INDEX

A. B. Bekturov Institute of Chemical Sciences, 62
abuse and harassment reporting, 81
Academic Council (Asian University for Women), 31–32
Academic Excellence Project 5-100 (Russia), 106
academic freedom, 18, 66, 72
Access Academy (Asian University for Women), 22–24, 32
access programs
  Asian University for Women and, 22–25, 32, 164
  Dublin City University and, 41, 163
  as shared value, 163
  Tata Institute of Social Sciences and, 124–125
accreditation processes, 4–5, 61, 81, 96, 102, 151
administration and administrative staff. *see* governance and administrative structures, presidents and directors
admissions
  to Asian University for Women, 20–22, 29, 35, 164
  class divides and, 1, 20, 29–30
  to Nazarbayev University, 69–70, 164
  to Pontificia Universidad Católica de Chile, 75–76, 80–81, 87
  to Qatar University, 94, 96, 102
  in rankings of institutions, 1
  Russian standards for, 106
  to Tata Institute of Social Sciences, 124–125
  testing and, 22
  to University of Maryland, Baltimore County, 141
adult education and lifelong learning, 45, 48–50, 155
Afghanistan, student recruitment from, 35
Aga Khan University, 64
Age-Friendly Network, 48–49
Ahmad, Kamal, 16–21, 30–31
Al Thani, Sheikh Tamin bin Hamnad, 99
All Hallows College, 36
Al-Misnad, Sheikha Abdulla, 95–97
Alpha Innovation campus (Dublin City University), 36
alumni. *see* graduate outcomes, students
Ancora Centers (Pontificia Universidad Católica de Chile), 81
Andharia, Janki, 133
Arab Spring (2011), 97, 163
Arabic language, 90–91, 94, 96, 98
Asian University for Women (AUW), 10, 161, 171
  about, 16–17
  admissions processes of, 20–22, 29, 35, 164
  class divides and, 17, 20, 29–30, 34–35
  community outreach by, 20–21, 163
  curriculum of, 24–25
  faculty recruitment and responsibilities, 25–28
  funding for, 17–20, 26, 32, 34–35, 168
  future challenges of, 34–35
  governance of, 30–33
  mission and founding of, 17–20
  preparatory programs of, 22–25
  student demographics, 28–30
  successes of, 33–34
attrition and retention rates, 103, 117, 141, 147, 155
autonomy of institutional governance, 18–19, 58, 66, 74, 169

Baghdady, Ahmed, 90
Ballymun Regeneration Limited, 44–45
Ballymun, Ireland, 37–38
Bang, Chang Young, 60–61
Bangladesh
  Asian University for Women charter and, 18–19
  student recruitment in, 21
Bannykh, G., 109
Bard College, 107
Bharat, Shalini, 131–132, 134–135, 166
Biblioteca Escolar Futuro, 81
Black students and scholars, 139–144
boards of directors/trustees
  Asian University for Women and, 18–19, 30–32, 35
  Nazarbayev University and, 66, 72
  Tata Institute of Social Sciences and, 123
Bolashak scholarship program, 60
Bologna process, 59, 106
Bombay bubonic plague (1896), 127
Breaking Ground initiative (University of Maryland, Baltimore County), 147
Bridges Program (Pontificia Universidad Católica de Chile), 81
Broin, Deiric Ó, 44
Burma, 21
business and enterprise engagement, 52–55
  feedback on graduates through, 98
  Kazakh Institute of Management, Economics and Strategic Research and, 62
  Kazakh-British Technical University and, 62
  Nazarbayev University and, 71, 73

Downloaded from https://www.cambridge.org/core. IP address: 3.149.214.86, on 12 Mar 2025 at 03:00:15, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108892667.013

Qatar University and, 100
School of Advanced Studies and, 120
University of Maryland, Baltimore County and, 138–139
BWTech (University of Maryland, Baltimore County initiative), 139

