

Laura E. Rumbley, Philip G. Altbach, David A. Stanfield,  
Yukiko Shimmi, Ariane de Gayardon and Roy Y. Chan

**Higher Education:  
A Worldwide Inventory of Research Centers,  
Academic Programs, and Journals and Publications**

3rd Edition

Lemmens



Higher Education:

A Worldwide Inventory of Research Centers, Academic Programs, and Journals and Publications  
3<sup>rd</sup> Edition

Editors

Laura E. Rumbley, Philip G. Altbach, David A. Stanfield,  
Yukiko Shimmi, Ariane de Gayardon and Roy Y. Chan

© 2014, Center for International Higher Education, Boston College,  
and Lemmens Media, Bonn, Berlin, New York

All rights reserved

Photography

fox17@fotoila.com

Editor Series Science Management

Dr. Markus Lemmens

Company Location

Lemmens Media - Education, Science, Technology  
Company register: Lemmens Medien GmbH, Bonn, HRB 7235  
Matthias-Gruenewald-Str. 1-3  
53175 Bonn  
Germany  
Website: [www.lemmens.de](http://www.lemmens.de)  
Phone: +49 (228) 42137-0  
Fax: +49 (228) 42137-29  
Email: [info@lemmens.de](mailto:info@lemmens.de)

Boston College Center for International Higher Education

207 Campion Hall  
Chestnut Hill, MA 02467, USA  
Website: <http://www.bc.edu/research/cihe>  
Phone: +1 (617) 552-4236  
Fax: +1 (617) 552-8422  
Email: [highered@bc.edu](mailto:highered@bc.edu)

Layout and Design

Regina Fischer, Berlin, Germany

ISBN 978-3-86856-012-1



# TABLE OF CONTENTS

ACKNOWLEDGEMENTS					5
INTRODUCTION					7
<b>1. Knowledge for the Contemporary University: Higher Education as a Field of Study and Training</b>					<b>11</b>
Philip G. Altbach					
<b>2. A Global Inventory of Research, Training and Publication in the Field of Higher Education: Growth, Diversity, Disparity</b>					<b>23</b>
Laura E. Rumbley, David A. Stanfield, and Ariane de Gayardon					
<b>3. Guide to the Use of the Inventory</b>					<b>35</b>
<b>4. A Worldwide Inventory of Higher Education: Research Centers</b>					<b>37</b>
ARGENTINA	37	HONG KONG	85	PORTUGAL	102
AUSTRALIA	37	HUNGARY	86	RUSSIAN FEDERATION	102
AUSTRIA	40	INDIA	87	SAUDI ARABIA	104
BELGIUM	41	IRELAND	88	SERBIA	105
BRAZIL	43	ITALY	89	SLOVENIA	105
CANADA	44	JAPAN	89	SOUTH AFRICA	106
CHILE	47	KAZAKHSTAN	95	SOUTH KOREA	108
CHINA	49	LEBANON	95	SPAIN	110
COLOMBIA	73	LITHUANIA	96	SWEDEN	110
CROATIA	74	MALAYSIA	96	TUNISIA	111
CZECH REPUBLIC	75	MALI	97	UGANDA	111
EGYPT	76	MEXICO	97	UKRAINE	112
FINLAND	76	THE NETHERLANDS	98	UNITED KINGDOM	112
FRANCE	78	NEW ZEALAND	98	UNITED STATES	120
GERMANY	80	NORWAY	99	VENEZUELA	144
GHANA	85	POLAND	101	VIETNAM	144
<b>5. A Worldwide Inventory of Higher Education: Academic Programs</b>					<b>147</b>
ARGENTINA	147	HONG KONG	172	NORWAY	181
AUSTRALIA	147	HUNGARY	173	RUSSIAN FEDERATION	181
AUSTRIA	148	INDIA	173	SOUTH AFRICA	182
CANADA	149	IRELAND	174	SOUTH KOREA	184
CHILE	151	ITALY	174	TAIWAN	184
CHINA	151	JAPAN	175	UGANDA	185
CUBA	170	KAZAKHSTAN	178	UNITED KINGDOM	185
EGYPT	170	MOZAMBIQUE	179	UNITED STATES	192
FINLAND	171	THE NETHERLANDS	179	VIETNAM	290
GERMANY	171	NEW ZEALAND	180		
<b>6. A Worldwide Inventory of Higher Education: Journals and Publications</b>					<b>293</b>
INTERNATIONAL	293	CUBA	317	RUSSIAN FEDERATION	328
AFRICA	304	CZECH REPUBLIC	318	SAUDI ARABIA	329
ASIA	305	GERMANY	318	SOUTH AFRICA	329
EUROPE	305	INDIA	319	SOUTH KOREA	329
LATIN AMERICA	307	ITALY	320	SPAIN	330
MIDDLE EAST	308	JAPAN	321	TAIWAN	331
AUSTRALIA	308	MALAYSIA	325	THAILAND	331
AUSTRIA	310	MEXICO	326	TURKEY	331
BRAZIL	310	THE NETHERLANDS	327	UNITED KINGDOM	332
CANADA	310	NORWAY	327	UNITED STATES	334
CHILE	312	POLAND	327		
CHINA	312	ROMANIA	328		
APPENDIX					353
ABOUT THE AUTHORS					357

---

IAU

145.i



# ACKNOWLEDGEMENTS

**A project of this nature cannot be effectively carried out without the support of informed colleagues around the world, and indeed we are indebted to many individuals who took the time to assist us in this complex work.**

We are especially grateful for the contributions of Jeroen Huisman, Nian Cai Lui, Hans de Wit, Akiyoshi Yonezawa, and Maria Yudkevich, who provided thoughtful feedback on the earliest iterations of our survey.

Our collection of information on US programs—which form a substantial part of the program section of the Inventory—was greatly enhanced by the generosity of the Association for the Study of Higher Education (ASHE). ASHE willingly shared the program data collected through its Council for the Advancement of Higher Education Programs (CAHEP). We are especially grateful to Lester Goodchild for his role in helping us liaise with our ASHE colleagues, and to Adrienne E. Hyle and Karen Card for assisting us with access to the relevant data.

Individuals in different countries and world regions were exceedingly kind to respond to our calls to review information, requests to share data, or prompts for new avenues to pursue in our search to account for as many higher education centers and programs across the globe as possible. We are especially thankful for the input provided by: Pawan Agarwal, Norzaini Azman, Elizabeth Balbachevsky, Szilvia Barta, Andrés Bernasconi, Ivar Bleiklie, Kiyong Byun, Nico Cloete, Bojana Colum, Daria Dydzinskaya, Heather Eggins, Leo Goedegebuure, Ellen Hazekorn, Hugo Horta, Angela Hou, Futao Huang, Jonathan Hughes, Fiona Hunter, You Jiang, James Jowi, Sholpan Kalanova, Marion Kamphans, Barbara Kehm, Maria Kelo, Manja Klemencic, Marek Kwiek, Jason Lane, Molly Lee, Liudvika Leisyte, Simon Marginson, Felix Maringe, Eldho Mathews, Dianne McCarthy, Goolam Mohamedhai, José-Gines Mora, Poul Erik Mouritzen, Hiroshi Ota, Elisa L. Park, Pabian Petr, Byung Rhee, Jan Sadlak, Alexander Sidorkin, Cristina Sin, Sibry Tapsoba, Damtew Teferra, and Qi Wang.

Here at the Center for International Higher Education (CIHE), Iván Pacheco assisted us greatly in our efforts to cover Latin America adequately, while the overall organization of our work, and particularly its movement from a motley collection of details to a much more presentable user-friendly publication, was significantly enhanced by Kara Godwin.

This project is part of the research program of CIHE at Boston College, and we remain deeply grateful to Boston College for its ongoing support.

*Laura E. Rumbley*

*Philip G. Altbach*

*David A. Stanfield*

*Yukiko Shimmi*

*Ariane de Gayardon*

*Roy Y. Chan*



# INTRODUCTION

Building on two past research projects and their resulting publications (Altbach and Engberg 2000; Altbach et. al. 2006), this book presents an up-to-date perspective on the global landscape of research, academic training, and publication in the field of higher education. The purpose of this effort is to provide researchers, policymakers, and others with a meaningful overview of where higher education training and research is taking place around the world. The inventory data also provide insight into the scope of these activities, and give indications about the specific areas in which different actors are choosing to focus.

This book contains three main parts. The first is an essay that provides an overview of higher education research and training. It brings into focus the history and current trends of the field, reflects on the immense recent growth in this area, and outlines the main factors driving the (urgent) need for more and better data and analysis to guide higher education policy- and decision-making. The second section consists of an analytical essay that seeks to provide deeper understanding of what the inventory data tell us about the worldwide phenomenon of higher education research and training. The third component of this book is the inventory itself. This provides key information on each of the higher education-focused centers/institutes, academic programs, and journals (as well as other relevant publications) identified by this project.

Altogether, this publication represents an important contribution to our emerging appreciation of how higher education as a field of study, research, and practice is organized and undertaken around the world.

## Our Intellectual Starting Point

Our interest in undertaking this 3<sup>rd</sup> edition inventory project is driven by our conviction that higher education is fast moving from the margins to the center of much discussion and debate among policymakers around the world. There is a pressing need to understand what higher education institutions, systems, and their stakeholders require in order for higher education to effectively play its many crucial roles in economic and social development around the world. Yet, when compared to many other fields and disciplines, the scholarly study of higher education is a relatively new phenomenon worldwide, as is the professional or academic training of higher education leaders and professionals. Our book is therefore anchored by an introductory essay by Philip G. Altbach, which provides a brief summary of the development of the field and a discussion of current trends in research and training worldwide.

This consideration of the state of higher education research, policymaking, and practice—and the dynamics across these realms—has also been informed to some extent by the “Shanghai Statement.” This statement (formally titled *The Future of Higher Education: The Need for Research and Training for the Higher Education Enterprise*) was issued by the Boston College Center for International Higher Education after organizing the November 2013 “International Higher Education Research and Policy Roundtable” in Shanghai.\* The roundtable was an unprecedented gathering of higher education research center directors from around the world, as well as a small number of individuals representing the policymaking domain, who came together to discuss the crucial need to improve the channels of communication and collaboration between higher education policymakers and researchers. Identifying the challenges and opportunities facing higher education worldwide, and linking researchers and policymakers to engage in a consideration of where we are now and how to move forward, is vitally important work. This inventory contributes to the goal of improving our understanding of higher education research and training by making more visible the broad spectrum of actors engaged in this field across the globe.

---

\* The “International Higher Education Research and Policy Roundtable,” held in Shanghai in November 2012, was made possible by the generous support of Innovation, Higher Education, and Research for Development (IHERD), an initiative funded by the Swedish International Development Cooperation Agency.



## The Inventory

### Criteria

Consistent with our approach in 2006, the research centers/institutes, academic programs, and journals/publications had to meet certain criteria in order to be considered for inclusion in this inventory. These basic criteria are as follows:

#### Criteria for Centers or Institutes

1. Be primarily focused on higher education research, policy analysis, or related activities
2. Have at least one full-time professional staff member (or equivalent combination of part-time professional staff)
3. Have an assigned budget; funding may come from a variety of sources

#### Criteria for Academic Programs

1. Be focused on teaching and professional preparation and offering a formal degree or credential in the field of higher education
2. Have at least one full-time faculty member (or equivalent combination of part-time academic staff) with significant involvement in the program
3. Award a graduate-level degree (master's or doctoral) or other formal credential

#### Criteria for Journals/Publications

1. Be focused primarily on issues of higher education
2. Be recognized as a credible source of information

Our research team made every effort to apply these criteria as consistently as possible. However, it is important to note that not all of the items included in our inventory conform precisely to these standards, for a number of reasons. Most notably, we recognize that important research and training activities may occur in configurations that do not align perfectly with our notions of “centers” or “programs.” Loosely coupled research groups (rather than formalized centers) may be undertaking key research activities in some national contexts, while in others graduate-level study may not be delivered in formal “programs” of higher education, but rather in research center settings and the like. We appreciate these different approaches around the world, and have done our best to include all relevant configurations that are, in some organized way, focusing their energies in our areas of interest: research and graduate-level study in the field of higher education. A limitation of our work is that some such configurations will inevitably have been overlooked because of the way our search was principally organized around particular understandings of centers and programs.

Similarly, when it came to making decisions about the items to include in our listing of journals/publications, we wanted to be purposeful in terms of what to include, but did not want to overlook relevant items that may not appear to be appropriate at first glance. For example, our main interest was to focus on those publications that are essentially research-oriented journals. However, given the proliferation in recent years of newsletters and bulletins, online newspapers, and magazines providing news and analysis of higher education, we have included a number of these kinds of publications in this inventory. The same is true when it comes to the question of whether or not our inventory should include only those publications focused exclusively on topics related to higher education. This is mostly the case. However, in countries where there are few publications dealing with higher education at all, we have listed a small number of those which (according to input provided by our various country experts and informants) do deal in some “significant” or “serious” way with higher education as a topic. Finally, we actively sought to include higher education journals and publications published in any language. Given our language skills and orientations, however, there may have been an unintended bias towards those publications that are published in English, and the various other languages with which our team is best acquainted.

Overall, we endeavored to be discerning in our analysis of what would “fit” in our inventory when measured thoughtfully against our criteria. We also leaned toward a somewhat inclusive approach to this work, believing that casting a wider net with our inquiry would ultimately be more helpful than not to our readers.

#### Data Collection: Centers/Institutes and Academic Programs

The first step in our effort to build the current inventory was to revisit our survey instrument from the 2006 iteration of our work to determine if the same instrument would meet our needs. Working with feedback from a small number of external experts from different world regions, we made a few modifications to the 2006 survey for the purposes of this new round of data collection, eliminating several categories of information from 2006 and adding a small number of new items. In general, this resulted in a more streamlined version of the inventory for this 3rd edition. These modifications were introduced in an effort to

enhance the utility of our findings in light of changes in the field since 2006 (for example, the spread of online or hybrid delivery of some graduate programs). Meanwhile, we adopted something of a less-is-more approach to this work. The inventory should not simply recreate extensive information already available online, but helpfully point users to the relevant websites for these activities, and provide useful synopses of information not readily accessible elsewhere.

In order to create as comprehensive an inventory as possible, we asked expert informants to help identify active centers and academic programs by using the list of institutions that were included in the 2006 edition of the inventory as a baseline. After identifying those research centers and academic programs that seemed to fit our basic criteria (outlined above), we sent a link via email to each of the relevant institutions, requesting that recipients complete our online questionnaire. In the cases of incomplete responses and total non-responses, we gathered basic information from online sources in order to at least nominally list those centers and programs that we understood to be active and relevant to our search. In the end, 78 percent of our data on centers/institutes and 60 percent of our information on academic programs came directly from completed questionnaires.

In the cases of the United States and China, which both have a significant number of higher education centers and programs, the data collection involved some slightly different approaches. In the case of the United States, the Association for the Study of Higher Education (ASHE) graciously shared an extensive data set on US graduate programs in higher education that its Council for Higher Education Programs (CAHEP) had collected in 2012 and 2013. For this reason, our US entries consist of information that was collected via survey in some cases, gathered through online research in other instances, or was delivered to us by ASHE. The programs and centers we have included from China primarily come from a list of key higher education centers and programs provided to us by colleagues at Shanghai Jiao Tong University. We took this approach because of our understanding that many of the Chinese centers and programs are at particularly early stages of development, which may limit the scope and quality of their work. As this sector matures in China, we would be exceedingly interested in seeing colleagues there develop a detailed inventory of the Chinese higher education research and training landscape, something we are much less qualified to undertake.

### The Questionnaire for Centers/Institutes and Programs

Our online questionnaire (a copy of which is provided in the Appendix) consisted of 18 items, including such details as:

- Formal name of the center/program
- Host organization
- Location within host organization
- Country, city, and region
- Mission or purpose
- Website
- Email address
- Year established
- Funding source(s)
- Regular publications
- Key research/expertise
- Number of faculty, researchers, and professional staff
- Academic Program Details (if an academic program)
  - Credential(s) Granted
  - Numbers of students, degrees offered, time to complete the programs, and delivery method

### Data Collection: Journals/Publications

In parallel with our approach to scanning the landscape for higher education centers and programs, we worked with national and regional experts around the world in an effort to include as many relevant higher education publications, in as many languages as possible. We began by updating our 2006 journals list, retaining those we determined are still active and relevant, and eliminating those no longer publishing. Through desk research and in consultation with our network of experts, we then added in those relevant journals/publications that have emerged since 2006, or those that may have escaped our notice during that previous effort. For each journal/publication we endeavor to provide key basic data points—such as the publication's name, focus, publisher, and frequency, along with a website address. Given the large number of periodicals published in China, we have opted to include just under 30 key journals that are circulated nationally, excluding many others that are mainly circulated at the local university level.

### What We Have Learned, What We (May Have) Missed

This inventory has identified 277 graduate-level higher education programs and 217 higher education research centers/institutes around the world—up from a combined total of 199 centers and programs in 2006. Our journals/publications list now consists of 280 distinct publications, up from 191 in 2006. These numbers indicate robust growth (or perhaps better research on our part!) since 2006, also evident is the notable geographic expansion of these activities. In 2006, our inventory captured the existence of centers/institutes, programs, and journals/publications in just 25 countries. In 2014, our research shows that activity in one or more of these areas is taking place in 56 different countries around the world.

Much more in-depth information on the data we have collected and what we believe it tells us can be found in the Chapter 2 of this volume. Several key points deserve special attention here, however. The first is that we feel confident that our inventory has managed to assemble the most comprehensive picture available of the world's higher education research, training, and publications landscape. We think this is a crucial step in developing a much stronger sense of a global community active in this area. We believe it is important that the various nodes of activity in this field take note of one another and become further empowered to network with, and learn from, one another. This is crucial given the ongoing expansion of the higher education enterprise worldwide and given that higher education systems around the world face many common challenges.

At the same time, it must be acknowledged that the business of mapping the world's higher education research, training, and publications activities is immensely difficult work. There are many different ways in which this kind of research and training may be organized and undertaken, and the existence of these activities is often somewhat "hidden" within larger organizations or across an informal network of interested individuals. Our inventory has likely not captured every initiative that deserves to be recognized. For example, given our particular interest in identifying research centers/institutes focused specifically on the study of higher education, centers focused on the scholarship of teaching and learning in higher education are likely under-represented in our count. We are also sensitive to the fact that leadership development in higher education is a growing and important aspect of training activities in our field. However, because such training sits somewhat outside our interest in cataloguing academic programs leading to a graduate-level degree, we have not adequately profiled the organizations focused on this type of training.

Despite these limitations, we have done our utmost to make sense of a highly scattered landscape of activities and believe this effort contributes meaningfully to a more extensive and refined understanding of this worldwide community of higher education knowledge and talent development, both professional and academic in nature.

### References

Altbach, Philip G., Leslie A. Bozeman, Natia Janashia, and Laura E. Rumbley, eds. 2006. *Higher education: A worldwide inventory of centers and programs (Revised edition)*. Rotterdam, Netherlands: Sense Publishers.

Altbach, Philip G. and David Engberg. 2000. *Higher education: A worldwide inventory of centers and programs*. Phoenix, AZ: Oryx Press.

# 1. Knowledge for the Contemporary University: Higher Education as a Field of Study and Training\*

PHILIP G. ALTBACH

While advanced study has been a central element of most civilizations, the university model universally used today emerged in Europe in the 11th century, with the establishment of universities in Bologna and Paris and then in other parts of Europe (Rashdall 1895; Haskins 1923). Academic institutions existed in much of the world prior to that time, including Confucian academies in China, Nalanda University in India, Islamic madrassas, and others. However, the modern university is a European invention, and it came to dominate the globe. Indeed, all contemporary universities stem from the European model. Philosophers, from Confucius to Aristotle and beyond, have thought about knowledge transmission and education. But few have thought systematically about higher education; and no institutions devoted to the study of higher education or educating those who are responsible for university leadership or management emerged until the 20th century. Statistics and analysis concerning higher education was largely absent until the middle of the 20th century.

It was assumed that universities—generally small institutions that served an elite, with a tiny proportion of the age group studying—could be managed by senior academics, generally elected by their peers for limited terms as rectors. Budgets were modest and organizational structures simple.

Postsecondary education is now a major enterprise worldwide. Massification has dramatically increased global enrollments; there are more than 170 million students enrolled in 2013, with expansion continuing worldwide. This growth has transformed higher education institutions and systems, and there are now more than 18,000 universities worldwide. At the same time, the emergence of a global knowledge economy has placed more emphasis on the research universities at the top of the academic hierarchy. Internationalization, in the form of flows of students across borders, increased mobility of academics, and branch campuses have broadened the scope of higher education.

Higher education, for centuries a small and elite sector in most societies and of concern only to a few, is now a major societal institution that plays a key role in economic and social development. Perhaps most important, higher education plays a major role in social mobility for growing populations, which now care about university access and other issues. Higher education requires significant expenditure to support mass access on the one hand and research capacity on the other.

The field of higher education emerged slowly, as postsecondary expanded starting in most of the world in the mid-20th century. It became clear that knowledge about the academic enterprise was needed, and that leaders and administrators of institutions and systems required expertise about the expanding size and scope of the higher education enterprise.

## Higher Education's Needs in Terms of Data, Analysis, and Training

Universities were traditionally managed by senior professors. Typically, a rector or vice chancellor was selected by the senior academic staff from among their ranks, sometimes with the approval of government or clerical authorities, to serve for a short term and then returned to teaching duties. There were few if any administrative staff. These arrangements worked well enough in small institutions that had established roles and required little management. Massification and expanded responsibilities have changed all of this.

Many postsecondary institutions and systems are now large and complex organizations—requiring skilled management, innovative leadership, and effective frameworks for decision making. Some compare the contemporary university to a large business enterprise, but that is misleading. While universities are complex organizations and share many traits with large businesses, they are also communities of scholars and researchers with a long tradition of shared governance and self-management. Also, they are quintessential public good institutions—educating, producing knowledge for society, and in many instances serving as major cultural resources.

\* An earlier version of this chapter appeared in the journal *Studies in Higher Education* (2014, Volume 39, Issue 8).

Universities are not only knowledge producers and educational enterprises, they are also knowledge consumers. They require sophisticated data to ensure effective decision making and management. Academic institutions need information concerning students, faculty and staff, financial projections, and many other kinds of data. This information is often referred to as institutional research, and many universities have offices devoted to the collection and analysis of key data. Higher education systems and governments also need sophisticated data and analysis to ensure that effective policy is devised and implemented. Quality-assurance agencies, within academic institutions as well as serving systems and countries, also require careful research and data. In sum, contemporary higher education institutions and systems have become significant users of data about the entire higher education enterprise.

Universities and academic systems also need professional expertise. Specialist knowledge concerning academic administration, student services, research management, facilities management, financial affairs, legal issues, and many others are all required by the modern university. Traditionally, university management was left to academics with no expertise or experience who were temporarily elected or appointed to managerial positions. While academic leadership should remain in the hands of academics—day-to-day management of academic institutions and systems requires professional expertise (Goodall 2009).

There are at least two levels of academic leadership and management that require a sophisticated understanding of the academic enterprise and systems. Senior university leaders, typically chosen from among the senior academic ranks, require knowledge of institutional management and leadership to work effectively in today's large and complex institutions. A cadre of middle management has evolved in most countries—professionals who manage financial affairs, student services, information technology, fund raising, and a broad range of other tasks. These administrators require professional training in their specializations and, like senior leaders, need to know about the special characteristics of universities in modern society.

Higher education systems and institutions require policies to ensure that they are managed effectively and that they serve the needs of society. In an unprecedented way, higher education policy has become an area of broad societal and political interest—and debate and controversy, as well. Issues such as access, public support, levels of tuition charges, the role of the private sector, and many other themes are topics of sharp debate. Institutions themselves, as they have become larger and more diverse, also debate policies regarding financing, orientation toward research, and many other issues. The internal governance and management of academic institutions often require intense policy debate.

All of these factors, and others as well, have contributed to the emergence of higher education as the subject of study, an arena for the training of leaders and managers, a vehicle for policy analysis, and a source for debate and analysis in many countries. This discussion focuses on the central elements of the emergence of a field.

### **The Emergence of an Academic Field**

To meet these and other needs, the field of higher education administration has emerged in the past half century. While higher education is not an academic discipline—the study of universities is an interdisciplinary endeavor based on the social sciences—it has emerged in a growing number of countries as a recognizable field of study, developing the standard accouterments of any academic field. These include journals, publishers that focus on higher education, Web sites, national and international conferences, research centers and organizations, and others. While the development of the field is quite uneven globally, it now exists on all continents and in many countries.

Like other fields, there are centers and peripheries in the higher education knowledge network. Unsurprisingly, the main centers in terms of knowledge production and research are in the major English-speaking developed countries, with significant strength in western Europe and in China (Kehm and Musselin 2013). China is an interesting example, because at least 400 Chinese universities have included the study of higher education beginning in the 1960s, with major academic programs or research centers at 30 or more. According to the recent global survey of higher education centers and programs contained in this volume, at least 29 countries have a total of approximately 277 academic programs with some focus on higher education—with a serious undercounting of some less important Chinese programs—a dramatic increase in the past several decades (Rumbley, et al. 2014).

Researchers have traditionally been reluctant to study the institution in which they work. Social scientists preferred to focus their scholarly attention elsewhere, especially on subjects that might yield more useful theories. Most people interested in pedagogy and education focused on primary and secondary schools and not on higher education. As a result, postsecondary education was ignored by researchers in the field of education as well as by social scientists. Despite only limited interest from academic social scientists in higher education, the field emerged mostly in universities. Psychologist G. Stanley Hall is said to have taught the first academic course on higher education, at Clark University in Massachusetts, in 1893 (Goodchild 1996, and

2014). Visionary academic leaders, from Wilhelm von Humboldt to Robert M. Hutchins, have articulated their views on the development of the university. A few social scientists, perhaps most notably Max Weber, analyzed higher education. In the second half of the 20th century, when higher education became a topic of significance, social scientists—such as Burton Clark, Martin Trow, Clark Kerr, and S. M. Lipset in the United States, and A. H. Halsey and others in the United Kingdom, Michio Nagai and Ikuo Amano in Japan—all did pioneering research on higher education. Within the more traditional education faculties, academic programs in higher education spawned research as well—much of it in applied areas such as student development, teaching and learning, higher education administration and personnel management, and others.

The emergence of organizations of higher education researchers and professionals is another key indicator of the expansion and maturity of the field. The Association for the Study of Higher Education in the United States, the main organization of researchers and professors of higher education, sponsors a respected journal and other publications. The Consortium of Higher Education Researchers in Europe has a similar function (Teichler 2013; Kehm and Musselin 2013). Other similar groups exist in China, Japan, and several other countries.

### Academic Degree Programs

There are more than 450 academic degrees offered in the field of higher education globally. Approximately half of them are located in the United States, where the academic administration was professionalized first. The study of higher education has been traditionally located in schools of education, where it is often considered peripheral to the main missions of these schools. Further higher education is a multidisciplinary field and, perhaps as a result, does not have a clear base in any of the academic disciplines. While interdisciplinarity is much praised, it often means that such a field has no real academic home. In addition, schools and faculties of education are seen in many universities as less prestigious than departments in the social sciences or other fields, thus further marginalizing higher education as a field of academic research. Despite these challenges, higher education has emerged as a field of research and professional training in universities around the world.

In the 21st century, academic programs in higher education have to some extent expanded beyond faculties of education. Several institutions in the United Kingdom and Australia have begun to offer higher education concentrations in schools of management. Interdisciplinary programs have been emerging as well, combining education faculties with management schools and some social science departments. The Erasmus Mundus initiative—funded by the European Union and managed by several (mostly) European universities—has supported at least two multinational higher education programs.

There are many different kinds of degree programs offered. Traditional full-time master's degree programs are common in many countries. Typically requiring one or two years of coursework, some of these programs may have a thesis or long research paper component, while others are based on examinations. Some programs are designed for new entrants to the field, while others cater for professionals who want to upgrade their skills and earn a degree that will assist in their careers. Part-time programs are increasingly popular for those already employed in higher education institutions. Degree study that is fully or partly offered through distance education or blended study is available in about a quarter of master's programs offered worldwide (Rumbley, et al. 2014).

Doctoral programs also vary considerably. American programs typically require coursework plus a research-based or professional dissertation, resulting in either a Ph.D. and Ed.D. degree (Freeman, et al. 2014). European doctorates are often research-based and require few if any courses. Online or programs that combine some in-class with distance instruction have emerged in doctoral programs as well. Some programs at both the doctoral and master's degree level are cohort based.

Higher education programs typically offer a general introduction to the nature and sometimes the history of universities, because it is understood that academic institutions are unique institutions and their management and leadership requires special knowledge of their history, tradition, financing, and patterns of governance. The “customers” (students) also require understanding, precisely because they are more than customers. They are learners, and their participation in the academic enterprise is more than “transactional.” As higher education has expanded and serves a larger and more diverse student body, more careful understanding of the student population is crucial.

There is a trend to provide a more specialized curriculum in higher education, reflecting the specific positions that administrators typically take. Thus, a general introduction to the academic enterprise considers specialized areas such as financial management, student services, institutional research, and others.

The academic field of higher education has for the most part emerged from the need to provide training for higher education professionals. The research function of all but a few of the most prestigious programs is less central than the training programs.

Most programs offer master's degrees. A smaller number provide doctorates, and some also offer specialist certification in a variety of specialized fields. These academic programs produce many thousands of graduates. The majority of these graduates go into university administration. A smaller number of graduates, mostly at the doctoral level and from the more prestigious universities, join the ranks of faculty members in higher education departments and programs or in some countries become senior university administrators or work in universities as policy or planning officers. Some take positions in government agencies and work on higher education planning and policy.

Higher education programs are still limited in scope in all but a few countries and do not yet exist in much of the world. Of the 277 located in a new inventory, two-thirds are in the United States, with the second largest number in China—perhaps 100 or more programs although the inventory only looked at the top programs. The United Kingdom has 13 programs and continental Europe 8. While Japan has 6 programs, the rest of Asia, not including China, has fewer than 10. Africa has 7—4 of them in South Africa, and Latin America has 3. Thus, the professionalization of higher education management globally, at least as measured by the existence of degree-based academic programs, remains in its infancy.

### **Non-degree Leadership Programs**

Providing some knowledge of higher education leadership and of the role of universities to those appointed or elected to post-secondary leadership positions has been recognized as a key need. Most top academic leaders, especially presidents, vice chancellors, and rectors, after all, are chosen for their jobs from the ranks of senior professors, many of whom have little knowledge of the role or management of universities. In several countries, agencies have been established to provide seminars and courses for higher education leaders. For example, the National Academy of Educational Administration of China is a large government-sponsored agency that provides courses and seminars of various lengths and foci to senior higher education officials. Programs range from short seminars to year-long courses. In Russia, the Skolkovo Institute of Management in Moscow offers a year-long part-time program for university rectors and senior managers on higher education leadership, while the Ministry of Higher Education in Saudi Arabia provides training for rectors of Saudi universities. The Institutional Management in Higher Education program of the Organization for Economic Cooperation and Development provides conferences and guidelines for higher education leaders. The American Council on Education, an organization of American universities, offers seminar programs for senior higher education managers. Many universities offer seminars for academic leaders—a well-known example is the Harvard seminar for university presidents. There are other similar programs in many countries. In a few cases, leadership programs are provided on a regional basis. For example, the University of Hong Kong has organized for several years a program for academic leaders from Southeast Asia, with funding in part from the Asian Development Bank.

There is general agreement that leaders of postsecondary institutions, in general drawn from the ranks of the academic profession, require knowledge of academic administration, the role of universities and other postsecondary institutions, and the fundamentals of leadership. Academic leaders who are elected to their posts often have no experience with administration or leadership, and they are most in need of in-service training. But, even those who have served in other leadership positions often require additional background and training, in order to do the best job possible. Without doubt, the vast majority of academic leaders have had no training for their jobs. The provision of training and educational programs for higher education leaders is in its infancy, but at the same time is of great importance.

### **Research Centers and the Research Community**

Research on higher education takes place in a large variety of settings [Zgaga 2013]. As noted, most university-based higher education programs conduct some research, but their main focus is teaching and the credentialing of higher education professionals. The top American programs emphasize research and are often able to obtain funds from foundations and other organizations to support large-scale research [Sadlak 1981; Teichler and Sadlak 2000]. Similarly, well-known European programs, such as the university-based Center for Higher Education Policy Studies in the Netherlands and the International Center for Higher Education Research in Germany, obtain funding from European and national agencies for applied research. The Hiroshima University-based Research Institute for Higher Education and several centers in Chinese universities also combine well-regarded research with small-scale training programs and are funded by governmental sources.

A range of research organizations focus on higher education. The scope, size, sponsorship, and orientation of these groups make it difficult to generalize about them. Many are located within government agencies, most often in ministries or departments focused on higher education. They are responsible for collecting statistics and other information and often conducting

policy-based research. Some can be quite large and influential in shaping policy. There is no data concerning the size or scope of higher education research capacity within government agencies, but there is no doubt that this sector has expanded significantly in recent years.

Independent research establishments are quite varied in scope, size, focus, and financing. Some are mainly consulting firms that undertake research and advising for higher education institutions, government agencies, or companies on higher education issues. Some undertake policy or other research for those who sponsor the research, engaging in “contract research” on a range of topics. Some are specialized research organizations that may work on specific themes, such as financial issues. Research subjects may range from specialized research for universities, government departments, or other groups to broad policy questions that may relate to national debates, legislation, or broader initiatives affecting the academic community generally. It is quite difficult to generalize about the many independent research organizations.

Some countries, such as the United States or several European nations, have many higher education research organizations that are especially clustered in the capital. Others have very few such organizations. In China, for example, while there is much higher education taking place, but few independent organizations—research takes place in government agencies and in universities. Many countries simply have little research about higher education. Even large and complex academic systems—such as India, Russia, Brazil, and others—have little research capacity.

Many organizations concerned with higher education conduct research, and some have research offices to perform this task (Bassett and Maldonado-Maldonado 2009). Other groups “subcontract” research to others. In most countries, organizations representing the university community are concerned with research to assist their work. For example, in the United States, large organizations such as the American Council on Education (ACE), which represents the university community to the government, has research capacity to collect information and shape policy and other recommendations. Smaller American organizations—such as the Council of Graduate Schools, the Association of Catholic Universities, or groups representing law or engineering schools—sponsor research in their specific areas. In Britain, UniversitiesUK has a similar function as the ACE. Many countries have organizations that speak for the higher education sector, and these often have research offices to assist them in their work.

The inventory includes a total of 217 organizations in 48 countries conducting research on post-secondary education (Rumbley, et al. 2014). Research centers in the United States (50), China (44), and the United Kingdom (18) account for over half. The number of researchers employed by each organization varies considerably. The total number of researchers across the globe is impossible to estimate since many conduct research independent of a center. However, the number is substantial. If one adds up the membership of the several higher education research associations in such key regions as North America, western Europe, and China, there are at least 6,000 higher education researchers worldwide—no doubt an underestimate of the total. For example, some estimates are that there are 3,000 higher education researchers in China. If the number of researchers involved in institutional research, most of whom are based in the administrations of universities, the number doubles. Thus, a total conservative estimate of professionals who are involved in research on higher education is probably more than 12,000.

### Scholarly and Professional Organizations

The field of higher education has also built up, over a half-century—a nexus of associations devoted to many aspects of post-secondary education. These organizations are essential for the field, as they create a community of researchers and practitioners, are hubs of communication, and often sponsor journals, books, research, and other reports. Most hold periodic conferences that bring together their members and often others, with related interests.

Most countries with a significant research and practitioner community in higher education have at least one organization focused on the field of higher education. One of the largest, reflecting the size of the research community, is the Association for the Study of Higher Education (ASHE) in the United States. ASHE sponsors a respected journal in the field, a book series, and holds an annual conference drawing several thousand participants. Similar organizations exist worldwide—in China, the United Kingdom, Canada, Japan, and others. Major organizations representing university leaders also hold conferences and reflect the interests and concerns of presidents and other senior administrators.

A large number of specialized organizations reflect specific interests. In the United States, which has a large, complex, and well-organized postsecondary sector, organizations reflect the interests of planners and architects, housing staff, student affairs professionals (two national organizations), international education administrators (two national organizations), Catholic colleges and universities, accrediting associations, university lawyers, and many others. No other country has quite the number or specialism of the United States, but many have rapidly developing professional organizations.



### The Funding of Higher Education Research and Policy Analysis

Although the field of higher education has expanded impressively in recent years, the funding for many of its programs is tenuous and multifaceted. Most degree programs are funded by the universities that sponsor them and often by tuition fees paid by the students. In some cases, training programs are funded by sponsoring universities or governmental agencies or, occasionally, by the individuals participating in them. There are a small number of organizations that maintain capacity for training, with funding coming from a range of sources, but predominantly from governments.

Funding for research is even more varied and often tenuous. Institutional research, which, as noted, is the largest element of higher education research even though seldom available to a broader audience, is almost exclusively funded by the sponsoring university. A small number of research centers, such as the Research Institute for Higher Education at Hiroshima University, receive continuing government funding. Some research centers receive core funding from their sponsoring universities—examples include the International Center for Higher Education Research at the University of Kassel in Germany and the Center for International Higher Education at Boston College in the US. Some university-based research centers depend on external funding for research, and thus are guided by the interests of external funding agencies.

Higher education research and data collection is often funded by governments—sometimes conducted directly by government departments but also done on the basis of contracts awarded to external agencies.

In a small number of mainly industrialized countries, research and other higher education activities are supported by philanthropic foundations and other organizations. Foundations may be interested in supporting university development or particular academic programs or initiatives. Some organizations with a particular policy or other agenda may support higher education research that assists that agenda—for example, the conservative American Enterprise Institute in the United States occasionally provides funds for work on initiatives that it supports.

Research and development on higher education is perennially short of funding. In much of the world, there is no funding at all for research in this field: with the result that there is almost no data, analysis, or knowledge about postsecondary education. Even in countries where there is some funding for higher education research, the amounts are seldom adequate or sustained.

### Institutional Research

Although seldom considered part of the higher education research, institutional research constitutes a large and important sector in the field of higher education. Institutional research may be defined as the research and data collection that is conducted by individual academic institutions to aid in management, planning, and improvement of that institution. While there are no statistics concerning how many of the world's 18,000 universities engage in institutional research or have specific offices or departments devoted to this task, it might be estimated that perhaps half participate: thus close to 10,000 are involved in institutional research. The number of universities and individuals engaged is growing rapidly as the need for data and analysis for larger and complex academic institutions is required.

Universities that conduct institutional research typically have an office with dedicated staff responsible for this task. In large and sophisticated universities, these departments or offices may be large and responsible for a range of data collection and analysis. Institutional research contributes to budgetary management and planning, student services, admissions, curricula development, and many other functions. In many public universities, governments and system managers require data on individual academic institutions for system-wide planning or to assess government policies or programs. Thus, there is an increasing need for institutional research analysis for external purposes.

### Globalization and Internationalization

As higher education has become internationally engaged in a globalized world, the field has also moved in a more international direction (Altbach 2004; de Wit, 2002). The internationalization phenomenon includes ever-increasing numbers of mobile students—close to 4 million—as well as branch campuses, franchised academic programs, international massive open online courses (MOOCs), and many others. Universities increasingly look outside their borders for innovations, management ideas, and academic staff; and they often compete with institutions in other countries. These factors, among others, have internationalized the field of higher education. Research insights from other countries are often taken into account in formulating research agendas and considering policy directions. International journals have been established, and conferences increasingly include participants from many countries. Web sites, blogs, and elements of social media are international as well.

For the most part, the knowledge produced and communicated by the English-medium research community in the main knowledge centers dominates the global higher education dialogue, although there is some scope for inputs from around the world. The advent of an international perspective in a significant part of the field of higher education is a recent and quite significant development for the field.

### **International Research and Organizations**

Despite both globalization and the massification of higher education in the past half century, it is surprising that there is only a modest international participation in higher education research and policy (Altbach 2014). However, several international organizations have played a role in higher education research and policy over time. These include the World Bank, the United Nations Educational, Scientific, and Cultural Organization (UNESCO), and the Organization for Economic Cooperation and Development (OECD), although both have recently cut back on their higher education focus. All have sponsored some international research and have collected statistics. The UNESCO Institute of Statistics is the only source of international statistical information on higher education. The World Bank has sponsored several influential reports on higher education, including one cosponsored with UNESCO (Task Force on Higher Education and Society 2000; World Bank 2002). These organizations also publish books and other documents.

Several other organizations also participate in international higher education initiatives. The Global University Network for Innovation, based in Spain, has sponsored conferences on global issues (Global University Network for Innovation 2007). Groups such as the International Association of Universities (IAU) have also sponsored research. The IAU, for example, sponsored an annual survey on higher education internationalization and publishes a book relating to that research project. It also publishes a journal.

Regional entities such as the European Union provide funding for higher education research. Regional organizations such as the European Universities Association, the Academic Cooperation Association, the European Association for International Education, and others sponsor research and issue publications relating to their research and other activities.

### **Quality Assurance and Accreditation**

A relatively new area of research relates to quality assurance and accreditation of academic institutions. Many countries require accreditation of academic institutions, and a growing number are assessing the quality of academic institutions and programs—and some require both. Universities and/or academic programs may be accredited by external agencies—either government or nongovernmental—and in all cases accrediting procedures require the collection and analysis of data. Most countries require some kind of accreditation of postsecondary education, although procedures, purposes, orientations, and agencies differ substantially. In many places, institutions must be accredited in order to function, offer degrees, or qualify for governmental funding, access to loan programs, or other resources. Quality assurance is a more recent development and is in some countries related to accreditation or occasionally provides the equivalent of accreditation. Quality assurance may be more limited in scope than accreditation and typically tries to evaluate an institution or program for the quality it offers, sometimes providing a basic stamp of acceptable quality or in some cases providing “grades.”

These agencies require professional staff skilled in evaluation, measurement, and related fields in order to appropriately plan, administer, and evaluate accreditation and quality assurance. The organizations require staff, as do the academic institutions and programs, that produce data, develop documentation, and in other ways assist in the process. Other than a small number of seminars provided by accrediting and quality-assurance organizations, there are no training programs in these fields.

### **English as the Dominant Language of Research and Communication**

International research and discussion of higher education, as is the case for all scientific fields in the 21st century, take place largely in English, although national and regional communication is generally in national and regional languages (Altbach 2007). Larger academic systems—such as China, Russia, Japan, Germany, and some others—have well-developed communications networks in their own languages and produce research and analysis in these languages. Regional discussion in Latin America takes place in Spanish, in French in Francophone Africa, and in Russian in the former Soviet countries—although English is making inroads in some of these areas.

English dominates the research literature on higher education—and is increasing its position even in non-English-speaking countries. Most international organizations work mainly in English, even where other languages are officially recognized. Virtu-

ally all of the research journals in higher education are published in English—and with pressure in many countries for researchers to publish in recognized international journals, more is written in English to conform to journal requirements.

While there has been no research on the languages of the many Web sites in higher education, research concerning academic Web sites generally indicates that English is most widely used on the Web sites that have an international reach.

While the use of English enhances international dialogue and creates a common means of communication, it also gives significant advantages to the countries and academic systems that use English as their first language. Language has an impact on the research culture, and most of the journals are edited by English speakers who are located in the main English-speaking academic “powers” since they are published in English. The norms, methodologies, and values of the English-speaking academic systems have a significant advantage. Similarly, books published in English have a greater international circulation and more influence. The reality of the 21st century is that English is the dominant medium of research and communication in the field of higher education, as it is in most scientific areas.

### The Communications Network in Higher Education

As the field of higher education has matured and expanded—and as postsecondary education worldwide dramatically grew—the scope, amount, and complexity of research and analysis in the field has exploded. At the same time, the information technology revolution has taken place, making knowledge distribution easier and more complex. The creation of knowledge networks and the means for communicating information is central to the establishing of any scientific field; and makes it possible for research and analysis to be provided to academic leaders, government officials, and other stakeholders.

Much of the research, statistical development, and analysis on higher education is carried out for specific purposes and does not become available to the broader research and policy communities. Almost all institutional research would fall into this category, as would many studies carried out by stakeholders for their own purposes. In many ways, this is unfortunate, since both raw data and analysis done for specific purposes could be useful to the broader community. This situation is also understandable, since research intended for particular purposes in many cases is considered proprietary and confidential. Much research may end up as “gray literature”—available only with careful search and not easily obtained.

The traditional means of scholarly and scientific communication are books and journals, and the field of higher education has become quite active in publishing. It is not possible to estimate the number of books on higher education published worldwide annually, but it is at least several thousand. The largest number is probably published in English, and this is certainly the case of books that reach an international audience. Many publishers have established book series that focus specifically on higher education or have taken a specific interest in the field. A few examples of English-medium publishers with strong higher education interests are Routledge, Palgrave-Macmillan, Johns Hopkins University Press, Springer, Sense, and others. Several publishers that are not based in English-speaking countries publish extensively in English, such as Dutch-based Sense Publishers and Springer, a global brand, indicating the dominance of English as the key global scientific language. Publishers in Germany, France, Japan, China, Argentina, and many other countries have higher education specializations as well. Many of the books published are guides for academic administration, teaching, and other practical themes, but a large number are also research-based studies and policy-focused volumes. Several of these publishers have established specific book series that are typically edited by prominent higher education researchers.

Several higher education encyclopedias have been published—all in English—that have brought together knowledge and trends in the field (Clark and Neave 1992; Forest and Altbach 2006). Now in its 29th year, the *Higher Education: Handbook of Theory and Research*, published by Springer, while largely US-based, provides an overview of current research trends and literature in the field of higher education.

Like most academic fields, much of the research is disseminated through academic journals, and these publications are often indexed and thus easier to locate (Huisman 2013). Although knowledge distribution networks are changing as a result of the expansion of research and especially advances in information technology, peer-reviewed journals remain central to the field. In 2006, a listing of higher education journals worldwide listed 191—with almost half of them located in the United States (Altbach, et al. 2006). The 2014 listing includes 280 journals, with somewhat one-third from the United States, with 35 countries publishing journals in the field (Rumbley, et al. 2014). China has a large number of journals focusing on higher education—the CIHE journals listing had to limit the Chinese journals to a small number that are recognized as the most influential because the larger majority of an estimated more than 200 journals are local and have little impact beyond the sponsoring university. English dominates the journals—with 190 of a total of 280. Other commonly used languages for journals are Chinese (27), Japanese (26), Spanish (15), and French (8).

Several of the key journals, such as *Higher Education and Higher Education Policy*, are international in scope, have international editorial teams, and publish articles on all areas of higher education. Other journals also have a wide scope of subjects as well. However, there is a growing trend in the field to establish journals that specialize on specific topics such as student development, quality assurance, or that focus on specific parts of the world. This specialization is not surprising as many academic fields tend to focus more on themes and fields and disciplines grow larger.

It is fair to say that only a small number of the journals published have significant influence on research trends or policy debates in the field of higher education. These tend to be the journals that are indexed by the Social Science Citation Index and similar agencies.

In addition to research and academic journals, there are also magazines and related publications that are important parts of the global, regional, and national communications networks in the field. Two internationally focused publications, *University World News (UWN)* and *International Higher Education (IHE)*, one weekly and the other quarterly, provide news and analysis on a global scale. *UWN* is published online only, while *IHE* appears in both print and electronic editions. *Times Higher Education (THE)* and the *Guardian*, both British publications, provide detailed coverage of UK higher education as well as considerable international news. *THE*, which also sponsors the global higher education rankings, is exclusively focused on higher education. The main US-based higher education publications, the weekly *Chronicle of Higher Education* and the daily online *Inside Higher Education*, both provide some international news and analysis but are mainly focused on the United States. National higher education newspapers and magazines exist in many countries. Examples include *Deutsches Universitätszeitung* in Germany, *Edutech* and *University News* in India, and many others.

Higher education organizations, of all kinds, sponsor magazines and other periodical publications. On the international level, the International Association of Universities publishes *IAU Horizons*, while aimed mainly at IAU member institutions, provides news and analysis. Regional and national organizations also sponsor magazines and other periodicals.

A large variety of blogs in many languages provide additional information, analysis, and opinions concerning higher education issues. Some blogs are organized by individuals, while others are affiliated to organizations and publications of all kinds. There is no estimate of the number of bloggers, blog networks, or organizations sponsoring blogs. In addition, information and analysis concerning higher education is communicated by Twitter posts, “retweets”, and other social networking arrangements.

It is not surprising that the nexus of communications in higher education is so dense in the 21st century. Research, analysis, opinion, and news about higher education have expanded exponentially. This expansion has been stimulated by the increased size and scope of postsecondary education itself, the growth of the field of higher education studies with its expanding number of researchers, students, and other experts, and the increased ease of communication aided by the Internet. Without doubt, the internationally influential communications networks, journals, and Web sites are dominated by those in English that in general emanate from the main academic centers. Yet, the Internet permits some democratization of communications, and journals, Web sites, and others can be found in most countries.

### Conclusion: An Impressive Development

The emergence of higher education as a viable field of research, scholarship, training, and professional concern during the latter part of the 20th century and the first part of the 21st reflects the growing size and importance of higher education globally. The field in this short period of time has built all of the infrastructures of a traditional academic field—communities of researchers, journals, centers for research and training, and others. Higher education professionals are, of course, specialists in organizational development and thus they have been able to build relevant organizations.

Clearly, higher education is not a scholarly or scientific discipline; it has no central and accepted methodology nor does it have a set of concerns for research and study. Rather, it is a field that uses the disciplinary insights of other fields, mainly in the social sciences, to inform research themes that often require interdisciplinary insights.

Higher education, as a field, is significantly unbalanced. Most of the research and publication reflects the realities of the industrialized nations, despite the fact that most growth is taking place in developing and middle-income countries. However, with the exceptions of China and to some extent South Africa, the rapidly growing regions have little or no base of higher education research, few researchers, and only a limited number of organizations and networks.

Higher education is a field without a clear intellectual, methodological, or disciplinary center. This is inevitable, and not necessarily a detriment. A diversity of approaches reflects the varied interests and backgrounds of those involved in the field.

Higher education is also a field that stems from practice and from the practical concerns postsecondary education institutions and systems worldwide. While there are a small number of scholars who have studied universities as a subject of “pure research,” most analysis has stemmed from a desire to shed light on pressing issues or crises and an effort to understanding a dynamic phenomenon.

The field is evolving, developing, and growing more diverse. It is hoped that it will gain strength in parts of the world where it is needed to help solve the challenges of rapidly growing academic systems. At the same time, the challenges of research, equity, student development, financing, the increased use of technology, effective management, among many other challenges, create the conditions for further intellectual development of the field.

### References

- Altbach, Philip G. 2014. “The Abdication of Thinking Capacity in International Higher Education.” *International Higher Education*. no. 74: 6–8.
- Altbach, Philip G. 2007. The Imperial Tongue: English as the Dominating Academic Language.” *International Higher Education* no. 49: 2–4.
- Altbach, Philip G. 2004. “Globalization and the university: Myths and realities in an unequal world.” *Tertiary Education and Management* 10 (1): 3–25.
- Altbach, Philip G., Leslie A. Bozeman, Natia Janashia, and Laura E. Rumbley, eds. 2006. *Higher education: A worldwide inventory of centers and programs*. Rotterdam, Netherlands: Sense Publishers.
- Bassett, Roberta Malee, and Alma Maldonado-Maldonado, eds. 2009. *International organizations and higher education policy: Thinking globally, acting locally?* New York: Routledge.
- Clark, Burton, and Guy Neave, eds. 1992. *The encyclopedia of higher education* (4 volumes). Oxford, UK: Pergamon.
- de Wit, Hans. 2002. *Internationalization of higher education in the United States of America and Europe: A historical, comparative, and conceptual analysis*. Westport, CT: Greenwood.
- Forest, James, and Philip G. Altbach. 2006. *International handbook of higher education* (2 volumes). Dordrecht, Netherlands: Springer.
- Freeman, Sydney, Linda Serra Hagedorn, Lester F. Goodchild, and Dianne A. Wright, eds. 2014. *Advancing higher education as a field of study: In quest of doctoral degree guidelines*. Sterling, VA: Stylus.
- Fumasoli, Tatiana, and Bjørn Stensaker. 2013. “Organizational Studies in Higher Education: A reflection on historical themes and prospective trends.” *Higher Education Policy* 26: 479–496.
- Global University Network for Innovation. 2007. *Higher education in the world 2007: Accreditation for quality assurance: What is at Stake?* Basingstoke, UK: Palgrave Macmillan].
- Goodall, Amanda H. 2009. *Socrates in the boardroom: Why research universities should be led by top scholars*. Princeton, NJ: Princeton University Press.
- Goodchild, Lester. 2014. “Higher education as a field of study: Its history, degree programs, associations, and national guidelines.” In *Advancing Higher Education as a Field of Study*, eds., S. Freeman, Jr., L. S. Hagedorn, L. F. Goodchild, and D. A. Wright. Sterling; VA: Stylus, 13-50.
- Goodchild, Lester. 1996. “G. Stanley Hall and the Study of Higher Education.” *Review of Higher Education* 20, 69–100.
- Haskins, Charles H. 1923. *The rise of universities*. New York: Henry Holt.

- Huisman, Jeroen. 2013. "Higher Education Policy: The evolution of a journal revisited." *Higher Education Policy*. 26: 433–46.
- Kehm, Barbara, and Christine Musselin. 2013. *The development of higher education in research: 25 years of CHER*. Rotterdam, Netherlands: Sense.
- Rashdall, Hastings. 1895. *The universities of Europe in the Middle Ages*. Oxford, UK: Clarendon Press.
- Rumbley, Laura E. Philip G. Altbach, David Stanfield, Yukiko Shimmi, Ariane de Gayardon, and Roy Chan. 2014. *Higher education: A worldwide inventory of centers and programs, 3rd edition*. Charlotte, NC: Information Age Publishers.
- Sadlak, Jan. ed. 1981. *Directory of institutes and organizations in research on higher education*. Geneva: International Bureau of Education.
- Task Force on Higher Education and Society. 2000. *Higher education in developing countries: Peril and Promise*. Washington, DC: World Bank.
- Teichler, Ulrich. 2013. "Academically ambitious and relevant higher education research: The legacy of the Consortium of Higher Education Researchers." *European Journal of Higher Education* 3: 242–254.
- Teichler, Ulrich, and Sadlak, Jan. eds. 2000. *Higher education research: Its relationship to policy and practice*. Oxford: Pergamon.
- World Bank. 2002. *Constructing knowledge societies: New challenges for tertiary education*. Washington, DC: World Bank.
- Zgaga, Pavel. 2013. "Higher education research and higher education policy in South-East Europe." *European Journal of Higher Education* 3: 280–94.



## 2. A Global Inventory of Research, Training and Publication in the Field of Higher Education: Growth, Diversity, Disparity\*

LAURA E. RUMBLEY, DAVID A. STANFIELD, AND ARIANE DE GAYARDON

Higher education research centers, as well as academic programs devoted to educating the next generation of higher education leaders and specialists, are central to the future of the higher education enterprise globally (Boston College Center for International Higher Education, 2012). As higher education systems expand around the world under the inexorable pressure of massification (Altbach, Reisberg, & Rumbley, 2009), and as new demands are placed on tertiary institutions the world over to respond to an urgent set of 21<sup>st</sup> century opportunities and imperatives (Barber, Donnelly, & Rizvi, 2013), institutional leaders, system-level administrators, and policymakers require increasingly comprehensive and robust information about the trends and issues affecting their work. The demand for high quality, timely research focused on the pressing questions facing the field is clear. The need for information also raises key questions about how the results of research reach (or not) their intended audience, and the role of scholarly journals and other publications in facilitating the flow of information among key stakeholders. Meanwhile, the growing complexity of managing higher education institutions and systems makes it crucial to have in place administrators and leaders who are adept at managing change and well prepared—through strong academic and professional training—to understand the challenges and opportunities facing higher education.

The needs in these areas are increasingly apparent. Less well understood (particularly from a global perspective) is the size and shape of the community of research centers, academic programs, and publications active in the field of higher education. The lack of a comprehensive picture of this community is problematic for several reasons. Principally, it undermines efforts for stakeholders to first identify, then to communicate with and learn from one another. It also perpetuates assumptions about the sources of information on higher education available around the world—privileging the well known in wealthier and more prominent countries, and failing to recognize the diverse actors involved in this work globally.

### Rationales for an Inventory

This inventory of higher education research centers, academic programs, and journals/publications provides insight into a world of activity that, although varied in scope and capacity, is contributing to a collective knowledge base that bears careful consideration. Why is it important to gain greater understanding about the global higher education research, training, and publishing communities? The broad acceptance of the notion that higher education plays a key role in economic and social development places enormous pressures on higher education institutions and systems. In attempting to meet those high expectations, it is necessary to ensure meaningful research, effective transmission of the knowledge being generated, and high levels of appropriate training in the field. At the same time, the relentless forces of globalization will continue to push higher education institutions and systems to think about their place in the world, not simply in their local contexts. The same must be said for higher education research centers, academic programs, and journals/publications. A global inventory of these units and initiatives can support the movement of critical conversations beyond local or national levels. Connecting peers of researchers and educators in this field can contribute to meaningful collaborations and enhanced understanding of the development of higher education the world over.

### Constructing the Inventory

Built purposefully on two previous iterations of a similar inventory (Altbach and Engberg 2001; Altbach et al 2006), the research centers/institutes, academic programs, and journals/publications worldwide that met the following criteria were considered for inclusion in the current inventory:

\* An earlier version of this chapter appeared in the journal *Studies in Higher Education* (2014, Volume 39, Issue 8).



#### Criteria for Centers or Institutes

1. Be primarily focused on higher education research, policy analysis, or related activities
2. Have at least one full-time professional staff member (or equivalent combination of part-time professional staff)
3. Have an assigned budget; funding may come from a variety of sources

#### Criteria for Academic Programs

1. Be focused on teaching and professional preparation and offering a formal degree or credential
2. Have at least one full-time faculty member (or equivalent combination of part-time academic staff) with significant involvement in the program
3. Award a graduate-level degree (master's or doctoral) or other formal credential

#### Criteria for Journals/Publications

1. Be focused primarily on issues of higher education
2. Be recognized as a credible source of information

Drawing mostly from the 2006 iteration of the inventory, an 18-question online survey was developed (see the Appendix), relying on the input of several higher education experts in different countries and world regions to ensure relevance and intelligibility across multiple cultural contexts. The 2006 inventory also provided a baseline list of centers, programs, and journals to target for inclusion in the inventory. Again based on feedback from a series of national and regional experts, email invitations requesting completion of the online questionnaire were sent to contacts at those centers/institutes and academic programs that were understood to still be active. We also reached out to a range of research centers/institutes and academic programs that had not been included in our 2006 inventory, but seemed eligible for inclusion based on desk research, advice provided by our experts and informants, as well as suggestions made by questionnaire respondents themselves, encouraging us to follow up on additional possible candidates for inclusion.

Many organizations responded to our request to complete the inventory survey. Indeed, 170 of the 217 research centers/institutes included in this inventory (78 percent of the total) completed our questionnaire. Among the academic programs, 165 out of 277 (or 60 percent) listed in the inventory are included as a result of having completed our questionnaire. The remaining entries were included because we believe our inventory would be incomplete without them. For these entries, we relied on information publicly available on the respective centers' and programs' websites. All entries that were manually entered into the inventory by our research team are appropriately footnoted, so that users have a clear understanding of the provenance of information for each entry.

Data collection involved additional steps specifically for China and the United States, two countries that include a very large number of research centers/institutes and academic programs. In the case of programs based in the United States, the Association for the Study of Higher Education (ASHE) shared an extensive data set on US graduate programs in higher education that its Council for Higher Education Programs (CAHEP) had collected in 2012 and 2013. For this reason, our US entries consist of information that was collected in three different ways: via our own project survey, through online/desk research, and by way of ASHE's CAHEP initiative. Meanwhile, the programs and centers we have included from China primarily come from a list of key higher education centers and programs provided to us by colleagues at Shanghai Jiao Tong University's Graduate School of Education. We took this approach because of our understanding that many Chinese centers and programs focused on the study of higher education are at particularly early stages of development, which may limit the scope and quality of their work. Our 'exclusive' approach here in no way implies a process of evaluating those Chinese centers/institutes and programs that we opted not to include. Given that some 400 Chinese universities offer programming in the study of higher education, we felt our inventory could best serve our global audience by providing information about centers/institutes and programs that are at least 'nationally recognized' in China.

Data on the journals included in this survey were developed using our 2006 inventory as a starting point. We worked with national and regional experts around the world in an effort to include as many relevant higher education publications, in as many languages as possible. Desk research allowed us to identify key data points for each publication, typically including title, focus, publisher, language, and frequency, along with a website address. In line with our approach to the research centers/institutes and academic programs in China, we opted to include just under 30 key journals that are circulated nationally, excluding many others that are mainly circulated at the local university level.

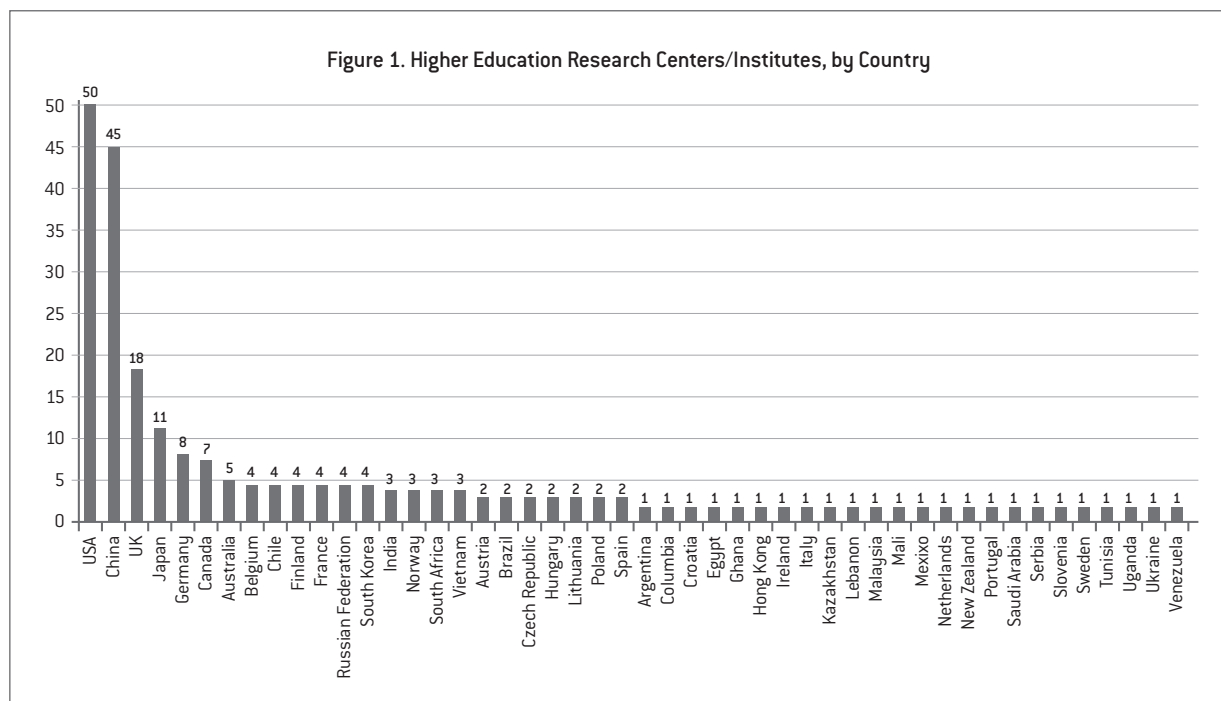
In all, data collection was carried out for roughly one year—from March 2013 through March 2014.

### From Inventory to Insight

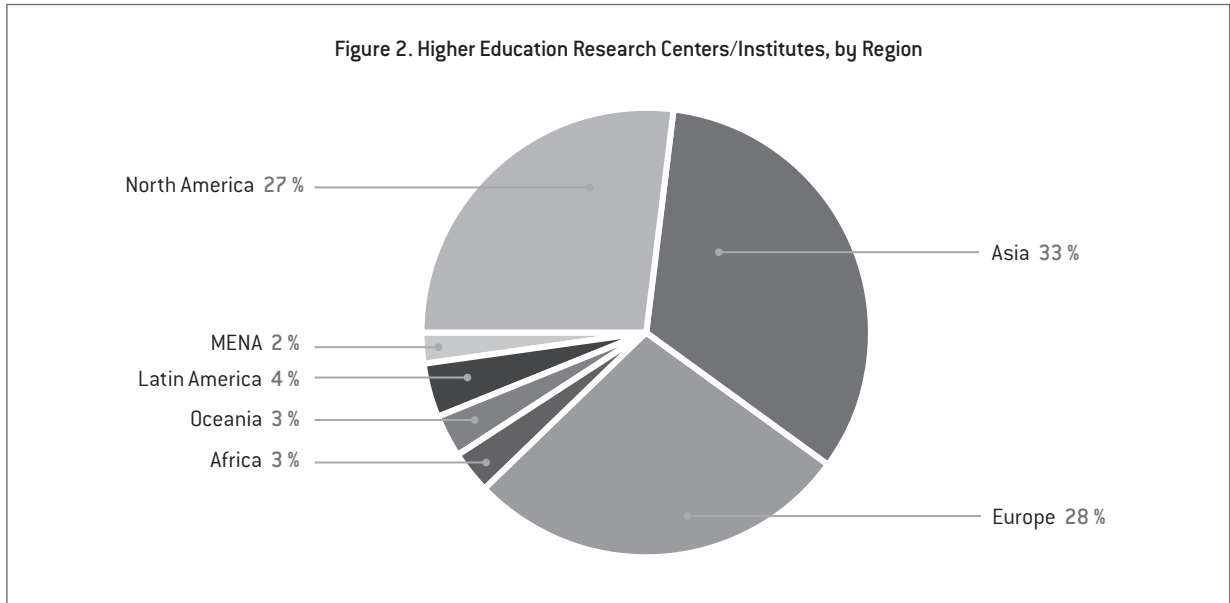
When considering higher education from a global perspective, one could argue that there are two ‘fundamental truths’ on which most scholars and analysts tend to agree. The first is that higher education is a ‘growth industry’ around the world. The second is that the key trends and issues we examine in this field inevitably play out unevenly in an inherently unequal world. These truths seem to hold true when set against our inventory data, which show real growth in recent years across programs, centers, and publications, while at the same time very real imbalance when it comes to the geographic distribution of these organizations and activities. Additionally, in keeping with broader globalizing trends, English clearly dominates when it comes to the language of communication in the field. A closer consideration of factors such as the location, age, size, geographic spread, and focus areas of centers, programs, and journals, provides an important window on the shape of the global research network focused on higher education research and analysis.

#### Key Findings: Research Centers/Institutes

Overall, our research identified 217 centers/institutes focused on research in higher education. These organizations or units are situated in 48 different countries, although they are clustered in a number of richer, often (but not exclusively) English-speaking countries. China, Japan, and Germany are the prime examples of countries where English is not the dominant language but where there is a relatively large number of research centers. The largest number of research centers/institutes in any one country (50) is found in the United States, followed by China with 45, the United Kingdom with 18, and Japan with 11. Germany, Canada, and Australia follow, with 8, 7, and 5, respectively. The remaining 41 countries each host fewer than 4 centers/institutes each. (see Figure 1).



An important consideration here is the major discrepancies apparent across regions (see Figure 2). The Middle East and North Africa (MENA), Africa, and Latin America are woefully behind in terms of hosting research centers/institutes. The Middle East and North Africa host just 2 percent of the global total—with a mere 4 such centers. Africa is home to 3 percent of the world’s higher education research centers/institutes (6 in total); and Latin America hosts just 4 percent, or 9 in total. Without China’s sizable number of centers, the rest of Asia hosts just 13 percent of the global inventory of higher education research centers/institutes.



The timeframe for the establishment of these global enterprises is noteworthy. Some research centers/institutes have existed for decades, dating from the 1970s, 1960s, and even earlier. Most of the older generation of centers consists of associations of universities, which in some cases have long included in their mandate some research and analysis activities. However, overall, roughly half of the centers/institutes identified in our inventory (that is, 100 of 217) have been established since the year 2000. Europe and Asia have seen the most robust growth in centers/institutes in the last decade, with 37 new such entities being established across Europe, and 34 in Asia, since 2000. By comparison, North America has established 18 (16 of these in the United States).

Among the 41 oldest centers in our inventory (those established before 1980), 15 were located in the United States, but 16 other countries are represented in this ‘early’ group, ranging from Australia to India, Canada to Vietnam, Argentina to Ghana, New Zealand to Norway. China has been an active launcher of such research centers in the last decade, establishing 20 between 2000 and 2012. However, the oldest Chinese center in our inventory dates from 1955, and China saw an active period of center establishment during the 1980s, after the Cultural Revolution, when 16 were founded.

Centers and institutes tend to be relatively small in terms of staffing. Our inventory found that just 19 of the 217 identified centers/institutes employ 25 or more individuals in positions with some “significant” role in the work at hand. These 19 larger centers are spread quite widely across 12 different countries and all major world regions. Only 3 countries have more than one such large center—China and the United States with 3 each, and Germany with 4. One quarter of all of the centers in the inventory indicate they are staffed by 5 or fewer individuals; another quarter indicate they employ 6-10 research staff (see Table 1).

**Table 1. Research Centers/Institutes, by Number of Employees**

Number of Employees	Number of Centers
1 to 5	55
6 to 10	53
11 to 15	26
16 to 20	21
21 to 24	6
25 or more	19

The inventory was able to gather information on the specific focal points and areas of expertise for 67 percent of the research centers/institutes (in absolute terms, 146 of the 217). The top five areas where these centers indicate they have a specialized focus or expertise include:

- comparative or international studies (42.9 percent)
- administration, management, or leadership (41.9 percent)
- economics, financing, or funding of higher education (33.6 percent)
- globalization or internationalization (31.8 percent)
- quality assurance, assessment, or accreditation (25.8 percent)

**Meanwhile, the least commonly cited specialized focus or expertise areas relate to:**

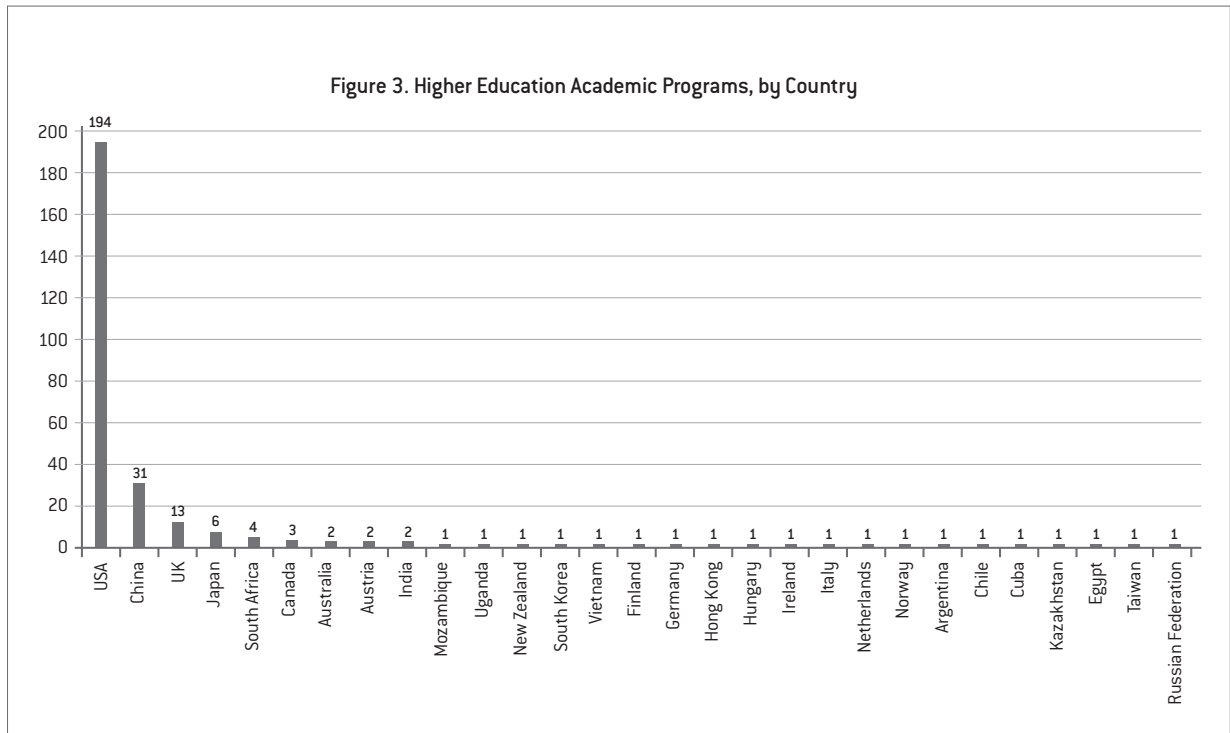
- student affairs or student development (9.7 percent)
- private higher education and privatization (8.3 percent)
- history of higher education (8.3 percent)
- community college, vocational, or technical education (6.9 percent)
- student identity, diversity, or multiculturalism (e.g., gender, race, minority groups) (5.1 percent)

Our research team was struck by the fact that 1 in 5 (20.7 percent) of the respondents indicated that curriculum and instruction, or teaching and learning, was a particular area of interest or expertise for their center. This raises an important limitation of our study, which tended to overlook centers focused fairly exclusively on teaching and learning. Our initial bias was that—akin to ‘institutional research offices’ in US universities—many teaching and learning centers focus only on providing technical support to the institution with which they are affiliated. However, in the later stages of our work, it became clear that at least a small subset of teaching and learning centers around the world is concerned with issues that extend beyond immediate institutional support to a broader agenda focused on the scholarship of teaching and learning. Some of these research centers are included in the inventory, however we suspect all may not be present. With the growing importance placed on issues of quality and accountability in postsecondary teaching and learning, this is an area that should have been more systematically attended to in our inventory, and is certainly worth highlighting here for future consideration.

#### Key Findings: Academic Programs

A total of 277 academic programs were identified by the inventory research, a majority of which is housed in institutions’ schools of education. These programs are located in 29 different countries, although 70 percent are found in the United States. There are several reasons for this geographic imbalance. Perhaps most importantly, the study of higher education and academic training in the field of higher education administration has a long history in the United States, extending back a half-century to the mid-1950s. Furthermore, our deep familiarity with the US context and our access to extensive information for this country also likely encouraged its significant representation in the inventory. As mentioned previously, there are several hundred Chinese universities providing education in the field of higher education today, although we opted to limit the Chinese coverage to those institutions with a perceived ‘national’ visibility in this area. A China-specific inventory—which we are not qualified to undertake—would surely provide new insight into the range of postsecondary research and training activities underway in that country, and enrich our understanding of China’s (increasingly important) place in the global higher education community. Still, our inventory does register China as hosting the second largest concentration of programs in any one country—11 percent of the global total. China is followed by the United Kingdom, which we found hosts 5 percent of the world total, Japan (2.2 percent), South Africa (1.5 percent), and Canada (1.1 percent). The remaining 23 countries each account for less than 1 percent of the global total of higher education programs.

Regionally, our inventory was able to identify just 6 programs in Africa (4 of these in South Africa, the other two in Mozambique and Uganda); 3 across the whole of Latin America (in Argentina, Chile and Cuba); and just 1 in the MENA region (in Egypt). In Asia, higher education program offerings are mostly to be found in China, followed by 6 in Japan, 2 in India, and 1 each in 6 additional countries (see Figure 3).



With respect to the United Kingdom and Latin America, it is important to note that we specifically opted to exclude a large number of programs that offer degrees (mostly at the master’s level) in postsecondary teaching. We made this decision after consulting with regional experts and conducting our own examination of the course offerings associated with many of these programs. Our main concern turned on the fact that, in many instances, we felt that the curriculum did not include sufficient focus explicitly on the higher education enterprise, but rather on pedagogy, which we see as sitting outside our main focus area of higher education studies. However, in line with our sense that we did not adequately provide coverage of research centers/institutes focused on teaching and learning, our inventory may be critiqued for not fairly including academic programs oriented toward teaching and learning. This is certainly worth further consideration. Similarly, we designed the inventory to capture data on graduate-level *academic* programs in higher education, mostly at the master’s and doctoral level. However, we are aware of what appears to be a rapidly growing sector focused on professional training in higher education—offered by foundations, government ministries, associations, for-profit consulting firms, and other entities—which do not necessarily lead to a full degree, but which are designed to enhance skills in postsecondary administration, management, and leadership. Future efforts to craft an expanded inventory for education and training in higher education should not fail to consider these types of organizations and their programming as a key new part of the community of actors working in this area.

For a significant number of the academic program entries (roughly 44 percent), information about the year of establishment was not available to us.<sup>7</sup> Among those for which this information was available (169 of the 277 total), we found that 60 were established since the year 2000—25 in Asia (15 of these in China), 17 in Europe (10 of these in the United Kingdom), and 13 in the United States. Of these 60 programs established since 2000, 33 were initiated since the last iteration of our inventory in 2006.

Like the research centers/institutes, academic programs focused on higher education tend to rely on fairly small staffs. Among the 277 program entries, we have information on staffing levels for 213. Among these, 34 percent indicate that they rely on 5 or fewer individuals with a “significant” role in their programs and another 36 percent are staffed by 10 or fewer individuals. A very small percentage of programs (just under 4 percent, or 8 in all) have staffs of 25 people or more. Three of these larger centers are located in the United States, while 2 are in China. Australia, New Zealand, and Kazakhstan each host one apiece of such large programs.

<sup>7</sup> The lack of information on the year of establishment of many US programs is due to the fact that the data for many of these programs was provided by the Association for the Study of Higher Education’s (ASHE) Council for Higher Education Programs (CAHEP), which did not collect year of establishment information.

Information on the primary focus/expertise areas was available for over 97 percent of the academic program entries. When looking at these data from a global perspective, the picture is skewed due to the overwhelmingly large number of US programs in the inventory. For this reason, it can be helpful to examine the program focus area in two ways: both from the US perspective alone, as well as from the rest of the world separate from the United States.

**Table 2. Primary focus and expertise areas of higher education academic program, by percentage**

Primary focus and expertise areas	United States	All countries, Excluding the United States
Administration, Management, or Leadership	99.5	75.0
Student Affairs or Student Development	67.7	14.5
Access and Equity	24.5	17.1
Curriculum & Instruction or Teaching & Learning	24.5	40.8
Comparative or International Studies	24.0	44.7
Academic Profession	20.8	30.3
Globalization or Internationalization	20.3	30.3
Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)	18.8	5.3
Community College, Vocational, or Technical Education	18.2	5.3
Economics, Financing, or Funding of Higher Education	18.2	31.6
Law or Public Policy	17.2	13.2
Quality Assurance, Assessment, or Accreditation	13.0	25.0
History of Higher Education	11.5	13.2
Qualitative Research Methods	10.4	6.6
Quantitative Research Methods	5.7	5.3
Private Higher Education and Privatization	4.2	6.6
Student and Scholar Mobility	2.6	3.9

Table 2 provides clear evidence that, globally, academic programs in higher education are heavily oriented to administration, management, and leadership. In the United States, however, there are also clear interests in training focused on student affairs or student development, which is much less prevalent elsewhere. One is also more likely to find higher education programs in the United States emphasizing a focus on student identity, diversity, or multiculturalism (e.g., gender, race, minority groups), and community college, vocational, or technical education. Meanwhile, non-US programs are more apt than those in the United States to signal that curriculum and instruction/teaching and learning, comparative or international studies, and economics, financing, or funding of higher education are primary areas of interest.

Worldwide, a total of 473 different degrees—at the master’s and doctoral (Ph.D. and Ed.D.) level—are awarded across the 277 academic programs identified by the inventory. By category, there are 253 master’s degree options around the world, 145 Ph.D. options, and 75 Ed.D. options. Ed.D. programs are offered in just 7 countries—the United States, China, the United Kingdom, Japan, Canada, Australia, and Egypt. Ph.D. degree options are available in 22 different countries, while master’s degrees can be obtained in 23 different countries. Unlike past editions of the inventory, this time we also asked academic program respondents to indicate if they offer certificates or any other kind of credential, apart from master’s, Ph.D., and Ed.D. degrees. Programs in 10 different countries indicated they award some type of certificate in higher education.

Previous iterations of the inventory had not attempted to gather information about the instances of online or hybrid (defined here as online plus face-to-face) programs; however, questions about program delivery method were incorporated into the current inventory questionnaire. We discovered that relatively few programs are being offered exclusively online. Indeed, out of 253 higher education master's programs globally, just 12 are delivered fully online, while just 2 Ph.D. programs out of 145 are online only. Ed.D. programs are offered online in 4 different programs around the world—3 of these are based in the United States, the fourth is in the United Kingdom. Hybrid programs, however, are more common: 21 percent of the master's degree options (across 11 different countries), 24 percent of Ph.D. degrees (across 10 different countries), and 32 percent of Ed.D. degrees (in 3 countries) are offered in hybrid format. Having not examined the question of program delivery before, we have no previous data with which to compare these statistics. This information now provides some baseline understanding of the incidence of hybrid and online program delivery, a trend that should be monitored over time.

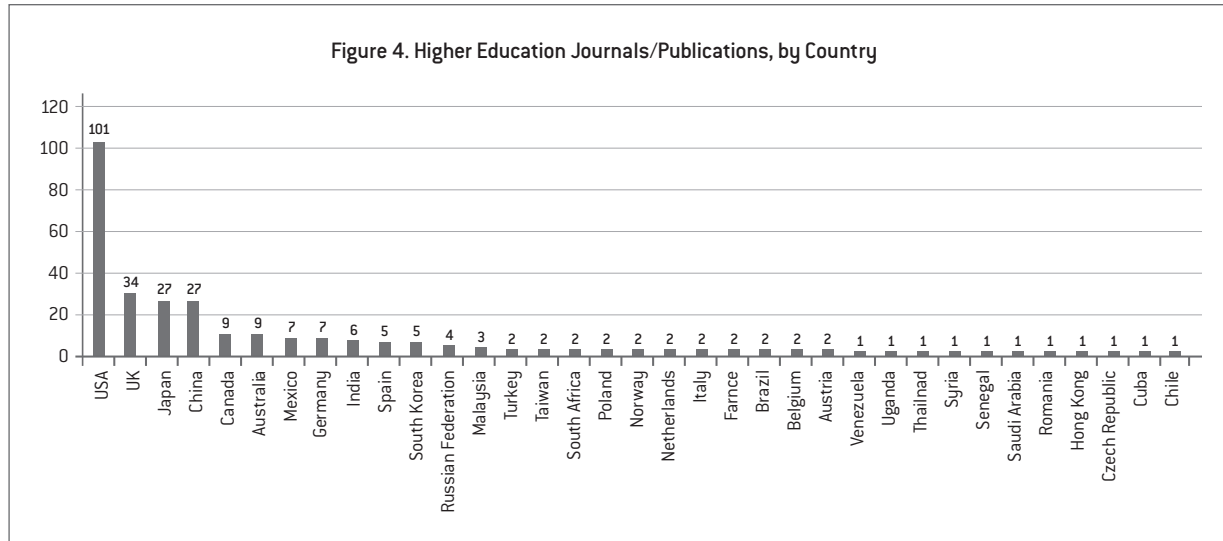
**Key Findings: Journals/Publications**

All told, the inventory provides information on 280 journals and other relevant higher education publications published in 22 different languages in 35 different countries. The United States and the English language dominate this landscape. Just over 68 percent of the publications are published in English. Among the 190 total publications produced in English, just 20 are published in both English and another language(s); in 7 of these cases the second language is French, while the remaining bilingual (or multilingual) publications feature English-Afrikaans, English-Arabic, English-Czech-Slovak, English-Japanese, English-Malay, English-Russian, English-Spanish, English-Swedish-Danish-Norwegian and English-Turkish combinations. Table 3 provides a comprehensive picture on the range of languages of publication.

