

read the excellent new *Edinburgh introduction to studying English literature* (Cavanagh et al. 2010)). I also hoped to find more reference to adult literacy teaching, where issues of critical literacy (such as those explored by Janks in Chapter 23) are central. Yet, the editors are clear that their scope is English in schools. I will conclude, then, with their conclusion and its reminder that policy, practice and research are themselves problematic clusters of meaning. What leads to something being researched? What foregrounds something in policy? What influence do research and policy really have on practice? And practice on research and policy? The conclusion notes a changing relationship between research and teachers' practice, with teachers increasingly informing research, while also having more opportunities to access research findings. It also returns to the issue of types of research (what counts as 'legitimate' research?) and examines the relationship between policy and research fashions. Perhaps most importantly for the strange case of English, it touches upon the fact that research is both determined by, and goes on to inform, the conception of a subject. Finally and crucially, its last paragraphs foreground the role of the teacher, because only through teacher (and learner) reflection can we get 'inside' (536) learning, literacy and literary processes.

## Reference

Cavanagh, D., A. Gillis, M. Keown, J. Loxley, and R. Stevenson. 2010. *The Edinburgh introduction to studying English literature*. Edinburgh: Edinburgh University Press.

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**The research mission of the university: policy reforms and institutional response**, edited by Patrick Clancy and David Dill, Rotterdam, Sense Publishers, 216 pp., £35 (paperback), ISBN 97-90-8790-995-6

We are used to the admonishment 'never judge a book by its cover'. However, before beginning a review of this edited collection, I feel compelled to mention the somewhat startling cover photo of this book, which appears to show a close-up of a glassy fish eye. A puzzling choice. Things were greatly improved by turning the first page for that reason alone. Luckily, I also soon discovered that Clancy and Dill have put together an informative and wide-ranging volume on the research mission of the university and its relationship to innovation policies at a national level. The collection is based on selected papers presented at the Consortium of Higher Education Researchers (CHER) Conference in Dublin, 2007. In their introduction, they set out four particular areas of interest: funding, research evaluation, knowledge transfer and doctoral education.

In the first chapter they provide a helpful historical overview of the role of research in the academy, pointing out that the initial mission of the university was to prepare the elite for the professions, followed by a post-Enlightenment emphasis on scientific enquiry, with only a much later emergence of the Humboltian notion of the unity of research and teaching from the early nineteenth century. The notion of universities making a contribution to industry or economic development emerged later still, beginning with contributions to agriculture in the later part of the nineteenth century. The emphasis on technological innovation related to World War II is covered, leading to consolidation of a science-based 'linear model', which was highly influential

on the post-war OECD (Organisation for Economic and Cultural Development) countries. Although the authors do not make this explicit point, I found this a very helpful reminder of the fact that relationships between research, the university and the economy are in no sense given, but are in fact profoundly tied to their particular historical and social context.

The first part of the book focuses on academic research and technical innovation, with the first chapter presenting a case study of national policy in Ireland. In a largely figure-driven, descriptive paper, Cunningham looks at Ireland's Strategy for Science, Technology and Innovation 2006–2013, and how the universities have been seen as a vital element in achieving large-scale economic and social change in the Irish context. He provides a detailed overview of Ireland's progress in terms of participation in HE, industrial output and investment in research and development, and an assessment of Ireland's position on the eve of the credit crunch in 2008. The following chapter sees Marton give a very detailed and thorough overview of research policy in Sweden (1996–2007). She provides some helpful contextual references in her discussion of the 'entrepreneurial university', pointing out the driving role of EU policy, in particular the Lisbon Strategy for a European Research Area (ERA). She makes the excellent point that in order to understand the university's role, one must also look at research policy, industrial policy and regional policy. Gornitzka provides final chapter in this section, which looks at research policy and the European Union, looking in particular at the impact of the Lisbon Summit of 2000 and the formation of the ERA.

