Contributors

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**Aishah Abu Bakar** is a Senior Lecturer at the Civil Engineering Department, the University of Malaya (UM). She is also the Director of the Academic Development Centre at UM and a member of a working committee for the Malaysian Qualifications Framework Review. She was actively involved in curriculum development and quality assurance, in higher education research specifically in assessment, curriculum design and delivery. Her research in e-assessment in tertiary learning has led to several national and international awards. She was the Director of Academic Development Management Division, Department of Higher Education, Ministry of Education Malaysia and has represented the Ministry at various forums in higher education policies and initiatives including student mobility programmes.
Roger Y. Chao, Jr is an independent international education consultant. Roger’s research is engaged with higher education policies and reforms within national and regional contexts. He has written on the internationalization and regionalization of higher education and regularly writes commentaries on higher education developments in the Southeast and East Asia, and Asia Pacific regions. He has served as the international consultant for higher education with the United Nations Educational, Scientific and Cultural Organization (UNESCO) in Myanmar, and has been commissioned to write a number of technical reports for UNESCO including ‘The Role and Effectiveness of Regional Recognition Conventions in the Asia and the Pacific Region’.

Jean-Émile Charlier has a PhD in Sociology. He is Professor at the Université catholique de Louvain-Mons, Belgium and co-tenured as UNESCO Chair in educational sciences at the University Cheikh Anta Diop of Dakar, Senegal. He has worked on a wide range of issues, including the sociology of religion and religious education in secondary schools in Africa. Over the last ten years his research has focused on concerns over the effects of the Bologna Process on European and African higher education systems and the resistances to international injunctions in education.

Sarah Croché has a PhD in Political and Social Sciences and a PhD in Educational Sciences. She is an Associate Professor at the University Picardie Jules Verne (UPJV), France. In her thesis, she studied the role of the European Commission in the Bologna Process. More recently, her research has taken two directions: truth discourses in competition in African education, and the effects of quality assurance mechanisms on academics.

Roger Dale is Professor of Education at the University of Bristol, UK. His academic interests centre around the sociology of education and education policy. He was from 2007 to 2010 Scientific Coordinator of the European Union (EU) Network of Experts on Social Science and Education, and he has been an editor of three collections of studies around aspects of European education policy. Together with Susan Robertson, he co-founded the journal *Globalisation, Societies and Education* in 2003.

Que Anh Dang is a Marie Curie Doctoral Researcher at the University of Bristol, UK. She has worked in the higher education sector for 15 years in Asia and Europe. Her research interests include mobility and mutation of higher education policies, the role of international organizations in policy-making, higher education and regionalism in Asia and Europe. She has published papers on higher education reforms, the role of the World Bank, foreign university campuses in Asia, and Association of Southeast
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**Susana Melo** was awarded her PhD in Education by the University of Bristol, UK in 2013. Subsequently, she held a 21-month full-time position as Research Fellow at the University of Nottingham’s School of Education, UK, where she contributed to a large EU-funded project (LLLight’in’Europe) with case study research on the multi-level governance of the EU’s employment–lifelong learning policy nexus. Her doctoral research focused on the relations between the Council of Europe and the Bologna Process and informs her current main research interest in the nexus of European politics, higher education policies and theories on the societal role of (higher) education.

**Paulino Motter** has a PhD in Education awarded by the University of Wisconsin-Madison, USA. Paulino began his career as a journalist. Since the mid-1990s he has specialized in public policy and government management, and worked for the Brazilian Ministry of Education. Most of his academic research deals with the relationship between media, public discourse and policy formation. From 2008 to 2012, he was involved with the designing and implementation of the Federal University of Latin American Integration (UNILA) project, after spending many years on the so-called Triple Frontier, which connects Brazil, Paraguay and Argentina.

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**Kris Olds** is Professor in the Department of Geography, University of Wisconsin-Madison, USA. He also serves as a Senior Fellow with the Educational Innovation initiative in the Provost’s Office. Kris’s current research focuses on the globalization of higher education and research. This research agenda relates to his long-standing research interests in the globalization of the services industries (including higher education, architecture and property), and their relationship to urban and regional change. He has worked as an academic in England, Canada, Singapore (1997–2001), and the United States (2001 to present), and was also based at Sciences Po in Paris in 2007–2008.

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**Susan L. Robertson** is Professor of Sociology of Education at the University of Bristol, UK. Susan’s research is broadly engaged with transformations in the state, education and governance as a result of global, regional and
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**Marit Sundet** is an Associate Professor at Nord University, Norway and a member of the UArctic academic leader team. Marit’s research is broadly engaged with individual meaning structures in relation to the framework where they operate in terms of local, national and international conditions. In previous research Marit has been concerned with how institutions organize and act in relation to vulnerable groups of the population; she found that a given society’s perception of normality affects the differentiation and classification of otherness. In international cooperation between higher education institutions her empirical studies reveal that the cooperation is rooted in very different political, social, economic and cultural conditions that are prerequisites for the individuals’ participating in international networks.

**Anthony Welch** is Professor of Education at the University of Sydney, Australia. Anthony’s research spans the sociology of education, policy studies, and international higher education, and he has written extensively on these developments, both in Australia and, particularly, in Asia, including China, Southeast Asia and Afghanistan. Anthony has won numerous awards, including as a Fulbright scholar, and most recently a national award as *Haiwai Mingshi* (Distinguished Overseas Scholar), China. He has a substantial consultancy record, and his recent books include *Education, Change and Society* (3rd edition), *Higher Education in Southeast Asia* and *Counting the Cost: Financing Higher Education for Inclusive Growth in Asia*. 