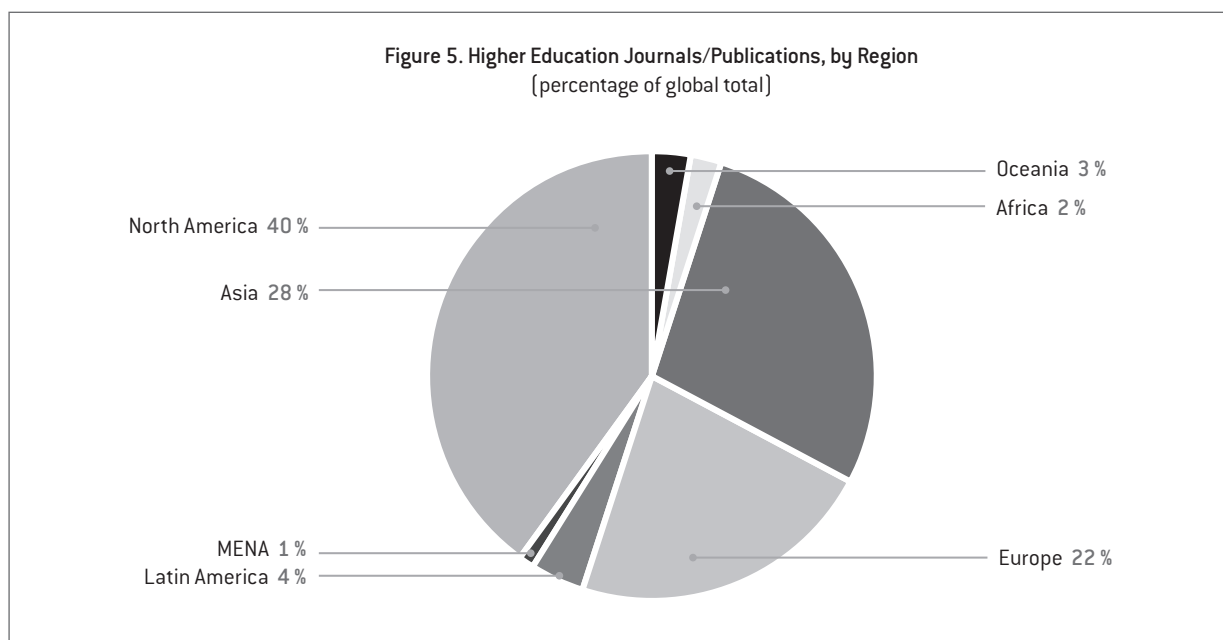
**Table 3. Higher Education Journals/Publications, by Language**

Language	Number of Journals/Publications
English	190
Chinese	27
Japanese	26
Spanish	15
French	8
German	7
Russian	5
Korean	5
Portuguese	3
Arab	2
Dutch	2
Malay	2
Italian	2
Norwegian	2
Polish	2
Czech	1
Slovak	1
Afrikaans	1
Romanian	1
Swedish	1
Danish	1
Turkish	1

A significant proportion of higher education journals/publications is produced in the United States—36.1 percent of the publications identified by this inventory are US-based, followed by the United Kingdom (12.1 percent), China (9.6 percent), Japan (9.6 percent), Australia (3.2 percent), and Canada (3.2 percent). Figure 4 provides more information about the geographic spread of the publications. As with the centers and programs, the US is probably somewhat overrepresented, and China is certainly underrepresented, given that we chose to limit our Chinese entries to a core group of publications that are circulated beyond the local level in China. Still, the trend is clear: the United States is exceedingly active in this area, due likely to (among other factors) the comparatively long history of organized programming in higher education studies, the longstanding existence of associations and professional organizations in this field, and a strong publication sector in general.



If the list of journals/publications is considered from a regional perspective, North America again shows a dominant position on the global stage (thanks to the United States), followed by a strong showing from Asia (due in large part to China’s and Japan’s publication numbers), then Europe. The remaining regions of the world are less visible, much as they are in terms of numbers of research centers and academic programs (see Figure 5).





Our research further found that the vast majority of journals/publications serve a domestic audience. However, in light of the fact that some publications do overtly target a broader audience beyond their national borders, or work to a mission of providing information and analysis of a regional or international nature, the inventory specifically categorizes a number of journals/publications by region or as “international,” rather than situating them in the sections designated for their country of publication. Some 53 journals/publications (19 percent of the total) fall into the international category. Many fewer journals are regionally-focused: just 3 in Africa, 2 in Asia, 7 in Europe, 5 in Latin America, and 1 in the MENA region.

### The Road Ahead

The work involved in gathering the information on this iteration of our worldwide inventory of higher education centers, programs, and journals has revealed a much expanded and more complex global panorama of higher education research, training, and publication. The current inventory registers 293 more centers and programs than were found in our 2006 inventory and 89 more journals/publications. Furthermore, the centers and programs are spread across 26 more countries in 2014 than they were just 8 years ago. Although impossible to measure, the increase in research production, and professionally trained higher education administrators, and written publications that have resulted from this growth is substantial.

The insights here are significant, but more work needs to be done to refine our understanding of this network around the world. Clearly, we need more complete and nuanced information about the range of programs, centers, and journals active in China. There are likely other countries whose scope of activities in these areas is not fully represented in the current inventory. There is a similar need to make sure that the full range of organizations contributing to higher education research and training are included in our broad understanding of what is happening in the field. Important examples include making better sense of the role of centers focused on the scholarship of teaching and learning, as well as the varied group of organizations increasingly offering leadership training and professional development, beyond the scope of academically-focused, degree/credential-granting programs that figure so highly into the data collected for this inventory.

Other growth areas to watch include the further development of hybrid and, potentially, fully online academic and professional development programs. In these areas, and in general as more institutions in more countries become involved in delivering academic and professional programs in higher education, it may become helpful and important to address issues of quality, good practice, and inter-institutional as well as international collaboration to enhance program offerings and outcomes. The potential to learn from one another appears great. Meanwhile, the onslaught of new journals and all manner of (particularly online) publications seems unlikely to lose momentum anytime soon, especially with the rise of open source publishing. The question of how many publications the field can and should sustain may become more pressing in the coming years. Of crucial importance, of course, is the issue of uneven access particularly to high quality journals, in contexts (national and institutional) where limited resources make it impossible to sustain expensive journal subscriptions. How exciting it could be to see the research and publication community expand in the future, but how dreadful it will be if the cycle of unequal access is not more systematically attended to moving forward. The increasing popularity and adoption of open source journals, however, could improve access significantly and is worth monitoring closely.

Concerns about inequity raises important questions about the future of higher education research, training, and publication in places such as Africa, Latin America, and the MENA region, which this inventory exercise has clearly illuminated as being greatly disenfranchised from much of the expansion in the field in the recent decades. Collaborative support and encouragement must be extended to our colleagues in these regions of the world, as they work, on their own terms, to expand their knowledge and training base in the field of higher education and connect with established centers and programs across their respective regions, as well as in other parts of the world. To this end, the development of a publicly accessible online repository of this kind of inventory information, updated frequently and with active participation of higher education experts around the world, is an important task on the horizon deserving of broad support.

Overall, the United States, China, the United Kingdom, and Japan are the countries that demonstrate the most significant and longstanding attention paid to the field of higher education. These four countries have a high number of research centers, they host numerous academic programs, and they produce a vast amount of literature on higher education. This overt commitment shows the importance placed in these national contexts on higher education as a field worthy of investment in research and training, and the recognition of its role as a key driver of social and economic development. More broadly, this inventory shows the dominance of developed countries in the field of higher education, and the lack of research and training in countries where the developmental benefits are highly needed.

The example of big systems—such as those of Brazil, India, Indonesia, Malaysia, Nigeria, etc.— is particularly worrisome. The data developed in this inventory show that higher education, as a field of research and study, is consistently underdeveloped in countries with big higher education systems. These systems would benefit substantially from homegrown expertise in higher education, as they are growing rapidly and often unpredictably. Problems of accreditation, stratification, and quality are among the many issues that require careful local analysis and problem-solving. Expanding the domestic knowledge base will be vitally important to enable higher education systems around the world—big and small—to guide their development in more effective ways.

Identifying the actors contributing to the global higher education research and training landscape, and facilitating connections between these nodes of activity, is a crucially important step in a larger agenda to raise capacity around the world in order for higher education institutions and systems to achieve their full potential for their stakeholders and societies.

### References

Altbach, Philip G., Leslie A. Bozeman, Natia Janashia, and Laura E. Rumbley, eds. 2006. *Higher education: A worldwide inventory of centers and programs (Revised edition)*. Rotterdam, Netherlands: Sense Publishers.

Altbach, Philip G. and Engberg, David. 2001. *Higher education: A worldwide inventory of centers and programs*. Phoenix, AZ: Oryx Press.

Altbach, Philip G., Reisberg, Liz & Rumbley, Laura E. 2009. *Trends in global higher education: Tracking an academic revolution*. Paris: UNESCO.

Barber, Michael, Donnelly, Katelyn, and Rizvi, Saad. 2013. *An avalanche is coming: higher education and the revolution ahead*. London: Institute for Public Policy Research.

Boston College Center for International Higher Education. 2012. *The future of higher education: The need for research and training for the higher education enterprise ("The Shanghai Statement")*. Retrieved May 20, 2014 from [http://www.bc.edu/content/dam/files/research\\_sites/cihe/pdf/Shanghai%20Short%20Statement-FINAL\\_rev.pdf](http://www.bc.edu/content/dam/files/research_sites/cihe/pdf/Shanghai%20Short%20Statement-FINAL_rev.pdf)



## 3. Guide to the Use of the Inventory

This inventory—which presents information on 217 centers/institutes, 277 programs, and 280 journals—is divided into three main parts. Part 1 provides the list of higher education centers/institutes. Part 2 presents the list of graduate-level programs in higher education. Part 3 contains the list of journals focused on higher education.

Each of the three sections is organized alphabetically, with slight variations. The centers/institutes are presented alphabetically, first by country, then by name of center/institute. The programs are organized alphabetically by country, and then by the name of the institution that offers the program. In the case of the United States, China, and several other countries, the entries are further organized by state or province, to provide readers with a clearer sense of the geographic placement of these activities across these countries.

The journals are also listed alphabetically. However, for those journals with a focus and readership that we feel extends beyond the specific country where they are published, we have opted to place these into the following geographic categories: International, Africa, Asia, Europe, Latin America, Middle East. Meanwhile, those journals with a decidedly more domestic focus, or with what we feel to be a readership mostly centered in the country where they are published, have been organized by country.

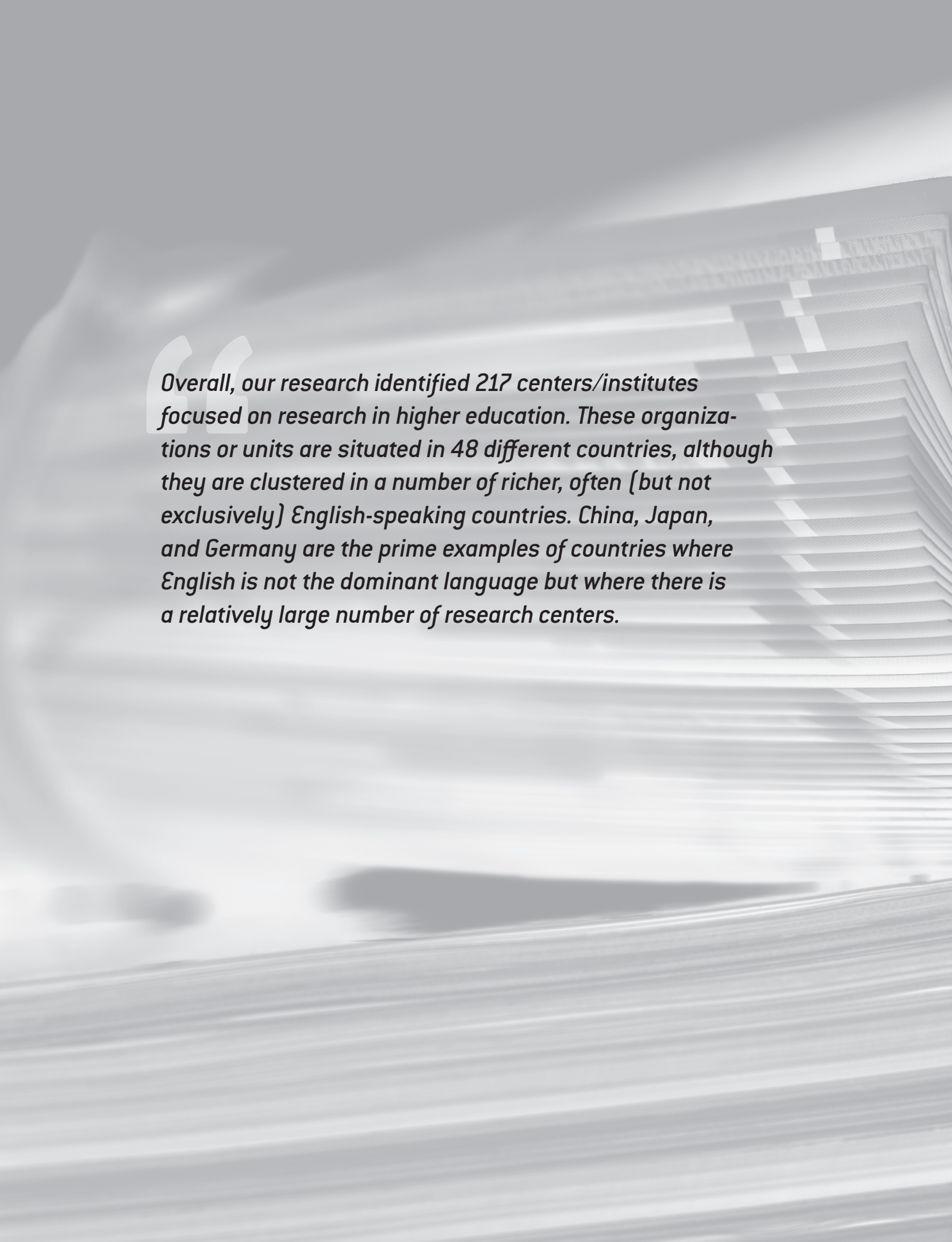
Every effort has been made to make the inventory user-friendly, clear, and complete. Nevertheless, some entries are more complete than others. Gaps in information are a result of several factors. First, some individuals responding to our survey did not provide all of the data requested. In other cases, no survey information was available at all. In these instances, we collected the relevant information ourselves, using the centers/institutes' and programs' publicly available websites; however, these sources of information did not always address each of the areas for which we would like to have had data. Finally, data for a significant number of the US programs in this inventory were provided to us by the Association for the Study of Higher Education's Council for Higher Education Programs (CAHEP), and CAHEP's survey data did not precisely match ours. We have carefully footnoted each entry in the inventory where we have relied on data not provided directly by representatives of the centers/institutes or programs (i.e., where we undertook our own online research or present the CAHEP data).

Occasionally, the information we received from survey respondents was too lengthy in nature, in which case we have trimmed some information. Some editing of language has also been undertaken, in cases where we felt this would be helpful to clarify readers' understanding of mission statements and the like. As a rule, we have endeavored to keep the editing of entries to a minimum.

Following are some comments about categories of information in the entries:

- *Location.* In all cases, the location listed is the country, with the city then provided in parentheses. In some cases, the parenthetical information provides additional location details that we felt might be helpful to the reader (for example, province information in China and Canada, and state information in the United States, etc.).
- *Focus areas.* Survey respondents were provided with a list of 17 different options from which to select a limited number of "primary research and expertise areas of your program, center, or institute." The mission statements accompanying each entry also provide insight into the specific focus areas of the centers/institutes and programs.
- *Number of faculty, researchers, or professional staff.* In the case of programs, we were interested in the number of faculty involved in the program, while for centers/institutes we expanded our count to include faculty, researchers, and/or professional staff. Survey respondents were informed that the count need not include full-time affiliates only, but should take into consideration all those whose participation is considered "significant."
- *Additional information.* Respondents were given the option of providing further details about their profiles and/or activities. Not all survey respondents provide any additional information. In some cases, this material was edited for length and clarity.

None of the journal data were collected via survey. Rather, all journal information came from online research conducted under the auspices of this project. Where possible, each journal entry includes an original title (and translation into English, if not already in English), a focus statement, a link to the publication's website, and details about the language of publication, frequency of publication, sponsoring organization (if applicable), and the name of the publisher. The focus statements typically come from the journal or publication website; in some cases these have been lightly edited for length and/or clarity.



*Overall, our research identified 217 centers/institutes focused on research in higher education. These organizations or units are situated in 48 different countries, although they are clustered in a number of richer, often (but not exclusively) English-speaking countries. China, Japan, and Germany are the prime examples of countries where English is not the dominant language but where there is a relatively large number of research centers.*

## 4. A Worldwide Inventory of Higher Education: Research Centers

### ARGENTINA

#### Higher Education Department

Center for the Study of State and Society (CEDES)

---

**Location:** Argentina (Buenos Aires)

**Website:** <http://www.cedes.org/>

**E-mail:** fanelli@arnet.com.ar

**Mission:** Since its creation in the mid-1990s, the Higher Education Department has conducted research and consulting. The main lines of research include the comparative study of higher education policy, the articulation of the university and the productive sector, institutional expansion and program diversification, university financing, research and development in higher education, the academic profession, and the performance and retention of undergraduate students. Additionally, within these lines of research, the Department has conducted consulting activities for IIEP-UNESCO Buenos Aires and Paris, ILO, CONEAU, CINDA-Chile, and the Ford Foundation, among others.

**Focus areas:**

- Academic Profession
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education

**Year established:** 1975

**Major funding source(s):**

- Foundation grants
- Government allocations

**Number of faculty, researchers, and professional staff:** 3

### AUSTRALIA

#### The Centre for Higher Education, Learning and Teaching

Australian National University (ANU)

---

**Location:** Australia (Canberra)

**Website:** <http://chelt.anu.edu.au>

**E-mail:** chelt@anu.edu.au

**Mission:** The Centre for Higher Education, Learning and Teaching is an academic center with a service role. It provides an institution-wide service support role to all seven ANU Colleges and reports to the Deputy-Vice-Chancellor (Academic). Its service role is to build institutional capacity in academic work, in areas such as teaching and learning, curriculum development, research supervision and academic leadership, with a particular focus on educational development.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning

**Year established:** 1975

**Major funding source(s):**

- Internal
- Grants

**Number of faculty, researchers, and professional staff:** 8

## Centre for the Study of Higher Education

The University of Melbourne  
Melbourne Graduate School of Education

---

**Location:** Australia (Melbourne)  
**Website:** <http://www.cshe.unimelb.edu.au/>  
**E-mail:** [s.arkoudis@unimelb.edu.au](mailto:s.arkoudis@unimelb.edu.au)

**Mission:** The CSHE attracts Ph.D. and Master's research students working on contemporary issues in higher education, especially policy issues. There is no mandatory coursework but research students may enroll in programs on quantitative and qualitative research methods. The majority of CSHE doctoral students are international students, mostly from East and Southeast Asia, supported by scholarships from the Australian government, home countries or the University of Melbourne. There are two active programs of research seminars that include doctoral students.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning
- Globalization or Internationalization
- Law or Public Policy

**Regular publications/frequency:**

- *Centre for the Study of Higher Education e-news*

**Year established:** 1968

**Major funding source(s):**

- The University of Melbourne
- Research and consultancy projects

**Number of faculty, researchers, and professional staff:** 25+

## Grattan Institute - Higher Education Program

---

**Location:** Australia (Melbourne)  
**Website:** <http://grattan.edu.au/home/higher-education>  
**E-mail:** [andrew.norton@grattan.edu.au](mailto:andrew.norton@grattan.edu.au)

**Mission:** The Grattan Institute's goal is to provide advice on Australian policy issues. The higher education program primarily looks at the funding and regulation of Australian higher education.

**Focus areas:**

- Economics, Financing, or Funding of Higher Education
- Law or Public Policy
- Private Higher Education and Privatization

**Year established:** 2011

**Major funding source(s):**

- Myer Foundation grant

**Number of faculty, researchers, and professional staff:** 3

## Institute for Teaching and Learning (ITL)

The University of Sydney

---

**Location:** Australia (Sydney)

**Website:** <http://www.sydney.edu.au/itl>

**E-mail:** [itl@sydney.edu.au](mailto:itl@sydney.edu.au)

**Mission:** ITL supports the teaching and learning development of the University and its academic staff. The focus of ITL work is to: create an environment which assists students to learn and academic staff to develop their teaching and engage with changes in their role; contribute to the advancement of knowledge in teaching and learning in higher education through research; help create, develop and implement policies affecting teaching and learning at The University of Sydney; contribute to both The University of Sydney community and the wider community; and provide support to the faculties/faculty groups in achieving their strategic initiatives.

**Focus areas:**

- Academic Profession
- Curriculum & Instruction or Teaching & Learning
- Student Affairs or Student Development

**Regular publications/frequency:**

- *Teaching@Sydney* (12/yr)

**Year established:** 1982

**Major funding source(s):**

- University support
- Grants
- Consultancies

**Number of faculty, researchers, and professional staff:** 10

## LH Martin Institute for Tertiary Education Leadership and Management

University of Melbourne

Melbourne Graduate School of Education

---

**Location:** Australia (Melbourne)

**Website:** <http://www.lhmartininstitute.edu.au/>

**E-mail:** [martin-institute@unimelb.edu.au](mailto:martin-institute@unimelb.edu.au)

**Mission:** To improve management and leadership in the tertiary education sector by providing an integrated set of education, training and bespoke programs which are underpinned by research and by holding forums and events which cater specifically to the sector.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Quality Assurance, Assessment, or Accreditation

**Regular publications/frequency:**

- *Newsletter* (12/yr)
- *Journal of Higher Education Policy and Management* (6/yr)

**Year established:** 2007

**Major funding source(s):**

- Commonwealth of Australia
- Program fees

**Number of faculty, researchers, and professional staff:** 14



## AUSTRIA

### Centre for Educational Management and Higher Education Development

Danube University Krems  
Faculty for Education, Arts and Architecture

---

**Location:** Austria (Krems)

**Website:** <http://www.donau-uni.ac.at/en/department/wbbm/bereich/weiterbildungsmanagement/index.php>

**E-mail:** [attila.pausits@donau-uni.ac.at](mailto:attila.pausits@donau-uni.ac.at)

**Mission:** The Center for Educational Management and Higher Education Development is a European Competence Centre for:

- Educational Management as a comprehensive concept for developing, organizing and leading educational institutions. One focus here is on Higher Education Management.
- Education and Regional Development as an approach for developing sustainable regional structures by improving educational concepts. A focus here lies on the topic of “learning regions.”
- Lifelong Learning in the context of higher education. The special focus is laid on higher education institutions as supporters of lifelong learning.

Within these thematic fields the center offers study programs and consulting and is conducting research projects.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Globalization or Internationalization
- Qualitative Research Methods

**Year established:** 2006

**Major funding source(s):**

- Student tuition
- Research grants

**Number of faculty, researchers, and professional staff:** 5

### Institute of Science Communication and Higher Education Research

Alpen Adria University

---

**Location:** Austria (Vienna)

**Website:** <http://www.uni-klu.ac.at/wiho/inhalt/1.htm>

**E-mail:** [hans.pechar@uni-klu.ac.at](mailto:hans.pechar@uni-klu.ac.at)

**Mission:** Conduct research on the social functions of higher education in the knowledge society.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- History of Higher Education
- Access and Equity
- Comparative or International Studies
- Globalization or Internationalization

**Year established:** 2001

**Major funding source(s):**

- University support
- Research grants

**Number of faculty, researchers, and professional staff:** 5

## BELGIUM

### Academic Cooperation Association (ACA)

---

**Location:** Belgium (Brussels)

**Website:** <http://aca-secretariat.be>

**E-mail:** [secretariat@aca-secretariat.be](mailto:secretariat@aca-secretariat.be)

**Mission:** To promote innovation and internationalization in (European) higher education.

**Focus areas:**

- Comparative or International Studies
- Globalization or Internationalization
- Student and Scholar Mobility

**Regular publication(s) (Frequency):**

- *ACA Newsletter - Education Europe* (12/yr)
- *ACA Papers in International Cooperation in Education* (1-2/yr)

**Year established:** 1993

**Major funding source(s):**

- Project revenues
- Membership dues

**Number of faculty, researchers, and professional staff:** 5

### Center for Higher Education Governance Ghent

Ghent University

Department of Sociology

---

**Location:** Belgium (Ghent)

**E-mail:** [jeroen.huisman@ugent.be](mailto:jeroen.huisman@ugent.be)

**Mission:** The Center for Higher Education Governance Ghent (CHEGG), established in 2013, is a social science-based research institute of the Faculty of Political and Social Sciences at Ghent University. It aims to contribute to our understanding of higher education policy and the governance and management of higher education through basic and applied research.

**Focus areas:**

- Administration, Management, or Leadership
- Globalization or Internationalization
- Law or Public Policy

**Year established:** 2013

**Major funding source(s):**

- Flemish Research Council (FWO)

**Number of faculty, researchers, and professional staff:** 8

### European Association for Quality Assurance in Higher Education (ENQA)

---

**Location:** Belgium (Brussels)

**Website:** <http://www.enqa.eu>

**E-mail:** [maria.kelo@enqa.eu](mailto:maria.kelo@enqa.eu)

**Focus areas:**

- Quality Assurance, Assessment, or Accreditation

**Regular publication(s) (Frequency):**

- Workshop and seminar reports (1-3/yr)
- Occasional papers (1-3/yr)
- *ENQA Statements to the Bologna process* (Every 2-3 years (in correspondence with the ministerial conferences))

**Year established:** 2000

**Major funding source(s):**

- Membership fees
- Project funding

**Number of faculty, researchers, and professional staff:** 8

**Additional information:**

Much of the research work is carried out in the framework of different projects and will thus include contributions from people outside the ENQA Secretariat and Board.

## European University Association

---

**Location:** Belgium (Brussels)

**Website:** <http://www.eua.be>

**E-mail:** [info@eua.be](mailto:info@eua.be)

**Mission:** With more than 850 members, including both universities and national rectors' conferences, the European University Association (EUA) is the largest and most comprehensive organization representing universities in Europe. As the voice of European universities, EUA supports and takes forward the interests of universities and the sector as a whole. EUA provides unrivaled opportunities for members to share best practices through projects, events and mutual learning activities involving a wide range of universities. Above all, EUA provides members with unique opportunities to influence and shape future European policies and initiatives affecting higher education and research.

**Focus areas:**

- Globalization or Internationalization
- Quality Assurance, Assessment, or Accreditation
- Student and Scholar Mobility

**Regular publication(s) (Frequency):**

- *EUA Newsletter (E-Newsletter)* (20/yr)
- *European Quality Assurance Forum post-conference publication* (1/yr)
- *Council for Doctoral Education Bulletin* (2/yr)

**Year established:** 2001

**Major funding source(s):**

- Membership fees
- Competitive funding for projects

## BRAZIL

### Nucleo de Estudos Superiores da Universidade de Brasilia (Center for Advanced Studies at the University of Brasilia)

Universidade de Brasilia (UNB)  
Centro de Estudos Multidisciplinares

---

**Location:** Brazil (Brasilia, Distrito Federal)

**E-mail:** nesub@unb.br

**Mission:** The purpose of the Center for Advanced Studies at the University of Brasilia (NESUB) is to carry out research about the transformation of contemporary Brazilian higher education. The center is multidisciplinary, integrating UNB professors from different knowledge areas.

**Focus areas:**

- Access and Equity
- Private Higher Education and Privatization

**Regular publication(s) (Frequency):**

- Working papers
- Books

**Year established:** 1995

**Major funding source(s):**

- University support
- Government allocations

**Number of faculty, researchers, and professional staff:** 10

### Laboratory for Research on Higher Education

Federal University of Rio de Janeiro  
Graduate Program of Sociology and Anthropology, Institute of Philosophy and Social Sciences

---

**Location:** Brazil (Rio de Janeiro)

**Website:** <http://dgp.cnpq.br>

**E-mail:** lab.ensino.superior@gmail.com

**Mission:** The Laboratory's main purpose is the creation of an institutionalized network of research on higher education in Brazil, bringing together experts from different states and universities. As a first step in a long-term project, the laboratory seeks to articulate some studies that have already been developed in order to create a research network that actually allows the convergence of themes and methods of studies on higher education in Brazil.

**Focus areas:**

- Access and Equity
- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education

**Year established:** 2012

**Major funding source(s):**

- Federal science agency: CNPq
- Rio de Janeiro science agency: FAPERJ

**Number of faculty, researchers, and professional staff:** 16

**Additional information:** At this time, we also have one Ph.D. student, two graduate students and 8 undergraduate students. The lab has just produced a book on higher education in Brazil, due to be released in 2014.

## CANADA

### Manitoba

#### Centre for Higher Education Research and Development

University of Manitoba

---

**Location:** Canada (Winnipeg, Manitoba)

**Website:** <http://umanitoba.ca/centres/cherd/>

**E-mail:** [matheos@ad.umanitoba.ca](mailto:matheos@ad.umanitoba.ca)

**Mission:** The Centre for Higher Education Research and Development (CHERD) seeks to generate and translate knowledge into practice in the effective leadership and management of colleges and universities. CHERD aims to:

- Provide continuing professional development for academic, administrative and managerial staff within postsecondary institutions in the knowledge and skills inherent in those roles;
- Stimulate, nurture and champion research in higher education generally, and research within the focused areas of leadership, administration and management specifically; and
- Disseminate scholarship in these areas, among scholars in the field and the higher education community as a whole.

**Focus areas:**

- Administration, Management, or Leadership
- Globalization or Internationalization
- Student Affairs or Student Development

**Year established:** 1987

**Major funding source(s):**

- Tuition
- University support

**Number of faculty, researchers, and professional staff:** 12

### Ontario

#### Association of Universities and Colleges of Canada

---

**Location:** Canada (Ottawa, Ontario)

**Website:** <http://www.aucc.ca>

**E-mail:** [hoheron@aucc.ca](mailto:hoheron@aucc.ca)

**Mission:** To analyze the value and contribution of university research and degrees in today's knowledge based world. AUCC provides universities with comparative analysis of important enrollment, faculty, finance and research trends for member institutions and to inform government policies. The research also highlights the value of a degree in today's labor markets. Several reports highlight the contributions of university research to innovation and economic growth in Canada.

**Focus areas:**

- Access and Equity
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education

**Regular publication(s) (Frequency):**

- Trends in Higher Education

**Year established:** 1911

**Major funding source(s):**

- Member universities

## Canadian Bureau for International Education

Membership Team - Research, Public Policy and Communications

---

**Location:** Canada (Ottawa, Ontario)

**Website:** <http://cbie.ca/>

**E-mail:** [jhumphries@cbie.ca](mailto:jhumphries@cbie.ca)

**Mission:** The Canadian Bureau for International Education is the national voice promoting Canadian international education on behalf of members by mobilizing expertise, knowledge, opportunity and leadership.

**Focus areas:**

- Comparative or International Studies
- Globalization or Internationalization
- Student and Scholar Mobility

**Regular publication(s) (Frequency):**

- *World of Learning: Canada's Performance and Potential in International Education* (1/yr)

**Year established:** 1968

**Major funding source(s):**

- Government grants, foundation grants, other
- Scholarship management

**Number of faculty, researchers, and professional staff:** 4

## Canadian Information Centre for International Credentials

Council of Ministers of Education, Canada (CMEC)

---

**Location:** Canada (Toronto, Ontario)

**Website:** <http://cicic.ca>

**E-mail:** [n.sawh@cmecc.ca](mailto:n.sawh@cmecc.ca)

**Mission:** Provide information and referral services in support of mobility in higher education.

**Focus areas:**

- Globalization or Internationalization
- Quality Assurance, Assessment, or Accreditation
- Student and Scholar Mobility

**Regular publication(s) (Frequency):**

- Quality Assurance in Postsecondary Education (Every two years)
- Education Systems in Canada (Every two years)

**Year established:** 1990

**Major funding source(s):**

- Provincial and territorial governments

## Education Policy Research Initiative

University of Ottawa

Faculty of Social Sciences

---

**Location:** Canada (Ottawa, Ontario)

**Website:** <http://www.socialsciences.uottawa.ca/irpe-epri/eng/index.asp>

**E-mail:** [irpe-epri@uOttawa.ca](mailto:irpe-epri@uOttawa.ca)

**Mission:** The Education Policy Research Initiative (EPRI) is engaged in research aimed at informing policy discussions regarding Canadian education issues. EPRI's current focus is post-secondary education (PSE), in particular, access to and persistence through PSE, as well as the early labor market outcomes of youths. While committed to high quality research using the best data sets available, EPRI is also committed to communicating its findings to not just the university based research community, but also policy makers, college and university administrators, the broader community, and students themselves.

**Focus areas:**

- Access and Equity
- Economics, Financing, or Funding of Higher Education
- Quantitative Research Methods

**Year established:** 2011

**Major funding source(s):**

- Social Science and Humanities Research Council of Canada

**Number of faculty, researchers, and professional staff:** 6

### Higher Education Group

University of Toronto  
Department of Leadership, Higher and Adult Education  
Ontario Institute for Studies in Education

---

**Location:** Canada (Toronto, Ontario)

**Website:** [http://www.oise.utoronto.ca/lhae/Programs/Higher\\_Education/index.html](http://www.oise.utoronto.ca/lhae/Programs/Higher_Education/index.html)

**E-mail:** [gjones@oise.utoronto.ca](mailto:gjones@oise.utoronto.ca)

**Mission:** The Higher Education Group is Canada's leading center for graduate education and research in the field of higher education.

**Focus areas:**

- Academic Profession
- Community College, Vocational, or Technical Education
- Law or Public Policy
- Administration, Management, or Leadership
- Comparative or International Studies
- Student Affairs or Student Development

**Regular publication(s) (Frequency):**

- *Higher Education Perspectives* (1/yr)

**Year established:** 1977

**Major funding source(s):**

- University support
- Student tuition

**Number of faculty, researchers, and professional staff:** 11

**Additional information:** Additional areas of expertise within the Higher Education Group include governance and health professional education.

### Higher Education Quality Council of Ontario (HEQCO)

Government of Ontario  
Ministry of Training, Colleges and Universities

---

**Location:** Canada (Toronto, Ontario)

**Website:** <http://www.heqco.ca>

**E-mail:** [fdeller@heqco.ca](mailto:fdeller@heqco.ca)

**Mission:** Created through the Higher Education Quality Council of Ontario Act, 2005, HEQCO is an arm's-length agency of the Government of Ontario that brings evidence-based research to the continued improvement of the postsecondary education system

in Ontario. As part of its mandate, HEQCO evaluates the postsecondary sector and provides policy recommendations to the Minister of Training, Colleges and Universities to enhance the access, quality and accountability of Ontario's colleges and universities.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning
- Economics, Financing, or Funding of Higher Education
- Quality Assurance, Assessment, or Accreditation

**Regular publication(s) (Frequency):**

- Annual Report (including Annual Research Plan) (1/yr)
- Annual HEQCO Conference Proceedings (themes vary) (1/yr)
- Performance Indicators (1/yr)

**Year established:** 2005

**Major funding source(s):**

- Government of Ontario

**Number of faculty, researchers, and professional staff:** 24

## CHILE

### Centro de Políticas Comparadas de Educación (CPCE)

Universidad Diego Portales

Within the framework of the Vicerrectoría Académica

---

**Location:** Chile (Santiago, Metropolitan Region)

**Website:** <http://www.cpce.cl>

**E-mail:** [direccion@cpce.cl](mailto:direccion@cpce.cl)

**Mission:** CPCE's purpose is to contribute, through the production and transfer of expertise, to the design, implementation, execution and evaluation of educational policies, as well as to actively participate in the discussion of these public policies. The Center's studies address the educational system as a whole, including preschool, school level and higher education. Studies are characterized by a comparative international emphasis and a technical and interdisciplinary focus at the local level oriented towards policy making and public debate.

**Focus areas:**

- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education
- Law or Public Policy

**Regular publication(s) (Frequency):**

- Working Papers
- *Boletín PPS* (3/yr)

**Year established:** 2007

**Major funding source(s):**

- Universidad Diego Portales
- Tuition fees paid by students

**Number of faculty, researchers, and professional staff:** 4

### Centro Interuniversitario de Desarrollo (Inter-University Center for Development)

---

**Location:** Chile (Santiago, Metropolitan Region)

**Website:** <http://www.cinda.cl>

**E-mail:** [cinda@cinda.cl](mailto:cinda@cinda.cl)



**Mission:** The Inter-University Center for Development, CINDA, is an international non-profit organization composed of universities in Latin America and Europe. Together with its member universities, CINDA explores key issues on university policy and management in the interest of putting the accumulated knowledge to the service of public policy and member institutions.

**Focus areas:**

- Access and Equity
- Comparative or International Studies
- Globalization or Internationalization
- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning
- Quality Assurance, Assessment, or Accreditation

**Regular publication(s) (Frequency):**

- *Informes Educación Superior en Iberoamerica*

**Year established:** 1975

**Major funding source(s):**

- Members
- Projects and consultant services

**Additional information:** CINDA is an international organization. Currently, the executive Director is located in Chile.

### Center of Educational Research (CIE-UCINF)

University UCINF  
School of Education

---

**Location:** Chile (Santiago, Metropolitan Region)

**Website:** <http://www.cie-ucinf.cl>

**E-mail:** oespinoza@ucinf.cl

**Mission:** The purpose of the Center of Educational Research (CIE) is to generate and disseminate knowledge and specialized information on higher education with the idea of contributing to the analysis, design, implementation and evaluation of actions, programs, and educational policies at the local, regional, national, and international levels.

**Focus areas:**

- Access and Equity
- Private Higher Education and Privatization
- Student and Scholar Mobility

**Regular publication(s) (Frequency):**

- Working papers (4/yr)
- Book series (1/yr)
- Electronic publications (5/yr)

**Year established:** 2010

**Major funding source(s):**

- University support
- Foundations grants

**Number of faculty, researchers, and professional staff:** 4

### Center for Research on Educational Policy and Practice, Higher Education Area (CEPPE)

Pontifical Catholic University of Chile  
Faculty of Education

---

**Location:** Chile (Santiago, Metropolitan Region)

**Website:** <http://www.ceppe.cl>

**E-mail:** ceppe@uc.cl

**Mission:** CEPPE's primary mission is to conduct research on policies and practices in education and to contribute to the development of the Chilean educational system. CEPPE seeks to improve the base of evidence upon which society and educational institutions rely to understand and respond to the educational needs of the country.

**Focus areas:**

- Administration, Management, or Leadership
- Law or Public Policy
- Private Higher Education and Privatization

**Regular publication(s) (Frequency):**

- Notes for Education (3-4/yr)
- Book series (1/yr)

**Year established:** 2012

**Major funding source(s):**

- Government research agency grant
- University support

**Number of faculty, researchers, and professional staff:** 5

## CHINA

### Anhui

#### Institute of Higher Education\*

Anhui University

---

**Location:** China (Hefei, Anhui)

**Website:** <http://ihe.ahu.edu.cn>

**E-mail:** [gjs@ahu.edu.cn](mailto:gjs@ahu.edu.cn)

**Mission:** The Institute of Higher Education (IHE) at Anhui University is a teaching and research organization, established in November 2005 and headed by Professor ZHANG Jing. Its main responsibilities include: undertaking educational research and teaching tasks at the university; facilitating discipline construction of pedagogy and cultivating advanced talent; engaging in research and practice on provincial higher education reform; providing consultancy on decision-making strategies for colleges, universities and educational administrative departments; conducting research in support of university innovation and development; actively providing information and consultancy for university strategic planning and decision-making; organizing applications for and undertaking educational research projects from the state, ministries and Anhui province; overseeing the secretariat office of the Anhui Association of Higher Education; publishing continuously two academic journals, *Higher Education Research Weekly* and *Domestic Higher Education Research Trends* (authorized and financed by the China Association of College Teaching).

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- History of Higher Education

**Regular publication(s)/frequency:**

- *Domestic Higher Education Research Trends* (4/yr)
- *Higher Education Research Weekly* (4/yr)

**Year established:** 2005

**Major funding source(s):**

- University support
- Government allocations

**Number of faculty, researchers, and professional staff:** 10

\* Information obtained from organization's website.

## Institute of Higher Education Research\*

University of Science and Technology of China

---

**Location:** China (Hefei, Anhui)

**Website:** <http://iher.ustc.edu.cn>

**E-mail:** [iher@ustc.edu.cn](mailto:iher@ustc.edu.cn)

**Mission:** The Institute of Higher Education (IHE) at University of Science and Technology of China was founded in 1994 to understand the experience of domestic and foreign universities across the world. In order to meet the strategic goal of building world-class research universities, the Institute of Higher Education seeks to enhance the study of higher education practice and policy decisions in China by providing information and advice to the University. The Institute has three centers: 1) Higher Education Research Center, 2) Center for Public Policy, and 3) Graduate Education Research.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- History of Higher Education

**Regular publication(s)/frequency:**

- *Graduate Education Research* (6/yr)

**Year established:** 1994

**Major funding source(s):**

- University support
- Government allocations

**Number of faculty, researchers, and professional staff:** 20

## Beijing

### Higher Education Research Center\*

Tsinghua University

Institute of Education

---

**Location:** China (Beijing, Beijing)

**Website:** <http://www.ioe.tsinghua.edu.cn>

**E-mail:** [jyyky@tsinghua.edu.cn](mailto:jyyky@tsinghua.edu.cn)

**Mission:** The Higher Education Research Center at Tsinghua University seeks to think globally while acting locally in higher education research and development. We seek to create a dynamic intellectual fusion for creative research and contribute knowledge through active exploration and continuous innovation to the development of Chinese education and the science of education research.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education
- Quality Assurance, Assessment, or Accreditation
- Access and Equity
- Community College, Vocational, or Technical Education
- Curriculum & Instruction or Teaching & Learning
- Globalization or Internationalization

**Regular publication(s)/frequency:**

- *The Tsinghua University Education Research* (1/yr)
- *International Journal of Chinese Education* (1/yr)
- *Journal of Educational Technology, Development and Exchange* (1/yr)

**Year established:** 1979

**Major funding source(s):**

- Government allocations
- University support

**Number of faculty, researchers, and professional staff:** 23

## Institute of Higher Education

Beihang University

---

**Location:** China (Beijing, Beijing)

**Website:** <http://ihe.buaa.edu.cn>

**E-mail:** [ihe@buaa.edu.cn](mailto:ihe@buaa.edu.cn)

**Mission:** The Institute of Higher Education (IHE) at Beihang University concentrates on preparing researchers for success in the workplace within the academic organizations and administrators for higher education institutions and government. We seek to train graduate students to research practical problems and theory in higher education and to provide advice about policy of universities and governments across mainland China.

**Focus areas:**

- Administration, Management, or Leadership
- Law or Public Policy
- Quality Assurance, Assessment, or Accreditation

**Year established:** 1982

**Major funding source(s):**

- University support
- Government allocations
- Foundation grants

**Number of faculty, researchers, and professional staff:** 15

## Institute of Higher Education

Beijing University of Technology

---

**Location:** China (Beijing, Beijing)

**Website:** <http://bjut.edu.cn/college/gjs>

**E-mail:** [beijingtech@bjut.edu.cn](mailto:beijingtech@bjut.edu.cn)

**Mission/program description:** The Institute of Higher Education at Beijing University of Technology was established in June 2006. It is dedicated to undertaking tasks of educational research, educational consultation, higher education management, and academic exchanges. The secretariat of the Higher Education Society of Beijing University of Technology is located within the Institute. The Society's main discipline is higher education research and development. The Institute of Higher Education is also responsible for publishing the *Newsletter of Educational Research*.

**Focus areas:**

- Comparative or International Studies
- Globalization or Internationalization
- Quality Assurance, Assessment, or Accreditation

**Regular publication(s)/frequency:**

- *Newsletter of Educational Research* (4/yr)

**Year established:** 2006

**Major funding source(s):**

- Government allocations
- Programs

**Number of faculty, researchers, and professional staff:** 10

**Institute of Higher Education\***

Peking University  
Graduate School of Education

---

**Location:** China (Beijing, Beijing)

**Website:** <http://www.gse.pku.edu.cn>

**E-mail:** [hjchen@pku.edu.cn](mailto:hjchen@pku.edu.cn)

**Mission:** The mission of the Institute of Higher Education at Peking University is to create new knowledge and ideas in higher education development and to train researchers and leaders who can apply knowledge to practice in order to promote the development of higher education reform in mainland China. We offer degrees in higher education, economics and management of education, educational technology, educational leadership and policy. The Peking University Institute of Education will continue to work to explore and develop expertise in the field of education, training and research personnel, and to provide educational leadership to promote the progress of science education.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Globalization or Internationalization

**Regular publication(s)/frequency:**

- *Peking University Education Review* (4/yr)

**Year established:** 1980

**Major funding source(s):**

- University support
- Government allocations

**Number of faculty, researchers, and professional staff:** 10

**Additional information:** Institute of Higher Education, Peking University is one of the two higher education institutes established at universities by the China Ministry of Education in early 1980's.

**Institute of Higher Education Research\***

Communication University of China  
Institute of Higher Education

---

**Location:** China (Beijing, Beijing)

**Website:** <http://gjs.cuc.edu.cn>

**E-mail:** [yangshuyu@cuc.edu.cn](mailto:yangshuyu@cuc.edu.cn)

**Mission:** The Institute of Higher Education was established in 2004. At present, the Institute has a total of six faculty members. The Institute's primary research interests are: 1) philosophy of higher education, 2) media education research, and 3) educational research. Some of the Institute's recent publications have focused on adult education, lifelong learning, and higher education management systems.

**Focus areas:**

- Adult Education
- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education

**Year established:** 2004

**Major funding source(s):**

- University support
- Government allocations
- Foundation grants

**Number of faculty, researchers, and professional staff:** 6

### Institution of Higher Education

Renmin University of China  
School of Education

---

**Location:** China (Beijing, Beijing)

**Website:** <http://heso.ruc.edu.cn>

**E-mail:** [heso@ruc.edu.cn](mailto:heso@ruc.edu.cn)

**Mission:** The mission at the Institute of Higher Education of Renmin University of China serves to provide advice on decision-making and policy development for our Institution. Since our founding, we have taken up research projects assigned by various organizations such as the Ministry of Education, Chinese Association of Higher Education and The Center of Asian Studies of Renmin University of China. We strive to help the university achieve its goal of building a “world-class” university that is approved by and satisfies the people in our country. Renmin University of China, located in Beijing, is a top research university in China with strong programs in humanities and social sciences. The School of Education at Renmin University of China was established in November 2011 on the basis of Renmin’s rich educational traditions and through combining the former Institute of Education and the Institute of Higher Education.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education

**Regular publication(s)/frequency:**

- *Renmin University of China Education Journal* (4/yr)
- *Higher Education: Information Center For Social Sciences RUC* (12/yr)

**Year established:** 2005

**Major funding source(s):**

- University support
- Foundation grants

**Number of faculty, researchers, and professional staff:** 20

### National Academy of Education Administration\*

Ministry of Education, China

---

**Location:** China (Beijing, Beijing)

**Website:** <http://www.naea.edu.cn>

**E-mail:** [webmaster@naea.edu.cn](mailto:webmaster@naea.edu.cn)

\* Information obtained from organization's website.

**Mission:** The National Academy of Education Administration (NAEA) was founded and approved by Chairman Mao Zedong in 1955. Since then, NAEA has grown into a renowned institution, providing training for senior educational administrators in China. The NAEA mission seeks to provide relevant training for senior leaders and middle managers of higher education institutions as well as educational administrators from the provinces and municipalities. NAEA has developed various training programs with a specific focus in educational management, educational policies, and higher education regulations.

**Focus areas:**

- Administration, Management, or Leadership
- Law or Public Policy
- Quality Assurance, Assessment, or Accreditation

**Regular publication(s)/Frequency:**

- *Journal of National Academic of Education Administration* (6/yr)
- *Primary and Secondary School Principals* (12/yr)
- *Reference for Leaders of Higher Education* (26/yr)
- *Basic Education Reform Developments* (1/yr)

**Year established:** 1955

**Major funding source(s):**

- University support
- Government allocations
- Foundation grants

**Number of faculty, researchers, and professional staff:** 50

## Research Center for Higher Education

National Institute of Education Sciences

---

**Location:** China (Beijing, Beijing)

**Website:** <http://www.nies.net.cn>

**E-mail:** nx.zhnx@yahoo.com.cn

**Mission:** The Research Center for Higher Education contributes to education development and reform in China by advising on the policy-making process, advancing theoretical innovation, and guiding local practices in the field of higher education. Established in 1957, the National Institute of Education Sciences (NIES) is a research arm of the Ministry of Education and the only national-level comprehensive education research institution in China. The predecessor of the NIES, the Education Research Division of the Central Research Institute, was founded in 1941. For over 70 years since its original establishment, NIES has strived to contribute to education development in China by advising policy-making processes, advancing theoretical innovation, and guiding local practices.

**Focus areas:**

- Economics, Financing, or Funding of Higher Education
- Quality Assurance, Assessment, or Accreditation
- Student Affairs or Student Development

**Regular publication(s)/frequency:**

- *Annual Report of Higher Education in China* (1/yr)
- *Study on the Performance of Higher Education in China* (1/yr)

**Year established:** 2008

**Major funding source(s):**

- Government allocations
- Programs

**Number of faculty, researchers, and professional staff:** 13

## Fujian

### Institute of Higher Education\*

Xiamen University of Technology  
Institute of Education

---

**Location:** China (Xiamen, Fujian)  
**Website:** <http://gjs.xmut.edu.cn>  
**E-mail:** [gaojiaosuo@xmut.edu.cn](mailto:gaojiaosuo@xmut.edu.cn)

**Mission:** Xiamen University of Technology's Institute of Higher Education is an advisory body under the Chinese Minister of Education offering project support on higher education reform and development decisions for universities. The Institute's three primary functions are: 1) University Decision Making, 2) Theoretical Development of Higher Education Services, and 3) Development of Higher Education in the Fujian Province.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- History of Higher Education

**Year established:** 2008

**Major funding source(s):**

- University support
- Extensibility services

**Number of faculty, researchers, and professional staff:** 10

### Research Institute of Higher Education\*

Xiamen University  
Institute of Education

---

**Location:** China (Xiamen, Fujian)  
**Website:** <http://ihe.xmu.edu.cn>  
**E-mail:** [gjs@xum.edu.cn](mailto:gjs@xum.edu.cn)

**Mission:** Xiamen University's Research Institute of Higher Education seeks to research the key issues of higher education development and reform in China. The Institute of Education at Xiamen University, often referred to as Research Institute of Higher Education Science, was developed as a Research Unit of Higher Education Science. It was the earliest academic organization specialized in higher education in China, founded on May 17, 1978. Authorized by Ministry of Education in February 1984 and accredited by the Committee on Degrees of the State Council, the Institute was the first in China to set up a master's program in higher education on January 13, 1984, and a doctoral program in higher education on July 28, 1986. Professor Pan Maoyuan was designated as a Ph.D. supervisor for doctoral students, and served as the first supervisor in the field of higher education in mainland China. The current director of the Institute is Dr. Liu Haifeng.

**Focus areas:**

- Access and Equity
- Administration, Management, or Leadership
- Comparative or International Studies

**Regular publication(s)/frequency:**

- *International Higher Education* (4/yr)

**Year established:** 1978

---

\* Information obtained from organization's website.



**Major funding source(s):**

- University support
- Extensibility services

**Number of faculty, researchers, and professional staff:** 25+

## Gansu

### Institute of Higher Education

Lanzhou University  
School of Education

---

**Location:** China (Lanzhou, Gansu)

**Website:** <http://eos.lzu.edu.cn>

**E-mail:** [lishuohao@lzu.edu.cn](mailto:lishuohao@lzu.edu.cn)

**Mission:** Lanzhou University seeks to train graduate students in higher education research and to serve as a consultant for higher education institutions in mainland China.

**Focus areas:**

- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- History of Higher Education
- Curriculum & Instruction or Teaching & Learning
- Globalization or Internationalization
- Quality Assurance, Assessment, or Accreditation

**Regular publication(s)/frequency:**

- *Higher Education of Sciences* (6/yr)

**Year established:** 2002

**Major funding source(s):**

- University support
- Extensibility services

**Number of faculty, researchers, and professional staff:** 25+

## Guangdong

### Higher Education Research Institute

South China Normal University  
Faculty of Education Sciences

---

**Location:** China (Guangzhou, Guangdong)

**Website:** <http://jky.scnu.edu.cn>

**E-mail:** [jky@scnu.edu.cn](mailto:jky@scnu.edu.cn)

**Mission:** The Faculty of Education Sciences (FES) at South China Normal University (SCNU) serves as three centers in Guangdong province: The Center for Educational Scientific Research, Center for Research in Basic Education, and Center for Teacher Education. FES now consists of five departments and six institutes: Department of Education Science, Department of Curriculum and Instruction, Department of Early Childhood Education, Department of Psychology, and Department of Educational Psychology; Educational History Research Institute, International and Comparative Education Research Institute, Education Management Institute, Education Science Research Institute, Curriculum and Textbook Research Institute, Higher Education Research Institute, and the *Moral Education in Primary School* magazine publisher. FES runs three magazines: *Primary School Moral Education* (authorized by Ministry of Education), *Modern Education Forum*, and *Textbooks and Teaching Arts in Primary and Middle Schools*. We offer degree programs in Education, Curriculum and Instruction, Early childhood Education, Comparative Education, History of Education, Higher Education, Adult Education, Special Education, Vocational and Technology Education, Educational Technology, Basic Education, Basic Psychology, Developmental and Educational Psychology, Applied Psychology and Statistic and Measurement Psychology.

**Focus areas:**

- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education
- Comparative or International Studies

**Regular publication(s)/frequency:**

- *A Humble Opinion on Spiritual Culture of University* (2/yr)
- *Innovation of Higher Education Development Theory in the Perspective of Social Change* (2/yr)
- *On the Research of Higher Education Development* (2/yr)

**Year established:** 1985

**Major funding source(s):**

- University support
- Foundation grants

**Number of faculty, researchers, and professional staff:** 9

### Institute of Higher Education\*

Shantou University  
Institute of Education

---

**Location:** China (Shantou, Guangdong)

**Website:** <http://gjs.stu.edu.cn>

**E-mail:** [stugjs@sina.com](mailto:stugjs@sina.com)

**Mission:** The Institute of Higher Education at Shantou University was founded in 1986 as one of the first two higher education research institutes in the Guangdong Province. The first Director of the Institute was Dr. Huang Yuzhi. From September 1994 to December 2003, Professor Pan from Xianmen University served as Honorary Director of Shantou University's Institute of Higher Education. Currently, the Institute has 7 research professors, 7 associate professors, and several postdoctoral researchers. The Institute has close collaboration with Peking University, Tsinghua University, Xiamen University, Huazhong University of Science and Technology, Sun Yet-sen University, Hong Kong University, as well as Chinese University of Hong Kong.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Globalization or Internationalization

**Year established:** 1986

**Major funding source(s):**

- University support
- Foundation grants

**Number of faculty, researchers, and professional staff:** 20

### Institute of Higher Education\*

Shenzhen University  
Normal College

---

**Location:** China (Shenzhen, Guangdong)

**Website:** <http://gjs.szu.edu.cn>

**E-mail:** [yangyy@szu.edu.cn](mailto:yangyy@szu.edu.cn)

\* Information obtained from organization's website.

**Mission:** The Institute of Higher Education at Shenzhen University was founded in 1986 by Dr. Liao Yuan Geng. A master's degree program in higher education was established in 2006 and enrolled the first students in 2007. At present, the Institute of Higher Education has 7 full-time faculty members and 15 part-time faculty members. In 2010, there were approximately 25 full-time graduate students in the higher education program. The Institute's primary research areas are: higher education administration, the history of higher education, moral education in universities, the basic theory of higher education, and the economics of higher education. The Institute also examines the current reforms and development of higher education in China and across the world. The Institute offers two specialized concentrations: 1) basic theory of higher education and 2) higher education management.

**Focus areas:**

- Comparative or International Studies
- Globalization or Internationalization
- History of Higher Education

**Year established:** 1986

**Major funding source(s):**

- University support
- Foundation grants

**Number of faculty, researchers, and professional staff:** 7

## Hebei

### Institute of Higher Education

Nankai University

Institute of Higher Education

---

**Location:** China (Tianjin, Hebei)

**Website:** <http://gjs.nankai.edu.cn>

**E-mail:** [xionggeng@nankai.edu.cn](mailto:xionggeng@nankai.edu.cn)

**Mission:** The Division of Higher Education was founded at Nankai University in 1983. The Institute for Higher Education was founded in 2000. Since then, Nankai University has been authorized by the State Degree Committee to offer Master's Degrees in higher education and to be an academic school devoted to research and talent-training in post-secondary pedagogy, while providing high-quality services for the development and reforms of Chinese universities. Today, the Higher Education Research Institute (HERI) mainly focuses on the internationalization and globalization of higher education in developed countries and the current situation of higher education in developing countries. The Institute will apply the theories to practice, theorize national and the university practice, exchange experience in higher education reform and create an open and free academic atmosphere so that it can push education reform and serve the development of the university as well as the whole country.

**Focus areas:**

- Comparative or International Studies
- Globalization or Internationalization
- History of Higher Education

**Year established:** 2000

**Major funding source(s):**

- Research and development funds
- University support

**Number of faculty, researchers, and professional staff:** 5

## Heilongjiang

### Higher Education Research Institute\*

Northeast Agricultural University  
Institute of Education

---

**Location:** China (Harbin, Heilongjiang)

**Website:** <http://gjs.neau.edu.cn>

**E-mail:** [huangendong@163.com](mailto:huangendong@163.com)

**Mission:** The Northeast Agricultural University's Higher Education Research Institute was established in 2012 to address the growing problems and reforms of higher education in China. The Institute currently has two main disciplines: 1) Economics of Higher Education and 2) Higher Education Management. The current Director is Dr. Di Hongjiang.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- History of Higher Education

**Year established:** 2012

**Major funding source(s):**

- University support
- Extensibility services

**Number of faculty, researchers, and professional staff:** 5

### Institute of Higher Education\*

Harbin University of Science and Technology  
Institute of Education

---

**Location:** China (Harbin, Heilongjiang)

**Website:** <http://gaojiao.hrbust.edu.cn>

**E-mail:** [gjs1212@163.com](mailto:gjs1212@163.com)

**Mission:** Harbin University of Science and Technology's Institute of Higher Education was founded in 1997. The Institute specializes in the study of higher education academic institutions, postgraduate education training, teaching and learning, and higher education management. The Institute currently has 18 part-time staff, 13 senior staff, and 7 teaching assistants. Our three main research centers are: 1) Higher Education Development Strategy Research, 2) Higher Education Engineering Research, 3) Center for Higher Education Research Management Project, and 4) Higher Education Research Information Center.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- History of Higher Education

**Regular publication(s)/frequency:**

- *Heilongjiang Higher Education Research* (4/yr)

**Year established:** 1997

**Major funding source(s):**

- University support
- Extensibility services

**Number of faculty, researchers, and professional staff:** 20

---

\* Information obtained from organization's website.

## Hubei

### Institute of Higher Education\*

Central China Normal University  
School of Education

---

**Location:** China (Wuhan, Hubei)  
**Website:** <http://edu.ccnu.edu.cn>  
**E-mail:** [gjs@mail.ccnu.edu.cn](mailto:gjs@mail.ccnu.edu.cn)

**Mission:** The Institute of Higher Education at Central China Normal University serves three purposes: 1) focuses on Doctoral and Master's Programs in Higher Education, 2) undertakes scientific research projects of state, local and national governments, and 3) serves as a decision-making resource for institutions across mainland China. Our School of Education offers degree programs in elementary education, special education, curriculum and instruction economics and management, history of education, higher education, and comparative education.

**Focus areas:**

- Access and Equity
- Comparative or International Studies

**Year established:** 1981

**Major funding source(s):**

- Research and development funds
- University support

**Number of faculty, researchers, and professional staff:** 8

**Additional information:** Another research and expertise area of our Institute is Sociology of Higher Education, which is not listed above.

### Institute of Higher Education\*

China University of Geosciences  
Development Research Center

---

**Location:** China (Wuhan, Hubei)  
**Website:** <http://cuggroup.cug.edu.cn/gjs>  
**E-mail:** [gjb@cug.edu.cn](mailto:gjb@cug.edu.cn)

**Mission:** The Institute of Higher Education at China University of Geosciences has three primary responsibilities: 1) research key issues of higher education, 2) publish *Modern Higher Education* newsletter, and 3) carry out activities to advance the thematic discussion of higher education. At present, there are three professors and four associate professors. The Institute is responsible for examining the reform and development of higher education, to provide relevant information to school leaders, and to provide policy advice to school information services. The current director of the Institute is Dr. Zhang Jingao and the associate director is Dr. Li Zhuchao.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning
- Economics, Financing, or Funding of Higher Education
- Quality Assurance, Assessment, or Accreditation

**Regular publication(s)/frequency:**

- *Modern Higher Education* (4/yr)

**Year established:** 2005

**Major funding source(s):**

- Government allocations
- University support
- Foundation grants
- Contract research funds

**Number of faculty, researchers, and professional staff:** 7

**Institute of Higher Education\***

Huazhong Agricultural University

Institute of Education

---

**Location:** China (Wuhan, Hubei)

**Website:** <http://gjs.hzau.edu.cn>

**E-mail:** [gjs@mail.hzau.edu.cn](mailto:gjs@mail.hzau.edu.cn)

**Mission:** The Institute of Higher Education at Huazhong Agricultural University was founded in 1984 by Dr. Sun Jizhong. The Institute has three specialties: 1) higher education economy and management, 2) higher education administration, and 3) agricultural science and technology organizations and services. Currently, the Institute has 9 research professors, 5 associate professors, and 14 teaching assistants. The Institute also employs 16 research staff and enrolls 70 graduate students.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning
- Economics, Financing, or Funding of Higher Education
- Quality Assurance, Assessment, or Accreditation

**Year established:** 1984

**Major funding source(s):**

- Government allocations
- University support
- Foundation grants
- Contract research funds

**Number of faculty, researchers, and professional staff:** 20

**Research Institute of Higher Education\***

Wuhan Institute of Technology

Institute of Education

---

**Location:** China (Wuhan, Hubei)

**Website:** <http://gjs.wit.edu.cn>

**E-mail:** [gaojiao@mail.wit.edu.cn](mailto:gaojiao@mail.wit.edu.cn)

**Mission:** The Research Institute of Higher Education at Wuhan Institute of Technology was founded in 1983. The Institute has three specialties: 1) regional development strategy of higher education, 2) organizational management of local colleges and universities, and 3) university moral education. The Institute has published over 300 papers, 16 textbooks, and complete work on 80 projects.

**Focus areas:**

- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- Quality Assurance, Assessment, or Accreditation

**Year established:** 1983

---

\* Information obtained from organization's website.

**Major funding source(s):**

- Government allocations
- University support
- Foundation grants
- Contract research funds

**Number of faculty, researchers, and professional staff:** 20

### School of Educational Science

Wuhan University  
Faculty of Education

---

**Location:** China (Wuhan, Hubei)

**Website:** <http://ces.whu.edu.cn>

**E-mail:** [gdjyyjs@whu.edu.cn](mailto:gdjyyjs@whu.edu.cn)

**Mission:** The School of Educational Science at Wuhan University houses several departments - Institute of Higher Education, Institute of Economics and Management Education, Institute of Education Principles, Curriculum and Teaching Institute, Institute of Technical Education and Department of Education, and Research Center for Educational Leadership. The Institution offers programs in economic and management education, higher education, curriculum and pedagogy, and theory of education.

**Focus areas:**

- Academic Profession
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education
- Law or Public Policy
- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning
- History of Higher Education
- Quality Assurance, Assessment, or Accreditation

**Year established:** 2003

**Major funding source(s):**

- Ministry of Education
- Student tuition
- University support

**Number of faculty, researchers, and professional staff:** 21

## Hunan

### Academy of Higher Education Studies (AHES)\*

Central South University (CSU)  
School of Education

---

**Location:** China (Changsha, Hunan)

**Website:** <http://aes.its.csu.edu.cn>

**E-mail:** [aes@mail.csu.edu.cn](mailto:aes@mail.csu.edu.cn)

**Mission:** AHES aims to serve as a think tank for higher education research and development. We have three core missions: 1) to undertake research, academic and advisory on higher education and on social, economic and cultural issues concerning higher education; 2) to educate our society by offering M.A. programs in education studies, M.Ed. programs in subject teaching, and a Ph.D. program in educational management; and 3) to promote academic exchange, disseminating knowledge and results of theoretical and practical research on higher education development, specifically in journals and conferences.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Curriculum & Instruction or Teaching & Learning

**Regular publication(s)/frequency:**

- *Modern University Education* (现代大学教育) (6/yr)
- *Higher Education Information* (高教信息) (12/yr)

**Year established:** 1981

**Major funding source(s):**

- Government allocations
- University support
- Foundation grants
- Contract research funds

**Number of faculty, researchers, and professional staff:** 11

## Jiangsu

### Higher Education Research Institute

Nanjing Normal University  
School of Education Science

---

**Location:** China (Nanjing, Jiangsu)

**Website:** <http://schools.nnu.cn//manage/website/jykxy/index.aspx>

**Mission:** The Higher Education Research Institute at Nanjing Normal University examines the reform and development of Chinese higher education practice. Our core faculty members and staff pay strong attention to combine the theory of research with teaching, learning and management in the university.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Quality Assurance, Assessment, or Accreditation

**Year established:** 1986

**Major funding source(s):**

- University support

**Number of faculty, researchers, and professional staff:** 5

### Institute of Higher Education\*

Nanjing Agricultural University  
Office for Development and Planning

---

**Location:** China (Nanjing, Jiangsu)

**Website:** <http://gjs.njau.edu.cn>

**E-mail:** [gjs@njau.edu.cn](mailto:gjs@njau.edu.cn)

**Mission:** The primary research interests of the Institute of Higher Education of Nanjing Agricultural University are threefold: 1) the economics of education (e.g., education costs, investment in higher education, education and human resource development), 2) higher education administration and management (e.g., law of higher education, education policy, educational administration organizations, quality management), and 3) educational decision-making and development strategies in higher

\* Information obtained from organization's website.



education (e.g., strategic planning and management of technology, educational planning and policies). The Institute currently has 7 professors and 4 associate professors. The Institute has successfully published 12 textbooks and more than 80 scholarly papers. The Institute recently hosted the inaugural “World Dialogue on Agricultural and Life Science Education: Universities as Entrepreneurs for Sustainable Rural Development” on October 20, 2013.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education

**Year established:** 2003

**Major funding source(s):**

- University support
- Government allocations
- Foundation grants
- Student tuition fees

**Number of faculty, researchers, and professional staff:** 11

### Institute of Higher Education

Nanjing University  
Institute of Education

---

**Location:** China (Nanjing, Jiangsu)

**Website:** <http://www.nju.edu.cn>

**E-mail:** [hzhang@nju.edu.cn](mailto:hzhang@nju.edu.cn)

**Mission:** The Institute of Higher Education has three primary purposes: 1) Focus on research and consultancy for the university and local government, 2) Carry out research degree programs of M.A., Ph.D., and Ed.D. with a focus on in higher education administration, and 3) Be responsible for evaluative study of undergraduate teaching in the university and to provide the results to the provost office. The Institute of Higher Education houses the Management Institute, Institute of Mental Health, the Joint Institute of Higher Education, as well as the *Higher Education Research and Exploration Journal*. The Graduate School of Education, founded in 2009, offers both master’s and doctoral degrees in higher education (Ed.D.).

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Globalization or Internationalization

**Regular publication(s)/frequency:**

- *The Journal of Higher Education Enquiry and Research* (4/yr)
- *Jiangsu Higher Education* (4/yr)
- *Higher Education Research and Exploration Journal*

**Year established:** 2009

**Major funding source(s):**

- University support
- Government allocations
- Foundation grants
- Student tuition fees

### Institute of Higher Education\*

Nanjing University of Information Science and Technology  
Institute of Education

---

**Location:** China (Nanjing, Jiangsu)

**Website:** <http://web2.nuist.edu.cn/gjs/>

**E-mail:** [gjs@nuist.edu.cn](mailto:gjs@nuist.edu.cn)

**Mission:** The Institute of Higher Education at Nanjing University of Information Science and Technology was founded in 2010 to examine the functions and operations of higher education development and reforms in China. Specifically, the Institute carries out research on higher education management, higher education theory, and reporting degree programs in higher education.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Quality Assurance, Assessment, or Accreditation

**Year established:** 2010

**Major funding source(s):**

- University support

**Number of faculty, researchers, and professional staff:** 5

### Institute of Higher Education\*

Southeast University  
Institute of Education

---

**Location:** China (Nanjing, Jiangsu)

**Website:** <http://ghb.seu.edu.cn>

**E-mail:** [heri@seu.edu.cn](mailto:heri@seu.edu.cn)

**Mission:** Southeast University's Institute of Higher Education was founded in 1998. The Institute became one of the first higher education units to enroll graduate students in the Jiangsu Province. The Institute's three primary research interests are: 1) principles of higher education, 2) higher education management, and 3) military and defense education.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Quality Assurance, Assessment, or Accreditation

**Year established:** 1998

**Major funding source(s):**

- University support
- Government allocations
- Foundation grants
- Student tuition fees

**Number of faculty, researchers, and professional staff:** 7

---

\* Information obtained from organization's website.

## Jiangxi

### Institute of Higher Education\*

Jiangxi Agricultural University  
Institute of Education

---

**Location:** China (Nanchang, Jiangxi)

**Website:** <http://gjs.jxau.edu.cn>

**Mission:** The Institute of Higher Education at Jiangxi Agricultural University was founded in 2002. The Institute has two main disciplines: 1) vocational and technical education and 2) higher education economics and management.

**Focus areas:**

- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education
- Economics, Financing, or Funding of Higher Education

**Year established:** 2002

**Major funding source(s):**

- University support
- Government allocations

**Number of faculty, researchers, and professional staff:** 3

### Institute of Higher Education\*

Jiangxi University of Finance and Economics (JUFE)  
Office for Development and Planning

---

**Location:** China (Nanchang, Jiangxi)

**Website:** <http://gjs.jxufe.cn>

**E-mail:** [jcgjs2012@163.com](mailto:jcgjs2012@163.com)

**Mission:** The Institute of Higher Education was founded in 2006, focusing on higher education theory and acting as an advisory agency for JUFE's administrative decision-making authorities. The Institute has published in the areas of academic research, talent development, social service, and cultural innovation. In 2008 and 2011, the Institute was named the "National Outstanding Institute of Higher Education Research." The Institute currently has 8 faculty and staff members, including 7 full-time professors. Among the 8, 4 hold doctoral degrees and 3 hold master's degrees. The Institute offers degrees in higher education with specializations in education economics and administration, education and human resources development, and entrepreneurship education. The Institute has completed more than 24 provincial and ministerial projects, and published more than 100 papers in teaching, research, and education.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education

**Year established:** 2006

**Major funding source(s):**

- University support
- Government allocations

**Number of faculty, researchers, and professional staff:** 9

## Jilin

### Institute of Higher Education

Jilin University

---

**Location:** China (Changchun, Jilin)

**Website:** <http://gjs.jlu.edu.cn>

**E-mail:** [gjs@njau.edu.cn](mailto:gjs@njau.edu.cn)

**Mission:** The Institute of Higher Education of Jilin University was founded in 1986 with the purpose to explore concerns of higher education practice in mainland China. Starting in 2001, the Institute began offering master's degree programs in higher education, education management, modern educational technology, and mental health education. At present, the Institute has 12 faculty (4 professors, 3 associate professors, and 5 lecturers). Since 2002, 193 students have enrolled in master's degree programs.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education

**Year established:** 1986

**Major funding source(s):**

- University support
- Government allocations

**Number of faculty, researchers, and professional staff:** 7

## Liaoning

### Institute of Higher Education Research

Dalian University of Technology

Research Center for Higher Education

---

**Location:** China (Dalian, Liaoning)

**Website:** <http://gs.dlut.edu.cn/index.asp>

**E-mail:** [jmchih@dlut.edu.cn](mailto:jmchih@dlut.edu.cn)

**Mission:** The mission of Dalian University of Technology's Research Center for Higher Education is to promote the idea of enhancing academic strength, improving research, and prioritizing research with regard to the direction of higher education. In addition, the Institute caters to the needs of both national and regional higher education development, as well as practical reform and progress on teaching, research, and high-quality decision-making consultation to attract students, both domestically and internationally, at the forefront of higher education.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education

**Regular publication(s)/Frequency:**

- *Liaoning Higher Education Research* (1/yr)

**Year established:** 1980

**Major funding source(s):**

- University support
- Government allocations

**Number of faculty, researchers, and professional staff:** 1

## Shaanxi

### Institute of Higher Education

Xi'an Jiaotong University  
School of Public Policy and Administration

---

**Location:** China (Xi'an, Shaanxi)  
**Website:** <http://www.xjtu.edu.cn/yxszy/1335.html>  
**E-mail:** [gslu@mail.xjtu.edu.cn](mailto:gslu@mail.xjtu.edu.cn)

**Mission:** Xi'an Jiaotong University's Institute of Higher Education began in 1984 as one of the earliest established institutions of higher education research in mainland China. The Institute's primary mission is to do scientific research both nationally and internationally, promote graduate education to students interested in higher education, and to provide consultation services for the relevant government departments and university decision makers. The Institute's primary research focus is on China's higher education development and university reform.

**Focus areas:**

- Access and Equity
- Curriculum & Instruction or Teaching & Learning
- Economics, Financing, or Funding of Higher Education

**Year established:** 1984

**Major funding source(s):**

- University support
- Research fund

**Number of faculty, researchers, and professional staff:** 7

## Shanghai

### Center for World-Class Universities

Shanghai Jiao Tong University  
Graduate School of Education

---

**Location:** China (Shanghai, Shanghai)  
**Website:** <http://gse.sjtu.edu.cn/EN/centers.htm>  
**E-mail:** [cwcu@sjtu.edu.cn](mailto:cwcu@sjtu.edu.cn)

**Mission:** The Center for World-Class Universities (CWCU) is a strategic research unit by the Chinese Ministry of Education. CWCU has been focusing on the study of world-class universities for many years, published the first Chinese-language book titled *World-Class Universities* and co-published the first English book titled *World-Class Universities* with the European Centre for Higher Education of UNESCO. CWCU initiated the "First International Conference on World-Class Universities" (WCU-1) in 2005 and organizes the conference biennial, which attracts a large number of participants from all major countries. CWCU endeavors to build databases of major research universities in the world, a clearinghouse of literature on world-class universities, and provide consultation for governments and universities.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Quantitative Research Methods

**Regular publication(s)/frequency:**

- *Book Series on World-class University Studies* (1/yr)
- *Journal of International Higher Education* (4/yr)

**Year established:** 2005

**Major funding source(s):**

- University support
- Foundation grants

**Number of faculty, researchers, and professional staff:** 17

### Institute of Higher Education

East China Normal University

School of Education Sciences

---

**Location:** China (Shanghai, Shanghai)

**Website:** <http://www.ihe.ecnu.edu.cn/en>

**E-mail:** [yyue@ses.ecnu.edu.cn](mailto:yyue@ses.ecnu.edu.cn)

**Mission:** The Institute of Higher Education (IHE) is committed to training advanced talent who enjoy innovative spirit and international perspective and who aspire to conduct teaching, research, and management in higher education or other related fields. IHE is one of the most important bases for training high-level expertise in China and for providing research and consultant services in higher education. At present, IHE has 15 faculty members, 14 of which have a doctorate, with 6 doctoral supervisors, 5 master tutors, and 3 part-time professors. By September 2009, IHE had taken in 131 doctoral students, 90 of which have acquired doctorates. Three doctoral dissertations have been named Excellent Doctoral Dissertations by the Chinese Society of Higher Education. Two doctoral dissertations have been awarded Excellent Doctoral Dissertation designations by the Shanghai Academy of Social Sciences. IHE began to accept post-docs in 2000.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Comparative or International Studies

**Regular publication(s)/frequency:**

- *The New Development of Chinese Higher Education* (1/yr)

**Year established:** 1982

**Major funding source(s):**

- University support
- Government allocations

**Number of faculty, researchers, and professional staff:** 16

### Institute of Higher Education

Shanghai Jiao Tong University

Graduate School of Education

---

**Location:** China (Shanghai, Shanghai)

**Website:** <http://gse.sjtu.edu.cn>

**E-mail:** [kyu@sjtu.edu.cn](mailto:kyu@sjtu.edu.cn)

**Mission:** The Institute of Higher Education seeks to achieve a coordinated development of graduate education, and systematic, in-depth research by dedicated research institutions and professional research groups. The Center for the Study of Graduate Education (CSGE) of the Graduate School of Education (GSE) at Shanghai Jiao Tong University was founded in such a context. CSGE aims to become a research center of graduate studies with international influence. The Center strives to become a research information center, a policy document center, and a policy consultancy center for graduate education reform and development in China.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Quality Assurance, Assessment, or Accreditation

**Regular publication(s)/frequency:**

- *International Graduate Education Digest* (12/yr)

**Year established:** 2007

**Major funding source(s):**

- Foundation grants
- University support

**Number of faculty, researchers, and professional staff:** 9

**Additional information:** The Graduate School of Education (GSE), Shanghai Jiao Tong University is a small, vibrant, research-focused institute with 25 full-time academics and staff and around 60 graduate students. The School has a special focus on higher education and is best known for the “Academic Ranking of World Universities (ARWU),” which it has published every year since 2003. The school has research centers on world-class universities, graduate education, and science and technology policy. The school is based in the Minhang campus of Shanghai Jiao Tong University in Shanghai, China.

### Institute for Higher Education

Shanghai Municipal Education Commission  
Shanghai Academy of Educational Sciences

---

**Location:** China (Shanghai, Shanghai)

**Website:** <http://www.cnsaes.org>

**E-mail:** [jwxf@shmec.gov.cn](mailto:jwxf@shmec.gov.cn)

**Mission:** The Institute for Higher Education of the Shanghai Municipal Education Commission endeavors to provide services for educational policy-making, for the development of educational undertakings, and for the development of theories on higher education. The Institute has played an important role in the formulation of policies on higher education in Shanghai, helping shape the development of Shanghai’s higher education development and reform. In addition, the Institute has gradually expanded our influence to the whole country by participating actively in policy research on educational development in China.

**Focus areas:**

- Administration, Management, or Leadership
- Law or Public Policy
- Student Affairs or Student Development

**Year established:** 1980

**Major funding source(s):**

- Government allocations
- Research funds

**Number of faculty, researchers, and professional staff:** 18

### Institute of Higher Education

Shanghai Normal University

---

**Location:** China (Shanghai, Shanghai)

**Website:** <http://gjs.shnu.edu.cn>

**E-mail:** [gjs@shnu.edu.cn](mailto:gjs@shnu.edu.cn)

**Mission:** Shanghai Normal University's Institute of Higher Education was founded in 1987 to enhance the conditions of higher education institutions in China. The Institute has three main concentrations: 1) issues of higher education, 2) college career study topics, and 3) corruption in higher education. The Institute has previously organized the coordination of educational cooperation between China and Germany/EU. For example, the Institute has organized the "German-Chinese Forum for Higher Education" and "German-Chinese Educational Leadership Summit Dialogue System."

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Globalization or Internationalization

**Regular publication(s)/frequency:**

- *Shanghai Education (Global Education Edition)* (12/yr)
- *Journal of World Education* (24/yr)
- *China Education Daily (Global Education Edition)* (52/yr)

**Year established:** 1987

**Major funding source(s):**

- University support
- Government allocations
- Projects

**Number of faculty, researchers, and professional staff:** 20

## Sichuan

### Research Center of Higher Education

Southwest University  
Faculty of Education

---

**Location:** China (Beibei, Sichuan)

**Website:** <http://gaojs.swu.edu.cn/gjs>

**E-mail:** [panli@swu.edu.cn](mailto:panli@swu.edu.cn)

**Mission:** The mission of the Research Center of Higher Education is to explore the law of education and to carry forward the scientific spirit of higher education. The Center seeks to promote the reform and development of higher education in mainland China. Additionally, the Center seeks to analyze policy/management issues in higher education and quality assurance processes in East Asia.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning
- Quality Assurance, Assessment, or Accreditation

**Year established:** 1986

**Major funding source(s):**

- Government allocations
- University support

**Number of faculty, researchers, and professional staff:** 10



## Shandong

### Institute of Higher Education\*

Shandong University  
Institute of Education

---

**Location:** China (Weihai, Shandong)

**Website:** <http://gjs.wh.sdu.edu.cn>

**E-mail:** [sduwhjyk@163.com](mailto:sduwhjyk@163.com)

**Mission:** The mission of Shandong University's Institute of Higher Education is to provide advisory information on university management decisions; examine management reform and development of theoretical and practical issues in higher education; and explore legal issues of higher education research and development to promote the construction of universities. The Institute has three research areas: 1) development strategy and university planning, 2) professional and curriculum construction, and 3) teaching and learning in management research.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning
- History of Higher Education
- Quality Assurance, Assessment, or Accreditation

**Regular publication(s)/Frequency:**

- *University Studies* (4/yr)

**Year established:** 2008

**Major funding source(s):**

- Government allocations
- University support

**Number of faculty, researchers, and professional staff:** 5

## Yunnan

### Research Institute of Higher Education (RIHE)

Yunnan University  
Yunnan Higher Education Evaluation Center

---

**Location:** China (Kunming, Yunnan)

**Website:** <http://www.hie.ynu.edu.cn>

**E-mail:** [jianxin@ynu.edu.cn](mailto:jianxin@ynu.edu.cn)

**Mission:** As the first research Institute in theory and practice of higher education in China, RIHE at Yunnan University plays an important role with the following functions: the education of 200 postgraduates, and hosting the Yunnan Higher Education Evaluation Center (YHEEC), Teachers' Professional Development (TPD), the academic journal *ACADEMY*, and the Yunnan Association of Higher Education (YAHE). Rooted on the fertile soil of a borderland province of 25 indigenous ethnic minorities, and adhering to the motto of "sincereness, creativity, efficiency and all-inclusiveness," RIHE has gradually formed a unique academic and life atmosphere of "thinking globally and acting locally" since our founding in 2002.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Quality Assurance, Assessment, or Accreditation

**Regular publication(s)/Frequency:**

- *Academy* (4/yr)

**Year established:** 2002

**Major funding source(s):**

- Government allocations
- University support

**Number of faculty, researchers, and professional staff:** 5

## Zhejiang

### Institute of Higher Education

Zhejiang University  
College of Education

---

**Location:** China (Hangzhou, Zhejiang)

**Website:** <http://www.ced.zju.edu.cn/english>

**E-mail:** [jyxy187@zju.edu.cn](mailto:jyxy187@zju.edu.cn)

**Mission:** The Institute for Higher Education at Zhejiang University was established by merging the original institute for higher education in Zhejiang University, Hangzhou University, and Zhejiang Agricultural University. We aim to develop a high level of research capability for teaching and education management. We have created research groups on higher education policy, international higher education, comprehensive higher education, intelligence and editing, and an institute for higher education. In addition, we have created the Secretariat of the Zhejiang Association for Higher Education Theoretical Studies. We have two journals, i.e. *Zhejiang Higher Education* and *Zhejiang Postgraduate Education*. We are housed in the College of Education. The College of Education at Zhejiang University is one of the leading research colleges in China. It consists of the Department of Education, the Department of Physical Education, the Institute of Educational Leadership & Policy, the Institute of Curriculum & Teaching, the Center for Interdisciplinary Applied Psychology, the Modern Educational Technology Center, the Division of Non-major Physical Education, the Division of Military Education and other institutions.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Globalization or Internationalization

**Regular publication(s)/Frequency:**

- *Zhejiang Higher Education* (1/yr)
- *Zhejiang Postgraduate Education* (1/yr)
- *Zhejiang University Educational Research* (1/yr)

**Year established:** 1983

**Major funding source(s):**

- University support
- Foundation grants

**Number of faculty, researchers, and professional staff:** 10

## COLOMBIA

### El Observatorio de la Universidad Colombiana (The Observatory of Colombian Universities)

Instituto Latinoamericano de Liderazgo (ILL)

---

**Location:** Colombia (Bogotá)

**Website:** <http://www.universidad.edu.co/>

**E-mail:** [universidad@universidad.edu.co](mailto:universidad@universidad.edu.co)

**Mission:** The Observatory reports daily events in Colombian higher education. It serves as a reference for public policy decision-making and performs analysis on the system.

**Focus areas:**

- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education
- Law or Public Policy

**Regular publication(s) (Frequency):**

- News on Higher Education (365/yr)
- Columns of higher education review (52/yr)
- National higher education indicators (1/yr)

**Year established:** 2007

**Major funding source(s):**

- Self-financed

**Number of faculty, researchers, and professional staff:** 3

## CROATIA

### Institute for the Development of Education

---

**Location:** Croatia (Zagreb)

**Website:** <http://www.iro.hr/en/>

**E-mail:** [nscukanec@iro.hr](mailto:nscukanec@iro.hr)

**Mission:** The Institute for the Development of Education contributes to the development of higher education policy, provides expert support to institutions, connects domestic and international experts and enables individuals in Croatia and the region to achieve their educational goals. **Vision:** The Institute for the Development of Education advocates a system of higher education that ensures equal educational opportunities, adheres to the principle of quality assurance, promotes international cooperation, supports lifelong learning and meets both the needs of the individual and society.

**Focus areas:**

- Access and Equity
- Economics, Financing, or Funding of Higher Education
- Quality Assurance, Assessment, or Accreditation

**Regular publication(s) (Frequency):**

- *IDE Weekly Overview* (52/yr)
- *IDE News* (365/yr)
- *IDE Academic Info Service* (365/yr)

**Year established:** 1999

**Major funding source(s):**

- EU and government grants

**Number of faculty, researchers, and professional staff:** 8

## CZECH REPUBLIC

Centre for Higher Education Studies

---

**Location:** Czech Republic (Prague)

**Website:** <http://www.csvs.cz>

**E-mail:** [sebkova@csvs.cz](mailto:sebkova@csvs.cz)

**Mission:** Main mission: research about higher education.

Activities: basic research, applied research, projects, consultation and services for higher education institutions, academics and students, services in quality assurance, and international collaboration.