Cambridge University, 67
Carnegie Classification of Institutions of Higher Education, 139
Carnegie Mellon University, 58, 67
caste system, 127
Catholicism, 77–80, 83–84, 86
Catonsville, Maryland, 138
Center for Engaged Research (Dublin City University), 46–47
Chemistry Discovery Center (University of Maryland, Baltimore County), 145
Childline 1098 (Indian social service), 134
children. *see* Early Childhood Research Center
Chile
Pinochet coup in (1973), 77
Pontificia Universidad Católica de Chile's relationship to, 76–77, 79, 81, 85
Chittagong, Bangladesh, 16
see also Asian University for Women
Church of Ireland College of Education, 36
civic engagement. *see* community outreach and engagement, *see* service to society
Clark, Burton, 3, 8
class divides
Asian University for Women and, 17, 20, 29–30, 34–35
Nazarbayev University admissions and, 70
Tata Institute of Social Sciences and, 126–128, 135
Clinton, Bill, 144
cocurricular activities, 24–25, 41, 99–100
collaboration
in leadership, 165
through shared principles, 146–147
University of Maryland, Baltimore County and culture of, 151–152
College of Education (Qatar), 93
Colorado School of Mines, 67
Community College of Qatar, 92, 104
community outreach and engagement, 2
Asian University for Women and, 20–21, 163
DCU in the Community initiative, 44–48
Dublin City University and, 38–48, 51–56, 163
Early Childhood Research Centre and, 50–51
lifelong learning programs and, 48–50
market pressures and prestige vs., 51–55
metrics overlooking, 169
Pontificia Universidad Católica de Chile and, 87–88
as shared value, 162–163
Tata Institute of Social Sciences' field action projects and, 129–130, 133
University of Maryland, Baltimore County and, 139, 147
world-class university model vs., 2, 160
see also service to society
Corbett, Kizzmekia, 148
COVID-19 pandemic, 12–13, 130, 148
critical incidents, 13
curricula
academic quality and, 98
Asian University for Women and, 24–25
national control of universities and, 59, 106
organizational culture and, 71, 84
organizational culture informing, 108
Pontificia Universidad Católica de Chile and, 81–82
School of Advanced Studies and, 107–108, 112–115, 119
service learning and, 82
Soviet legacy and, 109
Tata Institute of Social Sciences and, 124, 128

Dash, B. M., 136
David-Fox, M., 113
DCU. *see* Dublin City University (DCU)
DCU in the Community, 44–48
DCU Water Institute, 47
deans. *see* governance and administrative structures, presidents and directors
delayed specialization, 108, 112–115
directors. *see* presidents and directors
diversity and inclusivity
Asian University for Women and, 29, 35
challenges of, 157–158
Dublin City University and, 38
Nazarbayev University and, 70, 72–73
Pontificia Universidad Católica de Chile and, 80–81, 85–87
School of Advanced Studies and, 105
University of Maryland, Baltimore County and, 139–148, 157–158, 163
Doha, Qatar, 91–92, 94
Dorsey, John, 141
Douglass, John, 2
Dublin City University (DCU), 10
about, 36–38
access programs of, 41, 163
as age-friendly university, 48–50
civic engagement vs. market pressures and prestige in vision for, 51–56
DCU in the Community initiative and, 44–48
Early Childhood Research Center and, 50–51
future challenges of, 55–56
mission of, 38–42, 52, 163
Duke University, 67
Dunens, Elizabeth, 138

Downloaded from https://www.cambridge.org/core. IP address: 3.149.214.86, on 12 Mar 2025 at 03:00:15, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108892667.013

Early Childhood Research Center, 50–51
Education City (Doha, Qatar), 92–94, 103
Education for a New Era (Qatari reform strategy), 93
Education Fund of Nursultan Nazarbayev, 62
English language learning
  Asian University for Women and, 23
  at Kazakh universities, 63
  Nazarbayev University and, 66, 69–70
  in Qatar, 93–94, 97–98
  Qatar University and, 96, 101
  School of Advanced Studies and, 107–108, 110–111, 114, 119
equity. *see* class divides, diversity and inclusivity, access programs
ethos
  defined, 9, 42, 55, 58, 65
  see also excellence, organizational culture, service to society, values and norms
Eurasian National University, 63–64
excellence, 4–5
  case selection and, 9
  institutional belief systems and, 161–166, 168, 171
  Nazarbayev University's founding and, 58
  policy lessons for, 168–172
  Pontificia Universidad Católica de Chile's commitment to, 83–85
  purpose in measure of, 13–14, 160–161
  Qatar University and, 101–102
  School of Advanced Studies concepts of, 109, 115
  self-determination of, 11, 95
  sustaining unique conceptions of, 166–168
  world-class university model of, 160

