

国外原版高等教育丛书

Higher Education

A Worldwide Inventory
of Centers and
Programs

国际高等教育 研究中心 和 项 目

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国际高等教育研究中心和项目

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内容简介

本书为修订版。第一版出版于 2000 年,为世界上第一本综合介绍高等教育项目、中心和相关机构的著作。本书对第一版进行了大量更新,除了对原有的内容进行了修改外,还增加了新的内容。

全书包括三个部分。第一部分为论文,对高等教育科研和培训进行了概括介绍,并用较大篇幅介绍了本书中收录的参考书目。第二部分为一览表。最后一部分为世界范围内高等教育领域的刊物列表。作者的目标是描述世界范围内日益扩大的高等教育机构和项目的网络。由于中等后教育已成为各国的重要关注点,旨在服务高等教育系统和机构的科研、服务和培训项目也已扩展。希望本书能够在世界范围内引起人们对高等教育的更大程度的重视。

本书对高等教育专业师生及相关研究者来说宝贵的资料价值不言而喻。

出版者的话

我们出版这套国外原版高等教育丛书初衷主要有两个。一是随着我国内地高等教育事业的蓬勃发展,我们比以往任何时候都更需要关注国外及我国港台的高等教育,我们既需要吸取国外及我国港台高等教育发展过程中的教训,少走弯路,更需要借鉴国外及我国港台高等教育发展中的有益经验。二是随着全球化程度的加深,国际高等教育领域的交流日益频繁。我们不仅需要了解国外及我国港台的高等教育,我们还需要向国外介绍我国高等教育事业的辉煌成就。然而,我们不少的高等教育研究者使用英语进行学术交流的水平有待提高,这在一定程度上妨碍了国外同行对我国高等教育的了解。因此,引进原版著作供高等教育师生和研究者研读则是实现上述两个初衷的有效途径。在研究国外及我国港台高等教育的同时提高用英语撰写学术著作的能力,在提高英语能力的同时了解国外及我国港台的高等教育,这便是我们出版本丛书的目的所在。

我们在确定出版书目时,一是尽量选择国外新近出版的著作,使读者能够了解国外及我国港台高等教育界的最新动态。二是考虑到帮助读者提高英语水平的需要,尽量选择语言相对简洁、语法相对规范的原著,并在书后制作了两种形式的词汇表,一种按单词在书中出现的页码为序,一种按字母顺序排列,以方便读者理解原著。读者只要拥有大学英语四级水平,参考书后的词汇表,就基本上可以理解原著。

必须指出的是,由于原著作者大多为国外人士,他们在有些问题上的观点同我们有差距。我们引进他们的著作,并不代表我们完全赞同其观点。有了解才有批判与借鉴。希望读者在了解国外及我国港台的高等教育动态、提高英语水平的同时,吸取其中的积极成分,摒弃其中片面甚至错误的成分,促进我国高等教育的健康发展。

在本丛书的出版过程中,波士顿学院的阿特巴赫教授为我们免费提供了原著的版权,华中科技大学的别敦荣教授给我们提出了很多有价值的建议,并百忙中为丛书作序,而中国海洋大学的宋文红教授则是我们认识阿特巴赫和别敦荣两位教授的介绍人;中国海洋大学外语学院的邓红风教授帮我们解决了排版中的诸多难题。在此,谨向他们表示感谢!

“国外原版高等教育丛书”总序

我们已经生活在一个全球化的时代,我们的生活环境与生活方式正因此发生深刻的变化。网络、信息、资本和企业的跨境流动使传统的以国家为界的经济活动和文化活动的边界越来越模糊,使其一如空气在不同国家间自由地流动和弥漫。身居斗室,纵览天下,实时互动,和谐共进,已经成为全球化所开创的一种国际化生活方式。

幸运的是,高等教育没有被排除在全球化浪潮之外,而成为全球化的一股重要力量,不仅自身在不断深入地向全球化演进,而且成为全球化的主要推手,为社会其他领域的全球化发挥着不可替代的积极作用。很多人将高等教育的全球化称为“国际化”,以区别于以营利为目的的经济全球化浪潮。这一区别的初衷固然是可以理解的,但若要将高等教育的所谓“国际化”单纯地理解为不带经济目的的学术交流与合作行为的话,恐怕连我们自己都会觉得是不符合实际的,有掩耳盗铃之嫌!只要看看那些跨境招生的大学在其所标榜的“高尚”目的之外所收取的高额学费,我们便不难理解高等教育“国际化”实际上也是一种经济行为。当然,这种“国际化”与传统的高等教育国际化是不同的。传统的高等教育国际化主要表现为留学教育,高等教育机构往往是固定不移的,学生从四面八方不同国家涌来,共聚一堂接受先进的教育。19世纪欧洲的法、德、英等国是接收留学教育最多的国家,西欧因此成为世界高等教育的中心。20世纪以来,尽管法、德、英等国接收的留学生人数不减反增,但美国高等教育的崛起使世界各国的学者将美国高等学校作为首选,趋之若鹜,美国因此取代西欧而成为世界高等教育的中心。

