

---

## About the authors

---

### THE EDITORS

**Brendan Cantwell** is an Associate Professor of Higher, Adult, and Lifelong Education in the Department of Educational Administration at Michigan State University, USA. He is also a coordinating editor for *Higher Education*. Brendan specializes in the political economy of higher education and has written several articles and chapters on the topic.

**Hamish Coates** is a Tenured Professor at Tsinghua University Institute of Education, China, and Deputy Director of Tsinghua University Global Research Centre for the Assessment of College and Student Development. He was Professor of Higher Education at the University of Melbourne, Founding Director of Higher Education Research at the Australian Council for Educational Research, and Program Director at the LH Martin Institute for Tertiary Leadership and Management. He concentrates on improving the quality and productivity of higher education.

**Roger King** was previously Vice Chancellor of the University of Lincoln, UK, and is currently a Visiting Professor at the University of Bath, a Research Associate at the London School of Economics, and a member of the UK Parliamentary Higher Education Commission. He is Chair of the Board of Governors at the UK College of Business and Computing in London. He has published on regulation, governance and globalization.

### CONTRIBUTORS

**Andrew M. Boggs** has served in senior policy leadership roles with the UK Department for Education, the Quality Assurance Agency for Higher Education and the Russell Group. He was a senior policy advisor with the Ontario Ministry of Training, Colleges and Universities and Research Director of the Higher Education Quality Council of Ontario, Canada. He is a Visiting Fellow of the Oxford Centre for Higher Education Policy Studies, UK, and a member of the Society for Research in Higher Education.

**John Brennan** is an Emeritus Professor of Higher Education Research at the UK Open University, as well as being a visiting professor at the London School of Economics and the University of Bath, UK. A sociologist by training, he has spent most of his career researching higher education and engaging with its policy issues. For 20 years, he was director of the Centre for Higher Education Research and Information at the Open University.

**Angel Calderon** is the Principal Advisor Planning and Research at RMIT University, Melbourne, Australia. He is also an associate member of the Centre for Global Research at RMIT. He has worked as a journalist and foreign correspondent in several countries.

Between 1998 and 2007, he was co-editor of two higher education journals. His research interests include higher education policy, international education, impacts of trade liberalization on educational services, global megatrends, benchmarking and university rankings. He is co-editor of a book on institutional research and planning in higher education, published by Routledge in 2015. He has also co-authored another two volumes on higher education.

**Diana G. Carew** is an Assistant Policy Researcher at RAND and a Doctoral Fellow at the Pardee RAND Graduate School, USA. Ms. Carew's research areas include higher education, human capital strategic planning, workforce development and regulatory reform. Prior to joining Pardee RAND, she was an economist and director of the Young American Prosperity Project at the Progressive Policy Institute in Washington, DC, USA. She previously worked for the Export-Import Bank, and for the US Bureau of Labor Statistics.

**Bruce Chapman** is an Economics Professor at the Australian National University. He has a PhD from Yale, USA, and has had published more than 200 papers and several books in labour and education economics. He is an expert in the area of higher education financing and helped to design the first national income contingent student loan scheme, which was instituted in Australia in 1989 and has since been adopted in around ten other countries.

**Gwilym Croucher** is Senior Lecturer in the Melbourne Centre for the Study of Higher Education and Principal Policy Adviser in the Chancellery at the University of Melbourne, Australia. He is a 2017–18 Fulbright Scholar and Visiting Research Fellow at the University of California, Berkeley, USA.

**Glyn Davis** is Professor of Political Science, and Vice Chancellor and Principal of the University of Melbourne, Australia.

**Rosemary Deem** is Vice-Principal (Teaching Innovation; Equality and Diversity), Dean of the Doctoral School, and Professor of Higher Education Management at Royal Holloway, University of London, UK. A Fellow of the UK Academy of Social Sciences, Rosemary is a sociologist who has twice chaired the British Sociological Association, is a member of three United Kingdom Research Assessment Exercise (RAE) panels, and Vice Chair from 2007 to 2009 of the Society for Research into Higher Education. She is co-editor of *Higher Education*. In 2013 she was appointed OBE for services to higher education and social sciences.

**Tom DePaola** is a Researcher at the Pullias Center for Higher Education and Provost's Fellow in urban education policy at the University of Southern California, USA. His published scholarship focuses on postsecondary labour structures and the politics of academic work.

