

was locally considered to be above their standard maximum academic load. Differences in the definition of academic workload were at the basis of this problem. Careful scrutiny resolved the issue without materially affecting the program.

There are jurisdictions where the undergraduate program must contain elements that are unique to the country. Often these courses relate to issues of national identity. The easy way out would be to use the elective space in a program. This, however, does affect the students' ability to avail themselves of a wider range of elective program components that would otherwise be possible.

A much more complex situation could arise when an IBC is the result of a partnership in which the partners have different objectives. The importance of alignment on this aspect cannot be understated. There are good examples of just how calamitous a clash between academic and economic objectives can be. The conflict between the need for program viability versus academic standards may lead to the IBC's closure or a move. The insistence of upholding certain standards by the University Quality Assurance International Board caused several IBCs to be excluded from operating in Dubai. The solution in this case was to move to another emirate in the United Arab Emirates where no such quality-control method existed.

Notwithstanding carefully worked out agreements, differences in objectives of partners may also lead to tension about the need for investments in the academic process (i.e., financial control). Lack of investment may cause program delivery at an IBC to become inferior to that at the home campus, with attendant quality-assurance concerns.

TRANSNATIONAL QUALITY ASSURANCE

Various home and host countries have organizations in place to ensure adherence to quality standards. The United Kingdom and Australia, as sending countries, have quality agencies that include transnational delivery in their scope. In the Netherlands, this is excluded from the purview of the Dutch Flemish Accreditation Organisation. Host countries have variously created regulations to provide a measure of control. Transnational education is a relatively new phenomenon and required legislative changes lag behind.

Balancing the perspectives of the various stakeholders, in a presently expanding context for transnational education, remains a difficult issue. The divergent issues on this matter have thus far prevented India from introducing legislation covering this arena. IBCs come and go. In the risk-averse world of higher education it remains to be seen whether they will continue to expand. ■

NEWS OF THE CENTERS

CHEI

From the Centre for Higher Education Internationalisation (CHEI) in Milan, Hans de Wit and Fiona Hunter are currently leading the *Study on Internationalisation of Higher Education* for the European Parliament, in cooperation with the International Association of Universities (IAU) and the European Association for International Education (EAIE). Fiona Hunter is coordinating an evaluation of the internationalization strategy of the Università Cattolica del Sacro Cuore.

Hans de Wit is a member of the Steering Committee of the project of the International Association of Universities (IAU) and UEFSCDI in Romania concerning internationalization of higher education in Romania. Fiona Hunter is also one of the experts on this project. Hans de Wit is a member of the Scientific Committee and Editorial Board of the second edition of the Bologna Process Researchers' Conference, to be held in Bucharest on November 24–26, 2014, where Fiona Hunter will also present a paper on internationalization as a change agent, the case of Italy.

Hans de Wit is a consultant, on an initiative titled "Advancing Models of Best Practice in Internationalization of Higher Education in Kazakhstan," for the Graduate School of Education of Nazarbayev University in Kazakhstan. CHEI is

also involved in "Internationalization of Italian Higher Education," a study and analysis by Roberta de Flaviis, a fulltime doctoral student, in coordination with Fiona Hunter and Hans de Wit.

With the development of higher education internationalization as a priority for institutions around the world, the demand for expert training and research in the field has increased over the last decade. CHEI has developed a doctoral program for aspiring researchers and professionals in higher education internationalization. CHEI's doctoral program is a "1+3" program, involving one preparatory year followed by three years of research, and is exclusively focused on the internationalization of higher education. Currently, there are 5 doctoral students, two from the United States and three from Europe, participating in the program; several other students, including from Latin America and Africa, are participating in the preparatory year.

The CHEI Research Training Seminar brings together senior researchers, international education practitioners and aspiring researchers to discuss current research topics, develop research proposals and develop their methodological and analytical skills. Through the seminars, CHEI is developing a knowledge community in higher education internation-

alization which is open to anyone undertaking research in the area or contemplating doctoral study. The seminar takes place twice a year, in the fall and spring.

As part of the development of a knowledge community in higher education internationalization, CHEI supports visiting scholars through the Tony Adams Visiting Scholars Scheme. The objective of the program is to provide an international research environment in higher education internationalization that enhances the research capacity of the Centre and the scholars involved. During their stay, visiting scholars will participate in the research, training, and dissemination activities of CHEI.