faculty and faculty recruitment
  Asian University for Women and, 25–28, 164, 168
  community-engaged scholarship and, 42–44, 47, 51–52, 54, 56, 82, 88
  Dublin City University and, 42, 167
  environments of innovation and, 39
  governance roles of, 31–32, 115, 117–118, 168
  individualization and, 109
  Nazarbayev University and, 68, 71
  Pontificia Universidad Católica de Chile and, 76, 80–81, 85–86
  Qatar University and recruitment of, 95–96, 98, 100–101
  recent college graduates as, 23–24, 117
  School of Advanced Studies and, 105, 107–108, 115–118, 120–121
  shared leadership responsibilities and, 165–166
  sustaining excellence, 167
  Tata Institute of Social Sciences and, 133
  training and, 85
  University of Maryland, Baltimore County and, 85, 140, 144, 157–158
  see also research and research productivity, teaching
fieldwork and field action projects, 127–128
  characteristics of, 132
  evolution of, 128–132
  success of, 133–135, 162
financial aid. *see* scholarship programs, funding models
free system (*gratuidad* program), 76
funding models
  community engagement and, 47
  international funding and donor base, 17–20, 26, 32, 34–35, 167
  joint stock company models, 66–67
  policy lessons for, 169–170
  sustaining excellence and, 18, 167–168
  see also specific institutions

Gandhi, Mahatma, 125
garment industry, 20–21, 23, 29
Gates Foundation, 19
gender and gender equity
  Asian University for Women and, 168
  Pontificia Universidad Católica de Chile and, 80–81
  Qatar University and, 103
  University of Maryland, Baltimore County and, 144
Global Coalition on Aging, 49
Goldsmiths College (University of London Colleges), 30
Gore, Madhav, 126, 129–130, 136
governance and administrative structures
  academic planning and, 98
  Asian University for Women and, 30–33
  autonomy of, 18–19, 58, 66, 74, 169
  community engagement built into, 46
  development of, 71
  Nazarbayev University and, 72–73
  Pontificia Universidad Católica de Chile and, 84–86
  Qatar University and, 96–98
  Russian higher education and, 106
  School of Advanced Studies and, 108, 113, 115–116, 118, 120–121
  segregation of schools in, 86–87
  shared leadership responsibilities in, 165
  sustaining excellence, 168
  University of Maryland, Baltimore County and, 123, 141, 144–145, 151–154
  see also boards of directors, leadership, presidents and directors
graduate education and doctoral programs
  at Nazarbayev University, 57, 67
  at Pontificia Universidad Católica de Chile, 78
  at Qatar University, 94, 97–98
  at Tata Institute of Social Sciences, 135
  at University of Maryland, Baltimore County, 141
graduate outcomes
  Asian University for women and, 34–35
  Dublin City University and, 40–41

Downloaded from https://www.cambridge.org/core. IP address: 3.149.214.86, on 12 Mar 2025 at 03:00:15, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108892667.013

Nazarbayev University and, 69, 73–74
Pontificia Universidad Católica de Chile and, 83
Qatar University and, 95, 103
School of Advanced Studies and, 114–115
University of Maryland, Baltimore County and, 114, 144, 155–156
see also jobs and employment
graduation and retention rates, 103, 117, 141, 147, 155
Grameen Bank (Bangladesh), 21
gratuidad program (free system), 76
Great Recession (2008), 145
Guba, E. G., 13
Guwahati campus (Tata Institute of Social Sciences), 122

