

## Book Review

# Leading Internationalization—A Handbook for International Education Leaders (Note 1)

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### 1. Scope and Context

The present book consists of 19 chapters (19 sub-categories as a whole) in which every chapter mainly covers relative phases in leading internationalization affairs. The main goal of the book is to highlight the importance of the factors applied by international education leaders in internationalization and globalization context. Considering the classification of the book into five chapters, the editors have organized the book in the following order respectively.

The chapter One: Understanding the Context for Internationalization explores the contexts which is categorized in three parts including: 1) Phases of Internationalization and the Senior International Officer Role by Gilbert W. Merck which highlights the specific impact of Senior International Officer (SIO) in higher education platform, 2) Foundations in Leading Internationalization: Lessons from Mestenhauser—Darla K. Deardorff, Dafina Blacksher Diabate, and Kathryn L. Rosenbaum which emphasize the comprehensive commitment and engagement of top institutional leaders for the sake of internationalization in education, and 3) The Senior International Officer's World: A Change Agent Faces a Reality Check—John D. Heyl in which all senior individual leaders within an institution of higher education authorized in leading and facilitating all internationalization efforts in educational

In chapter two: Senior International Officer Leadership and Management, four main parts are covered including 4) Strategic Planning for Senior International Officers—Riall W. Nolan which mentions the main effect of essential strategic planning within the international development at the senior management level to support the effective implementation of internationalization in education by international education leaders, 5) International Education Administration—Harvey Charles and Judith

Penny well in which the critical focus is on the International Education Administration and Leadership in training professional senior leaders or managers in international level for the sake of universal educational leadership development, 6) Forming Alliances and Working with Administration—Gilbert W. Merckx and Riall W. Nolan which supports the effective roles of applying joint supportive international educational development program to upgrade the well-conceived working alliance context, and 7) Financing Internationalization—Penelope Pynes which supports the effect of cross-border financial flows for the sake of internationalization leadership program. In this regard, supportive financing programs in global level help in development of educational internationalization.

Regarding the chapter three: Internationalization Expertise the following four categories are discussed respectively including 8) Internationalizing the Curriculum—Betty Leask and Harvey Charles in which the value of the united curriculum in infusing global knowledge in cross-national level is emphasized, 9) Outcomes Assessment for Senior International Officers—Darla K. Deardorff who emphasizes the leaders' outcomes, at global or universal level. Accordingly, the collected assessment achieved through monitoring the performance of international education officers in global education leadership context is the most privileged item, 10) Senior International Officers and International Student Recruitment—Pia Wood which states the importance of admitting international or foreign students by all universities. In this regard, the idea of placing professional senior officers in charge of universities international students' admission department is now very clear, and finally 11) The Senior International Officer: Managing Risk and Liability—Meredith McQuaid and Sabine Klahr who highlight the ultimate goal in reducing loss and risk done by senior international officers which makes them to take the account some comprehensive approaches in this regard.

Chapter four: Internationalization and Advocacy includes 12) Making the Case for Internationalization—Penelope Pynes in which the universities are encouraged to establish a local form of internationalization in small scale, 13) Fostering Global Culture and Engaging Student Leadership on Campus—Susie Bender, which mentions the effect of putting into consideration the availability of multi-national or multi-cultural students at the universities, 14) Connecting with the Community—Thomas Bogens child and Gil Latz in which the consideration of social factors in community, and make a connection with common people is totally considered and 15) Establishing and Building Higher Educational International Partnerships—Pia Wood who takes into an account the cross-border connections or cooperation between higher education institutions to conduct mutual educational and research collaboration at international level.

Finally, chapter five: Personal Effectiveness for Internationalization focuses on 16) The Senior International officer as Entrepreneur—Harvey Charles and Penelope Pynes who takes into an account the financial risks in the hope of profit risks, 17) Intercultural Knowledge for Senior International Officers: Communicating Successfully across Differences—Darla K. Deardorff who highlights using from cultural diversity among the people. In this case, these cross-cultures affect the behavior and values of people.

18) Harnessing Data to Lead Internationalization—Rajika Bhandari and Terence Miller in which some sorts of data are organized for the sake of using from them in internationalization in the near future, and at the end 19) Ethics in Leading Internationalization—Darla K. Deardorff, Kathryn L. Rosenbaum, and Hanneke who mention that Internationalization should be ethical and for all, and ethical internationalization is a privileged activity which should be take into consideration by international education officers and leaders.

## 2. Concluding Remarks

This volume, written by leading scholars in the field of leading internationalization for education leaders who are in account of the challenges regarding internationalization of their educational institutes. In the meantime, the present book also opens a global window to all senior managers and leaders at international education platforms along with some strategic supportive approaches associated with internationalization affairs at academic and educational fields all around the world.

As a handbook on leading internationalization, it portrays some strategic leadership guidance including educational planning, curriculum designing, international students admission, and international cooperation in international education. As one of the comprehensive resources on international education affairs co-published by Association of International Education Administrators (AIEA), it can be a very essential guidebook for international educational leaders, managers, and curriculum designers who would like to upgrade their institutions' activities in global scale. As an international association, AIEA brings together all Senior International Officers (SIO) who serve as senior leaders of higher education institutions that shape and promote international activities or programs at worldwide scale. The book is also useful to those who are directly engaged in international education activities.

## 3. Quotes Remarks

“This is one of the most comprehensive, if not the most comprehensive collection of essays on international higher education leadership. Builds very well on the AIEA Standards of Professional Practice of senior international officers”. Markus Laitinen, President-European Association for International Education (EAIE).

“This book shares successful strategies and tactics to advance the global priorities of any campus. It is an essential guide for institutions at every level of internationalization”. Brian Whalen, President and CEO-The Forum on Education Abroad.

“Leading Internationalization provides a comprehensive overview of the way Senior International Officers (SIOs) in the United States of America address leadership issues in the internationalization of their institutions of higher education”. Hans de Wit, Director Center for International Higher Education, Consulting Editor Policy Reviews in Higher Education, Lynch School of Education-Boston College.

“Leading Internationalization is an essential and comprehensive resource for new and current Senior International Officers (SIOs)”. Dawn Michele Whitehead, Senior Director for Global Learning and

Curricular Change, Office of Integrative Liberal Learning and the Global Commons-AAC&U.

#### **4. Biographical Notes**

##### **Darla K. Deardorff**

Darla K. Deardorff is Executive Director of the Association of International Education Administrators and Affiliated Faculty at Duke University, Nelson Mandela University (South Africa), and at Shanghai International Studies University (China).

##### **Harvey Charles**

Harvey Charles is Dean for International Education and Vice Provost for Global Strategy at SUNY-Albany and Past-President of the Association of International Education Administrators.

##### **Note**

Note 1. Leading Internationalization; A Handbook for International Education Leaders, edited by Deardorff, D. K., & Charles, H. (Eds.), Stylus Publishing, 2018, p. 263.