**Dieter Dohmen** is Managing Director, FiBS Forschungsinstitut für Bildungs- und Sozialökonomie (Research Institute for the Economics of Education and Social Affairs), Berlin, Germany. He has worked as a researcher and consultant in the economics of education, labour market, demography and social system for 30 years. His core expertise is in education financing, management and planning in a national and international perspective, considering the entire education system from early childhood and school education

to higher education and initial and continuous vocational education and training. The financing of higher education has been on his agenda from the outset.

**Rob Fearnside** is Deputy Executive Director (Academic) of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ). Prior to working at the HKCAAVQ, Rob was the Director of the Victorian Qualifications Authority, Australia. Rob was a Director in the Victorian Auditor General's Office with responsibility for audits and reviews in the education sector. He was an Assistant General Manager with the Victorian Department of Education, Australia, with responsibility for the review of Victorian government schools.

**Charles A. Goldman** is a senior economist at the RAND Corporation and a Professor of Economics at the Pardee RAND Graduate School, USA. He specializes in the economics of education, skills and workforce needs, strategic planning for education systems, and organization and performance of schools, universities and systems. He has studied the policy and implementation of both basic and higher education in the United States, Europe, Asia, the Middle East and Australia.

**Adam Grimm** is a Doctoral Student in the Higher, Adult, and Lifelong Education programme at Michigan State University, USA. A Boren Fellow and Critical Language Scholar, Adam's experience and research interests lie in international and global education as well as education policy.

**Elizabeth Halford** is an independent consultant working with universities and colleges in the United Kingdom, and governor of a specialist Creative Arts College. She was Head of Research and Intelligence at the United Kingdom Quality Assurance Agency (QAA) from 2012 to 2016 and was previously a senior manager and academic in higher education. She has contributed to European Social Research Council (ESRC) research on higher education delivered in diverse settings and presented internationally on the regulatory challenges of diversity in higher education.

**Timothy Hicks** is a Lecturer in Public Policy, having studied Politics (DPhil) at Nuffield College, Oxford, European Public Policy (MSc) at University College London (UCL), and Economics (BSc) at the University of Bristol, UK. He joined UCL in the summer of 2014 from Trinity College, Dublin, Ireland, where he had worked as Usher Assistant Professor of Political Economy. He has also been a visiting student at Yale, USA (2009) and a Visiting Assistant Professor at the University of British Columbia, Canada (2014).

**Emeline Jerez** has been active in the field of higher education for more than a decade. She is currently a Doctoral Scholar at the Melbourne Centre for the Study of Higher Education, University of Melbourne, Australia. Her relevant experience includes working as a researcher and analyst, as well as holding administrative positions in Chilean higher education. Emeline's research interests in higher education are in the areas of policy, management, comparative analysis, quality and internationalization.

**Ben Jongbloed** is a Senior Research Associate in the Center for Higher Education Policy Studies (CHEPS) of the University of Twente in the Netherlands. His research is on issues of governance and resource allocation in higher education. Ben has been involved in several national and international research projects for clients such as the European

Commission and national ministries. His recent work is on performance agreements in higher education, university rankings (U-Multirank) and entrepreneurship in higher education (HEInnovate).

**Adrianna Kezar** is Professor for Higher Education at the University of Southern California and Co-director of the Pullias Center for Higher Education, USA. Dr Kezar is a national expert on change, governance and leadership in higher education, and her research agenda explores the change process in higher education institutions and the role of leadership in creating change. Kezar is well published, with 18 books/monographs, more than 100 journal articles, and more than 100 book chapters and reports.

**Manja Klemenčič** is Lecturer in Sociology at Harvard University, USA. She researches, teaches, advises and consults on international and comparative higher education. Manja is Editor-in-Chief of *European Journal of Higher Education* (Taylor & Francis), thematic editor of the volume *Elite and Mass Higher Education in the 21st Century of International Encyclopaedia of Higher Education Systems and Institutions* (Springer), and co-editor of the book series *Understanding Student Experiences in Higher Education* (Bloomsbury).

**Dorte Kristoffersen** is currently Executive Director of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications. She has worked with quality assurance of education since 1992 and has extensive international experience, having held senior executive positions in quality assurance agencies in Australia, Denmark, Hong Kong and the United States.

**Medhi Krongkaew** received his PhD in economics from Michigan State University, USA, in 1976. He taught at the Faculty of Economics, Thammasat University, Thailand, between 1968 and 2002 before moving to his present graduate university. At the National Institute of Development Administration, Thailand (NIDA) he helped to develop a new higher education student loan system which was later adopted as a national system in 2006. From 2006 to 2012, Professor Medhi was appointed one of the nine commissioners in the National Anti-Corruption Commission of Thailand. He has since returned to NIDA.