**Focus areas:**

- Comparative or International Studies
- Quality Assurance, Assessment, or Accreditation
- Student Affairs or Student Development

**Regular publication(s) (Frequency):**

- *AULA journal* (higher education and research policy review) (2/yr)

**Year established:** 1990

**Major funding source(s):**

- Public sources
- Private sources (small percentage of overall sources)

**Number of faculty, researchers, and professional staff:** 20

## Education Policy Centre - EPC (Středisko vzdělávací politiky - SVP)

Charles University (Univerzita Karlova)

Faculty of Education (Pedagogická fakulta)

---

**Location:** Czech Republic (Prague)

**Website:** <http://www.strediskovzdelavacipolitiky.info/>

**E-mail:** [jan.koucky@pedf.cuni.cz](mailto:jan.koucky@pedf.cuni.cz)

**Mission:** The mission of EPC is to analyze and evaluate the development of the Czech (higher) education system, setting it in a wider social and economic context and in an international perspective, identifying new requirements on education and human resource development and formulating its aims and objectives, as well as carrying out research focusing on selected themes of special interest, such as level, sources and effects of inequity in education (particularly in access to tertiary education), higher education financing and typology, the transition from school to work, the employability and the position of graduates on the labor market, and anticipation and forecasting of qualification requirements.

**Focus areas:**

- Access and Equity
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education

**Regular publication(s) (Frequency):**

- *Higher Education Abroad / World HE (Vysoke skolstvi ve svete – e-monitor, only in Czech)* (52/yr)

**Year established:** 1995

**Major funding source(s):**

- Ministry of Education
- Research grants

**Number of faculty, researchers, and professional staff:** 7

## EGYPT

### The Middle East Institute for Higher Education (MEIHE)

The American University in Cairo  
The Graduate School of Education

---

**Location:** Egypt (Cairo)  
**Website:** <http://www.aucegypt.edu/gse/meihe/Pages/default.aspx>  
**E-mail:** mz@aucegypt.edu

**Mission:** MEIHE serves as a hub for educational research, innovation, transformation, inquiry and institutional building with special emphasis on academies, faculties of education, and schools. MEIHE accompanies educational reform in the region and aims to render higher education relevant to school and classroom improvement. It focuses on the development of teachers as empowered agents of change. The institution strengthens the organic link and mediates between school based reform and the reform of faculties of education. The thematic link of MEIHE is transitions in education.

**Focus areas:**

- Academic Profession
- Comparative or International Studies
- Globalization or Internationalization

**Regular publication(s) (Frequency):**

- Reports (10 total)

**Year established:** 2010

**Major funding source(s):**

- University support
- Foundation and international grants

**Number of faculty, researchers, and professional staff:** 12

**Additional information:** MEIHE is active in capacity building and institutional development and hence provides faculties of education on a Masters level, training and blended courses related to action research, reform, and professional development. The Institute has created a blended course that is delivered with hybrid methods. MEIHE is currently a holder of a TEMPUS project aiming at the capacity building of faculties of education in a number of countries in the region.

## FINLAND

### Centre for Research and Development of Higher Education

University of Helsinki  
Institute of Behavioural Sciences

---

**Location:** Finland (Helsinki)  
**Website:** <http://www.helsinki.fi/yty/english/index.htm>  
**E-mail:** yty-yopeda@helsinki.fi

**Mission:** The Helsinki University Centre for Research and Development promotes and coordinates scholarship of teaching, conducts research on higher education, enhances research-based teaching and evidence-based academic development, and provides courses on university pedagogy to teachers and researchers at the University of Helsinki. The center's main tasks are to carry out and support research in the field of university pedagogy and to coordinate and organize courses on university pedagogy for academic personnel within all disciplines at the University of Helsinki. The center fosters research on learning and teaching in higher education and improves university teachers' skills and understanding of the factors of successful studying and high quality teaching. Our multidisciplinary research focuses on learning, teaching, learning environments, and practices in higher education. Therefore, the center cooperates closely with pedagogical experts across the universities nationally and internationally. The center also supports field-specific development efforts in all campuses and plays a strategic role in institution-wide changes at the university.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning
- Qualitative Research Methods
- Quantitative Research Methods

**Year established:** 2012

**Number of faculty, researchers, and professional staff:** 20

## Finnish Institute for Educational Research

University of Jyväskylä  
Research institute

---

**Location:** Finland (Jyväskylä)

**Website:** <https://ktl.jyu.fi/en/introduction>

**E-mail:** [jussi.p.valimaa@jyu.fi](mailto:jussi.p.valimaa@jyu.fi)

**Mission:** The Finnish Institute for Educational Research is a multidisciplinary center for educational research. All of our research activities are guided by the aim to make locally relevant, nationally important and internationally interesting research.

**Focus areas:**

- Academic Profession
- Comparative or International Studies
- Curriculum & Instruction or Teaching & Learning

**Regular publication(s) (Frequency):**

- *Journal of University Pedagogy* (2/yr)
- *The Finnish Journal of Education* (5/yr)
- Books and research reports (14-20/yr)

**Year established:** 1968

**Major funding source(s):**

- Finnish Ministry of Education

**Number of faculty, researchers, and professional staff:** 25+

**Additional information:** Higher education research is one of the strongest fields of research in the Finnish Institute for Educational Research with a tradition of 42 years of research. We do not have doctoral programs but we supervise about 10 doctoral students in a year.

## Higher Education Group (HEG)

University of Tampere  
School of Management

---

**Location:** Finland (Tampere)

**Website:** <http://www.uta.fi/jkk/heg/en/index.html>

**Mission:** The Higher Education Group (HEG) is a unit focusing on higher education research and teaching at the University of Tampere, School of Management. HEG provides research and consultancy services to higher education institutions, government organizations and other stakeholders.

**Focus areas:**

- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- Globalization or Internationalization

**Year established:** 2002

**Major funding source(s):**

- University support
- Grants
- Fees

**Number of faculty, researchers, and professional staff:** 5

**Research Unit for the Sociology of Education (RUSE)**

University of Turku

---

**Location:** Finland (Turku)

**Website:** <http://ruse.utu.fi>

**E-mail:** [osmo.kivinen@utu.fi](mailto:osmo.kivinen@utu.fi)

**Mission:** RUSE's mission is to produce internationally high quality research in social sciences, especially on higher education, education policy and on the relations between education and the labor market; to train doctoral students; to develop methodological solutions for social sciences and modes of analysis for evaluating research and teaching; and to develop digital learning environments.

**Focus areas:**

- Access and Equity
- Comparative or International Studies
- Quality Assurance, Assessment, or Accreditation

**Regular publication(s) (Frequency):**

- *RUSE's reports*

**Year established:** 1989

**Major funding source(s):**

- University of Turku
- Ministry of Education and Culture

**Number of faculty, researchers, and professional staff:** 22

## FRANCE

**Institute for Research on Education, Economics and Sociology of Education (IREDU)**

Université de Bourgogne

Department of Economics

---

**Location:** France (Dijon)

**Website:** <http://iredu.u-bourgogne.fr>

**E-mail:** [iredu@u-bourgogne.fr](mailto:iredu@u-bourgogne.fr)

**Mission:** Research on education, with a focus on empirical quantitative analysis, along three strands:

- Assessment of organization and public policy of education
- Production of skills and competencies in the training and education system
- Use and value of learned competencies on the labor market

**Focus areas:**

- Access and Equity
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education
- Quantitative Research Methods

**Regular publication(s) (Frequency):**

- Working papers (Documents de travail de l'IREDU)

**Year established:** 1972

**Major funding source(s):**

- University
- CNRS (National center for scientific research)

**Number of faculty, researchers, and professional staff:** 15

**Additional information:** Publications of the researchers are accessible on the open archive:

<http://halshs.archives-ouvertes.fr/IREDU/fr/>

IREDU is involved in

- Five Master's programs only partly dealing with higher education
- Two Ph.D. programs in Education and Economics, only partly specializing in higher education.

### **Institutional Management in Higher Education (IMHE)**

Organisation for Economic Co-operation and Development (OECD)

Directorate for Education and Skills

---

**Location:** France (Paris)

**Website:** <http://www.oecd.org/edu/imhe>

**E-mail:** [imhe@oecd.org](mailto:imhe@oecd.org)

**Mission:** To improve higher education by providing strategic analysis of institutional development in the context of national policy and global trends.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education
- Quantitative Research Methods

**Year established:** 1976

**Major funding source(s):**

- Membership fees
- Conferences fees and revenues from selling books
- Contributions from countries

**Number of faculty, researchers, and professional staff:** 5

### **Research Program on Higher Education and Research**

Sciences Po and CNRS

Center for the Sociology of Organizations

---

**Location:** France (Paris)

**Website:** [http://cso.edu/page\\_pole.asp?pol\\_id=20](http://cso.edu/page_pole.asp?pol_id=20)

**E-mail:** [christine.musselin@sciencespo.fr](mailto:christine.musselin@sciencespo.fr)

**Mission:** Leading research projects on:

- Higher education and research institutions: how are they governed, how are decisions made, what is the division of work.
- Higher education and science policies at the regional, national and European levels, mostly in France, UK and Germany.
- Academic labor markets and the academic profession: recruitment, careers and their transformation over time.



**Focus areas:**

- Academic Profession
- Comparative or International Studies
- History of Higher Education
- Quantitative Research Methods
- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- Qualitative Research Methods

**Year established:** 1983

**Major funding source(s):**

- Public budget from the Ministry
- University support

**Number of faculty, researchers, and professional staff:** 2

### United Nations Educational, Scientific and Cultural Organization (UNESCO)

---

**Location:** France (Paris)

**Website:** <http://www.unesco.org>

**E-mail:** [l.ruas@unesco.org](mailto:l.ruas@unesco.org)

**Mission:** UNESCO's mission: "to contribute to the building of peace, poverty eradication, lasting development and intercultural dialogue, with education as one of its principal activities to achieve this aim. The Organization is committed to a holistic and humanistic vision of quality education worldwide, the realization of everyone's right to education, and the belief that education plays a fundamental role in human, social and economic development."

**Focus areas:**

- Comparative or International Studies
- Globalization or Internationalization
- Quality Assurance, Assessment, or Accreditation

**Regular publication(s) (Frequency):**

- Occasional e-newsletters

**Year established:** 1945

**Major funding source(s):**

- Contributions from Member States
- Extra-budgetary grants from member states, foundations, philanthropies, etc.

**Number of faculty, researchers, and professional staff:** 3

**Additional information:** UNESCO participates in the UNITWIN/UNESCO Chairs Programme that promotes international inter-university cooperation and networking to enhance institutional capacities through knowledge sharing and collaborative work. See more at: <http://en.unesco.org/unitwin-unesco-chairs-programme>

## GERMANY

### Bavarian State Institute for Higher Education Research and Planning (IHF)

---

**Location:** Germany (Munich, Bavaria)

**Website:** <http://www.ihf.bayern.de/>

**E-mail:** [Sekretariat@ihf.bayern.de](mailto:Sekretariat@ihf.bayern.de)

**Mission:** The Bavarian State Institute for Higher Education Research and Planning is a research institute funded by the Bavarian State Ministry of Sciences, Research and the Arts. It was established in 1973 by the Bavarian State to provide academic support to the expansion of higher education since the late 1960s. The IHF conducts research in fields of relevance to higher education policy and provides planning and decision support to the Bavarian higher education ministry, the Bavarian parliament, and higher education institutions. Consultancy and advice for the Bavarian higher education institutions is another important area of activity.

**Focus areas:**

- Comparative or International Studies
- Curriculum & Instruction or Teaching & Learning
- Economics, Financing, or Funding of Higher Education

**Regular publication(s) (Frequency):**

- *Beiträge zur Hochschulforschung* (4/yr)
- *Studien zur Hochschulforschung* (1-2/yr)
- *IHF kompakt* (2-3/yr)

**Year established:** 1973

**Major funding source(s):**

- Bavarian State Ministry of Sciences, Research and the Arts (Bayerisches Staatsministerium für Wissenschaft, Forschung und Kunst (StMWFK))
- Research grants by other public entities in Germany like the Federal Ministry for Higher Education and Research (BMBF)

**Number of faculty, researchers, and professional staff:** 19

### CHE Centrum für Hochschulentwicklung (Center for Higher Education)

---

**Location:** Germany (Guetersloh, North Rhine-Westphalia)

**Website:** <http://www.che.de>

**E-mail:** [britta.hoffmann-kobert@che.de](mailto:britta.hoffmann-kobert@che.de)

**Mission:** We promote a versatile scientific system that, amid changing conditions, offers optimal and differentiated development opportunities to everyone who wants to participate and benefit from it. The three main foci of the CHE are using and shaping autonomy, developing and implementing diverse profiles and realizing societal responsibility.

**Year established:** 1994

### Department for Higher Education Research

Humboldt-Universität zu Berlin

Philosophical Faculty IV, Institute for Education

---

**Location:** Germany (Berlin, Berlin)

**Website:** <http://www.ewi.hu-berlin.de/hsf/>

**E-mail:** [andrae.wolter@hu-berlin.de](mailto:andrae.wolter@hu-berlin.de)

**Mission:** The current research activities of our department focus on:

- The relationships between higher education and lifelong learning (e.g., non-traditional students, university continuing education)
- Empirical student research (e.g., participation in higher education, equality of opportunities in access, drop-out)
- The transition of graduates from university to the labor market and the employment system
- Reforms and changes in higher education, in particular the implementation of new governance concepts
- The development and implementation of monitoring concepts and procedures in the field of education.

**Focus areas:**

- Academic Profession
- Law or Public Policy
- Student Affairs or Student Development
- Access and Equity
- Quality Assurance, Assessment, or Accreditation
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 2010

**Major funding source(s):**

- Third party funding, mostly public

**Number of faculty, researchers, and professional staff:** 10

**Additional information:** We don't offer a special higher education program but we are part of a BA and MA course for education and we are responsible for some higher education related modules as part of our BA and MA courses. And, students can write their MA thesis in the area of higher education research but they gain a general BA or MA degree in education. At the Ph.D.-level our department has many doctoral students but the same is true as at BA and MA level: we provide a special research program in higher education research for Ph.D.-candidates but they gain a general degree.

### Deutsches Zentrum für Wissenschafts- und Hochschulforschung (German Centre for Research on Higher Education and Science Studies)

---

**Location:** Germany (Hannover, Niedersachsen)

**Website:** <http://www.dzhw.eu/english>

**E-mail:** braun@dzhw.eu

**Mission:** The Institute serves as a center of excellence for research on higher education and science studies, supports research on higher education and science studies in Germany and helps meet the need for research-based services among players in academic and scientific policymaking. It provides state-of-the-art infrastructures for research on higher education and science studies.

**Focus areas:**

- Access and Equity
- Curriculum & Instruction or Teaching & Learning
- Economics, Financing, or Funding of Higher Education

**Regular publication(s) (Frequency):**

- *Forum Hochschule* (12/yr)

**Year established:** 2013

**Major funding source(s):**

- German federal and state governments

**Number of faculty, researchers, and professional staff:** 25+

### iFQ - Institute for Research Information and Quality Assurance

---

**Location:** Germany (Berlin, Berlin)

**Website:** <http://www.forschungsinfo.de>

**E-mail:** info@forschungsinfo.de

**Mission:** The Institute for Research Information and Quality Assurance (iFQ – Institut für Forschungs information und Qualitätssicherung) is a non-university organization for science studies located in Berlin (Germany). The iFQ provides information and analysis of developments and transformations in the German and international science system. It focuses on conditions, prerequisites and consequences of research policy and research funding. The iFQ assists and advises performers such as universities or research organizations as well as policymaking bodies on different administrative or governmental levels. The close interaction between research and service is a key element of the Institute's approach. Projects are being implemented in the following four fields of activities:

- Evaluation and review processes;
- Indicators, methods, and bibliometrics;
- Monitoring the German and international science system;
- Young researchers and careers.

**Focus areas:**

- Economics, Financing, or Funding of Higher Education
- Quality Assurance, Assessment, or Accreditation
- Quantitative Research Methods

**Regular publication(s) (Frequency):**

- *iFQ Working Papers*
- *iFQ Newsletter*

**Year established:** 2005

**Number of faculty, researchers, and professional staff:** 25+

**Additional information:**

- Master's program "Science Studies" (Wissenschaftsforschung) in cooperation with the Humboldt University Berlin
- <http://www.sowi.hu-berlin.de/studiengaenge/masowi/mawifo>

## Institut für Hochschulforschung Halle-Wittenberg (HoF) (Institute for Research on Higher Education)

Martin-Luther-Universität Halle-Wittenberg (MLU)

---

**Location:** Germany (Lutherstadt Wittenberg, Saxony-Anhalt)

**Website:** <http://www.hof.uni-halle.de>

**E-mail:** [institut@hof.uni-halle.de](mailto:institut@hof.uni-halle.de)

**Mission:** The mission of HoF is to provide high quality research and expertise on topics revolving around the higher education and science sector in Germany and abroad. With its particular location in East Germany it has covered a wide array of regional and development issues in this field and thus has unique field knowledge on economic and social transformation processes and the role of higher education and R&D. This includes associated topics such as demographic change, regional development and its links to knowledge and science based society. HoF is striving to apply its regional and national expertise progressively on an international level.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- History of Higher Education

**Regular publication(s) (Frequency):**

- Buchreihe "*Hochschulforschung Halle-Wittenberg*" [Book series on "Higher Education Research in Halle-Wittenberg" with special regard to demographic change and spatial development] [2/yr]
- *Die Hochschule. Journal für Wissenschaft und Bildung* [*The University Journal for Science and Education*] [2/yr]
- *HoF-Handreichungen* [*HoF guides*] [2/yr]

**Year established:** 1996

**Major funding source(s):**

- Ministry of Science and Economy of Saxony-Anhalt
- Federal Ministry of Education and Research Germany

**Number of faculty, researchers, and professional staff:** 25+

**Additional information:** Doctoral programs are carried out in cooperation with a university that awards the title, provides the primary mentor and offers additional courses. Doctoral students are financed by research grants for which they work part-time parallel to own work on the Ph.D. thesis.

## International Centre for Higher Education Research INCHER

University of Kassel

Interdisciplinary Unit of the University of Kassel

---

**Location:** Germany (Kassel, Hesse)

**Website:** <http://www.uni-kassel.de/einrichtungen/en/incher/home.html>

**E-mail:** [hoeckelmann@incher.uni-kassel.de](mailto:hoeckelmann@incher.uni-kassel.de)

**Mission:** INCHER Kassel is a research institute with a strong international and interdisciplinary orientation (mainly sociology, economics, psychology). We focus on all relevant aspects concerning the relations between society and higher education, in

particular on academic change; students' experiences, graduates and the labor market; governance and organization; and innovation and transfer. In this, we try expand the boundaries of higher education research by collaborating with researchers in science studies, organization studies, and innovation studies.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Comparative or International Studies

**Regular publication(s) (Frequency):**

- Newsletter (2/yr)
- Electronic publication (pre-print series) (2/yr)
- Book series (2/yr)

**Year established:** 1978

**Major funding source(s):**

- Foundation grants
- University support

**Number of faculty, researchers, and professional staff:** 15

### Zentrum für HochschulBildung (Center for Higher Education)

Technical University of Dortmund

---

**Location:** Germany (Dortmund, North Rhine-Westphalia)

**Website:** <http://www.zhb.tu-dortmund.de/>

**E-mail:** [liudvika.leisyte@tu-dortmund.de](mailto:liudvika.leisyte@tu-dortmund.de)

**Mission:** The Center consists of 3 Chairs: Chair for Higher Education, Chair for Organizational Research and Knowledge Management and Chair for Organizational Change and Personnel Development. It also has Service Units which provide services to staff and students: Teaching and Learning, Special Needs, Foreign languages and Continuing Education.

**Focus areas:**

- Academic Profession
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education
- Qualitative Research Methods
- Quantitative Research Methods
- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning
- Law or Public Policy
- Quality Assurance, Assessment, or Accreditation
- Student and Scholar Mobility

**Regular publication(s) (Frequency):**

- *Journal Hochschuldidaktik* (1/yr)
- ZHB discussion papers (1-2/yr)

**Year established:** 2011

**Major funding source(s):**

- State
- University
- External project funding (e.g. DFG)

**Number of faculty, researchers, and professional staff:** 25+

## GHANA

### Association of African Universities (AAU)

---

**Location:** Ghana (Accra)  
**Website:** <http://www.aau.org>  
**E-mail:** [secgen@aau.org](mailto:secgen@aau.org)

**Mission:** The Mission of the AAU is to raise the quality of higher education in Africa and strengthen its contribution to African development by fostering collaboration among its member institutions; by providing support to their core functions of teaching, learning, research and community engagement; and by facilitating critical reflection on, and consensus-building around, issues affecting higher education and the development of Africa.

**Focus areas:**

- Administration, Management, or Leadership
- Quality Assurance, Assessment, or Accreditation
- Student and Scholar Mobility

**Regular publications/frequency:**

- *AAU Newsletter* (2/yr)

**Year established:** 1967

**Major funding source(s):**

- Development partners
- Membership subscriptions

**Number of faculty, researchers, and professional staff:** 8

## HONG KONG

### Institute of Higher Education Studies\*

The University of Hong Kong  
Faculty of Education

---

**Location:** Hong Kong, China (Pokfulam)  
**Website:** <http://www.fe.hku.hk/summer-institute-2014>  
**E-mail:** [paoleks@hku.hk](mailto:paoleks@hku.hk)

**Mission:** The Institute's primary research focus are: access, privatization, learning quality, and research capacity in higher education. The core faculty members of the Institute are: Dr. Gerard A. Postiglione, Dr. Anatoly Oleksiyenko, Dr. Rui Yang, Dr. Bruce Macfarlane, Dr. Kai-ming Cheng, Dr. Sarah J. Aiston, and Dr. Liz Jackson. Dr. William G. Tierney, University Professor and Wilbur-Kieffer Professor of Higher Education at University of Southern California, serves as an international consultant for the Institute of Higher Education Studies. The Institute organizes annually the "Higher Education for Tomorrow: Summer Institute for Leadership in Asian Higher Education" to exchange and share visions, insights, and challenges among leaders in higher education systems and institutions across Asia.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Law or Public Policy
- Access and Equity
- Comparative or International Studies
- Private Higher Education and Privatization

**Year established:** 2014

**Major funding source(s):**

- University support
- Government allocations

**Number of faculty, researchers, and professional staff:** 5

\* Information obtained from organization's website.

## HUNGARY

### Center for International Higher Education Studies (CIHES)

Corvinus University of Budapest  
Faculty of Economics

---

**Location:** Hungary (Budapest)

**Website:** <http://nfvk.uni-corvinus.hu>

**E-mail:** [nfvk@uni-corvinus.hu](mailto:nfvk@uni-corvinus.hu)

**Mission:** Utilize the synergy of different disciplines, different methodologies and various views on higher education represented by various departments of the university. One of the goals of the Center is to join research and management consortia and to contribute to the analysis of the educational processes with suggestions and proposals worldwide. The Center wishes to contribute to the success of the projects with its special expertise in the Eastern and Central European developments. The CIHES organizes an annual conference entitled: Annual Hungary Higher Education Conference.

**Focus areas:**

- Academic Profession
- Economics, Financing, or Funding of Higher Education
- Globalization or Internationalization

**Regular publication(s) [Frequency]:**

- *NFVK Füzetek (CIHES Papers)* (2/yr)

**Year established:** 2008

**Major funding source(s):**

- Research grants
- University support

**Number of faculty, researchers, and professional staff:** 5

### Higher Education Pedagogy

ELTE University  
Faculty of Education and Psychology

---

**Location:** Hungary (Budapest)

**Website:** <http://www.fmik.elte.hu/>

**E-mail:** [halaszg@helka.iif.hu](mailto:halaszg@helka.iif.hu)

**Mission:** Research in the domains of teaching and learning in higher education, higher education management, innovation and development in higher education, implementation of higher education reforms, and international comparisons.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Curriculum & Instruction or Teaching & Learning
- Quality Assurance, Assessment, or Accreditation

**Year established:** 2007

**Major funding source(s):**

- University support
- Foundation grants

**Number of faculty, researchers, and professional staff:** 5

## INDIA

### Center for Higher Education

Tata Institute of Social Sciences  
School of Education

---

**Location:** India (Mumbai, Maharashtra)

**Website:** <http://www.tiss.edu>

**E-mail:** [ggwan@tiss.edu](mailto:ggwan@tiss.edu)

**Mission:** The aim of our center is to train scholars in the field of higher education, with special emphasis on policy, planning, equity, quality, access, and performance. We disseminate our research through publications, and by presenting at conferences and seminars.

**Focus areas:**

- Academic Profession
- Access and Equity
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 2012

**Major funding source(s):**

- University Grants Commission
- Government of India

**Number of faculty, researchers, and professional staff:** 1

**Additional information:** 2-3 staff will be appointed soon. We are also planning on introducing a full time MA in Higher Education.

### Centre for Policy Research in Higher Education (CPRHE)

National University of Educational Planning and Administration

---

**Location:** India (New Delhi, Delhi)

**E-mail:** [nv.varghese@nuepa.org](mailto:nv.varghese@nuepa.org)

**Mission:** The mission of the CPRHE is to generate evidence-based knowledge to support the formulation of policies, plans and programs for the development of higher education in India.

**Focus areas:**

- Access and Equity
- Economics, Financing, or Funding of Higher Education
- Law or Public Policy
- Administration, Management, or Leadership
- Globalization or Internationalization
- Private Higher Education and Privatization

**Regular publication(s) (Frequency):**

- *India Higher Education Report*
- Annual publication beginning in December 2014

**Year established:** 2013

**Major funding source(s):**

- University Grants Commission
- From different agencies on a project basis

**Number of faculty, researchers, and professional staff:** 15

**Additional information:** The center is also involved in an M. Phil and a doctoral program. The students complete their doctoral studies in areas related to educational planning and policy.



## Zakir Husain Centre for Educational Studies

Jawaharlal Nehru University  
School of Social Sciences

---

**Location:** India (New Delhi, Delhi)  
**Website:** <http://www.jnu.ac.in>  
**E-mail:** [bkhadria@mail.jnu.ac.in](mailto:bkhadria@mail.jnu.ac.in)

**Mission:** The Center takes a social science approach to the analysis of educational issues, and runs M.Phil and Ph.D. programs. The core social science disciplines engaged in these programs are economics, psychology, history, and sociology.

**Focus areas:**

- Economics, Financing, or Funding of Higher Education
- Globalization or Internationalization
- Student and Scholar Mobility

**Regular publication(s) (Frequency):**

- *India Migration Report* (2/yr)
- *IMDS Working Paper Series, International Migration and Diaspora Studies* (12/yr)

**Year established:** 1972

**Major funding source(s):**

- University support

**Number of faculty, researchers, and professional staff:** 9

**Additional information:** We have research projects on:

- International Migration and Diaspora Studies
- Multilingualism

## IRELAND

### Higher Education Policy Research Unit (HEPRU)

Dublin Institute of Technology  
Centre for Social and Education Research

---

**Location:** Ireland (Dublin)  
**Website:** <http://www.dit.ie/hepru/>  
**E-mail:** [ellen.hazelkorn@dit.ie](mailto:ellen.hazelkorn@dit.ie)

**Mission:** HEPRU conducts comparative policy research and analysis, provides consultancy, and undertakes higher education assessment and evaluation with a strong emphasis on issues of strategic and policy concern to the future of higher education, at a regional, national and global level.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Quality Assurance, Assessment, or Accreditation

**Year established:** 2009

**Major funding source(s):**

- Grants
- Consultancy

**Number of faculty, researchers, and professional staff:** 3

## ITALY

### Centre for Higher Education Internationalisation

Università Cattolica del Sacro Cuore

---

**Location:** Italy (Milan)

**Website:** <http://www.unicatt.it/CHEI>

**E-mail:** [chei@unicatt.it](mailto:chei@unicatt.it)

**Mission:** The center promotes and conducts research, training and policy analysis to strengthen the international dimensions of higher education. CHEI aims to contribute to research and professional practice in higher education internationalization through extensive outreach in activities and through affiliation with leaders and practitioners in the field. Key areas are: emerging trends in internationalization, rationales for internationalization, international education and institutional development, and internationalization of Italian universities in the European and global context. CHEI organizes seminars, courses and workshops, offers a doctoral program in internationalization of higher education, publishes books and documents, and does own and contract research.

**Focus areas:**

- Globalization or Internationalization
- Student and Scholar Mobility
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Regular publication(s) (Frequency):**

- A Book Series under the University Press Vita e Pensiero (2-3/yr)

**Year established:** 2012

**Major funding source(s):**

- University support
- Contract research
- Training

**Number of faculty, researchers, and professional staff:** 3

## JAPAN

### Center for the Advancement of Higher Education\*

Tohoku University

---

**Location:** Japan (Sendai)

**Website:** [http://www3.he.tohoku.ac.jp/index\\_eng.html](http://www3.he.tohoku.ac.jp/index_eng.html)

**E-mail:** [caheoffice@he.tohoku.ac.jp](mailto:caheoffice@he.tohoku.ac.jp)

**Mission:** The mission of the center is to carry out research and development for higher education for our students at both the undergraduate and postgraduate levels, the development and improvement of the entrance examination system, the improvement and upgrading of educational contents and methods for liberal education, and support for the students to satisfy their individual needs of student life while coordinating all these activities in an integrated way.

### Center for Research and Development of Higher Education

The University of Tokyo

---

**Location:** Japan (Bunkyo-ku, Tokyo)

**Website:** <http://www.he.u-tokyo.ac.jp/en/home/>

---

\* Information obtained from organization's website.

**Mission:** Our center is an engine for the educational reform of the University of Tokyo. Educational reform at the University of Tokyo must fulfill its responsibilities in the two areas of education and social accountability. This requires the formation of an environment in which university employees respect the needs of both students and society. The center's activities include conducting research on education, implementing university-wide education programs, and promoting open education and faculty development, all with the common aim of institutional renewal at the University of Tokyo.

**Focus areas:**

- Access and Equity
- Comparative or International Studies
- Globalization or Internationalization
- Quality Assurance, Assessment, or Accreditation
- Student and Scholar Mobility
- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- Private Higher Education and Privatization
- Student Affairs or Student Development

**Regular publications/frequency:**

- Monographs (1-2/yr)
- Working papers (2-3/yr)

**Year established:** 1996

**Major funding source(s):**

- Government allocation

**Number of faculty, researchers, and professional staff:** 14

## Center for the Studies of Higher Education

Nagoya University

---

**Location:** Japan (Nagoya)

**Website:** [http://www.cshe.nagoya-u.ac.jp/index\\_en.html](http://www.cshe.nagoya-u.ac.jp/index_en.html)

**E-mail:** [info@cshe.nagoya-u.ac.jp](mailto:info@cshe.nagoya-u.ac.jp)

**Mission:** The Center for the Studies of Higher Education (CSHE) was established in 1998 with a special focus on research and the development of quality enhancement in undergraduate and postgraduate education.

**Focus areas:**

- Academic Profession
- Comparative or International Studies
- Globalization or Internationalization
- Private Higher Education and Privatization
- Quality Assurance, Assessment, or Accreditation
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)
- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning
- History of Higher Education
- Qualitative Research Methods
- Student Affairs or Student Development

**Regular publications/frequency:**

- *Nagoya Journal Higher Education* (1/yr)

**Year established:** 1998

**Major funding source(s):**

- Government allocation
- Research grants

**Number of faculty, researchers, and professional staff:** 5

## Department for Higher Education Research, National Institute for Educational Policy Research

Ministry of Education, Culture, Sports, Science and Technology  
National Institute for Educational Policy Research

---

**Location:** Japan [Chiyoda-ku]

**Website:** [http://www.nier.go.jp/English/departments/menu\\_5.html](http://www.nier.go.jp/English/departments/menu_5.html)

**E-mail:** [info@nier.go.jp](mailto:info@nier.go.jp)

**Mission:** The primary mission of the Department for Higher Education Research within the National Institute for Educational Policy Research is to conduct fundamental research aimed at informing higher education policy. The Department also supports higher education institutions through disseminating research based information, as well as promoting information dissemination and sharing with interested research bodies in Japan and abroad through research collaboration and joint projects.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Quality Assurance, Assessment, or Accreditation

**Regular publications/frequency:**

- *National Institute for Educational Policy Research Journal* (1/yr)
- *National Institute for Educational Policy Research Annual Report* (1/yr)
- *NIER News* (12/yr)

**Year established:** 1949

**Major funding source(s):**

- Government allocations
- Competitive research grants

**Number of faculty, researchers, and professional staff:** 4

## Department of Research and Development

National Institution for Academic Degrees and University Evaluation

---

**Location:** Japan [Kodaira]

**Website:** <http://www.niad.ac.jp/english/faculty/index.html#publ>

**Focus areas:**

- Comparative or International Studies
- Globalization or Internationalization
- Quality Assurance, Assessment, or Accreditation

**Regular publications/frequency:**

- *Research on Academic Degrees and University Evaluation* (1/yr)

**Year established:** 1991

**Major funding source(s):**

- Government allocations
- Grants-in-aid

**Number of faculty, researchers, and professional staff:** 25+

### Global Higher Education Research Institute

J.F. Oberlin University  
Comprehensive Research Organization

---

**Location:** Japan (Machida)  
**Website:** <http://www.obirin.ac.jp/irhe>  
**E-mail:** [jfo\\_irhe@obirin.ac.jp](mailto:jfo_irhe@obirin.ac.jp)

**Mission:** In April 2013, the Institute for Research on Higher Education in J.F. Oberlin University was reconstituted as the Global Higher Education Research Institute for challenging global issues in the educational community. The institution's aim is to do research about teaching and learning in colleges and universities for solving problems of higher education institutions in the 21st century.

**Focus areas:**

- Comparative or International Studies
- Curriculum & Instruction or Teaching & Learning
- Globalization or Internationalization

**Regular publications/frequency:**

- *GHERI research report* (1/yr)

**Year established:** 2013

**Major funding source(s):**

- University support

**Number of faculty, researchers, and professional staff:** 2

### Higher Education Research and Development Division, Institute for the Advancement of Higher Education

Hokkaido University

---

**Location:** Japan (Sapporo)  
**Website:** <http://socyو.high.hokudai.ac.jp/>  
**E-mail:** [thoso@high.hokudai.ac.jp](mailto:thoso@high.hokudai.ac.jp)

**Mission:** This division was established to conduct research in three areas: 1) teaching techniques, 2) evaluation methods, and 3) higher education.

**Focus areas:**

- Comparative or International Studies
- Globalization or Internationalization
- Quality Assurance, Assessment, or Accreditation

**Regular publications/frequency:**

- *Journal of Higher Education and Lifelong Learning* (1/yr)
- *News Letter* (4/yr)

**Year established:** 1995

**Major funding source(s):**

- University support
- Grants

**Number of faculty, researchers, and professional staff:** 6

## Institute for Promotion of Higher Education

Kobe University  
Tsurukabuto first campus of the Rokkodai Campus

---

**Location:** Japan [Kobe]  
**Website:** <http://www.iphe.kobe-u.ac.jp/index.html>  
**E-mail:** [iphe-ghrd@edu.kobe-u.ac.jp](mailto:iphe-ghrd@edu.kobe-u.ac.jp)

**Mission:** The Institute for Promotion of Higher Education was set up in order to promote excellent higher education and research at Kobe University. We also work on the study of how to improve the quality of interdisciplinary education, assessments and measurements for higher education.

**Year established:** 2005

**Number of faculty, researchers, and professional staff:** 3

## Research and Development Center for Higher Education

Hitotsubashi University

---

**Location:** Japan [Kunitachi]  
**Website:** <http://www.rdche.hit-u.ac.jp>  
**E-mail:** [rdcheque@rdche.hit-u.ac.jp](mailto:rdcheque@rdche.hit-u.ac.jp)

**Mission:** Our mission is to support continuous improvement of education and instructional activities at the university through research and development in higher education and assistance to teaching activities.

**Focus areas:**

- Access and Equity
- Economics, Financing, or Funding of Higher Education
- Globalization or Internationalization

**Regular publications/frequency:**

- *Hitotsubashi Review of Arts and Sciences* {1/yr}
- *Hitotsubashi University RDCE Annual Report* {1/yr}
- *Hitotsubashi University RDCE FD Symposium Report* {2/yr}

**Year established:** 2003

**Major funding source(s):**

- University support
- Government allocations

**Number of faculty, researchers, and professional staff:** 4

## Research Center for University Studies (RCUS)

University of Tsukuba

---

**Location:** Japan [Bunkyo-ku]  
**Website:** <http://www.rcus.tsukuba.ac.jp>  
**E-mail:** [rcus@un.tsukuba.ac.jp](mailto:rcus@un.tsukuba.ac.jp)

**Mission:** The purpose of RCUS is to provide higher education institutions and its related persons (e.g., higher education researchers, administrators, policymakers) with various findings through scientific, inter-disciplinary and policy-oriented research.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies

**Regular publications/frequency:**

- *Journal of University Studies* (1/yr)
- *Journal of University Studies* (Online)
- RCUS working paper series

**Year established:** 1986

**Major funding source(s):**

- University support

**Number of faculty, researchers, and professional staff:** 5

## Research Institute for Higher Education

Hiroshima University

---

**Location:** Japan (Higashi-Hiroshima)

**Website:** <http://en.rihe.hiroshima-u.ac.jp/>

**E-mail:** k-kokyo@office.hiroshima-u.ac.jp

**Mission:**

- National and International Center for Research on Higher Education: To provide both a focus and a forum for research on higher education in Japan.
- Institute Library and Information Center: To establish an extensive library for research in higher education.
- Research Network for Higher Education: A central node of a network of research workers in higher education nationally and internationally.
- University Teaching, Reform and Development. Within Hiroshima University, the Institute serves as the center for the study and analysis of internal reforms and development.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning
- Globalization or Internationalization
- Qualitative Research Methods
- Quantitative Research Methods
- Student and Scholar Mobility
- Access and Equity
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education
- Private Higher Education and Privatization
- Quality Assurance, Assessment, or Accreditation
- Student Affairs or Student Development

**Regular publications/frequency:**

- *Daigaku Ronshu* (1/yr)
- *RIHE International Seminar Reports* (0-2/yr)
- *Higher Education Forum* (1/yr)

**Year established:** 1972

**Major funding source(s):**

- University support
- Government foundation

**Number of faculty, researchers, and professional staff:** 10

## KAZAKHSTAN

### JSC Information-Analytic Center

Ministry of Education and Science of Kazakhstan

---

**Location:** Kazakhstan (Astana)

**Website:** <http://ncepa.kz/en/>

**E-mail:** [iac@ncepa.kz](mailto:iac@ncepa.kz)

**Mission:** Improving the competitiveness of the educational system through the analysis of current international trends in the field of education for the Ministry of Education and Science of Kazakhstan, and the dissemination and systematization of the best Kazakhstani and international practices for educational organizations and stakeholders.

**Focus areas:**

- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education
- Comparative or International Studies

**Year established:** 2011

**Major funding source(s):**

- Ministry of Education and Science of Kazakhstan
- Universities in Kazakhstan

**Number of faculty, researchers, and professional staff:** 25+

## LEBANON

### Lebanese Association for Educational Studies

---

**Location:** Lebanon (Beirut)

**Website:** <http://www.laes.org>

**E-mail:** [laes@cyberia.net.lb](mailto:laes@cyberia.net.lb)

**Mission:** The Lebanese Association for educational Studies (LAES) was founded in 1995 as a professional, non-political, non-profit, association. LAES membership consists of academic scholars and researchers in the field of Education of various universities and academic institutions in Lebanon. The objectives of the association include:

- Developing and disseminating educational knowledge;
- Advancing the educational research community in Lebanon;
- Interacting with similar associations in the Arab countries; and
- Contributing in the Educational Development in Lebanon and in the Arab countries.

LAES fulfills its objectives through research, documentation and publication and the organization of regional and local seminars and conferences. LAES has more than 25 published books in the field of education. The Association engages in activities and projects aligned with its objectives. It cooperates with various parties for the financing of such activities such as the Lebanese Ministry of Education and Higher Education, Ford Foundation, Regional Office of the Arab States, UNDP, Institute of International Education, European Union, and the World Bank among others.

**Regular publication(s) (Frequency):**

- Conference proceedings book (Every 2 years)

**Year established:** 1995

**Major funding source(s):**

- Research grants
- Membership fees and publication sales



## LITHUANIA

### Education Policy Center

Vilnius University  
Faculty of Philosophy

---

**Location:** Lithuania (Vilnius)  
**Website:** <http://www.svietimas.lt/index.php/lt/>  
**E-mail:** [spc@fsf.vu.lt](mailto:spc@fsf.vu.lt)

**Mission:** The mission of the Education Policy Center is to force evidence based education decision making; development of local education management capacity; and raise public awareness about equity issues in education.

**Focus areas:**

- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning
- Globalization or Internationalization

**Regular publication(s) (Frequency):**

- Monographs
- *Acta Paedagogica Vilnensia* (2/yr)
- Overview and country reports in cooperation with OSI

**Year established:** 2001

**Major funding source(s):**

- University support
- Open Society Foundation Lithuania

**Number of faculty, researchers, and professional staff:** 6

**Additional information:** The Education Policy Center is established by the Department of Education of Vilnius University. The Department of Education organizes Master and Doctoral studies in which courses and modules of Higher education are integrated.

### Studiju Kokybes Vertinimo Centras (Lithuanian Centre for Quality Assessment in Higher Education)\*

---

**Location:** Lithuania (Vilnius)  
**Website:** <http://www.skvc.lt/en/?id=0>  
**E-mail:** [skvc@skvc.lt](mailto:skvc@skvc.lt)

**Mission:** The main function of the Centre is to assist higher education institutions to assure quality and to constantly improve it. The Centre fulfills this function through:

- Assessment of the quality of higher education
- Assessment of the qualifications concerning higher education
- Provision of information on higher education systems and qualifications recognition

**Year established:** 1995

## MALAYSIA

### National Research Centre for Research in Higher Education (IPPTN)

Ministry of Education & Universiti Sains Malaysia

---

**Location:** Malaysia (Bayan Lepas, Pulau Pinang)  
**Website:** <http://www.ipptn.usm.my/>  
**E-mail:** [ipptn@usm.my](mailto:ipptn@usm.my)

**Mission:** IPPTN's mission is to conduct research that is forward-looking in relation to policies and issues of higher education. Such research is conducted to assist efforts in the development and progress of institutions of higher learning in Malaysia towards national and international excellence, guided by the motto "Stabilizing Policy through Quality Research."

**Focus areas:**

- Academic Profession
- Access and Equity
- Economics, Financing, or Funding of Higher Education

**Regular publication(s) (Frequency):**

- *Bulletin of Higher Education Research* (2/yr)
- *Updates on Global Higher Education* (12/yr)
- *Annual Report* (1/yr)

**Year established:** 1997

**Major funding source(s):**

- Ministry of Education
- Universiti Sains Malaysia

**Number of faculty, researchers, and professional staff:** 20

## MALI

### Educational Research Network for West and Central Africa (ERNWACA)\*

---

**Location:** Mali (Bamako)

**Website:** <http://www.ernwaca.org/web/spip.php?rubrique2>

**E-mail:** [info@rocare.org](mailto:info@rocare.org)

**Mission:** The mission is to promote African expertise in educational research and a culture of research in order to improve education policy and practice in ERNWACA's member countries. The mission is thus concerned with increasing research capacity and with strengthening collaboration among researchers, practitioners and decision-makers in education.

**Focus areas:**

- Economics, Financing, or Funding of Higher Education
- Law or Public Policy

**Year established:** 1989

## MEXICO

### Instituto de Investigaciones sobre la Universidad y la Educación (Institute for Research on University and Education)

Universidad Nacional Autónoma de México (National Autonomous University of Mexico)

Coordinación de Humanidades (Coordination of Humanities)

---

**Location:** Mexico (Mexico City, Distrito Federal)

**Website:** <http://www.iisue.unam.mx>

**E-mail:** [diriisue@unam.mx](mailto:diriisue@unam.mx)

**Mission:** The Institute has two main responsibilities: conduct research on issues related to the university and education in general. Research is based on multi-, inter-, and transdisciplinary approaches to education. In addition to this, the Institute is in charge of UNAM's Historical Archives.

---

\* Information obtained from organization's website.

**Focus areas:**

- Academic Profession
- Curriculum & Instruction or Teaching & Learning
- Globalization or Internationalization

**Regular publication(s) (Frequency):**

- *Perfiles Educativos (Educational Profiles)* (4/yr)
- *Revista Iberoamericana de Educación Superior (Ibero-American Journal of Higher Education)* (4/yr)
- Cuadernos del Archivo Histórico de la UNAM (Papers of the Historical Archive of the UNAM)

**Year established:** 2006

**Major funding source(s):**

- University support
- Federal government allocations

**Number of faculty, researchers, and professional staff:** 25+

## THE NETHERLANDS

### Center for Higher Education Policy Studies

University of Twente

School of Management and Governance

---

**Location:** The Netherlands (Enschede)

**Website:** <http://www.utwente.nl/mb/cheps/>

**E-mail:** [h.f.deboer@utwente.nl](mailto:h.f.deboer@utwente.nl)

**Mission:** The Center for Higher Education Policy Studies (CHEPS) is an interdisciplinary research-institute located at the School of Management and Governance of the Universiteit Twente, the Netherlands. Since 1984, CHEPS has undertaken and published a considerable amount of research on higher education especially at system and institutional levels. CHEPS seeks to increase our understanding of institutional, national and international issues that bear upon higher education.

**Focus areas:**

- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education
- Quality Assurance, Assessment, or Accreditation

**Year established:** 1984

**Major funding source(s):**

- Third party income (research/project based)

**Number of faculty, researchers, and professional staff:** 12

## NEW ZEALAND

### Higher Education Development Centre

University of Otago

Academic Division

---

**Location:** New Zealand (Dunedin)

**Website:** <http://hedc.otago.ac.nz/hedc/>

**E-mail:** [hedc@otago.ac.nz](mailto:hedc@otago.ac.nz)

**Mission:** To work in partnership with the staff and students of the University to promote, support and enhance the ideals, knowledge and values of higher education.

**Focus areas:**

- Academic Profession
- Curriculum & Instruction or Teaching & Learning
- Student Affairs or Student Development

**Regular publications/frequency:**

- *Akoranga* (2/yr)

**Year established:** 1979

**Major funding source(s):**

- University support
- Tuition
- Research grants
- Government

**Number of faculty, researchers, and professional staff:** 25+

## NORWAY

### HEIK (Higher Education: Institutional Dynamics and Knowledge Cultures)

University of Oslo

Faculty of Educational Sciences

---

**Location:** Norway (Oslo)

**Website:** <http://www.uv.uio.no/english/research/groups/heik/index.html>

**E-mail:** [peter.maassen@iped.uio.no](mailto:peter.maassen@iped.uio.no)

**Mission:** The focus of the HEIK group is to strengthen the knowledge basis and enhance our theoretical, methodological, and empirical understanding of the dynamics of higher education and its way of fostering academic and professional development.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning
- Globalization or Internationalization
- Law or Public Policy

**Regular publication(s) (Frequency):**

- HEIK Working Paper series (4-6/yr)

**Year established:** 2010

**Major funding source(s):**

- Faculty support
- Research Council Grants

**Number of faculty, researchers, and professional staff:** 21

### Knowledge, Politics and Organization

University of Bergen

Department of Administration and Organization Theory, Faculty of Social Sciences

---

**Location:** Norway (Bergen, Hordaland)

**Website:** <http://www.uib.no/en/rg/kpo>

**E-mail:** [ivar.bleiklie@aorg.uib.no](mailto:ivar.bleiklie@aorg.uib.no)

**Mission:** Organize research and provide tutoring and specialized seminars for graduate (Master- and Ph.D.-level) students. The research group is vital to the integration of teaching and research at the graduate level.

**Focus areas:**

- Academic Profession
- Comparative or International Studies
- Law or Public Policy
- Administration, Management, or Leadership
- Globalization or Internationalization

**Year established:** 2006

**Major funding source(s):**

- Support from Department of Administration and Organization Theory
- Research grants

**Number of faculty, researchers, and professional staff:** 4

**Additional information:** The group does not have its own graduate program but provides specialization within the program in administration and organization theory offered by the Faculty of Social Sciences.

### NIFU - Nordic Institute for Studies in Innovation, Research and Education

---

**Location:** Norway (Oslo)

**Website:** <http://www.nifu.no>

**E-mail:** [post@nifu.no](mailto:post@nifu.no)

**Mission:** NIFU aims to be a leading European research organization for studies of innovation, research and education at all levels. Our main research areas are:

- Primary and secondary education
- Higher education
- Research and innovation

We also collect, analyze and disseminate national statistics and indicators for R&D and innovation and are active participants in statistical cooperation at the European and international levels. NIFU intends to be an independent source for knowledge and an agenda-setter for policy, in its specialist areas of education, research, innovation and skills development. The Institute's vision is to develop studies of education, research and innovation, as multi-disciplinary and interdisciplinary fields of research in a global perspective; in doing this it will develop and strengthen its position as a leading European research institute for these areas. The Institute offers action- and decision-oriented research and knowledge for clients in the public and private sectors and pursues competitive tenders in these areas, at the national and international levels. The Institute is committed to being an active contributor to the research programs of the Norwegian Research Council and to international research programs. NIFU is an independent charitable foundation.

**Focus areas:**

- Access and Equity
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education

**Regular publication(s) (Frequency):**

- Graduate surveys (1/yr)
- *Report on Science & Technology indicators* (2/yr)
- Working paper series (1/yr)

**Year established:** 1969

**Major funding source(s):**

- Competitive tenders and allocations from national and international research programs
- A basic grant from The Norwegian Research Council

**Number of faculty, researchers, and professional staff:** 25+

## POLAND

### Center for Public Policy Studies

University of Poznan (Adam Mickiewicz University)  
Faculty of Social Sciences

---

**Location:** Poland (Poznan, Wielkopolska Region)

**Website:** <http://www.cpp.amu.edu.pl>

**E-mail:** [kwiekm@amu.edu.pl](mailto:kwiekm@amu.edu.pl)

**Mission:** The Center's major objective is to do advanced research in higher education and higher education policy, mostly through large-scale international comparative projects in cooperation with international partners. Major areas of interest include, university management and governance, changing academic profession, higher education reforms in Central and Eastern Europe, academic entrepreneurialism, higher education legislation, and public sector reforms. The UNESCO Chair combines two dimensions which are often isolated in social sciences: research and policy (international, comparative higher education research is combined with higher education policy). Both the Chairholder and his partners have been involved in policy advisory work linking universities directly with development agencies, international non-governmental organizations and national governments in many countries. The UNESCO Chair is intended as a capacity-building mechanism for junior academics in the early stages of their careers from partner countries involved in research and policy projects. It goes far beyond traditional academic walls and involves partners and collaborators from the academic and policymakers communities. The Center which also houses UNESCO Chair in Institutional Research and Higher Education Policy involves aspiring young academics and Ph.D. students from both Poland and international partner institutions and offers them opportunities of networking, joint research, seminars, workshops and conferences, as well as unified methodologies of producing international, comparative, policy-relevant research.

**Focus areas:**

- Academic Profession
- Comparative or International Studies
- Private Higher Education and Privatization

**Regular publication(s) (Frequency):**

- CPP Research Papers Series, 27 volumes since 2006 (4/yr)
- Book series *HERP: Higher Education Research and Policy* (2/yr)

**Year established:** 2002

**Major funding source(s):**

- Polish national research grants
- International research grants

**Number of faculty, researchers, and professional staff:** 10

### Polish Rectors Foundation - Institute of Knowledge Society

---

**Location:** Poland (Warsaw, Mazowieckie Voivodship)

**Website:** <http://www.frp.org.pl>

**E-mail:** [frpfund@mbox.pw.edu.pl](mailto:frpfund@mbox.pw.edu.pl)

**Mission:** The intention of the group of 100 rectors – founders of the Foundation and the Institute – acting as citizens, was to create independent institutions that act for the benefit of the society, realizing pro publico bono their objective of supporting the development of the knowledge society and knowledge-based economy. An important component of the mission of the Foundation and the Institute are activities aimed at the development of an integrated system of higher education and scientific research that provides all institutions, both public and non-public, with an opportunity to operate under common rules which would guarantee their growth and fair competition.

**Focus areas:**

- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education
- Law or Public Policy

**Year established:** 2001

**Major funding source(s):**

- Non-governmental

**Number of faculty, researchers, and professional staff:** 16

## PORTUGAL

### CIPES - Centre of Research in Higher Education Policies

University of Porto and University of Aveiro

---

**Location:** Portugal (Matosinhos)

**Website:** <http://www.cipes.up.pt>

**E-mail:** [cipes@cipes.up.pt](mailto:cipes@cipes.up.pt)

**Mission:** CIPES was established in 1998 and has strived to become a center of reference in Portugal and abroad in higher education research. From the outset, its mission has been to engage in scholarly research in order to advance critical thought and promote informed understanding about the vital policy issues confronting higher education at both the national and international arenas. The breadth and depth of projects and publications encompass the major higher education policy issues and reflects the wide diversity of academic backgrounds of the researchers at the center.

**Focus areas:**

- Economics, Financing, or Funding of Higher Education
- Private Higher Education and Privatization
- Quality Assurance, Assessment, or Accreditation

**Year established:** 1998

**Major funding source(s):**

- FCT - Portuguese National Science Research Council
- European Union (research programs)

**Number of faculty, researchers, and professional staff:** 25+

**Additional information:** Regarding academic programs, research centers in Portugal cannot award degrees, though can (and should) be involved in those programs. CIPES has been collaborating in national and international programs at both the Master's and Ph.D. levels. We coordinate one Ph.D. Program in higher education studies together with our 2 host institutions (the Universities of Porto and Aveiro).

## RUSSIAN FEDERATION

### Center for University Management

National Research University - Higher School of Economics  
Institute of Education

---

**Location:** Russian Federation (Moscow)

**Website:** <http://ioe.hse.ru/en/um/>

**E-mail:** [egrishkova@hse.ru](mailto:egrishkova@hse.ru)

**Mission:** The Center's mission is to promote the development of higher education in Russia through the implementation of research and consulting projects for governments, non-governmental organizations, agencies, departments, enterprises and other businesses, and individuals.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Globalization or Internationalization

**Year established:** 2011

**Major funding source(s):**

- Foundation grants
- University support

**Number of faculty, researchers, and professional staff:** 6

### Higher Education Research Group

National Research University - Higher School of Economics  
Institute of Education

---

**Location:** Russian Federation (Moscow)

**Website:** <http://ioe.hse.ru/>

**E-mail:** [ioe@hse.ru](mailto:ioe@hse.ru)

**Mission:** The activities of the Higher Education Research Group are focused on:

- Basic and applied research in area of development of universities and higher education systems;
- Consulting for universities, government, Russian, and international organizations in the field of higher education;
- Training higher education administrators and leaders.

**Focus areas:**

- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- Globalization or Internationalization

**Regular publication(s) (Frequency):**

- *Higher Education News Digest* (52/yr)

**Year established:** 1997

**Major funding source(s):**

- Government allocations
- Consulting
- Research and Development

**Number of faculty, researchers, and professional staff:** 20

**Additional information:** The Higher Education Research Group staff regularly reviews and publishes material in the quarterly *Russian Journal of Educational Studies* (<http://www.hse.ru/en/mag/vo/>). The Group is also actively involved in longitudinal research of students' educational and labor trajectories, and has published several articles out of this work over the last year (please see <http://www.hse.ru/org/projects/75642514>).

### Laboratory for Institutional Analysis

National Research University - Higher School of Economics  
Center for Institutional Studies

---

**Location:** Russian Federation (Moscow)

**Website:** <http://cinst.hse.ru/en/projects>

**E-mail:** [yudkevich@hse.ru](mailto:yudkevich@hse.ru)



**Mission:** The main focus of the Laboratory is to study various aspects of the higher education system in Russia from a comparative perspective. The scope of projects includes (but are not limited to) the academic profession, salaries and contracts in academia, the university admission system and its role in assuring access and equity, determinants of student achievement (including the role of peer effects, networks, and psychological characteristics). The Laboratory's goal is to make the higher education system in Russia more visible in the global academic market through comparative projects and publications in international peer-reviewed journals. The Laboratory team consists of researchers with strong quantitative skills and backgrounds in education, sociology, and psychology.

**Focus areas:**

- Academic Profession
- Access and Equity
- Qualitative Research Methods

**Year established:** 2005

**Major funding source(s):**

- University support
- Government allocations

**Number of faculty, researchers, and professional staff:** 10

### Laboratory for Universities Development

National Research University - Higher School of Economics  
Institute of Education

---

**Location:** Russian Federation (Moscow)

**Website:** <http://uni.hse.ru/>

**E-mail:** [univelopment@hse.ru](mailto:univelopment@hse.ru)

**Mission:** The main purpose of the Laboratory for Universities Development is to involve students and postgraduate students in active project work. Knowledge and skills are gained within workshops and discussions on the theoretical basis of project activity. The Laboratory creates an interdisciplinary framework for implementing high-quality projects and for conducting research aimed at developing higher education.

**Focus areas:**

- Comparative or International Studies
- Globalization or Internationalization
- Quality Assurance, Assessment, or Accreditation

**Regular publication(s) (Frequency):**

- *Higher Education News Digest* (52/yr)

**Year established:** 2010

**Major funding source(s):**

- University support
- Foundation grants

**Number of faculty, researchers, and professional staff:** 9

## SAUDI ARABIA

### Center for Higher Education Research and Studies (CHERS)

Ministry of Higher Education

---

**Location:** Saudi Arabia (Riyadh)

**Website:** <http://chers.edu.sa>

**E-mail:** [chers@mohe.gov.sa](mailto:chers@mohe.gov.sa)

**Mission:** Support decision making at higher education institutes and Ministry of Higher Education with research, critical studies, and knowledge to overcome national challenges and to comply with international standards.

**Focus areas:**

- Academic Profession
- Access and Equity
- Economics, Financing, or Funding of Higher Education

**Regular publication(s) (Frequency):**

- *The Saudi Journal of Higher Education* (2/yr)
- Selected Topics in Higher Education (Arabic) (12/yr)

**Year established:** 2000

**Major funding source(s):**

- Government allocation

**Number of faculty, researchers, and professional staff:** 5

## SERBIA

### Centre for Education Policy (CEP)

---

**Location:** Serbia (Belgrade)

**Website:** <http://www.cep.edu.rs>

**E-mail:** [cep@cep.edu.rs](mailto:cep@cep.edu.rs)

**Mission:** The mission of the Centre for Education Policy (CEP) is to improve the education system in Serbia and the region through providing professional support to the formulation of educational policies. The vision of CEP is a high quality, effective, efficient, open and democratic education system in the countries in the region, which fully contribute to their development in social, cultural, political and economic aspects.

**Focus areas:**

- Access and Equity
- Community College, Vocational, or Technical Education
- Economics, Financing, or Funding of Higher Education

**Year established:** 2005

**Major funding source(s):**

- Donor funded projects

**Number of faculty, researchers, and professional staff:** 9

## SLOVENIA

### Center for Educational Policy Studies (CEPS)

University of Ljubljana

Faculty of Education

---

**Location:** Slovenia (Ljubljana)

**Website:** <http://ceps.pef.uni-lj.si/>

**E-mail:** [ceps@pef.uni-lj.si](mailto:ceps@pef.uni-lj.si)

**Mission:** CEPS was established as an organizational unit within the Faculty of Education in order to accelerate the research and development work in the field of educational policies, in particular through participation in international projects and activities. The Centre is a coordination hub of the teaching and research staff members from the Faculty of Education as well as associated

collaborators working in this field. The Centre also supports teaching and research training in the Faculty of Education, particularly at postgraduate level. Special emphasis is given to higher education research and policy.

**Focus areas:**

- Comparative or International Studies
- Globalization or Internationalization
- Law or Public Policy

**Regular publication(s) (Frequency):**

- *CEPS Journal* (4/yr)
- *SLODRE novice* (6/yr)
- *Obrazi edukacije* and other non-regular publications

**Year established:** 2000

**Major funding source(s):**

- Project funding
- University support

**Number of faculty, researchers, and professional staff:** 11

**Additional information:** CEPS takes part in the Doctoral School “Teacher Education and Educational Sciences,” coordinated by the Faculty of Education, University of Ljubljana. In this program, there is a specialization called “Educational Policy” where some candidates are preparing doctoral theses in the field of higher education studies. Among a total of about 20 Ph.D. students (full-time and part-time), 2-5 per year are specializing in educational policy, among them about 2 are in the field of higher education.

## SOUTH AFRICA

### Centre for Higher Education Transformation (CHET)

---

**Location:** South Africa (Cape Town, Western Cape)

**Website:** <http://www.chet.org.za/>

**E-mail:** [ncloete@chet.org.za](mailto:ncloete@chet.org.za)

**Mission:** The Centre for Higher Education Transformation (CHET) is a non-governmental organization that mobilizes trans-disciplinary skills for specific research and capacity development projects by tapping available expertise in the national and international higher education sector. CHET coordinates a network of higher education researchers and provides a forum for dialogue between the different structures, stakeholders and constituencies in higher education. A non-hierarchical, flexible management style combined with modern information technology and outsourcing expertise within academia and steering committees affords CHET the unique capacity to respond to higher education needs with only a limited number of full-time staff.

**Focus areas:**

- Access and Equity
- Community College, Vocational, or Technical Education
- Comparative or International Studies

**Year established:** 1996

**Major funding source(s):**

- U.S. foundations
- NORAD

**Number of faculty, researchers, and professional staff:** 1 full-time and a network of 50 experts.

## Centre for Higher Education Research Teaching & Learning

Rhodes University  
Faculty of Education

---

**Location:** South Africa (Grahamstown, Eastern Cape)

**Website:** <http://ru.ac.za/chertl>

**E-mail:** C.Boughey@ru.ac.za

**Mission:** To produce research contributing to the enhancement of teaching and learning in higher education.

**Focus areas:**

- Academic Profession
- Access and Equity
- Curriculum & Instruction or Teaching & Learning

**Year established:** 2008

**Major funding source(s):**

- University
- Short course fees
- Commissioned research

**Number of faculty, researchers, and professional staff:** 17

## Higher Education South Africa (HESA)

---

**Location:** South Africa (Johannesburg, Gauteng)

**Website:** <http://www.hesa.org.za>

**E-mail:** [annsilla@hesa.org.za](mailto:annsilla@hesa.org.za)

**Mission:** HESA's key mission is to serve as the single national body equitably representing all the public universities in South Africa. HESA works to facilitate the development of informed public policy on higher education and to encourage cooperation among universities and government, industry and other sectors of society in South Africa.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning

**Regular publications/frequency:**

- *Quarterly Online Newsletter* (4/yr)
- *Insight Magazine* (2/yr)
- *HESA Annual Report* (1/yr)

**Year established:** 2005

**Major funding source(s):**

- Universities (members of HESA)
- Donors

**Number of faculty, researchers, and professional staff:** 25+

## SOUTH KOREA

### The Center for Higher Education and Knowledge Studies

Seoul National University  
College of Education

---

**Location:** South Korea (Seoul, Kwanak-gu)  
**Website:** <http://learning.snu.ac.kr/edadmin/sub01.php>  
**E-mail:** [jcs6205@snu.ac.kr](mailto:jcs6205@snu.ac.kr)

**Mission/program description:** The Center for Higher Education and Knowledge Studies (CHEKs) studies knowledge as well as Higher Education Studies. The CHEKs is a network-based research center, which invites scholars from all over the world as co-researchers. In addition, CHEKs is actively networking with internationally recognized research centers and institutes including the East-West Center in Hawaii, University of Hong Kong, and the Center for Innovation, Technology and Policy Research, Instituto Superior Tecnico. Our main research themes include higher education studies in general (governance, finance, academic profession, and policy studies) and a broad range of knowledge studies (knowledge and social development, knowledge and school curriculum, contextualization of knowledge, etc.).

**Focus areas:**

- Academic Profession
- Comparative or International Studies
- Globalization or Internationalization
- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- Quality Assurance, Assessment, or Accreditation

**Year established:** 2006

**Major funding source(s):**

- National Research Foundation of Korea

**Number of faculty:** 1

**Additional information:** About the Director: Dr. Shin is an associate professor at Seoul National University. He served at the Korean Ministry of Education for about 20 years. His research interests are higher education policy, knowledge production and social development, and the academic profession. He is Co-Editor-in-Chief of the *International Encyclopedia of Higher Education*, to be published by Springer in 2014. Currently, he is a board member of *Higher Education, Tertiary Education and Management* and *Peabody Journal of Education*. Dr. Shin coedited several books, including *University Ranking* (2011), *Institutionalization of World-Class University* (2013), *Teaching and Research in Contemporary Higher Education* (2013), and *The Future of the Post-Massified University at the Crossroads*.

### Higher Education Policy Research Institute

Korea University  
College of Education

---

**Location:** South Korea (Seoul)  
**Website:** <http://hepri.korea.ac.kr>  
**E-mail:** [hepri@korea.ac.kr](mailto:hepri@korea.ac.kr)

**Mission:**

- To conduct research which provides policy suggestions for the government's policy-making in Korean higher education.
- To conduct research suggesting policy agendas for the government to address, from a long-term perspective, in Korean higher education.
- To educate and train researchers for higher education policy.

**Focus areas:**

- Globalization or Internationalization
- Law or Public Policy
- Quality Assurance, Assessment, or Accreditation

**Regular publication(s) (Frequency):**

- *Journal of Higher Education Policy* (2/yr)
- Project reports (1/yr)
- Issue papers

**Year established:** 2006

**Major funding source(s):**

- Government funding

**Number of faculty, researchers, and professional staff:** 11

## Korean Council for University Education

Center for Higher Education Research

---

**Location:** South Korea (Seoul, Geumcheon-gu)

**Website:** <http://english.kcue.or.kr>

**E-mail:** intl@kcue.or.kr

**Mission:** The Center for Higher Education Research leads the Korean Council for University Education work in researching, developing, and proposing higher education policies. It seeks to promote effective policy by submitting policy recommendations to the government, collecting data on higher education, analyzing key trends and issues, providing publications, and convening gatherings of higher education leaders. The Council researches key higher education trends, issues, and policies using its own staff as well as via cooperative work with member universities and other higher education organizations. The Higher Education Statistics Project of the Center for Higher Education Research develops foundational data to support research, provides various indicators needed in university administration, increases public awareness of higher education, and supplies data used in university accreditation. Data is provided by the Council's member universities and the Korean Educational Development Institute and includes statistics on students, faculty, finances, facilities, curriculum, and research activity. Statistics are made available through an online system and in yearly publications.

**Focus areas:**

- Comparative or International Studies
- Globalization or Internationalization
- Private Higher Education and Privatization

**Regular publication(s) (Frequency):**

- *Higher Education* magazine

**Year established:** 1982

## Research Center for Global Higher Education

Yonsei University

Education Research Institute

---

**Location:** South Korea (Seoul)

**E-mail:** beyoung@yonsei.ac.kr

**Focus areas:**

- Comparative or International Studies
- Student Affairs or Student Development

**Year established:** 2009

**Major funding source(s):**

- Research grants

**Number of faculty, researchers, and professional staff:** 7

## SPAIN

### Centro de Gestión de la Calidad y del Cambio

Universidad Politecnica de Valencia  
Campus de Vera

---

**Location:** Spain (Valencia, Valencia)  
**Website:** <http://www.upv.es/entidades/CQ/index-es.html>  
**E-mail:** [cq@cq.upv.es](mailto:cq@cq.upv.es)

**Mission:** The Center develops research activities in the fields of quality management, quality assurance, and statistics for quality and change management in the industry and service sectors with special emphasis on higher education.

**Focus areas:**

- Administration, Management, or Leadership
- Globalization or Internationalization
- Quantitative Research Methods
- Comparative or International Studies
- Quality Assurance, Assessment, or Accreditation

**Year established:** 2008

**Major funding source(s):**

- Research projects
- Universidad Politecnica de Valencia

**Number of faculty, researchers, and professional staff:** 7

### Global University Network for Innovation (GUNi)\*

---

**Location:** Spain (Barcelona, Catalunya)  
**Website:** <http://www.guninetwork.org>  
**E-mail:** [info@guninetwork.org](mailto:info@guninetwork.org)

**Mission:** The Global University Network for Innovation (GUNi) is an international network created by the UNESCO, the United Nations University (UNU) and the Universitat Politècnica de Catalunya - BarcelonaTech (UPC), after UNESCO's World Conference on Higher Education (WCHE) in 1998, to give continuity to and facilitate the implementation of its main decisions.

**Focus areas:**

- Access and Equity
- Curriculum & Instruction or Teaching & Learning
- Law or Public Policy

**Year established:** 1999

## SWEDEN

### Swedish Higher Education Authority

---

**Location:** Sweden (Stockholm)  
**Website:** <http://uk-ambetet.se>  
**E-mail:** [registrator@uk-ambetet.se](mailto:registrator@uk-ambetet.se)

**Mission:** One main aim of the Swedish Higher Education Authority (Universitetskanslersämbetet) is to monitor efficiency, follow-up and horizon scanning as well as responsibility for statistics in the higher education sector. This implies that the Authority is responsible for:

- Monitoring the effective use of resources by the higher education institutions
- Following up and analyzing the operations of the higher education institutions

- The official statistics from the higher education institutions, decide on what information to be collected and how to process it
- Monitoring developments in the higher education sector, nationally and internationally.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- History of Higher Education
- Quality Assurance, Assessment, or Accreditation
- Student and Scholar Mobility
- Access and Equity
- Comparative or International Studies
- Globalization or Internationalization
- Law or Public Policy
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Regular publication(s) [Frequency]:**

- *Higher Education in Sweden*, Yearly Status Report { 1/yr }
- Statistik och analys { 12/yr }
- Effektivitetsanalys { 12/yr }

**Year established:** 2013

**Major funding source(s):**

- Government funding

**Number of faculty, researchers, and professional staff:** 18

## TUNISIA

### Working Group on Higher Education (WGHE)\*

The Association for the Development of Education in Africa (ADEA)

---

**Location:** Tunisia [Tunis]

**Website:** <http://www.adeanet.org/portalv2/en/working-group/higher-education>

**E-mail:** [adea@afdb.org](mailto:adea@afdb.org)

**Mission:** The main goal of WGHE is to contribute to the development of diverse, dynamic, responsive and relevant tertiary education systems in sub-Saharan Africa. It serves as a “broker of ideas” and a forum for knowledge sharing. More specifically, WGHE aims to advance: Region-wide, free, and open exchange on key issues of tertiary education among stakeholders, including representatives of national, international, public, and private institutions, to promote increased understanding of higher education challenges and to diffuse innovative practices and awareness of needed reforms. Advocacy on the important role of tertiary education in socio-economic development, the link between tertiary education and the labor market, and the important role of tertiary education in improving quality at other education levels. Capacity building through funding of small-scale pilot initiatives.

**Focus areas:**

- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- Globalization or Internationalization
- Law or Public Policy

**Year established:** 1989

## UGANDA

### East African School of Higher Education Studies and Development\*

Makerere University

College of Education and External Studies

---

\* Information obtained from organization's website.



**Location:** Uganda [Kampala]  
**Website:** <http://eaihesd.mak.ac.ug/>  
**E-mail:** [highereduc@educ.mak.ac.ug](mailto:highereduc@educ.mak.ac.ug)

**Mission:** To provide a learning environment imbued with the spirit of innovation and teamwork conducive to planning, managing and developing higher education, to enhance human resource, research and institutional capacity building, and support development programs for higher education in the East African Region and internationally.

**Focus areas:**

- Administration, Management, or Leadership
- Globalization or Internationalization

## UKRAINE

### Center of Comparative Professional Pedagogics

Khmelnytsky National University  
Department of International Relations

---

**Location:** Ukraine [Khmelnytskyi]  
**Website:** <http://khnu.km.ua/angl/j/>

**Mission:** The Center of Comparative Professional Pedagogics is a scientific and methodical association of researchers involved in the comparative analysis of national and international systems of higher professional education. The Center develops programs and determines methods for analytic comparisons. The Center establishes worldwide links with educational institutions and international organizations on the development of higher education, comparative education and professional training technologies.

**Focus areas:**

- Comparative or International Studies
- Globalization or Internationalization
- Student and Scholar Mobility

**Regular publication(s) [Frequency]:**

- *Comparative Professional Pedagogics* (2/yr)

**Year established:** 2011

**Major funding source(s):**

- University support
- Foundation grants

**Number of faculty, researchers, and professional staff:** 8

## UNITED KINGDOM

### The Association of Commonwealth Universities\*

---

**Location:** UK [London, Greater London]  
**Website:** <https://www.acu.ac.uk>

**Mission:** The Association of Commonwealth Universities (ACU) has over 500 member institutions in developed and developing countries across the Commonwealth. Drawing on the collective experience and expertise of our membership, the ACU seeks to address issues in international higher education through a range of projects, networks, and events. The ACU administers scholarships, provides academic research and leadership on issues in the sector, and promotes inter-university cooperation and the sharing of good practice – helping universities serve their communities, now and into the future. Our mission is to promote and support excellence in higher education for the benefit of individuals and societies throughout the Commonwealth and beyond.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Globalization or Internationalization

**Year established:** 1913

### Centre for Higher Education and Equity Research (CHEER)

University of Sussex  
Department of Education

---

**Location:** UK (Brighton, East Sussex)

**Website:** <http://www.sussex.ac.uk/education/cheer/>

**E-mail:** [l.morley@sussex.ac.uk](mailto:l.morley@sussex.ac.uk)

**Mission:** The Centre for Higher Education and Equity Research (CHEER) provides an intellectual home and an institutional space for collaborative and interdisciplinary research. Our research considers equity in higher education in relation to three themes: Identity, Assessment, and Transitions.

- CHEER is at the heart of innovative research in higher education because it is engaged in:
  - Conducting high-quality national and international research
  - Developing theory and informing practice on equity
  - Producing quality publications
  - Offering expertise and consultancy at national and international levels
  - Contributing to policy debates
  - Promoting networks and academic links
  - Building the research capacity of early-career researchers and postgraduate students

**Focus areas:**

- Access and Equity
- Curriculum & Instruction or Teaching & Learning
- Quality Assurance, Assessment, or Accreditation
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)
- Administration, Management, or Leadership
- Private Higher Education and Privatization
- Student Affairs or Student Development

**Year established:** 2007

**Major funding source(s):**

- Departmental
- Research grants

**Number of faculty, researchers, and professional staff:** 10

**Additional information:** CHEER contributes to the large doctoral program in the Department of Education at the University of Sussex (over 100 students). There are currently several routes: Ph.D.- full-time and part time; Ed.D.- part-time international; Ed.D.- distance part-time

### Centre for Higher Education Research\*

University of St Andrews

---

**Location:** UK (St Andrews, Scotland)

**Website:** <http://www.st-andrews.ac.uk/cher/>

**E-mail:** [cheradmin@st-andrews.ac.uk](mailto:cheradmin@st-andrews.ac.uk)

**Mission:** Conduct evidence-based higher education research to inform local, national and international policy and practice; promote a reflective, analytical review of higher education activities; and empowering professional engagement in teaching and educational provision.

\* Information obtained from organization's website.

## Centre for Higher Education Research and Practice

Kingston University

---

**Location:** UK (Kingston-upon Thames, Greater London)

**Website:** <http://www.kingston.ac.uk/centre-for-higher-education-research-and-practice/>

**E-mail:** [t.linsey@kingston.ac.uk](mailto:t.linsey@kingston.ac.uk)

**Mission:** The Centre supports the development of research-informed learning and teaching and aims to make academic practice increasingly professional through accreditation and robust research.

**Focus areas:**

- Academic Profession
- Curriculum & Instruction or Teaching & Learning
- Student Affairs or Student Development

**Regular publication(s) (Frequency):**

- CHERP Blog

**Year established:** 2013

**Major funding source(s):**

- University support
- External grants

**Number of faculty, researchers, and professional staff:** 12

## Centre for Higher Education Studies

Institute of Education, University of London

Faculty of Policy and Society

---

**Location:** UK (London, Greater London)

**Website:** <http://www.ioe.ac.uk/ches>

**E-mail:** [a.peacock@ioe.ac.uk](mailto:a.peacock@ioe.ac.uk)

**Mission:** To provide a focal point within the Institute for postgraduate teaching, research and consultancy on higher education matters.

**Focus areas:**

- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- Globalization or Internationalization

**Year established:** 1985

**Major funding source(s):**

- Research income
- Tuition fees

**Number of faculty, researchers, and professional staff:** 8

## Centre for Lifelong and Work-related Learning

University of Southampton

School of Education

---

**Location:** UK (Southampton, Hampshire)

**Website:** [http://www.southampton.ac.uk/education/research/groups/lifelong\\_and\\_work\\_related\\_learning.page](http://www.southampton.ac.uk/education/research/groups/lifelong_and_work_related_learning.page)

**E-mail:** [j.enders@soton.ac.uk](mailto:j.enders@soton.ac.uk)

**Focus areas:**

- Access and Equity
- Curriculum & Instruction or Teaching & Learning
- Law or Public Policy

**Year established:** 2002

**Major funding source(s):**

- University support, student tuition
- External grants

**Number of faculty, researchers, and professional staff:** 5

### Centre for the Study of Higher Education

University of Kent  
Faculty of Social Sciences

---

**Location:** UK (Canterbury, Kent)

**Website:** <http://kent.ac.uk/cshe>

**E-mail:** [cshe@kent.ac.uk](mailto:cshe@kent.ac.uk)

**Mission:** Established in 2011, the Centre for the Study of Higher Education is an interdisciplinary research center which brings together academics from across the University of Kent with research interests in higher education. The center offers a varied program of research seminars, guest lectures by visiting academics, and work-in-progress seminars throughout the year, as well as opportunities for postgraduate study at master's and doctoral level.

**Focus areas:**

- Academic Profession
- Curriculum & Instruction or Teaching & Learning
- Law or Public Policy

**Year established:** 2011

**Major funding source(s):**

- Faculty of Social Sciences grant
- Other university sources
- External research awards

**Number of faculty, researchers, and professional staff:** 5

### Centre for the Study of Higher Education

University of Sheffield  
School of Education

---

**Location:** UK (Sheffield, South Yorkshire)

**Website:** <http://www.sheffield.ac.uk/education/research/groups/cshell>

**E-mail:** [k.kitchen@sheffield.ac.uk](mailto:k.kitchen@sheffield.ac.uk)

**Mission:** To undertake conceptual, empirical and policy research in the field of higher education, nationally and internationally. Our work is addressed to intellectual, professional and public debates about: system change and policy reform; access, participation and social equity; internationalization and student mobility; pedagogy and academic practice; assessment, qualifications and the vocational curriculum; research education and training.

**Focus areas:**

- Community College, Vocational, or Technical Education
- Curriculum & Instruction or Teaching & Learning
- Student and Scholar Mobility

**Year established:** 2001

**Major funding source(s):**

- University support
- Research grants

**Number of faculty, researchers, and professional staff:** 10

**here@lancaster**

Lancaster University

Department of Educational Research

---

**Location:** UK [Lancaster, Lancashire]

**Website:** <http://www.lancaster.ac.uk/fass/centres/here/>

**E-mail:** [here@lancaster.ac.uk](mailto:here@lancaster.ac.uk)

**Mission:** Unify the different strands of our work in higher education into one coherent whole. These include:

- Our higher education evaluative work,
- Our research into higher education,
- Our doctoral program in Educational Research, and
- Our individual and joint work in publishing in the area of higher education

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning

**Year established:** 2011

**Major funding source(s):**

- Research funding

**Number of faculty, researchers, and professional staff:** 8

**Higher Education Policy Institute**

---

**Location:** UK [Oxford, Oxfordshire]

**Website:** <http://www.hepi.ac.uk>

**E-mail:** [s.isles@hepi.ac.uk](mailto:s.isles@hepi.ac.uk)

**Mission:** The Higher Education Policy Institute (HEPI) is UK's only independent think tank devoted exclusively to higher education. Founded in 2002, HEPI has built up a strong reputation for robust and objective policy analysis and advice across a whole range of higher education issues. Its mission is to improve higher education in the UK by creating a better informed policy environment – informed by research and analysis, as well as drawing on experiences from other countries.

**Focus areas:**

- Economics, Financing, or Funding of Higher Education
- Globalization or Internationalization
- Quality Assurance, Assessment, or Accreditation

**Regular publication(s) (Frequency):**

- HEPI Reports (6-8/yr)

**Year established:** 2002

**Major funding source(s):**

- Partnership programs (corporate and university support)
- Income from conferences & consultancy
- Philanthropic support

**Number of faculty, researchers, and professional staff:** 1

## Higher Education Research Centre

University of Exeter

Graduate School of Education, College of Social Sciences and International Studies

---

**Location:** UK (Exeter, Devon)

**Website:** <http://socialsciences.exeter.ac.uk/education/research/centres/highereducation>

**Mission:** Our core objectives are:

- To generate high-quality, funded international research on innovation in academic practice and leadership, with a focus on teaching and learning in research-intensive university contexts.
- To develop and promote sector-leading research and practice in professional education in research-intensive universities in the areas of Teacher Education, Law, Medicine, Higher Education and Business.
- To develop a widening participation strand of research and activity which aligns with the particular widening participation commitments and agendas of research-intensive universities. In particular to develop robust mechanisms for researching and evaluating the appropriate identification and support of students in this area and to assess impact on post-university career and life trajectories.
- To look at big-picture, philosophical questions for higher education which have arisen as universities have distanced themselves from their inequitable past both by opening access to and broadening the scope of their academic foci. The Centre is concerned with the opportunities and risks that emerge from these broad changes, in order to clarify the choices that will shape higher education's long-term future and foster more reflective and responsible ways to engage with and understand higher education's evolving purpose or public role in society.

**Focus areas:**

- Academic Profession
- Curriculum & Instruction or Teaching & Learning
- Student and Scholar Mobility

**Year established:** 2012

**Major funding source(s):**

- Personal research grants
- The UK Higher Education Academy is funding one doctoral studentship

**Number of faculty, researchers, and professional staff:** 8

**Additional information:** This is a very new center that is still establishing itself. It is building a core of researchers within the School and attracting doctoral candidates.

## King's Learning Institute

King's College London

---

**Location:** UK (London, Greater London)

**Website:** <http://www.kcl.ac.uk/study/learningteaching/kli/index.aspx>

**E-mail:** [kelly.coate@kcl.ac.uk](mailto:kelly.coate@kcl.ac.uk)

**Mission:** King's Learning Institute engages in high quality research, teaching and consultancy in all aspects of learning in academic and professional work, providing professional development opportunities informed by research of an international standard. The Institute offers a wide range of accredited programs in academic and professional learning, from certificate through to doctoral study.

**Focus areas:**

- Academic Profession
- Curriculum & Instruction or Teaching & Learning

**Regular publication(s) (Frequency):**

- *Higher Education Research Network Journal* (1/yr)

**Year established:** 2001

**Number of faculty, researchers, and professional staff:** 14

---

### Leadership Foundation for Higher Education (LFHE)

**Location:** UK (London, Greater London)

**Website:** <http://www.lfhe.ac.uk>

**E-mail:** [helen.goreham@lfhe.ac.uk](mailto:helen.goreham@lfhe.ac.uk)

**Mission:** To enhance the leadership, management and governance capabilities in UK universities and colleges.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Globalization or Internationalization

**Regular publication(s) (Frequency):**

- *Engage* (4/yr)

**Year established:** 2004

**Major funding source(s):**

- Membership subscription
- Fees from programs

**Number of faculty, researchers, and professional staff:** 20

**Additional information:** The LFHE only offers executive education. However, there is a process of accreditation for Fellowship status.

---

### The Observatory on Borderless Higher Education

**Location:** UK (Redhill, Surrey)

**Website:** <http://www.obhe.ac.uk>

**E-mail:** [info@obhe.ac.uk](mailto:info@obhe.ac.uk)

**Mission:** The Observatory on Borderless Higher Education is a higher education research and monitoring unit within the International Graduate Insight Group (i-graduate), which itself is part of Tribal Group plc. The Observatory provides information and analysis on trends, policy frameworks, and the full range of international higher education activities at both institutional and governmental levels around the world. It conducts in-house research and consultancies. Its purpose is to provide data and analysis for institutional leaders and policy-makers so that they may shape their institutional strategies successfully to the changing landscape in international higher education.