在高等教育全球化的今天,留学教育依然是一种主要的国际学术文化交流途径。不仅如此,留学教育还发展起了一些新的组织形式。一些国家为了提升自身的国际地位和影响,制定和实施了吸引留学生的“国家计划”;一些国际组织为了促进地区间的文化与社会融合,实施了具有强制性的国家间学生交流和访学计划;一些传统的接收国际学生的大国,如美、英、澳、加等国,也在加大吸引国际学生的宣传力度,以进一步扩大招收国际学生的规模。

在留学教育之外,高等教育全球化不但正在改变世界,而且也在改变其自身。跨境交付、网上课程、虚拟大学、异域办学等不仅使更多的人能够更方便地接受高等教育,而且极大地放大了高等教育资源的社会效力,使高等教育的影响无处不在,高等教育正在更迅捷、更广泛地改变着世界。为了适应这种影响的要求,高等教育自身正在进行全球化的改造。不管是哪一种形式的全球化,高等教育都在发生与之相适应的变化。以留学教育为例,越来越多的国家在其吸引留学生的计划中更多地考虑了生源地的文化传统、生活方式以及社会需求。为了适应经济全球化变革,越来越多国家的大学在其人才培养方案中加入了更多的国际文化、经济、法律及社会课程,以培养具有国际适应能力的人才。当然,在高等教育自身的变化中,受到人们关注的还有大学的办学理念、教育制度、运行机制、发展战略等方面。“向其他国家的大学学习”已经成为高等教育全球化的一大标志。这一现象不仅出现在高等教育欠发达国家和地区,同时也出现在高等教育发达国家和地区。近20多年来,高等教育发达国家和地区所召开的有关高等教育的国际会议、所发表的有关高等教育的政府报告或专家委员会报告不计其数,说明这些国家和地区在应对高等教育全球化趋势的过程中,十分重视学习不同国家的经验教训。

我国是世界全球化的重要力量。全球化不仅包括了经济领域,同样也包括了高等教育领域。改革开放以来,随着经济全球化的不断推进,我国经济总量迅速增加,与世界经济的关系日益紧密。据国家统计局公布的数据,2007年我国国内生产总值达到246 619亿元,成为世界经济总量大国;对外贸易总量突破了2万亿美元大关,达到21 738亿美元,其中出口为12 180亿美元,进口9 558亿美元。对外贸易进出两旺,显示出高度的国际关联性。与国家经济贸易全球化发展趋势相一致,我国高等教育全球化不断加强。出国留学教育快速发展,我国留学人员已长期稳居各国之首。来华留学人员不断增加,越来越多的来华留学人员开始在经济、法律、工程等各学科专业接受高等教育。不仅如此,高等教育改革越来越体现出全球化趋势,从高等教育评估制度建设到高等学校课程教学改革,都吸收和借鉴了其他国家的经验。我国部分大学推行全英语授课、采用外文版教材等改革措施更是典型地体

现了全球化特征。全球化不仅改变着我国高等教育,而且也使高等教育在国内和国际经济社会发展中发挥更重要的作用。高等教育全球化后我国高等学校所培养的各类高级专门人才不仅是我国经济社会全球化的主要建设者,而且也成为国际人才市场的重要参与者,对促进国际经济社会发展与国际交流互动发挥了重要作用。

高等教育全球化的另一个重要表现是我国高等教育研究的国际化。改革开放以来,我国恢复开展高等教育研究,其中一个重要内容就是研究和提炼国外,尤其是发达国家高等教育的先进经验,为我国高等教育改革与发展提供借鉴。随着我国经济社会全球化的不断深入发展,我国高等教育全球化的色彩也更为浓厚,高等教育研究越来越走向与国外和海外高教界全方位的交流与互动。以高等教育研究国际会议为例,20世纪80年代和90年代,每年全国一般也就一到两次国际会议,有的年份甚至一次也开不起来,但近年来,每年举办的各种形式的高等教育研究国际会议众多,令人目不暇接,分身乏术。以我自己为例,2007年8月到12月,共参加了三次国际会议和两次两岸高等教育研讨会,包括中日高等教育论坛(乌鲁木齐)、社会发展与大学战略论坛(北京论坛)、21世纪工程教育国际研讨会(香港)、两岸大学治理学术研讨会(北京)和多元化及大众化发展历程中的高等教育研讨会(台湾)。高等教育研究的国际化还表现在出版上。近年来,出版国外高等教育译著已然形成了一股热潮。80年代和90年代,除了王承绪教授主持翻译、浙江教育出版社出版的一套国外高等教育著作外,其他只有零星的译著出版,这也说明学术界对国外高等教育译著的需求不是很旺盛,当然也可能是学术界和出版界没有捕捉到高等教育工作者对译著的需求。但进入新世纪以来,除了浙江教育出版社继续出版王承绪教授主持的译著外,中国海洋大学出版社、广西师范大学出版社、北京大学出版社、北京师范大学出版社等纷纷加入到高等教育译著的出版中来,仅中国海洋大学出版社在5年内就出版了三套共计13册高等教育译著。毫无疑问,高等教育译著的出版不仅有助于开阔高等教育学者的视野,丰富我国高等教育研究素材,为我国学者的学术研究提供国外的研究范式,而且能够使高等教育实际工作者更方便地了解国外高等教育发展状况,主动地向国外高等教育学习其先进经验,借鉴其应对社会变革与高等教

