right to higher education was included in the International Covenant on Economic Social and Cultural Rights (ICESCR), which came into force in 1976. Yet the world has changed significantly since the ICESCR was drafted. State legislation and policies have generally followed a neoliberal trajectory, shifting the perception of higher education from being a public good to being a commodity able to be bought and sold. This model has been criticized, particularly because it generally reinforces social inequality. At the same time, attaining higher education has become more important than ever before. Higher education is a prerequisite for many jobs and those who have attained higher education enjoy improved life circumstances. This book seeks to determine: Is there still a place for the human right to higher education in the current international context? In seeking to answer this question, this book compares and contrasts two general theoretical models that are used to frame higher education policy: the market-based approach and the human rights-based approach. In the process, it contributes to an understanding of the likely effectiveness of market-based versus human rights-based approaches to higher education provision in terms of teaching and learning. This understanding should enable the development of more improved, sophisticated, and ultimately successful higher education policies. This book contends that a human rights-based approach to higher education policy is more likely to enable the achievement of higher education purposes than a market-based approach. In reaching this conclusion, the book identifies and addresses some strategic considerations of relevance for advocates of a human rights-based approach in this context.

Reviews "This volume brings together excellent scholarship and innovative policy discussion to demonstrate the essential role of higher education in the development of Africa and of the world at large. Based on deep knowledge of the university system in several African countries, this book will reshape the debate on development in the global information economy for years to come. It should be mandatory reading for academics, policy-makers and concerned citizens, in Africa and elsewhere." Manuel Castells, Professor Emeritus, University of California at Berkeley, Laureate of the Holberg Prize 2012 and of the Balzan Prize 2013 "The dominant global discourse in higher education now focuses on 'world-class' universities – inevitably located predominantly in North America, Europe and, increasingly, East Asia. The rest of the world, including Africa, is left to play 'catch-up'. But that discourse should focus rather on the tensions, even contradictions, between 'excellence' and 'engagement' with which all universities must grapple. Here the African experience has much to offer the high-participation and generously resourced systems of the so-called 'developed' world. This book offers a critical review of that experience, and so makes a major contribution to our understanding of higher education." Sir Peter Scott, former editor of Times Higher Education and Professor of Higher Education Studies, University College London, Institute of Education

This book provides readers with an in-depth understanding of the many ways in which universities contribute to economic development and growth. It demonstrates the causal interactions between universities activities and economic outcomes, and presents

This book presents latest findings on brand marketing in retail. In times of economic downturn a "new retailing landscape" is being shaped, in which retailers and manufacturers face new challenges to their brand strategies. Marketing professionals need high value-added and timely responses. Among the topics targeted in this volume are: mix of national brands and private labels in retailers' assortments; assortment decisions in times of economic crisis and eventual recovery; consequences of delisting brands on store-related aspects; delisting manufacturers' brands and the effects on the distribution channel relationship; the new "retailing landscape", with special focus on fast moving consumer goods retailing; consumer preferences for national brands and private labels and many more.

Never before have our cities been as important as they are now. The drivers of innovation and growth, they are essential to the prosperity of

nations. But they are also destructive, plunging us into housing crises and deepening inequality. How can we keep the good and break free of the bad? In this bracingly original work of research and analysis, leading urbanist Richard Florida explores the roots of this new crisis and puts forward a plan to make this the century of the fairer, thriving metropolis.

*Global rankings and the Geopolitics of Higher Education* is an examination of the impact and influence that university rankings have had on higher education, policy and public opinion in recent years. Bringing together some of the most informed authorities on this very complex issue, this edited collection of specially commissioned chapters examines the changes affecting higher education and the implications for society and the economy. Split into four interrelated sections, this book covers: The development of rankings in higher education, how they have impacted upon both the production of knowledge and its geography, and their influence in shaping policymaking. Overviews of the significance of rankings for higher education systems in Europe, Asia, Africa, Russia, South America, India and North America. An analysis of rankings in relation to key concerns that pervade contemporary higher education. Examination of the role rankings are likely to play in the future directions for higher education. This is a significant scholarly work that analyses in depth an important development in higher education systems, and which is likely to have an important influence upon how we understand the higher education policy-making process – past, present and future. It provides new analysis and conceptual understanding for researchers, and firm evidence for policy makers to use when addressing the value of rankings in measuring the quality of their institutions. Besides bringing together a powerful cast of academics, this book incorporates contributions from heads of important international higher education organisations – from both those involved in making and also in administering key decisions. This timely, reflective and accessible book forms crucial reading for those studying the subject of rankings, as well as the broader implications and unintended consequences of rankings on national higher education policies. Extending beyond academic researchers and students, this book will also be of significant interest to policymakers, higher education leaders and key stakeholders.