**Focus areas:**

- Comparative or International Studies
- Globalization or Internationalization
- Student and Scholar Mobility

**Regular publication(s) (Frequency):**

- *Borderless Report* (4/yr)

**Year established:** 2002

**Number of faculty, researchers, and professional staff:** 4

### Oxford Centre for Higher Education Policy Studies (OxCHEPS)

New College, University of Oxford

---

**Location:** UK (Oxford, Oxfordshire)

**Website:** <http://oxcheps.new.ox.ac.uk>

**E-mail:** [david.palfreyman@new.ox.ac.uk](mailto:david.palfreyman@new.ox.ac.uk)

**Mission:** Higher Education comparative international policy.

**Focus areas:**

- Comparative or International Studies
- Law or Public Policy

**Regular publication(s) (Frequency):**

- *International Studies in Higher Education Series* (3-4/yr)
- *The Law of Higher Education*
- *The Oxford Tutorial*

**Year established:** 2000

**Major funding source(s):**

- Private donations

**Number of faculty, researchers, and professional staff:** 3

### The Pedagogic Research Institute and Observatory (PredRIO)

Plymouth University

---

**Location:** UK (Plymouth, Devon)

**Website:** <http://www1.plymouth.ac.uk/research/pedrio/Pages/default.aspx>

**E-mail:** [pedrio@plymouth.ac.uk](mailto:pedrio@plymouth.ac.uk)

**Mission:** PedRIO's mission is to undertake innovative research into teaching and learning in higher education; provide a forum for sharing and dissemination of inter-disciplinary pedagogic research aiming to impact on policy and practice; develop new partnerships with external academic organizations and enterprises, both nationally and internationally; and develop further key areas of research strength in education for sustainable development, research-informed teaching, experiential and work-based learning, and digital innovation.

**Focus areas:**

- Academic Profession
- Curriculum & Instruction or Teaching & Learning
- Globalization or Internationalization

**Regular publication(s) (Frequency):**

- PedRIO Occasional Papers (4/yr)
- PedRIO Annual Report (1/yr)
- *7 Step Guides*

**Year established:** 2011

**Major funding source(s):**

- University support



## Society for Research into Higher education

---

**Location:** UK (London, Greater London)

**Website:** <http://www.srhe.ac.uk>

**E-mail:** [srhe@srhe.ac.uk](mailto:srhe@srhe.ac.uk)

**Mission:** The Society for Research into Higher Education (SRHE) is an independent and financially self-supporting international learned Society. It is concerned to advance understanding of higher education, especially through the insights, perspectives and knowledge offered by systematic research and scholarship.

**Focus areas:**

- Academic Profession
- Comparative or International Studies
- Globalization or Internationalization

**Regular publication(s) (Frequency):**

- *Studies in Higher Education* (10/yr)
- *Higher Education Quarterly* (4/yr)
- *Research into Higher Education Abstracts* (3/yr)

**Year established:** 1965

**Major funding source(s):**

- Publications
- Membership subscriptions

**Number of faculty, researchers, and professional staff:** 5

## UK Higher Education International Unit\*

---

**Location:** UK (London, Greater London)

**Website:** <http://www.international.ac.uk/home.aspx>

**E-mail:** [stacy.francis@international.ac.uk](mailto:stacy.francis@international.ac.uk)

**Mission:** The UK Higher Education International Unit (IU) initiates and carries out high profile projects and activities to support and develop the breadth and depth of the UK higher education sector's international activities. It supports the sector's engagement in European Union and Bologna Process policy debates. The IU is a central observatory and intelligence unit on higher education internationalization and policy developments for UK higher education institutions.

**Focus areas:**

- Comparative or International Studies
- Globalization or Internationalization
- Law or Public Policy

## UNITED STATES

### Arizona

#### Center for the Study of Higher Education

University of Arizona

Department of Educational Policy Studies and Practice

---

**Location:** USA (Tucson, Arizona)

**Website:** <http://www.coe.arizona.edu/epsp/hed>

**E-mail:** [grhoades@email.arizona.edu](mailto:grhoades@email.arizona.edu)

\* Information obtained from organization's website.

**Mission:** Established in 1977, the Center for the Study of Higher Education offers flexible, interdisciplinary, and individualized master of arts and doctor of philosophy degree programs with concentrations in comparative higher education, organization and administration, college access, and student affairs.

**Focus areas:**

- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- Student Affairs or Student Development
- Community College, Vocational, or Technical Education
- Law or Public Policy

**Year established:** 1977

**Number of faculty, researchers, and professional staff:** 7

## California

### Center for Studies in Higher Education

University of California  
Berkeley Campus, Organized Research Unit (ORU)

---

**Location:** USA (Berkeley, California)

**Website:** <http://cshe.berkeley.edu>

**E-mail:** [cshe@berkeley.edu](mailto:cshe@berkeley.edu)

**Mission:** The Center conducts research and policy studies on higher education at the international, national, and state levels. It emphasizes issues of research universities and public higher education. The Center also provides courses ranging from a few days to two weeks for those interested in U.S. higher education, higher education in California, the University of California, and university roles in technological innovation and economic development. The Center also hosts the Student Experience in Research Universities (SERU) project, currently with 29 universities participating.

**Focus areas:**

- Access and Equity
- Administration, Management, or Leadership
- Globalization or Internationalization

**Regular publication(s) (Frequency):**

- Research and Occasional Papers Series (ROPS) (15/yr)
- *Clark Kerr Lectures Series*, joint with University of California Press (book, every 2 years)

**Year established:** 1956

**Major funding source(s):**

- State of California funds through Berkeley campus
- Project funding
- Survey participation fees

**Number of faculty, researchers, and professional staff:** 14

**Additional information:** The Center has been in existence 57 years, and was originally a project of Clark Kerr, Robert Gordon Sproul and John Gardner (Carnegie Corporation).

### Higher Education Research Institute

University of California, Los Angeles (UCLA)  
Graduate School of Education and Information Studies

---

**Location:** USA (Los Angeles, California)

**Website:** <http://heri.ucla.edu>

**E-mail:** [heri@ucla.edu](mailto:heri@ucla.edu)

**Mission:** The mission of the Higher Education Research Institute is to inform educational policy and promote institutional improvement through an increased understanding of higher education and its impact on college students. We accomplish this mission by:

- Working in cooperation with institutions of higher education
- Producing and disseminating original research
- Providing the tools and resources to utilize research at the institutional level
- Training researchers to advance institutional assessment and scholarship in higher education
- Developing partnerships with higher education organizations to promote institutional excellence

**Focus areas:**

- Academic Profession
- Access and Equity
- Quality Assurance, Assessment, or Accreditation
- Quantitative Research Methods

**Regular publication(s) (Frequency):**

- *The American Freshman: National Norms for Fall* (1/yr since 1966)
- HERI Research Briefs (3/yr)
- College Senior Survey (1/yr)

**Year established:** 1973

**Major funding source(s):**

- Sales and services
- Foundation grants

**Number of faculty, researchers, and professional staff:** 20

### **Pullias Center for Higher Education**

University of Southern California (USC)  
Rossier School of Education

---

**Location:** USA (Los Angeles, California)

**Website:** <http://www.uscrossier.org/pullias/>

**E-mail:** [pullias@usc.edu](mailto:pullias@usc.edu)

**Mission:** The mission of the Pullias Center for Higher Education is to bring a multidisciplinary perspective to complex social, political, and economic issues in higher education. The Center is located within the Rossier School of Education at USC. Since 1996 the center has engaged in action-oriented research projects regarding successful college outreach programs, financial aid and access for low- to moderate-income students of color, use of technology to supplement college counseling services, effective postsecondary governance, emerging organizational forms such as for-profit institutions, and the retention of doctoral students of color.

**Focus areas:**

- Academic Profession
- Access and Equity
- Private Higher Education and Privatization
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Regular publication(s) (Frequency):**

- *Twenty-First Century Scholars*
- *Pulse of Pullias*

**Year established:** 1994

**Major funding source(s):**

- Endowment
- Grants

**Number of faculty, researchers, and professional staff:** 14

## Colorado

### National Center for Higher Education Management Systems

---

**Location:** USA (Boulder, Colorado)

**Website:** <http://www.nchems.org>

**E-mail:** [info@nchems.org](mailto:info@nchems.org)

**Mission:** The National Center for Higher Education Management Systems (NCHEMS) is a private nonprofit (501)(c)(3) organization whose mission is to improve strategic decision making in higher education for states and institutions in the United States and abroad. The NCHEMS Information Center for State Higher Education Policymaking and Analysis provides state policymakers and analysts timely and accurate data and information that are useful in making sound higher education policy decisions. The Information Center is a comprehensive “one-stop-shop” for state-level higher education data and information, and a leader in coordinating the collection of missing data and information crucial for higher education policy analysis.

**Focus areas:**

- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education

**Year established:** 1969

**Major funding source(s):**

- Institutions and states
- Foundation grants

**Number of faculty, researchers, and professional staff:** 15

### Postsecondary and Workforce Development Institute

Education Commission of the States

---

**Location:** USA (Denver, Colorado)

**Website:** <http://www.ecs.org>

**E-mail:** [mgianneschi@ecs.org](mailto:mgianneschi@ecs.org)

**Mission:** The Education Commission of the States (ECS) is a nonpartisan, nonprofit interstate compact created by the states that helps governors, state legislators, state education officials, business leaders, and others identify, develop and implement public policies to improve student learning at all levels.

**Focus areas:**

- Economics, Financing, or Funding of Higher Education
- Law or Public Policy

**Year established:** 1965

**Major funding source(s):**

- State dues
- Philanthropic grants

**Number of faculty, researchers, and professional staff:** 25+

## Western Interstate Commission for Higher Education (WICHE)\*

Policy Analysis and Research Unit

---

**Location:** USA (Boulder, Colorado)

**Website:** <http://www.wiche.edu/policy>

**Mission:** To provide legislators and decision makers with the data and information they need, the Policy Analysis and Research unit furnishes accurate and timely information and offers expertise that advance WICHE's mission of expanding educational access and excellence. It accomplishes this goal through analyses of relevant data related to K-12 and postsecondary education, demography, labor market information, and higher education finances; through assistance with policy design and implementation; and through projects that respond to the demographics of the West.

**Focus areas:**

- Access and Equity
- Law or Public Policy

## Georgia

### Institute of Higher Education

University of Georgia

---

**Location:** USA (Athens, Georgia)

**Website:** <http://ihe.uga.edu/>

**E-mail:** [ihe@uga.edu](mailto:ihe@uga.edu)

**Mission:** The Institute of Higher Education is an academic unit of the University of Georgia committed to advancing higher education policy, management and leadership through research, graduate education, and outreach. The Institute's mission encompasses higher education issues at the campus, state, national, and international levels. The Institute is noted for its multidisciplinary approach to research, with areas of specialization in federal and state policy, governance and administration, institutional and system finance, faculty careers and development, institutional research and assessment, and knowledge development and exchange.

**Focus areas:**

- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- Law or Public Policy

**Regular publication(s) (Frequency):**

- IHE Report (1/yr)

**Year established:** 1964

**Major funding source(s):**

- State funds
- Grants and contracts

**Number of faculty, researchers, and professional staff:** 10

## Illinois

### Center for Comparative Education (CCE)

Loyola University Chicago  
School of Education

---

**Location:** USA (Chicago, Illinois)

**Website:** <http://luc.edu/cce>

**E-mail:** [nsobe@luc.edu](mailto:nsobe@luc.edu)

**Mission:** The Center for Comparative Education is an interdisciplinary research center dedicated to bringing a global perspective to the study of educational policy and practice.

**Focus areas:**

- Access and Equity
- Comparative or International Studies
- Globalization or Internationalization

**Year established:** 2006

**Major funding source(s):**

- University support

**Number of faculty, researchers, and professional staff:** 2

## Indiana

### Center for Postsecondary Research

Indiana University  
School of Education

---

**Location:** USA (Bloomington, Indiana)

**Website:** <http://cpr.iub.edu/index.cfm>

**E-mail:** [cpr@indiana.edu](mailto:cpr@indiana.edu)

**Mission:** The Indiana University Center for Postsecondary Research (CPR) promotes student success and institutional effectiveness through research and service to postsecondary institutions and related agencies. Center personnel assist institutions and agencies in gathering and using data for decision making and institutional improvement. In addition to its work with initiatives related to student access, assessment, learning, and persistence, CPR focuses on the policies and practices that promote student success, educational effectiveness, and institutional development.

**Focus areas:**

- Access and Equity
- Curriculum & Instruction or Teaching & Learning
- Quality Assurance, Assessment, or Accreditation

**Regular publication(s) (Frequency):**

- *National Survey of Student Engagement Annual Report* (1/yr)
- *Law School Survey of Student Engagement Annual Report* (1/yr)

**Year established:** 1995

**Major funding source(s):**

- Grants and auxiliary funds
- Contracts

**Number of faculty, researchers, and professional staff:** 21

## Iowa

### ACT Research & Policy\*

---

**Location:** USA (Iowa City, Iowa)

**Website:** <http://www.act.org/research-policy/>

**Mission:** Driven by a mission of helping people achieve education and workplace success, ACT promotes effective education and workforce policy solutions at the national, state, and local levels. ACT provides policymakers with research-based insights to inform their education and workforce development policy decisions and furnishes educators and workforce development professionals with the tools they need to guide individuals along their education and career paths.

ACT is uniquely positioned to aid policymakers, practitioners, and researchers on a variety of education and workforce issues based on more than 50 years of research. ACT is the only organization with decades of data showing individual performance relative to empirically derived standards of education and workplace achievements.

**Focus areas:**

- Access and Equity
- Test Development

### Center for Research on Undergraduate Education (CRUE)

University of Iowa  
College of Education

---

**Location:** USA (Iowa City, Iowa)

**Website:** <http://www.education.uiowa.edu/centers/crue/home>

**E-mail:** [ernest-pascarella@uiowa.edu](mailto:ernest-pascarella@uiowa.edu)

**Mission:** To conduct and disseminate research on the impact of undergraduate education on students.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning
- Quantitative Research Methods
- Student Affairs or Student Development

**Year established:** 2005

**Major funding source(s):**

- Foundation Grants

**Number of faculty, researchers, and professional staff:** 5

### Research Institute for Studies in Education (RISE)

Iowa State University  
School of Education

---

**Location:** USA (Ames, Iowa)

**Website:** <http://www.rise.hs.iastate.edu/>

**E-mail:** [rise@iastate.edu](mailto:rise@iastate.edu)

**Mission:** The Research Institute for Studies in Education (RISE) has a long standing history of conducting comprehensive, integrated, research and evaluation studies to enhance K-20 education nationally and globally. As a unit of the Iowa State University School of Education, RISE is unique in promoting the fusion of evaluation, research, and policy to schools, colleges, public and private agencies, testing organizations, private foundations, state education agencies, and corporations.

**Focus areas:**

- Community College, Vocational, or Technical Education
- Quality Assurance, Assessment, or Accreditation

**Year established:** 1974

**Major funding source(s):**

- External contracts
- Grants

## Maryland

### Educational Policy Institute

Educational Policy Institute (EPI) International

---

**Location:** USA (Bethesda, Maryland)

**Website:** <http://www.educationalpolicy.org>

**E-mail:** [wswail@educationalpolicy.org](mailto:wswail@educationalpolicy.org)

**Mission:** To conduct high-level educational research on critical issues in education that support the expansion of quality educational opportunities for all students, with specific emphasis on low-income, first-generation students.

**Focus areas:**

- Access and Equity
- Economics, Financing, or Funding of Higher Education

**Regular publication(s) (Frequency):**

- *The Swail Letter on Higher Education* (52/yr)

**Year established:** 2002

**Major funding source(s):**

- Philanthropic
- Professional development fees

**Number of faculty, researchers, and professional staff:** 2

## Massachusetts

### Center for International Higher Education

Boston College

Lynch School of Education

---

**Location:** USA (Chestnut Hill, Massachusetts)

**Website:** <http://www.bc.edu/cihe>

**E-mail:** [highered@bc.edu](mailto:highered@bc.edu)

**Mission:** The Boston College Center for International Higher Education (CIHE) brings an international consciousness to the analysis of higher education. CIHE believes that an international perspective will contribute to enlightened policy and practice. To serve this goal, the Center publishes the International Higher Education quarterly newsletter, a book series, and other publications; sponsors conferences; and welcomes visiting scholars. We have a special concern for academic institutions in the Jesuit tradition world-wide and, more broadly, with Catholic universities. The Center promotes dialogue and cooperation among academic institutions throughout the world. We believe that the future depends on effective collaboration and the creation of an international community focused on the improvement of higher education in the public interest.

**Focus areas:**

- Comparative or International Studies
- Globalization or Internationalization



**Regular publication(s) (Frequency):**

- *International Higher Education* (4/yr)
- Center-related books and publications

**Year established:** 1994

**Major funding source(s):**

- Grants
- University support

**Number of faculty, researchers, and professional staff:** 4

### Collaborative on Academic Careers in Higher Education

Harvard University  
Graduate School of Education

---

**Location:** USA (Cambridge, Massachusetts)

**Website:** <http://www.coache.org>

**E-mail:** [coache@gse.harvard.edu](mailto:coache@gse.harvard.edu)

**Mission:** The Collaborative on Academic Careers in Higher Education (COACHE) is a research initiative and membership organization driven by senior academic officers who believe that the search for best practices begins with sound data that make the recruitment and management of faculty talent, and their own leadership, more effective. Founded in 2002 with support from the Ford Foundation and Atlantic Philanthropies, COACHE is based at the Harvard Graduate School of Education and is now supported completely by its members.

**Focus areas:**

- Academic Profession

**Year established:** 2005

**Major funding source(s):**

- Participating institutions

**Number of faculty, researchers, and professional staff:** 4

## Michigan

### Center for the Study of Higher and Postsecondary Education (CSHPE)

University of Michigan  
School of Education

---

**Location:** USA (Ann Arbor, Michigan)

**Website:** [http://www.soe.umich.edu/departments\\_services/academic\\_departments/center\\_for\\_the\\_study\\_of\\_higher\\_and\\_postsecondary\\_education/](http://www.soe.umich.edu/departments_services/academic_departments/center_for_the_study_of_higher_and_postsecondary_education/)

**E-mail:** [cshpe.info@umich.edu](mailto:cshpe.info@umich.edu)

**Mission:** The development of scholars and practitioners who will improve the worlds of higher and postsecondary education.

**Focus areas:**

- Administration, Management, or Leadership
- Law or Public Policy
- Student Affairs or Student Development

**Regular publication(s) (Frequency):**

- *CSHPE e-newsletter* (4/yr)

**Year established:** 1957

**Major funding source(s):**

- University support
- Sponsored projects (federal and foundation grants)

**Number of faculty, researchers, and professional staff:** 13

### National Forum on Higher Education for the Public Good

University of Michigan  
Center for the Study of Higher and Postsecondary Education  
College of Education

---

**Location:** USA (Ann Arbor, Michigan)

**Website:** <http://thenationalforum.org>

**E-mail:** [nationalforum@umich.edu](mailto:nationalforum@umich.edu)

**Mission:** To significantly enhance awareness, understanding, commitment and action relative to the role higher education plays in serving a diverse, dynamic, democratic society.

**Focus areas:**

- Access and Equity
- Law or Public Policy
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 2000

**Major funding source(s):**

- Foundation grants

**Number of faculty, researchers, and professional staff:** 3

## Minnesota

### Jandris Center for Innovative Higher Education (J Center)

University of Minnesota-Twin Cities  
College of Education and Human Development

---

**Location:** USA (Minneapolis, Minnesota)

**Website:** <http://www.cehd.umn.edu/jandris/>

**E-mail:** [jcenter@umn.edu](mailto:jcenter@umn.edu)

**Mission:** The J CENTER strives to disrupt assumptions, reframe problems, and envision scenarios to create a better future for higher education and society. The Center is a catalyst for inspiring new questions, perspectives, discussions, and action through public programs and events including our signature initiative, The Higher Ed Redesign Project. The Center brings together people and groups—locally, nationally, and internationally—to critique and redesign postsecondary policies and practices to meet the needs of a changing world.

**Focus areas:**

- Administration, Management, or Leadership

**Year established:** 2010

**Major funding source(s):**

- University of Minnesota's College of Education and Human Development
- Gift funds

**Number of faculty, researchers, and professional staff:** 2

**Additional information:** At this time, the Center does not have a formal research agenda. However, future plans include developing scholarship around higher education leadership and change related to innovation. The Center today mostly provides a platform for public forums and programs on innovative practices in higher education.

## MHEC Center for Collaborative Policy Initiatives and Research

Midwestern Higher Education Compact

---

**Location:** USA (Minneapolis, Minnesota)

**Website:** <http://www.mhec.org>

**E-mail:** [mhec@mhec.org](mailto:mhec@mhec.org)

**Mission:** The Midwestern Higher Education Compact (MHEC) is a non-profit regional organization, established by compact statute, to assist Midwestern states in advancing higher education through interstate cooperation and resource sharing. Member states are: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. MHEC seeks to fill its interstate mission through programs that:

- Expand postsecondary opportunity and success
- Promote innovative approaches to improving institutional and system productivity
- Improve affordability to students and states
- Enhance connectivity between higher education and the workplace

**Focus areas:**

- Access and Equity
- Economics, Financing, or Funding of Higher Education
- Law or Public Policy

**Regular publication(s) (Frequency):**

- Annual State Reports (1/yr)
- Policy Briefs (Occasional)
- E-Newsletter (12/yr)

**Year established:** 1991

**Major funding source(s):**

- State governments
- Program fees

**Number of faculty, researchers, and professional staff:** 4

## New Jersey

### ETS\*

---

**Location:** USA (Princeton, New Jersey)

**Website:** <http://www.ets.org/research/>

**E-mail:** [RDweb@ets.org](mailto:RDweb@ets.org)

**Mission:** ETS' goal is to make fundamental contributions to the progress of education worldwide through educational research and analysis, fair and valid assessments, innovative product development, and informative policy studies.

**Focus areas:**

- Access and Equity
- Test Development

**Year established:** 1947

## New York

### Center for Academic Mobility Research

Institute of International Education (IIE)  
Research and Evaluation Division

---

**Location:** USA (New York, New York)

**Website:** <http://www.iie.org/mobility>

**E-mail:** [iieresearch@iie.org](mailto:iieresearch@iie.org)

**Mission:** The Center for Academic Mobility Research brings together IIE's in-house research expertise with leading minds from around the world to conduct and disseminate timely and relevant research and policy analysis in the field of international student and faculty mobility. The Center provides applied research and program evaluation services to domestic and international governmental agencies, non-governmental organizations, corporations and foundations. The Center's in-depth books and reports, including the Open Doors Report on International Educational Exchange, supported by the U.S. Department of State, are key reference resources. In addition, our policy papers and snapshot surveys capture emerging trends in international education.

**Focus areas:**

- Globalization or Internationalization
- Quality Assurance, Assessment, or Accreditation
- Student and Scholar Mobility

**Regular publication(s) (Frequency):**

- *Open Doors Report on International Educational Exchange* (1/yr)
- *Project Atlas* online and print reports (1/yr)

**Year established:** 2012

**Major funding source(s):**

- Institute of International Education
- Governmental support through projects

**Number of faculty, researchers, and professional staff:** 6

### Cornell Higher Education Research Institute (CHERI)

Cornell University  
School of Industrial and Labor Relations

---

**Location:** USA (Ithaca, New York)

**Website:** <http://www.ilr.cornell.edu/cheri>

**E-mail:** [rge2@cornell.edu](mailto:rge2@cornell.edu)

**Mission:** CHERI provides a vehicle for interdisciplinary research on higher education, often from the perspective of economics and academic leadership.

**Focus areas:**

- Academic Profession
- Economics, Financing, or Funding of Higher Education
- Quantitative Research Methods

**Year established:** 1998

**Major funding source(s):**

- Foundation grants

**Number of faculty, researchers, and professional staff:** 2

### Cross-Border Education Research Team (C-BERT)

University at Albany, State University of New York

---

**Location:** USA (Albany, New York)

**Website:** <http://www.cbert.org>

**E-mail:** [global.highereducation@gmail.com](mailto:global.highereducation@gmail.com)

**Mission:** The Cross-Border Education Research Team (C-BERT) studies this phenomenon from organizational, sociological, economic, and political perspectives. As distinct from strictly virtual or online education, C-BERT concentrates on instances of physical cross-border teaching and research activities. These broad interests inform more specific inquiries into regulation, accountability, quality assurance, institutional legitimacy, patterns of growth, and institutional failures, among other topics. C-BERT does not promote or represent any institutions, sectors, or national systems engaged in cross-border higher education. Rather, the mission is to advance understanding of these issues through the discovery, analysis, and dissemination of knowledge.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Globalization or Internationalization

**Year established:** 2010

**Major funding source(s):**

- University at Albany
- Grants

**Number of faculty, researchers, and professional staff:** 5

### Institute for Global Education Policy Studies

University at Albany, State University of New York

Department of Educational Administration and Policy Studies

---

**Location:** USA (Albany, New York)

**Website:** <http://albany.edu/eaps/>

**E-mail:** [EAPS@albany.edu](mailto:EAPS@albany.edu)

**Mission:** To enhance the “internationalization” of educational research and to serve as the umbrella organization for a range of international activity within the School of Education and the State University of New York at Albany.

**Focus areas:**

- Comparative or International Studies
- Globalization or Internationalization
- Private Higher Education and Privatization

**Year established:** 2010

**Major funding source(s):**

- University support
- Foundation grants

**Number of faculty, researchers, and professional staff:** 8

## Nelson A. Rockefeller Institute of Government

University at Albany, State University of New York

---

**Location:** USA (New York City and Albany, New York)

**Website:** <http://www.rockinst.org>

**E-mail:** [info@rockinst.org](mailto:info@rockinst.org)

**Mission:** The Rockefeller Institute is a national, independent organization that researches and publishes on public policy issues, with a particular focus on the 50 states and the local governments within them. A public policy “think tank” that seeks to educate rather than advocate, the Institute focuses on: state fiscal issues, higher education, federalism, intergovernmental relations, urban issues, health care reform, and social welfare policies. The primary goal of the Institute is to develop findings that state and local governments can use to become more effective.

**Focus areas:**

- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- Law or Public Policy

**Regular publication(s) (Frequency):**

- *Policy Observations* (12/yr)

**Year established:** 1981

**Major funding source(s):**

- State University of New York
- Foundation grants

**Number of faculty, researchers, and professional staff:** 25+

## Program for Research on Private Higher Education (PROPHE)

University at Albany, State University of New York

Department of Educational Administration & Policy Studies

---

**Location:** USA (Albany, New York)

**Website:** <http://www.albany.edu/dept/eaps/prophe/>

**E-mail:** [pberrios@albany.edu](mailto:pberrios@albany.edu)

**Mission:** PROPHE promotes knowledge about private higher education around the world. Through a large network of leading scholars in the field, the main mission is research in a comparative vein for both scholarship and informing policymakers and citizens. Major concerns include private higher education’s size and shape, private-public partnerships, for-profits, and public policy.

**Focus areas:**

- Comparative or International Studies
- Law or Public Policy
- Private Higher Education and Privatization

**Regular publication(s) (Frequency):**

- Working papers
- Edited volumes and special journal issues

**Year established:** 2000

**Major funding source(s):**

- University support

**Number of faculty, researchers, and professional staff:** 25+

## Ohio

### Center for Higher Education

Ohio University  
Patton College of Education

---

**Location:** USA (Athens, Ohio)  
**Website:** <http://www.cehs.ohio.edu/c4he>  
**E-mail:** [c4he@ohio.edu](mailto:c4he@ohio.edu)

**Mission:** The Center for Higher Education is a research and policy analysis center focused on higher education issues in Ohio, the Appalachian region, and the nation at large. The Center is located within The Gladys W. and David H. Patton College of Education at Ohio University. Viewing the challenges facing higher education today through a multidisciplinary lens, the Center engages faculty, students, and practitioners in examining campus, state, regional, national, and international concerns. The Center is involved in a myriad of activities which include contracted or externally funded research projects, independent research projects, consultation, technical assistance, and other service activities.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education

**Regular publication(s) (Frequency):**

- Working Paper Series (4/yr)

**Major funding source(s):**

- Grants and contracts
- University support

**Number of faculty, researchers, and professional staff:** 5

## Pennsylvania

### Center for the Study of Higher Education (CSHE)

Pennsylvania State University  
College of Education

---

**Location:** USA (University Park, Pennsylvania)  
**Website:** <http://www.ed.psu.edu/educ/cshe>  
**E-mail:** [jjc36@psu.edu](mailto:jjc36@psu.edu)

**Mission:** CSHE is dedicated to (a) conducting and disseminating theory-based empirical research designed to improve higher education practice and policy; (b) providing high-quality data and analysis to institutional, state, and federal policymakers; (c) supporting graduate training for students in the Higher Education Programs at Penn State.

**Focus areas:**

- Access and Equity
- Economics, Financing, or Funding of Higher Education
- Law or Public Policy

**Year established:** 1969

**Major funding source(s):**

- University
- External grants

**Number of faculty, researchers, and professional staff:** 10

## College Board - Research & Development Department\*

---

**Location:** USA (Newtown, Pennsylvania)

**Website:** <http://research.collegeboard.org/>

**E-mail:** [research@collegeboard.org](mailto:research@collegeboard.org)

**Mission:** The Research & Development department actively supports the College Board mission by:

- Providing data-based solutions to important education questions;
- Applying scientific procedures and methodologies to inform our work;
- Designing and evaluating improvements to current assessments as well as developing new assessments and educational tools to ensure the highest technical standards;
- Analyzing and resolving critical issues for all programs, including AP, SAT, and PSAT/NMSQT;
- Developing standards and conducting college and career readiness alignment studies;
- Publishing findings and presenting research at key scientific and educational conferences; and
- Generating new knowledge and forward-thinking ideas with a highly trained and credentialed staff.

**Focus areas:**

- Access and Equity
- College Readiness and Success

## Institute for Research on Higher Education (IRHE)

University of Pennsylvania

Graduate School of Education

---

**Location:** USA (Philadelphia, Pennsylvania)

**Website:** <http://www.gse.upenn.edu/irhe/>

**Mission:** The purpose of IRHE is to engage in large-scale research projects that improve public policy for higher education or institutional performance in higher education.

**Focus areas:**

- Access and Equity
- Economics, Financing, or Funding of Higher Education
- Law or Public Policy

**Year established:** mid 1980s

**Major funding source(s):**

- Foundation grants
- University support

**Number of faculty, researchers, and professional staff:** 2

## South Carolina

### National Resource Center for The First-Year Experience and Students in Transition

University of South Carolina

---

**Location:** USA (Columbia, South Carolina)

**Website:** <http://www.sc.edu/fye>

**E-mail:** [fye@mailbox.sc.edu](mailto:fye@mailbox.sc.edu)

**Mission:** Building upon its history of excellence as the founder and leader of the first-year experience movement, the center serves education professionals by supporting and advancing efforts to improve student learning and transitions into and through higher education. We achieve this mission by providing opportunities for the exchange of practical and scholarly information and the dis-

\* Information obtained from organization's website.



cussion of trends and issues via conferences and other events and online learning opportunities; publication of scholarly practice books, research reports, a peer-reviewed journal, electronic newsletters, and guides; generating, supporting, and disseminating research and scholarship; hosting visiting scholars; and online channels for resource sharing and communication.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Regular publication[s] (Frequency):**

- *Journal of The First-Year Experience and Students in Transition* (2/yr)
- *E-SOURCE for College Transitions* (electronic newsletter) (2/yr)
- *The Toolbox* (6/yr)

**Year established:** 1987

**Major funding source[s]:**

- Generated revenues
- Institutional support

**Number of faculty, researchers, and professional staff:** 8

## Texas

### Institute for Higher Education Law & Governance (IHELG)

University of Houston  
University of Houston Law Center

---

**Location:** USA (Houston, Texas)

**Website:** <http://www.law.uh.edu/ihelg/>

**E-mail:** molivas@uh.edu

**Mission:** IHELG has as its primary aim providing information and publications to colleges and universities related to the field of higher education law, and also has a broader mission to be a focal point for discussion and analysis of higher education legal issues. IHELG provides information, research, and analysis for those involved in managing the higher education enterprise internationally through publications, conferences, and the maintenance of a database of individuals and institutions. IHELG is especially concerned with creating dialogue among academic institutions in the United States, and also has interests in international and comparative higher education.

**Focus areas:**

- Economics, Financing, or Funding of Higher Education
- Law or Public Policy
- Student and Scholar Mobility

**Regular publication[s] (Frequency):**

- Research monographs (12/yr)

**Year established:** 1982

**Major funding source[s]:**

- Public university funding
- Foundation grants

**Number of faculty, researchers, and professional staff:** 4

**Additional information:** UHLC is a law school with full time 3 year programs leading to the JD, and a part time program requiring 4 years, also leading to a JD.

## Virginia

### Center for Advanced Study of Teaching and Learning in Higher Education (CASTL-HE)

University of Virginia  
Curry School of Education

---

**Location:** USA (Charlottesville, Virginia)  
**Website:** <http://curry.virginia.edu/research/centers/castlhe>  
**E-mail:** [karen.inkelas@virginia.edu](mailto:karen.inkelas@virginia.edu)

**Mission:** The Center for Advanced Study of Teaching and Learning in Higher Education (CASTL-HE) partners with academic programs across the University of Virginia to apply the principles of evidence-based assessment to the relationship between college teaching and pedagogy and student learning outcomes. CASTL-HE seeks to improve undergraduate, graduate, and professional student experiences at the University of Virginia and beyond through the practice of a rigorous science of postsecondary teaching and learning.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning

**Year established:** 2011

**Major funding source(s):**

- University support
- External grants

**Number of faculty, researchers, and professional staff:** 7

### National Student Clearinghouse\*

---

**Location:** USA (Herndon, Virginia)  
**Website:** <http://www.studentclearinghouse.org/>

**Mission:** The Clearinghouse helps educational institutions improve efficiency, reduce costs and workload, and enhance the quality-of-service they provide to their students and alumni, lending institutions, employers, and other organizations. The National Student Clearinghouse provides services as an aligned agent to its participating institutions, supporting their administrative, student access, accountability, and analytical needs. Through one-of-a-kind access to national student outcomes data and educational research services, the Clearinghouse also serves as a valuable source for longitudinal and other studies on educational progress.

**Focus areas:**

- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- Quality Assurance, Assessment, or Accreditation
- Quantitative Research Methods

**Year established:** 1993

## Washington

### Center for Innovation and Research in Graduate Education (CIRGE)

University of Washington, Seattle  
College of Education

---

**Location:** USA (Seattle, Washington)  
**Website:** <http://www.cirge.washington.edu>  
**E-mail:** [cirgeweb@washington.edu](mailto:cirgeweb@washington.edu)

\* Information obtained from organization's website.

**Mission:** CIRGE researches doctoral education, practices, and outcomes worldwide. Based on the Center's research, publications, consulting, international collaborations, and workshops, CIRGE has become a trusted source of valid information and data about graduate education outcomes and for helping universities respond to today's challenges and take advantage of the opportunities change offers. Research on the career trajectories of former students and their retrospective evaluations of the effectiveness of their graduate programs is crucial in a knowledge-based world society for universities, government, industry, and non-profits that employ doctoral graduates.

**Focus areas:**

- Comparative or International Studies
- Globalization or Internationalization
- Student and Scholar Mobility

**Regular publication[s] (Frequency):**

- Academic articles (1/yr)
- Books
- Reports (1/yr)

**Year established:** 2002

**Major funding source[s]:**

- Grants
- Contracts

**Number of faculty, researchers, and professional staff:** 7

Washington, D.C.

**American Association of University Professors**

Department of Research and Public Policy

---

**Location:** USA (Washington, DC)

**Website:** <http://www.aaup.org/our-work/research>

**E-mail:** [research@aaup.org](mailto:research@aaup.org)

**Mission:** To collect and disseminate data on issues related to academic labor and the nature of higher education in the United States.

**Focus areas:**

- Academic Profession
- Economics, Financing, or Funding of Higher Education

**Regular publication[s] (Frequency):**

- Annual Report on the Economic Status of the Profession (1/yr)

**Year established:** 1915

**Major funding source[s]:**

- Association budget
- Revenues from data reports

**Number of faculty, researchers, and professional staff:** 2

**Association of American Colleges and Universities (AAC&U)\***

---

**Location:** USA (Washington, DC)

**Website:** <http://www.aacu.org/>

**Mission:** The mission of the Association of American Colleges and Universities (AAC&U) is to make liberal education and inclusive excellence the foundation for institutional purpose and educational practice in higher education.

**Focus areas:**

- Access and Equity
- Curriculum & Instruction or Teaching & Learning
- Globalization or Internationalization

**Regular publication(s) (Frequency):**

- *Liberal Education* (4/yr)
- *Peer Review* (4/yr)

**Year established:** 1915

### Association of Governing Boards (AGB)\*

Knowledge Center

---

**Location:** USA (Washington, DC)

**Website:** <http://agb.org/knowledge-center>

**Mission:** AGB advances the practice of citizen trusteeship and helps ensure the quality and success of our nation's colleges and universities. To do so, AGB delivers programs and services that strengthen partnerships between presidents and governing boards; define and clarify the responsibilities of governing board members; provide guidance to trustees, board leaders, and campus leaders in their governance-related roles; encourage a level of professionalism for trusteeship, a voluntary function; monitor issues that affect higher education and governance and provide guidance for boards and campus leaders; and foster cooperation among all education stakeholders.

**Focus areas:**

- Administration, Management, or Leadership

**Regular publication(s) (Frequency):**

- *Trusteeship Magazine* (6/yr)

**Year established:** 1921

### Center for College Affordability & Productivity

---

**Location:** USA (Washington, DC)

**Website:** <http://centerforcollegeaffordability.org/>

**E-mail:** [ccap@theccap.org](mailto:ccap@theccap.org)

**Mission:** Founded in 2006, the Center for College Affordability and Productivity (CCAP) is dedicated to researching the rising costs and stagnant efficiency in higher education, with special emphasis on the United States. CCAP seeks to facilitate a broader dialogue on the issues and problems facing the institutions of higher education with the public, policy makers, and the higher education community. CCAP defines its mission rather broadly. "Affordability" means not only rising tuition and other costs to the consumer of education services, but more broadly the burden that colleges impose on society. "Productivity" refers not only to the costs and resources needed to educate students and perform research, but also to the measurement and quality of educational outcomes. CCAP is concerned about finding new ways to do things better – to improve affordability and productivity. In particular, CCAP is interested in assessing how the use of market forces could make higher education more affordable and better qualitatively. CCAP disseminates its findings in many ways, such as through written studies, conferences, opinion pieces, electronic media interviews, and a blog. The organization welcomes comments and dissenting views from all readers.

**Focus areas:**

- Access and Equity
- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education

**Regular publication(s) (Frequency):**

- *CCAP Newsletter* (12/yr)
- *Forbes America's Top Colleges* (1/yr)

**Year established:** 2006

**Major funding source(s):**

- Foundation grants

**Number of faculty, researchers, and professional staff:** 3

## The Center for Internationalization and Global Engagement (CIGE)

American Council on Education

---

**Location:** USA (Washington, DC)

**Website:** <http://www.acenet.edu/news-room/Pages/Center-for-Internationalization-and-Global-Engagement.aspx>

**E-mail:** [cige@acenet.edu](mailto:cige@acenet.edu)

**Mission:** CIGE provides in-depth analysis of critical international education issues and administers programs and services to support higher education institutions' internationalization and global engagement strategies.

**Focus areas:**

- Administration, Management, or Leadership
- Globalization or Internationalization

**Regular publication(s) (Frequency):**

- *International Briefs for Higher Education Leaders* (2/yr)
- *Mapping Internationalization on U.S. Campuses* (Every 5 years)

**Number of faculty, researchers, and professional staff:** 6

## The Center for Policy Analysis

American Council on Education

---

**Location:** USA (Washington, DC)

**Website:** <http://www.acenet.edu>

**E-mail:** [policy@acenet.edu](mailto:policy@acenet.edu)

**Mission:** The Center for Policy Analysis contributes to thought leadership and advocacy for higher education through policy research and data building on issues of interest to the higher education community, policymakers, and the general public.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Comparative or International Studies
- Globalization or Internationalization
- Quality Assurance, Assessment, or Accreditation
- Student Affairs or Student Development
- Access and Equity
- Community College, Vocational, or Technical Education
- Economics, Financing, or Funding of Higher Education
- Law or Public Policy
- Quantitative Research Methods
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Regular publication(s) (Frequency):**

- *ACE Issue Brief Series* (1-2/yr)
- *The American College President* (Every 5 years)
- *Mapping Internationalization on U.S. Campuses* (Every 5 years)

**Year established:** 1998

**Major funding source(s):**

- General funding
- Grants (government and foundations)

**Number of faculty, researchers, and professional staff:** 4

### Center on Education and the Workforce (CEW)

Georgetown University  
Georgetown Public Policy Institute

---

**Location:** USA (Washington, DC)

**Website:** <http://cew.georgetown.edu/>

**E-mail:** [cewgeorgetown@georgetown.edu](mailto:cewgeorgetown@georgetown.edu)

**Mission:** CEW is an independent, nonprofit research and policy institute that studies the link between education, career qualifications, and workforce demands. The Center conducts research in three core areas with the goal of better aligning education and training with workforce and labor market demand: jobs, skills, and people. The Center seeks to inform and educate federal, state, and local policymakers and stakeholders on ways to better align education and training with labor market demand and qualifications. It also seeks to create tools that enable decision makers to access and customize the data to allow for national, state, and sub-state analysis.

**Focus areas:**

- Academic Profession
- Economics, Financing, or Funding of Higher Education
- Quantitative Research Methods

**Regular publication(s):**

- Job and Education Requirements Projections Report
- Unemployment and Earnings Report
- State Reports on Industry and Occupation Demands

**Year established:** 2008

**Major funding source(s):**

- Bill and Melinda Gates Foundation
- Lumina Foundation

**Number of faculty, researchers, and professional staff:** 10

### Center on Higher Education Reform (CHER)

American Enterprise Institute (AEI)  
Education Policy Studies Department

---

**Location:** USA (Washington, DC)

**Website:** <http://aei.org/topic/cher>

**E-mail:** [kc.deane@aei.org](mailto:kc.deane@aei.org)

**Mission:** Led by founding director and AEI resident scholar Andrew P. Kelly, the center will conduct independent, data-driven research and policy analysis designed to inform policymaking, shape the reform conversation, and push past the special-interest talking points, partisan sound bites, and naïve silver-bullet solutions that tend to dominate policy debates. CHER's scholarship will ask timely, policy-relevant questions and use the latest data to uncover pressing problems, explore opportunities for reform, and identify barriers to change.

**Focus areas:**

- Community College, Vocational, or Technical Education
- Economics, Financing, or Funding of Higher Education
- Law or Public Policy

**Year established:** 2013

**Major funding source(s):**

- Foundation grants

**Number of faculty, researchers, and professional staff:** 3

### Council for Advancement and Support of Education (CASE)\*

---

**Location:** USA (Washington, DC)

**Website:** [http://www.case.org/Samples\\_Research\\_and\\_Tools.html](http://www.case.org/Samples_Research_and_Tools.html)

**Mission:** The Council for Advancement and Support of Education (CASE) is a professional association serving educational institutions and the advancement of professionals who work on their behalf in alumni relations, communications, development, marketing, and allied areas. CASE helps its members build stronger relationships with their alumni and donors, raise funds for campus projects, produce recruitment materials, market their institutions to prospective students, diversify the profession, and foster public support of education.

**Focus areas:**

- Economics, Financing, or Funding of Higher Education

**Regular publication(s) (Frequency):**

- *CURRENTS* (9/yr)

**Year established:** 1974

### Council for Higher Education Accreditation (CHEA)\*

---

**Location:** USA (Washington, DC)

**Website:** <http://www.chea.org/Research/index.asp>

**E-mail:** [chea@chea.org](mailto:chea@chea.org)

**Mission:** A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations.

**Focus areas:**

- Quality Assurance, Assessment, or Accreditation

**Regular publication(s) (Frequency):**

- Presidential Guidelines Series (varies)
- *Inside Accreditation* (varies)

### EDUCAUSE\*

---

**Location:** USA (Washington, DC)

**Website:** <http://www.worldbank.org/education/tertiary>

**E-mail:** [info@educeuse.edu](mailto:info@educeuse.edu)

**Mission:** EDUCAUSE research programs provide IT leaders with the data and research they need to align IT strategy with institutional strategy, plan new initiatives, and manage existing IT services. IT professionals also use data and analyses to contribute effectively to discussions about the complex challenges facing higher education now and in the future.

**Focus areas:**

- Information Technology

**Regular publication(s) (Frequency):**

- *EDUCAUSE Review* (6/yr)

### Institute for Higher Education Policy

---

**Location:** USA (Washington, DC)

**Website:** <http://www.ihep.org>

**E-mail:** [institute@ihep.org](mailto:institute@ihep.org)

**Mission:** The Institute for Higher Education Policy (IHEP) is a nonpartisan, nonprofit organization committed to promoting access to and success in higher education for all students. Based in Washington, DC, IHEP develops innovative policy- and practice-oriented research to guide policymakers and education leaders, who develop high-impact policies that will address our nation's most pressing education challenges. IHEP is committed to improving college access and success in higher education for all students—with a special focus on underserved populations—by providing timely research to inform public policy decisions.

**Focus areas:**

- Access and Equity
- Economics, Financing, or Funding of Higher Education
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 1993

**Major funding source(s):**

- Foundation grants
- Research contracts

**Number of faculty, researchers, and professional staff:** 12

### NASPA: Student Affairs Administrators in Higher Education\*

Research & Policy Institute

---

**Location:** USA (Washington, DC)

**Website:** <http://www.naspa.org/rpi>

**E-mail:** [office@naspa.org](mailto:office@naspa.org)

**Mission:** NASPA's Research and Policy Institute (RPI) intentionally links research, policy, and effective student affairs practice in support of student success and the strategic priorities of the Association. NASPA generates scholarship and conducts policy analysis to articulate student affairs contributions to student success, learning, and development; interprets information to advance practice and policy conversations; and connects the many research and policy activities of NASPA members to increase reach and impact.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Regular publication(s) (Frequency):**

- *Leadership Exchange* (3/yr)
- *Journal of Student Affairs Research and Practice* (4/yr)
- *NASPA Journal About Women in Higher Education* (2/yr)
- *Journal of College and Character* (4/yr)

**Year established:** 1974

---

\* Information obtained from organization's website.



## The World Bank - Office of Tertiary Education

Education Global Practice

---

**Location:** USA (Washington, DC)

**Website:** <http://www.worldbank.org/education/tertiary>

**E-mail:** [fmarmolejo@worldbank.org](mailto:fmarmolejo@worldbank.org)

**Mission:** Supporting the growth and diversification of tertiary education systems in developing countries and in promoting essential policy reforms to make the sector more efficient, relevant, equitable, transparent, and responsive.

**Focus areas:**

- Access and Equity
- Community College, Vocational, or Technical Education
- Economics, Financing, or Funding of Higher Education
- Private Higher Education and Privatization
- Administration, Management, or Leadership
- Comparative or International Studies
- Globalization or Internationalization
- Quality Assurance, Assessment, or Accreditation

**Year established:** 2003

**Major funding source(s):**

- World Bank allocation

**Number of faculty, researchers, and professional staff:** 20

## VENEZUELA

### International Institute for Higher Education in Latin America and the Caribbean (IESALC)\*

UNESCO

---

**Location:** Venezuela (Caracas)

**Website:** <http://www.iesalc.unesco.org.ve>

**Mission:** IESALC is an organization of UNESCO devoted to the promotion of higher education, helping to implement in the Latin American and Caribbean region the higher education program approved biannually by the UNESCO General Conference.

IESALC's fundamental mission is to contribute to the development and transformation of the tertiary education through the reinforcement of a work plan that, among other purposes, attempts to be an instrument to support the management of change and the required transformations in order that higher education in the region becomes an effective promoter of a culture of peace that allows to make viable—in an age of globalization—the sustainable human sustainable development based on principles of justice, equity, freedom, solidarity, democracy, and respect of the human rights.

## VIETNAM

### Center for Anthropometry and Mind Development

Vietnam National University

University of Education

---

**Location:** Vietnam (Hanoi)

**Website:** <http://www.vnu.edu.vn>

**E-mail:** [hungmv@vnu.edu.vn](mailto:hungmv@vnu.edu.vn)

**Mission:**

- The study of curriculum and instruction, teaching and learning, the history of higher education, and private higher education and privatization, in the USA and worldwide.
- Studies include higher education in developing and developed countries

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning
- History of Higher Education
- Private Higher Education and Privatization

**Year established:** 2009

**Major funding source(s):**

- University support
- Private funds

**Number of faculty, researchers, and professional staff:** 2

### Center for Higher and Technical Education Studies

Vietnam Institute of Education Sciences

---

**Location:** Vietnam (Hanoi)

**Website:** <http://www.vnies.edu.vn/lang-en.html>

**E-mail:** [trungtamdaihoc@gmail.com](mailto:trungtamdaihoc@gmail.com)

**Mission:** Conduct studies related to higher and technical education to provide evidence and arguments for policies; design measures for implementation of public policies in education; and work with institutions to develop educational goals, curricula, materials and methodologies relevant to the context of the system, and institutions.

**Focus areas:**

- Access and Equity
- Comparative or International Studies
- History of Higher Education

**Year established:** 1979

**Major funding source(s):**

- Government allocation for education research
- Grants and contracts

**Number of faculty, researchers, and professional staff:** 12

### Center for Higher Education Evaluation & Research (CHEER)\*

Nguyen Tat Thanh University

---

**Location:** Vietnam (HỒ Chí Minh)

**Website:** <http://www.cheer.edu.vn>

**E-mail:** [cheer@ntt.edu.vn](mailto:cheer@ntt.edu.vn)

**Mission:** CHEER was established for the purpose of conducting research and disseminating knowledge on higher education issues at the institutional or system level. The studies will aim at developing evaluation toolkits, methods, and approaches to help assessing the effectiveness of higher education personnel, research works, institutions and systems; identifying problems, exploring what can be improved and how to improve it.

**Focus areas:**

- Quality Assurance, Assessment, or Accreditation

**Regular publication(s) (Frequency):**

- *International Education Newsletter* (6/yr)
- *Higher Education Research and Evaluation Newsletter* (6/yr)

# Appendix: Research Centers added after publication

## INTERNATIONAL

International Association of Universities (IAU)  
Association internationale des Universités (AIU)

---

**Location:** France (Paris)  
**Website:** www.iau-aiu.net  
**Email:** iau@iau-aiu.net

**Mission:** IAU, founded in 1950, is the worldwide association of higher education institutions and associations. It is hosted at UNESCO Headquarters and is an official partner of UNESCO (Associate status). It brings together institutions and organizations from some 120 countries for reflection and action on common concerns and collaborates with various international, regional and national bodies active in higher education. It promotes collaboration among its members and advocates for higher education policies and practices that respect diverse perspectives and promote social responsibility. Its services are available on a priority basis to Members but also to other organizations, institutions and individuals working in higher education.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Globalization or Internationalization

**Regular publication(s) (Frequency):**

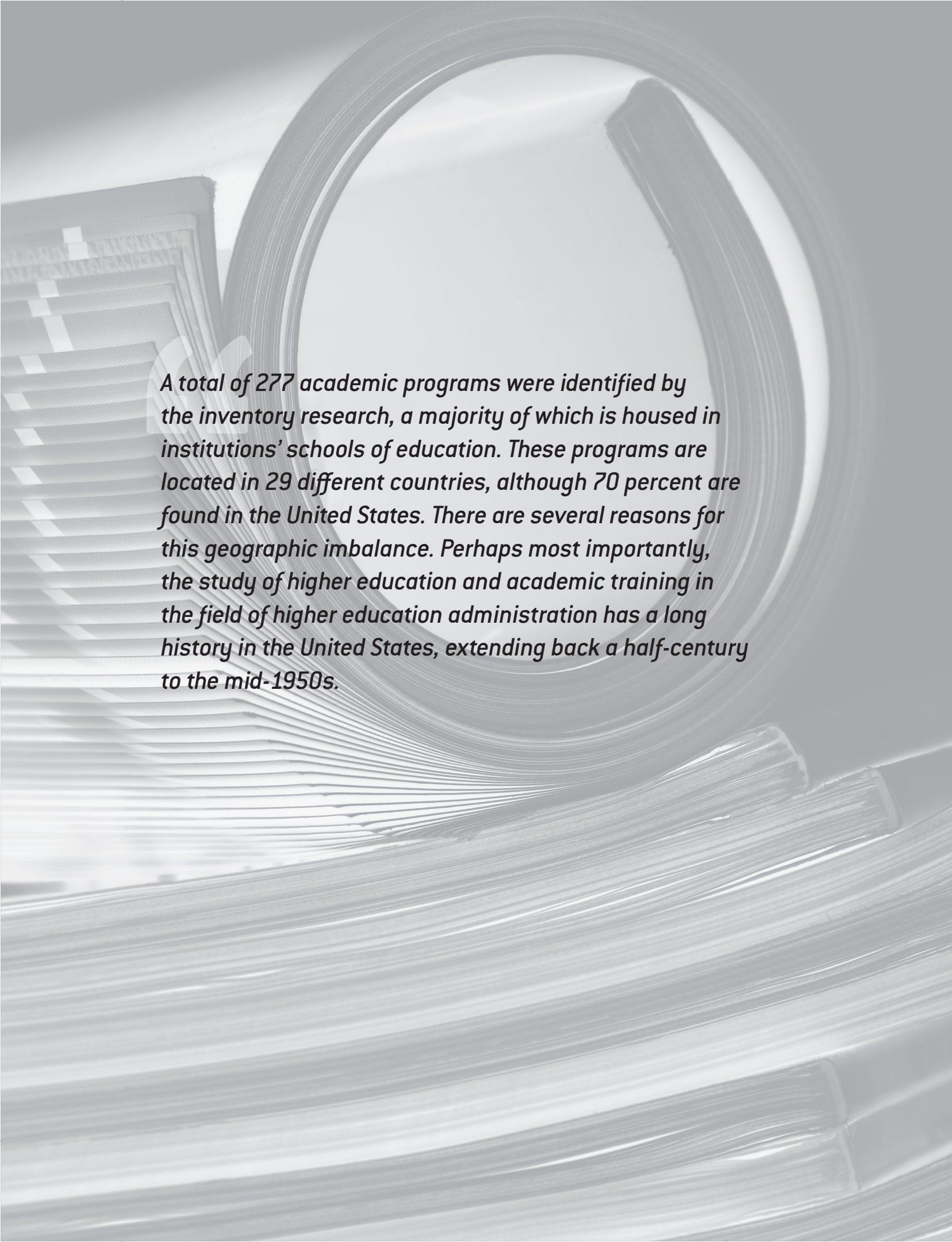
- *International Handbook of Universities* (1/yr)
- *Higher Education Policy* (4/yr)
- *IAU Horizons* (2/yr)
- *IAU e-bulletin* (10/yr)
- *New In HEDBIB* (5/yr)
- *IAU Highlights From The Press* (10/yr)

**Year established:** 1950

**Major funding source(s):**

- Membership fees
- Contracts and grants

**Number of faculty, researchers, and professional staff:** 16



*A total of 277 academic programs were identified by the inventory research, a majority of which is housed in institutions' schools of education. These programs are located in 29 different countries, although 70 percent are found in the United States. There are several reasons for this geographic imbalance. Perhaps most importantly, the study of higher education and academic training in the field of higher education administration has a long history in the United States, extending back a half-century to the mid-1950s.*

## 5. A Worldwide Inventory of Higher Education: Academic Programs

### ARGENTINA

#### Universidad de Palermo\*

Ph.D. in Higher Education

---

**Location:** Argentina (Buenos Aires)

**Website:** <http://www.palermo.edu/cienciassociales/doctorado-educacion-superior/plan.html>

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Ph.D.

### AUSTRALIA

#### University of Melbourne

Centre for the Study of Higher Education  
Melbourne Graduate School of Education

---

**Location:** Australia (Melbourne)

**Website:** <http://www.cshe.unimelb.edu.au/>

**E-mail:** [s.arkoudis@unimelb.edu.au](mailto:s.arkoudis@unimelb.edu.au)

**Mission/program description:** The Centre for the Study of Higher Education (CSHE) offers research, development and consultancy in the field of higher education. It has achieved national leadership through its research and the integration of its research into professional development and consultancy work. Internationally, the CSHE is a leader in Asia-Pacific and one of few centers world-wide that blends higher education research at a system-level with service to its host institution through research-based professional development programs, and institutional consultancy and policy development. The CSHE also attracts Ph.D. and Masters research students working on contemporary issues in higher education, especially policy issues.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning
- Globalization or Internationalization
- Law or Public Policy

**Year established:** 1968

**Number of faculty:** 25+

**Degrees (Enrollment):**

- Master's (5 part-time)
- Ph.D. and Ed.D. (15 full-time, 12 part-time)
- Certificate

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

---

\* Information obtained from institution's website.

## University of Melbourne

LH Martin Institute for Tertiary Education Leadership and Management  
Melbourne Graduate School of Education

---

**Location:** Australia (Melbourne)  
**Website:** <http://www.lhmartininstitute.edu.au/>  
**E-mail:** martin-institute@unimelb.edu.au

**Mission/program description:** To improve management and leadership in the tertiary education sector by providing an integrated set of education, training, and bespoke programs which are underpinned by research, and by holding forums and events which cater specifically to the sector.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Quality Assurance, Assessment, or Accreditation

**Year established:** 2007

**Number of faculty:** 14

**Degrees (Enrollment):**

- Master's (20 part-time)
- Ph.D. (6 full-time, 6 part-time)
- Certificate

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

## AUSTRIA

### Alpen Adria University

Institute of Science Communication and Higher Education Research

---

**Location:** Austria (Vienna)  
**Website:** <http://www.uni-klu.ac.at/wiho/inhalt/1.htm>  
**E-mail:** hans.pechar@uni-klu.ac.at

**Mission/program description:** Conduct research on the social functions of higher education in the knowledge society.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- History of Higher Education
- Access and Equity
- Comparative or International Studies
- Globalization or Internationalization

**Year established:** 2001

**Number of faculty:** 5

**Degrees (Enrollment):**

- Ph.D. (8 full-time)

**Delivery method:**

- Doctoral: On-site only

## Danube University Krems

Master in Research and Innovation in Higher Education (MARIHE)  
Centre for Educational Management and Higher Education Development

---

**Location:** Austria (Krems)  
**Website:** <http://www.marihe.eu>  
**E-mail:** [attila.pausits@donau-uni.ac.at](mailto:attila.pausits@donau-uni.ac.at)

**Mission/program description:** In Europe as well as in other regions of the world fundamental transition processes are taking place in the systems of research, innovation and tertiary education: from regulation to deregulation and competition, from steering to market, and from administration to management. Higher education institutions are greatly affected by these changes and need highly trained experts who are able to understand and analyze these new contexts, who can link system change with institutional change, and who have management skills to deal with the changing environment inside higher education and research institutions. The Master in Research and Innovation in Higher Education (MARIHE), a four semester master's program delivered in the English language, is designed to meet these standards. Graduates of MARIHE are able to understand the needs and the culture of higher education and research institutions. They are competent in policy analysis and evaluation and will take the lead with their expertise in future developments in the management and development of research and innovation in higher education.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Comparative or International Studies

**Year established:** 2012

**Number of faculty:** 5

**Degrees (Enrollment):**

- Master's (20 full-time, 5 part-time)

**Delivery method:**

- Master's: On-site only

## CANADA

### British Columbia

#### Simon Fraser University<sup>‡</sup>

Educational Leadership (Higher Education)  
Faculty of Education

---

**Location:** Canada (Surrey, British Columbia)  
**Website:** <http://www.sfu.ca/education/gs.html>  
**E-mail:** [michelle.pidgeon@sfu.ca](mailto:michelle.pidgeon@sfu.ca)

**Mission/program description:** The Ed.D. program provides a blend of rigorous coursework and original research. The program combines a critical analysis of educational theories, an intensive scrutiny of current practices in their socio-cultural, political, multicultural, and technological contexts, and the study of diverse research paradigms. This facilitates the planning and development of research and the opportunity to conduct high quality focused research directed at influencing practice, policy or theory within post-secondary contexts.

**Focus areas:**

- Administration, Management, or Leadership
- Law or Public Policy
- Student Affairs or Student Development

---

<sup>‡</sup> Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.

**Number of faculty:** 5

**Degrees (Enrollment):**

- Master's (120 full-time)
- Ed.D. (93 full-time)

### University of British Columbia (UBC)\*

Higher Education Program  
Department of Educational Studies

---

**Location:** Canada (Vancouver, British Columbia)

**Website:** <http://edst.educ.ubc.ca/programs/med-programs/higher-education/>

**E-mail:** amy.metcalfe@ubc.ca

**Mission/program description:** The Higher Education Program at UBC focuses on the study of all facets of institutions of higher learning. The multifaceted, interdisciplinary program draws on aspects of history, philosophy, sociology, economics, political science, psychology, sociology, law, and administrative studies.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's

## Ontario

### University of Toronto

Higher Education Group  
Department of Leadership, Higher and Adult Education  
Ontario Institute for Studies in Education

---

**Location:** Canada (Toronto, Ontario)

**Website:** [http://www.oise.utoronto.ca/lhae/Programs/Higher\\_Education/index.html](http://www.oise.utoronto.ca/lhae/Programs/Higher_Education/index.html)

**E-mail:** gjones@oise.utoronto.ca

**Mission/program description:** The Higher Education Group is Canada's leading center for graduate education and research in the field of higher education.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Student Affairs or Student Development

**Year established:** 1977

**Number of faculty:** 11

**Degrees (Enrollment):**

- Master's (27 full-time, 70 part-time)
- Ph.D. and Ed.D. (60 full-time, 10 part-time)
- Certificate

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only



**Additional Information:** Additional areas of expertise within the Higher Education Group include higher education policy, governance, the academic profession, community college education, and health professional education.

## CHILE

### Universidad Diego Portales

Centro de Políticas Comparas de Educación (CPCE)  
Within the framework of the Vicerrectoria Académica

---

**Location:** Chile (Santiago, Metropolitan Region)

**Website:** <http://www.cpce.cl>

**E-mail:** [direccion@cpce.cl](mailto:direccion@cpce.cl)

**Mission/program description:** CPCE's purpose is to contribute, through the production and transfer of expertise, to the design, implementation, execution and evaluation of educational policies, as well as to actively participate in the discussion of these public policies. The Center's studies address the educational system as a whole, including preschool, school level and higher education. Studies are characterized by a comparative international emphasis and a technical and interdisciplinary focus at the local level oriented towards policy making and public debate.

**Focus areas:**

- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education
- Law or Public Policy

**Year established:** 2010

**Number of faculty:** 4

**Degrees (Enrollment):**

- Ph.D. (8 students)

**Delivery method:**

- Doctoral: On-site only

**Additional information:** The Ph.D. program is offered jointly by CPCE-Universidad Diego Portales and the Faculty of Humanities, Leiden University, The Netherlands. Doctoral degrees are awarded separately by Leiden University and Universidad Diego Portales.

## CHINA

### Anhui

#### Institute of Higher Education\*

Anhui University  
Institute of Higher Education

---

**Location:** China (Hefei, Anhui)

**Website:** <http://ihe.ahu.edu.cn>

**E-mail:** [gjs@ahu.edu.cn](mailto:gjs@ahu.edu.cn)

**Mission/program description:** The Institute of Higher Education (IHE) at Anhui University is a teaching and research organization, established in November 2005 and headed by Professor ZHANG Jing. Its main responsibilities include: undertaking educational research and teaching tasks at the university; facilitating discipline construction of pedagogy and cultivating advanced talent; engaging in research and practice on provincial higher education reform; providing consultancy on decision-making strategies for colleges, universities and educational administrative departments; conducting research in support of university innovation and development; actively providing information and consultancy for university strategic planning and decision-makings; organizing

---

\* Information obtained from institution's website.

applications for and undertaking educational research projects from the state, ministries and Anhui province; overseeing the secretariat office of Anhui Association of Higher Education; publishing continuously two academic journals, *Higher Education Research Weekly* and *Domestic Higher Education Research Trends* (authorized and financed by the China Association of College Teaching).

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Globalization or Internationalization

**Year established:** 2005

**Number of faculty:** 10

**Degrees (Enrollment):**

- Master's (30 full-time)

**Delivery method:**

- Master's: On-site only

## Beijing

### Higher Education Institute

Beijing Normal University

Faculty of Education

---

**Location:** China (Beijing, Beijing)

**Website:** <http://www.bnu.edu.cn>

**E-mail:** [chwhong@bnu.edu.cn](mailto:chwhong@bnu.edu.cn)

**Mission/program description:** This Institute's primary mission is to be one of the leading institutes of higher education research in mainland China. The main goals of our institute are to train outstanding young scholars in the field of higher education, to provide policy consultancy to both local and national governments, as well as to inform institutions of higher education development in the 21st century. From our dedicated faculty members and staff, we will conduct research in following areas: a) student affairs, b) faculty development, c) higher education administration and management, and d) finance and fundraising.

**Focus areas:**

- Administration, Management, or Leadership
- Quality Assurance, Assessment, or Accreditation
- Student Affairs or Student Development

**Year established:** 1996

**Number of faculty:** 13

**Degrees (Enrollment):**

- Master's (351 full-time, 18 part-time)
- Ph.D. (15 full-time, 3 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

**Additional Information:** Our Institute also offers some opportunities to students who wish to pursue post-doctoral study at Beijing Normal University.

## Higher Education Research Center\*

Tsinghua University  
Institute of Education

---

**Location:** China (Beijing, Beijing)  
**Website:** <http://www.ioe.tsinghua.edu.cn>  
**E-mail:** [jyyky@tsinghua.edu.cn](mailto:jyyky@tsinghua.edu.cn)

**Mission:** The Higher Education Research Center at Tsinghua University seeks to think globally while acting locally in higher education research and development. We seek to create a dynamic intellectual fusion for creative research, and contribute through active exploration and continuous innovation to the development of Chinese education and the science of education research.

### Focus areas:

- Academic Profession
- Administration, Management, or Leadership
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education
- Quality Assurance, Assessment, or Accreditation
- Access and Equity
- Community College, Vocational, or Technical Education
- Curriculum & Instruction or Teaching & Learning
- Globalization or Internationalization

**Year established:** 1979

**Number of faculty:** 23

### Degrees (Enrollment):

- Master's (25 full-time, 20 part-time)
- Ph.D. (5 full-time)

### Delivery method:

- Master's: On-site only
- Doctoral: On-site only

## Institute of Higher Education

Beihang University  
Institute of Higher Education

---

**Location:** China (Beijing, Beijing)  
**Website:** <http://ihe.buaa.edu.cn>  
**E-mail:** [ihe@buaa.edu.cn](mailto:ihe@buaa.edu.cn)

**Mission/program description:** Our mission is to prepare responsible and creative researchers for academic organizations and administrators for employment in universities and governments. We provide students with the theory of education and management, special knowledge in psychology, statistics, system science, etc. We further explore the history and present situation of higher education—not only in China, but across the world.

### Focus areas:

- Administration, Management, or Leadership
- Law or Public Policy
- Quality Assurance, Assessment, or Accreditation

**Year established:** 1986

**Number of faculty:** 15

### Degrees (Enrollment):

- Master's (201 full-time)
- Ph.D. (20 full-time, 10 part-time)

---

\* Information obtained from institution's website.

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

**Institute of Higher Education**

Beijing University of Technology

---

**Location:** China (Beijing, Beijing)

**Website:** [http://bjut.edu.cn/bjut\\_en/colleges.jsp?columnID=238](http://bjut.edu.cn/bjut_en/colleges.jsp?columnID=238)

**E-mail:** [beijingtech@bjut.edu.cn](mailto:beijingtech@bjut.edu.cn)

**Mission/program description:** The Institute of Higher Education at Beijing University of Technology was established in June 2006. We are dedicated to undertake tasks of educational research, educational consultation, higher education management, and academic exchanges. The secretariat of Higher Education Society of Beijing University of Technology is located within our institute. Their main discipline is higher education research and development. The Institute of Higher Education also takes charge of publishing restricted academic publications for the "Newsletter of Educational Research."

**Focus areas:**

- Comparative or International Studies
- Globalization or Internationalization
- Quality Assurance, Assessment, or Accreditation

**Year established:** 2006

**Number of faculty:** 10

**Degrees (Enrollment):**

- Master's (101 full-time, 20 part-time)

**Delivery method:**

- Master's: On-site only

**Institute of Higher Education\***

Peking University

Graduate School of Education

---

**Location:** China (Beijing, Beijing)

**Website:** <http://www.gse.pku.edu.cn>

**E-mail:** [hjchen@pku.edu.cn](mailto:hjchen@pku.edu.cn)

**Mission/program description:** The mission of the Institute of Higher Education at Peking University is to create new knowledge and ideas in higher education development, and to train researchers and leaders who can apply knowledge to practice in order to promote the development of higher education reform in mainland China. We offer degrees in higher education, economics and management of education, educational technology, educational leadership and policy. The Peking University Institute of Education will continue to work to explore and develop expertise in the field of education, training and research personnel, and to provide educational leadership to promote the progress of science education.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Globalization or Internationalization

**Year established:** 1980

**Number of faculty:** 10

---

\* Information obtained from institution's website.

**Degrees (Enrollment):**

- Master's (50 full-time, 60 part-time)
- Ph.D. (10 full-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

**Institution of Higher Education**

Renmin University of China

School of Education

---

**Location:** China (Beijing, Beijing)

**Website:** <http://heso.ruc.edu.cn>

**E-mail:** [heso@ruc.edu.cn](mailto:heso@ruc.edu.cn)

**Mission/program description:** The mission at the Institute of Higher Education of Renmin University of China serves to provide advice on decision-making and policy development for our institution. We strive to help the university achieve its goal of building a “world-class” university that is approved by and satisfies the people in our country. Renmin University of China, located in Beijing, is a top research university in China with strong programs in humanities and social sciences. The School of Education at Renmin University of China was established in November 2011 on the basis of Renmin's rich educational traditions and through combining the former Institute of Education and the Institute of Higher Education. We strives to be a “scientific objective and humanities” administrative studies institute. The Institute of Higher Education has, since its founding, taken up research projects assigned by various organizations such as the Ministry of Education, Chinese Association of Higher Education and The Center of Asian Studies of Renmin University of China.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education

**Year established:** 2005

**Number of faculty:** 10

**Degrees (Enrollment):**

- Master's (20 full-time, 60 part-time)
- Ph.D. (5 full-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

**Institute of Higher Education Research\***

Communication University of China

---

**Location:** China (Beijing, Beijing)

**Website:** <http://gjs.cuc.edu.cn>

**E-mail:** [yangshuyu@cuc.edu.cn](mailto:yangshuyu@cuc.edu.cn)

**Mission/program description:** The Institute of Higher Education Research was established in 2002. At present, the Institute has a total of six faculty members. The Institute's primary research interests are: 1) philosophy of higher education, 2) media education research, and 3) educational research. Some of the Institute's recent publications have focused on adult education, lifelong learning, and higher education management systems.

**Focus areas:**

- Adult Education
- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education

**Year established:** 2004

**Number of faculty:** 5

**Degrees (Enrollment):**

- Master's (5 full-time)

**Delivery method:**

- Master's: On-site only

## Research Center of Higher Education

Beijing Institute of Technology  
Institute of Education

---

**Location:** China (Beijing, Beijing)

**Website:** <http://ioeen.bit.edu.cn>

**E-mail:** [ioe@bit.edu.cn](mailto:ioe@bit.edu.cn)

**Mission/program description:** The purpose of our Institute is to build a high-level platform for academic research, as well as to form domestic and international cooperation and exchanges with agents across the world. We also seek to train innovative and practical education management and research personnel for the government, local schools, and community. We seek to establish a policy research platform for the development of national defense, industry and universities.

**Focus areas:**

- Access and Equity
- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education

**Year established:** 1981

**Number of faculty:** 9

**Degrees (Enrollment):**

- Master's (81 full-time)
- Ph.D. (6 full-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## Fujian

### Research Institute of Higher Education

Xiamen University  
Institute of Education

---

**Location:** China (Xiamen, Fujian)

**Website:** <http://ihe.xmu.edu.cn>

**E-mail:** [gjs@xum.edu.cn](mailto:gjs@xum.edu.cn)

**Mission/program description:** The Institute seeks to research the key issues of higher education development and reform in China and satisfy the country's decision-making of post-secondary education. The Institute of Education at Xiamen University, often referred to as the Research Institute of Higher Education Science, was developed as a Research Unit of Higher Educa-

tion Science, which was the earliest academic organization specialized in Higher Education in China, founded on May 17, 1978. Authorized by Ministry of Education in February 1984 and accredited by the Committee on Degrees of the State Council, the Institute was the first institute in China to set up a master's program in Higher Education on January 13, 1984 and a doctoral program in higher education on July 28, 1986. Professor Pan Maoyuan was designated as a Ph.D. supervisor for doctoral students and has served as the first supervisor in the field of Higher Education in mainland China.

**Focus areas:**

- Access and Equity
- Administration, Management, or Leadership
- Comparative or International Studies

**Year established:** 1978

**Number of faculty:** 25+

**Degrees (Enrollment):**

- Master's (301 full-time)
- Ph.D. (20 full-time, 10 part-time)
- Ed.D. (10 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## Guangdong

### Institute of Education Research\*

Sun Yat-Sen University

College of Education

---

**Location:** China (Guangzhou, Guangdong)

**Website:** <http://zdjyxy.sysu.edu.cn>

**E-mail:** [quqf@mail.sysu.edu.cn](mailto:quqf@mail.sysu.edu.cn)

**Mission/program description:** Sun Yat-sen University College of Education was established in August 2011. Currently, we are housed in the Education School, Faculty of Social Sciences Institute of Education and Department of Psychology. Since our founding, we have trained undergraduate, master's, and doctoral students. We offer Ph.D. degrees in economics and management education, higher education, education economics and management, education technology, and physical education and training. We also offer master's degree programs in public affairs management. The College of Education places great importance on the study of national reform and the opening up of Guangdong Province. The Institute has introduced a group of senior experts and outstanding young scholars and strives to create academic leaders and youth at the core of the academic team. We collaborate with the U.S., U.K., Canada, Japan, Hong Kong, Macao, Taiwan and other countries and regions to establish a close relationship through exchanges and friendly cooperation.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Quality Assurance, Assessment, or Accreditation

**Year established:** 2011

**Number of faculty:** 12

**Degrees (Enrollment):**

- Master's (881 full-time, 263 part-time)
- Ph.D. (4 full-time, 30 part-time)

---

\* Information obtained from institution's website.

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

**Institute of Higher Education\***

Shenzhen University  
Normal College

---

**Location:** China (Shenzhen, Guangdong)

**Website:** <http://gjs.szu.edu.cn>

**E-mail:** [yangyy@szu.edu.cn](mailto:yangyy@szu.edu.cn)

**Mission/program description:** The Institute of Higher Education at Shenzhen University was founded in 1986 by Dr. Liao Yuan Geng. In 1995, Dr. Yang Yu served as Associate Director to undertake higher education research for the Chinese Ministry of Education in Shenzhen, Guangdong Province. Dr. Yang Yi established a master's degree program in higher education in 2006 and enrolled the first students in 2007. At present, the Institute of Higher Education has 7 full-time faculty members and 15 part-time faculty members. In 2010, there were approximately 25 full-time graduate students in the higher education program. The Institute's primary research areas are: higher education administration, the history of higher education, moral education in universities, the basic theory of higher education, and the economics of higher education. The Institute also examines the current reforms and development of higher education in China and across the world. The Institute offers two specialized concentrations: 1) basic theory of higher education and 2) higher education management. The current Institute director is Dr. Xiangyun Zhang.

**Focus areas:**

- Comparative or International Studies
- Globalization or Internationalization
- History of Higher Education

**Year established:** 1986

**Number of faculty:** 7

**Degrees (Enrollment):**

- Master's (25 full-time)

**Delivery method:**

- Master's: On-site only

**Institute of Higher Education**

South China University of Technology  
Research Center for Development Strategy and Policy

---

**Location:** China (Guangzhou, Guangdong)

**Website:** <http://www.scut.edu.cn/gjs>

**E-mail:** [ouyanglf@scut.edu.cn](mailto:ouyanglf@scut.edu.cn)

**Mission/program description:** The Institute of Higher Education aims to be one of the top organizations in mainland China, especially in higher educational counseling and engineering education. We hope to lead educational research in Pearl River Delta in China. Since our founding, we have offered degrees and courses in theory of education, engineering education, education management, education policy, higher education, and degree and postgraduate education. We have two permanent research centers: 1) Regional Development Research Center of Higher Education and 2) Degrees and Graduate Education Development Research Centre.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education

\* Information obtained from institution's website.



**Year established:** 1981

**Number of faculty:** 9

**Degrees (Enrollment):**

- Master's (151 full-time)

**Delivery method:**

- Master's: On-site only

## Institute of Higher Education Research

South China Normal University

Faculty of Education Sciences

---

**Location:** China (Guangzhou, Guangdong)

**Website:** <http://jky.scnu.edu.cn/>

**E-mail:** [jky@scnu.edu.cn](mailto:jky@scnu.edu.cn)

**Mission/program description:** Faculty of Education Sciences (FES), South China Normal University (SCNU) houses three centers in Guangdong province: The Center for Educational Scientific Research, Center for Research in Basic Education, and Center for Teacher Education. FES consists of five departments and six institutes: Department of Education Science, Department of Curriculum and Instruction, Department of Early Childhood Education, Department of Psychology, and Department of Educational Psychology; Educational History Research Institute, International and Comparative Education Research Institute, Education Management Institute, Education Science Research Institute, Curriculum and Textbook Research Institute, Higher Education Research Institute, and the "Moral Education in Primary School" magazine publisher. FES now runs three magazines: "Primary School Moral Education (authorized by Ministry of Education)", "Modern Education Forum" and "Textbooks and Teaching Arts in Primary and Middle Schools." We offer degree programs in Education, Curriculum and Instruction, Early Childhood Education, Comparative Education, History of Education, Higher Education, Adult Education, Special Education, Vocational and Technology Education, Educational Technology, Basic Education, Basic Psychology, Developmental and Educational Psychology, and Applied Psychology and Statistic and Measurement Psychology.

**Focus areas:**

- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education
- Comparative or International Studies

**Year established:** 2009

**Number of faculty:** 15

**Degrees (Enrollment):**

- Master's (1 full-time, 26 part-time)
- Ph.D. (5 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## Hebei

### Institute of Higher Education

Nankai University

---

**Location:** China (Tianjin, Hebei)

**Website:** <http://user.nku.cn/noscript/gjs/overview.html>

**E-mail:** [wangch@nankai.edu.cn](mailto:wangch@nankai.edu.cn)

**Mission/program description:** The Division of Higher Education was founded in Nankai University in 1983. Since our founding, the Institute has appeared in a number of magazines, namely the "Education Forum of Nankai" which has been hosted by the

Division since 1986. Twelve years later, the Institute for Higher Education was founded in 2000. Since then, Nankai University has been authorized by the State Degree Committee to offer Master's Degrees of Higher Education, and to become an academic school devoted to research and talent-training in post-secondary pedagogy while providing high-quality services for the development and reform of Chinese universities.

**Focus areas:**

- Comparative or International Studies
- Globalization or Internationalization
- History of Higher Education

**Year established:** 2000

**Number of faculty:** 5

**Degrees (Enrollment):**

- Master's (40 full-time, 60 part-time)
- Ph.D. (5 full-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

**Additional Information:** Nankai University seeks to undertake research in areas such as the philosophy of higher education, higher education economics, history of higher education, comparative higher education, higher education psychology, and so on. We believe that we will continue cultivating advanced talent in higher education based on our Master's-level education, and run a timely undergraduate program in pedagogy, while making the utmost effort to apply for authority to offer a doctoral degree in higher education. The Institute aspires to be one of the most important bases of talent-cultivation in the area of higher education.

## Hubei

### Institute of Higher Education\*

China University of Geosciences  
Development Research Center

---

**Location:** China (Wuhan, Hubei)

**Website:** <http://cuggroup.cug.edu.cn/gjs>

**E-mail:** [gjb@cug.edu.cn](mailto:gjb@cug.edu.cn)

**Mission:** The Institute of Higher Education at China University of Geosciences has three primary responsibilities: 1) research key issues of higher education, 2) publish the *Modern Higher Education* newsletter, and 3) carry out activities to advance the thematic discussion of higher education. At present, there are three professors and four associate professors. The Institute is responsible for examining the reform and development of higher education, to provide relevant information to school leaders, and to provide policy advice to school information services. The current director of the Institute is Dr. Zhang Jingao and the associate director is Dr. Li Zhuchao.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning
- Economics, Financing, or Funding of Higher Education
- Quality Assurance, Assessment, or Accreditation

**Year established:** 2005

**Number of faculty:** 7

**Degrees (Enrollment):**

- Master's (86 full-time)

**Delivery method:**

- Master's: On-site only

### Institute of Higher Education

Wuhan University  
Faculty of Education

---

**Location:** China (Wuhan, Hubei)

**Website:** <http://ces.whu.edu.cn>

**E-mail:** [gdjyyjs@whu.edu.cn](mailto:gdjyyjs@whu.edu.cn)

**Mission:** The Faculty of Education at Wuhan University houses several departments: Institute of Higher Education, Institute of Economics and Management Education, Institute of Education Principles, Curriculum and Teaching Institute, Institute of Technical Education and Department of Education, and Research Center for Educational Leadership. We offer programs in economic and management education, higher education, curriculum and pedagogy, and theory of education.

**Focus areas:**

- Academic Profession
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education
- Law or Public Policy
- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning
- History of Higher Education
- Quality Assurance, Assessment, or Accreditation

**Year established:** 2003

**Number of faculty:** 21

**Degrees (Enrollment):**

- Master's (15 full-time, 20 part-time)
- Ph.D. (10 full-time, 5 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: On-site only

### Institute of Higher Education Research

Huazhong University of Science and Technology  
School of Education

---

**Location:** China (Wuhan, Hubei)

**Website:** <http://jky.hust.edu.cn>

**E-mail:** [tingzhu1407@mail.hust.edu.cn](mailto:tingzhu1407@mail.hust.edu.cn) or [yqzhang@mail.hust.edu.cn](mailto:yqzhang@mail.hust.edu.cn)

**Mission/program description:** Our program is focused on curriculum, teaching and learning, and moral education. We offer both Master's and Ph.D. degrees. The School of Education offers four Ph.D. programs (Higher Education, Educational Economy and Management, Pedagogy and Doctorate in Education) and six Master's programs (Curriculum and Teaching Methodology, Developmental and Educational Psychology, Educational Technology), among which Higher Education is recognized as a national key discipline and Educational Economy and Management a key discipline of Hubei province. A Master of Education program and postdoctoral position are also provided in our school. The mission of the School of Education is to promote research on higher education theory, higher education policy and administration, international comparative study, academic degree and graduate education, elementary education and reform, and college student psychology. We seek to advance the development of the discipline of higher education and pedagogy, and to produce outstanding graduates in both theoretical and practical aspects.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 2003

**Number of faculty:** 6

**Degrees (Enrollment):**

- Master's (121 full-time, 150 part-time)
- Ph.D. (3 full-time, 1 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: On-site only

## Jiangsu

### Institute of Higher Education\*

Nanjing Agricultural University  
Office for Development and Planning

---

**Location:** China (Nanjing, Jiangsu)

**Website:** <http://heart.njau.edu.cn/gjs/gj>

**E-mail:** [gjs@njau.edu.cn](mailto:gjs@njau.edu.cn)

**Mission/program description:** The primary research interests of the Institute of Higher Education of Nanjing Agricultural University are threefold: 1) the economics of education (e.g., education costs, investment in higher education, education and human resource development), 2) higher education administration and management (e.g., law of higher education, education policy, educational administration organizations, quality management), and 3) educational decision-making and development strategies in higher education (e.g., strategic planning and management of technology, educational planning and policies). The Institute currently has 7 professors and 4 associate professors. The Institute has successfully published 12 textbooks and more than 80 scholarly papers. The Institute recently hosted the inaugural "World Dialogue on Agricultural and Life Science Education: Universities as Entrepreneurs for Sustainable Rural Development" on October 20, 2013.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education

**Year established:** 2003

**Number of faculty:** 11

**Degrees (Enrollment):**

- Master's (10 full-time, 5 part-time)
- Ph.D. (2 full-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: Hybrid (via a mix of on-site and online/distance)

### Institute of Higher Education

Nanjing University  
Institute of Education

---

**Location:** China (Nanjing, Jiangsu)

**Website:** <http://edu.nju.edu.cn>

**E-mail:** [hzhang@nju.edu.cn](mailto:hzhang@nju.edu.cn)

\* Information obtained from institution's website.

**Mission/program description:** The Institute of Higher Education has three primary purposes: 1) To focus on research and consultancy for the university and local government, 2) To carry out research degree programs of M.A., Ph.D. and Ed.D. mainly in higher education sectors, and 3) To be responsible for evaluative study of undergraduate teaching in the university and provide the results of the study to the provost's office. The Institute of Higher Education now houses the Management Institute, Institute of Mental Health, the Joint Institute of Higher Education, as well as the "Higher Education Research and Exploration" Journal. The Graduate School of Education, founded in 2009, now offers both master's and doctoral degrees in higher education (Ed.D.).