Recent publications of CHEI include Hans de Wit's *An Introduction to Higher Education Internationalization* (2013, Vita e Pensiero, University Press of Università Cattolica). An e-book version of this publication is available via the CHEI Web-site. Two additional books are in preparation, to be available in 2015. These are Wendy Green and Craig Whitsed's *Internationalising the Curriculum in Disciplines: Stories from Business, Education and Health*, based on the proceedings of the CHEI Internationalization at Home Seminar, and *Global and Local Internationalisation*, edited by Jos Beelen and Elspeth Jones and based on a joint CHEI-CAREM seminar that took place in Amsterdam on June 26, 2014.

CIHE

The Center is engaged in a significant publication "blitz" at present. In cooperation with the American Council on Education, *Global Opportunities and Challenges for Higher Education Leaders: Briefs on Key Themes*, has recently been released. This volume is part of our ongoing collaboration with ACE on a series of essays and webinars concerning key higher education themes. For 2015, we are planning a publication on international joint and double degrees. Further information

concerning this book can be obtained from Sense Publishers (www.sensepublishers.com).

We have also just published (with Lemmens Media) *Higher Education: A Worldwide Inventory of Research Centers, Academic Programs, and Journals and Publications (3rd Edition)*. Two versions of the book are available—full-length (358 pages) and abridged (80 pages). The full-length e-book is available for purchase (€12) from Amazon.com. A full-length version of the book is also available in PDF format (€18) directly from Lemmens (info@lemmens.de). Finally, the abridged version of the book may be purchased as a hard copy, plus a free PDF (€28); again, see info@lemmens.de.

We are in the final production phase on two additional books. *Academic Inbreeding and Mobility in Higher Education* will be published in early 2015 by Palgrave. *Young Faculty in the 21st Century: International Perspectives* will be published by SUNY Press later in 2015.

Laura E. Rumbley and Philip G. Altbach, along with Maria Yudkevich of the Higher School of Economics in Moscow, Russia, recently facilitated a workshop in Moscow for the authors of our current joint research effort on rankings and their impact on specific universities in 11 countries. This project will result in a book as well. Center director Philip G. Altbach continues his work as a member of the 5-100 committee of the Russian Ministry of Education, and participated in a session in St. Petersburg, Russia.

Associate director Laura E. Rumbley, participated in the EAIE annual conference in Prague, Czech Republic. Philip G. Altbach also attended and both taught a workshop on research focused on internationalization.

Philip G. Altbach and Laura E. Rumbley are also actively involved in various aspects of the European Parliament's commissioned Study on Internationalization of Higher Education being coordinated by Hans de Wit and Fiona Hunter of CHEI.

NEW PUBLICATIONS

Nupia, Carlos Maurico, ed. 2014. *Reflexiones para la Política de Internacionalización de la Educación Superior en Colombia*. 300 pp. ISBN 978-958-691-666-0. Bogotá, Ministerio de Educación Nacional en cooperación con el Observatorio Colombiano de Ciencia y Tecnología.

This Spanish-language book provides a comprehensive overview of internationalization in Colombia. It addresses issues of quality assurance and accreditation, indicators, mobility, internationalization at home, internationalization of research, and an analysis of the past years as well as future directions. The book is notable for its focus on perhaps the

leading country in Latin America developing a comprehensive internationalization policy at the national and institutional level.

Van Mol, Christof. *Intra-European Student Mobility in International Higher Education Circuits. Europe on the Move*. ISBN 9781137355447. Palgrave Macmillan. Palgrave Studies in Global Higher Education. 224 pp.

This book focuses on the phenomenon of international student exchanges in Europe. Strongly interdisciplinary in its focus, it addresses four main research questions empirically: who goes abroad, how students reconstruct their social network abroad, whether intra-European student mobility leads to an

increased sense of European identity, and whether participating in a European exchange program influences future migratory behavior. The text combines quantitative and qualitative data systematically, and adopts a firm international comparative approach, focusing on the cases of Austria, Belgium, Italy, Norway, Poland, and the United Kingdom. The empirical data originates from a large-scale online survey, as well as in-depth interviews and focus groups conducted with students in higher education.

Jones, Elspeth (series editor) *Internationalization in Higher Education*. www.routledge.com/books/series/INTHE/.

Books in this new Routledge series will