This book explores the prospects for higher education development in the Middle East and North African (MENA) region. Adopting a South-South perspective (from the viewpoint of a developing country), it seeks to promote a deeper understanding of this colourful and highly diverse, yet volatile region. As such, it examines six selected MENA countries that serve as case studies for identifying the gaps and challenges as well as their potentials in terms of higher education development. Based on expert interviews and focus-group discussions with more than 85 individuals across the six countries and complemented by related facts and figures from both international and national documents, it presents an in-depth discussion and analysis of the countries' respective political, security, and economic situations. These serve as preconditions for the cultivation of an environment conducive to facilitating the advancement of higher education. It also provides a critical overview of higher education in these countries, notably in terms of the current national system, legislative framework, accreditation, quality assurance, recognition concerns, and other critical issues that enable and/or constrain the development of their respective higher education sectors, and that of the region, as a whole.

University rankings have gained popularity around the world and are now a significant factor shaping reputation. This second edition updates Ellen Hazelkorn's first comprehensive study of rankings from a global perspective, drawing in new original research and extensive analysis. It is essential reading for policymakers, managers and scholars.

The 24 chapters contained in this volume provide diverse but also congruent perspectives on future foci for research into postgraduate education and supervision in the knowledge society. The chapters move from deliberations on challenges for postgraduate supervision at macro level (such as the pressure to increase postgraduate output and the implications of increasingly managerialist institutions) to meso level matters (the form and function of postgraduate education in specific countries) to the micro (rich case studies of individual institutions, programmes and supervisors).

This book offers a practical guide for policy advisors and their managers, grounded in the author's extensive experience as a senior policy practitioner in central and local government. Effective policy advising does not proceed in 'cycles' or neatly ordered 'stages' and 'steps', but is first and foremost a relationship built on careful listening, knowing one's place in the constitutional scheme of things, becoming useful and winning the confidence of decision makers. The author introduces readers to a public value approach to policy advising that uses collective thinking to address complex policy problems; evidence-informed policy analysis that factors in emotions and values; and the practice of 'gifting and gaining' (rather than 'trade-offs') in collaborative governing for the long term. Theory is balanced with practical illustration and processes, tools and techniques, helping readers master the art of communicating what decision-makers need to hear, as well as what they want to hear.

After a remarkable career in higher education, Sidonie Smith offers *Manifesto for the Humanities* as a reflective contribution to the current academic conversation over the place of the Humanities in the 21st century. Her focus is on doctoral education and opportunities she sees for its reform. Grounding this manifesto in background factors contributing to current "crises" in the humanities, Smith advocates for a 21st century doctoral education responsive to the changing ecology of humanistic scholarship and teaching. She elaborates a more expansive conceptualization of coursework and dissertation, a more robust, engaged public humanities, and a more diverse, collaborative, and networked sociality.

The story of US - India relations is one of unfulfilled potential. Despite their common commitment to democracy, diversity and free markets, their short and long term objectives have not aligned in a way to create a robust economic and political partnership. These two nations, which will soon be the second and the third largest economies in the world, must find ways to increase their economic integration over the next 15 years through institutional capacity building, creating a startup culture and using India's talent pool to resolve complex global problems.

Engaging the question of bilateral partnership from the perspectives of investment, public policy and philanthropy, Acharya delves into ways in which India can approach the goal of \$1 trillion worth of economic ties with the US by 2030. Backed by 62 interviews of leaders from business, government, civil society and the academia and 30 case studies on the growing impact of American organizations on the Indian economy and of Indians on the American economy, this study highlights organizations that are inspirational models for their sectors and are aiming at realizing a trillion-dollar, long-term economic partnership between India and America.

This War Report provides detailed information on every armed conflict which took place during 2014, offering an unprecedented overview of the nature, range, and impact of these conflicts and the legal issues they created. In Part I the Report describes its criteria for the identification and classification of armed conflicts under international law, and the legal consequences that flow from this classification. It sets out a list of armed conflicts in 2014, categorising each as international, non-international, or a military occupation, with estimates of civilian and military casualties. In Part II, each of these conflicts are examined in more detail, with an overview of the belligerents, means and methods of warfare, the applicable treaties and rules, and any prosecutions for, investigations into, or robust allegations of war crimes. Part III of the Report provides detailed thematic analysis of key legal developments which arose in the context of these conflicts, allowing for a more in-depth reflection on cross-cutting questions and controversies. The Report gives a full and accessible overview of armed conflicts in 2014. It should be the first port of call for everyone working in the field.