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Curriculum & Instruction or Teaching & Learning

**Year established:** 2009

**Number of faculty:** 18

**Degrees (Enrollment):**

- Master's (201 full-time, 5 part-time)
- Ph.D. (10 full-time, 8 part-time)
- Ed.D. (10 full-time, 5 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: Hybrid (via a mix of on-site and online/distance)

## Research Institute of Higher Education

Soochow University  
School of Education

---

**Location:** China (Suzhou, Jiangsu)

**Website:** <http://www.suda.edu.cn>

**E-mail:** [jyxydean@suda.edu.cn](mailto:jyxydean@suda.edu.cn)

**Mission/program description:** The Research Institute of Higher Education's primary focus is to foster graduate students to specialize in Higher Education Development in mainland China. The School of Education offers degree programs in higher education (one of Jiangsu province's "key subjects"), applied psychology, curriculum and instruction, educational economy and management, theory of education, developmental and educational psychology, basic psychology, educational technology, and digital media technology.

**Focus areas:**

- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning
- History of Higher Education

**Year established:** 1987

**Number of faculty:** 12

**Degrees (Enrollment):**

- Master's (101 full-time)
- Ph.D. (9 full-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## Jiangxi

### Institute of Higher Education\*

Jiangxi University of Finance and Economics  
Office for Development and Planning

---

**Location:** China (Nanchang, Jiangxi)

**Website:** <http://gjs.jxufe.cn>

**E-mail:** [jcgjs2012@163.com](mailto:jcgjs2012@163.com)

**Mission/program description:** The Institute of Higher Education was founded in 2006 focusing on higher education theory and acting as an advisory agency for JUFEE's administrative decision-making. Since its founding, the Institute of Higher Education has been committed to support the university and efforts from all teachers and students. The Institute has published a lot on academic research, talent development, social service and cultural innovation. In 2008 and 2011, the Institute was awarded the great honor of "National Outstanding Institute of Higher Education Research." The Institute currently has 8 faculty and staff members, including 7 full-time professors. Among the eight, four hold doctoral degrees and three hold master's degrees. The Institute offers degrees in higher education with a specialization on education economics and administration, education and human resources development, and entrepreneurship education. The Institute has completed more than 24 provincial and ministerial projects and published more than 100 papers in teaching, research, and education.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education

**Year established:** 2006

**Number of faculty:** 9

**Degrees (Enrollment):**

- Master's (30 full-time, 5 part-time)

**Delivery method:**

- Master's: On-site only

## Jilin

### Institute of Higher Education\*

Jilin University  
Institute of Higher Education

---

**Location:** China (Changchun, Jilin)

**Website:** <http://gjs.jlu.edu.cn>

**E-mail:** [gjs@njau.edu.cn](mailto:gjs@njau.edu.cn)

**Mission/program description:** The Institute of Higher Education of Jilin University was founded in 1986 with the purpose to explore concerns of higher education practice in mainland China. In 2001, the Institute began offering a master's degree program in higher education, education management, modern educational technology, and mental health education. At present, the Institute has 12 teachers, of whom 4 are professors, 3 associate professors, and 5 lecturers. Since 2002, 193 students have enrolled in one of our master's degree programs.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education

**Year established:** 1986

**Number of faculty:** 7

**Degrees (Enrollment):**

- Master's (50 full-time)

**Delivery method:**

- Master's: On-site only

## Shaanxi

### Institute of Higher Education

Shaanxi Normal University

School of Education

---

**Location:** China (Xi'an, Shaanxi)

**Website:** <http://se.snnu.edu.cn/default.aspx>

**E-mail:** [jianrongtian@snnu.edu.cn](mailto:jianrongtian@snnu.edu.cn)

**Mission/program description:** The Program of Higher Education's main purpose is to research the theoretical and practical problems of higher education development in mainland China and to explore and reveal the special law of higher education activities in East Asia. Our Institute aims to foster students to be advanced talented individuals who have a solid foundation of professional theory and knowledge, good comprehensive quality, creative capacity, as well as the ability to do research on higher education. We hope to train students who can engage in the teaching, research, management and service in the field of higher education after graduation.

**Focus areas:**

- Academic Profession
- Access and Equity
- Administration, Management, or Leadership

**Year established:** 2006

**Number of faculty:** 8

**Degrees (Enrollment):**

- Master's (301 full-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

### Institute of Higher Education

Xi'an Jiaotong University

School of Public Policy and Administration

---

**Location:** China (Xi'an, Shaanxi)

**Website:** <http://www.xjtu.edu.cn/yxsyz/1335.html>

**E-mail:** [gslu@mail.xjtu.edu.cn](mailto:gslu@mail.xjtu.edu.cn)

**Mission/program description:** The founding of Xi'an Jiaotong University - Institute of Higher Education started in 1984 as one of the earliest established institutions of higher education research in mainland China. The Institute's primary mission is to do scientific research both nationally and internationally, promote graduate education to students interested in higher education, and to provide consultation and service for the relevant government departments and university decision-making and development plan in the 21st century. Our primary focus of research is on China's higher education development and university reform.

**Focus areas:**

- Access and Equity
- Curriculum & Instruction or Teaching & Learning
- Economics, Financing, or Funding of Higher Education

**Year established:** 1984

**Number of faculty:** 7

**Degrees (Enrollment):**

- Master's (51 full-time)
- Ph.D. (2 full-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## Shanghai

### Institute of Higher Education

East China Normal University  
School of Education Sciences

---

**Location:** China (Shanghai, Shanghai)

**Website:** <http://www.ihe.ecnu.edu.cn/en>

**E-mail:** [yyue@ses.ecnu.edu.cn](mailto:yyue@ses.ecnu.edu.cn)

**Mission:** The Institute of Higher Education (IHE) is committed to training advanced talent who enjoy innovative spirit and international perspective and aspire to conduct teaching, research, and management in higher education or other related fields. IHE is one of the most important bases for training high-level expertise in our country and providing research and consultant services in higher education in China. At present, IHE has 15 faculty members, 14 of which have a doctorate, with 6 doctoral supervisors, 5 master tutors, 3 part-time professors, optimizing the faculty structure by combining both full-time and part-time professors. By September 2009, IHE has taken in 131 doctoral students, 90 of which have acquired doctorates. Three doctoral dissertations have been named Excellent Doctoral Dissertations by the Chinese Society of Higher Education. Two doctoral dissertations have been name Excellent Doctoral Dissertations by the Shanghai Academy of Social Sciences. IHE started enrolling post-doctoral students in 2000 and 7 have graduated.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Comparative or International Studies

**Year established:** 1982

**Number of faculty:** 16

**Degrees (Enrollment):**

- Master's (100 full-time, 20 part-time)
- Ph.D. (10 full-time, 30 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: On-site only



## Institute of Higher Education

Shanghai Jiao Tong University  
Graduate School of Education

---

**Location:** China (Shanghai, Shanghai)

**Website:** <http://gse.sjtu.edu.cn>

**E-mail:** [kyu@sjtu.edu.cn](mailto:kyu@sjtu.edu.cn)

**Mission/program description:** The Master's and Doctoral degree program in Higher Education at Shanghai Jiao Tong University seek to provide a platform for international and scholarly exchange on key issues in higher education development and to develop global perspectives among students in pursuit of careers in higher education. Our program will provide a unique opportunity for local and international students to engage and enjoy. Our Institute is located in the Graduate School of Education (GSE) where we focus on higher education reform, specifically on research universities in the context of national and international development. We have three research groups, namely the Center for World-Class Universities (WCU), the Center for the Study of Graduate Education (CSGE), and the Center for Science and Technology Policy (CSTP). GSE will uphold the best academic values: commitment to academic freedom and original inquiry, the best education for graduate students in higher education and science policy, and quality service to the academic community in China and beyond.

**Focus areas:**

- Administration, Management, or Leadership
- Graduate Education
- Quantitative Research Methods
- World-Class University Research
- Comparative or International Studies
- Quality Assurance, Assessment, or Accreditation
- Theory of Higher Education

**Year established:** 1998

**Number of faculty:** 10

**Degrees (Enrollment):**

- Master's (211 full-time)
- Ph.D. (10 full-time, 20 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## Research Institute for Higher Education

Fudan University  
School of Education

---

**Location:** China (Shanghai, Shanghai)

**Website:** <http://www.ihe.fudan.edu.cn>

**E-mail:** [fdgjs@fudan.edu.cn](mailto:fdgjs@fudan.edu.cn)

**Mission/program description:** The Institute of Higher Education at Fudan University is committed to cultivating professional elite, refining academic wisdom, forging various partnerships, and connecting China with the world in the field of higher education. We are committed to exploring the theoretical and empirical research on higher education issues, school reform, and development of research and consulting, as well as graduate students in higher education. Our Institute has created academic exchanges with the U.S., Canada, U.K., Japan, China, Hong Kong, China, and Taiwan. Most graduate students from our Institute work in institutions of higher learning. The School of Education offers degrees in Higher Education, Educational Economy and Management, and Curriculum and Teaching Theory. The current director is Professor Xiong Qingnian.

**Focus areas:**

- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning
- Law or Public Policy

**Year established:** 1986

**Number of faculty:** 10

**Degrees (Enrollment):**

- Master's (531 full-time, 4 part-time)
- Ph.D. (2 full-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## Sichuan

### Research Center of Higher Education

Southwest University  
Faculty of Education

---

**Location:** China (Beibei, Sichuan)

**Website:** <http://gaojs.swu.edu.cn/gjs>

**E-mail:** [panli@swu.edu.cn](mailto:panli@swu.edu.cn)

**Mission/program description:** The mission of the Research Center of Higher Education is to explore the law of education and to carry forward the scientific spirit of higher education. We seek to promote the reform and development of higher education in mainland China. Additionally, the Research Center of Higher Education seeks to analyze policy/management issues in higher education and the quality assurance process in East Asia.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning
- Quality Assurance, Assessment, or Accreditation

**Year established:** 1986

**Number of faculty:** 10

**Degrees (Enrollment):**

- Master's (41 full-time, 1 part-time)
- Ph.D. (1 full-time, 1 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: On-site only

## Yunnan

### Research Institute of Higher Education (RIHE)

Yunnan University  
Yunnan Higher Education Evaluation Center

---

**Location:** China (Kunming, Yunnan)

**Website:** <http://www.hie.ynu.edu.cn>

**E-mail:** [jianxin@ynu.edu.cn](mailto:jianxin@ynu.edu.cn)

**Mission/program description:** RIHE at Yunnan University plays an important role, with 5 different functions, including: educating 200 postgraduates, and hosting the Yunnan Higher Education Evaluation Center (YHEEC), the academic journal *ACADEMY*, the Yunnan Association of Higher Education (YAHE), and Teachers' Professional Development (TPD). Rooted on the fertile soil of a borderland province with 25 indigenous ethnic minorities, and adhering to the motto of "sincerity, creativity, efficiency and

all-inclusiveness,” RIHE has gradually formed a unique academic and community atmosphere of “thinking globally and acting locally” since our founding in 2002.

**Focus areas:**

- Administration, Management, or Leadership
- Quality Assurance, Assessment, or Accreditation

**Year established:** 2002

**Number of faculty:** 10

**Degrees (Enrollment):**

- Master’s (10 full-time, 40 part-time)

**Delivery method:**

- Master’s: On-site only

## Zhejiang

### Institute of Higher Education

Zhejiang University

College of Education

---

**Location:** China (Hangzhou, Zhejiang)

**Website:** <http://www.ced.zju.edu.cn/english>

**E-mail:** [jyxy187@zju.edu.cn](mailto:jyxy187@zju.edu.cn)

**Mission/program description:** The Higher Education program provides participants the opportunity to become experts in the field of higher education and to gain interdisciplinary and practical knowledge in education, teaching, and management. We have organized our program for ambitious professionals who have a high sense of responsibility for educational reform with backgrounds in social science. We aim to develop a high level of research capability for teaching and education management. We have created research groups on higher education policy, international higher education, comprehensive higher education, intelligence and editing, and an institute for higher education. In addition, we have created the Secretariat of the Zhejiang Association for Higher Education Theoretical Studies. We have two journals, i.e. *Zhejiang Higher Education* and *Zhejiang Postgraduate Education*. We are housed in the College of Education. The College of Education at Zhejiang University is one of the leading research colleges in China. It consists of the Department of Education, the Department of Physical Education, the Institute of Educational Leadership & Policy, the Institute of Curriculum & Teaching, the Center for Interdisciplinary Applied Psychology, the Modern Educational Technology Center, the Division of Non-major Physical Education, the Division of Military Education and other institutions.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- History of Higher Education

**Year established:** 1987

**Number of faculty:** 14

**Degrees (Enrollment):**

- Master’s (16 full-time, 2 part-time)
- Ph.D. (6 full-time, 9 part-time)

**Delivery method:**

- Master’s: On-site only
- Doctoral: Hybrid (via a mix of on-site and online/distance)

## CUBA

### Universidad de Pinar del Río

Centro de Estudios de Ciencias de la Educación Superior (CECES)

---

**Location:** Cuba (Pinar del Río)  
**Website:** <http://ceces.upr.edu.cu/>  
**E-mail:** [lisbe@vrect.upr.edu.cu](mailto:lisbe@vrect.upr.edu.cu)

**Mission/program description:** CECES is an institution attached to the University of Pinar del Río whose mission is to contribute to the development and consolidation of the main processes of the university. Through training and scientific research, it assists with the improvement and transformation of Cuban and international higher education.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Student Affairs or Student Development

**Year established:** 1999

**Number of faculty:** 11

**Degrees (Enrollment):**

- Masters (25 students)
- Ph.D.

**Delivery method:**

- Master's: On-site only
- Doctoral: Hybrid (via a mix of on-site and online/distance)

## EGYPT

### Cairo University

Institute of Educational Studies and Research  
Department of Higher and University Education

---

**Location:** Egypt (Cairo)  
**E-mail:** [smhewala@yahoo.com](mailto:smhewala@yahoo.com)

**Mission/program description:** The Institute of Educational Studies and Research is for postgraduate students to get their diploma degree and master's and Ph.D. in Education.

**Focus areas:**

- |   |   |
|---|---|
| ▪ Academic Profession                             | ▪ Administration, Management, or Leadership   |
| ▪ Comparative or International Studies            | ▪ Curriculum & Instruction or Teaching & Learning   |
| ▪ Globalization or Internationalization           | ▪ History of Higher Education   |
| ▪ Private Higher Education and Privatization      | ▪ Qualitative Research Methods  |
| ▪ Quality Assurance, Assessment, or Accreditation | ▪ Student Identity, Diversity, or Multiculturalism<br>(e.g., gender, race, minority groups) |

**Year established:** 1988

**Degrees (Enrollment):**

- Master's
- Ph.D. and Ed.D.

## FINLAND

### University of Tampere

Higher Education Group (HEG)

School of Management

---

**Location:** Finland (Tampere)

**Website:** <http://www.uta.fi/jkk/heg/en/index.html>

**Mission/program description:** The Higher Education Group (HEG) is a unit focusing on higher education research and teaching at the University of Tampere, School of Management. HEG provides research and consultancy services to the higher education institutions, government organizations and other stakeholders.

**Focus areas:**

- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- Globalization or Internationalization

**Year established:** 2002

**Number of faculty:** 5

**Degrees (Enrollment):**

- Master's (25 full-time, 5 part-time)
- Ph.D. (2 full-time, 2 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

**Additional information:**

HEG's international programs:

- MARIHE Master's Programme (Erasmus Mundus), <http://www.uta.fi/jkk/heg/en/studies/masters-programmes/MARIHE.html>
- HEAME doctoral program: <http://www.uta.fi/jkk/heg/en/teaching/graduateschool.html>

## GERMANY

### University of Applied Sciences Osnabrück

MBA Higher Education and Research Management

Faculty of Business and Social Sciences

---

**Location:** Germany (Osnabrück, Lower Saxony)

**Website:** <http://www.wiso.hs-osnabrueck.de/hwm-mba>

**E-mail:** [hwm@hs-osnabrueck.de](mailto:hwm@hs-osnabrueck.de)

**Mission/program description:** The MBA Higher Education and Research Management program at the University of Applied Sciences Osnabrück is a part-time study program designed for mid-career professionals.

**Focus areas:**

- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- Student Affairs or Student Development

**Year established:** 2003

**Number of faculty:** 2

**Degrees (Enrollment):**

- Master's (25 part-time)
- Certificate

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

**Additional information:** Classroom lectures take place Fridays and Saturdays, in tandem with self-study, allowing the MBA to be completed in two or three years and parallel to working. The program prioritizes practical experience, exemplified in the role of case studies in the classroom and the focus on applied knowledge.

## HONG KONG

### The University of Hong Kong\*

Higher Education Policy Studies

Faculty of Education

---

**Location:** Hong Kong, China (Pokfulam)

**Website:** <http://web.edu.hku.hk>

**E-mail:** [paoleks@hku.hk](mailto:paoleks@hku.hk)

**Mission/program description:** The higher education program in the Faculty of Education at The University of Hong Kong (HKU) equips students with analytical perspectives on global, regional, national and local policies and practices in a variety of higher education systems all over the world. The selected core modules serve the professional and scholarly needs of emerging leaders, administrators, teachers, content developers, and analysts engaged in shaping content, strategies and mechanisms for the improvement of university and college units. The core modules explore the aims of higher education, the roles and responsibilities of world class universities, the changing academic profession, and the organizational strategies and governance issues across the spectrum of higher education levels. Students will also explore key topics related to changes in post-secondary teaching and learning, multiculturalism, collaboration and internationalization. Students have an opportunity to extend their inquiry to a wide range of social, cultural and pedagogical themes examined in electives.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Globalization or Internationalization

**Year established:** 2010

**Number of faculty:** 5

**Degrees (Enrollment):**

- Masters (10 full-time, 20 part-time)
- Ph.D. (5 full-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

**Additional information:**

The higher education program has four specialist modules: 1) Globalization and higher education, 2) Aims of higher education, 3) The changing academic profession, and 4) Organizational theories and strategies in higher education.

## HUNGARY

### ELTE University, Budapest

Higher Education Pedagogy  
Faculty of Education and Psychology

---

**Location:** Hungary (Budapest)  
**Website:** <http://www.fmik.elte.hu/>  
**E-mail:** [halaszg@helka.iif.hu](mailto:halaszg@helka.iif.hu)

**Mission/program description:** Research in the domains of teaching and learning in higher education, higher education management, innovation and development in higher education, implementation of higher education reforms, and international comparisons.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Curriculum & Instruction or Teaching & Learning
- Quality Assurance, Assessment, or Accreditation

**Year established:** 2007

**Number of faculty:** 5

**Degrees (Enrollment):**

- Master's (15 full-time)

**Delivery method:**

- Master's: On-site only

## INDIA

### Jawaharlal Nehru University

Zakir Husain Centre for Educational Studies  
School of Social Sciences

---

**Location:** India (New Delhi, India)  
**Website:** <http://www.jnu.ac.in>  
**E-mail:** [d\\_raina@yahoo.com](mailto:d_raina@yahoo.com)

**Mission/program description:** The Centre takes a social science approach to the analysis of educational issues. The core social science disciplines engaged in the programs are economics, psychology, history, and sociology.

**Focus areas:**

- Academic Profession
- Curriculum & Instruction or Teaching & Learning
- Globalization or Internationalization
- Private Higher Education and Privatization
- Quantitative Research Methods
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education
- History of Higher Education
- Qualitative Research Methods
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 1973

**Number of faculty:** 10

**Degrees (Enrollment):**

- Ph.D. (25 full-time, 4 part-time)

**Delivery method:**

- Doctoral: On-site only

## National Institute of Advanced Studies

Education Programme

---

**Location:** India (Bangalore, Karnataka)

**Website:** <http://www.nias.res.in>

**E-mail:** [bkanitha@gmail.com](mailto:bkanitha@gmail.com)

**Mission/program description:** The program aims to develop professionals in higher education through a rigorous academic program at the doctoral level, and through systematic studies of critical problems of higher education in India. The program aims to build Indian-based theories that provide a framework of understanding of the higher education sector in the country.

**Focus areas:**

- Access and Equity
- Comparative or International Studies
- Curriculum & Instruction or Teaching & Learning
- Qualitative Research Methods

**Year established:** 2000

**Number of faculty:** 3

**Degrees (Enrollment):**

- Ph.D. (1 full-time, 1 part-time)

## IRELAND

### Dublin Institute of Technology

Master's (MA) in Higher Education

Directorate of Research and Enterprise

---

**Location:** Ireland (Dublin)

**Website:** <http://www.dit.ie/ltrc/programmes/mainhighereducation/>

**E-mail:** [linda.boyd@dit.ie](mailto:linda.boyd@dit.ie)

**Mission/program description:** The MA in Higher Education enables participants to deepen their knowledge, develop their research, critical thinking, and analytical skills, and apply these skills to their educational interests and specializations. The program is structured around key issues, practices, research and policies of contemporary Irish and international higher education.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning

**Year established:** 1999

**Number of faculty:** 6

**Degrees (Enrollment):**

- Master's (18 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

## ITALY

### Università Cattolica del Sacro Cuore

Centre for Higher Education Internationalisation (CHEI)

---

**Location:** Italy (Milan)

**Website:** <http://www.unicatt.it/CHEI>

**E-mail:** [chei@unicatt.it](mailto:chei@unicatt.it)



**Mission/program description:** The Centre promotes and conducts research, training and policy analysis to strengthen the international dimensions of higher education. CHEI aims to contribute to research and professional practice in higher education internationalization through extensive outreach in activities and through affiliation with leaders and practitioners in the field. Key areas are: emerging trends in internationalization, rationales for internationalization, international education and institutional development, and internationalization of Italian universities in the European and global context. CHEI organizes seminars, courses and workshops, offers a doctoral program in internationalization of higher education, publishes books and documents, and owns and contracts research.

**Focus areas:**

- Globalization or Internationalization
- Student and Scholar Mobility
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 2012

**Number of faculty:** 3

**Degrees (Enrollment):**

- Ph.D. (1-2 full-time, 2-4 part-time)

**Delivery method:**

- Doctoral: Hybrid (via a mix of on-site and online/distance)

## JAPAN

### Hiroshima University

Program in Higher Education Research and Development (Master's)

Program in Education and Human Science (Research in Higher Education, Doctorate)

Research Institute for Higher Education

Graduate School of Education.

---

**Location:** Japan (Higashi-Hiroshima, Hiroshima)

**Website:** <http://en.rihe.hiroshima-u.ac.jp/>

**E-mail:** [k-kokyo@office.hiroshima-u.ac.jp](mailto:k-kokyo@office.hiroshima-u.ac.jp)

**Mission/program description:** The Research Institute for Higher Education is (1) a national and international center that provides both a focus and a forum for research on higher education in Japan; (2) an extensive library and information center for research in higher education; (3) a central network of research workers in higher education nationally and internationally; and (4) within Hiroshima University, the Institute serves as the center for the study and analysis of internal reforms, teaching, and development.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning
- Globalization or Internationalization
- Qualitative Research Methods
- Quantitative Research Methods
- Student and Scholar Mobility
- Access and Equity
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education
- Private Higher Education and Privatization
- Quality Assurance, Assessment, or Accreditation
- Student Affairs or Student Development

**Year established:** 1972

**Number of faculty:** 10

**Degrees (Enrollment):**

- Master's (10 full-time)
- Ph.D. (19 full-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: Hybrid (via a mix of on-site and online/distance)

**J.F. Oberlin University**

M.A. in Higher Education Administration  
Graduate School of Higher Education Administration

---

**Location:** Japan (Shinjuku-ku, Tokyo)  
**Website:** [http://www.obirin.ac.jp/en/graduate\\_division/index.html](http://www.obirin.ac.jp/en/graduate_division/index.html)  
**E-mail:** g-sch-de@obirin.ac.jp

**Mission/program description:** This program trains specialists in higher education administration. Our students learn to understand the fundamental theories of higher education and the knowledge required to administer a college or university. They also learn how to see their field from an international perspective.

**Focus areas:**

- Administration, Management, or Leadership

**Year established:** 2001

**Number of faculty:** 9

**Degrees (Enrollment):**

- Master's (98 full-time and part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

**Additional information:** J.F. Oberlin University offers higher education programs that are fully on-site or fully online (distance). Fifteen masters students are enrolled in the campus based program, while 83 students are in the distance education program.

**Kyoto University**

Chair of Higher Education Research and Development  
Graduate School of Education

---

**Location:** Japan (Kyoto, Kyoto)  
**Website:** <http://www.highedu.kyoto-u.ac.jp>  
**E-mail:** 550center@mail2.adm.kyoto-u.ac.jp

**Mission/program description:** This chair studies university education so as to contribute to education reform which is urgently needed due to the university popularization and globalization. The courses are designed to cover various fields of higher education studies such as teaching and learning, evaluation, curriculum design, e-Learning, students' mentality, systems and policies of higher education, and student affairs. A major concept of these courses is the integration of theory and practice. Students are trained to master basic methods and theories of higher education studies including literature survey, video taping analysis, questionnaire methods, and ethnographical approaches, so that they can plan and accomplish their own research following their personal interests. Students wishing to enter this chair have to pass the master course entrance examination which is held by the Graduate School of Education in February. The master degree is awarded upon acquisition of required credits and favorable acceptance of the thesis.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning
- Quality Assurance, Assessment, or Accreditation
- Student Affairs or Student Development

**Year established:** 1994

**Number of faculty:** 7

**Degrees (Enrollment):**

- Master's (6 full-time)
- Ph.D. (6 full-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## Nagoya University

Higher Education Management Program

Graduate School of Education and Human Development

---

**Location:** Japan (Nagoya, Aichi)

**Website:** <http://www.educa.nagoya-u.ac.jp/en/graduate/pdp/index.html#1>

**Mission/program description:** This program aims to nurture professional educational staff who can inquire structurally into the educational process. It seeks to help students master the diverse clinical and theoretical research methods used in the educational sciences. Fieldwork and classroom analysis are the tools to be acquired by students. The primary focus is on educational personnel who encounter problems in the dramatically changing school and education environments of an advanced information society.

**Focus areas:**

- Academic Profession
- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education
- History of Higher Education
- Qualitative Research Methods
- Quantitative Research Methods
- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning
- Globalization or Internationalization
- Private Higher Education and Privatization
- Quality Assurance, Assessment, or Accreditation
- Student Affairs or Student Development

**Number of faculty:** 8

**Degrees (Enrollment):**

- Master's
- Ed.D.

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## The University of Tokyo

Department of University Management and Policy Studies

Graduate School of Education

---

**Location:** Japan (Bunkyo-ku, Tokyo)

**Website:** <http://ump.p.u-tokyo.ac.jp/en/>

**E-mail:** [daikei@p.u-tokyo.ac.jp](mailto:daikei@p.u-tokyo.ac.jp)

**Mission/program description:** The Department of University Management and Policy Studies offers theoretical and practical education on university management and higher education policies to administrators and policy makers at universities and higher education institutions, and fosters scholars and future leaders in this new field.

**Focus areas:**

- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning
- Economics, Financing, or Funding of Higher Education

**Year established:** 2005

**Number of faculty:** 4

**Degrees (Enrollment):**

- Master's (1 full-time, 27 part-time)
- Ph.D. (11 full-time, 14 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

**Additional information:** The faculty in this program conduct research on university management and policy. Additional information can be found at the Center for Research on University Management and Policy (CRUMP) website (only Japanese) <http://ump.p.u-tokyo.ac.jp/crump/>

## University of Tsukuba

Post-Graduate Certificate Program for University Management  
Research Center for University Studies

---

**Location:** Japan (Bunkyo-ku, Tokyo)

**Website:** <http://www.rcus.tsukuba.ac.jp/program/index.html>

**E-mail:** [rcus-ump@un.tsukuba.ac.jp](mailto:rcus-ump@un.tsukuba.ac.jp)

**Mission/program description:** This certificate program is work-based learning mainly for adults who are working at higher education institutions and are expected to work at the managerial level. All students are part-time and the duration of study is one to one and a half year (three years maximum).

**Focus areas:**

- Administration, Management, or Leadership

**Year established:** 2009

**Degrees (Enrollment):**

- Certificate

## KAZAKHSTAN

### Nazarbayev University

M.Sc. in Educational Leadership (specialization in Higher Education Management); Ph.D. in Educational Leadership  
Nazarbayev University Graduate School of Education (NUGSE)

---

**Location:** Kazakhstan (Astana)

**Website:** <http://gse.nu.edu.kz/gse>

**E-mail:** [gse@nu.edu.kz](mailto:gse@nu.edu.kz)

**Mission/program description:** The NUGSE aspires to become an influential, world-class graduate school of education, leading change in educational thinking, policy and practice at all levels of education through scholarly research, quality teaching and persuasive argument. Through its research, teaching and scholarship, the NUGSE is committed to working to improve education for all, sustaining a vision of education which enables individuals to maximize their own potential, free from the constraints of poverty and background, within a context of mutual understanding and global interdependence. The NUGSE shall: engage in educational research, teaching and scholarship at the highest international standard; mediate such research, teaching, and scholarship, locating it within broader contemporary frameworks; and enhance capacity-building in educational research, teaching and scholarship. In working towards these aims, the NUGSE seeks to: maintain a collaborative and cooperative ethos, work with other Schools within Nazarbayev University in various interdisciplinary contexts and efforts, and pursue strategic initiatives to improve initial and continuing teacher education.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Globalization or Internationalization

**Year established:** 2010

**Number of faculty:** 25+

**Degrees (Enrollment):**

- Masters (25 full-time)
- Ph.D. (6 full-time)
- Certificate

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: On-site only

**Additional information:** NUGSE is partnering with the University of Cambridge and the University of Pennsylvania.

## MOZAMBIQUE

### University Eduardo Mondlane\*

Master in Higher Education Studies and Development

---

**Location:** Mozambique (Maputo)

**Website:** [http://www.faced.uem.mz/index.php?option=com\\_content&task=view&id=170&Itemid=187](http://www.faced.uem.mz/index.php?option=com_content&task=view&id=170&Itemid=187)

**E-mail:** mesd@uem.mz

**Mission/program description:** The Master in Development Studies and Higher Education aims to develop: Administrators and managers of Higher Education capable of managing the subsystems and institutions of the higher education; Analysts and policy makers in higher education trained to design, analyze, implement, monitor and evaluate policies of higher education; Academics able to do scientific research on higher education in Mozambique.

**Focus areas:**

- Administration, Management, or Leadership
- Law or Public Policy

**Degrees (Enrollment):**

- Master's

## THE NETHERLANDS

### University of Twente

Center for Higher Education Policy Studies

School of Management and Governance

---

**Location:** Netherlands (Enschede)

**Website:** <http://www.utwente.nl/mb/cheps/>

**E-mail:** h.f.deboer@utwente.nl

**Mission/program description:** The Center for Higher Education Policy Studies (CHEPS) is an interdisciplinary research-institute located at the School of Management and Governance of the Universiteit Twente, the Netherlands. Since 1984, CHEPS has undertaken and published a considerable amount of research on higher education especially at system and institutional levels. CHEPS seeks to increase our understanding of institutional, national and international issues that bear upon Higher Education.

---

\* Information obtained from institution's website.

**Focus areas:**

- Comparative or International Studies
- Economics, Financing, or Funding of Higher Education
- Quality Assurance, Assessment, or Accreditation

**Year established:** 1984

**Number of faculty:** 12

**Degrees (Enrollment):**

- Ph.D. (2 full-time, 10 part-time)

**Delivery method:**

- Doctoral: Hybrid (via a mix of on-site and online/distance)

## NEW ZEALAND

### University of Otago

Higher Education Development Centre  
Academic Division

---

**Location:** New Zealand (Dunedin)

**Website:** <http://hedc.otago.ac.nz/hedc/>

**E-mail:** [hedc@otago.ac.nz](mailto:hedc@otago.ac.nz)

**Mission/program description:** The Higher Education Development Centre works in partnership with the staff and students of the University to promote, support and enhance the ideals, knowledge and values of higher education.

**Focus areas:**

- Academic Profession
- Curriculum & Instruction or Teaching & Learning
- Student Affairs or Student Development

**Year established:** 1979

**Number of faculty:** 25+

**Degrees (Enrollment):**

- Master's (1 full-time, 3 part-time)
- Ph.D. (6 full-time, 10 part-time)
- Certificate
- Other

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: Hybrid (via a mix of on-site and online/distance)

**Additional information:** The Higher Education Development Centre offers the following degrees and certificates with a total average of 35 postgraduate enrollees: Master of Arts (Higher Education), Master of Health Sciences (Clinical Education), Master of Higher Education (from 2014), Postgraduate Certificate in Higher Education, and Postgraduate Diploma in Higher Education Ph.D.

## NORWAY

### University of Oslo

Master of Philosophy (MPhil) in Higher Education  
Faculty of Educational Sciences; Department of Education

---

**Location:** Norway (Oslo)

**Website:** <http://www.uio.no/english/studies/programmes/higher-education-master/index.html>

**E-mail:** [kristi.barcus@iped.uio.no](mailto:kristi.barcus@iped.uio.no)

**Mission/program description:** The MPhil in Higher Education program aims to provide its students with a solid basis for analyzing and critically assessing change processes at all relevant levels in higher education and to understand the management dimension in these processes.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning
- Economics, Financing, or Funding of Higher Education
- Law or Public Policy

**Year established:** 2002

**Number of faculty:** 15

**Degrees (Enrollment):**

- Master's (25 full-time)

**Delivery method:**

- Master's: On-site only

## RUSSIAN FEDERATION

### National Research University - Higher School of Economics

Master's Degree Program - Higher Education Management  
Institute of Education

---

**Location:** Russian Federation (Moscow)

**Website:** [http://ioe.hse.ru/man\\_edu/](http://ioe.hse.ru/man_edu/)

**E-mail:** [kzinkovsky@hse.ru](mailto:kzinkovsky@hse.ru)

**Mission/program description:** The master's program in Higher Education Management is intended to provide training for project or unit directors/heads and analysts, to enable them to design and carry out development projects within higher education institutions, and to design and introduce modern educational programs and training processes.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning
- Economics, Financing, or Funding of Higher Education
- Globalization or Internationalization

**Year established:** 2011

**Number of faculty:** 20

**Degrees (Enrollment):**

- Masters (90 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

## SOUTH AFRICA

### University of the Western Cape

Higher Education Master's in Africa  
Faculty of Education

---

**Location:** South Africa (Cape Town, Western Cape)

**E-mail:** ncloete@chet.org.za

**Mission/program description:** To enhance research capacity in African higher education.

**Focus areas:**

- Access and Equity
- Economics, Financing, or Funding of Higher Education
- Law or Public Policy

**Year established:** 2007

**Number of faculty:** 5

**Degrees (Enrollment):**

- Master's (4 full-time)

**Delivery method:**

- Master's: On-site only

### Centre for Higher Education Transformation (CHET)

---

**Location:** South Africa (Cape Town, Western Cape)

**Website:** <http://www.chet.org.za/>

**E-mail:** ncloete@chet.org.za

**Mission/program description:** The Centre for Higher Education Transformation (CHET) is a non-governmental organization that mobilizes transdisciplinary skills for specific research and capacity development projects by tapping available expertise in the national and international higher education sector. CHET coordinates a network of higher education researchers and provides a forum for dialogue between the different structures, stakeholders and constituencies in higher education. A non-hierarchical, flexible management style combined with modern information technology and outsourcing expertise within academia and steering committees affords CHET the unique capacity to respond to higher education needs with only a limited number of full-time staff. The Ph.D. and Master's programs are offered in participation with three universities on three continents.

**Focus areas:**

- Access and Equity
- Community College, Vocational, or Technical Education
- Comparative or International Studies

**Year established:** 1996

**Degrees (Enrollment):**

- Master's (10 full-time)
- Ph.D.

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)



## University of Kwazulu-Natal

Higher Education Training and Development  
School of Education and University Teaching and Learning Office

---

**Location:** South Africa (Durban, Kwazulu-Natal)  
**Website:** <http://hes.ukzn.ac.za/Homepage.aspx>  
**E-mail:** [hetd@ukzn.ac.za](mailto:hetd@ukzn.ac.za)

**Mission/program description:** Higher Education Training and Development (formerly Higher Education Studies) promotes the field of Higher Education in all its facets and forms, as an area of scholarship and praxis, through a commitment to collegiality, academic freedom, agency, collaboration and equity as the basis for excellence.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Curriculum & Instruction or Teaching & Learning

**Number of faculty:** 5

**Degrees (Enrollment):**

- Master's (10 part-time)
- Ph.D.
- Certificate

**Delivery method:**

- Master's: On-site only

## Rhodes University

Centre for Higher Education Research, Teaching & Learning  
Faculty of Education

---

**Location:** South Africa (Grahamstown, Eastern Cape)  
**Website:** <http://ru.ac.za/chertl>  
**E-mail:** [C.Boughey@ru.ac.za](mailto:C.Boughey@ru.ac.za)

**Mission/program description:** To promote research based practice in teaching and learning at Rhodes University and other South African universities.

**Focus areas:**

- Access and Equity
- Curriculum & Instruction or Teaching & Learning
- Quality Assurance, Assessment, or Accreditation

**Year established:** 2008

**Number of faculty:** 17

**Degrees (Enrollment):**

- Master's (5 full-time)
- Ph.D. (1 full-time, 31 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: Hybrid (via a mix of on-site and online/distance)

## SOUTH KOREA

### Seoul National University

Education Administration

College of Education

---

**Location:** South Korea (Seoul, Kwanak-gu)

**Website:** <http://skie.snu.ac.kr/html/index.php>

**E-mail:** [jcs6205@snu.ac.kr](mailto:jcs6205@snu.ac.kr)

**Mission/program description:** For the doctoral program, our mission is to train next generation scholars in the field of higher education administration and policy studies, as well as in the field of education administration, in general. For the master's program, our mission is to prepare students for professional jobs in a higher education institutions and to prepare students for doctoral studies if they are interested in academic research.

**Focus areas:**

- Academic Profession
- Comparative or International Studies
- Globalization or Internationalization
- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- Quality Assurance, Assessment, or Accreditation

**Year established:** 2006

**Number of faculty:** 1

**Degrees (Enrollment):**

- Master's (5 full-time)
- Ph.D. (4 full-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

**Additional information:** About the Director: Dr. Shin is an associate professor at Seoul National University. He served at the Korean Ministry of Education for about 20 years. His research interests are higher education policy, knowledge production and social development, and the academic profession. He is Co-Editor-in-Chief of the *International Encyclopedia of Higher Education*, to be published by Springer in 2014. Currently, he is a board member of *Higher Education, Tertiary Education and Management* and *Peabody Journal of Education*. Dr. Shin coedited several books, including *University Ranking* (2011), *Institutionalization of World-Class University* (2013), *Teaching and Research in Contemporary Higher Education* (2013), and *The Future of the Post-Massified University at the Crossroads*.

## TAIWAN

### NTCU-National Taichung University of Education

Master's Program in Management of Higher Education

---

**Location:** Taiwan (Taichung)

**Website:** <http://www.ntcu.edu.tw/eng/>

**E-mail:** [sheu@mail.ntcu.edu.tw](mailto:sheu@mail.ntcu.edu.tw)

**Mission/program description:** The master's degree program in management of higher education was established in 2012. It is the first program focusing on the management of higher education in Taiwan. The program aims to increase graduate students' knowledge and experience of management of higher education, to promote the professionalization of staff in universities, and to cultivate experts at managerial levels who respond to higher education requirements. The program places its main focus on a wide range of study domains, including theories and new issues of higher education, the higher education systems and policies in developing countries, and problems of Taiwanese higher education.

**Focus areas:**

- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- Globalization or Internationalization
- Quality Assurance, Assessment, or Accreditation

**Year established:** 2012

**Number of faculty:** 1

**Degrees (Enrollment):**

- Masters [5 full-time, 5 part-time]

**Delivery method:**

- Master's: On-site only

## UGANDA

### Makerere University\*

Ph.D. in Higher Education Management, Planning and Administration

Master of Arts in Higher Education

East African School of Higher Education Studies and Development

---

**Location:** Uganda (Kampala)

**Website:** <http://eaihesd.mak.ac.ug/study-programmes.html>

**E-mail:** [highereduc@educ.mak.ac.ug](mailto:highereduc@educ.mak.ac.ug)

**Mission/program description:** To provide a learning environment imbued with the spirit of innovation and teamwork conducive to planning, managing and developing higher education, to enhance human resources, research and institutional capacity building, and support development programs for higher education in the East African Region and internationally.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's
- Ph.D.
- Certificate

## UNITED KINGDOM

### Bath Spa University\*

Professional Practice in Higher Education

School of Education

---

**Location:** UK (Bath, Somerset)

**Website:** <http://www.bathspa.ac.uk/schools/education/courses/postgraduate/professional-practice-in-higher-education>

**E-mail:** [cltd@bathspa.ac.uk](mailto:cltd@bathspa.ac.uk)

**Mission/program description:** The Professional Practice in Higher Education (PPHE) program aims to help staff and research students to meet some of the key challenges of working in the rapidly changing world of higher education. These challenges – of teaching, supporting student learning, employability, sustainability, new technologies, team management, enterprise, quality assurance and external accountability – range across the whole business of higher education, and can rarely be addressed in isolation. They raise many questions about how best to enhance teaching and research within particular contexts, and about how managers and administrators can improve the effectiveness and efficiency of current practices, not least in terms of addressing students' needs and aspirations, enriching their learning experiences, and raising the enduring value of their learning outcomes.

\* Information obtained from institution's website.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's
- Certificate

### Edge Hill University

MA Management of International Higher Education  
Faculty of Education

---

**Location:** UK (Ormskirk, West Lancashire)

**Website:** <http://www.edgehill.ac.uk/study/courses/management-of-international-higher-education>

**E-mail:** [heglobal.training@gmail.com](mailto:heglobal.training@gmail.com)

**Mission/program description:** To provide a cohesive continuing professional development framework, with academic rigor at the postgraduate level that delivers online and meets the needs of those who have management responsibilities for international activities.

**Focus areas:**

- Administration, Management, or Leadership
- Globalization or Internationalization
- Student and Scholar Mobility

**Year established:** 2009

**Number of faculty:** 6

**Degrees (Enrollment):**

- Master's (10 part-time)
- Certificate

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

**Additional information:** The affiliated Centre for International Education provides various training and consultancy activities and is linked with the Confucius Institute at Edge Hill University.

### Institute of Education, University of London

MA in Higher and Professional Education  
Department of Lifelong and Comparative Education

---

**Location:** UK (London, Greater London)

**Website:** [http://www.ioe.ac.uk/study/PMM9\\_HPE9IM.html](http://www.ioe.ac.uk/study/PMM9_HPE9IM.html)

**E-mail:** [v.carpentier@ioe.ac.uk](mailto:v.carpentier@ioe.ac.uk)

**Mission/program description:** The program provides critical insight into the changing field of higher and professional education in the context of a vibrant learning community. Participants explore, share and challenge existing knowledge and experience by engaging with different ideas, concepts, values and practices. They examine higher education policy in relation to their own personal experiences and professional and career development. The program connects contemporary theories to the practical issues that concern professionals in their everyday work contexts. It offers an interdisciplinary lens to key contemporary institutional, national and global issues concerning current policy and practice within higher and professional education.

**Focus areas:**

- Access and Equity
- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education

**Year established:** 1988

**Number of faculty:** 9

**Degrees (Enrollment):**

- Master's (6 full-time, 19 part-time)

**Delivery method:**

- Master's: On-site only

### Institute of Education, University of London

MBA in Higher Education Management

Centre for Higher Education Studies

---

**Location:** UK (London, Greater London)

**Website:** [http://www.ioe.ac.uk/study/PMB9\\_HEM9IM.html](http://www.ioe.ac.uk/study/PMB9_HEM9IM.html)

**E-mail:** [enquiries@ioe.ac.uk](mailto:enquiries@ioe.ac.uk)

**Mission/program description:** The Master's degree (MBA in Higher Education Management) offers an intellectual and professional challenge as a component in the professional formation of future senior higher education managers; develops participants' understanding of the key concepts in the academic literature and in the field of professional practice relevant to higher education management; increases capacity for critical reflection on one's own professional practice, drawing on a range of theoretical and practice-based perspectives; and creates a community of practice, committed to mutual support and to enhancing and sharing professional insights.

**Focus areas:**

- Administration, Management, or Leadership

**Year established:** 2002

**Number of faculty:** 10

**Degrees (Enrollment):**

- Master's (25 part-time)

**Delivery method:**

- Master's: On-site only

**Additional information:**

The MBA operates on the basis of week-long residential modules, including: expert sessions given by a mix of external speakers, members of the program team and others from the Institute; syndicate group tasks; and meetings with Academic Advisers. The two cohorts (new entrants and second years) study together, so the curriculum is repeated every two years.

### King's College London

Certificate and Master in Academic Practice / Ph.D. in Higher Education

King's Learning Institute

---

**Location:** UK (London, Greater London)

**Website:** <http://www.kcl.ac.uk/study/learningteaching/kli/pc/index.aspx>

**E-mail:** [kelly.coate@kcl.ac.uk](mailto:kelly.coate@kcl.ac.uk)

**Mission/program description:** King's Learning Institute engages in high quality research, teaching and consultancy in all aspects of learning in academic and professional work, providing professional development opportunities informed by research of an international standard. The Institute offers a wide range of accredited programs in academic and professional learning, from certificate through to doctoral study.

**Focus areas:**

- Academic Profession
- Curriculum & Instruction or Teaching & Learning

**Year established:** 2001

**Number of faculty:** 14

**Degrees (Enrollment):**

- Master's (50 part-time)
- Ph.D. (3 full-time, 8 part-time)
- Certificate

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## Kingston University

Centre for Higher Education Research and Practice

---

**Location:** UK (Kingston-upon Thames, London)

**Website:** <http://www.kingston.ac.uk/centre-for-higher-education-research-and-practice/>

**E-mail:** [t.linsey@kingston.ac.uk](mailto:t.linsey@kingston.ac.uk)

**Mission/program description:** The Centre supports the development of research-informed learning and teaching and aims to make academic practice increasingly professional through accreditation and robust research.

**Focus areas:**

- Academic Profession
- Curriculum & Instruction or Teaching & Learning
- Student Affairs or Student Development

**Year established:** 2013

**Number of faculty:** 12

**Degrees (Enrollment):**

- Master's
- Certificate

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

**Additional information:** All programs are presently being re-validated against a National Standards Framework (i.e., Certificate, Diploma and Master's levels). The programs are also being developed in two modes, face-to-face and online. 52 students were enrolled on the PGCert programme in 2013. The MA in Higher Education will launch in September 2014. At present an Ed.D. is offered in the School of Education (jointly with Roehampton University) not through CHERP - but is available to all staff. Professional doctorates are in discussion.

## Lancaster University

Higher Education Research, Evaluation and Enhancement  
Higher Education Research and Evaluation Centre

---

**Location:** UK (Lancaster, Lancashire)

**Website:** [http://www.lancaster.ac.uk/fass/edres/study/higher\\_education\\_research/index.htm](http://www.lancaster.ac.uk/fass/edres/study/higher_education_research/index.htm)

**E-mail:** [kathryn.doherty@lancaster.ac.uk](mailto:kathryn.doherty@lancaster.ac.uk)

**Mission/program description:** This Ph.D. qualification lasts over four years part-time and targets higher education professionals of all sorts. It provides research training rather than professional training.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning

**Year established:** 2013

**Number of faculty:** 7

**Degrees (Enrollment):**

- Ph.D. (23 part-time)

**Delivery method:**

- Doctoral: Online (or via distance) only

## University of Bath

Doctorate in Business Administration (DBA) in Higher Education Management  
School of Management

---

**Location:** UK (Bath, Somerset)

**Website:** <http://www.bath.ac.uk/management/dba/objectives/>

**E-mail:** dbahem@bath.ac.uk

**Mission/program description:** This doctoral program is aimed at those who are working in higher education, who already possess a postgraduate qualification from a recognized university. The program takes in 20 students a year from across the world. The focus is on higher education management.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Globalization or Internationalization

**Year established:** 2001

**Number of faculty:** 5

**Degrees (Enrollment):**

- DBA (20 part-time)

**Delivery method:**

- Doctoral: Hybrid (via a mix of on-site and online/distance)

## University of Kent

Certificate, Diploma, Master and Ph.D. in Higher Education  
Centre for the Study of Higher Education

---

**Location:** UK (Canterbury, Kent)

**Website:** <http://www.kent.ac.uk/cshe/programmes/index.html>

**E-mail:** heprogsadmin@kent.ac.uk

**Mission/program description:** The Centre for the Study of Higher Education is an interdisciplinary research center which brings together academics from across the University of Kent with research interests in higher education. The Centre offers a varied program of research seminars, guest lectures by visiting academics, and work-in-progress seminars throughout the year, as well as opportunities for postgraduate study at master's and doctoral level.

**Focus areas:**

- Academic Profession
- Curriculum & Instruction or Teaching & Learning
- Law or Public Policy

**Year established:** 2011

**Number of faculty:** 5

**Degrees (Enrollment):**

- Master's (20 part-time)
- Ph.D. (1 full-time, 1 part-time)
- Certificate

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

**Additional information:**

Our core team of 5 education academics offers co-supervision with faculty from other disciplines (e.g., Psychology, Politics, Sociology). Our first Ph.D. students enrolled in 2013.

## University of Liverpool

Doctor of Education, Higher Education  
Centre for Lifelong Learning

---

**Location:** UK (Liverpool, Merseyside)

**Website:** [http://www.liv.ac.uk/study/postgraduate/taught\\_courses/laureate\\_online\\_doctor\\_of\\_education\\_-\\_higher\\_education](http://www.liv.ac.uk/study/postgraduate/taught_courses/laureate_online_doctor_of_education_-_higher_education)

**Mission/program description:** The program aims to form educational leaders of the future, offering graduates enhanced access to a wide range of leadership positions in the field of higher education, where the truly international practitioner is in great demand. The program offers experiences that are career enhancing through the development of enhanced research skills, the rigorous application of thoughtful practice supported by a high degree of peer support and networking that will continue beyond the program. The program offers a particularly strong international dimension, drawing as it does its student body from across the world. This allows a broader than normal opportunity to explore varied educational settings and realities.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning

**Year established:** 2011

**Degrees (Enrollment):**

- Ed.D.

**Delivery method:**

- Doctoral: Online (or via distance) only

## University of Nottingham

MA International Higher Education  
School of Education

---

**Location:** UK (Nottingham, Nottinghamshire)

**Website:** <http://www.nottingham.ac.uk/education/prospective/masters/international-higher-education/introduction.aspx>

**E-mail:** [mia.bellusova@nottingham.ac.uk](mailto:mia.bellusova@nottingham.ac.uk)

**Mission/program description:** The overall aim/vision of the program is to develop awareness, understanding and knowledge of higher education internationalization as essential for the development of transformative practice across all functions and levels in higher education institutions in a global context.



**Focus areas:**

- Comparative or International Studies
- Curriculum & Instruction or Teaching & Learning
- Globalization or Internationalization

**Year established:** 2010

**Number of faculty:** 8

**Degrees (Enrollment):**

- Master's (10 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

### University of Oxford

MSc Education (Higher Education)

Department of Education

---

**Location:** UK (Oxford, Oxfordshire)

**Website:** <http://www.education.ox.ac.uk/courses/higher-education/>

**E-mail:** [hubert.ertl@education.ox.ac.uk](mailto:hubert.ertl@education.ox.ac.uk)

**Mission/program description:** The program provides a broad introduction into the complex field of theories and practice in higher education globally. It is aimed at future leaders in the field – academics, managers, policy-makers and researchers. The course provides a strong foundation for: teaching and learning in a wide variety of higher educational contexts; developing higher education curricula and learning programs to meet a range of local and international needs; using research to analyze and evaluate current structures and future reforms of higher education in different international contexts; and conducting doctoral, post-doctoral and professional research.

**Focus areas:**

- Access and Equity
- Economics, Financing, or Funding of Higher Education
- Globalization or Internationalization

**Year established:** 2004

**Number of faculty:** 3

**Degrees (Enrollment):**

- Master's (11 full-time)

**Delivery method:**

- Master's: On-site only

### University of Sheffield

Ph.D., Ed.D. and M.Ed. in Higher Education

School of Education

---

**Location:** UK (Sheffield, South Yorkshire)

**Website:** <http://www.sheffield.ac.uk/education/schoolofeducation>

**E-mail:** [edu-enquiries@sheffield.ac.uk](mailto:edu-enquiries@sheffield.ac.uk)

**Mission/program description:** The Ph.D. and Ed.D. programs offer research training and professional preparation leading to research thesis in the field of higher education. The M.Ed. program offers research-informed professional development in the area of teaching and learning in higher education.

**Focus areas:**

- Administration, Management, or Leadership

**Year established:** 1995

**Number of faculty:** 10

**Degrees (Enrollment):**

- Master's (20 part-time)
- Ph.D. and Ed.D. (10 full-time, 50 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: Hybrid (via a mix of on-site and online/distance)

**Additional information:** The Ph.D. in higher education is primarily research-based, including a program of research training. The Ed.D. is a professional doctorate with taught components in stage one and a research thesis in stage two.

## UNITED STATES

### Alabama

#### Auburn University<sup>†</sup>

Administration of Higher Education Program  
Educational Foundations, Leadership, & Technology Department  
College of Education

---

**Location:** USA (Auburn, Alabama)

**Website:** [http://www.education.auburn.edu/academic\\_departments/eflt/academicprograms/higher%20education/index.html](http://www.education.auburn.edu/academic_departments/eflt/academicprograms/higher%20education/index.html)

**E-mail:** [diramio@auburn.edu](mailto:diramio@auburn.edu)

**Mission/program description:** The Higher Education Program prepares students for responsibilities in a post-secondary environment such as administrators, faculty members, academic advisors, policy makers, and officers in colleges, universities, and associations.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Number of faculty:** 4

**Degrees (Enrollment):**

- Master's
- Ph.D.
- Certificate

#### University of Alabama

Higher Education Program  
College of Education

---

**Location:** USA (Tuscaloosa, Alabama)

**Website:** <http://hea.ua.edu>

**E-mail:** [kholley@bamaed.ua.edu](mailto:kholley@bamaed.ua.edu)

**Mission/program description:** The mission of the Higher Education Program is to provide academic preparation and professional development for those individuals who have and will assume positions of leadership in two- and four-year colleges and universities. The Program also seeks to enhance the academic understanding of higher education as a field of study. This dimension of the mission, defined through research and publication, is consistent with the mission of the contemporary research university to advance knowledge and pursue a national reputation for excellence in research performance.

**Focus areas:**

- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education
- Student Affairs or Student Development

**Year established:** 1970

**Number of faculty:** 9

**Degrees (Enrollment):**

- Master's
- Ph.D. and Ed.D.
- Certificate

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## Arizona

### Arizona State University (ASU)\*

Higher and Postsecondary Education Program

Mary Lou Fulton Teachers College

---

**Location:** USA (Tempe, Arizona)

**Website:** <http://education.asu.edu/programs/view/master-of-education-in-higher-and-postsecondary-education>

**Mission/program description:** The Master of Education in Higher and Postsecondary Education is designed to facilitate the professional development of those who work in colleges and universities in administrative or support positions. Through an educational trajectory that parallels that of ASU's New American University, graduates will be prepared to advance the institutional mission of their school and contribute to its success through a broader understanding of current issues and approaches as well as practical experience gained in the program. The program offers courses that integrate theory to practice through relevant research, models and applied skills.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

---

\* Information obtained from institution's website.

### Northern Arizona University\*

Educational Leadership (Community College/Higher Education) Program  
Department of Educational Leadership  
College of Education

---

**Location:** USA (Flagstaff, Arizona)

**Website:** <http://nau.edu/COE/Ed-Leadership/Degrees-Programs/MEd-Ed-Leadership/>

**Mission/program description:** The master's program offers preparation for students planning to enter the community college/higher education field as a faculty member or for those who already have experience and wish to prepare for greater leadership responsibilities. This program is also appropriate for students with an unusual combination of teaching interests and who wish to qualify to teach or assume leadership roles in the community college. The doctorate program is primarily for individuals interested in K-12 Educational Administration or Community College/Higher Education Administration. Area III provides the opportunity for students to select their preferred emphasis.

**Focus areas:**

- Community College, Vocational, or Technical Education

**Degrees (Enrollment):**

- Master's
- Ed.D.

### University of Arizona†

Center for the Study of Higher Education  
Department of Educational Policy Studies and Practice  
College of Education

---

**Location:** USA (Tucson, Arizona)

**Website:** <http://www.coe.arizona.edu/epsp/hed>

**E-mail:** [grhoades@email.arizona.edu](mailto:grhoades@email.arizona.edu)

**Mission/program description:** Established in 1977, the Center for the Study of Higher Education offers flexible, interdisciplinary, and individualized master of arts and doctor of philosophy degree programs with concentrations in comparative higher education, organization and administration, college access, and student affairs.

**Focus areas:**

- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- Student Affairs or Student Development
- Community College, Vocational, or Technical Education
- Law or Public Policy

**Year established:** 1977

**Number of faculty:** 7

**Degrees (Enrollment):**

- Master's (40 full-time)
- Ph.D. (60 full-time)

---

\* Information obtained from institution's website.

† Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.

## University of Phoenix

Higher Education Administration Program  
School of Advanced Studies

---

**Location:** USA (Phoenix, Arizona)

**Website:** <http://www.phoenix.edu/programs/degree-programs/education/doctoral/Ph.D.-hea.html>

**Mission/program description:** The Doctor of Philosophy in Higher Education Administration degree program offered by University of Phoenix provides learners who hold a master's degree a means for expanding their research and analytical skills in preparation for leadership in post-secondary institutions. The program emphasizes ethical, collaborative, and global perspectives on higher education that are responsive to learners' dynamic needs. The Ph.D./HEA program has a 65-credit requirement that involves online modalities of instruction, residency requirements, a comprehensive examination, and a dissertation.

**Focus areas:**

- Academic Profession
- Economics, Financing, or Funding of Higher Education
- Student Affairs or Student Development
- Administration, Management, or Leadership
- Globalization or Internationalization

**Year established:** 2008

**Number of faculty:** 25+

**Degrees (Enrollment):**

- Ph.D.

**Delivery method:**

- Doctoral: Hybrid (via a mix of on-site and online/distance)

## Arkansas

### Arkansas State University\*

College Student Personnel Services Program  
Educational Leadership, Curriculum and Special Education  
College of Education

---

**Location:** USA (Jonesboro, Arkansas)

**Website:** <http://www.astate.edu/info/academics/degrees/details.dot?mid=1d13a176-c446-46fc-bc95-9e3fd0791923>

**E-mail:** [ahux@astate.edu](mailto:ahux@astate.edu)

**Mission/program description:** The purpose of the M.S. degree in College Student Personnel Services is to train entry level professionals for a broad array of student services positions in higher education. The program has a heavy emphasis on developing skills in the areas of psychology and counseling. The Specialist in Community College Teaching Program provides a sixth-year intermediate degree to prepare teachers and administrators for the community college. The purpose of the Certificate in Student Affairs is to allow individuals currently working in institutions of higher education to upgrade their knowledge and skills related to working with college students.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's
- Certificate

**Delivery method:**

- Master's: Online (or via distance) only

---

\* Information obtained from institution's website.

**Additional Information:**

The Master of Science in College Student Personnel Services (CSPS) program is delivered online.

**University of Arkansas<sup>†</sup>**

Higher Education Program  
Department of Higher Education and Adult and Lifelong Learning  
College of Education and Health Professions

---

**Location:** USA (Fayetteville, Arkansas)

**Website:** <http://hied.uark.edu/>

**E-mail:** [mtmille@uark.edu](mailto:mtmille@uark.edu)

**Mission/program description:** To graduate doctoral and master's degree students who come from diverse backgrounds and who are characterized by their competence and confidence to be effective leaders in the higher education workplace.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's
- Ed.D.

**University of Arkansas at Little Rock<sup>†</sup>**

Higher Education Administration Program  
Department of Educational Leadership  
College of Education

---

**Location:** USA (Little Rock, Arkansas)

**Website:** <http://ualr.edu/edleadership/>

**E-mail:** [jakuykendall@ualr.edu](mailto:jakuykendall@ualr.edu)

**Mission/program description:** The mission of the Higher Education Administration Program is to provide a highly personalized experience, focusing on each student's specific needs and aspirations. It provides a thorough grounding in the major areas of knowledge relating to higher education as a field of study, as well as a broad familiarity with the theory, practice, and scholarship of higher education.

**Focus areas:**

- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education
- Student Affairs or Student Development

**Number of faculty:** 5

**Degrees (Enrollment):**

- Master's (15 full-time)
- Ed.D. (7 full-time)

## California

### Azusa Pacific University (APU)

Higher Education Leadership (Ed.D.), Higher Education (Ph.D.), and College Counseling and Student Development (M.S.)  
Department of Higher Education  
School of Behavioral and Applied Sciences

---

**Location:** USA (Azusa, California)

**Website:** <http://apu.edu/bas/highered>

**E-mail:** [doctoralhighered@apu.edu](mailto:doctoralhighered@apu.edu)

**Mission/program description:** APU's doctoral programs in higher education emphasize preparing values-driven scholars and leaders to have a positive impact on student learning and social justice in higher education. We strive to be a community of scholars and disciples who make a difference in the world. The Doctor of Education in Higher Education Leadership (Ed.D.) program prepares graduates for leadership roles in colleges and universities, especially in student development, academic support, academic leadership, and administration. The Doctor of Philosophy in Higher Education prepares graduates for positions as faculty, researchers, and academic leaders who are able to conduct original research that contributes to higher education policy and practice, and to interpret and communicate the results.

**Focus areas:**

- Administration, Management, or Leadership
- Private Higher Education and Privatization
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 1999

**Number of faculty:** 11

**Degrees (Enrollment):**

- Master's (65 full-time, 10 part-time)
- Ph.D. and Ed.D. (90 full-time, 10 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: Hybrid (via a mix of on-site and online/distance)

### California State University, Long Beach<sup>†</sup>

Educational Leadership Doctorate  
Student Development in Higher Education Master of Science  
Educational Leadership Department  
College of Education

---

**Location:** USA (Long Beach, California)

**Website:** <http://www.ced.csulb.edu/leadership>

**E-mail:** [anna.ortiz@csulb.edu](mailto:anna.ortiz@csulb.edu)

**Mission/program description:** To support dynamic, transformative, socially responsible leaders who engage others, value diversity, operate with academic integrity, and believe in people and their educational futures.

**Focus areas:**

- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education
- Student Affairs or Student Development

---

<sup>†</sup> Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.

**Number of faculty:** 20

**Degrees (Enrollment):**

- Master's (75 students)
- Ed.D. (82 students)

**Claremont Graduate University (CGU)\***

Education (Higher Education/Student Affairs) Program  
School of Educational Studies

---

**Location:** USA (Claremont, California)  
**Website:** <http://www.cgu.edu/pages/1574.asp>  
**E-mail:** [information@cgu.edu](mailto:information@cgu.edu)

**Mission/program description:** The Master of Arts prepares individuals to staff professional entry-level and middle management positions in academic, administrative, institutional, public policy, and student affairs offices of two- and four-year colleges and universities, multi-campus systems, foundations, and government agencies. The Ph.D. program is designed for individuals with a commitment to applying a multidisciplinary view of theory and research. While CGU Education students are as diverse as the programs they design, they are, in general, mature professionals who bring a wealth of personal and professional experience to their studies, as well as a commitment to scholarly endeavors.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's
- Ph.D.

**Fielding Graduate University**

Educational Leadership for Change Program  
School of Educational Leadership for Change

---

**Location:** USA (Santa Barbara, California)  
**Website:** <http://www.fielding.edu/programs/education/elc/default.aspx>  
**E-mail:** [ktiner@fielding.edu](mailto:ktiner@fielding.edu)

**Mission/program description:** The Fielding doctoral program is ideal for working professionals in K-12, higher education, non-profit, and community-based organizations who are seeking to expand their skills, and enhance their career opportunities and personal growth. The program offers a unique blended education model, combining face-to-face and online learning ideal for adults balancing busy lives. Many of our students have work, family, and community responsibilities, and seek a flexible and personalized approach to their education. Fielding faculty are mentors and guide our students through their learning experience.

**Focus areas:**

- Access and Equity
- Administration, Management, or Leadership
- Qualitative Research Methods

**Year established:** 1974

**Number of faculty:** 12



**Degrees (Enrollment):**

- Master's (35 full-time)
- Ed.D. (125 full-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: Hybrid (via a mix of on-site and online/distance)

**Additional Information:** The Ed.D. offers a flexible schedule for mid-career adults with a dissertation focus and emphasis on social and ecological justice.

## San Diego State University<sup>‡</sup>

Postsecondary Educational Leadership  
Department of Administration, Rehabilitation, and Postsecondary Education  
College of Education

---

**Location:** USA (San Diego, California)

**Website:** <http://interwork.sdsu.edu/main/degrees>

**E-mail:** [frank.harris@sdsu.edu](mailto:frank.harris@sdsu.edu)

**Mission/program description:** The Master's of Arts degree in education with a concentration in education leadership and a specialization in postsecondary education is intended for students seeking positions in college and university administration. Graduates of this program are well-prepared to deliver and assess programs and serve students in a range of institutional areas, including enrollment services, financial aid, and training and development. Graduates of this program are also prepared to work as service providers in governmental and non-profit organizations.

**Focus areas:**

- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education
- Student Affairs or Student Development

**Number of faculty:** 21

**Degrees (Enrollment):**

- Master's (55 students)
- Ed.D. (45 students)

## Stanford University<sup>‡</sup>

Higher Education Program  
Social Sciences, Humanities, and Interdisciplinary Policy Studies in Education  
Stanford Graduate School of Education

---

**Location:** USA (Stanford, California)

**Website:** <http://ed.stanford.edu>

**E-mail:** [info@suse.stanford.edu](mailto:info@suse.stanford.edu)

**Mission/program description:** The doctoral (Ph.D.) program in Higher Education is designed for students pursuing careers as academic faculty, administrators, policy analysts, and educational researchers. Since the Ph.D. is a scholarly degree, the core objective of our program is to prepare professionals to conduct research of exceptional quality. Our program features small courses, hands-on research training, and individualized mentoring. Students enroll full-time and typically complete the program in four to five years. Our curriculum emphasizes the mastery of particular theoretical frameworks and research methods in the social sciences. Each doctoral student obtains a minor in a related discipline or interdisciplinary area; doctoral students often pursue master's degrees in their chosen field concurrently with their coursework for the Ph.D.. Our home in Stanford's

<sup>‡</sup> Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.

Graduate School of Education enables our students to appreciate the myriad connections between higher education and K-12 schooling. Students also make good use of the wider resources available at Stanford, routinely enrolling in courses throughout the University.

**Focus areas:**

- Law or Public Policy
- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's
- Ph.D.

## University of California, Los Angeles (UCLA)

Higher Education and Organizational Change Division  
Graduate School of Education and Information Studies (GSE&IS)

---

**Location:** USA (Los Angeles, California)

**Website:** <http://gseis.ucla.edu/education/academic-programs/higher-education-organizational-change/>

**E-mail:** [bebensee@gseis.ucla.edu](mailto:bebensee@gseis.ucla.edu)

**Mission/program description:** The Higher Education and Organizational Change (HEOC) Division is committed to advancing the scholarship, research and practice of higher education and organizational transformation in the United States and abroad. HEOC represents the School's commitment to excellence, equity, and social justice within higher education. In the M.A. and Ph.D. programs students gain an understanding of the historical, political, social, and philosophical elements that have shaped and continue to affect higher education. The intellectual resources and ongoing research of GSE&IS's Higher Education Research Institute (HERI) are a significant asset for HEOC students and faculty alike.

**Focus areas:**

- Access and Equity
- Comparative or International Studies
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)
- Community College, Vocational, or Technical Education
- Student Affairs or Student Development

**Year established:** 1962

**Number of faculty:** 14

**Degrees (Enrollment):**

- Master's (7 full-time)
- Ph.D. (61 full-time)
- Other

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## University of Redlands\*

Master of Arts in Higher Education  
School of Education

---

**Location:** USA (Redlands, California)

**Website:** <http://www.redlands.edu/academics/school-of-education/4005.aspx>

**E-mail:** [education@redlands.edu](mailto:education@redlands.edu)

**Mission/program description:** The Higher Education master's degree program is designed for people pursuing careers in colleges and universities. The program prepares students to work in postsecondary institutions through exposure to the social,

\* Information obtained from institution's website.

cultural, and organizational contexts of higher education, theories of leadership and student development, and current issues. Students develop the skills to practice informed decision-making in their roles as higher education professionals and the program embraces a social justice perspective to professional practice. The program also provides a solid foundation for students wishing to pursue doctoral work.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's

### University of San Diego<sup>‡</sup>

Higher Education Leadership Program

Department of Leadership Studies

School of Leadership and Education Sciences

---

**Location:** USA (San Diego, California)

**Website:** <http://www.sandiego.edu/soles/academics/>

**E-mail:** [cnewman@sandiego.edu](mailto:cnewman@sandiego.edu)

**Mission/program description:**

- To prepare students with the professional knowledge, skills, and ethical perspectives they will need for effective leadership and practice in a diverse society.
- To become, and encourage our students to become, life-long learners engaged in scholarly inquiry, research, and professional development.
- To promote and model professional and community service and encourage such service by our students.

**Focus areas:**

- Student Affairs or Student Development

**Number of faculty:** 17

**Degrees (Enrollment):**

- Master's
- Ph.D.

### University of Southern California (USC)

Pullias Center for Higher Education

Rossier School of Education

---

**Location:** USA (Los Angeles, California)

**Website:** <http://www.uscrossier.org/pullias/>

**E-mail:** [pullias@usc.edu](mailto:pullias@usc.edu)

**Mission/program description:** The mission of the Pullias Center for Higher Education is to bring a multidisciplinary perspective to complex social, political, and economic issues in higher education. The Center is located within the Rossier School of Education at USC. Since 1996 the center has engaged in action-oriented research projects regarding successful college outreach programs, financial aid and access for low- to moderate-income students of color, use of technology to supplement college counseling services, effective postsecondary governance, emerging organizational forms such as for-profit institutions, and the retention of doctoral students of color.

---

<sup>‡</sup> Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.

**Focus areas:**

- Academic Profession
- Access and Equity
- Private Higher Education and Privatization
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 1994

**Number of faculty:** 14

**Degrees (Enrollment):**

- Master's (40 full-time, 30 part-time)
- Ph.D. and Ed.D. (60 students)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: On-site only

## Colorado

### Colorado State University

Higher Education Leadership (Education and Human Resource Studies) Program  
School of Education

---

**Location:** USA (Fort Collins, Colorado)

**Website:** <http://soe.chhs.colostate.edu/students/doctoral/hel/index.aspx>

**E-mail:** Linda.Kuk@colostate.edu

**Mission/program description:** The Higher Education Leadership specialization is designed to meet the needs of persons interested in leadership positions within administration at higher education institutions. The program is a hybrid distance program designed to be completed while the student remains employed full-time at an institution of higher education. Students can complete the program in 5 to 6 years and the program is cohort based with admission in the spring of each year.

**Focus areas:**

- Access and Equity
- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education
- Globalization or Internationalization
- Qualitative Research Methods
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 2008

**Number of faculty:** 7

**Degrees (Enrollment):**

- Ph.D. (45 part-time)

**Delivery method:**

- Doctoral: Hybrid (via a mix of on-site and online/distance)

**Additional Information:** The program is 60 hours post master's with 30 hours of content and 30 hours of research and includes preliminary exams, a dissertation, and a professional journal article submission. The research is both quantitative and qualitative and students can choose which methodology to apply to their research dissertation.

## Colorado State University

Student Affairs in Higher Education  
School of Education

---

**Location:** USA (Fort Collins, Colorado)

**Website:** <http://www.sahe.colostate.edu>

**E-mail:** [sahe@colostate.edu](mailto:sahe@colostate.edu)

**Mission/program description:** Colorado State University's Student Affairs in Higher Education (SAHE) Master of Science degree is designed for students seeking careers in student affairs and higher education administration in a college setting. SAHE students combine academic preparation within the field with practical day-to-day knowledge of the operation of a university. All students use the University as a laboratory to gain practical experiences. Students complete a comprehensive portfolio that illustrates growth in multiple professional competency areas. The students complete self assessments which provides students with strategies to enhance their knowledge, skills, and experience as they focus on opportunities for professional development.

**Focus areas:**

- Administration, Management, or Leadership
- Globalization or Internationalization
- Student Affairs or Student Development

**Year established:** 1968

**Number of faculty:** 25+

**Degrees (Enrollment):**

- Master's (50 full-time, 2 part-time)

**Delivery method:**

- Master's: On-site only

## Colorado State University

Student Affairs in Higher Education  
School of Education

---

**Location:** USA (Fort Collins, Colorado)

**Website:** <http://www.online.colostate.edu/degrees/student-affairs/>

**E-mail:** [sahe@colostate.edu](mailto:sahe@colostate.edu)

**Mission/program description:** The online Student Affairs in Higher Education (SAHE) Master of Science degree prepares students for a career in student affairs through curriculum taught by faculty who are both scholars and practitioners of student affairs. Through the SAHE master's degree, students learn professional competencies needed to be successful in a range of settings on college and university campuses, including financial aid, admissions, student activities, advising, and residence life. Through varied coursework and practicum experiences, students gain professional expertise that will aid functions in an administrative capacity and increases ability to manage self, communicate effectively, and establish healthy and effective working relationships.

**Focus areas:**

- Administration, Management, or Leadership
- Globalization or Internationalization
- Student Affairs or Student Development

**Year established:** 2012

**Number of faculty:** 25+

**Degrees (Enrollment):**

- Master's (50 part-time)
- Certificate

**Delivery method:**

- Master's: Online (or via distance) only

## University of Denver

Higher Education Program  
College of Education

---

**Location:** USA (Denver, Colorado)

**Website:** <http://morgridge.du.edu/programs/higher-education/>

**E-mail:** [highered@du.edu](mailto:highered@du.edu)

**Mission/program description:** The Higher Education program's mission is three-fold:

- Prepare social justice professionals for careers in postsecondary education related to administration, policy, teaching and research, as well as careers in public and private agencies of higher education, for-profit and not-for-profit settings, and in a multicultural and changing world;
- Conduct equity-based research about persistent and/or timely problems facing postsecondary education; and
- Provide meaningful service to the University of Denver and broader Colorado community in matters pertaining to postsecondary education, especially related to equity, diversity and social justice.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning
- Quantitative Research Methods
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)
- Access and Equity
- Community College, Vocational, or Technical Education
- Qualitative Research Methods
- Student Affairs or Student Development

**Number of faculty:** 5

**Degrees (Enrollment):**

- Master's (45+ full-time)
- Ph.D. and Ed.D. (30 full-time, 10 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## University of Northern Colorado<sup>‡</sup>

Higher Education and Student Affairs Leadership Program  
Department of Leadership, Policy and Development  
College of Education and Behavioral Sciences

---

**Location:** USA (Greeley, Colorado)

**Website:** <http://www.unco.edu/cebs/hesal/index.htm>

**E-mail:** [HESAL@unco.edu](mailto:HESAL@unco.edu)

**Mission/program description:** The Higher Education and Student Affairs Leadership (HESAL) program is distinguished for weaving social justice throughout a curriculum of student development and leadership theories, law and policy, and research design. Our graduates develop an understanding of organizational dynamics and cultivate skills to provide effective leadership in a variety of student affairs, academic, and policy arenas. Excellence in professional practice and scholarly writing are emphasized throughout the program.

**Focus areas:**

- Administration, Management, or Leadership
- Law or Public Policy
- Student Affairs or Student Development

**Number of faculty:** 4

**Degrees (Enrollment):**

- Master's (50 students)
- Ph.D. (60 students)

## Connecticut

### University of Connecticut

Higher Education and Student Affairs Master's Program  
Educational Leadership Department  
Neag School of Education

---

**Location:** USA (Storrs, Connecticut)

**Website:** <http://hesa.uconn.edu>

**E-mail:** [hesa@uconn.edu](mailto:hesa@uconn.edu)

**Mission/program description:** To prepare graduates for service as higher education and/or student affairs administrators.

**Focus areas:**

- Access and Equity
- Curriculum & Instruction or Teaching & Learning
- Student Affairs or Student Development

**Year established:** 1975

**Number of faculty:** 8

**Degrees (Enrollment):**

- Master's (40 full-time)

**Delivery method:**

- Master's: On-site only

## Florida

### Barry University

Leadership and Education Specialization in Higher Education Administration  
School of Education

---

**Location:** USA (Miami, Florida)

**Website:** [http://www.barry.edu/higher-education-administration-Ph.D./](http://www.barry.edu/higher-education-administration-Ph.D/)

**E-mail:** [education@mail.barry.edu](mailto:education@mail.barry.edu)

**Mission/program description:** The Ph.D. in Leadership and Education with a specialization in Higher Education Administration is diversified in scope and can prepare a student for teaching and administrative positions in community colleges, four year colleges, and universities, or a career path in the industry.

**Focus areas:**

- Administration, Management, or Leadership
- Qualitative Research Methods
- Quantitative Research Methods

**Year established:** mid-1990s

**Number of faculty:** 11

**Degrees (Enrollment):**

- Master's (8 part-time)
- Ph.D. (80 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: Hybrid (via a mix of on-site and online/distance)

**Additional Information:** This is a Ph.D. Program in Leadership and Education with a Higher Education Administration specialization. The program of study includes 12 credits which constitute the core requirements, 12 credits in the HED specialization, and 6 credits of electives, and 18 required credits in research. The only place where we offer the program as a "hybrid" (60% face-to-face and 40% online) is when we have cohorts of students in the West Coast. Within the "hybrid" model, we still require that all research courses be offered face-to-face.

## Florida Atlantic University (FAU)

Higher Education Leadership Program

Education Leadership & Research Methodology Department

---

**Location:** USA (Boca Raton, Florida)

**Website:** <http://www.coe.fau.edu/academicdepartments/el/HigherEd/default.aspx>

**E-mail:** DFloyd@Fau.Edu

**Mission/program description:** Preparing leaders of higher education for the core missions of teaching, research, and service.

**Focus areas:**

- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education
- Student Affairs or Student Development

**Year established:** 2001

**Number of faculty:** 4

**Degrees (Enrollment):**

- Master's (24 full-time, 31 part-time)
- Ph.D. (6 full-time, 47 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: Hybrid (via a mix of on-site and online/distance)

**Additional Information:** Our Higher Education Leadership program faculty have all served as senior-level university and community college administrators. Our program includes unique opportunities for students to engage in experiential learning as a part of formal academic studies. The FAU Division of Student Affairs works closely with our program faculty in the design and implementation of curriculum and with providing unique graduate assistant and internship opportunities. Our program is one of our program areas in the Department of Educational Leadership and Research Methodology.



## Florida International University (FIU)

Higher Education Administration Program  
College of Education

---

**Location:** USA (Miami, Florida)

**Website:** <http://education.fiu.edu>

**E-mail:** [highered@fiu.edu](mailto:highered@fiu.edu)

**Mission/program description:** The Master of Science in Higher Education Administration prepares graduates to serve in a variety of roles at colleges and universities and related institutions. The academic program is run as a partnership with FIU's Student Affairs division, and integrates class-work with assistantships and practicums for a total learning experience. As a majority-minority institution, FIU is the prototype for universities of the 21st century. Students in the program will have the opportunity to work and study in one of the most diverse higher education environments in the nation.

**Focus areas:**

- Access and Equity
- Globalization or Internationalization
- Law or Public Policy

**Number of faculty:** 6

**Degrees (Enrollment):**

- Master's (172 full-time)
- Ed.D. (40 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## Florida State University

Higher Education Program  
Department of Educational Leadership and Policy Studies  
College of Education

---

**Location:** USA (Tallahassee, Florida)

**Website:** <http://www.coe.fsu.edu/HE>

**E-mail:** [fsuvisitingdays@gmail.com](mailto:fsuvisitingdays@gmail.com)

**Mission/program description:** The mission of the Higher Education Program is to prepare leaders who contribute solutions to the challenges facing higher education and society. The program provides a student centered learning community; promotes a culture of critical inquiry; emphasizes the discovery, integration, and application of knowledge about higher education; fosters a caring, collaborative, and inclusive environment; and encourages educational transformation and change.

**Focus areas:**

- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education
- Student Affairs or Student Development

**Year established:** 1957

**Number of faculty:** 10

**Degrees (Enrollment):**

- Master's (55 full-time, 5 part-time)
- Ph.D. and Ed.D. (20 full-time, 35 part-time)
- Certificate

**Delivery method:**

- Master's: On-site only
- Doctoral: Hybrid (via a mix of on-site and online/distance)

**Nova Southeastern University\***

Higher Education Leadership Concentration  
Fischler School of Education

---

**Location:** USA (Fort Lauderdale, Florida)

**Website:** <http://www.fischlerschool.nova.edu/Ed.D./highereducation>

**Mission/program description:** The Doctor of Education with a concentration in Higher Education Leadership is designed specifically for practicing and aspiring educators, trainers, and staff developers working with adult learners. This concentration fosters the development of leadership skills to administer higher education programs and institutions through self-reflection, analysis, and best practices used to solve real problems in the workplace through practical application. The program focuses on providing broad knowledge of social, political, and economic forces at work in society, as well as developing leaders that can meet both current and future leadership challenges in higher education.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Ed.D.

**Delivery method:**

- Doctoral: Hybrid (via a mix of on-site and online/distance)

**University of Florida\***

Higher Education Administration  
College of Education

---

**Location:** USA (Gainesville, Florida)

**Website:** <http://education.ufl.edu/higher-education-administration/>

**E-mail:** [contact-hea@coe.ufl.edu](mailto:contact-hea@coe.ufl.edu)

**Mission/program description:** The Higher Education Administration program has been established for students aspiring to become community college and university administrators, deans, presidents and professors. America's community colleges and universities will soon face a critical leadership gap. As the baby boom generation approaches retirement age, many provosts, deans and college presidents are getting ready to add "emeritus" to their titles. As a result, openings in top leadership positions are expected to exceed the number of appropriately-trained individuals for many years to come. The University of Florida's College of Education is helping fill the gap. It's nationally recognized Higher Education Administration Program prepares future leaders for their roles in administrative positions in higher education. Our faculty and alumni shaped the community and state college system as we know it, and our graduates have gone on to crucial administrative positions at two- and four- year institutions. Join us in shaping the future of higher education.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Ed.D.
- Ph.D.

**Delivery method:**

- Doctoral: Hybrid (via a mix of on-site and online/distance)

## University of Florida\*

Student Personnel in Higher Education  
College of Education

---

**Location:** USA (Gainesville, Florida)  
**Website:** <http://education.ufl.edu/student-personnel/>  
**E-mail:** dianep@coe.ufl.edu

**Mission/program description:** The mission of the Student Personnel in Higher Education Master's degree program, in alignment with the University of Florida and College of Education, is to prepare graduate students for successful careers as exemplary student affairs leaders, scholars and practitioners. This is accomplished through a theoretical foundation, practical work experiences, and close collaboration with Division of Student Affairs staff. Students are prepared to contribute to a well-qualified and broadly diverse citizenry, leadership, and workforce in institutions of higher education globally.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's

**Delivery method:**

- Master's (on-site only)

## University of Miami

Higher Education Administration Program (Enrollment Management and Student Life Development Concentrations)  
School of Education and Human Development

---

**Location:** USA (Coral Gables, Florida)  
**Website:** [http://www.education.miami.edu/program/Programs.asp?Program\\_ID=25&Src=Graduate](http://www.education.miami.edu/program/Programs.asp?Program_ID=25&Src=Graduate)  
**E-mail:** cphekoo@miami.edu

**Mission/program description:** Designed to produce highly effective administrators and leaders, the Higher Education Administration Program is based in enrollment management, the only program of its kind in the nation. Enrollment management is an institution-wide approach that uses theory, research, and teamwork to recruit and retain students and support their academic success, psychological development, and personal well-being.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Number of faculty:** 5

**Degrees (Enrollment):**

- Master's (15 full-time, 6 part-time)
- Ed.D. (16 full-time, 9 part-time)
- Certificate

**Delivery method:**

- Master's: Online (or via distance) only
- Doctoral: On-site only

---

\* Information obtained from institution's website.

## University of South Florida\*

Higher Education Program  
College of Education

---

**Location:** USA (Tampa, Florida)

**Website:** <http://www.coedu.usf.edu/main/departments/ache/he/he.html>

**E-mail:** Kathleenking@usf.edu

**Mission/program description:** The vision of the Higher Education Program is to continue to lead Florida in higher education graduate and doctoral studies. Our mission is to prepare educational administrators and faculty who seek employment or promotion in universities, four-year colleges, community colleges, state agencies, associations, and other settings related to the field of higher education. The Ph.D. in Higher Education has the ability to cover a breadth of expertise across the field. Our faculty experts in leadership, administration, college teaching, faculty development, and student affairs are able to guide students in building an academic background and research experience in their areas of specialty.

**Focus areas:**

- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning
- Globalization or Internationalization

**Year established:** 1998

**Number of faculty:** 8

**Degrees (Enrollment):**

- Ph.D. (3 full-time)

**Delivery method:**

- Doctoral: Hybrid (via a mix of on-site and online/distance)

## Georgia

### Georgia Southern University

Educational Leadership/Higher Education Administration Program  
Department of Leadership, Technology, & Human Development  
College of Education

---

**Location:** USA (Statesboro, Georgia)

**Website:** <http://coe.georgiasouthern.edu/edld/>

**E-mail:** [gasc@georgiasouthern.edu](mailto:gasc@georgiasouthern.edu)

**Mission/program description:** The Educational Leadership/Higher Education Administration program aims to provide a culture of engagement that bridges theory with practice by extending the learning environment beyond the classroom and promoting student growth.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Student Affairs or Student Development

**Year established:** 1995

**Number of faculty:** 3

**Degrees (Enrollment):**

- Master's (40 full-time, 90 part-time)
- Ed.D.

