

Internationalizing International Higher Education

Deardorff, Darla K., Hans de Wit, John D. Heyl, and Tony Adams, eds. 2012. *The SAGE Handbook of International Higher Education*. Thousand Oaks, CA: SAGE Publications.

Reviewed by Emily Gorlewski, Western Illinois University

The editors of this book took on an enormous task in bringing together a vast range of contexts, themes, frameworks, and trends into a handbook on international higher education. The resulting collection, inspired by the 1992 Association of International Education Administrators (AIEA) publication *Bridges to the Future*, is a remarkably complete guide, which includes many names and concepts that will be familiar to readers of the literature on international higher education. The editors approach international higher education strategically and comprehensively so that the discussion is not broken down into component parts such as study abroad or international student recruitment. Instead it follows five themes: 1) conceptual frameworks, 2) strategic dimensions, 3) internationalization at home, 4) internationalization abroad, and 5) future directions. At first one wonders whether there is anything new to discover here; many authors write of constructs or concepts that are familiar to us from their earlier work. However, important updates, a genuine attempt at a global perspective, and the broad, comprehensive approach make this an essential resource for anyone wanting to understand the history and current state of the field of international higher education.

In this volume, many authors of important earlier works return, partnering with emerging researchers, to provide updates and describe current trends. One of these is Jane Knight, who has written extensively on the internationalization of education and even provided a widely used definition of internationalization, which she restates in Chapter 2 of this volume. In the chapter on joint, double, and consecutive degree programs (or “JD CD programs”), she collaborates with Jack Lee, an experienced intercultural educator who is currently a doctoral candidate. These degree programs have multiplied and evolved since Knight has been writing about them, and she and Lee discuss this. They define the terms for the different degree programs, sometimes restating definitions from Knight’s previous work, and then go on to discuss rationales for and against such programs, trends, current research, and issues and challenges in their provision. Important new information includes a discussion of recent surveys and research on JD CD programs, as well as a discussion of current trends such as the fact that there are currently many more double degree programs than joint or consecutive degree programs. The chapter is not a rehash of earlier work but an update, presumably benefiting from the contributions of both authors. Other chapters in the book follow the same authorship model; there are other doctoral candidates who share co-author status with more well-known writers.

A critical first glance at the table of contents and the biographies at the end reveals that most of the editors and chapter authors are from North America, Australia, and Europe. Many of the contributors were born in or worked in different countries and certainly most of them take different points of view into consideration, but the dominance of the perspectives of these countries is obvious. However, much of what is interesting in this book happens in the “boxes” included in most of the chapters. Authors contributing to the boxes are more geographically diverse than the authors of the chapters themselves, and the boxes contribute greatly to the richness of each chapter. Take, for example, the chapter on “Outcomes Assessment in the

Internationalization of Higher Education” by Darla Deardorff and Adinda van Gaalen. This is a topic about which many of us have read quite a bit, but this chapter is perhaps the most internationalized one ever written on the subject. The boxes include examples from South Africa (Chrissie Boughey), Japan (Shingo Ashizawa), worldwide (Madeleine Green, Francisco Marmolejo, and Eva Egron-Polak), and Belgium and The Netherlands (Frederik de Decker), in addition to the other international examples in the text of the chapter.

Many other chapters bring this same worldwide treatment to familiar themes, and it is refreshing. In the foreword, Josef Mestenhauser says, “We should strive to internationalize international education just as we internationalize domestic education.” (p. vii). The insertion of the boxes into the chapters and the infusion of international examples into the chapters themselves go far toward this goal, though the goal is not completely realized. The authors of the boxes are less prominent and have shorter biographies than the main chapter authors, and it could be argued that the boxes marginalize the examples by setting them apart from the “main” parts of the chapters. Nevertheless, there has not been another book on international higher education in which the editors have included so many different perspectives so successfully. Perhaps this will be the beginning of the internationalization of the literature on internationalization; as de Wit and Urias point out in Chapter 6, much of the research is still coming from “North American and Western European conceptions” (p. 101), with only a recent increase in contributions from other regions. This volume may very well be the most diverse possible at this time.

The increasing diversity and internationalization of the field of international higher education in practice as well as in research is a theme taken up in the last chapter by Deardorff, de Wit, and Heyl. They acknowledge that the field is still dominated by just a few countries but that other perspectives are quickly coming into the picture. They envision a next edition of the book, which will integrate these other perspectives even more. They also discuss the influence of technology, the concept of global citizenship both for students and institutions, and numerous trends in study abroad, including increases in numbers of students and destinations, education abroad that is not for academic credit, and different providers for study abroad experiences. There is a discussion of these trends and future directions globally. Text boxes tell the stories of international higher education in different countries and regions: Africa, China, India, Japan, Latin America, Brazil, and the Middle East. The authors discuss recent critical commentary on the concept of internationalization and whether this concept and others within the field need to be redefined or reexamined in light of more internationalized perspectives and new trends, along with the myths and misconceptions arising from these concepts.

The last chapter alone should convince readers that the editors of this handbook considered global, international, and critical perspectives in compiling the chapters and authors together. The different themes were not treated in isolation from each other but as part of an integrated whole; however, opposing or different viewpoints were acknowledged and expanded. This holistic approach, the updates on current trends and future directions, and the emerging and international voices make this volume an important addition to the field. One of the editors, John Heyl, has also started a blog at <http://aicablog.wordpress.com/about-2/>. Through this medium, the editors hope to create a space for even more voices to join the conversation and to provide a means, not possible in print form, to keep the information up to date.