Hamad bin Khalifa University, 104
harassment and abuse reporting, 81
Hartley, Matthew, 57
Harvey, L., 4
Hayhoe, R., 8
Henshall, S., 13
historically Black colleges and universities (HBCUs), 142–143
Homi Bhabha National Institute, 123
Hooker, Michael, 141–144, 147
Howard Hughes Medical Institute, 144
Hrabowski Innovation Fund, 147
Hrabowski, Freeman, 141, 146–149, 152–154, 156, 165
humanities and social sciences programs, 67, 71, 124, 129–131, 136
Hyderabad campus (Tata Institute of Social Sciences), 122

I-Carnegie, 67
inclusivity. *see* diversity and inclusivity, gender and gender equity
India
class divides in, 126–127
impact of Tata Institute of Social Sciences' field action projects in, 134–135
reservation norms of enrolment in, 125
self-rule advocacy in, 125–126
social welfare programs of, 129
student recruitment in, 21, 135
see also Tata Institute of Social Sciences
India Tea Association, 21
Indian Institutes of Science Education and Research, 123
Indian Institutes of Technology (IITs), 123
Indian Ocean tsunami (2004), 130
Indian University Grants Commission, 130
individualization, 108, 119, 164
industry. *see* garment industry, oil and gas sector, business and enterprise engagement, jobs and employment preparations
infrastructure and facilities, 33, 63, 97, 156–157, 169
Institute for Education (Dublin City University), 36, 40
interdisciplinary programs
Nazarbayev University and, 71
Pontificia Universidad Católica de Chile and, 78
Qatar University and, 97
School of Advanced Studies and, 105, 108, 114, 163
Tata Institute of Social Sciences and, 123–124, 131, 136
University of Maryland, Baltimore County and, 145
International English Language Testing System (IELTS), 69
International Support Committee, 18
internationalization of institutions
national identity vs., 86, 162
Nazarbayev University and, 66–69
Pontificia Universidad Católica de Chile and, 80–81, 86
Qatar University and, 90–91, 97, 101–102, 167
Russia's Academic Excellence Project and, 106
School of Advanced Studies and, 107
internship placements, 39, 41, 107, 164
interviews and interview protocols, 11–13
Ireland, early childhood services in, 50
see also Dublin City University (DCU), Northside of Dublin
Islam, 93
isomorphism, 7

Jansen, J. D., 13
jobs and employment preparations
Asian University for Women and, 34
Dublin City University and, 39–41, 52–53, 164
School of Advanced Studies and, 111–113, 115
Tata Institute of Social Sciences and, 130
joint stock company models, 66–67
Jordan, June, 166

Katsu, Shigeo, 165
Kazakh Institute of Management, Economics and Strategic Research (KIMEP), 60–62, 65
Kazakh-British Technical University (KBTU), 62–64
Kazakhstan
Nazarbayev University and national identity of, 57–58, 68
regulatory environment of, 57, 59–66
see also Nazarbayev University
Kegan, R., 167
Kinninmont, Jane, 91
Knight, P. T., 4
Kostina, S., 109
Krylova, N. B., 109
Kuhn, Albin O., 140, 150
Kumar, A., 123
Kuraev, A., 110, 118

Lahey, L., 167
Lanares, J., 5

Downloaded from https://www.cambridge.org/core. IP address: 3.149.214.86, on 12 Mar 2025 at 03:00:15, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108892667.013

Law of Education (Russia, 1992), 109
Lawrence Berkeley National Laboratory, 67
Lawrence-Lightfoot, Sara, 8
leadership, 13–14
  Asian University for Women's admissions criteria and, 22
  Asian University for Women's governance and, 32
  collaboration and, 151–152
  continuity of, 152–154
  educating students for, 99–100
  as organizational quality and shared responsibility, 165–166
  policy lessons for, 170–171
  at Pontificia Universidad Católica de Chile, 85
Leadership Council (Pontificia Universidad Católica de Chile), 76
Learning and Teaching Committee (AUW), 31
Lee, Calvin B. T., 140–141
LGBTQ+ identities, 80
liberal arts education
  Asian University for Women and, 16–18, 22–25, 35
  preparatory programs and, 164
  School of Advanced Studies and, 105, 107, 110, 112, 114
  University of Maryland, Baltimore County and, 150
Libman, A., 109
lifelong learning and adult education, 45, 48–50, 155
Lincoln, Y. S., 13