**Delivery method:**

- Master's: Online (or via distance) only
- Doctoral: Hybrid (via a mix of on-site and online/distance)

## University of Georgia

Institute of Higher Education

---

**Location:** USA (Athens, Georgia )

**Website:** <http://ihe.uga.edu/>

**E-mail:** [ihe@uga.edu](mailto:ihe@uga.edu)

**Mission/program description:** The Institute of Higher Education is an academic unit of the University of Georgia committed to advancing higher education policy, management, and leadership through research, graduate education, and outreach. The Institute's mission encompasses higher education issues at the campus, state, national, and international levels.

**Focus areas:**

- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- Law or Public Policy

**Year established:** 1964

**Number of faculty:** 10

**Degrees (Enrollment):**

- Master's (1 full-time, 6 part-time)
- Ph.D. and Ed.D. (30 full-time, 30 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: Hybrid (via a mix of on-site and online/distance)

## Hawaii

### University of Hawaii at Manoa

Educational Administration Program (Higher Education Administration Concentration)

College of Education

---

**Location:** USA (Honolulu, Hawaii)

**Website:** <https://coe.hawaii.edu/academics/educational-administration>

**E-mail:** [rheck@hawaii.edu](mailto:rheck@hawaii.edu)

**Mission/program description:** Prepare students for a variety of mid-level administrative leadership positions in postsecondary institutions.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Year established:** 1988

**Number of faculty:** 3

**Degrees (Enrollment):**

- Master's (10 full-time, 20 part-time)
- Ph.D. (8 full-time, 16 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## Idaho

### Idaho State University<sup>†</sup>

Educational Leadership Program (Higher Education Administration Concentration)  
College of Education

---

**Location:** USA (Pocatello, Idaho)

**Website:** [http://ed.isu.edu/elid/elid\\_Ed.Dprogram.shtml](http://ed.isu.edu/elid/elid_Ed.Dprogram.shtml)

**E-mail:** thomjea2@isu.edu

**Mission/program description:** The mission of the Higher Education Concentration in the Educational Leadership Program in the College of Education at Idaho State University is to strengthen the State and Nation's higher education systems and provide opportunities for current and future higher education professionals by providing a program of study that equips participants with a broad understanding of professional practice and knowledge of both history and current conditions, while developing skills and dispositions fundamental to successful leadership practice. We assist in the development of knowledgeable, caring, ethical and socially conscious, reflective educational leaders and scholar-practitioners, committed to life-long learning and scholarship, who are able to make significant contributions to the organizations and communities they serve. Our mission is accomplished by consciously through the provision of highly interactive learning opportunities based on a learning bond between faculty and students and of high-quality, research-based, stimulating, and intellectually challenging educational experiences, utilizing available technology, appropriate authentic assessments.

**Focus areas:**

- Administration, Management, or Leadership

**Number of faculty:** 3

**Degrees (Enrollment):**

- Ed.D. (2 full-time, 37 part-time)

## Illinois

### DePaul University<sup>\*</sup>

Counseling (College Student Development) Program  
Human Services and Counseling Department  
College of Education

---

**Location:** USA (Chicago, Illinois)

**Website:** [http://education.depaul.edu/Programs/Graduate/Counseling-Academic\\_.asp](http://education.depaul.edu/Programs/Graduate/Counseling-Academic_.asp)

**E-mail:** jwhitman@depaul.edu

**Mission/program description:** Students in the diverse, globally-oriented environment of today's college campuses need the support of committed, knowledgeable student affairs personnel who have a deep understanding of how to assess and promote the growth and development of young adults. Dedicated, principled student affairs personnel interact with college students on a daily basis and make a substantial difference in their lives. The student affairs professional values the co-curricular aspects of student life and creates additional learning opportunities outside the classroom.

**Focus areas:**

- Student Affairs or Student Development

---

<sup>\*</sup> Information obtained from institution's website.

<sup>†</sup> Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.

**Degrees (Enrollment):**

- Master's

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

**DePaul University\***

Public Service Management (Higher Education Administration Concentration)

College of Liberal Arts and Social Sciences

---

**Location:** USA (Chicago, Illinois)

**Website:** <http://las.depaul.edu/sps/Programs/Concentrations/HigherEducationAdministrationC.asp>

**E-mail:** las@depaul.edu

**Mission/program description:** For managers in post-secondary institutions of learning, this concentration teaches necessary analytical and administrative skills. The coursework helps students develop an understanding of management principles, policy analysis, and research within higher education. Electives provide opportunities to explore government relations and advancement topics, as well as develop deep competence in administration.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's

**Eastern Illinois University†**

College Student Affairs Program

Counseling and College Student Development

College of Education

---

**Location:** USA (Charleston, Illinois)

**Website:** <http://www.eiu.edu/csd>

**E-mail:** csd@eiu.edu

**Mission/program description:** The mission of the M.S. in College Student Affairs is to provide a dynamic curriculum for students interested in leadership careers in the field of student affairs in higher education. The program provides a strong foundation for knowledge and skills development needed for effective administration, efficient use of technology, and humanistic support of undergraduate and graduate education. Upon completion of the program, students will be prepared for entry and mid-level student affairs positions in post-secondary public and private education as well as state and federal agencies. Some graduates also pursue additional studies in Ph.D. programs and other terminal degrees.

**Focus areas:**

- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's (39 full-time, 2 part-time)

---

\* Information obtained from institution's website.

† Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.

## Illinois State University

Doctorate in Higher Education Administration  
Department of Educational Administration and Foundations

---

**Location:** USA (Normal, Illinois)  
**Website:** [http://education.illinoisstate.edu/Ed.D\\_highered/](http://education.illinoisstate.edu/Ed.D_highered/)  
**E-mail:** manuraw@ilstu.edu

**Mission/program description:** The Higher Education Administration Program is designed for higher education faculty, staff, or agency personnel with master's degrees who are pursuing careers in higher education administration or research. The higher education concentration allows experienced educators and administrators to reflect on and advance their knowledge in ways that will further their careers and enhance their ability to make a contribution to higher education.

**Focus areas:**

- Access and Equity
- Community College, Vocational, or Technical Education
- Economics, Financing, or Funding of Higher Education
- History of Higher Education
- Qualitative Research Methods
- Quantitative Research Methods
- Administration, Management, or Leadership
- Comparative or International Studies
- Globalization or Internationalization
- Law or Public Policy
- Quality Assurance, Assessment, or Accreditation
- Student Affairs or Student Development

**Year established:** 1970

**Number of faculty:** 8

**Degrees (Enrollment):**

- Master's (50 full-time, 10 part-time)
- Ph.D. and Ed.D. (15 full-time, 70 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: Hybrid (via a mix of on-site and online/distance)

## Kaplan University\*

Higher Education Program  
School of Graduate Education

---

**Location:** USA (Chicago, Illinois)  
**Website:** <http://www.kaplanuniversity.edu/education/higher-education-master-degree.aspx>  
**E-mail:** infoku@kaplan.edu

**Mission/program description:** The Master of Science in Higher Education program stresses the practical knowledge, critical thinking, research, and writing skills relevant to leaders in today's colleges and universities. Student interested in administration, teaching, student development, or other areas within higher education, have the opportunity to work closely with instructors and other students who share their interests.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's

**Delivery method:**

- Master's: Online (or via distance) only



## Loyola University Chicago

Center for Comparative Education  
School of Education

---

**Location:** USA (Chicago, Illinois)

**Website:** <http://luc.edu/cce>

**E-mail:** [nsobe@luc.edu](mailto:nsobe@luc.edu)

**Mission/program description:** The Center for Comparative Education (CCE) is an interdisciplinary research center dedicated to bringing a global perspective to the study of educational policy and practice.

**Focus areas:**

- Access and Equity
- Comparative or International Studies
- Globalization or Internationalization

**Year established:** 2006

**Number of faculty:** 2

**Degrees (Enrollment):**

- Master's (25 full-time, 25 part-time)
- Ph.D. (5 full-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: On-site only

## Loyola University Chicago

Higher Education Program  
School of Education

---

**Location:** USA (Chicago, Illinois)

**Website:** [http://www.luc.edu/education/programs/hied-med\\_main.shtml](http://www.luc.edu/education/programs/hied-med_main.shtml)

**E-mail:** [bkelly4@luc.edu](mailto:bkelly4@luc.edu)

**Mission/program description:** The M.Ed. program in higher education prepares professional educators for a wide variety of administrative roles and functions in post-secondary education. Because a graduate program in higher education is an applied field of study, the M.Ed. program emphasizes:

- Theoretical, cultural and historical perspectives regarding students, organizations and higher education;
- Research and assessment skills for higher education; and
- Application of research and theory to professional practice. The program educates socially just and ethically minded educators for the increasingly diverse higher education field.

**Focus areas:**

- Access and Equity
- Administration, Management, or Leadership
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 1969

**Number of faculty:** 7

**Degrees (Enrollment):**

- Master's (25 full-time, 10 part-time)
- Ph.D. (4 full-time, 1 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: On-site only

**Northwestern University<sup>†</sup>**

M.S. in Higher Education Administration and Policy  
School of Education and Social Policy

---

**Location:** USA (Evanston, Illinois)

**Website:** <http://www.sesp.northwestern.edu/higher-education/>

**E-mail:** [ms-highered@northwestern.edu](mailto:ms-highered@northwestern.edu)

**Mission/program description:** The Higher Education Administration and Policy Program prepares reflective and dynamic leaders for careers in higher education. Alumni work in colleges and universities, governmental agencies, and consulting firms concerned with higher education. Graduates have careers in fields including student affairs, admissions and enrollment management, financial aid, government and community relations, policy analysis, alumni relations, institutional and policy research, athletics administration, and change management. The curriculum is designed to expose students to the full institutional and social context of the higher education system. The course of study helps students to consider all of the important factors and stakeholders that will impact their professional practice. Experience with a wide range of careers and functions within higher education gives alumni career flexibility and helps them discover what types of positions most closely fit their interests. The programs exceptional internship placements and a distinctive master's research project contribute to high career placement rates for graduates.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's (18 full-time, 42 part-time)

**Southern Illinois University**

College Student Personnel Program  
College of Education and Human Services

---

**Location:** USA (Carbondale, Illinois)

**Website:** <http://ehs.siu.edu/eahe/programs/higher-edu-program/index.php>

**E-mail:** [donahoo@siu.edu](mailto:donahoo@siu.edu)

**Mission/program description:** The College Student Personnel (CSP) Program offers students access to both theoretical foundations and applied experiences in higher education and student affairs. The College Student Personnel concentration prepares students for leadership and administration in community college and university environments serving divisions such as residence life, student development and programming, student centers, admissions and recruitment, student life and activities, orientation and new student services, student discipline and judicial affairs, and academic advising. Program graduates have gone on to successful careers in student affairs administration at public and private institutions across the country and outside of the United States.

**Focus areas:**

- Qualitative Research Methods
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 1958

**Number of faculty:** 3

**Degrees (Enrollment):**

- Master's (38 full-time, 1 part-time)
- Ph.D. (5 full-time, 48 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## University of Illinois, Urbana-Champaign

Division of Higher Education

College of Education

---

**Location:** USA (Champaign, Illinois)

**Website:** <http://education.illinois.edu/epol/programs/highered>

**E-mail:** [epol@education.illinois.edu](mailto:epol@education.illinois.edu)

**Mission/program description:** The program curriculum is designed to provide graduate students with a theoretical and practical understanding of the social, political, and economic issues encompassing the development and future challenges of higher and postsecondary institutions. Curricular priorities include integrating theory and practice, maintaining strong interdisciplinary areas of study, fostering high quality research, and enhancing leadership development. Students are expected to attain these academic objectives through a set of interrelated core courses that examine relevant conceptual and theoretical developments in history, public policy, diversity, and philosophy.

**Focus areas:**

- Access and Equity
- Community College, Vocational, or Technical Education
- Law or Public Policy

**Year established:** 1960

**Number of faculty:** 10

**Degrees (Enrollment):**

- Master's (19 full-time, 5 part-time)
- Ph.D. and Ed.D. (10 full-time, 19 part-time)
- Certificate

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: Hybrid (via a mix of on-site and online/distance)

## Western Illinois University\*

College Student Personnel Program

College of Education & Human Services

---

**Location:** USA (Macomb, Illinois)

**Website:** <http://www.wiu.edu/coehs/csp/>

**E-mail:** [CSP@wiu.edu](mailto:CSP@wiu.edu)

**Mission/program description:** The mission of the College Student Personnel program at Western Illinois University is to produce outstanding entry-level student affairs practitioners who possess the knowledge and skills to facilitate the learning and development of students. Preparation is guided by an understanding of college student diversity and the dynamic nature of higher education.

---

\* Information obtained from institution's website.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's

## Indiana

### Ball State University

Adult, Higher and Community Education Program  
Teachers College

---

**Location:** USA (Muncie, Indiana)

**Website:** <http://cms.bsu.edu/academics/collegesanddepartments/teachers/departments/edstudies/acprogram/graddegr/Ed.D.adltcomed>

**E-mail:** [tmulvihi@bsu.edu](mailto:tmulvihi@bsu.edu)

**Mission/program description:** The mission of the Adult, Higher and Community Education (AHCE) Doctoral Program is to prepare students for professions in a variety of educational, government, community, business, and industry settings. The Adult and Community Major emphasizes developing skills in management, personnel development, program planning and evaluation, and teaching related to adult learners. The Higher Education Major emphasizes developing skills in higher education administration, organizational and policy development, teaching, curriculum development, and social justice advocacy related to post-secondary institutions. The Community College Leadership Major emphasizes developing administrative and teaching skills specifically for community college environments.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning
- Qualitative Research Methods
- Student Affairs or Student Development

**Year established:** 1960

**Number of faculty:** 8

**Degrees (Enrollment):**

- Ed.D. (10 full-time, 50 part-time)
- Certificate

**Delivery method:**

- Doctoral: Hybrid (via a mix of on-site and online/distance)

### Indiana State University<sup>‡</sup>

Student Affairs and Higher Education M.S.  
Higher Education Leadership Ph.D.  
Department of Educational Leadership  
Bayh College of Education

---

**Location:** USA (Terre Haute, Indiana)

**Website:** <http://coe.indstate.edu/edlr>

**E-mail:** [edlr@indstate.edu](mailto:edlr@indstate.edu)

**Mission/program description:** The mission of Indiana State University's Student Affairs and Higher Education program is threefold:

- Educational - to provide a forum for students where learning, educational discussions, and development can occur;
- Experiential - to promote leadership opportunities for our students through assistantships, practicum experiences, volunteer work, and interaction with student affairs professionals; and
- Personal - to promote an environment where students have the opportunity to explore individual interests, analyze their own skills, and develop personal strategies to manage individual strengths.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's (30 full-time, 10 part-time)
- Ph.D. (20 full-time)

## Indiana University

Higher Education and Student Affairs Program  
School of Education

---

**Location:** USA (Bloomington, Indiana)

**Website:** <http://education.indiana.edu/graduate/programs/hesa>

**E-mail:** [hesa@indiana.edu](mailto:hesa@indiana.edu)

**Mission/program description:** The Indiana University Higher Education and Student Affairs (HESA) Program is designed for students to acquire the knowledge, skills, competencies, and philosophy required for exemplary professional practice in 21st century postsecondary educational institutions and other settings.

**Focus areas:**

- Access and Equity
- Quality Assurance, Assessment, or Accreditation
- Student Affairs or Student Development

**Year established:** 1947

**Number of faculty:** 11

**Degrees (Enrollment):**

- Master's (70 full-time, 5 part-time)
- Ph.D. and Ed.D. (45 full-time, 75 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## Taylor University

Master of Arts in Higher Education and Student Development (MAHE) Program  
School of Sciences, Education, and Business

---

**Location:** USA (Upland, Indiana)

**Website:** <http://www.taylor.edu/academics/graduate/master-higher-education/>

**E-mail:** [mahe@taylor.edu](mailto:mahe@taylor.edu)

**Mission/program description:** The purpose of the MAHE program is to prepare graduates to provide thoughtful and effective service within diverse higher educational settings. MAHE will employ an engaged instructional methodology to teach, model, and promote whole person education and to cultivate change agents who will provide exemplary higher educational service and leadership from a Christian perspective. Taylor University invites students to connect with current research, thinking critically in order to form a personal philosophy of student development that will inspire future work in higher education.

**Focus areas:**

- Student Affairs or Student Development

**Year established:** 2007

**Number of faculty:** 6

**Degrees (Enrollment):**

- Master's (33 full-time, 1 part-time)

**Delivery method:**

- Master's: On-site only

Iowa

**Iowa State University (ISU)**

Higher Education Program  
School of Education

---

**Location:** USA (Ames, Iowa)

**Website:** <http://www.education.iastate.edu/graduate/higher-education/>

**E-mail:** [rreason@iastate.edu](mailto:rreason@iastate.edu)

**Mission/program description:** The ISU School of Education offers a Doctor of Philosophy (Ph.D.) degree in Education (higher education emphasis) designed to prepare mid- to senior-level administrators to be leaders in their respective educational settings by combining theory and practice of effective leadership. ISU also offers a master's degree program with a specialization in higher education.

**Focus areas:**

- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education
- Student Affairs or Student Development

**Number of faculty:** 12

**Degrees (Enrollment):**

- Master's (60 full-time, 20 part-time)
- Ph.D. (10 full-time, 30 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: Hybrid (via a mix of on-site and online/distance)

**Additional Information:** Students can emphasize the study of higher education administration (broadly defined) or community college leadership.

**The University of Iowa<sup>†</sup>**

Higher Education and Student Affairs Program (HESA)  
Educational Policy and Leadership Studies  
College of Education

---

**Location:** USA (Iowa City, Iowa)

**Website:** <http://www.education.uiowa.edu/epls/hesa>

**E-mail:** [epls-hesa@uiowa.edu](mailto:epls-hesa@uiowa.edu)

**Mission/program description:** The HESA program:

- Draws upon diverse perspectives from a variety of disciplines and professional fields;
- Analyzes critical issues and policies in the field of higher education;
- Examines the effects of critical issues and policies on students, faculty, administrators, staff, and other participants in the higher education community; and
- Explores the complex, interactive relationships among institutions of higher education, the external environment, and society at large.

**Focus areas:**

- Administration, Management, or Leadership
- Law or Public Policy
- Student Affairs or Student Development

**Number of faculty:** 8

**Degrees (Enrollment):**

- Master's (28 full-time, 2 part-time)
- Ph.D. (30 full-time, 30 part-time)

### University of Northern Iowa\*

Master's Degree in Postsecondary Education: Student Affairs  
College of Education

---

**Location:** USA (Cedar Falls, Iowa)

**Website:** <http://www.uni.edu/coe/departments/educational-leadership-counseling-postsecondary-education/postsecondary-education/progr-0>

**E-mail:** [mike.waggoner@uni.edu](mailto:mike.waggoner@uni.edu)

**Mission/program description:** The master's degree program in Postsecondary Education: Student Affairs is designed to prepare men and women for careers in student affairs areas of higher education. Student affairs professionals recognize that development and learning occur not only in the classroom but also in other phases of a student's life in college.

**Focus areas:**

- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's

## Kansas

### Kansas State University\*

Student Affairs in Higher Education and College Student Development Program  
College of Education

---

**Location:** USA (Manhattan, Kansas)

**Website:** <http://coe.k-state.edu/academics/graduate/sacsd.html>

**E-mail:** [cjwalker@ksu.edu](mailto:cjwalker@ksu.edu)

**Mission/program description:** The M.S. in College Student Development is designed to prepare students for work in student affairs units in higher education institutions and to assist students with meeting the professional entry-level and advancement requirements in the field. The Ph.D. in Student Affairs in Higher Education is designed for educators, administrators, direct service providers, and leaders who seek to enhance their knowledge and professional skills to assume positions in institutions of higher education or in education-related agencies.

---

\* Information obtained from institution's website.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's
- Ph.D.

## University of Kansas

Higher Education Administration Program  
Department of Educational Leadership and Policy Studies  
School of Education

---

**Location:** USA (Lawrence, Kansas)

**Website:** <http://ELPS.soe.ku.edu>

**E-mail:** [elps@ku.edu](mailto:elps@ku.edu)

**Mission/program description:** To educate leaders in colleges and universities at the master's and doctoral level.

**Focus areas:**

- Access and Equity
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 1975

**Number of faculty:** 5

**Degrees (Enrollment):**

- Master's (50 full-time, 10 part-time)
- Ph.D. and Ed.D. (10 full-time, 50 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## Kentucky

### Morehead State University

Adult and Higher Education Program  
Foundational and Graduate Studies in Education Department  
College of Education

---

**Location:** USA (Morehead, Kentucky)

**Website:** <http://www.moreheadstate.edu/Academic-Programs/FGSE/Adult-and-Higher-Education,-Master-of-Arts/>

**E-mail:** [lw.nabb@moreheadstate.edu](mailto:lw.nabb@moreheadstate.edu)

**Mission/program description:** This program is designed to develop the capacity of individuals to plan, organize, and carry through a variety of education and service programs to meet adult learners' needs in postsecondary and adult continuing education institutions.

**Focus areas:**

- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education
- Student Affairs or Student Development



**Degrees (Enrollment):**

- Master's
- Other

**Delivery method:**

- Master's: Online (or via distance) only

**Additional Information:** For the Master's program, most students are part-time and go through the program at differing paces. Morehead State University offers the Ed.S. (Educational Specialist) degree, which falls between the MA and Ed.D.

## University of Kentucky

Department of Educational Policy Studies & Evaluation  
College of Education

---

**Location:** USA (Lexington, Kentucky)

**Website:** <http://education.uky.edu/EPE/>

**E-mail:** [bethg@uky.edu](mailto:bethg@uky.edu)

**Mission/program description:** As an interdisciplinary department, historical, socio-cultural, organizational, and comparative/international perspectives inform the study and evaluation of local, national, and global educational trends and issues. The program's strong tradition of field studies emphasizes ethnographic, historical, and context-based research. The Department of Educational Policy Students and Evaluation also offers advanced educational statistics, measurement, and evaluation techniques. MS, Ed.D., and Ph.D. programs in Higher Education prepare students to address consequential issues in post-secondary education as scholarly practitioners and researchers. The Graduate Certificate in International Education prepares higher education professionals for international services careers. Faculty research focuses on international/comparative higher education, popular culture, diversity, faculty development, athletics, and student transitions.

**Focus areas:**

- Access and Equity
- Comparative or International Studies
- History of Higher Education

**Year established:** 1970

**Number of faculty:** 8

**Degrees (Enrollment):**

- Master's
- Ph.D. and Ed.D.
- Certificate

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: Hybrid (via a mix of on-site and online/distance)

## University of Louisville\*

Higher Education Program  
College of Education and Human Development

---

**Location:** USA (Louisville, Kentucky)

**Website:** <http://louisville.edu/education/degrees/ma-he>

**E-mail:** [aaron.phillips@louisville.edu](mailto:aaron.phillips@louisville.edu)

\* Information obtained from institution's website.

**Mission/program description:** The Higher Education Program, which includes online options, is designed for students who wish to qualify for college administrative positions, and for students who work full-time in a university setting and take classes part-time. Students may also take classes full-time.

**Focus areas:**

- Administration, Management, or Leadership

**Number of faculty:** 3

**Degrees (Enrollment):**

- Master's

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

### University of Louisville\*

College Student Personnel Program

College of Education and Human Development

---

**Location:** USA (Louisville, Kentucky )

**Website:** <http://louisville.edu/education/degrees/graduate>

**E-mail:** [ecpyinfo@louisville.edu](mailto:ecpyinfo@louisville.edu)

**Mission/program description:** The College Student Personnel Program is designed to prepare prospective professionals for positions in student affairs administration in institutions of higher education. Theory and practice are critically important components of the program, all of which share a common focus—preparation of professionals knowledgeable about adult student development and administration in college student personnel settings. Students are required to pursue a logical sequence of study that permits a well-balanced preparation in theory, research, and field experiences in students affairs practice. This includes knowledge of current roles and functions of college student personnel professionals as well as historical perspective of the field's development.

**Focus areas:**

- Student Affairs or Student Development

**Number of faculty:** 6

**Degrees (Enrollment):**

- Master's
- Ph.D.

### Western Kentucky University

Student Affairs Program

Department of Counseling and Student Affairs

---

**Location:** USA (Bowling Green, Kentucky)

**Website:** <http://www.wku.edu/csa/sa/index.php>

**Mission/program description:** The Master of Arts in Education degree in Student Affairs is designed to prepare students to obtain entry and mid-level student affairs professional positions. Through a theory-based yet applications-oriented program, students gain necessary skills and competencies to succeed in a variety of student affairs units and postsecondary settings. The Counseling and Student Affairs faculty comprised of academics and practitioners cultivate active partnerships with student affairs professionals to provide a living learning laboratory for student professional development. Program content covers three broad areas: theoretical foundations, professional practice, and administrative effectiveness. Individual students are also provided with opportunities to focus on specific content areas which may be of particular interest.

---

\* Information obtained from institution's website.

**Focus areas:**

- Globalization or Internationalization
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Degrees (Enrollment):**

- Master's
- Certificate

**Delivery method:**

- Master's: On-site only

**Additional Information:** Western Kentucky University also offers a Graduate Certificate Program in International Student Services. The Certificate in International Student Services offers graduate-level students preparation to manage educational exchange, lead campus internationalization, and provide international student services. Students pursuing the Certificate in International Student Services may complete the certificate program by itself or along with the master's in Student Affairs. Successful graduates will have earned their certificate through theory-based instruction, application of material through internship, and an international experience.

## Louisiana

### Louisiana State University

Higher Education Program

School of Education

---

**Location:** USA (Baton Rouge, Louisiana)

**Website:** <http://lsu.edu/highered>

**E-mail:** [bbourke@lsu.edu](mailto:bbourke@lsu.edu)

**Mission/program description:** The Higher Education Program prepares educational leaders for key positions in colleges and universities as administrators, educators, and scholars. Through an examination of higher education theory and practice, the program seeks to help students understand the diverse nature of higher education institutions and their participants. With this understanding, graduates are expected to develop reflective, individualized styles of leadership that encompass educational excellence, contextualized practices, and respect for others.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 1995

**Number of faculty:** 5

**Degrees (Enrollment):**

- Master's (30 full-time, 2 part-time)
- Ph.D. (20 full-time, 30 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

### Northwestern State University<sup>†</sup>

Student Affairs in Higher Education Program  
Educational Technology Leadership Program  
Gallaspy College of Education and Human Development

---

**Location:** USA (Natchitoches, Louisiana)  
**Website:** <http://delt.nsula.edu/student-affairs-in-higher-education/>  
**E-mail:** [pichonh@nsula.edu](mailto:pichonh@nsula.edu)

**Mission/program description:** The Northwestern State University programs reaffirm and expand the State's commitment to developing a stronger and more effective postsecondary education system in support of Louisiana's economy. The continuing attention to access is joined with a strong emphasis on success, guiding students from freshman enrollment through to completion. They address the challenge to provide what the State, its communities, its businesses, and its residents need: more college-educated men and women who are prepared to contribute to the economy, culture, and general societal well-being of Louisiana.

**Focus areas:**

- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's (30 full-time, 3 part-time)

### The University of New Orleans\*

Doctoral Degree (Ph.D.) in Educational Administration - Higher Education Concentration  
Department Educational Leadership, Counseling, and Foundations  
College of Education & Human Development

---

**Location:** USA (New Orleans, Louisiana)  
**Website:** <http://www.uno.edu/coehd/AdvancedPrograms/educational-leadership-counseling-foundations/Ph.D.EDAD.aspx>  
**E-mail:** [aohanlon@uno.edu](mailto:aohanlon@uno.edu)

**Mission/program description:** The higher education concentration integrates theory and research in order to develop scholars of administration, research, and teaching who aspire to broaden understanding of higher education. Knowledge developed through faculty guidance in the program will give students the background to inform policy and practice through scholarly research and its application.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Ph.D.

## Maine

### The University of Maine\*

Higher Education Program  
Education and Human Development

---

**Location:** USA (Orono, Maine)  
**Website:** <http://umaine.edu/edhd/graduate-programs/graduate-programs-2/higher-education/>  
**E-mail:** [elizabeth.allan@umit.maine.edu](mailto:elizabeth.allan@umit.maine.edu)

---

\* Information obtained from institution's website.

† Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.

**Mission/program description:** The University of Maine's graduate programs in Higher Education advance the student-centered knowledge, values, and skills essential for effective programmatic and institutional leadership in today's colleges and universities.

**Focus areas:**

- Administration, Management, or Leadership

**Number of faculty:** 3

**Degrees (Enrollment):**

- Master's
- Ph.D.

## University of Southern Maine

M.S. in Adult and Higher Education

---

**Location:** USA (Gorham, Maine)

**Website:** <http://usm.maine.edu/adult-education>

**E-mail:** [mbrady@usm.maine.edu](mailto:mbrady@usm.maine.edu)

**Mission/program description:** The Adult and Higher Education Program prepares professionals to work with adult learners for careers in four different sectors: public schools, corporations, community non-profit agencies, and institutions of higher education.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Year established:** 1972

**Number of faculty:** 1

**Degrees (Enrollment):**

- Master's (60 part-time)

**Delivery method:**

- Master's: Online (or via distance) only

## Maryland

### Morgan State University\*

Higher Education Program

Department of Advanced Studies Leadership & Policy

School of Education and Urban Studies

---

**Location:** USA (Baltimore, Maryland)

**Website:** [http://www.morgan.edu/school\\_of\\_education\\_and\\_urban\\_studies/departments/advanced\\_studies\\_leadership\\_and\\_policy/degreesmajors.html](http://www.morgan.edu/school_of_education_and_urban_studies/departments/advanced_studies_leadership_and_policy/degreesmajors.html)

**E-mail:** [benjamin.welsh@morgan.edu](mailto:benjamin.welsh@morgan.edu)

**Mission/program description:** The Ph.D. Program in Higher Education at Morgan State University is a research doctorate in higher education as a field of study, which is designed for those persons whose interests are primarily related to high quality professional preparation to pursue careers in which research and other scholarly skills are absolutely essential. As a competency-based program that focuses more on learning than the mere accumulation of credits, the Ph.D. in Higher Education Program has as its broad mission the preparation of professors, scholars, policy analysts, and administrators who can assume leadership roles in either the public or private sector.

---

\* Information obtained from institution's website.

The master's program provides advanced preparation and enhances career opportunities for qualified persons. It helps to create greater diversity of learning experiences and expands opportunities for scholarship and research while allowing for greater economy of scale in program administration.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's
- Ph.D.

### University of Maryland\*

Higher Education Concentration

Higher Education, Student Affairs, International Education Policy Program

Counseling, Higher Education, Special Education Department

---

**Location:** USA (College Park, Maryland)

**Website:** <http://www.education.umd.edu/CHSE/academics/specialization/HE.html>

**E-mail:** mtitus@umd.edu

**Mission/program description:** The University of Maryland nationally recognized graduate program in Higher Education prepares students for leadership positions in higher education administration, policy analysis, and scholarship. Students select a primary and secondary field of specialization from among the following: governance and leadership; academic management; law, federal and state policy; and curriculum and teaching. In conjunction with their faculty advisor, students can design an area of specialization to meet their individual needs.

**Focus areas:**

- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning
- Law or Public Policy

**Degrees (Enrollment):**

- Master's
- Ph.D.

### University of Maryland

Student Affairs Concentration

Higher Education, Student Affairs, International Education Policy Program

Counseling, Higher Education, Special Education Department

---

**Location:** USA (College Park, Maryland)

**Website:** <http://www.education.umd.edu/CHSE/academics/specialization/StudentAffairs1.html>

**E-mail:** SAgad-GA@umd.edu

**Mission/program description:** The Student Affairs program is committed to the professional preparation of administrators and student development educators in higher education environments. The program is modeled and directed by the core values of student development, multiculturalism, leadership, scholarship and research, and ethical practices.

**Focus areas:**

- Access and Equity
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 1959

**Number of faculty:** 3

**Degrees (Enrollment):**

- Master's (18 full-time)
- Ph.D. (9 full-time, 8 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## Massachusetts

### Bay Path College

Master of Science in Higher Education Administration Program  
School of Management and Social Justice

---

**Location:** USA (Longmeadow, Massachusetts)

**Website:** <http://graduate.baypath.edu/graduate-programs/programs-online/ms-programs/higher-education-administration>

**E-mail:** [lway@baypath.edu](mailto:lway@baypath.edu)

**Mission/program description:** Bay Path College's Master of Science in Higher Education Administration Program prepares students to be leaders and innovators in the rapidly changing field of higher education administration. Four program concentrations allow students to focus on preparation for leadership in a variety of roles that are critical to advancing our nation's colleges and universities and meeting the challenges of global, demographic, and technological change. Housed in the college's School of Management and Social Justice, this degree encourages students to explore the intersection of data-driven decision making and compassionate leadership, to develop new solutions to the educational challenges that lie ahead.

**Focus areas:**

- Administration, Management, or Leadership

**Number of faculty:** 9

**Degrees (Enrollment):**

- Master's (10 full-time, 60 part-time)

**Delivery method:**

- Master's: Online (or via distance) only

## Boston College

Higher Education Program  
Educational Leadership & Higher Education Department  
Lynch School of Education

---

**Location:** USA (Chestnut Hill, Massachusetts)

**Website:** <http://www.bc.edu/content/bc/schools/Isoc/academics/departments/eahe.html>

**E-mail:** [alemanan@bc.edu](mailto:alemanan@bc.edu)

**Mission/program description:** The Boston College approach to the study of higher education and the preparation of professionals in the field includes three basic elements. The first is an understanding of the important issues relating to post-secondary institutions—including insights from history, sociology, philosophy, psychology, economics, and political science. The second is exposure to the theoretical and empirical knowledge base of administration, and the managerial and policy-making issues facing higher education. The third focus is on an applied administrative experience that will expose professionals to a range of practical issues in higher education. For master's students, this is in the form of a supervised field experience, and for doctoral students it is in the form of research or administrative assistantship experiences. Our commitment is to link analysis with action, to combine understanding with the techniques needed to solve the complex problems of higher education. Underlying

the curriculum is a concern for values—for understanding the basic nature of the academic enterprise and applying social and moral values to the management of higher education and ethical decision making.

**Focus areas:**

- Access and Equity
- Comparative or International Studies
- Law or Public Policy
- Administration, Management, or Leadership
- Globalization or Internationalization
- Student Affairs or Student Development

**Year established:** 1968

**Number of faculty:** 6

**Degrees (Enrollment):**

- Master's (65 full-time, 29 part-time)
- Ph.D. (15 full-time, 14 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

### **Boston University\***

Higher Education Administration Specialization  
Policy, Planning & Administration Program  
School of Education

---

**Location:** USA (Boston, Massachusetts)

**Website:** <http://www.bu.edu/sed/academics/graduate/edm/ppa/>

**E-mail:** [jhscott@bu.edu](mailto:jhscott@bu.edu)

**Mission/program description:** Higher Education Administration is a specialization within the Policy, Planning & Administration Program. The specialization is designed to give students a broad foundation in education at all levels as well as insight into the background, prospects, and social/personnel functions of higher education. Alumni of this program go on to careers in student life, financial aid, admissions, career services, and many other administrative functions within institutions of higher education.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's

### **Harvard University**

Higher Education Program  
Graduate School of Education

---

**Location:** USA (Cambridge, Massachusetts)

**Website:** <http://gse.harvard.edu>

**E-mail:** [gseadmissions@harvard.edu](mailto:gseadmissions@harvard.edu)

**Mission/program description:** The Higher Education Program prepares students who wish to better understand and influence the course of American higher education. Examining historical and contemporary issues in higher education, the curriculum focuses on leadership, administration, and governance; policymaking and decision making; planning and finance; and diversity. Graduates assume leadership positions as researchers, faculty members, administrators, and policy analysts in colleges and universities, research institutes, and state and federal organizations.



**Focus areas:**

- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- History of Higher Education

**Number of faculty:** 9

**Degrees (Enrollment):**

- Master's (35 full-time, 8 part-time)
- Ph.D. (6 full-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

**Merrimack College<sup>‡</sup>**

Higher Education Program  
School of Education

---

**Location:** USA (North Andover, Massachusetts)

**Website:** [http://www.merrimack.edu/academics/graduate/education/med\\_higher\\_education/](http://www.merrimack.edu/academics/graduate/education/med_higher_education/)

**E-mail:** marines@merrimack.edu

**Mission/program description:** The Master's in Higher Education (M.Ed.) Program prepares students to be administrative leaders in colleges and universities, working with students in a variety of roles supporting the advancement of higher education. The curriculum focuses on learning and development of college students, college access, equity and diversity, and organizational development. Students will gain a broad understanding of current trends, leadership challenges, and opportunities to advance social justice in higher education

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's (35 full-time, 12 part-time)

**Northeastern University\***

College Student Development and Counseling Program  
Counseling & Applied Educational Psychology Department  
Bouvé College of Health Sciences

---

**Location:** USA (Boston, Massachusetts)

**Website:** <http://www.northeastern.edu/bouve/caep/programs/csdc.html>

**E-mail:** v.johnson@neu.edu

**Mission/program description:** The College Student Development and Counseling Program at Northeastern University aims to create mindful, action-oriented leaders, specifically in the field of higher education and student affairs. It is the goal of the program to focus on counseling, college student development, the history and philosophy of the student affairs profession, and the organization and administration of the field. The program will provide emerging professionals with the academic and experiential background that will allow them to be able to design, create, and administer student personnel programs that teach leadership, foster development, value diversity, and compliment the academic experience of college students.

---

\* Information obtained from institution's website.

‡ Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.

**Focus areas:**

- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's

### Northeastern University\*

Higher Education Administration Program  
College of Professional Studies

---

**Location:** USA (Boston, Massachusetts)

**Website:** <http://www.cps.neu.edu/>

**Mission/program description:** The Doctor of Education (Ed.D.), Higher Education Administration concentration includes the study of practice and scholarship across a variety of postsecondary education settings, including community and four-year colleges, for-profit organizations, and research institutions. Addressing globalization trends in higher education, this concentration combines theoretical with practice-based concepts. The Master of Education has a concentration in Higher Education Administration whose learning objectives include to work across multiple types of institutions, including the administrative functions and operations within community colleges, colleges, institutes, and universities in the U.S. and globally.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's
- Ed.D.
- Certificate

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: Hybrid (via a mix of on-site and online/distance)

### Springfield College\*

Student Personnel Administration in Higher Education Program  
Psychology Department

---

**Location:** USA (Springfield, Massachusetts)

**Website:** <http://www.spfldcol.edu/academic-programs/psychology-department/graduate-programs-in-psychology/student-personnel-administration-in-higher-education/index>

**E-mail:** [dchampag@springfieldcollege.edu](mailto:dchampag@springfieldcollege.edu)

**Mission/program description:** The Springfield College graduate preparation program in Student Personnel Administration in Higher Education provides a unique opportunity for students to engage in graduate study in a friendly, small-college environment. With fieldwork and internship experiences offered at both large and small local institutions, and with a number of degree options, the program offers a great deal of choice to future professionals based upon their own career needs. After completing core requirements, students develop individualized programs that reflect their personal and career goals.

**Focus areas:**

- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's

## Suffolk University\*

Administration of Higher Education Program  
Department of Philosophy  
College of Arts & Sciences

---

**Location:** USA (Boston, Massachusetts)

**Website:** <http://www.suffolk.edu/college/departments/13400.php>

**E-mail:** [msiegel@suffolk.edu](mailto:msiegel@suffolk.edu)

**Mission/program description:** Suffolk University's Administration of Higher Education program provides theoretical background and hands-on training for students who want to make a difference. Current higher education professionals and participants new to the field prepare for a rewarding career helping students succeed. They have access to Suffolk's rich alumni and professional networks, and begin charting their career path in the profession.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's

## University of Massachusetts Amherst

Higher Education Concentration  
Department of Educational Policy, Research, and Administration  
College of Education

---

**Location:** USA (Amherst, Massachusetts)

**Website:** <http://www.umass.edu/education/departments/epra/higher-education>

**Mission/program description:** The Higher Education concentration is designed for individuals interested in pursuing careers in academic affairs and student affairs as administrators, faculty, researchers, and policy analysts in colleges, universities, and state and federal agencies. The master's degree with a concentration in Higher Education is the equivalent of a two-year full-time program aimed at preparing students with the knowledge competencies, skills, and ethics necessary to be leaders in higher education in the 21st century.

**Focus areas:**

- Access and Equity
- Administration, Management, or Leadership
- Student Affairs or Student Development

**Number of faculty:** 6

**Degrees (Enrollment):**

- Master's (35 full-time, 10 part-time)
- Ed.D. (15 full-time, 30 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## University of Massachusetts Boston<sup>†</sup>

Higher Education Administration Program  
Department of Leadership in Education  
College of Education and Human Development

---

**Location:** USA (Boston, Massachusetts)  
**Website:** <http://www.umb.edu/academics/cehd/leadership>  
**E-mail:** [highereducation@umb.edu](mailto:highereducation@umb.edu)

**Mission/program description:** The Higher Education Administration Program is distinguished by five defining characteristics:

- It is committed to fostering organizational change, and to preparing administrators and educational leaders to make significant improvements in colleges and universities.
- It is designed on the cohort model, in which students who enter at the same time take courses and do field work together—a model that fosters collaborative approaches to learning, decision-making, and problem-solving.
- It is focused on the opportunities, challenges, and concerns that characterize urban higher education.
- It is designed to serve experienced, working practitioners who are committed to expanding and strengthening their capacities for leadership.
- It is intended to serve as a means by which increased numbers of women and members of minority groups may become educational leaders.

**Focus areas:**

- Administration, Management, or Leadership

**Number of faculty:** 6

**Degrees (Enrollment):**

- Ed.D. (64 students)

## Michigan

### Andrews University\*

Higher Education Administration Program  
School of Graduate Studies & Research

---

**Location:** USA (Berrien Springs, Michigan)  
**Website:** <http://www.andrews.edu/grad/programs/higher-educational-administration-distance-learning.html>  
**E-mail:** [graduate@andrews.edu](mailto:graduate@andrews.edu)

**Mission/program description:** Higher Education Administration Program students at the master level typically work in administrative and executive positions of student services such as enrollment, admissions, financial services, athletics, and residential life. At the doctoral level, the program serves students who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's
- Ph.D. and Ed.D.

**Delivery method:**

- Master's: Online (or via distance) only
- Doctoral: Online (or via distance) only

\* Information obtained from institution's website.

† Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.

## Central Michigan University

Department of Educational Leadership  
College of Education and Human Services

---

**Location:** USA (Mt. Pleasant, Michigan)  
**Website:** <http://www.cmich.edu/edl>  
**E-mail:** [edlead@cmich.edu](mailto:edlead@cmich.edu)

**Mission/program description:** The Department of Educational Leadership prepares higher education and student affairs professionals to work in colleges and universities or other educational entities.

**Focus areas:**

- Academic Profession
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 1989

**Number of faculty:** 4

**Degrees (Enrollment):**

- Master's (30 full-time, 60 part-time)
- Ph.D. and Ed.D. (2 full-time, 18 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: Hybrid (via a mix of on-site and online/distance)

## Eastern Michigan University\*

Higher Education/General Administration (HEGA) Program  
Department of Leadership and Counseling  
College of Education

---

**Location:** USA (Ypsilanti, Michigan)  
**Website:** <https://www.emich.edu/coe/lc/programs/graduate.php>  
**E-mail:** [eburton1@emich.edu](mailto:eburton1@emich.edu)

**Mission/program description:** This 38 credit hour master's program may be of particular interest to professional educators who are either prospective or practicing higher education administrators. Eastern Michigan University's advanced professional education programs develop leaders who demonstrate reflective thought and scholarship within the context of a culturally diverse society.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's

## Eastern Michigan University\*

Higher Education/Student Affairs (HESA) Program  
Department of Leadership and Counseling  
College of Education

---

**Location:** USA (Ypsilanti, Michigan)  
**Website:** <https://www.emich.edu/coe/hesa/>  
**E-mail:** [elizabeth.broughto@emich.edu](mailto:elizabeth.broughto@emich.edu)

\* Information obtained from institution's website.

**Mission/program description:** Graduates of the Higher Education/Student Affairs (HESA) Program are prepared to enter or continue a career in student affairs and higher education for entry and mid-level positions. The Program's mission is to provide a practice-based experience for students while providing quality learning with faculty who are engaged in teaching, research, and service.

**Focus areas:**

- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's

### Grand Valley State University

College Student Affairs Leadership Program

Department of Leadership and Learning

College of Education

---

**Location:** USA (Allendale, Michigan)

**Website:** <http://www.gvsu.edu/coe/grad/higher-education-26.htm>

**E-mail:** [coeserve@gvsu.edu](mailto:coeserve@gvsu.edu)

**Mission/program description:** The College of Education at Grand Valley State University offers a Master's of Education (M.Ed.) degree in Higher Education with two emphasis areas: College Student Affairs Leadership (42 credits) and Adult and Higher Education (36 credits). The mission of the M.Ed. of Higher Education program is "to prepare highly effective student affairs practitioners and higher education professionals," which supports the College of Education's mission of "teaching, leading and learning in a democratic society." The curriculum for both areas is designed to develop generalist practitioners who have strong backgrounds in educational theory and research, an understanding of traditional and adult learners, and the essential role of student services professionals in institutions of higher education.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Number of faculty:** 15

**Degrees (Enrollment):**

- Master's (116 students)

### Michigan State University<sup>†</sup>

Higher, Adult and Lifelong Education Program

Department of Educational Administration

College of Education

---

**Location:** USA (East Lansing, Michigan)

**Website:** <http://www.education.msu.edu/ead/HALE/default.asp>

**E-mail:** [haleadm@msu.edu](mailto:haleadm@msu.edu)

**Mission/program description:** The Center for Higher and Adult Education emphasizes both the importance of policy and international work in post-secondary education for the 21st century. The Center aims to create an intellectual climate by supporting academic and cultural exchange at the postsecondary level as well as hosting forums dedicated to exploring the challenges and opportunities confronting higher education policy in today's complex, global environment. In addition the Center assists the Higher, Adult, and Lifelong Education faculty and graduate students with their post-secondary research, teaching, and outreach related to higher education policy both domestically and across the globe.

**Focus areas:**

- Access and Equity
- Administration, Management, or Leadership
- Comparative or International Studies
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Degrees (Enrollment):**

- Master's
- Ph.D.

## University of Michigan

Center for the Study of Higher and Postsecondary Education (CSHPE)

School of Education

---

**Location:** USA (Ann Arbor, Michigan)

**Website:** [http://www.soe.umich.edu/departments\\_services/academic\\_departments/center\\_for\\_the\\_study\\_of\\_higher\\_and\\_postsecondary\\_education/](http://www.soe.umich.edu/departments_services/academic_departments/center_for_the_study_of_higher_and_postsecondary_education/)

**E-mail:** [cshpe.info@umich.edu](mailto:cshpe.info@umich.edu)

**Mission/program description:** The mission of CSHPE is the development of scholars and practitioners who will improve the worlds of higher and postsecondary education.

**Focus areas:**

- Administration, Management, or Leadership
- Law or Public Policy
- Student Affairs or Student Development

**Year established:** 1957

**Number of faculty:** 13

**Degrees (Enrollment):**

- Master's (70 full-time, 4 part-time)
- Ph.D. (59 full-time, 4 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## Western Michigan University\*

Higher Education and Student Affairs Leadership Concentration

Educational Leadership Program

Educational Leadership, Research and Technology Department

---

**Location:** USA (Kalamazoo, Michigan)

**Website:** <http://www.wmich.edu/leadership/edleadership/hesa/index.html>

**E-mail:** [elrt\\_hesa@wmich.edu](mailto:elrt_hesa@wmich.edu)

**Mission/program description:** The Higher Education and Student Affairs (HESA) Leadership concentration at Western Michigan University prepares practitioner-scholars who: have the knowledge and skills to enhance student learning and development in a variety of higher education environments; recognizes the centrality of diversity and inclusiveness to higher education; and are able to effectively and ethically lead and serve in a dynamic educational culture.

---

\* Information obtained from institution's website.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's
- Ph.D.

### Western Michigan University\*

Educational Leadership, Higher Education and Student Affairs Concentration

College Counseling Program

Department of Counselor Education and Counseling Psychology

---

**Location:** USA (Kalamazoo, Michigan)

**Website:** <http://www.wmich.edu/grandrapids/program/5-Counselor-Education-College-Counseling-MA.html>

**E-mail:** [phillip.johnson@wmich.edu](mailto:phillip.johnson@wmich.edu)

**Mission/program description:** The Master of Arts in Educational Leadership, Higher Education and Student Affairs (HESA) concentration at Western Michigan University focuses on developing reflective practitioners for entry and mid-level positions in higher education. The program emphasizes a scholar-practitioner model to combine a broad-based student development and leadership theory core with required individualized field experiences. Distinctive to HESA is an emphasis on the centrality of diversity and inclusiveness in higher education. One of the ways this is actualized is through a required and individually designed Diversity Cognate.

**Focus areas:**

- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Degrees (Enrollment):**

- Master's

## Minnesota

### Minnesota State University Moorhead

Counseling & Student Affairs Program

College of Education and Human Services

---

**Location:** USA (Moorhead, Minnesota)

**Website:** <http://www.mnstate.edu/graduate/msincounselingandstudentaffairs.aspx>

**E-mail:** [cnsa@mnstate.edu](mailto:cnsa@mnstate.edu)

**Mission/program description:** The Counseling and Student Affairs Program emphasizes the integration of developmental theory, acquisition of strong interpersonal skills, and personal development resulting in the ability to support and empower others and achieve personal and professional growth. The generalist orientation supports and endorses human diversity, and offers specialized tracks to meet individual needs and goals.

**Focus areas:**

- Academic Profession
- Curriculum & Instruction or Teaching & Learning
- Student Affairs or Student Development

**Year established:** 1968

**Number of faculty:** 5



**Degrees (Enrollment):**

- Master's (38 full-time, 12 part-time)
- Certificate

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

### Minnesota State University Moorhead

Educational Leadership Program  
School of Teaching and Learning

---

**Location:** USA (Moorhead, Minnesota)

**Website:** <http://www.mnstate.edu/graduate/msandspecialistineducationalleadership.aspx>

**E-mail:** [julie.swaggert@mnstate.edu](mailto:julie.swaggert@mnstate.edu)

**Mission/program description:** The principal purpose of the Educational Leadership Program is to provide professional/academic education for individuals preparing for leadership in licensed administrative positions (i.e., elementary school principal, secondary school principal, community education director, special education director, school superintendent), and staff administrative positions.

**Focus areas:**

- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning

**Year established:** 1978

**Number of faculty:** 6

**Degrees (Enrollment):**

- Master's (10 full-time, 70 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

### Minnesota State University, Mankato\*

Counselor Education and Supervision Program  
College Student Affairs Program  
Counseling & Student Personnel Department  
College of Education

---

**Location:** USA (Mankato, Minnesota)

**Website:** <http://ed.mnsu.edu/csp/>

**E-mail:** [jacqueline.lewis@mnsu.edu](mailto:jacqueline.lewis@mnsu.edu)

**Mission/program description:** The Ed.D in Counselor Education and Supervision Program emphasizes advanced practice preparation and applied research and is conveniently scheduled to meet the needs of working adults. The master's in College Student Affairs is a broad program designed to prepare individuals for positions on the college campus in admissions, counseling, financial aid, student housing, student activities, career development, and student affairs administration. A comprehensive overview of the field of student affairs is offered with the opportunity to work in several areas. Emphasis is placed on the developmental issues confronting college students, the philosophical bases and the multi-disciplinary foundations of student affairs.

**Focus areas:**

- Student Affairs or Student Development

---

\* Information obtained from institution's website.

**Degrees (Enrollment):**

- Master's
- Ed.D.

**St. Cloud State University**

Higher Education Administration Program  
School of Education

---

**Location:** USA (St. Cloud, Minnesota)  
**Website:** <http://www.stcloudstate.edu/hied>  
**E-mail:** [hied@stcloudstate.edu](mailto:hied@stcloudstate.edu)

**Mission/program description:** The mission of the Higher Education Administration Programs is to prepare higher education professionals for leadership positions in a diverse array of post-secondary institutions. The program is driven by a commitment to excellence in teaching, learning, leadership development, and understanding of the role the academy plays in a global society for creating and distributing knowledge. Comprehensive programs of study focus on the preparation and development of reflective, ethical, and transformative practitioners and academicians.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Year established:** 2004 (MS); 2007 (Ed.D.)

**Number of faculty:** 4

**Degrees (Enrollment):**

- Master's (20 full-time, 20 part-time)
- Ed.D. (50 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

**University of Minnesota-Twin Cities**

Higher Education Program  
Department of Organizational Leadership, Policy, and Development  
College of Education and Human Development

---

**Location:** USA (Minneapolis and St. Paul, Minnesota)  
**Website:** <http://www.cehd.umn.edu/olpd/grad-programs/HiEd/default.html>  
**E-mail:** [hende001@umn.edu](mailto:hende001@umn.edu)

**Mission/program description:** Our mission is to be a leader in advancing knowledge about organizational change in local, national, and international contexts. Our research, teaching, and outreach reflect a commitment to interdisciplinary and intercultural engagement with educators, scholars, and policy makers seeking to enhance leadership, policy, and development around the globe

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Student Affairs or Student Development

**Year established:** First courses offered in 1908

**Number of faculty:** 7

**Degrees (Enrollment):**

- Master's (16 approx. full-time, 15 approx. part-time)
- Ph.D. and Ed.D. (45 approx. full-time, 98 approx. part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: Hybrid (via a mix of on-site and online/distance)

**Additional Information:** The College of Education and Human Development also offers a cohort-based doctoral degree with a focus on International Education, which includes both K-12 as well as higher education. The cohort program begins with intensive in-person classes during the summer and online classes during the academic year.

## University of St. Thomas

Leadership in Student Affairs Program  
College of Education, Leadership, & Counseling

---

**Location:** USA (Minneapolis, Minnesota)  
**Website:** <http://www.stthomas.edu/celc/academics/leadershipinstudentaffairs/>  
**E-mail:** [soe-lsa@stthomas.edu](mailto:soe-lsa@stthomas.edu)

**Mission/program description:** Inspired by Catholic intellectual tradition, the mission of the College of Education, Leadership, & Counseling is to educate practitioners to be morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good.

**Focus areas:**

- Qualitative Research Methods
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 2001

**Number of faculty:** 1

**Degrees (Enrollment):**

- Master's
- Certificate

## Mississippi

### Mississippi State University\*

Student Affairs Program  
Department of Counseling and Educational Psychology  
College of Education

---

**Location:** USA (Starkville, Mississippi)  
**Website:** <http://www.cep.msstate.edu/programs/grad/sa.php>  
**E-mail:** [aheiselt@colled.msstate.edu](mailto:aheiselt@colled.msstate.edu)

**Mission/program description:** The Master of Science (M.S.) with an emphasis in Student Affairs provides a broad base on which students may build and advance their careers within higher education. Courses in the program address issues for student affairs administrators including assessment and college student development. The program can be completed as a full-time student in two academic years (9 credits/academic semester). Full-time students will commence coursework in the fall of the academic year.

---

\* Information obtained from institution's website.

**Focus areas:**

- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's

## The University of Mississippi

Higher Education and Student Personnel Program  
School of Education

---

**Location:** USA (Oxford, Mississippi)

**Website:** [http://education.olemiss.edu/academics/programs/higher\\_ed\\_ma.html](http://education.olemiss.edu/academics/programs/higher_ed_ma.html)

**E-mail:** holleman@olemiss.edu

**Mission/program description:** The Master of Arts in Higher Education and Student Personnel is a 42 hour program examining the various aspects of higher education administration. The program fosters a strong theoretical understanding of the underpinnings of college and university function, including the functions around student life. This program also provides professional preparation through practicum and graduate assistantship opportunities for those seeking full-time enrollment. The program is designed for those who seek to work at a college or university in different administrative roles such as financial aid, housing, or other areas of postsecondary education.

**Degrees (Enrollment):**

- Master's
- Ph.D.

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: Hybrid (via a mix of on-site and online/distance)

**Additional Information:** The University of Mississippi also has a part-time online only program: [http://education.olemiss.edu/academics/programs/higher\\_ed\\_online\\_ma.html](http://education.olemiss.edu/academics/programs/higher_ed_online_ma.html)

## University of Southern Mississippi<sup>†</sup>

Higher Education Administration Program  
Department of Educational Studies and Research  
Education and Psychology

---

**Location:** USA (Hattiesburg, Mississippi)

**Website:** <https://www.usm.edu/higher-education-research-statistics>

**E-mail:** lillian.hill@usm.edu

**Mission/program description:** The mission of the Ed.D./Ph.D. Higher Education Administration Program within the Department of Educational Studies and Research provides options for individuals interested in both administrative and faculty/research roles within post-secondary institutions. The program emphasizes the acquisition of skills and knowledge needed to perform effectively in various positions in higher education. Students seeking academic careers, e.g., scholarly study of higher education, university teaching, and policy analysis, are encouraged to take the Ph.D. track. Students seeking administrative positions, e.g., student affairs, institutional research and effectiveness, continuing education, and others, are encouraged to take the Ed.D. track. The program provides a foundation for graduates to generate new knowledge about post-secondary education and lead their organizations through visionary planning, strategic utilization of resources, effective motivation of employees, and practical application of research.

The mission for M.Ed. in Higher Education with emphasis in Student Affairs is to provide entry-level professionals with the essential knowledge, skills, values, and attitudes necessary for practice in higher education/student affairs. Graduates of the

program are prepared to work as student development educators and administrators in a higher education setting. The Student Affairs Administration emphasis places a priority on professional education that integrates academic course work with mentorship and practicum experiences in the field of student affairs.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's (15 full-time, 12 part-time)
- Ph.D. and Ed.D. (10 full-time, 71 part-time)

## Missouri

### Saint Louis University\*

Educational Leadership & Higher Education Program

College of Education & Public Service

---

**Location:** USA (Saint Louis, Missouri )

**Website:** <http://www.slu.edu/college-of-education-and-public-service-home/schools-and-departments/educational-leadership-and-higher-education-home>

**Mission/program description:** The mission of the Department of Educational Leadership and Higher Education is to prepare students for leadership positions in the field of educational leadership and higher education. Our department offers professional and certification programs at the graduate level. The professional programs in higher education prepare individuals for administrative positions at the college and university level. The professional and certification programs in educational leadership prepare individuals of administrative positions at the building and school district level.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's
- Ph.D. and Ed.D.

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

### Southeast Missouri State University\*

Master of Arts in Higher Education Administration

Department of Educational Leadership & Counseling

---

**Location:** USA (Cape Girardeau, Missouri)

**Website:** <http://www.semo.edu/eduleadcounsel/graduateprograms/ma-higher-education-administration.htm>

**E-mail:** [dstader@semo.edu](mailto:dstader@semo.edu)

**Mission/program description:** The Master of Arts degree in Higher Education Administration will prepare students for entry-level leadership positions in colleges, universities, community colleges, and other post-secondary settings. Potential careers include positions in academic advising, admissions, athletic administration, career counseling, coaching, financial aid, Greek life, institutional advancement, judicial programs, multicultural affairs, residential life, and student activities.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's

---

\* Information obtained from institution's website.

### University of Central Missouri<sup>†</sup>

College Student Personnel Administration Program  
Department of Educational Leadership & Human Development  
College of Education

---

**Location:** USA (Warrensburg, Missouri)

**Website:** <http://www.ucmo.edu/elhd/programs/cspa/>

**E-mail:** [rbowman@ucmo.edu](mailto:rbowman@ucmo.edu)

**Mission/program description:** The mission of the Master of Science degree program in College Student Personnel Administration is to prepare outstanding generalists for a broad range of entry-level and mid-level positions in student life, student development, student services, and other professional staff areas in institutions of higher education. The curriculum emphasizes the integration of theory and practice in both classroom and field-based settings in order to graduate professionals with the necessary knowledge, skills, commitment to ethics, respect for diversity, and caring to enrich the lives of students with whom they work.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Number of faculty:** 4

**Degrees (Enrollment):**

- Master's (44 full-time, 6 part-time)

### University of Missouri<sup>†</sup>

Higher Education Leadership and Policy Program  
Department of Educational Leadership and Policy Analysis  
College of Education

---

**Location:** USA (Columbia, Missouri)

**Website:** <http://education.missouri.edu/ELPA/>

**E-mail:** [elpagrad@missouri.edu](mailto:elpagrad@missouri.edu)

**Mission/program description:** The mission of the master's degree program in higher education is to prepare students for professional administrative leadership positions in a variety of postsecondary educational settings. The higher education faculty are nationally recognized experts in college student development, administration and leadership, faculty work, diversity issues in higher education, and higher education policy. The mission of Ph.D. with an emphasis in Higher Education is to prepare graduates for research and teaching (faculty) positions in higher education programs, centers, and departments, as well as practitioner-leader positions in the variety of institutions and organizations in which postsecondary education plays a central role. More specifically the emphasis area has two concentrations of study: Higher Education Administration and Higher Education Policy.

**Focus areas:**

- Administration, Management, or Leadership
- Law or Public Policy
- Student Affairs or Student Development

**Number of faculty:** 16

**Degrees (Enrollment):**

- Master's (36 full-time, 8 part-time)
- Ph.D. and Ed.D. (24 full-time, 77 part-time)

## University of Missouri-Kansas City

Higher Education Administration Program  
School of Education

---

**Location:** USA (Kansas City, Missouri)

**Website:** <http://education.umkc.edu/programs/view/3>

**E-mail:** [butnerb@umkc.edu](mailto:butnerb@umkc.edu)

**Mission/program description:** The overall mission of the Higher Education Administration Program is to prepare individuals for leadership positions in higher education institutions. Components of the program are designed to provide students with:

- A broad understanding of the meaning and scope of higher education;
- An understanding of the professional nature of higher education;
- Competence as agents of social change in the higher education setting;
- The acquisition of critical communication skills;
- Knowledge of research methods and design; and
- Opportunities for practical experience in the field.

**Focus areas:**

- Access and Equity
- Quality Assurance, Assessment, or Accreditation
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Number of faculty:** 2

**Degrees (Enrollment):**

- Master's (20 full-time, 10 part-time)
- Ph.D. and Ed.D. (15 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: Hybrid (via a mix of on-site and online/distance)

**Additional Information:** The Ed.D. is practitioner based. Also, the Assistant Vice Provost for Assessment has an appointment with the program and teaches a class each semester.

## University of Missouri-St. Louis

Higher Education Administration Program  
College of Education

---

**Location:** USA (St. Louis, Missouri)

**Website:** <http://coe.umsl.edu/w2/Programs/MEd.HigherEd.html>

**E-mail:** [oasis@umsl.edu](mailto:oasis@umsl.edu)

**Mission/program description:** The purpose of the master's in Higher Education is intended for: (1) faculty and other educators who want to improve their adult teaching skills; (2) persons who occupy and seek to advance into administrative or management positions in a variety of educational settings; and (3) others who work with adults in a variety of agencies.

**Focus areas:**

- Community College, Vocational, or Technical Education
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 1999

**Number of faculty:** 4

**Degrees (Enrollment):**

- Master's
- Ph.D. and Ed.D.
- Certificate

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: Hybrid (via a mix of on-site and online/distance)

## Montana

### Montana State University\*

Adult & Higher Education Program

Department of Education

College of Education, Health & Human Development

---

**Location:** USA (Bozeman, Montana)

**Website:** [http://www.montana.edu/wwweduc/grad/ahe/ahe/ahe\\_med\\_he.shtml](http://www.montana.edu/wwweduc/grad/ahe/ahe/ahe_med_he.shtml)

**E-mail:** [edgrad@montana.edu](mailto:edgrad@montana.edu)

**Mission/program description:** The Adult and Higher Education Program is a master's and doctoral program that prepares students to work in formal education environments outside of the primary and secondary (K-12) structure. Students choose one of three areas of specialization: student affairs, higher education, or adult education. The goal of the program is for students to develop the knowledge and skills needed to conduct informed practice in one of these areas. This informed practice is dependent upon having a knowledge base of numerous theories, literature, and research strategies to address practical challenges in the field.

**Focus areas:**

- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning
- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's
- Ed.D.
- Certificate

## Nebraska

### University of Nebraska at Kearney\*

Student Affairs Program

Department of Counseling and School Psychology

---

**Location:** USA (Kearney, Nebraska)

**Website:** [http://www.unk.edu/academics/csp/Student\\_Affairs\\_Program/](http://www.unk.edu/academics/csp/Student_Affairs_Program/)

**E-mail:** [mimsmj@unk.edu](mailto:mimsmj@unk.edu)

**Mission/program description:** The Study Affairs Program is dynamic in the fact that it offers students an interactive experience between their work setting and the coursework in the area of student affairs. Our program has a counseling focus so students gain a strong understanding and development of advance skills in the area of counseling and helping others. The Department of Counseling and School Psychology offers degrees in student affairs, mental health counseling, school counseling, and school psychology.

**Focus areas:**

- Student Affairs or Student Development

**Number of faculty:** 9



**Degrees (Enrollment):**

- Master's

**University of Nebraska at Lincoln\***

Higher Education Administration and Student Affairs Program  
Department of Educational Administration

---

**Location:** USA (Lincoln, Nebraska)

**Website:** <http://cehs.unl.edu/edad/>

**E-mail:** shayes4@unl.edu

**Mission/program description:** The Department of Educational Administration is committed to preparing individuals to serve and lead PK-20 (pre-K through year 20) educational organizations in the challenges facing 21st century teaching and learning. Our department has common interests in class, race, gender, access, and equity across the PK-20 educational spectrum.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's
- Ph.D. and Ed.D.

**University of Nebraska at Omaha\***

Student Affairs Practice in Higher Education Program  
Department of Counseling

---

**Location:** USA (Omaha, Nebraska)

**Website:** <http://www.unomaha.edu/college-of-education/counseling/>

**E-mail:** pbarnes@unomaha.edu

**Mission/program description:** The Student Affairs Practice in Higher Education Program offers Master of Arts and Master of Science degrees in Counseling with concentrations in Clinical Mental Health Counseling, K-12 School Counseling, Student Affairs Practice in Higher Education, and Gerontology. University of Nebraska Omaha offers the only program in Nebraska for graduate-level counseling programs with two CACREP [Council for Accreditation of Counseling and Related Educational Programs] accredited degrees. This accreditation from the American Counseling Association reflects department and university-wide dedication to academic excellence.

**Focus areas:**

- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's

**Nevada**

**University of Nevada, Las Vegas †**

Higher Education Leadership Program  
Department of Educational Psychology & Higher Education  
College of Education

---

**Location:** USA (Las Vegas, Nevada)

**Website:** <http://education.unlv.edu/ephe/>

**E-mail:** unlvpehe@gmail.com

---

\* Information obtained from institution's website.

† Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.

**Mission/program description:** The Higher Education Leadership Program strives to produce nationally recognized higher education research and scholars; develops postsecondary leaders as theoretically grounded decision makers; and provides programs that are responsive to changing environments.

**Focus areas:**

- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education
- Law or Public Policy
- Student Affairs or Student Development

**Number of faculty:** 14

**Degrees (Enrollment):**

- Master's (65 full-time, 11 part-time)
- Ph.D. (68 full-time, 4 part-time)

### University of Nevada, Reno\*

Master of Arts in Educational Leadership Program  
College of Education

---

**Location:** USA (Reno, Nevada)

**Website:** <http://www.unr.edu/degrees/educational-leadership/ma>

**E-mail:** [thorbill@unr.edu](mailto:thorbill@unr.edu)

**Mission/program description:** The M.A. is an individualized program designed for those interested in a focus on higher education or educational foundations. The study of leadership allows individuals to examine the fundamental institutions in society, to develop skills in research and analysis, and to prepare to enter challenging and influential roles in many areas. From the higher education program, graduates have had distinguished careers in both academics and administration in Nevada and across the nation. They have held such positions as professor, department chair, program director, financial aid officer, dean, university vice president and college president.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's

## New Jersey

### Rowan University

Higher Education Administration Program  
College of Education

---

**Location:** USA (Glassboro, New Jersey)

**Website:** <http://www.rowan.edu/colleges/education/programs/esahe/HigherEdAdmin/index.html>

**E-mail:** [sisco@rowan.edu](mailto:sisco@rowan.edu)

**Mission/program description:** The Higher Education Administration Program prepares skilled reflective practitioners for entry level positions in two and four year colleges. Students receive a deep understanding of the context of higher education including history, current issues, administration and governance, legal and ethical issues, student development, student services, budgeting and planning, research in higher education, diversity, and reflective practice. Students practice administrative and student services skills in the 300-hour mandatory internship and complete a thesis.

**Focus areas:**

- Access and Equity
- Administration, Management, or Leadership
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 1990

**Number of faculty:** 2

**Degrees (Enrollment):**

- Master's (35 full-time, 5 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

## Seton Hall University

Graduate Program of Higher Education  
College of Education and Human Services

---

**Location:** USA (South Orange, New Jersey)

**Website:** <http://www.shu.edu/academics/education/Ph.D.-higher-ed/index.cfm>

**E-mail:** [rong.chen@shu.edu](mailto:rong.chen@shu.edu)

**Mission/program description:** The Graduate Program of Higher Education provides students with a broad understanding of the interrelated societal and organizational dimensions of higher education. It prepares students for senior administrative, policy development, and management posts in colleges and universities, as well as government agencies and foundations, or for careers in teaching and research.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Law or Public Policy
- Access and Equity
- Comparative or International Studies
- Student Affairs or Student Development

**Year established:** 1980

**Number of faculty:** 7

**Degrees (Enrollment):**

- Master's
- Ph.D. and Ed.D.

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## New York

### Baruch College (City University of New York)

Higher Education Administration Program  
School of Public Affairs

---

**Location:** USA (New York, New York)

**Website:** <http://www.baruch.cuny.edu/spa/academics/graduatedegrees/highereducationadmin.php>

**E-mail:** [jeffrey.apfel@baruch.cuny.edu](mailto:jeffrey.apfel@baruch.cuny.edu)

**Mission/program description:** The Higher Education Administration Program prepares professionals for administrative leadership and supervisory positions in the administration of colleges and universities. The flexible curriculum emphasizes higher education

management, personnel management, and information systems with the primary focus on the improved performance of the practitioner. The courses provide the knowledge base needed to understand the history and operation of colleges and universities in this country, and develop effective management, interpersonal and problem-solving skills, and advanced technological skills.

**Focus areas:**

- Administration, Management, or Leadership

**Year established:** 1993

**Number of faculty:** 8

**Degrees (Enrollment):**

- Master's (20 full-time, 100 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

### Canisius College<sup>‡</sup>

College Student Personnel Administration Program  
Graduate Education & Leadership Department  
School of Education and Human Services

---

**Location:** USA (Buffalo, New York)

**Website:** <http://www.canisius.edu/cspa>

**E-mail:** [estaneks@canisius.edu](mailto:estaneks@canisius.edu)

**Mission/program description:** The master's program in College Student Personnel Administration (CSPA) at Canisius College prepares student affairs practitioners to work in all sectors of higher education administration while emphasizing the unique context of private, independent colleges and universities. The CSPA program combines the in-class education of graduate coursework with the experiential learning of required internships to achieve its mission. Graduate assistantships are also available, which provide additional experience. Graduates of the College Student Personnel Administration master's degree program will:

- Be prepared to enter the student affairs profession as practitioners in multiple administrative sub-fields (residence life, student activities, career services, etc.);
- Be able to use the foundations of theory and practical experience to make sound and ethical professional decisions;
- Be prepared to participate as professionals in the education of the whole student, consistent with the Jesuit value of *cura personalis* ("care for the person"), regardless of the institutional context of their work; and
- Understand the value of contributing to their profession through participation in professional associations, and through activities such as presentations and publications and serving in leadership positions.

**Focus areas:**

- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's (56 full-time, 3 part-time)

### The College at Brockport (SUNY)<sup>\*</sup>

Master's in College Counseling  
Department of Counselor Education

---

**Location:** USA (Brockport, New York)

**Website:** <http://www.brockport.edu/edc/>

**E-mail:** [thernandez@brockport.edu](mailto:thernandez@brockport.edu)

---

<sup>\*</sup> Information obtained from institution's website.

<sup>‡</sup> Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.

**Mission/program description:** The mission of the Department of Counselor Education is to prepare and mentor scholar practitioners, with a deep level of self-understanding, in the art and science of professional counseling.

**Focus areas:**

- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's

### Columbia University<sup>†</sup>

Higher and Postsecondary Education Program  
Organization and Leadership Department  
Teachers College

---

**Location:** USA (New York, New York)

**Website:** <http://www.tc.columbia.edu/O&L/>

**E-mail:** [org&leadership@tc.edu](mailto:org&leadership@tc.edu)

**Mission/program description:** The Program in Higher and Postsecondary Education prepares educators and leaders for administrative and academic positions in a broad range of postsecondary educational institutions. The mission is two-fold. First, the program prepares scholar-practitioners who create and implement cutting-edge policy based upon enhanced skills as professional educators, researchers, and theory-builders. Second, it develops a smaller number of researcher-theorists who prepare professionals in the field of higher education. Further, the Higher and Postsecondary Education Program strives to create knowledge, knowledgeable practitioners, and practicing scholars concerned broadly with teaching, learning, and scholarly and professional development; organizational and institutional analysis, including abilities to probe and develop the structures, processes, policies, and technologies that comprise colleges, universities, and state and national systems of tertiary education; and social and comparative perspectives, with attention to the social, cultural, economic, and historic contexts of knowledge production, policy, and institutional development.

**Focus areas:**

- Administration, Management, or Leadership

**Year established:** 1913

**Number of faculty:** 11

**Degrees (Enrollment):**

- Master's (22 full-time, 90 part-time)
- Ed.D. (4 full-time, 14 part-time)

### New York University

Higher and Postsecondary Education Program  
Steinhardt School of Culture, Education, and Human Development

---

**Location:** USA (New York, New York)

**Website:** <http://steinhardt.nyu.edu/alt/highered>

**E-mail:** [steinhardt.highered@nyu.edu](mailto:steinhardt.highered@nyu.edu)

**Mission/program description:** The Program in Higher and Postsecondary Education prepares individuals for leadership and service in a variety of postsecondary settings.

**Focus areas:**

- Access and Equity
- Administration, Management, or Leadership
- Globalization or Internationalization

---

<sup>†</sup> Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.

**Number of faculty:** 7

**Degrees (Enrollment):**

- Master's (70 full-time, 60 part-time)
- Ph.D. and Ed.D. (15 full-time, 20 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## State University of New York at Albany

Department of Educational Administration and Policy Studies  
School of Education

---

**Location:** USA (Albany, New York)

**Website:** <http://www.albany.edu/eaps>

**E-mail:** [eaps@albany.edu](mailto:eaps@albany.edu)

**Mission/program description:** The mission of the Department of Educational Administration & Policy Studies (EAPS) in the School of Education at the University at Albany is to enhance the understanding and practice of leading educational organizations and policy analysis across all levels of education.

**Focus areas:**

- Comparative or International Studies
- Globalization or Internationalization
- Private Higher Education and Privatization

**Number of faculty:** 9

**Degrees (Enrollment):**

- Master's (15 full-time, 30 part-time)
- Ph.D. (20 full-time, 60 part-time)
- Certificate

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## SUNY Buffalo State

Higher Education Administration Program  
School of the Professions

---

**Location:** USA (Buffalo, New York)

**Website:** <http://hea.buffalostate.edu/>

**Mission/program description:** The mission of the Higher Education and Student Affairs Administration Program is to prepare master's level students for professional positions in colleges and universities and further academic study at the doctoral level.

**Focus areas:**

- Administration, Management, or Leadership
- Qualitative Research Methods
- Student Affairs or Student Development

**Year established:** 1970

**Number of faculty:** 5

**Degrees (Enrollment):**

- Master's (90 full-time, 20 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

**Additional Information:** This is a strong experiential program through graduate assistantships, required internships and field experience in assessment, which provide an important compliment to classroom/on-line learning.

## Syracuse University

Higher Education Department  
School of Education

---

**Location:** USA (Syracuse, New York)

**Website:** [http://soe.syr.edu/academic/higher\\_education](http://soe.syr.edu/academic/higher_education)

**E-mail:** bewitek@syr.edu

**Mission/program description:** The Higher Education Department is directed at developing educational leaders (scholars and scholar-practitioners) dedicated to advocating for, improving, and shaping practices, policies, and organizational structures that provide equitable educational opportunities and success for all college students across diverse institutional types. The master's program in student affairs provides students with a solid foundation of the scholarship and application of student development and learning (with a focus on social identity theories), curriculum development, and organizational development and change. The doctoral program emphasizes examining the study of higher education through an interdisciplinary lens.

**Focus areas:**

- Access and Equity
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 1931

**Number of faculty:** 3

**Degrees (Enrollment):**

- Master's (25 full-time, 25 part-time)
- Ph.D. (5 full-time, 22 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## University of Rochester\*

Higher Education Administration and Student Affairs Program  
Warner School of Education

---

**Location:** USA (Rochester, New York)

**Website:** <http://www.warner.rochester.edu/programs/highereducation/>

**E-mail:** lhazen@warner.rochester.edu

**Mission/program description:** The Warner School's programs in higher education instill in students a passion to take the initiative and skills to inspire and carry out change in America's colleges, universities, and related educational enterprises. As advocates for thoughtful leadership, graduates understand how to motivate others, make decisions, manage people and processes, and enable individuals to reach their highest potential. They also become thoughtful leaders and researchers with a comprehensive understanding of the institutional and cultural world of higher education.

---

\* Information obtained from institution's website.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's
- Ph.D. and Ed.D.

## North Carolina

### Appalachian State University<sup>†</sup>

College Student Development Program  
Human Development and Psychological Counseling Department

---

**Location:** USA (Boone, North Carolina)

**Website:** <http://csd.appstate.edu/>

**E-mail:** [clarkcr@appstate.edu](mailto:clarkcr@appstate.edu)

**Mission/program description:** The graduate program in College Student Development sets as its primary mission the development of knowledgeable and skilled professionals for positions of responsibility as practitioners in student affairs or in a related helping profession. An emphasis is placed on mastering the concepts of human development and examining the implications of this knowledge base for the design of educationally appropriate practice.

**Focus areas:**

- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's (36 full-time)

### North Carolina State University

Higher Education Administration & Adult and Community College Education Program  
Department of Leadership, Policy, and Adult & Higher Education

---

**Location:** USA (Raleigh, North Carolina)

**Website:** <http://ced.ncsu.edu/lpahe>

**E-mail:** [higher\\_ed@ncsu.edu](mailto:higher_ed@ncsu.edu)

**Mission/program description:** North Carolina's State University's program provides exceptional opportunities for students interested in higher education administration or adult and community college education to explore a core body of knowledge, gain real-world professional experience, and pursue advanced study. Program content is informed by relevant theory, scholarly research, and best practice in the field. Individuals completing a master's or doctoral program of study will develop the expertise required for entry or advancement in: colleges and universities, governmental agencies, and public service organizations.

**Focus areas:**

- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education
- Quality Assurance, Assessment, or Accreditation

**Year established:** 1982

**Number of faculty:** 15



**Degrees (Enrollment):**

- Master's (44 full-time, 21 part-time)
- Ph.D. and Ed.D. (18 full-time, 125 part-time)
- Certificate

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

**Additional Information:** A major feature of this program is the ongoing professional socialization that occurs in conjunction with coursework and research. It includes opportunities for students to participate and present at major scholarly and professional conferences; co-author with faculty members; and gain consulting experience within and outside of the university. In addition, many of the program's doctoral students are fully funded through assistantships that enable them to integrate theory and practice and perform as early career researchers and professionals.

## University of North Carolina at Greensboro

Higher Education Program  
Department of Teacher Education and Higher Education  
School of Education

---

**Location:** USA (Greensboro, North Carolina)  
**Website:** <http://tehe.uncg.edu/academic-programs/graduate/>  
**E-mail:** [kerri.richardson@uncg.edu](mailto:kerri.richardson@uncg.edu)

**Mission/program description:** The Higher Education Program prepares scholar/practitioners to work in higher education. It offers degrees at both the master's degree and doctoral level. At the master's level, it focuses on student affairs. At the doctoral level, the focus is on student affairs and social justice.

**Focus areas:**

- Access and Equity
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Number of faculty:** 3

**Degrees (Enrollment):**

- Master's (32 full-time, 4 part-time)
- Ph.D. (4 full-time, 20 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## Western Carolina University<sup>†</sup>

College Student Personnel Program  
Human Services Department

---

**Location:** USA (Cullowhee, North Carolina)  
**Website:** <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/humanserv/csp/>  
**E-mail:** [cdaly@email.wcu.edu](mailto:cdaly@email.wcu.edu)

**Mission/program description:** The M.Ed. Program in College Student Personnel (or College Student Personnel Program) is designed to meet the guidelines established by the Council for the Advancement of Standards in Higher Education (CAS) programs and to prepare you to become a student affairs professional.

<sup>†</sup> Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.

**Focus areas:**

- Student Affairs or Student Development

**Year established:** 2000

**Number of faculty:** 1

**Degrees (Enrollment):**

- Master's (35 full-time, 5 part-time)

## North Dakota

### University of North Dakota

Educational Leadership Program

College of Education and Human Development

---

**Location:** USA (Grand Forks, North Dakota)

**Website:** <http://education.und.edu/educational-leadership/higher-education.cfm>

**E-mail:** [margaret.healy@und.edu](mailto:margaret.healy@und.edu)

**Mission/program description:** The academic mission is to prepare and support students through a community of diverse learners in their development as scholar-practitioners, who seek positions in postsecondary educational organizations or governmental agencies through master's and doctoral degree programs.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Student Affairs or Student Development

**Number of faculty:** 4

**Degrees (Enrollment):**

- Master's (20-25 full-time, 10-15 part-time)
- Ph.D. and Ed.D. (50 part-time)

**Delivery method:**

- Master's: Online (or via distance) only
- Doctoral: Hybrid (via a mix of on-site and online/distance)

**Additional Information:** The master's program is offered online and the cohort-based doctoral program is designed for working professionals and offered in three locations in North Dakota.

## Ohio

### Bowling Green State University

Higher Education and Student Affairs Program

College of Education and Human Development

---

**Location:** USA (Bowling Green, Ohio)

**Website:** <http://bgsu.edu/hesa>

**E-mail:** [hesa@bgsu.edu](mailto:hesa@bgsu.edu)

**Mission/program description:** The MA in College Student Personnel and Ph.D. in Higher Education Administration prepare professionals for entry into or advancement in student affairs and/or higher education administration, leadership, and teaching.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 1963

**Number of faculty:** 8

**Degrees (Enrollment):**

- Master's (75 full-time, 1 part-time)
- Ph.D. (18 full-time, 25 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## Kent State University

Higher Education Administration and Student Personnel Program  
Education, Health, and Human Services Department

---

**Location:** USA (Kent, Ohio)

**Website:** <http://www.kent.edu/ehhs/hied/index.cfm>

**E-mail:** mmerril@kent.edu

**Mission/program description:** The Higher Education Administration (HIED) program prepares students for careers as highly effective higher education administrators and staff professionals. The coursework prepares students for the varied challenges facing two-year, four-year, and graduate institutions today and in the future.

**Focus areas:**

- Administration, Management, or Leadership
- Globalization or Internationalization
- Student Affairs or Student Development
- Community College, Vocational, or Technical Education
- Quality Assurance, Assessment, or Accreditation

**Year established:** 2005

**Number of faculty:** 5

**Degrees (Enrollment):**

- Master's (72 students)
- Ph.D. (33 students)
- Certificate

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

**Additional Information:** Kent State also offers a certificate in the Internationalization of Higher Education to prepare students for a wide variety of positions within international higher education such as international student advising, study abroad, and international admissions among others.

## Miami University

Student Affairs in Higher Education Program  
College of Education, Health, and Society

---

**Location:** USA (Oxford, Ohio)

**Website:** <http://miamioh.edu/sahe>

**E-mail:** [sahe@miamioh.edu](mailto:sahe@miamioh.edu)

**Mission/program description:** The Miami Student Affairs in Higher Education program operates on the assumption that student learning is a complex phenomenon in which dimensions of students' intellectual, identity, and interpersonal development are interdependent. Intellectual growth can and does occur in students' out-of-class interactions. The program's view of an effective educational environment involves academic and student affairs educators working as partners to educate students. In order to foster such educational environments, it prepares graduates to effectively transform higher education and student affairs practice to promote learning, intercultural maturity, self-authorship, and social engagement.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 1962

**Number of faculty:** 6

**Degrees (Enrollment):**

- Master's (48 full-time, 2 part-time)
- Ph.D. (9 full-time, 9 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## The Ohio State University

Higher Education and Student Affairs Program  
College of Education and Human Ecology

---

**Location:** USA (Columbus, Ohio)

**Website:** <http://ehe.osu.edu/educational-studies/hesa/>

**E-mail:** [spa@osu.edu](mailto:spa@osu.edu)

**Mission/program description:** For 65 years, the Higher Education and Student Affairs (HESA) Program at The Ohio State University has prepared leaders in higher education and student affairs throughout the nation and the world. HESA enjoys a long and prestigious tradition of cultivating individuals for leadership as administrators, faculty, and policy-makers in post-secondary education and diverse cultural contexts.