育发展的相关理念和策略,促进我国高等教育健康持续发展。

高等教育研究的国际化又有了新的形式,这就是中国海洋大学出版社即将推出的英文版高等教育研究系列著作。出版英文版高等教育研究著作在国内尚无先例,这是一次破冰之举。近年来,中国海洋大学出版社在高等教育研究著作出版上不遗余力,推出了多套有广泛影响的学术著作,成为国内出版高等教育学术著作较多的出版社。高等教育学科是一个恢复历史不长的学科,也不是一个大学科,换句话说,就是其学术著作稳定的读者群并不是很大。但该出版社却将其作为重点,舍得在高等教育研究著作出版上投入,并有意将其打造成为一个品牌。这无疑是一个富有远见的战略,因为我国高等教育正在不断成长中,高等教育只有不断走向科学化、效率化、和谐化,我国丰富的人口资源才可能转变成为取之不尽、用之不竭的优秀人力资源,我国才可能在全球化浪潮中独领风骚,实现中华民族的伟大复兴。为此,我国数以百万计的高等教育工作者都可能成为高等教育学术著作潜在的读者。果如是,我国高等教育的中兴也就为期不远了!

出版英文版高等教育研究著作是一次大胆的尝试。当中国海洋大学出版社负责人征询我的意见时,我毫不隐讳地告诉他,这是一次具有前瞻性的尝试,但却是有意义的。据我了解,我国高教界能够阅读英文原著且经常阅读的学者为数不多,英文原著的主要读者群是高等教育学及相关专业的博士生和硕士生。部分大学高等教育学专业开设了外文原著选读或专业外语,这对研究生阅读英文原著有极大的促进作用。出版英文版原著对于满足这些大学研究生教学对教材的需求将会有很大帮助,同时也可喜欢阅读英文原著的学者获得价廉物美的精神食粮提供方便。

现在,中国海洋大学出版社即将推出第一批英文版高等教育研究著作,且这批著作是我的老朋友、国际著名的比较高等教育学家、美国波士顿学院终身教授菲利普·阿特巴赫教授的几部力作,我十分高兴。出版社邀我为这套书作序,我欣然应命,写下了上面的话,是为序。

别敦荣

华中科技大学喻园工作室

2008年1月27日

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Revised Edition

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Lynch School of Education, Boston College
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We are particularly grateful for the work of several specific individuals. David Engberg was responsible for the data collection and editing of the first edition and was co-author of that volume. Work on the current edition was begun by Deirdre McMyler. Roberta Malee Bassett assisted with the research and Edith Hoshino assisted with the editing of this volume. Damtew Teferra provided information and guidance for our Africa entries, as did Alma Maldonado-Maldonado for Mexico, Hong Zhu for China, and Anna Smolentseva for Russia. Brian Lackaye provided some administrative assistance, while Tanya Price was an invaluable resource for the technical aspects of our data collection and information management.

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INTRODUCTION

This book is a revised edition of the first comprehensive international inventory and guide to higher education programs, centers, and related agencies. That book was published in 2000. We have extensively updated and revised it for this 2nd edition. We have included all relevant listings from the 2000 edition in updated form. Many new listings have been added.

The book includes three main sections. The first is an essay that provides an overview of higher education research and training, reflecting in large part on the references included in the inventory. The second section is the inventory itself. The final section is a listing of journals in the field of higher education worldwide. Our commitment is to describe the growing network of institutions and programs devoted to higher education worldwide. As postsecondary education has become a major concern of every country, there has been expansion of research, service, and training programs intended to serve higher education systems and institutions. This book is an important effort to capture this growing network of organizations. We hope that it will lead to an enhanced community of concern for higher education worldwide.

The Essay

Higher education has become an area of research and scholarly concern only in the past half century, although the roots of the field extend further back. Training programs for higher education administration are also of recent origin. The essay is an attempt to provide a brief summary of the development of the field and a discussion of current trends in research and training worldwide. It is intended as a kind of "road-map" for a field of research and training that is both rapidly expanding and on the threshold of increasing maturity. It has been modestly updated from the 2000 edition.

