BOOK REVIEW

Higher education in a global society

D. Bruce Johnstone, Madeleine B. d'Ambrosio and Paul J. Yakoboski, 2010, 224 pp. $99.00(cloth). ISBN: 978-1-84844-752-3

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Globalization, a key reality in the twenty-firsy century, has already influenced higher education profoundly. Globalization is considered as the reality shaped by an increasingly integrated world economy, new information and communications technology (ICT), the emergence of an international knowledge network, the role of the English language, and other forces beyond the control of academic institutions. Internationalization of higher education is the variety of policies and programs that universities and governments implement in responses to globalization. These responses typically include sending students to study abroad, setting up a branch campus overseas, or engaging in some type of inter-institutional partnership.

Higher Education in a Global Society is splendid volume of essays that examines emerging issues for advancing higher education across borders. It discusses the compelling challenges and opportunities facing higher education in cultivating world citizens.

The several common themes that are further explored throughout this book are "(1) Students need to have an international experience to be effective citizens while facing the global society, which colleges and university have multiple means to provide. (2) Challenges facing the world call for international research collaborations, which need to be entered into with due diligence by institutions and then be led by the academics. (3) U.S. institutions, who set the standard of higher education in the world, present genuine opportunities to better fulfill their missions and to do so on a global scale. (4) It is necessary and imperative for higher education to clearly articulate to domestic constituencies the benefit for students and society at large of investments in global initiatives." This book is successful in exploring these themes, and it provides new and actionable information to enhance decision making and informs strategic planning. Moreover, it offers a contemporary examination of the business of higher education and areas of potential new research.

This book falls naturally into four parts. In Part I, addressing the leadership imperative on campus, the chapter author discusses "(1) the concept of globalization as it applies to higher education, the positive and negative implications for higher education and whether

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globalization can be managed for greater good through policy (2) the 'massification' of higher education throughout the world, explaining how the emerging mass higher education systems have an inherent logic that will characterize key elements of academe in all countries and in all academic systems in the coming decades, and (3) the emergence of alternative cross-border activities to provide education in response to increasing demand around world."

In Part II, on international partnerships and initiatives, Elizabeth D. Capaldi, the chapter author, sees international research collaborations continuing to increase because of the growing quality and capacity abroad to make such collaborations desirable. Moreover, global challenges in health, the environment, and international relations, among other areas, demand that such collaboration be pursued. An additional recurring theme is that establishing academic programs in foreign countries involves a myriad of complex institutional interactions—legal, tax, human, resource, regulatory-that must be addressed if such initiatives are to be successful.

Part III provides an international perspective for students. It focuses on (1) various aspects of the experience of studying abroad—its increasing prominence in foreign universities, the profile of students studying abroad, the types of study abroad, and the challenges and opportunities that lie ahead for this aspect of U.S. postsecondary education and for the students who will be entering colleges in the coming years (2) the international experience at Baruch College, where studying abroad is not a realistic option for most Baruch students for reasons such as economics, family obligations and cultural restrictions. Therefore, Baruch leverages the international experience available on campus and in New York City to promote initiatives with different international groups and cultural institutions as part of its academic programs (3) the importance of engaged faculty to the ongoing success of internationalization efforts, and the fact that many faculty members will be required to move beyond that which they are explicitly trained to do and will find their immersion in their discipline challenged (4) the benefits of an internationally diversified student body, the demographic trends in student movements, and how to recruit, retain, educate, support, and celebrate international students.

The final section of the book, Part IV, argues the need for colleges and universities, both in the U.S. and around the world, to rethink their roles and purposes given the realities of the new knowledge-based global society and then to reinvent themselves accordingly. This section also notes that U.S. higher education is far less internationalized than it should be and needs to be. It further explains that whereas the world is learning and adopting from the U.S. system of higher education, numerous areas remain in which U.S. institutions could and should learn from the practices of foreign universities and systems.

One contribution seems particularly promising: the editors have this book in a most accessible style by gathering from contributions from a combination of higher education scholars and veteran academic administrators. An exceptional range of scholars offers insights providing direction and guidance for colleges ready to respond to globalization. This book also provides a nuanced understanding of both the pitfalls and the unanticipated benefits from such programs. Although I agree with virtually everything that the authors present in this book, I am concerned about a few emerging issues. The "problem of the 21st century" consists of rapidly expanding diversity occurring along with stubbornly persistent status and power inequities according to race, ethnicity, gender, class, language, citizenship and region. Extensive technological, economic, political and social changes, along with immigration, combine to produce a global community of great diversity and interpenetration. Diversity and difference are defined broadly to encompass specific national contexts and their particular emphases on race, ethnicity, gender, culture,

language, religion, sexual orientation and region. Current discourse often views difference and diversity as problems; however, a growing body of scholarship reframes difference and diversity as potential resources. One of the important aspects of diversity is that it is an ongoing process involved with learning from others, exchanging experiences and reflecting on one another over and over again. This process involves different countries and institutions, and the products of this process are brought into individual programs of these countries and institutions.

We find that around the world, higher and tertiary institutions confront the "diversity imperative" with varying approaches, degree of success and "best practices" (Allen et al. 2006). When discussing higher education in a global society, we should not ignore the effects of diversity on higher education or the salience and impact of diversity in higher education.

Finally, this book represents a very positive contribution to the literature on the internationalization of higher education; moreover, it is an excellent resource for academic administrators, as well as for management, economics, education, and public sector economics. The most lasting contribution of this volume is likely to be the foundation it establishes for future research on higher education related to globalization.

Reference

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