**Focus areas:**

- Access and Equity
- Administration, Management, or Leadership
- Student Affairs or Student Development

**Year established:** 1948

**Number of faculty:** 6

**Degrees (Enrollment):**

- Master's (50 full-time, 4 part-time)
- Ph.D. (20 full-time, 10 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

**Ohio University\***

Higher Education and Student Affairs Programs  
Department of Counseling and Higher Education  
Patton College of Education

---

**Location:** USA (Athens, Ohio)

**Website:** <http://www.ohio.edu/education/academic-programs/counseling-and-higher-education/>

**Mission/program description:** The area of higher education and student affairs consists of graduate programs in college student personnel and higher education administration. The primary mission of this area is to prepare people for leadership roles in colleges, universities and other agencies devoted to adult learning. Adult learning occurs not only in traditional institutions of higher education, but also in business and industry, social and government agencies, the military and health care organizations.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's
- Ph.D.

**The University of Akron\***

Higher Education Administration Program  
Department of Educational Foundations and Leadership

---

**Location:** USA (Akron, Ohio)

**Website:** <http://www.uakron.edu/education/academic-programs/EFL/programs/higher-ed/index.dot>

**E-mail:** [skruse@uakron.edu](mailto:skruse@uakron.edu)

**Mission/program description:** The Higher Education Administration Program mission is to prepare college and university leaders to shape organizational goals, influence the character of educational programs and to affect institutional performance. Professional management skills are developed as they relate to larger issues of educational mission and purpose. Coursework includes educational foundations, administration, curriculum, student development, history, law, student services, finance, and clinical inquiry and experiences as a means to enhance educational leader performance.

**Focus areas:**

- Administration, Management, or Leadership

**Number of faculty:** 3

**Degrees (Enrollment):**

- Master's
- Certificate

---

\* Information obtained from institution's website.

## University of Dayton

Ph.D. in Educational Administration, Higher Education Concentration  
School of Education and Health Sciences

---

**Location:** USA (Dayton, Ohio)

**Website:** [http://www.udayton.edu/education/learn/graduate/major\\_educational\\_leadership\\_Ph.D..php](http://www.udayton.edu/education/learn/graduate/major_educational_leadership_Ph.D..php)

**E-mail:** mwelkener1@udayton.edu

**Mission/program description:** The Doctor of Philosophy in Educational Leadership Program (higher education concentration) is designed for educators who are committed to providing leadership at the collegiate level. The program seeks to prepare scholar-practitioners and leaders who:

- Value both speculative and practical knowledge and engage in continuous inquiry on professional concerns;
- Deliberate with colleagues upon organizational purposes and the means for achieving them;
- Work selflessly with others; and
- Commit themselves to improving the quality of life within society.

**Focus areas:**

- Administration, Management, or Leadership

**Year established:** 1990

**Number of faculty:** 11

**Degrees (Enrollment):**

- Ph.D. (5 full-time, 5 part-time)

**Delivery method:**

- Doctoral: Hybrid (via a mix of on-site and online/distance)

**Additional Information:**

The administration, faculty, and staff take a Catholic and Marianist approach to education that:

- Maintains an environment of intellectual, social, spiritual and emotional growth;
- Models reflective practitioner behavior;
- Engages students in inquiry on the major issues and challenges confronting the profession;
- Supports foundational research efforts that have implications for social policy;
- Maintains rigorous academic standards;
- Provides quality classroom instruction;
- Provides and maintains a spirit of equity in program conduct; and
- Conducts interpersonal interactions with integrity and justice.

## University of Toledo<sup>†</sup>

Higher Education Program  
Department of School Psychology, Higher Education, and Counselor Education  
College of Social Justice and Human Service

---

**Location:** USA (Toledo, Ohio)

**Website:** [http://www.utoledo.edu/csjs/depts/sphece/higher\\_education/index.html](http://www.utoledo.edu/csjs/depts/sphece/higher_education/index.html)

**E-mail:** EDUHSHS-stusvcs@UToledo.edu

**Mission/program description:** The Higher Education Program prepares master's and doctoral students to become leaders who will shape the future of American public and private higher education.

**Focus areas:**

- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education
- Law or Public Policy

**Number of faculty:** 5

**Degrees (Enrollment):**

- Master's (38 students)
- Ph.D. (108 students)

## Wright State University

Student Affairs in Higher Education Program  
Leadership Studies in Education and Organizations  
College of Education and Human Services

---

**Location:** USA (Dayton, Ohio)

**Website:** [http://www.cehs.wright.edu/academic/educational\\_leadership/student-affairs/index.php](http://www.cehs.wright.edu/academic/educational_leadership/student-affairs/index.php)

**E-mail:** [julia.acosta@wright.edu](mailto:julia.acosta@wright.edu)

**Mission/program description:** The Student Affairs in Higher Education Program is a program developed to provide education and training for individuals interested in careers in students services. The emphasis of this program is on student affairs and development from an administrative perspective. The primary mission of the program is to prepare students for leadership roles in higher education student affairs.

**Focus areas:**

- Access and Equity
- Comparative or International Studies
- History of Higher Education
- Quantitative Research Methods
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)
- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- Qualitative Research Methods
- Student Affairs or Student Development

**Number of faculty:** 8

**Degrees (Enrollment):**

- Master's (45 students)
- Ed.D. (15 students)
- Certificate

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

**Additional Information:** This program offers undergraduate, graduate, certificate, and doctoral programs. All department course offerings can be found at: <http://www.wright.edu/leadership-studies>

## Oklahoma

### Northeastern State University

M.S. in Higher Education Leadership  
College of Education  
Department of Education, Foundations and Leadership

---

**Location:** USA (Tahlequah, Oklahoma)

**Website:** <http://academics.nsuok.edu/education/GraduatePrograms/HigherEducationLeadership.aspx>

**E-mail:** [frusher@nsuok.edu](mailto:frusher@nsuok.edu)

**Mission/program description:** The mission of the Master of Science in Leadership program is to prepare graduates who have the professional knowledge and skills to be effective leaders who are committed to service, excellence, and collaboration, and who in turn, inspire and empower individuals within their realm of influence to be caring, socially responsible citizens.

**Focus areas:**

- Administration, Management, or Leadership

**Year established:** 1971

**Number of faculty:** 2

**Degrees (Enrollment):**

- Master's (36 students)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

### Oklahoma State University

Higher Education and Student Affairs Program  
College of Education

---

**Location:** USA (Stillwater, Oklahoma)

**Website:** <http://hied.okstate.edu>

**E-mail:** [leadership@okstate.edu](mailto:leadership@okstate.edu)

**Mission/program description:** Oklahoma State University offers three graduate degrees for individuals who desire to concentrate on the study of postsecondary education: Ph.D., Educational Leadership and Policy Studies (Higher Education) M.S., Educational Leadership Studies (Higher Education) M.S., Educational Leadership Studies (College Student Development). The goal of these programs is to develop leaders who can lead higher education institutions effectively, possess a broad understanding of postsecondary education, conduct scholarly research, and contribute to the development of the profession. Coursework offers comprehensive exposure to the complex issues facing higher education today. Within this context, students focus on issues or problems of special interest to them.

**Focus areas:**

- Access and Equity
- Economics, Financing, or Funding of Higher Education
- Law or Public Policy
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)
- Administration, Management, or Leadership
- Globalization or Internationalization
- Qualitative Research Methods
- Student and Scholar Mobility

**Year established:** 1970

**Number of faculty:** 5

**Degrees (Enrollment):**

- Master's (35-40 full-time, 5-7 part-time)
- Ph.D. (10 approx. full-time, 130 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

### University of Central Oklahoma

Adult and Higher Education Program  
College of Education and Professional Studies  
Department of Adult Education and Safety Science

---

**Location:** USA (Edmond, Oklahoma)

**Website:** <http://www.uco.edu/ceps/index.asp>

**E-mail:** [ecunliff@uco.edu](mailto:ecunliff@uco.edu)



**Mission/program description:** The Adult and Higher Education Program provides learning opportunities for graduate students interested in adult education in the areas of training and development, higher education, and student personnel.

**Focus areas:**

- Academic Profession
- Community College, Vocational, or Technical Education
- Student Affairs or Student Development

**Year established:** 2012

**Number of faculty:** 4

**Degrees (Enrollment):**

- Master's (30 students)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

## University of Oklahoma

Adult and Higher Education Program

Department of Educational Leadership & Policy Studies

---

**Location:** USA (Norman, Oklahoma)

**Website:** <http://www.ou.edu/education/elps/graduate-programs>

**E-mail:** edah@ou.edu

**Mission/program description:** The Adult and Higher Education (EDAH) Program is an interdisciplinary degree specifically designed to address significant post-secondary issues facing the globe, nation, and society. The program seeks to understand how adult learners learn, how professionals develop themselves, the concept of leadership, and the ways to develop the necessary skills and understanding to become effective leaders in a variety of organizational settings.

**Focus areas:**

- |   |   |
|---|---|
| ▪ Academic Profession                             | ▪ Access and Equity   |
| ▪ Administration, Management, or Leadership       | ▪ Community College, Vocational, or Technical Education                                     |
| ▪ Curriculum & Instruction or Teaching & Learning | ▪ Economics, Financing, or Funding of Higher Education                                      |
| ▪ History of Higher Education                     | ▪ Law or Public Policy  |
| ▪ Quality Assurance, Assessment, or Accreditation | ▪ Student Affairs or Student Development  |
| ▪ Student and Scholar Mobility                    | ▪ Student Identity, Diversity, or Multiculturalism<br>(e.g., gender, race, minority groups) |

**Year established:** 1989

**Number of faculty:** 13

**Degrees (Enrollment):**

- Master's (144 full-time, 20 part-time)
- Ph.D. (8 full-time, 20 part-time)
- Other

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: Hybrid (via a mix of on-site and online/distance)

**Additional Information:** The Intercollegiate Athletics Administration concentration within the Adult and Higher Education Program is one of its kind and has become a destination program nationally.

## Oregon

### Oregon State University\*

College Student Services Administration Program  
College of Education

---

**Location:** USA (Corvallis, Oregon)  
**Website:** <http://education.oregonstate.edu>  
**E-mail:** [askcoed@oregonstate.edu](mailto:askcoed@oregonstate.edu)

**Mission/program description:** The program's primary mission is to prepare individuals for professional administrative positions in student services departments at two- and four-year colleges and universities. The curriculum emphasizes administrative leadership and management of programs and services. Included in these programs and services are: residence halls and student housing; enrollment management (admissions, orientation, and financial aid); career services; college unions; student and co-curricular activities; recreational sports; international programs; individual and group advising; general student affairs/services; and other student and academic support programs.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Year established:** 1966

**Degrees (Enrollment):**

- Master's

### Oregon State University\*

Community College Leadership Program  
College of Education

---

**Location:** USA (Corvallis, Oregon)  
**Website:** <http://education.oregonstate.edu/community-college-leadership>  
**E-mail:** [askcoed@oregonstate.edu](mailto:askcoed@oregonstate.edu)

**Mission/program description:** The Community College Leadership Program (CCLP) prepares faculty and administrators for leadership roles in technical and community colleges and similar organizations. The CCLP focus is on the application of quality research to the problems and opportunities in community colleges.

**Focus areas:**

- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education

**Degrees (Enrollment):**

- Ed.D.

**Delivery method:**

- Doctoral: Hybrid (via a mix of on-site and online/distance)

**Additional Information:** In the first two years, students meet two weekends per term in the fall, winter and spring. In the summer, students have a one-week intensive course at a convenient location in Oregon. After the first two years, students are enrolled in "instructional research" courses each term to complete their thesis work until graduation. No face-to-face course meetings are required after the first two years.

## Oregon State University

Master's in Adult Education (EdM)  
College of Education

---

**Location:** USA (Corvallis, Oregon)

**Website:** <http://education.oregonstate.edu/adult-education-masters-degree-program>

**E-mail:** [shelley.dubkin-lee@oregonstate.edu](mailto:shelley.dubkin-lee@oregonstate.edu)

**Mission/program description:** The mission of the Master's in Adult Education Program is to prepare students to educate adults in various settings and in a variety of modalities.

**Focus areas:**

- Academic Profession
- Curriculum & Instruction or Teaching & Learning

**Year established:** 1999

**Number of faculty:** 7

**Degrees (Enrollment):**

- Master's (28 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

## Portland State University

Postsecondary, Adult, and Continuing Education Program  
Graduate School of Education

---

**Location:** USA (Portland, Oregon)

**Website:** <http://www.pdx.edu/elp/postsecondary-adult-and-continuing-education-pace-specialization>

**E-mail:** [elpadmit@pdx.edu](mailto:elpadmit@pdx.edu)

**Mission/program description:** The mission of Portland State University's program is to develop adult educators who are able to anticipate and respond to the changing developmental issues of diverse adult learners, organizations, and communities.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Number of faculty:** 8

**Degrees (Enrollment):**

- Master's (30 full-time, 70 part-time)
- Ed.D. (5 students)
- Certificate

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: Hybrid (via a mix of on-site and online/distance)

**Additional Information:** The doctoral program is at the School level (Graduate School of Education). Approximately 5 students are on the "postsecondary" track; admitted as a cohort every 2 years.

## Pennsylvania

### Drexel University

M.S. in Higher Education

---

**Location:** USA (Philadelphia, Pennsylvania)

**Website:** <http://drexel.edu/soe/academics/graduate/higher-education/overview/>

**Mission/program description:** Drexel's M.S. in Higher Education offers an invaluable credential from one of the nation's top providers of educational programs. Students of the program undergo rigorous preparation to lead complex administrative and management positions in higher education institutions and the associations, organizations, government agencies, foundations, and corporations that make up the broader higher education landscape. The program's objective is to develop self-motivated leaders who can communicate effectively, work collaboratively, and affect change within the broadest context of a transformative higher education community.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

### Geneva College

Master of Arts in Higher Education (MAHE) Program

---

**Location:** USA (Beaver Falls, Pennsylvania)

**Website:** [http://www.geneva.edu/page/higher\\_ed](http://www.geneva.edu/page/higher_ed)

**E-mail:** [hed@geneva.edu](mailto:hed@geneva.edu)

**Mission/program description:** The mission of the MAHE Program is to cultivate a vision for higher education that is rooted in a Christian view of life, characterized by a consideration of foundational issues, and committed to the preparation of perceptive and principled leaders for colleges and universities.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning
- History of Higher Education
- Student Affairs or Student Development

**Year established:** 1994

**Number of faculty:** 4

**Degrees (Enrollment):**

- Master's (36 full-time, 34 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

**Additional Information:** The on-site program takes 2 years (20 months) to complete, and the hybrid program takes 3 years to complete.

## Kutztown University\*

Student Affairs in Higher Education Program  
Counseling & Student Affairs Department

---

**Location:** USA (Kutztown, Pennsylvania)

**Website:** <http://www2.kutztown.edu/academics/graduate-programs/student-affairs-in-higher-education.htm>

**Mission/program description:** With a Master of Education in Student Affairs in Higher Education, graduate students are prepared for professional careers in student affairs in institutions of higher education. Research skills and an application of these skills through professional work are an asset to this program.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's

## Marywood University

Higher Education Administration Program  
McGowan Center for Graduate and Professional Studies

---

**Location:** USA (Scranton, Pennsylvania)

**Website:** [http://www.marywood.edu/education/graduate-programs/ms\\_higher\\_education\\_administration.html](http://www.marywood.edu/education/graduate-programs/ms_higher_education_administration.html)

**E-mail:** [saddlert@marywood.edu](mailto:saddlert@marywood.edu)

**Mission/program description:** The Master of Science (M.S.) degree in Higher Education Administration will prepare students for a variety of mid-level careers in public and private colleges and universities. Career opportunities in the field of higher education administration include: student services, enrollment management, institutional advancement, alumni affairs, institutional research, career development, academic advising/support, and international affairs. Courses are designed to ground students in the theoretical framework necessary to guide current and future study and career development in higher education. An internship adds practical experience to the learning process.

**Focus areas:**

- Administration, Management, or Leadership
- Law or Public Policy
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 2004

**Number of faculty:** 2

**Degrees (Enrollment):**

- Master's (10 full-time, 15 part-time)
- Ph.D. (5 full-time, 20 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: Hybrid (via a mix of on-site and online/distance)

---

\* Information obtained from institution's website.

### Messiah College<sup>†</sup>

Master of Arts in Higher Education program  
School of Business, Education, and Social Sciences

---

**Location:** USA (Mechanicsburg, Pennsylvania)  
**Website:** [http://www.messiah.edu/academics/graduate\\_studies/Higher-Ed/index.html](http://www.messiah.edu/academics/graduate_studies/Higher-Ed/index.html)  
**E-mail:** [cwells@messiah.edu](mailto:cwells@messiah.edu)

**Mission/program description:** The mission of the Master of Arts in Higher Education is to equip visionary higher education leaders to be agents of innovation and renewal.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's (13 full-time)

### Pennsylvania State University<sup>†</sup>

Higher Education Program  
Education Policy Studies Department  
College of Education

---

**Location:** USA (University Park, Pennsylvania)  
**Website:** <http://www.ed.psu.edu/educ/eps/higher-education>  
**E-mail:** [highered@psu.edu](mailto:highered@psu.edu)

**Mission/program description:** The mission of the Higher Education Program is to prepare individuals for researching, analyzing, and managing the critical problems in postsecondary education.

**Focus areas:**

- Administration, Management, or Leadership
- Law or Public Policy
- Student Affairs or Student Development

**Number of faculty:** 16

**Degrees (Enrollment):**

- Master's (20 full-time, 9 part-time)
- Ph.D. and Ed.D. (70 full-time, 14 part-time)
- Certificate

### Shippensburg University of Pennsylvania

Department of Counseling and College Student Personnel  
College of Education and Human Services

---

**Location:** USA (Shippensburg, Pennsylvania)  
**Website:** <http://www.ship.edu/counsel>  
**E-mail:** [counsel@ship.edu](mailto:counsel@ship.edu)

**Mission/program description:** The mission of the Department of Counseling and College Student Personnel is to develop students' academic and personal potential through a comprehensive counselor education program for graduate counseling and college student personnel students. The program:

- Integrates the principles of a meaningful learning environment, professionalism, and individual responsibility;
- Seeks to graduate highly skilled practitioners by utilizing experiential learning opportunities in an atmosphere of intellectual, investigative, and creative scholarly curiosity; and
- Nurtures students to become congruent lifelong learners, noble practitioners, and leaders in the profession who embrace scientific inquiry, technology, and innovative practices.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Student Affairs or Student Development

**Year established:** 1963

**Number of faculty:** 9

**Degrees (Enrollment):**

- Master's (117 full-time, 40 part-time)

**Delivery method:**

- Master's: On-site only

**Additional Information:** The College Student Personnel (CSP) specialization is accredited by the Council for the Accreditation of Counseling and Related Programs (CACREP).

### Temple University\*

Educational Leadership Master of Education (Ed.M.) - Higher Education Concentration

College of Education

---

**Location:** USA (Philadelphia, Pennsylvania)

**Website:** <http://education.temple.edu/leadership/master's-higher-education-concentration>

**E-mail:** [edelps@temple.edu](mailto:edelps@temple.edu)

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's

### University of Pennsylvania

Higher Education Program

Graduate School of Education

---

**Location:** USA (Philadelphia, Pennsylvania)

**Website:** <http://www.gse.upenn.edu/hed>

**E-mail:** [gse-hed@gse.upenn.edu](mailto:gse-hed@gse.upenn.edu)

**Mission/program description:** The Higher Education Division (HED) provides students with a broad understanding of higher education and of the most successful practices of campus management. Our distinguished faculty focus their research on access and equity, diversity and higher education, policy and public financing, civic engagement, organizational change, and the impact of the marketplace on colleges and universities.

**Focus areas:**

- Administration, Management, or Leadership
- Economics, Financing, or Funding of Higher Education
- Law or Public Policy

**Number of faculty:** 18

---

\* Information obtained from institution's website.

**Degrees (Enrollment):**

- Master's (47 full-time, 13 part-time)
- Ph.D. and Ed.D. (12 full-time, 33 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

**Additional Information:** The Master's degree completion time is 1 year for full-time students and 2 years for part-time students.

## University of Pittsburgh

Higher Education Management Program

School of Education

Department of Administrative and Policy Studies

---

**Location:** USA (Pittsburgh, Pennsylvania)

**Website:** <http://www.education.pitt.edu/AcademicDepartments/AdministrativePolicyStudies/Programs.aspx>

**E-mail:** [soeinfo@pitt.edu](mailto:soeinfo@pitt.edu)

**Mission/program description:** The mission of the Higher Education Management Program is to provide exceptional and comprehensive graduate training opportunities for current and future leaders aspiring to faculty and administrative positions in post-secondary education institutions in the United States and around the world. The program vision is to achieve excellence in higher education management research, scholarship, and practitioner skills, while providing a rigorous academic experience for our graduate students and sustaining a commitment to our core values of ethical and effective leadership, innovation, empowerment, service, and reflective practice.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Student Affairs or Student Development

**Year established:** 1959

**Number of faculty:** 7

**Degrees (Enrollment):**

- Master's (28 full-time, 29 part-time)
- Ph.D. and Ed.D. (24 full-time, 28 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: Hybrid (via a mix of on-site and online/distance)

## Widener University<sup>†</sup>

Programs in Higher Education

Education, Innovation & Continuing Studies Department

---

**Location:** USA (Chester, Pennsylvania)

**Website:** <http://www.widener.edu/academics/schools/eics/education/graduate/doctor/highered.aspx>

**E-mail:** [tmsullivan@widener.edu](mailto:tmsullivan@widener.edu)

**Mission/program description:** The mission of the Programs in Higher Education is to prepare leaders who are engaged in advancing the mission of colleges, universities and higher education related organizations. The program provides a student-centered learning community; promotes a culture of scholarship and critical inquiry; emphasizes the integration of knowledge and



practice in higher education; promotes the development of leaders as globally and civically engaged citizens; and encourages continuous learning. This mission is grounded in a commitment to diversity and the leadership of change.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's
- Ed.D.

## Rhode Island

### University of Rhode Island<sup>†</sup>

College Student Personnel Program  
Department of Human Development & Family Studies  
College of Human Science & Services

---

**Location:** USA (Kingston, Rhode Island)

**Website:** <http://www.uri.edu/hss/csp/>

**E-mail:** [cspinfo@etal.uri.edu](mailto:cspinfo@etal.uri.edu)

**Mission/program description:** The mission of the College Student Personnel program at The University of Rhode Island is to prepare reflective practitioners for professional careers in student affairs.

**Focus areas:**

- Student Affairs or Student Development

**Number of faculty:** 2

**Degrees (Enrollment):**

- Master's (24 full-time, 8 part-time)

## South Carolina

### Clemson University\*

Student Affairs Practice & Educational Leadership Program  
School of Education

---

**Location:** USA (Clemson, South Carolina)

**Website:** <http://www.clemson.edu/hehd/departments/education/academics/graduate/MEd-SA/>

**Mission/program description:** The M.Ed. Program in Student Affairs Practice at Clemson University is designed to produce student affairs generalists, defined as competent practitioner-scholars who:

- Understand how divisions of student affairs function as interconnected working units, and how divisions of student affairs complement the academic mission of institutions of higher learning;
- Learn and apply a multitude of practitioner-based competencies (modeled on the ACPA/NASPA Professional Competencies for Student Affairs Practitioners) in a student-centered manner; and
- Can contribute to higher education in a variety of ways, in a variety of positions, and in a variety of institutional settings.

Clemson's Ph.D. program in educational leadership is designed primarily for working professionals to provide a strong background in five domains: leadership, research, policy, ethics and diversity. The Ph.D. prepares students to discover, integrate and apply knowledge as leaders in schools and postsecondary educational institutions and agencies. This is accomplished through close association with, and apprenticeship to, faculty members experienced in research, teaching and leadership. Doctoral students in educational leadership work closely with faculty on shared interests focused on leadership issues from the point of admission through their dissertation defense.

\* Information obtained from institution's website.

† Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's
- Ph.D.

### University of South Carolina<sup>†</sup>

Higher Education and Student Affairs Program  
Educational Leadership & Policies Department  
College of Education

---

**Location:** USA (Columbia, South Carolina)  
**Website:** <http://www.ed.sc.edu/edlp/hesa.asp>  
**E-mail:** HESA@mailbox.sc.edu

**Mission/program description:** The Higher Education and Student Affairs program is designed to prepare leaders to serve colleges and universities at various levels. It also assists individuals as well as public and private agencies and institutions in improving professional practice and performance within higher education. The faculty extends the limits of knowledge in the field of higher education and refines existing theory, practice, and policy.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Number of faculty:** 12

**Degrees (Enrollment):**

- Master's (107 students)
- Ph.D. (37 students)

### South Dakota

#### University of South Dakota<sup>†</sup>

Adult and Higher Education Program  
School of Education

---

**Location:** USA (Vermillion, South Dakota)  
**Website:** <http://www.usd.edu/edad>  
**E-mail:** Karen.Card@usd.edu

**Mission/program description:** M.A. and Ed.D. degrees in Adult and Higher Education have been developed for those in the fields of adult education, and higher education teaching and administration. These degrees help develop professionals who can add substantially to the field with original and ongoing work as well as perform effectively as practitioners on the job. The Adult and Higher Education program encourages the student/learner to be a participant in the process, to choose directions, and to make worthwhile contributions. This climate of encouragement directly affects the program by providing stimulation and relevance to an individual's educational experience.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Number of faculty:** 4

**Degrees (Enrollment):**

- Master's (15 full-time, 55 part-time)
- Ed.D. (10 full-time, 45 part-time)

## Tennessee

### East Tennessee State University

Doctor of Education Degree in Educational Leadership  
Clemmer College of Education

---

**Location:** USA (Johnson City, Tennessee)

**Website:** <http://www.etsu.edu/elpa>

**E-mail:** [elpa@etsu.edu](mailto:elpa@etsu.edu)

**Mission/program description:** The primary purpose of the Educational Leadership Program is the graduate preparation of individuals who will serve as educational leaders in K-12 schools, community/technical colleges, four year colleges and universities, and organizations/agencies.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education

**Year established:** 1911

**Number of faculty:** 13

**Degrees (Enrollment):**

- Master's (34 part-time)
- Ed.D. (10 full-time, 200 part-time)

**Delivery method:**

- Master's: Online (or via distance) only
- Doctoral: Online (or via distance) only

### East Tennessee State University

Graduate Counseling Program, College Counseling - Student Affairs Concentration  
School of Education and Counseling and Human Services Department

---

**Location:** USA (Johnson City, Tennessee)

**Website:** <http://www.etsu.edu/coe/chs/counseling/>

**E-mail:** [counhdal@etsu.edu](mailto:counhdal@etsu.edu)

**Mission/program description:** The mission of the counseling program is to provide academic and clinical training to prepare students to function as knowledgeable, ethical, and effective community, higher education, marriage and family, and school counselors in a pluralistic society. The work of the professional counselor is to promote mental health, social and physical well-being, and development of the whole person. The focus of counselors in higher education is supporting and encouraging academic, social, personal, and career development and success of students while emphasizing the importance of diversity awareness.

**Focus areas:**

- Academic Profession
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Number of faculty:** 8

**Degrees (Enrollment):**

- Master's
- Ed.D.

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: Hybrid (via a mix of on-site and online/distance)

## The University of Memphis

Higher and Adult Education Program

Department of Leadership

College of Education, Health and Human Sciences

---

**Location:** USA (Memphis, Tennessee)

**Website:** <http://www.memphis.edu/lead/hiad>

**E-mail:** [kmeyer@memphis.edu](mailto:kmeyer@memphis.edu)

**Mission/program description:** The mission of the Higher and Adult Education Program is the preparation of higher education professionals.

**Focus areas:**

- Academic Profession
- Administration, Management, or Leadership
- Curriculum & Instruction or Teaching & Learning
- History of Higher Education
- Qualitative Research Methods
- Access and Equity
- Community College, Vocational, or Technical Education
- Economics, Financing, or Funding of Higher Education
- Law or Public Policy
- Student Affairs or Student Development

**Number of faculty:** 6

**Degrees (Enrollment):**

- Master's (10 students)
- Ed.D. (2 full-time, 72 part-time)
- Certificate

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: Online (or via distance) only

## University of Tennessee

College Student Personnel Master's Program

Department of Educational Leadership and Policy Studies

College of Education, Health, and Human Sciences

---

**Location:** USA (Knoxville, Tennessee)

**Website:** [http://elpl.utk.edu/college\\_student\\_personnel/](http://elpl.utk.edu/college_student_personnel/)

**E-mail:** [nmertz@utk.edu](mailto:nmertz@utk.edu)

**Mission/program description:** The College Student Personnel program is a two-year, practitioner-oriented master's degree program designed to prepare student personnel administrators to serve the student and administrative needs of colleges and universities. Philosophically based in higher education administration, and resting on standards articulated by the Council for the Advancement of Standards for Student Services/Student Development Programs, the program prepares individuals for the wide and growing variety of student university service positions in post-secondary education including: admissions, advising, orientation, housing, athletics, disability services, career counseling, development, international education, alumni relations, student activities, Greek life, financial aid, recruiting, and recreation.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Year established:** 1960

**Number of faculty:** 7

**Degrees (Enrollment):**

- Master's (36 students)

**Delivery method:**

- Master's: On-site only

**Additional Information:** Students hold an assistantship in student affairs, serve at least two internships, and the placement rate for students after graduation is almost 100%.

### Vanderbilt University\*

Higher Education Leadership and Policy Program  
Peabody College of Education and Human Development

---

**Location:** USA (Nashville, Tennessee)

**Website:** [http://peabody.vanderbilt.edu/departments/lpo/higher\\_education\\_leadership/index.php](http://peabody.vanderbilt.edu/departments/lpo/higher_education_leadership/index.php)

**E-mail:** [peabody.admission@vanderbilt.edu](mailto:peabody.admission@vanderbilt.edu)

**Mission/program description:** The Higher Education Leadership and Policy Program consistently receives a ranking within the top 10 of such programs in the United States. We offer courses that fulfill requirements for three degrees: the Master's in Education in Higher Education Administration, the Doctorate in Education in Higher Education Leadership and Policy, and the Doctor of Philosophy in Leadership and Policy Studies with a concentration in Higher Education. Higher education as an academic field of study seeks an understanding of the external and internal environments of colleges and universities as social institutions. The external environment includes the higher education systems of the world, U.S. national and state policies, and policy-makers, parents, and prospective donors to colleges and universities.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's
- Ph.D. and Ed.D.

## Texas

### Baylor University

Higher Education & Student Affairs Program  
School of Education

---

**Location:** USA (Waco, Texas)

**Website:** <http://baylor.edu/soe/eda/hesa>

**E-mail:** [Rishi\\_Sriram@baylor.edu](mailto:Rishi_Sriram@baylor.edu)

**Mission/program description:** The Master of Science in Higher Education & Student Affairs (HESA) Program at Baylor University distinctively balances career experience and academic rigor to prepare professionals who desire to have a meaningful, lasting influence on students' lives in higher education settings.

---

\* Information obtained from institution's website.

**Focus areas:**

- Administration, Management, or Leadership
- History of Higher Education
- Student Affairs or Student Development

**Year established:** 1999

**Number of faculty:** 8

**Degrees (Enrollment):**

- Master's (30 full-time, 4 part-time)
- Ph.D.

**Delivery method:**

- Master's: On-site only

**Additional Information:** Adding a newly approved Ph.D. program in Higher Education Studies & Leadership.

### Dallas Baptist University

Master of Education in Higher Education; Ph.D. in Leadership Studies; Ed.D. in Educational Leadership  
Gary Cook School of Leadership

---

**Location:** USA (Dallas, Texas)

**Website:** <http://www.dbu.edu>

**E-mail:** [graduate@dbu.edu](mailto:graduate@dbu.edu)

**Mission/program description:** The M.Ed. in Higher Education program is committed to fulfilling the University mission of providing Christ-centered, quality higher education in order to produce servant leaders who possess the ability to integrate faith and learning through their respective callings and career opportunities. The purpose of the Dallas Baptist University Ed.D. in Educational Leadership is to provide Christ-centered, quality, research-based doctoral studies in the area of educational leadership to adult practitioner-learners in order to produce servant leaders who have the ability to integrate faith and learning for the purpose of school improvement. The purpose of the Doctor of Philosophy in Leadership Studies program is to equip persons of exceptional ability and promise to serve in executive leadership positions within business, education, industry, ministry, civic, or governmental contexts, requiring competence in empirical research with an emphasis on original inquiry that creates new knowledge or theory.

**Focus areas:**

- Administration, Management, or Leadership
- History of Higher Education
- Quantitative Research Methods

**Number of faculty:** 15

**Degrees (Enrollment):**

- Master's (40 full-time, 10 part-time)
- Ph.D. and Ed.D. (40 full-time, 100 part-time)
- Certificate

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: On-site only

## Texas A&M University\*

Higher Education Administration Program  
Department of Educational Administration & Human Resource Development

---

**Location:** USA (College Station, Texas)

**Website:** <http://eahr.tamu.edu/degrees-and-programs/graduate-degree-programs/higher-education-administration>

**E-mail:** jnelson@tamu.edu

**Mission/program description:** The Master of Science (M.S.) is a 42-hour program that enhances the student's knowledge and skills so that he/she may enter a mid-level management position at the college level. There are five required courses with the remaining courses to be in the support field and specialization areas. The Doctor of Philosophy is a 73-hour degree program which will prepare students for leadership roles in higher education administration, teaching, and research through an emphasis of integrating theory and practice. With a concentration in a variety of areas, students are able to achieve their personal goals. The degree has several required courses with the remaining courses that will include a support field in a related discipline.

**Focus areas:**

Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's
- Ph.D.

## Texas A&M University

Student Affairs Administration in Higher Education Master's Program  
Department of Educational Administration and Human Resource Development

---

**Location:** USA (College Station, Texas)

**Website:** <http://eahr.tamu.edu/degrees-and-programs/graduate-degree-programs/student-affairs-administration-higher-education>

**E-mail:** kparrott@tamu.edu

**Mission/program description:** The Student Affairs Administration in Higher Education Program strives to prepare practitioner scholars for leadership in college and university student affairs in Texas, throughout the nation, and internationally. With a focus on the application of theory to practice, students experience a balance of coursework and field work grounded in student development and learning, social justice, and administration.

**Focus areas:**

- Law or Public Policy
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 1992

**Number of faculty:** 9

**Degrees (Enrollment):**

- Master's (30 full-time, 2 part-time)

**Delivery method:**

- Master's: On-site only

**Additional Information:** The Student Affairs Administration in Higher Education (SAAHE) specialization provides coursework and practica/internships leading to a master of science (M.S.) degree in educational administration. The full-time SAAHE curriculum emphasizes a blend of classroom learning with practical experience. In addition to coursework (39 credit hours) and two semesters of comprehensive practica/internships (150 clock hours each), all of our students hold student affairs graduate assistantships either within the division of student affairs, the academic colleges, or academic services. One of the most distinctive

---

\* Information obtained from institution's website.

aspects of the program is that it operates on a cohort basis, which allows approximately 15 full-time students to enter each fall and to progress together throughout the entire program. This unique structure and the environment at Texas A&M University cultivate support, encouragement, and friendships from the moment that the SAAHE experience begins.

### Texas A&M University-Commerce

Higher Education Program

Department of Educational Leadership

---

**Location:** USA (Commerce, Texas)

**Website:** <http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/educationalLeadership/default.aspx>

**E-mail:** [jon.travis@tamuc.edu](mailto:jon.travis@tamuc.edu)

**Mission/program description:** The program in Higher Education Leadership focuses on developing faculty and educational leaders and provides advanced experiences that offer practical preparation emphasizing unique skills in teaching and leadership in Higher Education. The program seeks to extend the knowledge and intellectual maturity of students while enabling graduates to function at a high level of performance as community/junior and senior college faculty and administrators; trainers and managers in business and industry; and/or faculty and administrators in technology-related areas as they relate to higher education.

**Focus areas:**

- Access and Equity
- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education

**Year established:** 1962

**Number of faculty:** 5

**Degrees (Enrollment):**

- Master's (30 full-time, 160 part-time)
- Ed.D. (50 full-time, 140 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: Hybrid (via a mix of on-site and online/distance)

**Additional Information:** The doctoral program in Higher Education ranks second in the state of Texas for graduates who serve as college presidents.

### Texas A&M University-Kingsville

Developmental, Adult and Higher Education Program

Department of Educational Leadership and Counseling

---

**Location:** USA (Kingsville, Texas)

**Website:** <http://www.tamuk.edu/cehp/edlc/adult-education.html>

**E-mail:** [kulpk000@tamuk.edu](mailto:kulpk000@tamuk.edu)

**Mission/program description:** The Adult Education Program focus prepares individuals to work with the unique problems and learning styles of adult learners. With a focus on community, continuing and higher education, this fully online program offers curriculum in a mentoring environment to allow students to excel in many areas, including education, business, healthcare, military, and nonprofit careers.

**Focus areas:**

- Academic Profession
- Community College, Vocational, or Technical Education
- Curriculum & Instruction or Teaching & Learning



**Year established:** 1970s

**Number of faculty:** 4

**Degrees (Enrollment):**

- Master's (15 full-time, 5 part-time)

**Delivery method:**

- Master's: Online (or via distance) only

### Texas State University

Student Affairs in Higher Education (SAHE) Program  
College of Education

---

**Location:** USA (San Marcos, Texas)

**Website:** <http://www.txstate.edu/clas/Student-Affairs.htm>

**E-mail:** [sahe@txstate.edu](mailto:sahe@txstate.edu)

**Mission/program description:** The purpose of the Student Affairs in Higher Education program is to develop well-prepared student affairs practitioners who are able to provide leadership and facilitate student development in a variety of student affairs roles; work effectively with faculty, students, administrators, and other members of the academic community; and apply theory, research, and assessment and evaluation models to student affairs issues, problems, and programs. Students participate in a dynamic and multi-model learning setting in which critical thinking, scholarship, introspection, and ethical practice are valued.

**Focus areas:**

- Administration, Management, or Leadership
- History of Higher Education
- Student Affairs or Student Development

**Year established:** 1992

**Number of faculty:** 3

**Degrees (Enrollment):**

- Master's (17 full-time, 1 part-time)

**Delivery method:**

- Master's: On-site only

### Texas Tech University

Higher Education Program  
College of Education

---

**Location:** USA (Lubbock, Texas)

**Website:** <http://www.educ.ttu.edu/edhe>

**E-mail:** [joni.sanders@ttu.edu](mailto:joni.sanders@ttu.edu)

**Mission/program description:** The Higher Education Program at Texas Tech University is a competency-based program for those who wish to lead change and reform higher education settings. It is designed to develop scholarly practitioners that understand the importance of equity and social justice. Graduates of the program are equipped to apply theories and practical research as tools to name, frame, and solve problems of practice, using empirical evidence to evaluate impact and develop innovative solutions for colleges and universities.

**Focus areas:**

- Community College, Vocational, or Technical Education
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Number of faculty:** 8

**Degrees (Enrollment):**

- Master's (5 full-time, 40 part-time)
- Ph.D. and Ed.D. (20 full-time, 120 part-time)
- Certificate

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)
- Doctoral: Hybrid (via a mix of on-site and online/distance)

### University of Houston\*

Master of Education in Administration and Supervision - Higher Education  
Department of Educational Psychology  
College of Education

---

**Location:** USA (Houston, Texas)

**Website:** <http://www.coe.uh.edu/current-students/academic-programs/administration-supervision-higher-ed-m/>

**E-mail:** clhorn2@uh.edu

**Mission/program description:** The Administration & Supervision—Higher Education Master's Program prepares those who aspire to leadership positions in student affairs and other key administrative areas within a college or university. The program provides practical experiences and theoretical foundations offered within a diverse setting which prepares students to become good citizens in an increasingly complex and pluralistic society. It fosters mutual respect and teamwork, and helps build communities whose members are judged by the quality of their character and their contributions.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Degrees (Enrollment):**

- Master's

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

### University of North Texas†

Higher Education Program  
Department of Counseling and Higher Education  
College of Education

---

**Location:** USA (Denton, Texas)

**Website:** <http://www.coe.unt.edu/counseling-and-higher-education>

**E-mail:** kathleen.whitson@unt.edu

**Mission/program description:** The mission of the Higher Education Program is to promote human development through education, research and service that advance the professions of, and scholarship in, counseling and higher education. The program's vision is to seek local, state, regional, national and international prominence as a collaborative and transformative community engaged in exemplary research, education, and service that benefit the professions of counseling and higher education, the publics they serve and humanity at large.

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

\* Information obtained from institution's website.

† Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.

**Degrees (Enrollment):**

- Master's (15 full-time, 41 part-time)
- Ph.D. and Ed.D. (8 full-time, 37 part-time)

**University of Texas at Arlington<sup>†</sup>**

Ph.D. in K-16 Educational Leadership and Policy Studies (ELPS)  
Department of Educational Leadership and Policy Studies  
College of Education and Health Professions

---

**Location:** USA (Arlington, Texas)  
**Website:** <http://www.uta.edu/coehp/educleadership/>  
**E-mail:** ahyle@uta.edu

**Mission/program description:** The objective of doctoral work in Educational Leadership and Policy Studies is to graduate future policy and research leaders for today's educational settings, spanning pre-school through life-long learning environments. The K-16 Educational Leadership and Policy Studies Doctoral Program promotes and requires rigorous scholarship that spans the educational continuum and is ideal for students seeking to enter careers in research, government or private industry, institutional assessment, policy analysis, instructional leadership, or the professoriate. The program requires the completion of a dissertation and research that contributes to the scholarship and academic knowledge base. Students of ELPS should anticipate the academic rigor that the university and department embrace as its mission to obtain status as a "Tier 1, National Research University."

**Focus areas:**

- Administration, Management, or Leadership
- Student Affairs or Student Development

**Number of faculty:** 12

**Degrees (Enrollment):**

- Master's (45 part-time)
- Ph.D. (107 part-time)

**University of Texas at Austin<sup>†</sup>**

Higher Education Administration Doctoral Program  
College and University Student Personnel Administration Master's Program  
Department of Educational Administration  
College of Education

---

**Location:** USA (Austin, Texas)  
**Website:** [http://www.edb.utexas.edu/education/departments/eda/phel/he\\_concentration/](http://www.edb.utexas.edu/education/departments/eda/phel/he_concentration/)  
**E-mail:** vsaenz@austin.utexas.edu

**Mission/program description:** The objective of the program in Higher Education Administration is to prepare, train, and educate students to become leaders in the administration of colleges and universities; scholars who can bring about greater understanding of higher education through research; and teachers who can pass on knowledge of the past and equip students with the ability to work with an ever-changing higher education environment in the future.

**Focus areas:**

- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education
- Student Affairs or Student Development

**Number of faculty:** 14

---

<sup>†</sup> Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.

**Degrees (Enrollment):**

- Master's (23 full-time, 11 part-time)
- Ph.D. and Ed.D. (22 full-time, 25 part-time)

## Utah

### University of Utah

Educational Leadership and Policy Program  
College of Education

---

**Location:** USA (Salt Lake City, Utah)

**Website:** <http://www.ed.utah.edu/elp/>

**E-mail:** marilynn.howard@utah.edu

**Mission/program description:** The Department of Educational Leadership, a division of the College of Education, emphasizes the application of theory and research to the practice of administration in K-12 schools as well as preparation for scholarly and administrative endeavors in higher education or other educational policy arenas.

**Focus areas:**

- Access and Equity
- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education

**Number of faculty:** 12

**Degrees (Enrollment):**

- Master's (40 full-time, 40 part-time)
- Ph.D. and Ed.D. (20 full-time, 60 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

## Vermont

### University of Vermont

Higher Education and Student Affairs Program  
Department of Leadership and Developmental Sciences

---

**Location:** USA (Burlington, Vermont)

**Website:** <http://www.uvm.edu/~uvmhesa/>

**E-mail:** uvmhesa@uvm.edu

**Mission/program description:** The mission of the University of Vermont's graduate program in Higher Education and Student Affairs is to prepare individuals for leadership roles on college campuses.

**Focus areas:**

- Student Affairs or Student Development

**Year established:** 1970

**Number of faculty:** 4

**Degrees (Enrollment):**

- Master's (32 full-time, 3 part-time)

**Delivery method:**

- Master's: On-site only

## Virginia

### College of William and Mary

Higher Education Program  
School of Education

---

**Location:** USA (Williamsburg, Virginia)  
**Website:** <http://education.wm.edu/academics/eppl/highered/index.php>  
**E-mail:** [jpbarber@wm.edu](mailto:jpbarber@wm.edu)

**Mission/program description:** The community of scholars, faculty, and students that comprise the William and Mary graduate higher education program seek opportunities to explore the structures, operations, and constituents associated with post-secondary institutions and to provide expertise for their development.

**Focus areas:**

- Administration, Management, or Leadership
- Law or Public Policy
- Student Affairs or Student Development

**Year established:** 1970

**Number of faculty:** 3

**Degrees (Enrollment):**

- Master's (25 full-time, 6 part-time)
- Ph.D. and Ed.D. (20 full-time, 30 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

### George Mason University<sup>†</sup>

Higher Education Program  
College of Humanities and Social Sciences

---

**Location:** USA (Fairfax, Virginia)  
**Website:** <http://highered.gmu.edu>  
**E-mail:** [jarminio@gmu.edu](mailto:jarminio@gmu.edu)

**Mission/program description:** The Higher Education Program prepares new and mid-level professionals for careers in higher education at community colleges and 4-year institutions, as well as in associations, government agencies, and industries whose activities relate to or impact higher education. The program provides grounding in the principles and practices of higher education. It strives to produce informed and reflective practitioners and researchers who are knowledgeable about current best practices and flexible enough to adapt to new situations.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's (20 full-time, 12 part-time)
- Ph.D. (32 part-time)

---

<sup>†</sup> Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.

## Hampton University

Student Affairs/College Student Development Program  
Department of Counseling  
School of Education and Human Development

---

**Location:** USA (Hampton, Virginia)  
**Website:** <http://edhd.hamptonu.edu/counseling/>  
**E-mail:** [Spencer.Baker@hamptonu.edu](mailto:Spencer.Baker@hamptonu.edu)

**Mission/program description:** The Master of Arts Degree Program in Counseling with a concentration in Student Affairs is designed to provide training for entry positions in the college student development field in university, college, and two-year post-secondary settings in such specific areas of performance as residential life, management, admissions, financial aid, student activities, career development, and other areas.

**Focus areas:**

- History of Higher Education
- Student Affairs or Student Development
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

**Year established:** 1978

**Number of faculty:** 3

**Degrees (Enrollment):**

- Master's (68 full-time)

**Delivery method:**

- Master's: On-site only

## James Madison University

College Student Personnel Administration Program  
College of Health & Behavioral Studies

---

**Location:** USA (Harrisonburg, Virginia)  
**Website:** <http://jmu.edu/cspa>  
**E-mail:** [harperdl@jmu.edu](mailto:harperdl@jmu.edu)

**Mission/program description:** The College Student Personnel Administration Program is committed to preparing students to be educated and enlightened professionals who will pursue productive and meaningful careers. This mission is accomplished by offering students the opportunity to develop broad skills, in-depth knowledge and the ability to address the needs of a changing student body. Students are prepared for positions in student services and student development programs in post-secondary education through graduate and in-service education and through research and consultation efforts.

**Focus areas:**

- Student Affairs or Student Development

**Year established:** 1987

**Number of faculty:** 15

**Degrees (Enrollment):**

- Master's (24 full-time, 6 part-time)
- Certificate

**Delivery method:**

- Master's: On-site only

## Old Dominion University<sup>†</sup>

Higher Education Program  
Department of Educational Foundations and Leadership  
Darden College of Education

---

**Location:** USA [Norfolk, Virginia]  
**Website:** <http://ww2.education.odu.edu/efl/academics/highered/>  
**E-mail:** [hied@odu.edu](mailto:hied@odu.edu)

**Mission/program description:** The mission of the Higher Education Program is to develop reflective, competent, and ethical scholars and practitioners in research and statistics, educational foundations, and educational leadership for institutions of postsecondary education around the world.

**Focus areas:**

- Administration, Management, or Leadership
- Globalization or Internationalization
- Quantitative Research Methods
- Community College, Vocational, or Technical Education
- Qualitative Research Methods
- Student Affairs or Student Development

**Number of faculty:** 7

**Degrees [Enrollment]:**

- Master's [28 full-time, 10 part-time]
- Ph.D. [9 full-time, 21 part-time]
- Other

**Additional Information:** The Ed.S. Program allows students to develop a personalized plan of study based on the applicant's background and professional interests.

## University of Virginia

Higher Education Program  
Center for the Study of Higher Education  
Curry School of Education

---

**Location:** USA [Charlottesville, Virginia]  
**Website:** <http://curry.virginia.edu/academics/areas-of-study/higher-education>  
**E-mail:** [curry-admissions@virginia.edu](mailto:curry-admissions@virginia.edu)

**Mission/program description:** The Center for the Study of Higher Education administers the Higher Education program at the Curry School of Education. Established in 1969, the Center is an instructional, research, and service unit of the Curry School. The instructional program provides college, university, and adult education leaders with the opportunity to explore established and emerging practices and policies in higher education, to analyze current issues and programs, and to think critically about institutional priorities and commitments. The center also coordinates the master of education program in Student Affairs Practice in Higher Education (SAPHE), which includes a strand in higher education administration. This program prepares students for a variety of professional positions within student affairs. Each year the entering cohort includes 12 to 18 full-time and part-time students.

**Focus areas:**

- Access and Equity
- Economics, Financing, or Funding of Higher Education
- Student Affairs or Student Development
- Curriculum & Instruction or Teaching & Learning
- History of Higher Education
- Student Identity, Diversity, or Multiculturalism [e.g., gender, race, minority groups]

**Year established:** 1964

**Number of faculty:** 9

---

<sup>†</sup> Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.

**Degrees (Enrollment):**

- Master's (26 full-time, 15 part-time)
- Ph.D. and Ed.D. (8 full-time, 5 part-time)

**Delivery method:**

- Master's: On-site only
- Doctoral: On-site only

**Virginia Tech University<sup>†</sup>**

Higher Education Program  
Educational Leadership & Policy Studies  
School of Education

---

**Location:** USA (Blacksburg, Virginia)  
**Website:** <http://www.soe.vt.edu/highered>  
**E-mail:** [vtthed@vt.edu](mailto:vtthed@vt.edu)

**Mission/program description:** The doctoral program in Higher Education (HED) provides mid-level professionals with the essential knowledge, skills, values, and attitudes necessary for advanced practice in the field of student affairs and higher education administration. Graduate students are prepared to work as student development educators and administrators in higher education. Specifically, students may expect post-graduate employment at cabinet levels of student affairs and academic administration or as faculty in graduate preparation programs. Many students have gone on to work with non-profit, governmental, and non-governmental policy-oriented organizations as well.

The Master's program in Higher Education (HED) provides entry-level professionals with the essential knowledge, skills, values, and attitudes necessary for practice in higher education. Graduate students are prepared to work as student development educators and administrators in higher education. Specifically, students may expect employment in residential programs, campus activities, career planning, judicial programs, counseling, admissions, financial aid, student orientation, special services, and related campus programs.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's
- Ph.D.
- Certificate

**Washington**

**Seattle University<sup>\*</sup>**

Student Development Administration Program  
College of Education

---

**Location:** USA (Seattle, Washington)  
**Website:** <http://www.seattleu.edu/coe/sda/>  
**E-mail:** [sda@seattleu.edu](mailto:sda@seattleu.edu)

**Mission/program description:** The Master's Degree in Student Development Administration is designed for those who want to work with college students outside of the formal classroom. Creative educators are needed in all post-secondary institutions throughout the United States and increasingly in other countries. Nationally recognized for its "education of the whole person," this program fosters understanding student diversity, ethics and values, and the ability to adapt to specific educational environments.

---

\* Information obtained from institution's website.

† Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.



**Focus areas:**

- Student Affairs or Student Development

**Year established:** 1992

**Number of faculty:** 3

**Degrees (Enrollment):**

- Master's

## University of Washington

Higher Education Program  
College of Education

---

**Location:** USA (Seattle, Washington)

**Website:** <https://education.uw.edu/programs/graduate/lhe>

**E-mail:** [highered@uw.edu](mailto:highered@uw.edu)

**Mission/program description:** The Leadership in Higher Education (LHE) Program is designed to prepare multidimensional leaders through experiences integrating theory and practice. The program develops scholarly practitioners by establishing robust partnerships with community-based organizations and campus-based departments and programs. These partnerships provide field-based internships and exposure to deep content knowledge shared by higher education stakeholders. Theoretical coursework that focuses on real-world experience through the use of case studies and theory-to-practice class activities further support the scholar-practitioner training model. Additionally, coursework and internships build student ability to navigate complex higher education organizational structures, emphasizing the importance of relationships between the centrality of the student experience, organizational dynamics, and change. The program also prepares students for the demanding technological needs of current higher education delivery models and encourages you to stay current in technological systems and trends.

**Focus areas:**

- Access and Equity
- Administration, Management, or Leadership
- Qualitative Research Methods

**Number of faculty:** 5

**Degrees (Enrollment):**

- Master's

**Delivery method:**

- Master's: On-site only

## Washington, D.C.

### The George Washington University<sup>†</sup>

Higher Education Administration Program  
Educational Leadership Department  
Graduate School of Education and Human Development

---

**Location:** USA (Washington, DC)

**Website:** <http://gsehd.gwu.edu/hea>

**E-mail:** [hea@gwu.edu](mailto:hea@gwu.edu)

**Mission/program description:** The mission of the GW Higher Education Administration (HEA) Program is to prepare exceptional leaders for administrative, academic and research positions in two- and four-year higher education institutions, national and

\* Information obtained from institution's website.

† Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.

international associations, government agencies, and other post-secondary educational settings. From master's to doctoral degrees, the Higher Education Administration Program has a strong tradition of preparing engaged leaders ready to meet tomorrow's challenges in higher and post-secondary education. Program graduates rise rapidly within administrative and scholarly ranks based on their knowledge, skills, experiences, and research expertise developed while involved in the Program's community of scholar-practitioners centered in the nation's capital.

**Focus areas:**

- Administration, Management, or Leadership

**Number of faculty:** 7

**Degrees (Enrollment):**

- Master's (20 full-time, 49 part-time)
- Ed.D. (5 full-time, 82 part-time)

## West Virginia

### Marshall University\*

Leadership Studies, Leadership Specialist Area of Emphasis (Higher Ed track)  
College of Education and Professional Development

---

**Location:** USA (Huntington, West Virginia)

**Website:** <http://muwww-new.marshall.edu/gsepd/programs-offered/master's-degree-program/leadership-studies-m-a/program-of-study-leadership-specialist-area-of-emphasis/>

**E-mail:** andersond@marshal.edu

**Mission/program description:** The Master of Arts in Leadership Studies is offered with three areas of emphasis: Educational Leadership (School Principal), Justice Leadership, and Leadership Specialist. Each area of emphasis has specific admission requirements and degree requirements for completion.

**Focus areas:**

- Administration, Management, or Leadership

**Degrees (Enrollment):**

- Master's

### West Virginia University†

Higher Education Administration Program  
Educational Leadership Studies Department  
College of Education and Human Resources

---

**Location:** USA (Morgantown, West Virginia)

**Website:** <http://edls.wvu.edu>

**E-mail:** hied@mail.wvu.edu

**Mission/program description:** The West Virginia University Higher Education Administration Program is designed to enhance leadership skills and prepare students for academic administration and student affairs positions within college and university settings.

**Focus areas:**

- Administration, Management, or Leadership

**Number of faculty:** 2

---

\* Information obtained from institution's website.

† Information courtesy of Association for the Study of Higher Education (ASHE) Annual Program Questionnaire.

**Degrees (Enrollment):**

- Master's (14 full-time, 17 part-time)
- Ed.D. (10 full-time, 32 part-time)

## Wisconsin

### University of Wisconsin-La Crosse

Student Affairs Administration in Higher Education Program

---

**Location:** USA (La Crosse, Wisconsin)

**Website:** <http://www2.uwlax.edu/Student-Affairs-Admin/>

**E-mail:** [saa@uwlax.edu](mailto:saa@uwlax.edu)

**Mission/program description:** The mission of the Student Affairs Administration in Higher Education Program is to prepare student affairs professionals to thrive in the global, political, and educational culture of higher education.

**Focus areas:**

- Academic Profession
- Curriculum & Instruction or Teaching & Learning
- Student Affairs or Student Development

**Year established:** 1968

**Number of faculty:** 2

**Degrees (Enrollment):**

- Master's (90 full-time, 5 part-time)

**Delivery method:**

- Master's: Hybrid (via a mix of on-site and online/distance)

### University of Wisconsin-Madison

Global Higher Education Master of Science Program

Department of Educational Leadership and Policy Analysis

---

**Location:** USA (Madison, Wisconsin)

**Website:** <http://elpe.education.wisc.edu/>

**E-mail:** [wli255@wisc.edu](mailto:wli255@wisc.edu)

**Mission/program description:** Globalization is now a signature feature of the landscape of the twenty-first century. In turn, higher and post-secondary education institutions need to prepare leaders and policymakers across the globe for this rapidly changing world. The professional Master of Science degree in Global Higher Education will prepare individuals with the capacities for inquiry, critical thinking, problem-solving, and communication skills that will enable them to engage in educational innovations, as leaders and as policymakers, on a regional, national, and international scale.

**Focus areas:**

- Administration, Management, or Leadership
- Comparative or International Studies
- Globalization or Internationalization

**Year established:** 2012

**Number of faculty:** 7

**Degrees (Enrollment):**

- Master's (10 students)

**Delivery method:**

- Master's: On-site only

**Additional Information:** Global Higher Education Master of Science Program (GHE) is an intensive cohort program.

## Wyoming

### University of Wyoming\*

Adult and Postsecondary Education Program

Department of Professional Studies

---

**Location:** USA (Laramie, Wyoming)

**Website:** <http://www.uwyo.edu/profstudies/adultpostsecondary/>

**E-mail:** mhanse19@uwyo.edu

**Mission/program description:** The graduate program in Adult and Postsecondary Education at the University of Wyoming was the first of its kind in the Rocky Mountain region and today enjoys increasing recognition for its contributions in the areas of adult learning and teaching and higher education. It prepares students for entry-level leadership positions with our Master's of Arts degree. Our Doctor of Education degree prepares students for advanced leadership positions. Our Doctor of Philosophy degree prepares students for university faculty positions and staff researcher positions in Adult and Postsecondary Education.

**Focus areas:**

- Administration, Management, or Leadership

**Year established:** 1950

**Degrees (Enrollment):**

- Master's
- Ph.D. and Ed.

## VIETNAM

### Vietnam National University

University of Education

---

**Location:** Vietnam (Hanoi)

**Website:** <http://www.vnu.edu.vn>

**E-mail:** hungmv@vnu.edu.vn

**Mission/program description:** The study of curriculum and instruction, teaching and learning, the history of higher education, private higher education and privatization in the USA and worldwide.

**Focus areas:**

- Curriculum & Instruction or Teaching & Learning
- History of Higher Education
- Private Higher Education and Privatization

**Year established:** 2009


**Number of faculty:** 2

**Degrees (Enrollment):**

- Ph.D.

**Delivery method:**

- Doctoral: Hybrid (via a mix of on-site and online/distance)



*Worldwide, a total of 473 different degrees—at the master’s and doctoral (Ph.D. and Ed.D.) level—are awarded across the 277 academic programs identified by the inventory. By category, there are 253 master’s degree options around the world, 145 Ph.D. options, and 75 Ed.D. options. Ed.D. programs are offered in just 7 countries—the United States, China, the United Kingdom, Japan, Canada, Australia, and Egypt. Ph.D. degree options are available in 22 different countries, while master’s degrees can be obtained in 23 different countries. Unlike past editions of the inventory, this time we also asked academic program respondents to indicate if they offer certificates or any other kind of credential, apart from master’s, Ph.D., and Ed.D. degrees. Programs in 10 different countries indicated they award some type of certificate in higher education.*

*All told, the inventory provides information on 280 journals and other relevant higher education publications published in 22 different languages in 35 different countries. The United States and the English language dominate this landscape. Just over 68 percent of the publications are published in English. Among the 190 total publications produced in English, just 20 are published in both English and another language(s); in 7 of these cases the second language is French, while the remaining bilingual (or multilingual) publications feature English-Afrikaans, English-Arabic, English-Czech-Slovak, English-Japanese, English-Malay, English-Russian, English-Spanish, English-Swedish-Danish-Norwegian and English-Turkish combinations.*

## 6. A Worldwide Inventory of Higher Education: Journals and Publications

### INTERNATIONAL

#### Active Learning in Higher Education

---

**Focus:** *Active Learning in Higher Education* is devoted to all aspects of development, innovations and good practice in higher education teaching and learning, including the use of information and communication technologies (ICTs) and issues concerning the management of teaching and learning.

**Language(s):** English  
**Frequency:** 3/yr  
**Publisher:** SAGE Publications  
**Website:** <http://alh.sagepub.com/>

#### Arts and Humanities in Higher Education: An International Journal of Theory, Research and Practice

---

**Focus:** *Arts and Humanities in Higher Education* publishes articles, reviews and scholarly comments relating to the arts and humanities in higher education.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** SAGE Publications  
**Website:** <http://ahh.sagepub.com/>

#### Borderless Report

---

**Focus:** The Observatory is an independent, global strategic services organization that conducts high-level research and disseminates emerging trends, best practices, policy frameworks, and assessment and quality assurance information relevant to cross-border higher education program delivery across the globe.

**Language(s):** English  
**Frequency:** 8/yr  
**Publisher:** The Observatory on Borderless Higher Education  
**Website:** <http://www.obhe.ac.uk/>

#### Bridges

---

**Focus:** *Bridges* - and their association with connection and communication - are kept in mind when reporting on European, American or Canadian science, technology and higher education policy.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Office of Science and Technology (OST) - Embassy of Austria, Washington DC  
**Website:** <http://www.ostina.org/en/bridges-magazine-current-issue>

## Comparative and International Higher Education

---

**Focus:** *Comparative and International Higher Education* serves as a professional forum supporting development, analysis, and dissemination of theory-, policy-, and practice-related issues that influence higher education.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** Comparative and International Education Society (CIES), Higher Education Special Interest Group  
**Website:** <http://www.higheredSIG.org>

## Distance Education

---

**Focus:** *Distance Education* publishes research and scholarly material in the fields of open, distance and flexible education.

**Language(s):** English  
**Frequency:** 3/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Sponsoring organization:** Open and Distance Learning Association of Australia Inc. (ODLAA)  
**Website:** <http://www.tandfonline.com/toc/cdie20/current#.UK7N6hbVSIg>

## Globalisation, Societies and Education

---

**Focus:** *Globalisation, Societies and Education* aims to fill the gap between the study of education and broader social, economic and political forces by analyzing the complexities of globalization. The Journal seeks to provide means for affecting, as well as reflecting the experiences, distribution, contributions and outcomes of education at all levels and in all settings.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Website:** <http://www.tandfonline.com/toc/cgse20/current>

## Higher Education

---

**Focus:** This publication examines educational developments throughout the world in universities, polytechnics, colleges, and vocational and education institutions. It reports on developments in both public and private higher education sectors.

**Language(s):** English  
**Frequency:** 12/yr  
**Publisher:** Springer Science+Business Media B.V.  
**Website:** <http://www.springer.com/education+%26+language/higher+education/journal/10734>

## Higher Education Evaluation and Development

---

**Focus:** *Higher Education Evaluation and Development* mainly focuses on quality assurance, assessment, and ranking issues.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** Higher Education Evaluation & Accreditation Council of Taiwan  
**Website:** <http://aspers.airiti.com/ehe/WebHome.aspx>



## Higher Education Forum

---

**Language(s):** English  
**Frequency:** 1/yr  
**Publisher:** Research Institute for Higher Education, Hiroshima University  
**Website:** [http://en.rihe.hiroshima-u.ac.jp/pl\\_default\\_1.php?c=Higher+Education+Forum](http://en.rihe.hiroshima-u.ac.jp/pl_default_1.php?c=Higher+Education+Forum)

## Higher Education Policy

---

**Focus:** *Higher Education Policy* aims at advancing scholarly understanding of the policy process (development, implementation, impact and responses) applied to higher education.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Palgrave Macmillan Journals  
**Sponsoring organization:** International Association of Universities  
**Website:** <http://www.palgrave-journals.com/hep/index.html>

## Higher Education Quarterly

---

**Focus:** *Higher Education Quarterly* publishes international articles concerned with policy, strategic management and ideas in higher education.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Wiley-Blackwell  
**Sponsoring organization:** Society for Research into Higher Education  
**Website:** <http://www.wiley.com/bw/journal.asp?ref=0951-5224>

## Higher Education Review

---

**Focus:** *Higher Education Review* is an academic journal concerned with policy and practice, with contributions soundly based in research or scholarship, but with implications for reform or change. It seeks to ensure rigor in these analyses by taking a problem-oriented approach; it is concerned to help formulate the problems of higher education, to consider alternative solutions and to test them.

**Language(s):** English  
**Frequency:** 3/yr  
**Publisher:** Tyrrell Burgess Associates  
**Website:** <http://www.highereducationreview.com>

## IAU Horizons

---

**Focus:** Each issue features the following sections: IAU activities, upcoming events and specific projects the IAU has undertaken; IAU collaboration and networking; membership news; new publications; and a global calendar of events.

**Language(s):** English and French  
**Frequency:** 3/yr  
**Publisher:** International Association of Universities  
**Website:** <http://www.iau-aiu.net/content/iau-horizons>

### Industry and Higher Education

---

**Focus:** With a strong emphasis on practical aspects, the journal covers organizational, economic, political, legal, and social issues relating to developments in education-industry collaboration.

**Language(s):** English  
**Frequency:** 6/yr  
**Publisher:** I P Publishing Ltd.  
**Website:** <http://www.ippublishing.com/ihe.htm>

### International Higher Education

---

**Focus:** Through *International Higher Education*, a network of distinguished international scholars offers commentary and current information on key issues that shape higher education worldwide.

**Language(s):** English, Russian, Chinese, Spanish, and Portuguese  
**Frequency:** 4/yr  
**Publisher:** Boston College Center for International Higher Education  
**Website:** <http://www.bc.edu/research/cihe/ihe.html>

### International Journal for Academic Development

---

**Focus:** The purpose of the journal is to enable academic and educational developers in higher education across the world to exchange ideas about practice and extend the theory of educational development, with the goal of improving the quality of higher education internationally.

**Language(s):** English  
**Frequency:** 3/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Sponsoring organization:** International Consortium for Educational Development  
**Website:** <http://www.tandf.co.uk/journals/titles/1360144X.asp>

### International Journal for the Scholarship of Teaching & Learning

---

**Focus:** *International Journal for the Scholarship of Teaching & Learning* is an international vehicle for articles, essays, and discussions about the scholarship of teaching and learning (SoTL) and its applications in higher and tertiary education today.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** Center for Teaching, Learning & Scholarship, Georgia Southern University  
**Website:** <http://academics.georgiasouthern.edu/ijsotl/>

### International Journal of Continuing Education and Lifelong Learning

---

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** School of Professional and Continuing Education (HKU SPACE), University of Hong Kong  
**Website:** <https://w5.hkuspace.hku.hk/journal/index.php/ijcell>

### International Journal of Lifelong Education

---

**Focus:** The *International Journal of Lifelong Education* provides a forum for debate on the principles and practice of lifelong, adult, continuing, recurrent and initial education and learning, whether in formal, institutional or informal settings. Common themes include social purpose in lifelong education, and sociological, policy and political studies of lifelong education.

**Language(s):** English  
**Frequency:** 6/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Website:** <http://www.tandfonline.com/toc/tled20/current>

### International Journal of Sustainability in Higher Education

---

**Focus:** *International Journal of Sustainability in Higher Education* is the first scholarly publication to specifically address the need for the dissemination of information on sustainability matters at higher education institutions.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Emerald Group Publishing Limited  
**Website:** <http://info.emeraldinsight.com/products/journals/journals.htm?id=ijshe>

### International Journal of Teaching and Learning in Higher Education

---

**Focus:** The specific emphasis of the *International Journal of Teaching and Learning in Higher Education* is the dissemination of knowledge for improving higher education pedagogy.

**Language(s):** English  
**Frequency:** 3/yr  
**Publisher:** International Society for Exploring Teaching and Learning and Center for Instructional Development and Educational Research (Virginia Tech)  
**Website:** <http://www.isetl.org/ijtlhe/>

### International Journal of University Teaching and Faculty Development

---

**Focus:** The *International Journal of University Teaching and Faculty Development* is an international and multidisciplinary Journal concerned with teaching for students at university level and faculty development. The Journal will look at how teaching and research can be brought into a closer relationship.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Nova Publishers  
**Website:** [https://www.novapublishers.com/catalog/product\\_info.php?cPath=125&products\\_id=10541](https://www.novapublishers.com/catalog/product_info.php?cPath=125&products_id=10541)

### International Review of Research in Open and Distance Learning

---

**Focus:** The *International Review of Research in Open and Distance Learning* disseminates original research, theory, and best practice in open and distance learning worldwide.

**Language(s):** English  
**Frequency:** 3-6/yr  
**Publisher:** Athabasca University  
**Website:** <http://www.irrodl.org/index.php/irrodl>

### The Internet and Higher Education: A Quarterly Review of Innovations in Post-Secondary Education

---

**Focus:** *The Internet and Higher Education* is devoted to addressing contemporary issues and future developments related to online learning, teaching, and administration on the Internet in post-secondary settings.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Elsevier B.V.  
**Website:** <http://www.journals.elsevier.com/the-internet-and-higher-education/>

### Journal of Adult and Continuing Education

---

**Focus:** The *Journal of Adult and Continuing Education* provides a forum for rigorous theoretical and practical work in the broad fields of lifelong learning and adult, community and continuing education.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** Manchester University Press  
**Website:** <http://www.manchesteruniversitypress.co.uk/cgi-bin/subscribe?showinfo=ip02?>

### Journal of Applied Research in Higher Education

---

**Focus:** The central aim of the *Journal of Applied Research in Higher Education* is to promote improved practice by encouraging informed debate into pedagogic and related matters in higher education.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** Emerald  
**Sponsoring organization:** Higher Education Teaching and Learning  
**Website:** <http://www.emeraldinsight.com/products/journals/journals.htm?id=jarhe>

### Journal of Education and Work

---

**Focus:** The *Journal of Education and Work* examines how knowledge, skills, values and attitudes both about and for work and employment are developed within the education system. The journal also explores the various forms of industrial training and accreditation in the economic system, including changes in the economic and industrial infrastructure which influence the type of employees required. Work in the informal economy is also included.

**Language(s):** English  
**Frequency:** 5/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Website:** <http://www.tandfonline.com/loi/cjew20>

### Journal of Further and Higher Education

---

**Focus:** The *Journal of Further and Higher Education* publishes articles and book reviews representing the whole field of post-16 education and training. Topic areas include management and administration, teacher education and training, curriculum, staff and institutional development, and teaching and learning strategies and processes.

**Language(s):** English  
**Frequency:** 6/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Sponsoring organization:** University and College Union  
**Website:** <http://www.tandfonline.com/loi/cjfh20#.Ujsa4BbVSIg>

### Journal of Geography in Higher Education

---

**Focus:** The *Journal of Geography in Higher Education* is committed to promote, enhance and share geography learning and teaching in all institutions of higher education throughout the world, and provides a forum for geographers and others, regardless of their specialisms, to discuss common educational interests, to present the results of educational research, and to advocate new ideas.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Website:** <http://www.tandf.co.uk/journals/titles/03098265.asp>

### Journal of Higher Education Policy and Management

---

**Focus:** The *Journal of Higher Education Policy and Management* is an international journal of professional experience and ideas in post-secondary education. It is a must read for those seeking to influence educational policy making.

**Language(s):** English  
**Frequency:** 6/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Sponsoring organization:** Association for Tertiary Education Management (ATEM) and the LH Martin Institute  
**Website:** <http://www.tandf.co.uk/journals/titles/1360080X.asp>

### Journal of Marketing for Higher Education

---

**Focus:** The *Journal of Marketing for Higher Education* is a multi-disciplinary journal and publishes papers from all the major disciplines that connect with the marketing of higher education.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Website:** <http://www.tandfonline.com/toc/wmhe20/current#.UjMu8hbVSIg>

### Journal of Research in International Education

---

**Focus:** The *Journal of Research in International Education* seeks to advance the understanding and significance of international education. It sets out to undertake a rigorous consideration of the educational implications of the fundamental relationship between human unity and human diversity that 'education for international understanding' requires.

**Language(s):** English  
**Frequency:** 3/yr  
**Publisher:** SAGE Publications  
**Website:** <http://jri.sagepub.com/>

### Journal of Studies in International Education

---

**Focus:** Articles discuss theoretical, conceptual and practical aspects of internationalization including regional, national and institutional policies and strategies, internationalization of the curriculum, issues surrounding international students and cross-border delivery of education.

**Language(s):** English  
**Frequency:** 5/yr  
**Publisher:** SAGE Publications Ltd.  
**Sponsoring organization:** Association for Studies in International Education  
**Website:** <http://jsi.sagepub.com/>

### La Lettre de l'Université en Français

---

**Language(s):** French  
**Frequency:** 7/yr  
**Publisher:** Agence Universitaire de la Francophonie  
**Website:** <http://www.auf.org/autres-pages/lettre-information/>

### Minerva

---

**Focus:** *Minerva* is devoted to the study of ideas, traditions, cultures, and institutions in science, higher education, and research. It is equally focused on historical as well as present practices and on local as well as global issues.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Springer Science+Business Media B.V.  
**Website:** <http://www.springer.com/education+%26+language/journal/11024>

## Not-So-Foreign

---

**Focus:** *Not-So-Foreign* is a global publication for international education professionals. It provides cutting-edge comments and information on the critical elements of a very important arena—the world of international education.

**Language(s):** English  
**Publisher:** Higher Edge  
**Website:** <http://www.notsoforeign.com/>

## Open Learning: The Journal of Open, Distance and e-Learning

---

**Focus:** *Open Learning* is widely subscribed to and read throughout the world by those in specialist distance education institutions and also by those using distance, flexible and technology based forms of learning in conventional education and training contexts.

**Language(s):** English  
**Frequency:** 3/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Sponsoring organization:** The Open University  
**Website:** <http://www.tandf.co.uk/journals/titles/02680513.asp>

## Perspectives: Policy and Practice in Higher Education

---

**Focus:** *Perspectives: Policy & Practice in Higher Education* provides higher education managers and administrators with innovative material which analyses and informs their practice of management.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Sponsoring organization:** Association of University Administrators  
**Website:** <http://www.tandf.co.uk/journals/titles/13603108.asp>

## The PIE Weekly

---

**Focus:** A business news forum for all professionals in international education containing daily news, features, interviews with key industry figures, a comprehensive events calendar and photo gallery.

**Language(s):** English  
**Frequency:** 52/yr  
**Publisher:** The PIE (Professionals in International Education)  
**Website:** <http://thepienews.com/>

## Quality in Higher Education

---

**Focus:** *Quality in Higher Education* is aimed at those interested in the theory, practice and policies relating to the control, management and improvement of quality in higher education.

**Language(s):** English  
**Frequency:** 3/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Sponsoring organization:** International Network for Quality Assurance Agencies in Higher Education  
**Website:** <http://www.tandf.co.uk/journals/titles/13538322.asp>

### Quality Update International

---

**Focus:** *Quality Update International* is a newsletter covering a selection of information and news relating to higher education and quality assurance around the world.

**Language(s):** English  
**Frequency:** 11/yr  
**Publisher:** Quality Assurance Agency  
**Website:** <http://www.qaa.ac.uk/PUBLICATIONS/Pages/default.aspx>

### Research in Post-Compulsory Education

---

**Focus:** *Research in Post-Compulsory Education* recognizes the need for more international research and analysis and the generation of relevant theory in order to identify policy needs and trends as well as priorities in this growing area.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Sponsoring organization:** Further Education Research Association (FERA)  
**Website:** <http://www.tandf.co.uk/journals/titles/13596748.asp>

### Research into Higher Education Abstracts

---

**Focus:** *Research into Higher Education Abstracts* exists to propagate knowledge about, and encourage discussion of, significant research into higher education.

**Language(s):** English  
**Frequency:** 3/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Sponsoring organization:** Society for Research into Higher Education  
**Website:** <http://www.tandf.co.uk/journals/titles/00345326.asp>

### Revista de Universidad y Sociedad del Conocimiento (Journal of the University and the Knowledge Society)

---

**Focus:** A bilingual refereed research e-journal in e-learning, university and network society.

**Language(s):** Spanish and English  
**Frequency:** 2/yr  
**Publisher:** Universitat Oberta de Catalunya and its eLearn Center, and the University of New England and its DeHub.  
**Website:** <http://rusc.uoc.edu/ojs/index.php/rusc/index>

### Studies in Continuing Education

---

**Focus:** *Studies in Continuing Education* publishes material which will contribute to improving practice in the field of continuing education and to bring theory and practice into closer association.

**Language(s):** English  
**Frequency:** 3/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Website:** <http://www.tandf.co.uk/journals/titles/0158037X.asp>



## Studies in Higher Education

---

**Focus:** *Studies in Higher Education* seeks to enhance understanding of higher education policy, institutional management and performance, teaching and learning, and the contribution of higher education to society and the economy.

**Language(s):** English  
**Frequency:** 10/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Sponsoring organization:** Society for Research into Higher Education  
**Website:** <http://www.tandf.co.uk/journals/titles/03075079.asp>

## Teaching in Higher Education

---

**Focus:** The journal addresses the roles of teaching, learning and the curriculum in higher education in order to explore and clarify the intellectual challenges which they present. The journal is interdisciplinary and aims to open up discussion across subject areas by involving all those who share an enthusiasm for learning and teaching.

**Language(s):** English  
**Frequency:** 8/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Website:** <http://www.tandfonline.com/toc/cthe20/current#.Ujsn0hbVSlg>

## Tertiary Education and Management

---

**Focus:** *Tertiary Education and Management* is intended to create a better linkage of research, policy and practice in teaching and learning as well as in higher education management, governance and organization.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Sponsoring organization:** European Higher Education Society  
**Website:** <http://www.tandfonline.com/toc/rtem20/current#.Ujm-3BbVSlg>

## Tuning Journal for Higher Education

---

**Focus:** The *Tuning Journal for Higher Education* is an international electronic journal publishing in English original research studies and reviews in all aspects of outcome oriented, student centered learning at the third level.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** Tuning Academy, Universidad de Deusto, Spain  
**Sponsoring organization:** European Commission's Directorate-General for Education and Culture  
**Website:** <http://www.tuningjournal.org/index.php/tuning/index>

## University Values

---

**Focus:** *University Values* is an electronic bulletin featuring articles, essays and announcements promoting discussion and understanding of university values, including access, accountability/transparency, academic freedom/quality, autonomy/good governance, and social responsibility.

**Language(s):** English  
**Frequency:** 1/yr  
**Publisher:** Scholars at Risk  
**Website:** <http://www.scholarsatrisk.nyu.edu/Workshop/bulletin.php>

## University World News

---

**Focus:** With international competition and collaboration between universities growing apace, it has never been more important for higher education managers, researchers, scholars and public officials to keep abreast of developments in their field and in rival and partner institutions worldwide. *University World News* is dedicated to providing such coverage.

**Language(s):** English  
**Frequency:** 52/yr  
**Publisher:** Higher Education Web Publishing Ltd  
**Website:** <http://www.universityworldnews.com/>

## World Education News and Reviews (WENR)

---

**Language(s):** English  
**Frequency:** 12/yr  
**Publisher:** World Education Services (WES)  
**Website:** <http://www.wes.org/ewenr/>

## AFRICA

### Journal of Higher Education in Africa (Revue de l'enseignement supérieur en Afrique)

---

**Focus:** The *Journal of Higher Education in Africa* publishes analysis, information, and critique on contemporary issues of higher education on the continent with special emphasis on research and policy matters.

**Language(s):** English and French  
**Frequency:** 2/yr  
**Publisher:** Council for the Development of Social Science Research in Africa (CODESRIA)  
**Website:** <http://www.codesria.org/spip.php?rubrique54&lang=en>

### Journal of Student Affairs in Africa

---

**Focus:** The *Journal of Student Affairs in Africa* publishes scholarly research and reflective discussions about the theory and practice of student affairs in Africa.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** African Minds and University of the Western Cape Library e-Publications  
**Website:** <http://jsaa.ac.za/index.php/JSAA>

## Makerere Journal of Higher Education

---

**Focus:** The aim of the *Makerere Journal of Higher Education* is to provide a medium for exchange of ideas among scholars and practitioners on how to improve on the management of higher education, within different cultural settings.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** Department of Higher Education of Makerere University  
**Sponsoring organization:** East African Institute of Higher Education Studies and Development

## ASIA

### ASEAN Journal of Teaching and Learning in Higher Education

---

**Focus:** *ASEAN Journal of Teaching & Learning in Higher Education* is devoted to the dissemination of information on teaching and learning in higher educational context.

**Language(s):** English and Malay  
**Frequency:** 2/yr  
**Publisher:** Centre for Academic Advancement University Kebangsaan Malaysia (UKM)  
**Website:** <http://www.ukm.my/jtlhe/>

### Asian Journal of Distance Education

---

**Focus:** The main aim of the *Asian Journal of Distance Education* is to disseminate scholarly works and information useful to researchers and practitioners in the growing field of distance education in Asia. The Journal also aims to provide a forum for discussions within and directly relating to Asia and so elicits Asian local theoretical and practical solutions to address local concerns.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** The Asian Society of Open and Distance Education  
**Website:** <http://www.asianjde.org>

## EUROPE

### ACA Newsletter – Education Europe

---

**Focus:** The monthly *ACA Newsletter – Education Europe* provides policymakers and practitioners worldwide with concise and up-to-date information on the latest developments in higher education policy at the national, European, and global levels. It also highlights important events, presents recent research on education and training matters, and informs on the latest European Union funding opportunities.

**Language(s):** English  
**Frequency:** 12/yr  
**Publisher:** Academic Cooperation Association (ACA)  
**Website:** <http://www.eua.be/newsletters.aspx>

### European Educational Research Journal

---

**Focus:** The *European Educational Research Journal* publishes aspects of educational research which illuminate the cases and contents of the emerging borderless space of European educational research.

**Language(s):** English  
**Frequency:** 6/yr (beginning in 2014)  
**Publisher:** European Educational Research Association  
**Website:** <http://www.wwords.co.uk/eeerj/index.asp>

### European Journal of Education

---

**Focus:** The *European Journal of Education* presents recent research and policy analysis with a primary focus on Europe, placed in an international perspective.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Wiley-Blackwell  
**Sponsoring organization:** European Institute of Education and Social Policy  
**Website:** <http://www.wiley.com/bw/journal.asp?ref=0141-8211>

### European Journal of Higher Education

---

**Focus:** *European Journal of Higher Education* publishes articles on higher education-related topics across the European region as well as manuscripts from or about other regions that make explicit comparison to Europe.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Website:** [http://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=rehe20#.UnE00KVV\\_Jo](http://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=rehe20#.UnE00KVV_Jo)

### European Journal of Open, Distance and E-Learning (Eurodl)

---

**Focus:** The *European Journal of Open, Distance and E-Learning* is an online journal on distance and e-learning, publishing the accounts of research, development and teaching in its most inclusive definition, exploring the potential of electronic editions.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** supported by European Distance and E-Learning Network  
**Website:** <http://www.eurodl.org>

### Journal of the European Higher Education Area

---

**Focus:** This journal aims to provide higher education leaders, faculty, politicians and students with a user-friendly tool to support their work translating the major reforms of the Bologna Process into meaningful institutional strategies and practices.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Dr. Josef Raabe Verlags-GmbH  
**Sponsoring organization:** European University Association, European Higher Education Area  
**Website:** <http://www.ehea-journal.eu>

## Newsletter - European University Association (EUA)

---

**Language(s):** English  
**Frequency:** 26/yr  
**Publisher:** European University Association (EUA)  
**Website:** <http://www.eua.be/newsletters.aspx>

## LATIN AMERICA

### Boletín IESALC Informa de Educación Superior (IESALC Newsletter of Higher Education)

---

**Language(s):** Spanish  
**Publisher:** UNESCO Instituto Internacional para la Educación Superior en América Latina y el Caribe (IESALC)  
**Website:** <http://www.iesalc.unesco.org.ve/>

### Revista de la Educación Superior (Journal of Higher Education)

---

**Focus:** The articles published in *Revista de la Educación Superior* focus on the behavior of higher education institutions, their characteristics from disciplinary or interdisciplinary perspectives such as organization theory, sociology and educational policy, among others.