MacCraith, Brian, 50, 55
Manshardt, Clifford, 126
market pressures. *see* business and enterprise engagement, regulatory policies, rankings of institutions
Mater Dei Institution of Education, 36
Matthews, Sylvia, 19
medical education programs, 67
Meyer, Jack, 18
Meyerhoff Scholars Program, 142–145, 148, 164
Meyerhoff, Robert and Jane, 142
mimicry, 2
Ministry of Education and Higher Education (Qatar), 92
Ministry of Education and Science (Kazakhstan), 59–61, 63–65, 74
missions and mission statements
  Asian University for Women and, 34–35
  belief in, 161
  building organizational culture and, 71
  Dublin City University and, 38–42, 52, 163
  ephemeral nature of, 14
  faculty recruitment and, 25–26, 28, 30, 86
  financial resources and, 30
  national identity and, 72–73
  policy lessons in, 170
  Pontificia Universidad Católica de Chile, 78–83, 85–86, 163
  Qatar University and, 94, 98–102
  School of Advanced Studies and, 117–118
  shared beliefs in, 166, 171
  Tata Institute of Social Sciences and, 124, 131, 133
  "theory in use" approach to, 5–7
multiculturalism, 27
Mumbai campus (Tata Institute of Social Sciences), 122
Munck, Ronaldo "Ronnie", 43–44, 47
Myanmar, 21

National Analytical Center (Kazakhstan), 65
national identity
  education's role in, 104
  Nazarbayev University and, 58, 68, 72–74, 163
  Qatar University and, 90–91, 98–99, 101, 104, 162–163
  Qatari education system and, 93–94
  School of Advanced Studies and, 163
  Tata Institute of Social Sciences and, 125–126, 128, 132
National Institute for Higher Education (Ireland), 36
National Institutional Ranking Framework (India), 123
National Ministry of Education and Science (Kazakhstan), 59–61, 63–65, 74
National University of Singapore, 58, 67
natural disasters and crisis relief, 81, 129
Nazarbayev University (NU), 10, 161, 171
  admissions and student recruitment, 57, 69–70
  as international research university, 64–66
  enabling environment for, 58–64
  founding and characteristics, 57–58
  organizational culture established in, 70–73
  precursors informing, 64, 66
  strategic partners and choices, 66–69
Nazarbayev, Nursultan, 57, 60–62, 65, 72
New University of Astana, 64
Newton, J., 5
Northside of Dublin, 36–39, 50–51, 163
Novikova, O., 109

oil and gas sector, 62, 91, 105
Olin College of Engineering, 64
organizational culture, 3
  belief systems in, 161–166, 168, 171
  continuity of leadership and, 153
  core principles interacting with, 115–120
  excellence/quality conceptualizations and, 5, 83, 98
  individual responsibility in, 112–113
  leadership responsibilities in, 165–166
  liberal arts and, 114
  Meyerhoff Scholars Program and, 143–145
  national identity and, 126
  policy lessons for, 168–172
  rankings' impact on, 1, 169
  resistance to change in, 119–120, 157

Downloaded from https://www.cambridge.org/core. IP address: 3.149.214.86, on 12 Mar 2025 at 03:00:15, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108892667.013

service in, 83–88, 162
sustaining excellence in, 166–168
organizational saga, 3, 7, 12
overlap method, 13
Ozarowska, Joanna, 45–46