**Susanna Lee** is a Consultant and Researcher for the Government of the Macao Special Administrative Region in support of the development of its quality assurance system for higher education under the new Higher Education Law. She has more than 20 years senior management, research and teaching experience in tertiary, vocational and professional education, with specialties in qualifications frameworks, quality assurance, industry competency standards, credential recognition in China and across continents.

**Benedetto Lepori** is Titular Professor at the Faculty of Communication Science of the Università della Svizzera italiana, Switzerland, and Senior Researcher at the University of Paris Est, France. His research deals with issues of higher education governance, university management and theory of science and technology indicators. He has published extensively on these topics in journals such as *Organization Studies*, *Research Policy*, *Science and Public Policy*, *Research Evaluation*, *Evaluation*, *Journal of Informetrics*, *Scientometrics*, *Higher Education* and *Studies in Higher Education*.

**Martin Lodge** is Professor of Political Science and Public Policy and Director of the Centre for Analysis of Risk and Regulation at the London School of Economics (LSE), UK. His main research interests are in executive politics and regulation.

**Robin Middlehurst** is Emeritus Professor at Kingston University London, UK, and an independent consultant on higher education governance and leadership. She was formerly Director of Strategy, Research and International at the Leadership Foundation for Higher Education and Director of the Quality Enhancement Group of the Higher Education Quality Council (now QAA). Robin is a Trustee of the British Accreditation Council, a Fellow of the Society for Research on Higher Education and a contributing editor on Higher Education Futures for the UK policy blog, *Wonkhe*.

**Kenneth Moore** is a Doctoral Scholar with the Melbourne Centre for the Study of Higher Education, Australia, researching productivity in higher education. He holds a BS in Pure Mathematics and an Ed.M in International Educational Development. Moore is a Fulbright Scholar and a Kentucky Colonel. He has many years experience working in the US, Australia and Indonesia within secondary education, tertiary education, the not-for-profit sector and small business.

**Åsa Olsson** is Director of Research, Development and Innovation at LH Martin Institute of the University of Melbourne, Australia, and works on projects with institutions in Colombia, Australia, Malaysia, Indonesia, and with ten African countries, to ascertain, develop and implement strategies to enhance performance in research. Born in Sweden, with a career spanning more than 15 years Åsa has worked at the Organisation for Economic Co-operation and Development (OECD), Paris; with the Swedish International Development Cooperation Agency (SIDA), Stockholm; and with the United Nations Educational, Scientific and Cultural Organization (UNESCO), Paris.

**Bo Yun Park** is a PhD candidate in Sociology at Harvard University, USA. Her primary research interests lie at the intersection of political and cultural sociology. She is working on projects on youth political participation, collective identity formation, and modes of political discourse in the United States. She received a BA in Political Science and a MA in Comparative Political Sociology via the Columbia University/Sciences Po Five-Year BA/MA Program.

**Alan Pettigrew** has held senior academic executive appointments at the Universities of Sydney, Queensland, New South Wales and New England, Australia. From 2001 to 2005 Professor Pettigrew was Chief Executive Officer of the National Health and Medical Research Council (NHMRC) of Australia. He has served as a consultant on international higher education and research training projects supported by the World Bank, the Organisation for Economic Co-operation and Development (OECD) and the Swedish International Development Agency, and is a Professorial Fellow of the LH Martin Institute.

**Stefan Popenici** is an academic with extensive experience in teaching, training, research and leadership in higher education. He works at Charles Darwin University and is an Honorary Fellow of the Melbourne Centre for the Study of Higher Education at the University of Melbourne in Australia. He was senior advisor for the Minister of Education in Romania, and Vice-Chancellor of De La Salle University Philippines.

**Brian Pusser** is Associate Professor of Higher Education in the Curry School of Education at the University of Virginia, USA. His research focuses on the politics of higher education, national and international postsecondary policies, and international and comparative higher education. He is co-editor of *Critical Approaches to the Study of Higher Education* (2015) from Johns Hopkins University Press, which received the American Educational Research Association's Division J (Higher Education) 2016 Outstanding Publication Award.

**Susan L. Robertson** is Professor of Sociology of Education at the University of Cambridge, UK. She has written extensively on the cultural political economy of higher education, and specifically on the rescaling of higher education governance, trade and the development of services economies. Susan is founding co-editor of *Globalisation, Societies and Education*. Her most recent book is *Global Regionalisms and Higher Education*, published by Edward Elgar Publishing.