**Language(s):** Spanish and English  
**Frequency:** 4/yr  
**Publisher:** Asociación Nacional de Universidades e Instituciones de Educación Superior  
**Website:** <http://publicaciones.anuies.mx/revista>

### Revista Iberoamericana de Educación a Distancia (Ibero-American Journal of Distance Education)

---

**Focus:** The *Revista Iberoamericana de Educación a Distancia* promotes advances in research and innovation within the field of education and distance learning in its various formulations and presentations.

**Language(s):** Spanish  
**Frequency:** 2/yr  
**Publisher:** Asociación Iberoamericana de Educación Superior a Distancia  
**Website:** <http://ried.utpl.edu.ec>

### Revista Iberoamericana de Educación Superior (Ibero-American Journal of Higher Education)

---

**Focus:** *Revista Iberoamericana de Educación Superior* is intended as a space for research investigating the higher education systems in Latin America, as well as a forum for analysis, research, and findings of the various Latin American institutions.

**Language(s):** Spanish  
**Frequency:** 3/yr  
**Publisher:** Universia  
**Sponsoring organization:** Instituto de Investigaciones sobre la Universidad y la Educación (ISUE), Universidad Nacional Autónoma de México  
**Website:** <http://ries.universia.net/index.php/ries/index>

### Revista Universidades (Journal "Universities")

---

**Focus:** *Revista Universidades* is specialized in issues of higher education, especially the dynamic changes and perspectives discussed in this area.

**Language(s):** Spanish  
**Frequency:** 4/yr  
**Publisher:** Unión de Universidades de América Latina y el Caribe  
**Website:** <http://www.udual.org/revistauniversidades/index.html>

## MIDDLE EAST

### Al-Fanar Media: News & Opinions about Higher Education

---

**Focus:** *Al-Fanar Media* publishes independent news and analysis and serves as a platform for dialogue among institutions within and beyond the Arab world.

**Language(s):** Arabic and English  
**Frequency:** Website  
**Publisher:** Al-Fanar Media  
**Website:** <http://www.al-fanarmedia.org>

## AUSTRALIA

### Australian Journal of Adult Learning

---

**Focus:** The *Australian Journal of Adult Learning* is concerned with promoting critical thinking and research in the field of adult learning as well as the theory, research, and practice of adult and community education.

**Language(s):** English  
**Frequency:** 3/yr  
**Publisher:** Adult Learning Australia (ALA)  
**Website:** <http://www.ajal.net.au>

### Australian Universities' Review

---

**Focus:** The primary objective of *Australian Universities' Review* is to encourage debate and discussion about issues in higher education and its contribution to Australian public life.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** National Tertiary Education Union  
**Website:** <http://www.aur.org.au/>

## Campus Review

---

**Focus:** *Campus Review* is strongly focused on issues relevant to Australian higher education including teaching and learning, technology, management, finance, recruitment, conferences, and industry events.

**Language(s):** English  
**Frequency:** 48/yr (12 in print)  
**Publisher:** APN Educational Media  
**Website:** <http://www.campusreview.com.au>

## HERDSA News

---

**Focus:** Longer articles address topical issues in higher education, balanced by shorter, informal articles and reviews, information about HERDSA activities, reports on research in progress, and information on conferences.

**Language(s):** English  
**Frequency:** 3/yr  
**Publisher:** Higher Education Research and Development Society of Australasia, Inc.  
**Website:** [http://www.herdsa.org.au/?page\\_id=140](http://www.herdsa.org.au/?page_id=140)

## Higher Education Research and Development

---

**Focus:** *Higher Education Research and Development* publishes scholarly articles that make a significant and original contribution to the theory, practice, or research of higher education.

**Language(s):** English  
**Frequency:** 6/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Sponsoring organization:** Higher Education Research and Development Society of Australasia  
**Website:** <http://www.tandf.co.uk/journals/journal.asp?issn=0729-4360&linktype=5>

## Journal of University Teaching and Learning Practice

---

**Focus:** The *Journal of University Teaching and Learning Practice* publishes papers that add significantly to the body of knowledge describing effective and innovative teaching and learning practice in the higher education environment.

**Language(s):** English  
**Frequency:** 3/yr  
**Publisher:** University of Wollongong  
**Website:** <http://ro.uow.edu.au/jutlp/>

## AUSTRIA

### Zeitschrift für Hochschulentwicklung (Journal of Higher Education Development)

**Focus:** The *Zeitschrift für Hochschulentwicklung* focuses on the development of higher education in the area of teaching and learning, as well as other areas concerning higher education institutions such as university management, and research and development.

**Language(s):** German  
**Frequency:** 4/yr  
**Publisher:** Österreichischen Gesellschaft für Hochschuldidaktik  
**Website:** <http://zfhe.at/index.php/zfhe>

## BRAZIL

### Avaliação: Revista da Avaliação da Educação Superior (Journal of Higher Education Evaluation)

**Focus:** *Avaliação* contributes to the development of studies and research on higher education, particularly in the area of higher education evaluation.

**Language(s):** Portuguese and Spanish  
**Frequency:** 3/yr  
**Publisher:** Universidade de Sorocaba (Uniso)/Rede de Avaliação Institucional da Educação Superior (RAIES)  
**Website:** [http://www.scielo.br/scielo.php?script=sci\\_serial&pid=1414-4077&lng=pt&nrm=iso](http://www.scielo.br/scielo.php?script=sci_serial&pid=1414-4077&lng=pt&nrm=iso)

### Ensino Superior UNICAMP (Higher Education UNICAMP)

**Language(s):** Portuguese  
**Frequency:** 4/yr  
**Publisher:** Laboratório de Estudos Avançados em Jornalismo, Universidade Estadual de Campinas  
**Website:** <http://www.revistaensinosuperior.gr.unicamp.br/>

## CANADA

### Canadian Association of University Teachers (CAUT/ACPPU) Bulletin

**Focus:** *CAUT* is an outspoken defender of academic freedom and works actively in the public interest to improve the quality and accessibility of post-secondary education in Canada.

**Language(s):** English and French  
**Frequency:** 10/yr  
**Publisher:** Canadian Association of University Teachers  
**Website:** <http://www.cautbulletin.ca/>



### Canadian Journal of Higher Education: Campus Review (La Revue Canadienne d'Enseignement Supérieur)

---

**Focus:** The *Canadian Journal of Higher Education: Campus Review* intends to publish manuscripts on topics that address and are relevant to the Canadian higher education system and its structures, processes, and community; and to promote research with international and comparative dimensions in relation to Canadian higher education.

**Language(s):** English and French  
**Frequency:** 3/yr  
**Publisher:** Canadian Society for the Study of Higher Education  
**Website:** <http://ojs.library.ubc.ca/index.php/cjhe>

### Canadian Journal of University Continuing Education (Revue Canadienne de l'éducation Permanente Universitaire)

---

**Focus:** The *Canadian Journal of University Continuing Education* has two objectives. The first is to advance and disseminate knowledge by publishing analytical and research papers, reports, reviews, and commentaries of value to professional practice in continuing education in general, and university continuing education in particular. The second is to encourage dialogue about continuing education within and among relevant professional and academic communities.

**Language(s):** English and French  
**Frequency:** 2/yr  
**Publisher:** Open Journal Systems  
**Sponsoring organization:** Canadian Association for University Continuing Education  
**Website:** <http://ejournals.library.ualberta.ca/index.php/cjuce-rcepu>

### The College Quarterly

---

**Focus:** *The College Quarterly* (CQ) is an academic journal devoted to the improvement of college education and the professional development of college educators. Focused on colleges in Canada but developed to serve the common needs of college educators in North America and worldwide, CQ is a resource for teaching and learning and provides an opportunity for research publication, information about developments of significance to college educators, and commentary on policy issues of concern to the educational community and its attentive publics.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Seneca College of Applied Arts & Technology  
**Website:** <http://www.collegequarterly.ca/>

### Journal of Distance Education (Revue de l'Éducation à Distance)

---

**Focus:** The *Journal of Distance Education's* aims are to promote and encourage Canadian scholarly work in distance education and provide a forum for the dissemination of international scholarship.

**Language(s):** English and French  
**Frequency:** 3/yr  
**Publisher:** Canadian Network for Innovation in Education  
**Website:** <http://www.ijede.ca/index.php/jde>

## University Affairs (Affaires Universitaires (UA/AU))

---

**Focus:** *University Affairs* is Canada's magazine and career resource for higher education.

**Language(s):** English and French

**Frequency:** 10/yr

**Publisher:** Association of Universities and Colleges of Canada (AUCC)

**Website:** <http://www.universityaffairs.ca/>

## CHILE

### Revista Calidad en la Educación (Journal of Quality in Education)

---

**Focus:** The *Revista Calidad en la Educación* delivers current information on innovations and recent debates in the field of higher education in Chile and the world.

**Language(s):** Spanish

**Frequency:** 2/yr

**Publisher:** Consejo Nacional de Educación

**Website:** [http://www.cned.cl/public/secciones/seccionpublicaciones/publicaciones\\_home.aspx](http://www.cned.cl/public/secciones/seccionpublicaciones/publicaciones_home.aspx)

## CHINA

### Beida Jiaoyu Pinglun (Peking University Education Review)

---

**Focus:** *Beida Jiaoyu Pinglun* covers a wide range of issues and topics on both Chinese and international higher education. It reflects the leading research in Chinese higher education.

**Language(s):** Chinese

**Frequency:** 4/yr

**Publisher:** Peking University Press

**Website:** <http://www.jypl.pku.edu.cn/>

### Bijiao Jiaoyu Yanjiu (Comparative Education Review)

---

**Focus:** *Bijiao Jiaoyu Yanjiu* provides information on higher education development and trends in the world.

**Language(s):** Chinese

**Frequency:** 6/yr

**Publisher:** Ministry of Education, People's Republic of China

**Website:** <http://www.compe.cn>

### Chinese Education and Society

---

**Focus:** *Chinese Education and Society* provides timely access to insightful research and thinking about education in China. It provides valuable help in understanding one of the most important systems in the world

**Language(s):** English  
**Frequency:** 8/yr  
**Publisher:** M.E. Sharpe, Inc..  
**Website:** <http://www.mesharpe.com/mall/results1.asp?acr=ced>

### Daxue Jiaoyu Kexue (University Education Science)

---

**Focus:** *Daxue Jiaoyu Kexue* aims to explore theories and practices to introduce educational concepts and ideologies in the field of higher education.

**Language(s):** Chinese  
**Frequency:** 6/yr  
**Publisher:** Hunan University

### Frontiers of Education in China

---

**Focus:** *Frontiers of Education in China* boasts the widest coverage of subjects among its contributors in China. Its goal is to reflect the frontier of Chinese scholar academic progress, and establish a platform that can demonstrate the overall strength and comprehensive competence of Chinese academic research.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Periodicals Service Company  
**Website:** <http://www.brill.com/publications/journals/frontiers-education-china>

### Fudan Jiaoyu Luntan (Fudan Education Forum)

---

**Focus:** *Fudan Jiaoyu Luntan* focuses on theories and practices of higher education and publishes up-to-date research results.

**Language(s):** Chinese  
**Frequency:** 6/yr  
**Publisher:** Fudan University  
**Website:** <http://www.fef.fudan.edu.cn>

### Gaodeng Gongcheng Jiaoyu Yanjiu (Research in Higher Education of Engineering)

---

**Focus:** *Gaodeng Gongcheng Jiaoyu Yanjiu* is the first and only publication focusing on engineering education in China.

**Language(s):** Chinese  
**Frequency:** 6/yr  
**Publisher:** Huazhong University of Science and Technology  
**Website:** <http://www.hust.edu.cn>

### Gaodeng Jiaoyu Yanju (Journal of Higher Education)

---

**Focus:** *Gaodeng Jiaoyu Yanju* focuses on issues and topics of higher education reform, quality education and higher education management.

**Language(s):** Chinese  
**Frequency:** 6/yr  
**Publisher:** Huazhong University of Science and Technology  
**Website:** <http://www.hust.edu.cn/english/index.html>

### Gaojiao Tansuo (Higher Education Exploration)

---

**Focus:** *Gaojiao Tansuo* focuses on higher education research, presenting the current development of education reform.

**Language(s):** Chinese  
**Frequency:** 24/yr  
**Publisher:** Department of Education of Guangdong Province  
**Website:** <http://www.gdjy.cn>

### Gaoxiao Lilun Zhanxian (Social Sciences in Chinese Higher Education Institutions)

---

**Focus:** *Gaoxiao Lilun Zhanxian* is a comprehensive publication on social science education in Chinese universities and colleges.

**Language(s):** Chinese  
**Frequency:** 12/yr  
**Publisher:** Center for Social Sciences Research in Universities, Ministry of Education, People's Republic of China  
**Website:** <http://shekzx.moe.edu.cn>

### Guoji Gaodeng Jiaoyu (Journal of International Higher Education)

---

**Focus:** *Guoji Gaodeng Jiaoyu* focuses on topics of world-class universities, university ranking, and graduate education and migration of academic talent. It aims to bridge Chinese and international higher education communities.

**Language(s):** Chinese  
**Frequency:** 5/yr  
**Publisher:** Shanghai Jiao Tong University  
**Website:** <http://gse.sjtu.edu.cn/kxyj/xskw.htm>

### Guowai Yanjiusheng Jiaoyu Dongtai (International Graduate Education Dynamics)

---

**Focus:** *Guowai Yanjiusheng Jiaoyu Dongtai* collects information and news on graduate education in the world.

**Language(s):** Chinese  
**Frequency:** 12/yr  
**Publisher:** Shanghai Jiao Tong University  
**Website:** <http://gse.sjtu.edu.cn/GradDigest/index.htm>

### Heilongjiang Gaojiao Yanjiu (Heilongjiang Research on Higher Education)

---

**Focus:** *Heilongjiang Gaojiao Yanjiu* intends to publish research papers on practical issues in higher education, reflecting the frontier of higher education research.

**Language(s):** Chinese

**Frequency:** 12/yr

**Publisher:** Harbin Normal University and Heilongjiang Higher Education Institution

**Website:** <http://www.hrbnu.edu.cn>

### Jiangsu Higher Education

---

**Focus:** *Jiangsu Higher Education* publishes papers that reflect higher education development in China.

**Language(s):** Chinese

**Frequency:** 6/yr

**Publisher:** Department of Education of Jiangsu Province

### Jiaoshi Jiaoyu Yanjiu (Teacher Education Research)

---

**Focus:** *Jiaoshi Jiaoyu Yanjiu* focuses on teacher education from both theoretical and practical perspectives.

**Language(s):** Chinese

**Frequency:** 6/yr

**Publisher:** Beijing Normal University and East China Normal University

**Website:** <http://gdsfjyjj.periodicals.net.cn>

### Jiaoyu Fazhan Yanjiu (Exploring Education Development)

---

**Focus:** *Jiaoyu Fazhan Yanjiu* focuses on the interaction among education and socio-economic, cultural, and scientific factors.

**Language(s):** Chinese

**Frequency:** 24/yr

**Publisher:** Shanghai Academy of Educational Sciences and the Shanghai Association of Higher Education

### Jiaoyu Yanjiu (Educational Research)

---

**Focus:** *Jiaoyu Yanjiu* provides theoretical and practical discussion on higher education development.

**Language(s):** Chinese

**Frequency:** 12/yr

**Publisher:** China National Institute of Education Sciences

**Website:** [http://english.nies.net.cn/Publications/Journals\\_and\\_Newspapers/201405/t20140523\\_314983.html](http://english.nies.net.cn/Publications/Journals_and_Newspapers/201405/t20140523_314983.html)

### Minban Gaodeng Jiaoyu Yanjiu (Research on Non-Governmental Higher Education)

---

**Focus:** *Minban Gaodeng Jiaoyu Yanjiu* focuses on private higher education in China, discussing its current development and future trends.

**Language(s):** Chinese

**Frequency:** 4/yr

**Publisher:** China Southwest University

### Qinghua Daxue Jiaoyu Yanjin (Research in Education)

---

**Focus:** *Qinghua Daxue Jiaoyu Yanjin* publishes research papers on higher education and reflects the academic progress frontier.

**Language(s):** Chinese  
**Frequency:** 6/yr  
**Publisher:** Tsinghua University  
**Website:** <http://ioe.tsinghua.edu.cn/html/jyyj/>

### Xiandai Daxue Jiaoyu (Modern University Education)

---

**Focus:** *Xiandai Daxue Jiaoyu* provides literature and research papers on higher education theories and practices, aiming to enhance the reform and development of Chinese higher education.

**Language(s):** Chinese  
**Frequency:** 24/yr  
**Publisher:** Ministry of Education, People's Republic of China  
**Website:** <http://www.csu.edu.cn>

### Xiandai Jiaoyu Guanli (Modern Education Management)

---

**Focus:** *Xiandai Jiaoyu Guanli* provides discussion on higher education management.

**Language(s):** Chinese  
**Frequency:** 12/yr  
**Publisher:** Liaoning Academy of Education Research  
**Website:** <http://lngd.chinajournal.net.cn/WKC/WebPublication/index.aspx?mid=LNGD>

### Xuewei Yu Yanjiusheng Jiaoyu (Academic Degrees and Graduate Education)

---

**Focus:** *Xuewei Yu Yanjiusheng Jiaoyu* collects papers on degree and graduate education.

**Language(s):** Chinese  
**Frequency:** 6/yr  
**Publisher:** China Academic Degree and Graduate Education Society of the State Council  
**Website:** <http://www.adge.edu.cn/>

### Yanjiusheng Jiaoyu Yanjiu (Journal of Graduate Education)

---

**Focus:** *Yanjiusheng Jiaoyu Yanjiu* publishes papers on academic degree and graduate education.

**Language(s):** Chinese  
**Frequency:** 6/yr  
**Publisher:** University of Science and Technology of China and Chinese Society of Academic Degrees and Graduate Education  
**Website:** <http://jiao.chinajournal.net.cn/EditorB2N/Quit.aspx>

### Zhongghuo Gaojiao Yanjiu (China Higher Education Research)

---

**Focus:** *Zhongghuo Gaojiao Yanjiu* presents up-to-date research papers and reports in the field of higher education.

**Language(s):** Chinese  
**Frequency:** 6/yr  
**Publisher:** Chinese Association of Higher Education  
**Website:** <http://www.hie.edu.cn/gzyw.php?id=113>

### Zhongguo Daxue Jiaoxue (China University Teaching)

---

**Focus:** *Zhongguo Daxue Jiaoxue* focuses on teaching and learning in higher education.

**Language(s):** Chinese  
**Frequency:** 12/yr  
**Publisher:** Higher Education Press  
**Website:** <http://www.crct.edu.cn>

### Zhongguo Gaodeng Jiaoyu (Chinese Higher Education)

---

**Focus:** *Zhongguo Gaodeng Jiaoyu* provides discussion on higher education development, and explores educational theories and practices to improve teaching and research in higher education.

**Language(s):** Chinese  
**Frequency:** 24/yr  
**Publisher:** Ministry of Education, People's Republic of China

### Zhongguo Gaodeng Jiaoyu Pinggu (China Higher Education Evaluation)

---

**Focus:** *Zhongguo Gaodeng Jiaoyu Pinggu* focuses on higher education evaluation, its theories and practices. It aims to provide discussion on education evaluation from both Chinese and international perspectives.

**Language(s):** Chinese  
**Frequency:** 4/yr  
**Publisher:** Shanghai Academy of Educational Sciences and China Higher Education Evaluation Committee

## CUBA

### Revista Cubana de Educación Superior (Cuban Journal of Higher Education)

---

**Focus:** The main objective of the *Revista Cubana de Educación Superior* is to disclose everything about the studies and investigations made in the field of higher education and it is targeted at serving both academics and administrators.

**Language(s):** Spanish  
**Frequency:** 3/yr  
**Publisher:** Centro de Estudios para el Perfeccionamiento de la Educación Superior, Universidad de la Habana  
**Website:** <http://cepes.uh.cu/revista.html>

## CZECH REPUBLIC

### Aula: revue pro vysokoškolskou a vědní politiku (Journal for Higher Education and Science Policy)

---

**Focus:** *Aula* publishes research articles and participates in current debate in higher education and science policy.

**Language(s):** Czech, Slovak, and English

**Frequency:** 2/yr

**Publisher:** Centrum pro studium vysokého školství (CSVŠ) [Centre for Higher Education Studies]

**Website:** <http://www.csvs.cz/aula>

## GERMANY

### Beiträge zur Hochschulforschung (Review of Higher Education Research)

---

**Focus:** The *Beiträge zur Hochschulforschung* includes articles on the structures of universities; control and optimization of university processes; higher education funding; quality assurance and performance measurement; the implementation of the Bologna Process; transitions between school, college and labor market; research and academic careers; women in higher education and the industry; science and economics; and international comparative research on higher education.

**Language(s):** German

**Frequency:** 4/yr

**Publisher:** Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung

**Website:** <http://www.bzh.bayern.de/53/>

### Das Hochschulwesen (Higher Education)

---

**Language(s):** German

**Frequency:** 6/yr

**Publisher:** Universitäts Verlag Webler (UVW)

**Website:** <http://www.hochschulwesen.info>

### Die Hochschule: Journal für Wissenschaft und Bildung (The University: Journal of Science and Education)

---

**Focus:** *Die Hochschule* sees itself as a forum for debating questions about higher education research.

**Language(s):** German

**Frequency:** 2/yr

**Publisher:** Institut für Hochschulforschung Martin-Luther-Universität Halle-Wittenberg (Institute for Higher Education Research)

**Website:** <http://www.die-hochschule.de/>



## Duz Magazin - Unabhängige Deutsche Universitätszeitung (Independent German University Magazine)

---

**Focus:** *Duz Magazin* publishes facts and trends on the world of higher education and science

**Language(s):** German  
**Frequency:** 12/yr  
**Publisher:** Dr. Josef Raabe Verlags-GmbH  
**Website:** <http://www.duz.de/>

## Forschung und Lehre (Research and Teaching)

---

**Focus:** *Forschung und Lehre* publishes articles on a wide array of subjects from current university policy and legal issues to career prospects and career practice.

**Language(s):** German  
**Frequency:** 12/yr  
**Publisher:** Deutscher Hochschulverband  
**Website:** <http://www.forschung-und-lehre.de/cms>

## Wissenschaftsmanagement (Science Management)

---

**Focus:** *Wissenschaftsmanagement* reflects comprehensive development in higher education and science management since 1995.

**Language(s):** German  
**Frequency:** 6/yr  
**Publisher:** Lemmens Medien GmbH  
**Website:** <http://www.wissenschaftsmanagement.de>

## INDIA

### EducationWorld

---

**Focus:** *EducationWorld* provides education news and coverage from all parts of India.

**Language(s):** English  
**Frequency:** 12/yr  
**Publisher:** DT Media & Entertainment Pvt.Ltd  
**Website:** <http://www.educationworldonline.net>

### Edutech: For Leaders in Higher Education

---

**Focus:** The content mix of the *Edutech* magazine includes a focus on such topics as strategy, academics, administration, and technology, along with profile pieces, updates from the higher education leadership sector, and columns by well-known academicians and visionaries.

**Language(s):** English  
**Frequency:** 12/yr  
**Publisher:** Nine Dot Nine Interactive Ltd.  
**Website:** <http://www.edu-leaders.com>

### Higher Education for the Future

---

**Focus:** *Higher Education for the Future* is designed to shape the new generation of higher education based on national and international experience. It seeks to address a wide spectrum of issues including policy, pedagogy, and research in higher education.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** SAGE Publications  
**Sponsoring organization:** Kerala State Higher Education Council  
**Website:** <http://www.sagepub.com/journals/Journal202266>

### Indian Higher Education: Perceptions, Policies and Practices

---

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** Dr. D.Y. Patil University

### Indian Journal of Higher Education

---

**Frequency:** 2/yr  
**Publisher:** Higher Education Forum  
**Website:** <http://www.highereduforum.org/ijhe.html>

### University News

---

**Focus:** *University News* contains a wealth of information about higher education in general and Indian higher education in particular.

**Language(s):** English  
**Frequency:** 52/yr  
**Publisher:** Association of Indian Universities  
**Website:** <http://www.aiuweb.org/university/universitynews.asp>

## ITALY

### Fondazione RUI: Rivista di cultura universitaria (RIU Foundation: Journal of University Culture)

---

**Focus:** *Fondazione RIU* chronicles the activities related to the Foundation and to the life of its Colleges. It also publishes articles on university culture and the collaboration between the academic world and the business world.

**Language(s):** Italian  
**Frequency:** 4/yr  
**Publisher:** Fondazione Rui  
**Website:** <http://www.fondazionerui.it/Default.aspx?IDContenuto=16>

## Universitas

---

**Focus:** *Universitas* reports on the state of Italian higher education from a broad range of perspectives in the European and international contexts.

**Language(s):** Italian

**Frequency:** 4/yr

**Publisher:** Fondazione Rui

**Website:** <http://www.rivistauniversitas.it/index.aspx>

## JAPAN

### Between

---

**Language(s):** Japanese

**Frequency:** 6/yr

**Publisher:** Shinken-ad

**Website:** <http://shinken-ad.co.jp/between/profile.html>

### Daigaku Gyosei Kanri Gakkai Shi (Japanese Journal of University Administrative Management)

---

**Language(s):** Japanese

**Frequency:** 1/yr

**Publisher:** Japanese Association of University Administrative Management

**Website:** <http://juam.jp/wp/im/publish/>

### Daigaku Hyouka Gakui Kenkyu (Journal of NIAD-UE: Research on Academic Degrees and University Evaluation)

---

**Language(s):** Japanese

**Frequency:** 1/yr

**Publisher:** National Institution for Academic Degrees and University Evaluation

**Website:** [http://www.niad.ac.jp/english/faculty/press/press\\_200e.htm](http://www.niad.ac.jp/english/faculty/press/press_200e.htm)

### Daigaku Hyouka Kenkyu (University Evaluation Review)

---

**Language(s):** Japanese

**Frequency:** 1/yr

**Publisher:** Japan University Accreditation Association

**Website:** <http://www.juaa.or.jp/publication/about/research.html>

### Daigaku Jihou (University Current Review)

---

**Language(s):** Japanese  
**Frequency:** 6/yr  
**Publisher:** Japan Association of Private Universities and Colleges  
**Website:** <http://www.shidairen.or.jp/activities/daigakujihou>

### Daigaku Kenkyu (University Studies)

---

**Language(s):** Japanese  
**Frequency:** 1/yr  
**Publisher:** Research Center for University Studies, University of Tsukuba  
**Website:** <http://www.rcus.tsukuba.ac.jp/information/journal.html>

### Daigaku Kyouiku Gakkai-Shi (Journal of the Liberal and General Education Society of Japan)

---

**Language(s):** Japanese  
**Frequency:** 2/yr  
**Publisher:** Liberal and General Education Society of Japan  
**Website:** <http://www.daigakukyoiku-gakkai.org>

### Daigaku Management (University & College Management)

---

**Language(s):** Japanese  
**Frequency:** 12/yr  
**Publisher:** Daigaku Management Kenkyukai  
**Website:** <http://www.anum.biz/cont3/main.html>

### Daigaku Nyushi Center Kiyou (Research Bulletin, National Center for University Entrance Examinations)

---

**Language(s):** Japanese  
**Frequency:** 1/yr  
**Publisher:** National Center for University Entrance Examinations  
**Website:** <http://www.dnc.ac.jp/research/kenkyukaihatsu/kiyou.html>

### Daigaku Ronshu (Research in Higher Education)

---

**Language(s):** Japanese and English  
**Frequency:** 1/yr  
**Publisher:** Research Institute for Higher Education, Hiroshima University  
**Website:** [http://en.rihe.hiroshima-u.ac.jp/pl\\_daigaku\\_1.php](http://en.rihe.hiroshima-u.ac.jp/pl_daigaku_1.php)

### IDE: Gendai-no Koutou-kyouiku

---

**Language(s):** Japanese  
**Frequency:** 10/yr  
**Publisher:** Institute for Development of Higher Education  
**Website:** <http://ide-web.net/newpublication/index.html>

### Japanese University Accreditation Association (JUAA) Newsletter

---

**Language(s):** Japanese  
**Frequency:** 2/yr  
**Publisher:** Japanese University Accreditation Association  
**Website:** <http://www.juaa.or.jp/publication/about/juaa.html>

### Journal of International Student Advisors of National Universities

---

**Language(s):** Japanese  
**Frequency:** 1/yr  
**Publisher:** Council of International Student Advisors of National Universities  
**Website:** [http://coisan.org/journal/journal\\_top.html](http://coisan.org/journal/journal_top.html)

### Journal of International Student Education

---

**Language(s):** Japanese  
**Frequency:** 1/yr  
**Publisher:** Japan Association for International Student Education  
**Website:** <http://www.jaise.org/ne-index.html>

### JSPS Quarterly

---

**Language(s):** Japanese  
**Frequency:** 4/yr  
**Publisher:** Japan Society for the Promotion of Science  
**Website:** <http://www.jsps.go.jp/english/e-quart/>

### Kokuritsu Daigaku (JANU Quarterly Report)

---

**Language(s):** Japanese  
**Frequency:** 4/yr  
**Publisher:** Japan Association of National Universities  
**Website:** <http://www.janu.jp/report/infomation.html>

### Koto Kyoiku Journal [Journal of Higher Education and Lifelong Learning]

---

**Language(s):** Japanese  
**Frequency:** 1/yr  
**Publisher:** Research Division for Higher Education, Hokkaido University  
**Website:** <http://socyo.high.hokudai.ac.jp/>

### Koto Kyoiku Kaihatsu Suishin Center Kiyo [CAHE Journal of Higher Education]

---

**Language(s):** Japanese  
**Frequency:** 1/yr  
**Publisher:** Center for the Advancement of Higher Education [CAHE], Tohoku University  
**Website:** [http://www3.he.tohoku.ac.jp/?page\\_id=700](http://www3.he.tohoku.ac.jp/?page_id=700)

### Koto Kyoiku Kenkyu [Japanese Journal of Higher Education Research]

---

**Language(s):** Japanese  
**Frequency:** 1/yr  
**Publisher:** Japanese Association of Higher Education Research  
**Website:** <http://www.gakkai.ne.jp/jaher/bulletin/bulletin.php>

### Koto Kyoiku Kenkyu Soshu [Reviews in Higher Education]

---

**Language(s):** Japanese  
**Frequency:** 6/yr  
**Publisher:** Research Institute for Higher Education, Hiroshima University  
**Website:** [http://en.rihe.hiroshima-u.ac.jp/pl\\_sousyo\\_1.php](http://en.rihe.hiroshima-u.ac.jp/pl_sousyo_1.php)

### Kyoto Daigaku Koto Kyoiku Kenkyu [Kyoto University Research in Higher Education]

---

**Language(s):** Japanese  
**Frequency:** 1/yr  
**Publisher:** Center for the Promotion of Excellence in Higher Education, Kyoto University  
**Website:** [http://www.highedu.kyoto-u.ac.jp/eng/publications\\_e.html](http://www.highedu.kyoto-u.ac.jp/eng/publications_e.html)

### Monbu Kagaku Hakusho [White Paper on Education, Culture, Sports, Science and Technology]

---

**Language(s):** Japanese  
**Frequency:** 1/yr  
**Publisher:** Ministry of Education, Culture, Sports, Science and Technology, Japan  
**Website:** [http://www.mext.go.jp/b\\_menu/hakusho/html/monbu\\_e.htm](http://www.mext.go.jp/b_menu/hakusho/html/monbu_e.htm)

### Nagoya Koto Kyoiku Kenkyu (Nagoya Journal of Higher Education)

---

**Language(s):** Japanese  
**Frequency:** 1/yr  
**Publisher:** Center for the Studies of Higher Education, Nagoya University  
**Website:** [http://www.cshe.nagoya-u.ac.jp/publications/index\\_en.html](http://www.cshe.nagoya-u.ac.jp/publications/index_en.html)

### Recruit College Management

---

**Language(s):** Japanese  
**Frequency:** 6/yr  
**Publisher:** Recruit Co., Ltd.  
**Website:** [http://souken.shingakunet.com/college\\_m/](http://souken.shingakunet.com/college_m/)

### Ryugaku Kouryu (Study Abroad and International Exchange)

---

**Language(s):** Japanese  
**Frequency:** 12/yr  
**Publisher:** Japan Student Services Organization  
**Website:** <http://www.jasso.go.jp/about/kouryu.html>

### Shigaku Koutou-Kyoiiku Kenkyu Sosho Series (Research Institute for Independent Higher Education Series)

---

**Language(s):** Japanese  
**Frequency:** 1/yr  
**Publisher:** Research Institute for Independent Higher Education  
**Website:** <http://www.shidaikyo.or.jp/riihe/book/index.html>

## MALAYSIA

### Bulletin of Higher Education Research

---

**Focus:** The *Bulletin of Higher Education Research* publishes articles, opinions, comments, and information related to higher education in public and private institutions in Malaysia and abroad.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** National Higher Education Research Institute (IPPTN), Universiti Sains Malaysia  
**Website:** <http://www.usm.my/ipptn/default.asp?menu=7>

### Jurnal Pendidikan Jarak Jauh Malaysia (The Malaysian Journal of Distance Education)

---

**Focus:** The wide range of subjects addressed by *Jurnal Pendidikan Jarak Jauh Malaysia* comprises the practical usage of technology for design, e-learning, flexible delivery systems, application of technology in distance and open learning, innovative teaching methods, lifelong learning, and continuing education.

**Language(s):** English and Malay  
**Frequency:** 2/yr  
**Publisher:** Universiti Sains Malaysia Press  
**Website:** <http://mjde.usm.my/>

## MEXICO

### Campus: Suplemento Universitario (Campus: Higher Education Supplement)

---

**Language(s):** Spanish  
**Frequency:** 52/yr  
**Publisher:** Grupo Editorial Milenio  
**Website:** <http://www.campusmilenio.com.mx/>

### Confluencia: Ser y Quehacer de la Educacion Superior Mexicana (Confluence: The Nature and Role of Mexican Higher Education)

---

**Language(s):** Spanish  
**Frequency:** 12/yr  
**Publisher:** Asociacion Nacional de Universidades e Instituciones de Educacion Superior (ANUIES)  
**Website:** <http://publicaciones.anuies.mx/confluencias>

### Revista Electrónica de Investigación Educativa (Electronic Journal of Educational Research)

---

**Focus:** *Revista Electrónica de Investigación Educativa* publishes articles that address educational practices from different fields of knowledge and from diverse theoretical and methodological perspectives.

**Language(s):** Spanish  
**Frequency:** 4/yr  
**Publisher:** Instituto de Investigación y Desarrollo Educativo, Universidad Autónoma de Baja California  
**Website:** <http://redie.ens.uabc.mx/>

### U2000: Crónica de la Educación Superior (Higher Education Chronicles)

---

**Language(s):** Spanish  
**Frequency:** 52/yr  
**Publisher:** Servicios en Investigación y Desarrollo Educativo  
**Website:** <http://u2000.com.mx/index.html>



## THE NETHERLANDS

### Thema: Tijdschrift voor hoger onderwijs en management (Journal of Higher Education and Management)

---

**Focus:** *THEMA* aims to inform managers and governors of higher education institutions in the Netherlands and Flanders about the latest trends in higher education.

**Language(s):** Dutch  
**Frequency:** 5/yr  
**Publisher:** Instondo Publishers  
**Website:** <http://themahogeronderwijs.org>

### Tijdschrift voor Hoger Onderwijs (Journal of Higher Education)

---

**Focus:** *Tijdschrift voor Hoger Onderwijs* pays attention to policy, research and educational practice. It is a platform for debates on higher education, geared towards lecturers, policy-makers and employers of higher education graduates.

**Language(s):** Dutch  
**Frequency:** 4/yr  
**Publisher:** Boom/Lemma Publishers  
**Website:** <http://www.boomlemmatijdschriften.nl/tijdschrift/TvHO/detail>

## NORWAY

### Forskningsspolitikk (Research Policy)

---

**Focus:** *Forskningsspolitikk* is a journal dedicated to analysis and debate about research, higher education and innovation.

**Language(s):** Norwegian  
**Frequency:** 4/yr  
**Publisher:** Nordic Institute for studies of innovation, research and education  
**Website:** <http://fpol.no/om-forskningsspolitikk/>

### Nordic Journal of Information Literacy in Higher Education

---

**Language(s):** Swedish, Danish, Norwegian, and English  
**Frequency:** 2/yr  
**Publisher:** University of Bergen Library  
**Website:** <https://noril.uib.no/index.php/noril>

## POLAND

### Forum Akademickie (Academic Forum)

---

**Language(s):** Polish  
**Frequency:** 12/yr  
**Publisher:** Academic Publishing House Ltd  
**Website:** <http://www.forumakad.pl/>

## Perspektywy (Outlook)

---

**Focus:** *Perspektywy* carries reports, rankings and educational information.

**Language(s):** Polish  
**Frequency:** 12/yr  
**Publisher:** Perspektywy Press  
**Website:** <http://www.perspektywy.pl>

## ROMANIA

### Quality Assurance Review

---

**Focus:** *Quality Assurance Review* is an academic publication focusing on quality assurance in Romanian higher education.

**Language(s):** Romanian  
**Frequency:** 2/yr  
**Publisher:** The Romanian Agency for Quality Assurance in Higher Education  
**Website:** <http://www.aracis.ro/en/publications/qar-magazine/about-qar-magazine/>

## RUSSIAN FEDERATION

### Alma Mater: Vestnik vysshei shkoly

---

**Focus:** The aim of *Alma Mater* is to publish the results of basic and applied research in pedagogy and psychology, and philosophy and sociology of higher education.

**Language(s):** Russian and English  
**Frequency:** 12/yr  
**Website:** <http://www.almavest.ru/>

### Universitetskoe upravlenie: praktika i analiz (University Management: Practice and Analysis)

---

**Focus:** *Universitetskoe upravlenie: praktika i analiz* publishes materials on topical issues of university governance and management experience. It informs about programs and projects in the field of university management.

**Language(s):** Russian  
**Frequency:** 6/yr  
**Website:** <http://umj.usu.ru/>

### Voprosy obrazovanija (The Journal of Educational Studies)

---

**Focus:** *Voprosy obrazovanija* publishes current knowledge and debate about education in Russia and in the world.

**Language(s):** Russian  
**Frequency:** 4/yr  
**Publisher:** Higher School of Economics  
**Website:** <http://vo.hse.ru>

## Vyssheye Obrazovanie v Rossii (Higher Education in Russia)

---

**Focus:** *Vyssheye Obrazovanie v Rossii* publishes articles, book reviews, and conference reports on issues such as institutional development and management, innovative practices in university curricula, assessment and evaluation, as well as theory and philosophy of higher education.

**Language(s):** Russian

**Frequency:** 12/yr

**Website:** <http://www.vovr.ru/>

## SAUDI ARABIA

### The Saudi Journal of Higher Education

---

**Language(s):** Arabic and English

**Frequency:** 2/yr

**Publisher:** Center for Higher Education Research and Studies, Ministry of Higher Education

**Website:** <http://www.chers.edu.sa>

## SOUTH AFRICA

### South African Journal of Higher Education

---

**Focus:** The purpose of the *South African Journal of Higher Education* is to provide institutions of higher education and professional readers with scholarly information on major innovations in higher education, research projects, and trends.

**Language(s):** English and Afrikaans

**Frequency:** 6/yr

**Publisher:** University of South Africa (Unisa) Press for Higher Education South Africa (HESA)

**Website:** <http://www.sajhe.org.za/>

## SOUTH KOREA

### Daehak Journal (University Journal)

---

**Focus:** *Daehak Journal* is a newspaper focused on education with special emphasis on college entrance examinations.

**Language(s):** Korean

**Publisher:** Daehak Journal

**Website:** <http://www.dhnews.co.kr/com/com-1.html>

### Daehak Kyoyuk (University Education)

---

**Focus:** *Daehak Kyoyuk* is a magazine specialized in higher education. Its main audience includes policy makers, university administrators, and the general public.

**Language(s):** Korean  
**Frequency:** 4/yr  
**Publisher:** Korean Council for University Education  
**Website:** <http://magazine.kcue.or.kr/>

### Jeonmoon Daehak Soshik (College & Professional Education)

---

**Focus:** *Jeonmoon Daehak Soshik* is the newsletter of the KCCE, an association for junior colleges in Korea.

**Language(s):** Korean  
**Frequency:** 12/yr  
**Publisher:** Korean Council for College Education  
**Website:** [http://www.kcce.or.kr/material/material\\_magazine\\_month.jsp](http://www.kcce.or.kr/material/material_magazine_month.jsp)

### Journal of Higher Education Policy

---

**Focus:** *The Journal of Higher Education Policy* is an academic journal specialized in higher education policy management.

**Language(s):** Korean  
**Frequency:** 2/yr  
**Publisher:** Higher Education Policy Research Institute, Korea University  
**Website:** <http://hepri.korea.ac.kr>

### Korean Journal of Higher Education

---

**Language(s):** Korean  
**Frequency:** 2/yr  
**Publisher:** Korean Association for Higher Education  
**Website:** <http://www.kafhe.or.kr/postweb56/sub4/sub41.php>

## SPAIN

### CRUE boletín informativo (CRUE Newsletter)

---

**Focus:** The *CRUE boletín* was created with the aim of reflecting on the work of Spain's universities and reporting major news in the higher education community. It aims to be a true image of the dynamism of the organization and its universities.

**Language(s):** Spanish  
**Frequency:** 12/yr  
**Publisher:** Conferencia de Rectores de las Universidades Españolas (Conference of Spanish University Rectors)  
**Website:** <https://crue-web.sharepoint.com/salaDePrensa/Paginas/Boletin.aspx?Mobile=0>

## The GUNI Newsletter

---

**Language(s):** English  
**Frequency:** 12/yr  
**Publisher:** Global University Network for Innovation  
**Website:** <http://www.guninetwork.org/guni.hednews/guni.newsletter>

## TAIWAN

### Journal of Higher Education

---

**Focus:** The *Journal of Higher Education* focuses on general higher education issues.

**Language(s):** Chinese  
**Frequency:** 2/ yr  
**Publisher:** Taiwan Institute of Higher Education  
**Website:** [http://www.edubook.com.tw/en/journal\\_list.aspx?1=1&no=1118](http://www.edubook.com.tw/en/journal_list.aspx?1=1&no=1118)

## THAILAND

### Thai Higher Education Review

---

**Focus:** The *Thai Higher Education Review* publishes information on events and activities of the Commission of Higher Education of the Thai Ministry.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Commission of Higher Education Office, Ministry of Education Thailand  
**Website:** <http://www.inter.mua.go.th/main2/list.php?id=pu01>

## TURKEY

### Turkish Online Journal of Distance Education (TOJDE)

---

**Focus:** The *Turkish Online Journal of Distance Education* publishes articles focusing on the issues and challenges of providing theory, research and information services to global learners in any kind of distance education or open learning applications.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Anadolu University  
**Website:** <http://tojde.anadolu.edu.tr/index.htm>

### Yükseköğretim ve Bilim Dergisi (Journal of Higher Education and Science)

---

**Focus:** The aims of *Yükseköğretim ve Bilim Dergisi* are to publish articles covering current issues and solutions in the higher education sector in Turkey and the world; to publish about innovations in education and teaching strategies, as well as novel trends and developments in science and technology; to contribute in social and scientific communication; and to be an international and reputable scientific medium in its geographic area (including Balkans and Black Sea countries, Middle East countries and Central Asian Turkish Republics).

**Language(s):** Turkish and English  
**Frequency:** 3/yr  
**Publisher:** Bülent Ecevit University  
**Website:** <http://higheredu-sci.beun.edu.tr>

## UNITED KINGDOM

### Assessment and Evaluation in Higher Education

---

**Focus:** *Assessment & Evaluation in Higher Education* publishes papers and reports on all aspects of assessment and evaluation within higher education.

**Language(s):** English  
**Frequency:** 8/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Website:** <http://www.tandf.co.uk/journals/titles/02602938.asp>

### Education Marketing Magazine

---

**Focus:** Themes addressed in the *Education Marketing Magazine* include: market research and insight; course marketing and student recruitment; corporate marketing issues; public, internal and community relations; alumni, fundraising and development work; advertising, publications, and other promotional activities.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** Havas People  
**Sponsoring organization:** The Charter Institute of Marketing Higher Education  
**Website:** <http://www.havaspeople.com/news-and-events/education-marketing-magazine/>

### International Focus

---

**Language(s):** English  
**Frequency:** 12/yr  
**Publisher:** UK Higher Education International Unit  
**Website:** <http://www.international.ac.uk/newsletters.aspx>

### Journal of Learning Development in Higher Education

---

**Focus:** The *Journal of Learning Development in Higher Education* is aimed at those interested in all aspects of how learning is facilitated, and how it is experienced and achieved by students in higher education.

**Language(s):** English  
**Frequency:** 1/yr  
**Publisher:** Association for Learning Development in Higher Education  
**Website:** <http://www.aldinhe.ac.uk/ojs/index.php?journal=jldhe>

### Practice and Evidence of the Scholarship of Teaching and Learning in Higher Education

---

**Focus:** *Practice and Evidence of the Scholarship of Teaching and Learning in Higher Education* aims to publish accounts of scholarly practice that report on small-scale practitioner research and case studies of practice that involve reflection, critique, and implications for future practice, and are informed by relevant literature, with a focus on enhancement of student learning.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** University of Stirling  
**Website:** <http://www.pestlhe.org.uk/index.php/pestlhe/index>

### Times Higher Education

---

**Focus:** *Times Higher Education* delivers in-depth news, analysis and opinion on subjects ranging from policy issues to world-wide intellectual developments.

**Language(s):** English  
**Frequency:** 52/yr  
**Publisher:** TSL Education Ltd.  
**Website:** <http://www.timeshighereducation.co.uk>

### Widening Participation and Lifelong Learning

---

**Focus:** *Widening Participation and Lifelong Learning* addresses the questions of access, social exclusion and lifelong learning nationally and internationally.

**Language(s):** English  
**Frequency:** 3/yr  
**Publisher:** Centre for Widening Participation at the University at The Open University  
**Website:** <http://wpll-journal.metapress.com/home/main.mpx>

## UNITED STATES

### About Campus

---

**Focus:** *About Campus* is dedicated to the idea that student learning is the responsibility of everyone on campus. It offers articles and features designed to illuminate the critical issues faced by both student affairs and academic affairs staff as they work on the shared goal that brought them together in the first place: to help students learn.

**Language(s):** English  
**Frequency:** 6/yr  
**Publisher:** Wiley and ACPA-College Student Educators International  
**Website:** [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1536-0687](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1536-0687)

### Academe

---

**Focus:** *Academe* explores developments in higher education from the perspective of faculty members. Recent feature articles have examined work and family issues, affirmative action, contingent faculty appointments, intellectual property, and other timely topics.

**Language(s):** English  
**Frequency:** 6/yr  
**Publisher:** American Association of University Professors  
**Website:** <http://www.aaup.org/reports-and-publications/academe>

### Academic Questions

---

**Focus:** *Academic Questions* explores the vices and virtues of the contemporary university. Issues are often themed and include scholarly articles, book reviews, poetry, and items of academic interest.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Springer Science + Business Media  
**Sponsoring organization:** National Association of Scholars  
**Website:** [http://www.nas.org/projects/projects\\_academic\\_questions](http://www.nas.org/projects/projects_academic_questions)

### Adult Education Quarterly

---

**Focus:** *Adult Education Quarterly* strives to be inclusive in scope, addressing topics and issues of significance to scholars and practitioners concerned with diverse aspects of adult and continuing education.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** SAGE Publications  
**Sponsoring organization:** American Association for Adult and Continuing Education  
**Website:** <http://aeq.sagepub.com/>



### American Journal of Distance Education

---

**Focus:** The *American Journal of Distance Education* is a journal of research and scholarship in the field of American distance education established with the mission of disseminating information about research and scholarship in the Americas.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Website:** <http://www.tandfonline.com/toc/hajd20/current#.Ui4HMRbVSIg>

### Assessment Update: Progress, Trends, and Practices in Higher Education

---

**Focus:** *Assessment Update* offers all academic leaders up-to-date information and practical advice on conducting assessments in a range of areas, including student learning and outcomes, faculty instruction, academic programs and curricula, student services, and overall institutional functioning.

**Language(s):** English  
**Frequency:** 6/yr  
**Publisher:** Wiley Subscription Services, Inc.  
**Website:** [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1536-0725](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1536-0725)

### ASHE Higher Education Report

---

**Focus:** Each monograph of the *ASHE Higher Education Report* is the definitive analysis of a tough higher education problem, based on thorough research of pertinent literature and institutional experiences.

**Language(s):** English  
**Frequency:** 6/yr  
**Publisher:** Jossey-Bass  
**Website:** <http://onlinelibrary.wiley.com/journal/10.1002/%28ISSN%291554-6306>

### C & U: College and University Journal

---

**Focus:** *College & University* is an educational policy and research journal focusing on emerging concerns, new techniques, and technology in higher education.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** American Association of Collegiate Registrars and Admission Officers (AACRAO)  
**Website:** [http://www.aacrao.org/publications/college\\_and\\_university\\_journal.aspx#.UjCCqBbVSIg](http://www.aacrao.org/publications/college_and_university_journal.aspx#.UjCCqBbVSIg)

### Campus Report

---

**Focus:** *Campus Report* articles focus on the use of classroom and/or university resources to indoctrinate students; discrimination against students, faculty or administrators based on political or academic beliefs; and campus violations of free speech.

**Language(s):** English  
**Frequency:** 12/yr  
**Publisher:** Accuracy in Academia  
**Website:** <http://www.academia.org/>

## Campus Technology

---

**Focus:** *Campus Technology* is a publication covering education-technology on higher-education campuses and universities.

**Language(s):** English  
**Frequency:** 12/yr  
**Publisher:** 1105 Media Inc, Education Group  
**Website:** <http://campustechnology.com/home.aspx>

## Change

---

**Focus:** *Change* is a magazine dealing with contemporary issues in higher learning. Using a magazine format rather than that of an academic journal, *Change* spotlights trends, provides new insights and ideas, and analyzes the implications of educational programs, policies, and practices.

**Language(s):** English  
**Frequency:** 6/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Website:** <http://www.changemag.org>

## Christian Higher Education

---

**Focus:** *Christian Higher Education* is a peer-reviewed archival journal that features articles on developments being created and tested by those engaged in the study and practice of Christian higher education. This journal addresses issues in finance, enrollment management, innovative teaching methods, higher education administration, program assessment, faculty development, curriculum development, and student services.

**Language(s):** English  
**Frequency:** 5/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Website:** <http://www.tandf.co.uk/journals/titles/15363759.asp>

## The Chronicle of Higher Education

---

**Focus:** *The Chronicle of Higher Education* is a source of news, information, and jobs for college and university faculty members and administrators.

**Language(s):** English  
**Frequency:** 45/yr  
**Publisher:** Chronicle of Higher Education, Inc.  
**Website:** <http://www.chronicle.com>

### College Student Affairs Journal

---

**Focus:** The *College Student Affairs Journal* is an academic journal primarily aimed at reporting original qualitative or quantitative research on topics of interest to student affairs researchers, practitioners, and faculty.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** Information Age Publishing  
**Sponsoring organization:** Southern Association for College Student Affairs  
**Website:** <http://www.infoagepub.com/college-student-affairs-journal.html>

### College Student Journal: A Journal Pertaining to College Students

---

**Focus:** *College Student Journal* publishes original investigations and theoretical papers dealing with college student values, attitudes, opinions, and learning.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Project Innovation, Inc.  
**Website:** [http://www.projectinnovation.biz/csj\\_2006.html](http://www.projectinnovation.biz/csj_2006.html)

### College Teaching

---

**Focus:** *College Teaching* publishes articles on how instructors, across all academic disciplines, can improve student learning.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Website:** <http://www.tandfonline.com/toc/vcol20/current#.UjCOSHbVSIg>

### Community College Enterprise

---

**Focus:** The *Community College Enterprise* publishes original research that expands our knowledge about the structure and nature of teaching and learning within the community college arena.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** Schoolcraft College  
**Website:** <http://www.schoolcraft.edu>

### Community College Journal

---

**Focus:** The *Community College Journal* features articles by leading experts, opinions that put the news in perspective, coverage of higher education issues, and profiles of the field's leaders.

**Language(s):** English  
**Frequency:** 6/yr  
**Publisher:** American Association of Community Colleges  
**Website:** <http://www.aacc.nche.edu/Publications/CCJ/Pages/default.aspx>

### Community College Journal of Research and Practice

---

**Focus:** *Community College Journal of Research and Practice* is a multidisciplinary forum for researchers and practitioners in higher education and the behavioral and social sciences. It promotes an increased awareness of community college issues by providing an exchange of ideas, research, and empirically tested educational innovations.

**Language(s):** English  
**Frequency:** 12/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Sponsoring organization:** Florida Atlantic University  
**Website:** <http://www.tandf.co.uk/journals/titles/10668926.asp>

### Community College Review

---

**Focus:** *Community College Review* publishes articles on all aspects of community college administration, education, and policy, both within the American higher education system as well as within the higher education systems of other countries that have similar tertiary institutions.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Sage Publications  
**Sponsoring organization:** Department of Adult and Community College Education, College of Education, North Carolina State University  
**Website:** <http://crw.sagepub.com/>

### Community College Week

---

**Focus:** The readers of *Community College Week* find news and features not provided by other news sources, including analyses of critical academic trends and issues, vital statistics, technology updates and employment opportunities.

**Language(s):** English  
**Frequency:** 24/yr  
**Publisher:** Autumn Publishing Enterprises, Inc  
**Website:** <http://www.ccweek.com/>

### Continuing Higher Education Review

---

**Focus:** *Continuing Higher Education Review* contains articles of relevance to issues of national and international importance in continuing and higher education.

**Language(s):** English  
**Frequency:** 1/yr  
**Publisher:** Harvard University  
**Sponsoring organization:** University Professional & Continuing Education Association  
**Website:** <http://www.upcea.edu/content.asp?contentid=53>

### Conversations on Jesuit Higher Education

---

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** National Seminar on Jesuit Higher Education  
**Website:** <http://epublications.marquette.edu/conversations/>

### The Department Chair: A Resource for Academic Administrators

---

**Focus:** The *Department Chair* delivers practical information in every issue. Written by practitioners from their own experience, this newsletter is invaluable to anyone responsible for a department in any institution of higher education.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Jossey-Bass  
**Website:** [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1936-4393](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1936-4393)

### Disability Compliance for Higher Education

---

**Focus:** *Disability Compliance for Higher Education* combines interpretation of disability laws with practical implementation strategies, to help accommodate students and staff with disabilities and fulfill legal obligations.

**Language(s):** English  
**Frequency:** 12/yr  
**Publisher:** Jossey-Bass  
**Website:** <http://onlinelibrary.wiley.com/journal/10.1002/%28ISSN%291943-8001>

### Diversity & Democracy

---

**Focus:** *Diversity & Democracy* supports higher education faculty and leaders as they design and implement programs that advance civic learning and democratic engagement, global learning, and engagement with diversity to prepare students for socially responsible action in today's interdependent but unequal world.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Association of American Colleges & Universities  
**Website:** <http://www.aacu.org/diversitydemocracy/index.cfm>

### Diverse: Issues in Higher Education

---

**Focus:** *Diverse: Issues In Higher Education* is a source of critical news, information and insightful commentary on the full range of issues concerning diversity in American higher education.

**Language(s):** English  
**Frequency:** 26/yr  
**Publisher:** Cox, Matthews, and Associates, Inc.  
**Website:** <http://diverseeducation.com/>

### EDUCAUSE Review

---

**Focus:** *EDUCAUSE Review* takes a broad look at current developments and trends in information technology, how they may affect the college/university as an institution, and what these mean for higher education and society.

**Language(s):** English  
**Frequency:** 6/yr  
**Publisher:** EDUCAUSE  
**Website:** <http://www.educause.edu/ero>

### Frontiers: The Interdisciplinary Journal of Study Abroad

---

**Focus:** *Frontiers* reflects deeply on the critical issues and concerns of study abroad. In particular, this journal is interested in the intellectual development of students in an international and intercultural context.

**Language(s):** English  
**Frequency:** 1/yr  
**Publisher:** Frontiers Journal, Inc  
**Sponsoring organization:** The Forum on Education Abroad  
**Website:** <http://www.frontiersjournal.com/index.htm>

### Higher Education Abstracts

---

**Focus:** *Higher Education Abstracts* is a compilation of abstracts of journal articles, research reports, and books pertaining to college students, faculty, administrators, and related topics in higher education.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Claremont Graduate University  
**Website:** [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)2150-1092](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)2150-1092)

### The Higher Education Workplace Magazine

---

**Focus:** *The Higher Education Workplace* magazine is a publication for all things higher education workforce-related.

**Language(s):** English  
**Frequency:** 3/yr  
**Publisher:** College and University Personnel Association for Human Resources  
**Website:** <http://www.cupahr.org/hew/index.aspx>

### Hispanic Outlook in Higher Education

---

**Focus:** *The Hispanic Outlook in Higher Education* magazine is an information news source for the higher education community and those involved in running our institutions of higher learning.

**Language(s):** English  
**Frequency:** 23/yr  
**Publisher:** Hispanic Outlook in Higher Education Publisher  
**Website:** <http://www.hispanicoutlook.com>

## Innovative Higher Education

---

**Focus:** *Innovative Higher Education* features descriptions and evaluations of current innovations and provocative new ideas with relevance for action beyond the immediate context in higher education. It also focuses on the effect of such innovations on teaching and students.

**Language(s):** English

**Frequency:** 5/yr

**Publisher:** Springer Science + Business Media B.V.

**Website:** <http://www.springer.com/education+%26+language/higher+education/journal/10755>

## Inside Higher Ed

---

**Focus:** *Inside Higher Ed* is the online source for news, opinion and jobs for all of higher education.

**Language(s):** English

**Publisher:** Inside Higher Ed

**Website:** <http://www.insidehighered.com/>

## International Educator

---

**Focus:** *International Educator* delivers a refreshing view of what's new and promising in the profession with in-depth feature articles, thought-provoking regular departments, and a great deal more.

**Language(s):** English

**Frequency:** 6/yr

**Publisher:** NAFSA: Association of International Educators

**Website:** [http://www.nafsa.org/Find\\_Resources/Publications/Periodicals/International\\_Educator/International\\_Educator\\_Archives/](http://www.nafsa.org/Find_Resources/Publications/Periodicals/International_Educator/International_Educator_Archives/)

## Journal of Academic Administration in Higher Education

---

**Focus:** The *Journal of Academic Administration in Higher Education* is devoted to providing a venue for the distribution, discussion, and documentation of the art and science of administration of academic units in colleges and universities.

**Language(s):** English

**Frequency:** 2/yr

**Publisher:** JW Press

**Website:** <http://jwpress.com/JAAHE/JAAHE-About.htm>

## Journal of Academic Ethics

---

**Focus:** The *Journal of Academic Ethics* is an interdisciplinary, peer reviewed journal devoted to the examination of ethical issues related to all aspects of post-secondary education, primarily within a university context.

**Language(s):** English

**Frequency:** 4/yr

**Publisher:** Springer Science+Business Media B.V.

**Website:** <http://www.springer.com/education/leadership+&+administration/journal/10805>

### Journal of Applied Learning in Higher Education

---

**Focus:** The *Journal of Applied Learning in Higher Education's* purpose is to advance scholarship on applied learning by providing an outlet for empirical and theoretical work related to this pedagogical practice.

**Language(s):** English

**Frequency:** 1/yr

**Publisher:** Missouri Western State University

**Website:** <http://www.missouriwestern.edu/appliedlearning/journal>

### Journal of Blacks in Higher Education

---

**Focus:** The *Journal of Blacks in Higher Education* is dedicated to the conscientious investigation of the status and prospects for African Americans in higher education.

**Language(s):** English

**Website:** <http://www.jbhe.com>

### Journal of Black Studies

---

**Focus:** The *Journal of Black Studies* offers important and intellectually provocative articles exploring key issues facing African Americans.

**Language(s):** English

**Frequency:** 6/yr

**Publisher:** SAGE Publications

**Website:** <http://intl-jbs.sagepub.com>

### Journal of Catholic Higher Education

---

**Focus:** The *Journal of Catholic Higher Education* is the only international journal dedicated to the distribution of scholarly work and commentary with a focus on contemporary Catholic higher education in the United States and around the world.

**Language(s):** English

**Frequency:** 2/yr

**Publisher:** Association of Catholic Colleges and Universities

**Website:** <http://www.accunet.org/i4a/pages/index.cfm?pageid=3387>

### Journal of College Admission

---

**Focus:** The *Journal of College Admission* is to support and advance the work of the National Association for College Admission Counseling and college admission counseling professionals by providing members with lively, challenging discourse on issues relevant to the admission counseling field.

**Language(s):** English

**Frequency:** 4/yr

**Publisher:** National Association for College Admission Counseling (NACAC)

**Website:** <http://www.nacacnet.org/research/PublicationsResources/Journal/Pages/Journal-of-College-Admission.aspx>



### Journal of College and Character

---

**Focus:** The *Journal of College and Character* publishes scholarly articles and applied research on issues related to ethics, values, and character development in a higher education setting.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** De Gruyter Publications  
**Sponsoring organization:** NASPA: Student Affairs Administrators in Higher Education  
**Website:** <http://www.degruyter.com/view/j/jcc>

### Journal of College and University Law

---

**Focus:** The *Journal of College and University Law* is a law review entirely devoted to the concerns of higher education in the United States.

**Language(s):** English  
**Frequency:** 3/yr  
**Publisher:** National Association of College and University Attorneys  
**Website:** <http://www3.nd.edu/~jcul/>

### Journal of College and University Student Housing

---

**Focus:** The *Journal of College and University Student Housing* provides readers with scholarly insight into housing and student affairs topics.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** Association of College and University Housing Officers International (ACUHO-I)  
**Website:** <http://www.acuho-i.org/Resources/JournalofCollegebrUniversityStudentbrHousing/tabid/90/Default.aspx>

### Journal of College Orientation and Transition

---

**Focus:** The *Journal of College Orientation and Transition* focuses on the trends, practices, research, and development of programs, policies, and activities related to the matriculation, orientation, transition, and retention of college students.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** National Orientation Directors Association (NODA)  
**Website:** <http://www.nodaweb.org/?page=JCOT>

### Journal of College Student Development

---

**Focus:** The *Journal of College Student Development* features manuscripts concerning student development, professional development, professional issues, administrative concerns, and creative programs to improve student services.

**Language(s):** English  
**Frequency:** 6/yr (8 in 2014)  
**Publisher:** Johns Hopkins University Press  
**Sponsoring organization:** ACPA: College Student Educators International  
**Website:** <http://www.jcsdonline.org>

### Journal of College Student Retention: Research, Theory & Practice

---

**Focus:** The *Journal of College Student Retention: Research, Theory & Practice* features articles pertaining to current and new theoretical constructs and current research on student retention and attrition in higher education. In addition, the journal provides practitioners a forum to highlight and disseminate to the educational community, current practices, programs and services, which help students persist through academic and personal goal completion.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Baywood Publishing Co., Inc.  
**Sponsoring organization:** The Center for the Study of College Student Retention (CSCSR)  
**Website:** <http://www.baywood.com/journals/previewjournals.asp?id=1521-0251>

### Journal of Community Engagement and Higher Education

---

**Focus:** The *Journal of Community Engagement and Higher Education* is concerned with exploring community engagement and community-based learning perspective, research, and practice.

**Language(s):** English  
**Frequency:** 1/yr  
**Publisher:** Center for Community Engagement at Indiana State University  
**Website:** <http://discovery.indstate.edu/jcehe/index.php/joce/index>

### Journal of Computing in Higher Education

---

**Focus:** The *Journal of Computing in Higher Education* publishes original research, literature reviews, implementation and evaluation studies, and theoretical, conceptual, and policy papers that contribute to the understanding of the issues, problems, and research associated with instructional technologies and educational environments.

**Language(s):** English  
**Frequency:** 3/yr  
**Publisher:** Springer Science+Business Media B.V.  
**Website:** <http://www.springer.com/education+%26+language/learning+%26+instruction/journal/12528>

### Journal of Continuing Higher Education

---

**Focus:** The *Journal of Continuing Higher Education* strives to support continuing higher education by serving as a forum for the reporting and exchange of information based on research, observations, and the experience relevant to the field.

**Language(s):** English  
**Frequency:** 3/yr  
**Publisher:** Routledge, Taylor and Francis Group  
**Sponsoring organization:** Association for Continuing Higher Education  
**Website:** <http://www.tandfonline.com/toc/ujch20/current#.UjMmURbVSIg>

### Journal of Diversity in Higher Education

---

**Focus:** The *Journal of Diversity in Higher Education* publishes empirical research, literature reviews, and evaluations of promising practices and policies that support efforts to transform institutions, inspire colleagues, engage campus, governmental, and private sector leaders, and articulate culturally competent outcomes.

**Language(s):** English

**Frequency:** 4/yr

**Publisher:** American Psychological Association (APA) and the National Association of Diversity Officers in Higher Education (NADOHE)

**Website:** <http://www.apa.org/pubs/journals/dhe/>

### The Journal of Faculty Development

---

**Focus:** Higher education, faculty development, student centered learning, pedagogy, evaluation and curriculum.

**Language(s):** English

**Frequency:** 3/yr

**Publisher:** New Forums Press, Inc.

**Website:** <http://newforums.com/our-titles/journals/the-journal-of-faculty-development/>

### Journal of General Education

---

**Focus:** The *Journal of General Education* engages academic communities and others in deliberations about general education experiments and innovation, as well as considerations of general education assessment, history, philosophy and theoretical perspective.

**Language(s):** English

**Frequency:** 4/yr

**Publisher:** The Pennsylvania State University Press

**Website:** [http://www.psupress.org/journals/jnls\\_jge.html](http://www.psupress.org/journals/jnls_jge.html)

### Journal of Higher Education

---

**Focus:** The *Journal of Higher Education* publishes original research reporting on the academic study of higher education as a broad enterprise.

**Language(s):** English

**Frequency:** 6/yr

**Publisher:** Ohio State University Press

**Website:** <http://www.ohiostatepress.org/Journals/JHE/jhemain.htm>

### Journal of Higher Education Outreach and Engagement

---

**Focus:** The mission of the *Journal of Higher Education Outreach and Engagement* is to serve as a peer-reviewed, interdisciplinary journal to advance theory and practice related to all forms of outreach and engagement between higher education institutions and communities.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Open Journal Systems  
**Sponsoring organization:** Office of The Vice President for Public Service and Outreach, Institute of Higher Education & the College of Education at the University of Georgia  
**Website:** <http://openjournals.libs.uga.edu/index.php/jheoe/index>

### Journal of Hispanic Higher Education

---

**Focus:** The *Journal of Hispanic Higher Education* is devoted to the advancement of knowledge and understanding of issues at Hispanic-serving institutions.

**Language(s):** English and abstracts in Spanish  
**Frequency:** 4/yr  
**Publisher:** SAGE Publications  
**Sponsoring organization:** American Association of Hispanics in Higher Education  
**Website:** <http://jhh.sagepub.com/>

### Journal of International Students

---

**Focus:** The goal of the *Journal of International Students* is to feature narrative, theoretical and empirically-based research articles, student/faculty reflections, study abroad experience, and book reviews relevant to international students and their cross-cultural experiences and understanding in higher education.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** Journal of International Students  
**Sponsoring organization:** Center for Excellence in Education, University of Arkansas  
**Website:** <http://jistudents.org>

### Journal of Issues in Intercollegiate Athletics

---

**Focus:** The *Journal of Issues in Intercollegiate Athletics* is a scholarly open-access journal dedicated to encouraging, supporting, and disseminating interdisciplinary and interuniversity collaborative college-sport research.

**Language(s):** English  
**Frequency:** 1/yr  
**Publisher:** College Sport Research Institute  
**Website:** <http://csri-jiaa.org/>

### Journal of Postsecondary Education & Disability

---

**Focus:** The *Journal of Postsecondary Education and Disability* serves as a resource to our members and other professionals dedicated to the advancement of full participation in higher education for persons with disabilities.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Association on Higher Education and Disability  
**Website:** <http://www.ahead.org/publications/jped>

### Journal of Student Affairs Research and Practice

---

**Focus:** The *Journal of Student Affairs Research and Practice* publishes research and practice making a difference in student affairs practice. It especially encourages manuscripts that are unconventional in nature and that engage in methodological and epistemological extensions that transcend the boundaries of traditional research inquiries.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** De Gruyter Publications  
**Sponsoring organization:** NASPA: Student Affairs Administrators in Higher Education  
**Website:** <http://www.degruyter.com/view/j/jsarp>

### Journal on Excellence in College Teaching

---

**Focus:** The *Journal on Excellence in College Teaching* provides a scholarly, written forum for discussion by faculty about all areas affecting teaching and learning and gives faculty the opportunity to share proven, innovative pedagogies and thoughtful, inspirational insights about teaching.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Miami University  
**Website:** <http://celt.muohio.edu/ject>

### Leadership Exchange

---

**Focus:** *Leadership Exchange* delivers expert news and analysis on the latest trends in student affairs, insider perspectives from leaders in higher education and management, and tips and tools for managing diverse staffs and an ever-expanding set of responsibilities.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** NASPA: Student Affairs Administrators in Higher Education  
**Website:** <http://www.naspa.org/publications/leadership-exchange>

### Liberal Education

---

**Focus:** *Liberal Education* covers a full range of topics related to teaching and learning, leadership, faculty innovation, and institutional change.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Association of American College and Universities  
**Website:** <http://www.aacu.org/liberaleducation/>

### Metropolitan Universities Journal

---

**Focus:** In the *Metropolitan Universities Journal*, you will consistently find the latest ideas, issues, and trends challenging institutions around the world, ranging from curriculum reform, student retention, fundraising and diversity.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Indiana University-Purdue University Indianapolis  
**Sponsoring organization:** Coalition of Urban and Metropolitan Universities  
**Website:** <http://uc.iupui.edu/NewsAwards/News/MetropolitanUniversitiesJournal.aspx>

### NACADA Journal

---

**Focus:** The *NACADA Journal* exists to advance scholarly discourse about the research, theory and practice of academic advising in higher education.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** National Academic Advising Association (NACADA)  
**Website:** <http://www.nacada.ksu.edu/Resources/Journal.aspx>

### NASPA Journal About Women in Higher Education

---

**Focus:** *NASPA Journal About Women in Higher Education* (NJAWHE) focuses on issues affecting all women in higher education: students; student affairs staff; faculty, and other administrative groups.

**Language(s):** English  
**Frequency:** 2/yr  
**Publisher:** De Gruyter Publications  
**Sponsoring organization:** NASPA: Student Affairs Administrators in Higher Education  
**Website:** <http://www.degruyter.com/view/j/njawhe>

### National Teaching & Learning Forum

---

**Focus:** The *National Teaching & Learning Forum* covers the breadth of college teaching and learning issues including learning theory, class management, pedagogical innovation, technology and more.

**Language(s):** English  
**Frequency:** 6/yr  
**Publisher:** Wiley-Blackwell  
**Website:** <http://www.ntlf.com/>

### NEA Almanac of Higher Education

---

**Focus:** The *NEA Almanac of Higher Education* contains up-to-date information on faculty salaries and benefits, the economic conditions in the states, faculty workload, trends in bargaining, and information on non-faculty professionals on campus.

**Language(s):** English  
**Frequency:** 1/yr  
**Publisher:** National Education Association  
**Website:** <http://www.nea.org/home/1819.htm>

### NEA Higher Education Advocate

---

**Focus:** The *Advocate* highlights trends and resources in post-secondary education.

**Language(s):** English  
**Frequency:** 5/yr  
**Publisher:** National Education Association  
**Website:** <http://www.nea.org/home/1823.htm>

### New Directions for Community Colleges

---

**Focus:** Essential to the professional libraries of presidents, vice presidents, deans, and other leaders in today's open-door institutions, *New Directions for Community Colleges* provides expert guidance in meeting the challenges of their distinctive and expanding educational mission.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Jossey-Bass  
**Website:** <http://onlinelibrary.wiley.com/journal/10.1002/{ISSN}1536-0733/>

### New Directions for Higher Education

---

**Focus:** Addressed to presidents, vice presidents, deans, and other higher-education decision-makers on all kinds of campuses, *New Directions for Higher Education* provides timely information and authoritative advice about major issues and administrative problems confronting every institution.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Jossey-Bass  
**Website:** <http://onlinelibrary.wiley.com/journal/10.1002/{ISSN}1536-0741>

### New Directions for Institutional Research

---

**Focus:** Always timely and comprehensive, *New Directions for Institutional Research* provides planners and administrators in all types of academic institutions with guidelines in such areas as resource coordination, information analysis, program evaluation, and institutional management.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Jossey-Bass  
**Website:** <http://onlinelibrary.wiley.com/journal/10.1002/{ISSN}1536-075X>

### New Directions for Student Services

---

**Focus:** *New Directions for Student Services* offers guidelines and programs for aiding students in their total development: emotional, social, physical, and intellectual.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Jossey Bass  
**Website:** <http://onlinelibrary.wiley.com/journal/10.1002/{ISSN}1536-0695>

### New Directions for Teaching and Learning

---

**Focus:** *New Directions for Teaching and Learning* continues to offer a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Jossey-Bass  
**Website:** <http://onlinelibrary.wiley.com/journal/10.1002/{ISSN}1536-0768>

### Peer Review: Emerging Trends and Key Debates in Undergraduate Education

---

**Focus:** *Peer Review* provides a briefing on emerging trends and key debates in undergraduate liberal education. Each issue is focused on a specific topic, provides comprehensive analysis, and highlights changing practice on diverse campuses.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Association of American Colleges and Universities  
**Website:** <http://www.aacu.org/peerreview/index.cfm>

### Perspectives on the History of Higher Education

---

**Focus:** *Perspectives on the History of Higher Education* is the sole scholarly journal in the United States devoted to the history of higher education.

**Language(s):** English  
**Frequency:** 1/yr  
**Publisher:** Transaction Publishers  
**Sponsoring organization:** The Pennsylvania State University  
**Website:** <http://www.ed.psu.edu/educ/hied-history>

### Planning for Higher Education

---

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** Society for College and University Planning  
**Website:** <https://www.scup.org/page/phe>



## The Presidency

---

**Focus:** *The Presidency* spotlights the most pressing and important issues in higher education, giving college and university leaders insights and practical strategies for meeting their institutional goals.

**Language(s):** English

**Frequency:** 4/yr

**Publisher:** American Council on Education

**Website:** <http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/Publications/presidency/index.htm>

## Recruitment & Retention in Higher Education

---

**Focus:** *Recruitment & Retention in Higher Education* will help you: understand current enrollment trends, develop new and effective recruitment strategies, attract students who will thrive at your institution, promote retention through student support and services, and create a culture of success.

**Language(s):** English

**Frequency:** 12/yr

**Publisher:** Magna Publications

**Website:** <http://www.magnapubs.com/catalog/recruitment-retention-newsletter/>

## Research in Higher Education

---

**Focus:** *Research in Higher Education* publishes empirical studies that enhance our understanding of an educational institution or allow comparison among institutions. Of particular interest are topics such as: administration and faculty; curriculum and instruction; student characteristics; alumni assessment; recruitment and admissions; prediction and student academic performance; campus climate; retention, attrition and transfer.

**Language(s):** English

**Frequency:** 8/yr

**Publisher:** Springer Science+Business Media B.V.

**Website:** <http://www.springer.com/education+%26+language/higher+education/journal/11162>

## Review of Higher Education

---

**Focus:** The *Review of Higher Education* provides a forum for discussion of varied issues affecting higher education.

**Language(s):** English

**Frequency:** 4/yr

**Publisher:** Johns Hopkins University Press

**Sponsoring organization:** Association for the Study of Higher Education

**Website:** [http://www.press.jhu.edu/journals/review\\_of\\_higher\\_education/](http://www.press.jhu.edu/journals/review_of_higher_education/)

### Teacher-Scholar: The Journal of the State Comprehensive University

---

**Focus:** *Teacher-Scholar* welcomes submissions of reflective essays that explore the satisfactions and frustrations of careers spent at State Comprehensive Universities, studies of specific topics based on quantitative and/or qualitative research, and articles that focus on application and pedagogy.

**Language(s):** English  
**Frequency:** 1/yr  
**Publisher:** Fort Hays State University  
**Website:** <http://www.fhsu.edu/teacher-scholar/>

### Thought and Action: The NEA Higher Education Journal

---

**Focus:** *Thought & Action* provides both theoretical and practical information on issues in higher education.

**Language(s):** English  
**Frequency:** 1/yr  
**Publisher:** National Education Association  
**Website:** <http://www.nea.org/home/1821.htm>

### Tribal College Journal of American Indian Higher Education

---

**Focus:** The *Tribal College Journal* covers the news, newsmakers, and issues in American Indian higher education.

**Language(s):** English  
**Frequency:** 4/yr  
**Publisher:** American Indian Higher Education Consortium  
**Website:** <http://www.tribalcollegejournal.org/>

### Trusteeship

---

**Focus:** *Trusteeship* magazine reports trends, issues, and practices in higher education to help board members and chief executives better understand their distinctive and complementary roles and to strengthen board performance.

**Language(s):** English  
**Frequency:** 6/yr  
**Publisher:** Association of Governing Boards of Universities and Colleges  
**Website:** <http://www.agb.org/trusteeship>

### Women in Higher Education

---

**Focus:** *Women in Higher Education* is designed to help smart women on campus get wise about how gender affects their being successful in the male-dominated world of higher education. Its goals are to enlighten, encourage, and empower women on campus.

**Language(s):** English  
**Frequency:** 12/yr  
**Publisher:** Wenniger Company  
**Website:** <http://www.wihe.com>

# APPENDIX

## Questionnaire for the 3rd Edition of A Worldwide Inventory: Higher Education Research Centers, Academic Programs, and Journals

### A Project of the Boston College Center for International Higher Education (CIHE)

The Boston College Center for International Higher Education (CIHE) cordially invites you to complete the survey below, which should take no more than 10 minutes of your time.

You have been invited to complete this survey on the basis of your identification as a representative of a research center or academic program focused on the study of higher education.

The data you provide will be incorporated into a global inventory of higher education research centers and academic programs, under the title “Higher Education: A Worldwide Inventory of Centers and Programs (3rd Edition).” The first and second editions of the Inventory were published in 2001 (Oryx) and 2006 (Sense). Dissemination plans for the third edition will likely involve an online resource and a print publication.

The goal of this inventory exercise is to provide scholars, policymakers, and other interested stakeholders with a definitive list of where research and study of higher education is being undertaken around the world. The final product resulting from this project will include not only the basic inventory information, but also an analysis of trends and developments in the field of higher education as a focus of research and study.

Thank you in advance for taking the time to complete this survey. Your input is extremely important in helping us map the global landscape of higher education as a field of inquiry.

Should you have any questions or comments about the survey, please direct these to [highered@bc.edu](mailto:highered@bc.edu).

**1) Academic Program or Research Center/Institute**

If your entity has BOTH an academic program and a research center, please fill out and submit this survey TWICE. We apologize for this inconvenience but our experience shows that combining info may yield blurry & inaccurate information. If you need to complete the survey twice, feel free to skip any questions where you have already provided the relevant answers in the first set of survey responses.

- An academic program (focused on teaching and professional preparation and offering a formal degree or credential)
- A center or institute (mainly concerned with research, policy analysis, or related activities)
- Other

**2) Formal Name**

What is the formal name of your program, center, or institute?

**3) Host Organization**

If applicable, what is the name of the larger organization in which your program, center or institute is located? (For example, our Center for International Higher Education is located within Boston College. Others may be located within an international organization or a Ministry of Education.)

**4) Location within Host Organization**

Where does your program, center, or institute “sit” within the broader host organization? (For example, the Boston College Center for International Higher Education is situated within the School of Education. Some centers located in ministries may be situated within a Department of Higher Education.)

**5) Country**

In what country is your program, center, or institute located?

**City**

In what city is your program, center, or institute located?

**State/Province/Region**

In what state, province, region is your program, center, or institute located?

**6) Mission or Purpose**

What is the mission or primary purpose of your program, center, or institute? Explain in fewer than 100 words.

**7) Website**

Please provide the website of your program, center, or institute.

**8) Email Address**

A contact e-mail address that we may include in the publication

**9) Year Established**

In what year was your program, center, or institute established?

**10) Funding**

a) Primary Funding Source

What is your primary source of direct funding? Examples may include, student tuition, university support, government allocations, foundation grants, etc.

b) Secondary Funding Source (if applicable)

What is your secondary source of funding?

### 11) Publications

Questions 11a-11c below ask you to provide the titles of up to 3 publications REGULARLY produced by your program, center, or institute. "Regular publications" come out on a more or less steady schedule (monthly, twice a year, etc.)

#### a) Regular Publication #1

Please list a publication regularly published by your program, center, or institute. Examples may include, a journal, newsletter, electronic publication, book series, working paper series, report, etc.

- Website Link (if applicable)
- Frequency of Publication

#### b) Regular Publication #2

- Website Link (if applicable)
- Frequency of Publication

#### c) Regular Publication #3

- Website Link (if applicable)
- Frequency of Publication

### 12) Research & Expertise

Please indicate the primary research and expertise areas of your program, center, or institute (\*Select a MAXIMUM of three)

Check a MAXIMUM of three

- Academic Profession
- Access and Equity
- Administration, Management, or Leadership
- Community College, Vocational, or Technical Education
- Comparative or International Studies
- Curriculum & Instruction or Teaching & Learning
- Economics, Financing, or Funding of Higher Education
- Globalization or Internationalization
- History of Higher Education
- Law or Public Policy
- Private Higher Education and Privatization
- Qualitative Research Methods
- Quality Assurance, Assessment, or Accreditation
- Quantitative Research Methods
- Student Affairs or Student Development
- Student and Scholar Mobility
- Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)

### 13) Number of Faculty, Researchers, and Professional Staff

How many faculty, researchers, and professional staff in the field of higher education are in your program, center, or institute? Individuals need not be involved on a full-time basis, however, their participation should be significant (choose 1 to 25+).

### Academic Program Details

Questions 14-16 only apply to academic programs.

### 14) Credential(s) Granted

For an academic program, what credential(s) are offered?

- Ph.D.
- Masters
- Ed.D.
- Certificate
- Other

### 15) Master's Programs

#### a) Full-Time Master's Student Enrollment

If applicable, on average how many FULL-TIME master's (M.A) students are enrolled in your degree program (on an annual basis)?

#### b) Part-Time Master's Student Enrollment

If applicable, on average how many PART-TIME master's (M.A) students are enrolled in your degree program (on an annual basis)?

#### c) Time to Complete the Program

On average, how long does it take for master's students to complete the program?

#### d) Delivery Method

Please indicate how the master's program is delivered.

- On-site only
- Online (or via distance) only
- Hybrid (via a mix of on-site and online/distance)

### 15) Doctoral Programs

#### a) Full-Time Doctoral Student Enrollment

If applicable, on average how many FULL-TIME doctoral students are enrolled in your degree program (on an annual basis)?

#### b) Part-Time Doctoral Student Enrollment

If applicable, on average how many PART-TIME doctoral students are enrolled in your degree program (on an annual basis)?

#### c) Time to Complete the Program

On average, how long does it take for doctoral students to complete the program?

#### d) Delivery Method

Please indicate how the doctoral program is delivered.

- On-site only
- Online (or via distance) only
- Hybrid (via a mix of on-site and online/distance)

#### e) Coursework & Research Mix

Please indicate whether the doctoral program focuses primarily on research or has a combination of research and course work.

- Primarily research-based
- A mix of research & course work

### Additional Information

Please provide any additional information that you would like us to know about your center or program. You can also use this space to direct questions or comments to the survey administrator.

### Contact Information

#### 17) Your Name

Please provide your name in case we need to contact you to clarify the information you have provided in this survey.

- First
- Last

#### 18) Your Email

Please provide your e-mail address in case we need to contact you to clarify the information you have provided in this survey.

## ABOUT THE AUTHORS

**Laura E. Rumbley** is associate director of the Center for International Higher Education at Boston College, and a lecturer in higher education. She is co-editor of the *Journal of Studies in International Education* and chair of the Publications Committee for the European Association for International Education.

**Philip G. Altbach** is research professor and director of the Center for International Higher Education at Boston College. He has served as editor of the *Review of Higher Education*, *Comparative Education Review*, and as founding editor of *Educational Policy*. He is author, most recently, of *The International Imperative in Higher Education*.

**David A. Stanfield** was a staff member at Carnegie Mellon University in Doha, Qatar, and later a research assistant at the Center for International Higher Education at Boston College. He now serves as the Head of Research and Development for the Council of International Schools (CIS), based in Leiden, the Netherlands.

**Yukiko Shimmi**, formerly a research assistant at the Boston College Center for International Higher Education, is a lecturer in international education at Hitotsubashi University in Tokyo.

**Ariane de Gayardon** is a research assistant at the Center for International Higher Education at Boston College, and was formerly teaching at Kings College London, UK.

**Roy Y. Chan** is a doctoral student in higher education administration at Boston College.

