

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

address key internationalization themes, written or edited by leading thinkers and authors from around the world, while also seeking to give voice to early career researchers. The series will offer theoretical perspectives and practical applications, focusing on some of the critical issues in the field as it develops. It aims to reflect contemporary concerns, with volumes geared to the major questions of our time, as internationalization matures into its next phase. Anyone interested in making a contribution as author or editor, or in suggesting a theme for a future volume, should contact the series editor at ej@el-spethjones.com. The following five books are the first in this series.

Carroll, J. *Tools for Teaching in an Educationally Mobile World*. Routledge, 2015. 204 pp. \$52.95 (pb) ISBN 978-0-415-72801-0. Website: www.routledge.com/books/series/INTHE/.

This volume examines the challenges that undergraduate and postgraduate teachers often encounter when working with students from different national and cultural backgrounds. It focuses on the consequences for interactive teaching and for course design in a world where students, ideas, and courses are mobile, using examples and experiences from a wide range of disciplines and national contexts. It not only considers Anglophone countries, including the United States, Canada, the United Kingdom, Australia, and New Zealand, but also the use of English as a language of instruction in countries where neither teachers nor students are native English speakers. This book offers ideas for adjusting and adapting teaching approaches for culturally and linguistically diverse student groups.

Hudzik, J. *Comprehensive Internationalization: Institutional Pathways to Success*. Routledge, 2015. 274 pp. \$53.95 (pb) ISBN 978-1-13-877854-2. Web site: www.routledge.com/books/series/INTHE/.

The internationalization of higher education is a global phenomenon, but with substantial variation in how it is made operational in individual institutions. The book focuses on desirable practices in institutions and their actual approaches to implement a

more integrated, strategic, or comprehensive global engagement across their core missions: teaching, research, and service. Part I of the book investigates a wide range of issues governing the internationalization of institutions. Part II offers case stories from institutions across the globe which describe varying pathways toward more comprehensive internationalization. Institutions were chosen to reflect the diversity of higher education and approaches to internationalization. An analysis of the cases uncovers similarities and differences, as well as common lessons to be learned. With contributions from mainland Europe, Australia, the United States, the United Kingdom, Latin America, Singapore, and South Africa, the global application of the book is unparalleled.

Killick, D. *Developing the Global Student: Higher Education in an Era of Globalization*. Routledge, 2015. 210 pp. \$52.95 (pb). ISBN 978-0-415-72805-8 Website: www.routledge.com/books/series/INTHE/.

This publication addresses the question of how students of higher education can emerge from their university life better equipped to dwell more effectively, ethically, and comfortably amidst the turmoil of a globalizing world. It does this from a number of theoretical perspectives, illustrating the nature of the personal and educational challenges facing the individual student and the teaching professional. The book explores the massive social changes wrought by the technologies and mobilities of globalization, particularly how present and future generations will relate to, work with, and dwell alongside global citizens. It outlines a range of social, psychological, and intercultural perspectives on human tendencies to seek out comfort among communities of similitude, and illustrates how the experience of life in a global era requires us to transcend the limits of our own biographies and approach university education as a matter of knowledge deconstruction and identity reconstruction, rather than reproduction.

Leask, B. *Internationalization of the Curriculum*. Routledge, 2015. 224 pp. \$52.95 (pb) ISBN 978-0-415-72815-7 Website: www.routledge.com/books/series/INTHE/.

www.routledge.com/books/series/INTHE/.

Internationalization of the curriculum is a critical component of any university's internationalization strategy. It has been linked with a variety of activities including outbound mobility in the form of study abroad and exchange, the preparation of all graduates to live and work in a global society, teaching international students, the development of intercultural skills in home students, and the adaptation of curricula for transnational delivery. While much has been written about internationalization of the curriculum in general terms, the notion of it working across disciplines is poorly understood and has been a low priority in the past. This book explores disciplinary approaches to and interpretations of internationalization of the curriculum. It explores new ground and provides insights into internationalization of the curriculum in action in the 21st century world. It proposes a framework for internationalization of the curriculum that situates it within multiple contexts and facilitates an exploration of its many dimensions.

Ziguras, C. and McBurnie, G. *Governing Cross-Border Higher Education*. Routledge, 2015. 190 pp. \$53.95 (pb) ISBN 978-0-415-73488-2 Website: www.routledge.com/books/series/INTHE/.

This volume examines the role of governments in relation to three key aspects of international education: student mobility; migration of international students; and transnational provision through collaboration or branch campuses. The research for this book is informed by interviews with key stakeholders in 10 countries and extensive engagement with policymakers and international agencies. It analyses the ways in which governments are able to direct or at least influence these cross-border movements in higher education. The book explores key issues that national governments are invariably required to contend in an increasingly globalized higher education market, as well as the policy options available to them in such a climate. Alongside this, there is analysis into why states adopt particular approaches, with critical assessment of their varying success.