The second part of the collection of papers focuses on research reforms and university adaptation in a range of national contexts. Beerkens investigates the issue of research concentration in Australia, and the hypothesis that performance-based funding of research reinforces the gap between high-status research universities and their less prestigious counterparts over time. She provides a detailed historical background to the Australian policy environment, then proposes models for measuring this taken from the industrial organisation (IO) literature on market concentration, with the university sector seen as a type of industry where universities compete for scarce resources in a prestige economy, which is largely measured in terms of research excellence. Beerkens applies three approaches in a detailed analysis of this issue, looking at growth in research productivity, publication numbers, and citation numbers. Jongbloed's chapter focuses on project funding and performance monitoring in the Netherlands, where the themes of excellent, focus and mass, and interaction are key policy goals in a context of dwindling public funds. He examines performance-based funding and reporting as part of a repertoire of new public management (NPM) instruments, referring partly to interviews and on-site data collection at three Dutch universities, also providing a helpful historical overview of the position of research in the Dutch sector.

Departing from a largely scientific focus, Lseišytė's chapter refers to an international comparative study of policy influence on research in biotechnology and medieval history. Using interview data, she explores the responses and in particular research output preferences of academics from these two disciplines. Her findings around symbolic compliance strategies were particularly interesting, revealing adaptations to research outputs, scholarship and careers in order to fit in with the relatively truncated timetables imposed by external research audit, which was particularly marked in the case of the medieval historians. In the following chapter Harman gives detailed and in-depth historical overview and comparison of different systems of assessment of research excellence in the UK and Australia, pointing out the overall trend towards light peer review with metrics, and the problems associated with relying on citation data in the non-science disciplines in particular. Moving the focus to the US, in the penultimate chapter Geiger and Sá give an overview of technology transfer offices and the commercialisation of research, refer ring to these offices as 'boundary institutions'. They make some fascinating observations in their engaging overview about how these offices attempt to reconcile 'the antithetical cultures

of academia and industry' (187). In the final chapter, Kehm looks at the future of doctoral education in the context of the Bologna Process and Lisbon Strategy in Europe. She highlights the shifting focus on preparation for research outside the academy, and concerns about non-completion. Her overview of the various types of doctorate now available was extremely helpful, and she distils this increasingly differentiated group into three concepts of the doctorate, and concludes with a discussion of trends and possible directions for doctoral education.

This is a highly impressive volume, but of course as with any diverse collection of papers, some small criticisms can be made. At times the analyses and commentaries surrounding these highly contested practices felt a little apolitical and uncritical in their orientation. I would have appreciated a stronger sense of critique, with a deeper focus on the cultural, philosophical, ideological notions of the role and purpose of research, and how these have contributed to related political and sector discourses, policies and practices. Additionally, although the book is international in its scope – including chapters on Sweden, Ireland, the EU, Australia and the Netherlands in addition to the UK – it would have been interesting to include perspectives from further afield, focusing perhaps on the role of research in the burgeoning HE sectors of Asia, or in developing nations of Africa or Latin America. Occasionally terms were assumed to be shared, and a glossary of acronyms would have made the book more accessible to a more diverse readership. I also felt at times that 'research' was rather too frequently elided with 'science', leading to a predominant focus on the university's relationships with industry and economic development, with subsequently less attention paid to the contentious and highly topical issue of the research mission in the social sciences, arts and humanities, where economic gains are less tangible, but the potential value to wider society is immense. A discussion of the extent to which governments and national confederations should provide financial support for research on social and cultural grounds – during a recession or not – would have been an interesting one.

However, the strength of this book is the immensely rich fund of information, literature review and in-depth analysis it provides for the specialist reader. The meticulously detailed historical backgrounds of the various national settings will be invaluable to researchers and policy-makers in this field, as will the extensive data and illuminating analyses reflecting the contemporary situation across these contexts, reporting on substantial and significant pieces of large-scale research. As such it represents a landmark volume on a topic of vital importance for the future of the academy.

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**Globalisation and higher education in the Arab Gulf States**, by Gari Donn and Yahya Al Manthri, Oxford, Symposium Books, 2010, 176 pp., US\$48 (paperback), ISBN 978-1-873927-31-1

As someone who comes from Saudi Arabia, Donn and Al-Manthri's book is of special interest. The authors discuss the influence of globalisation on higher education in the region through an unexpected lens. Although I am aware of most of the issues discussed, I still found the book engaging and enlightening, in spite of a degree of repetitiveness. To the reader with little knowledge of the region, information is set out in-depth and issues are discussed knowledgeably. The authors' core argument on globalisation and higher education is different and unexpected. One is pleasantly surprised to find them not going with the flow of globalisation, and not encour-