**Peter Rohan** is an Independent Strategic Advisor and Program Director following his many years as a Consulting Partner at Ernst & Young (EY) where he provided expert advice for almost 30 years to the education, public, health and financial services sectors, and worked extensively nationally and internationally. His work in the tertiary education sector is extensive, and includes his sponsorship of and contribution to the key 2012 EY White Paper, *University of the Future*.

**Creso Sá** is Professor and Director of the Centre for the Study of Canadian and International Higher Education, University of Toronto, Canada. A prolific scholar, Dr Sá is an elected member of the Board of Governors of the Consortium of Higher Education Researchers, based in Europe. His research interests include higher education and research policy, university organization and strategy, and the contributions of universities to innovation and economic development.

**Emma Sabzalieva** is a Doctoral Candidate and Vanier Scholar at the Centre for the Study of Canadian and International Higher Education, University of Toronto, Canada. Her core research interests are the global politics of higher education, social change and contemporary Central Asia. Her wider research interests span ideas and knowledge creation, public policy, social institutions, university–community engagement and the history of universities.

**Dirk Van Damme** is Head of the Centre for Educational Research and Innovation (CERI) at the Organisation for Economic Co-operation and Development (OECD) in Paris, France. He is also a Professor at Ghent University, Belgium. He has served as general director of the Flemish Rectors' Conference and held various education policy positions in the Flemish Government. He has published on higher education quality assurance and accreditation, internationalization, lifelong learning, open education and indicators in education.

**Marijk Van der Wende** is Professor of Higher Education in the Utrecht University School of Governance, the Netherlands. She was the Founding Dean of Amsterdam University College and previously held full professorial positions at Vrije Universiteit University Amsterdam and the University of Twente, the Netherlands. Her research focuses on higher education systems. She has studied the impact of globalization and

internationalization on higher education and has published widely on how these processes affect higher education systems, institutions, curricula, and teaching and learning arrangements.

**Martina Vukasovic** is a Postdoctoral Researcher at the Centre for Higher Education Governance Ghent (CHEGG), Ghent University, Belgium. She holds a joint MPhil degree in Higher Education by the universities of Aveiro, Tampere and Oslo as well as a PhD in Educational Sciences from the University of Oslo, Norway. Her research focuses on multi-level multi-actor governance of knowledge, specifically the interaction between European, national and organizational-level processes, activities of stakeholder organizations, policy coordination and policy convergence. In August 2018 she will move to the position of Associate Professor in the Department of Administration and Organization Theory at the University of Bergen, Norway.

**Robert Wagenaar** is Director of the International Tuning Academy of the University of Groningen, the Netherlands, which is an education and research centre with a focus on the reform of higher education programmes. From 2003 until mid-2014 he was director of Undergraduate and Graduate Studies (Dean of Studies) at the Faculty of Arts of the same university. His research interest is in higher education innovation.

**S. Umesh Weerakkody** is a Doctoral Scholar at the Melbourne Centre for the Study of Higher Education at the University of Melbourne, Australia. She holds a Master's degree in Education from the State University of New York at Buffalo, USA. Umesh's research interests include international student migration, critical globalization studies, higher education in developing countries, and social stratification of education in the globalized Third World.

**Michael Wells** is the Founding Director of Wells Advisory. Michael has held senior roles as a Commissioner of Australia's national higher education regulator (TEQSA), as an executive for seven years at the University of Melbourne, Australia, and spent almost a decade with boutique adviser Beaton Global, consulting to a wide range of clients and industries.

**Rui Yang** is Professor and Associate Dean for Cross-Border and International Engagement at the Faculty of Education, University of Hong Kong. With an academic career of more than 25 years in China, Australia and Hong Kong, he has a track record on research at the interface of Chinese and Western traditions in education. His research interests include education policy sociology, comparative and cross-cultural studies in education, higher education, and international politics in educational research.

**Christopher Ziguras** is Professor in the School of Global, Urban and Social Studies at RMIT University, Melbourne, Australia, where he received the Vice-Chancellor's Distinguished Teaching Award in 2011. He was President of the International Education Association of Australia (2015–18) and is a member of the Scientific Committee of the Centre for Higher Education Internationalisation at Università Cattolica Del Sacro Cuore, Milan, Italy. Chris studies the ways in which governments and institutions engage with globalization of education.