Pakistan, 129
Parasuraman, S., 124–125, 131–132, 135, 137, 165, 171
Partition of India and Pakistan (1947), 129
partnerships in development, 65
Asian University for Women and World Teach, 24
community-engaged research and, 43, 45–47, 53
Dublin City University and local employers, 38
international research and, 58
Nazarbayev University and, 64–69, 163
organizational culture and, 70
Pontificia Universidad Católica de Chile and, 82–83
prestige through, 68, 83
School of Advanced Studies and, 107
Tata Institute of Social Sciences and, 131–132
Pathways for Promise preparatory program, 22–25, 32, 164
pedagogy and pedagogical approaches. *see* teaching
Penn State University (PSU), 144
Peters, T. J., 166
Pinochet, Augusto, 77
place, 2–3, 5, 133, 171
policy lessons, 14, 168–170
Pontificia Universidad Católica de Chile (UC), 10, 161, 171
admissions processes of, 75–76, 80–81, 87
case selection and, 11
challenges and opportunities for, 86–89
funding for, 75–76, 82, 87
institutional history of, 76–78
mission of, 78–83, 85–86, 163
service in organizational culture of, 83–88, 162
Poole, B., 4
portraiture, 8–9
poverty, 37–39, 127, 136
preparatory programs
Asian University for Women and, 21
DCU in the Community program and, 46
Nazarbayev University and, 66
Qatar University and, 96
Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring, 144
presidents and directors
continuity of leadership and, 54, 135–136, 152
lessons for, 170–171
role of, 84, 135–136
see also specific presidents and directors
Program of Strategic Academic Leadership (Russia), 107
Prueba de Selección Universitaria (PSU), 75
Public Policy Center (Pontificia Universidad Católica de Chile), 81
purpose. *see* quality in higher education, community outreach and engagement, service to society, excellence, values and norms, missions and mission statements

Qatar
Arab Spring and, 97
branch campuses in, 64, 93, 103–104
education system of, 92–94
historical and economic background, 90–92
National Development Vision of, 99
Qatar National Vision 2030, 91
Qatar University (QU), 11
about, 94
admissions processes of, 94, 96, 102
challenges for, 104
establishment of, 93
internationalization of, 90–91, 97, 101–102, 167
mission and vision, 98–102
national identity and, 98–99, 101, 104, 162–163
organizational evolution of, 94–98
QS World University Rankings, 2, 75
quality in higher education
conceptualizing, 4–5, 7
individualization as element of, 109
Nazarbayev University and, 59, 73–74
partnerships with top programs and, 68
Qatar University's processes for, 95–96, 98–102
rankings of institutions and, 1
regulatory policy and, 14, 18, 60, 106

RAND Qatar Policy Institute (RQPI), 95
rankings of institutions, 1–2
perverse outcomes from, 169
pressure exerted by, 52–53, 101, 168
reliability of, 160
self-determination vs., 7, 89
Rao, Nirmala, 30–33, 168
regulatory policies
in Kazakh education, 58–64
in Russian education, 105–107, 118–119
institutional leaders navigating, 14
lessons for, 168–170
Research and Ethics Committee (AUW), 31
research and research productivity, 1
community engagement and, 42–43, 47, 50–56, 81–82, 88, 131
Dublin City University and, 37, 42, 50
funding and policy support for, 169
international partnerships in, 58
Nazarbayev University and, 58, 71, 73–74, 167

Downloaded from https://www.cambridge.org/core. IP address: 3.149.214.86, on 12 Mar 2025 at 03:00:15, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108892667.013

research and research productivity (cont.)
Pontificia Universidad Católica de Chile and, 78–80, 85
prestige through, 115
Qatar University and, 96–97, 100–101
School of Advanced Studies and, 108, 115–117, 121
service to society through, 79
Tata Institute of Social Sciences and, 130–131
teaching in balance with, 78, 80, 86, 89, 100, 117, 150, 160
retention and attrition rates, 103, 117, 141, 147, 155
Rosovsky, Henry, 17–18
Rosso, Pedro Pablo, 78
Ruby, Alan, 57
Russia
conceptions of students in, 110–111
higher education landscape of, 105–107, 109, 111, 113–114, 134
see also School of Advanced Studies
Russian Academic Excellence Project, 163
Russia–Ukraine War, 38, 115, 121

