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Nota di contenuto	Foreword -- Roles of universities and the African context / Nico Cloete and Peter Maassen -- Research universities in Africa : an empirical overview of eight flagship universities / Nico Cloete, Ian Bunting and Peter Maassen -- Assessing the performance of African flagship universities / Ian Bunting, Nico Cloete, Henri Li Kam Wah and Florence Nakayiwa-Mayega -- Research output and international research cooperation in African flagship universities / Robert Tijssen -- South Africa as a PhD hub in Africa? / Nico Cloete, Charles Sheppard and Tracy Bailey -- Faculty perceptions of the factors that influence research productivity at Makerere University / Gordon Musiige and Peter Maassen -- Academic incentives for knowledge production in Africa : case studies of Mozambique and Kenya / Gerald Wangenge-Ouma, Agnes Lutomiah and Patricio Langa -- Functions of science granting councils in sub-Saharan Africa / Johann Mouton, Jacques Gaillard and Milandre van Lill -- The roles of national councils and commissions in African higher education system governance / Tracy Bailey -- University engagement as interconnectedness : indicators and insights / Francois van Schalkwyk -- Student engagement and

citizenship competences in African universities / Thierry M Luescher-Mamashela, Vincent Ssembatya, Edwina Brooks, Randall S Lange, Taabo Mugume and Samantha Richmond -- Managing contradictory functions and related policy issues / Nico Cloete, Peter Maassen, Ian Bunting, Tracy Bailey, Gerald Wangenge-Ouma and Francois van Schalkwyk.

Sommario/riassunto

The dominant global discourse in higher education now focuses on 'world-class' universities - inevitably located predominantly in North America, Europe and, increasingly, East Asia. The rest of the world, including Africa, is left to play 'catch-up'. But that discourse should focus rather on the tensions, even contradictions, between 'excellence' and 'engagement' with which all universities must grapple. Here the African experience has much to offer the high-participation and generously resourced systems of the so-called 'developed' world. This book offers a critical review of that experience, and so makes a major contribution to our understanding of higher education.