The Inventory

The main contribution of this book is the higher education inventory. Data for the revised inventory were collected over a period of a year and a half, from winter of 2004 through spring of 2006. In an effort to facilitate the response process, respondents were able to reply via Internet survey form, E-mail, or by regular post. All told, a total of 199 distinct programs and centers are included here. The response data were then edited for clarity and to conform to our specific data categories. In some cases, incomplete information was received. Using available resources we have tried to complete all listings as fully as possible. Nevertheless,

some listings remain less comprehensive than others. The inventory is alphabetically organized by country.

Criteria

We used the following categories to identify and list agencies:

- Academic programs. Degree-granting programs located in universities that offer postgraduate degrees in the field of higher/postsecondary education;
- Institutes and centers. Such institutes may be located in universities, government ministries or departments, or they may be free-standing. Some may be focused on research, while others may be mainly for data collection.

Defining our target institutions was not an easy task. We used the following categories as a guide to including centers/programs/institutes:

Academic programs

- a. At least one FTE (full time equivalent) faculty member focusing exclusively on higher education. This might mean two or more faculty who have only a partial commitment.
- b. At least four graduate courses (postbaccalaureate at the level of the most advanced degree available, often the doctorate), and in general the availability of the most advanced degree.
- c. Affiliation with a university.

Centers or institutes

- a. The organization must have a specific focus on research or policy in its field. We have excluded from the inventory centers or institutions that deal exclusively with institutional research.
- b. The organization must have at least one full-time professional staff member, and at least two professional support staff.
- c. The organization must have its own budget.
- d. Organizations may be housed in universities, in government or private agencies, or may be free-standing. Funding may come from a variety of sources.
- e. Organizations might have both an academic or training program and a center or institute.

The Questionnaire

The questionnaire asked organizations to provide the following information:

- Name of organization/program;
- Full address, E-mail, fax, and other contact information;

- Short statement about the foci of the organization/program, including main substantive research interests, purposes, etc.;
- Organizational publications;
- Names of full-time and part-time staff members, with an indication of their research/teaching interests;
- Abbreviated list of major books used in academic programs, research projects undertaken, major funding sources;
- Courses (if an academic program); and
- Numbers of students and degrees offered (if an academic program).

Coverage

This inventory is worldwide in scope, but there are obvious variations among the regions and countries. More than half of the listings are from the United States. There are several reasons for this imbalance. Without question, the U.S. has the largest research and training enterprise in the field of higher education, and indeed it is the only country with a well-developed graduate degree-level training sector in the field. The bulk of the American listings are for training programs. We had a fully comprehensive list of academic programs in higher education in the United States. It is our belief that the U.S. is home to about half of the programs and centers in the field. If one eliminated training programs, the United States would decrease its worldwide share dramatically.

China is underrepresented in this inventory. This was done purposely. We know that there are about 400 centers and institutes on higher education in Chinese universities today. Most focus only on the specific university in which they are housed and have little national or international role. Working with Chinese colleagues, we selected what are considered to be the main centers in China, and many of these responded to our questionnaire.

There are national and regional organizations dealing with higher education issues in many countries. In the United States alone, there are perhaps 50 such groups in Washington, D.C., representing the interests of parts of the higher education community to the federal government, or involved with coordination, research, or member services. These range from the Association of Jesuit Colleges and Universities, to the Council of Graduate Schools, and the American Association of University Professors. In Britain, organizations representing university vice chancellors, international education programs, and others exist. In Japan, the private universities have their own organization. Many of

these groups sponsor research or publications, and some of the larger ones, such as the American Council on Education, have research staff. We have not included such organizations in this inventory. We have also excluded most of the international groups that represent specific higher education interest groups, such as the International Federation of Catholic Universities.

Our response rate from centers and programs which do not use English as a primary language is no doubt lower than it is for agencies which use English frequently.

The Journals List

This volume includes a listing of journals focusing directly on higher education. Our goal is to provide as complete a listing as possible in all languages. We have included national as well as regional and international journals. We have provided information concerning the publisher, editor, frequency of publication and relevant addresses. This information is current as of early 2006.

We have been especially concerned to cover research-oriented journals, but have included as many other periodicals as possible as well.

This listing is without question incomplete. We have more thorough coverage for journals appearing in English and for those published in North America. We have purposely excluded many of the higher education journals published in China. Only a few of these journals are circulated nationally within China, and we have included these. Purely local university-based publications were not included.

Yoshikazu Ogawa was responsible for the first journals list in 2000. Roberta Malee Bassett, now a lecturer at the University of Southampton in the United Kingdom, and Laura E. Rumbley, a member of the staff of the Center for International Higher Education at Boston College, did the main work in preparing the 2006 journal list, which is based on the 2000 edition.

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