sagas. *see* organizational saga
St. Claire's Sports Campus (Dublin City University), 36
St. Patrick's College, 36
St. Petersburg State University, 107
Sánchez Díaz, Ignacio, 80, 82, 84, 165
SAS. *see* School of Advanced Studies, University of Tyumen (SAS)
Savelyeva, N., 116
Savitribai Phule University, 123
Schein, Edgar, 3
scholarship programs
Asian University for Women and, 20, 29, 33
Nazarbayev University and, 70
Pontificia Universidad Católica de Chile and, 87
in Qatar, 29, 92
see also access programs
School of Advanced Studies, University of Tyumen (SAS), 11, 162
about, 107–109
concepts of students in culture of, 108, 110–113
creation of, 105, 107
delayed specialization at, 113–115
funding for, 106–107
individualization and, 108–110
organizational culture interacting with core principles of, 115–120
regional development and, 120
student responsibility and self-motivation at, 111–113
School of Oriental and African Studies (SOAS, University of London), 30
science and technology programs
Dublin City University and, 39, 52
Nazarbayev University and, 57, 67, 71
Qatar University and, 99–100, 103
University of Maryland, Baltimore County and, 139, 142–144, 150
secondary schools, 66, 82–83, 103
see also preparatory programs
Sen, Amartya, 3
Senior Reform Committee (SRC, Qatar University), 95
Serageldin, Ismail, 18
service to society
Dublin City University and, 38–40
excellence through, 171–172
Pontificia Universidad Católica de Chile and, 77, 79–81, 83–86, 162
Qatar University and, 95, 99–100, 102, 104
as shared value, 15, 162–163
Tata Institute of Social Sciences and, 126, 136, 162
community outreach and engagement, 99
fieldwork and field action projects, 99
Servicio Local partnerships (Pontificia Universidad Católica de Chile), 82
Sheares Ashby, Valerie, 148, 154
Sir Dorabjee Tata Trust, 123
Sir Dorabji Tata School of Social Work. *see* Tata Institute of Social Sciences (TISS)
Snow, C. P., 67
snowball sampling, 12
social sciences and humanities programs, 67, 71, 124, 129–131, 136
see also liberal arts education, specific institutions,
social work education
community orientation for, 130–131
in rural vs. urban regions, 127
interdisciplinary approach to, 131–132
prevention vs. amelioration in, 128, 136–137
Western approaches to, 126, 129–130
socioeconomic class. *see* class divides, diversity and inclusivity
soft skills, 100, 108
Soros, George, 18
Soviet legacy, 59, 63, 72, 106, 109, 111, 118
Stalin, Josef, 113
standardized testing, 75, 102
STEM. *see* science and technology programs
strategic partnerships. *see* partnerships in development
strategic plans
Dublin City University and, 42, 46, 55
institutional ideology vs., 170–171
Nazarbayev University and, 57–58, 72
Pontificia Universidad Católica de Chile and, 79, 84
Qatar University and, 99
School of Advanced Studies, 108
shared belief in, 166
University of Maryland, Baltimore County and, 146, 152
Student Experience Committee (Asian University for Women), 31

Downloaded from https://www.cambridge.org/core. IP address: 3.149.214.86, on 12 Mar 2025 at 03:00:15, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108892667.013

student-centered environments
  as shared value, 27–28, 39–40, 163–164
  culture of collaboration and, 151–152
  distinctiveness of, 162
  financial cuts and, 146–147
  leadership in, 165
  research vs., 80, 156
  strategies for, 102–103
students
  class divides among, 28–30
  community engagement and, 46–47, 79, 82
  fieldwork and field action projects of, 128–129, 132
  governance roles of, 31, 76, 168
  individualization of, 108–110
  leadership development for, 99–100
  Nazarbayev University's recruitment of, 69–70, 72–73
  organizational culture's impact on, 117–118
  participation in lifelong learning programs, 49
  responsibility for study and career goals, 111–112
  School of Advanced Studies conceptions of, 108, 110–113
  self-motivation and, 112–113
success narratives, 88–89
Swett, Jorge, 77
Symbiosis International University, 123