Why are we drawn to the ocean each summer? Why does being near water set our minds and bodies at ease? In *Blue Mind*, Wallace J. Nichols revolutionizes how we think about these questions, revealing the remarkable truth about the benefits of being

in, on, under, or simply near water. Grounded in cutting-edge studies in neurobiology, cognitive psychology, economics, and medicine, and made real by stories of innovative scientists, doctors, athletes, artists, environmentalists, businesspeople and lovers of nature - stories that fascinate the mind and touch the heart - Blue Mind will awaken readers to the vital importance of water to the health and happiness of us all.

In this collection of essays, we reflect on what it means to practise the social sciences in the twenty-first century. The book brings together leading social scientists from the Asia-Pacific region. We argue for the benefit of dialogue between the diverse theories and methods of social sciences in the region, the role of the social sciences in addressing real-world problems, the need to transcend national boundaries in addressing regional problems, and the challenges for an increasingly globalised higher education sector in the twenty-first century. The chapters are a combination of theoretical reflections and locally focused case studies of processes that are embedded in global dynamics and the changing geopolitics of knowledge. In an increasingly connected world, these reflections will be of global relevance

In 1857 all of the Arts students at the University of Sydney could fit into a single photograph. Now there are more than one million university students in Australia. After World War II, Australian universities became less elite but more important, growing from six small institutions educating less than 0.2 per cent of the population to a system enrolling over a quarter of high school graduates. And yet, universities today are plagued with ingrained problems. More than 50 per cent of the cost of universities goes to just running them. They now have an explicit commercial focus. They compete bitterly for students and funding, an issue sharply underlined by the latest federal budget. Scholars rarely feel their vice-chancellors represent them and within their own ranks, academics squabble for scraps. Knowing Australia is a perceptive, clear-eyed account of Australian universities, recounting their history from the 1850s to the present. Investigating the changing nature of higher education, it asks whether this success is likely to continue in the 21st century, as the university's hold over knowledge grows ever more tenuous.

This book focuses on the question of whether and how civil society may contribute to policy innovation. As the focus of civil society research is often more on the constraints on civil society by the state and less on the agency and effects of civil society organisations the authors provide a fresh and fruitful perspective.

Higher education systems around the world are undergoing fundamental change and reform due to external pressures—including internationalization of higher education, increased international competition for students, less reliance on public funding, and calls to create greater access opportunities for citizens. How are higher education systems evolving structurally as a result of these and other pressures? In light of these changes, how can higher education be a positive force for democratizing societies? This book examines the emerging trends taking place in higher education systems around the world, focusing on the most salient political and social forces that underlie these trends. Each chapter provides a case study of a country, exploring its cultural and political history, the political and social developments that have affected its higher education system, and the result of these changes on the higher education system. In a fast-changing, knowledge-intensive, democratic society, Democratizing Higher Education explores how higher education systems can be developed to provide access, affordability, participation, and quality life-long learning for all.

Few seem to think conservatives should become professors. While the left fears an invasion of their citadel by conservatives marching to orders from the Koch brothers, the right steers young conservatives away from a professorial vocation by lampooning its leftism. Shields and Dunn quiet these fears by shedding light on the hidden world of conservative professors through 153 interviews. Most conservative professors told them that the university is a far more tolerant place than its right-wing critics imagine. Many, in fact, first turned right in the university itself, while others say they feel more at home in academia than in the Republican Party. Even so, being a conservative in the progressive university can be challenging. Many professors admit to closeting themselves prior to tenure by passing as liberals. Some openly conservative professors even say they were badly mistreated on account of their politics, especially those who ventured into politicized disciplines or expressed culturally conservative views. Despite real challenges, the many successful professors interviewed by Shields and Dunn show that conservatives can survive and sometimes thrive in one of America's most progressive professions. And this means that liberals and conservatives need to rethink the place of conservatives in academia. Liberals should take the high road by becoming more principled advocates of diversity, especially since conservative professors are rarely close-minded or combatants in a right-wing war against the university. Movement conservatives, meanwhile, should de-escalate its polemical war against the university, especially since it inadvertently helps cement progressives' troubled rule over academia.

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