Tata family and Tata Trust, 123–124, 135
Tata Institute of Social Sciences (TISS), 11, 162, 171
  about, 122–124
  admissions processes of, 124–125
  continuity of leadership of, 135–136
  enrolment, 124–125
  fieldwork and field action projects of, 127–133
  funding for, 123
  Indian national identity and, 125–126
  social impact successes, 133–135
teaching, 2
  Asian University for Women and, 26–28
  community engagement and, 49, 51, 162
  Dublin City University and, 42–43, 47, 51–52, 54
  fieldwork and field action projects, 132–133
  Pontificia Universidad Católica de Chile and, 85, 89
  Qatar University and, 94–95, 97, 100, 103
  rankings of institutions and, 1–2, 169
  research in balance with, 78, 80, 86, 89, 100, 117, 150, 160
  School of Advanced Studies and, 117
  Tata Institute of Social Sciences and, 132
  University of Maryland, Baltimore County and, 139, 145, 150–151, 156
Teaching Council (SAS), 118
technology. *see* science and technology programs
tenure and promotion processes, 56
Tierney, William, 3
Times Higher Education Rankings, 75
TISS. *see* Tata Institute of Social Sciences (TISS)
transforming lives and societies. *see* community outreach and engagement
transparency in governance, 84
Treisman, Uri, 142
Trinity College (Ireland), 37, 41
tuition costs
  Asian University for Women and, 29, 33–34, 168
  Pontificia Universidad Católica de Chile and, 76
  in Russia, 106
  School of Advanced Studies and, 108
  Tata Institute of Social Sciences and, 124–125
  University of Maryland, Baltimore County and, 156
Tuljapur campus (Tata Institute of Social Sciences), 122

UC. *see* Pontificia Universidad Católica de Chile (UC)
La UC Dialoga program (Pont), 81
Ukrainian refugees, 38
UMBC. *see* University of Maryland, Baltimore County (UMBC)
Unified National Test (UNT, Kazakhstan), 69–70
United Arab Emirates, branch campuses in, 64
Universidad Católica de Chile. *see* Pontificia Universidad Católica de Chile (UC)
Universidad de Chile, 75
University College Dublin, 37
University College of London (UCL), 66
university governance. *see* governance and administrative structures
University of Aberdeen, 62
University of Maryland Baltimore, 140, 158
University of Maryland College Park, 140, 158
University of Maryland, Baltimore County (UMBC), 11, 171
  about, 138–139
  continuity of leadership of, 152–154
  culture of collaboration at, 151–152
  culture of innovation at, 146–147, 153–154, 164
  evolution of, 139–148
  fiscal processes of, 145–147
  founding of, 138–139
  funding for, 147, 156, 158
  future challenges of, 154–158
  leadership and continuity, 166
  pride in distinctiveness of, 148–151
University of Mumbai, 123
University of North Carolina (UNC), 144
University of Pennsylvania (Penn), 67
University of Pittsburgh, 67
University of Tyumen (UTMN), 105–108, 110, 113, 115, 118–120
  see also School of Advanced Studies
University of Wisconsin-Madison, 67
Urban, Mathias, 50–51
UTMN. *see* University of Tyumen (UTMN), School of Advanced Studies, University of Tyumen (SAS)

Downloaded from https://www.cambridge.org/core. IP address: 3.149.214.86, on 12 Mar 2025 at 03:00:15, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108892667.013

values and norms
  continuity of leadership and, 154
  Dublin City University and, 38–40
  education reproducing, 104
  evolution of, in organizational culture, 116–117
  excellence through, 5, 15, 171–172
  interview process and, 3
  Nazarbayev University and, 71
  organizational culture described through, 3, 14
  Pontificia Universidad Católica de Chile and, 77
  rankings' influence on, 168
  shared leadership as, 165–166, 170
  shared understanding of, 162–166
  see also belief systems
Vidovich, L., 4
Von Prondzyski, Ferdinand, 43

Waterman, R. H., 166
wealth of institutions, 1–2
  see also funding models
Weick, Karl, 167
Wellesley College, 19
World Bank, 26, 58, 64
world-class university model, 7, 11, 160, 168–169
World Conference on Early Childhood and Care (2022), 50
World Teach, 24

Yale reports on liberal arts (1828), 114
Yarmolinsky, Adam, 142
Young Ballymun project, 47

Downloaded from https://www.cambridge.org/core. IP address: 3.149.214.86, on 12 Mar 2025 at 03:00:15, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108892667.013