Book Review

The twenty-first century university: Developing faculty engagement in internationalization

Lisa Childress

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Even after all the edits are in, the objectives signed-off on and the University's 'Strategic Plan' is finally finished, Lisa Childress reminds us that the work required for institutional change is just beginning. Action items in strategic plan documents may look simple enough on paper, but these plans are quickly forgotten about and start collecting dust when steps for completion prove too confusing owing to unexpected internal and external factors. Distinct documents dealing with the Internationalization of higher education are no exception. The complex nature of the internationalization process can make comprehensive implementation feel elusive even to the most devout and well-versed administrator. In *The Twenty-First Century University: Developing Faculty Engagement in Internationalization*, Childress lays out a solid foundation for internationalization practitioners and administrators to build on for their own institutions.

This book sets out to address the question, 'How does the development

of faculty engagement affect the operationalization of internationalization plans?' Childress tackles this question by partitioning her work into five chapters. In Chapter One, Childress provides an introduction to internationalization, describing its roots in a historical context of the United States and how world events such as the Cold War and September 11th produced a significant push in providing global knowledge, perspectives and skills to US citizens. She continues this chapter by stating the key problems facing university administrators and faculty, explaining that despite rhetoric in higher education for internationalization, there are significant barriers that exist, and much of it is due to the lack of faculty engagement. The end of this chapter briefly describes Jane Knight's theoretical framework for internationalization, which smoothly transitions into Chapter Two.

The second chapter focuses on the critical analysis of internationalization literature. She provides multiple

definitions that have been given to 'internationalization' but concludes that Jane Knight's definition is the most workable. The chapter continues by building the argument for internationalization by providing economic, political, academic and socio-cultural rationales. A comparative analysis of academic articles focusing on internationalization plans and internationalization committees is also addressed, including the multiple roles the plans and committees play, and recommendations from established professionals in the industry. Her abundance of sources and well-researched background material allows the reader to gain a diverse perspective on the topic, catching them up to speed before Childress dives into her own study.

Chapter Three highlights the various challenges in developing faculty engagement and the institutional and individual obstacles that faculty often find difficult to overcome. Childress closes this chapter by stating 'the development of a critical mass of faculty supporters is key to integrating international perspectives into an institution's teaching, research, and service,' a statement that well illustrates the purpose of her research.

Case studies from Duke University and the University of Richmond make up the bulk of the book. Childress describes both universities in terms of context, academic activities, organizational practices, organizational principles and types of alignments of internationalization plans that have affected faculty engagement in internationalization. This grouping offers an organized assessment of what each institution is providing to further engage faculty, easily enabling her to

compare strategies of the two universities in a way that is fluid and explicable to the reader. Duke University and the University of Richmond were selected for this study by using expert-driven sampling, maximum variation sampling and criterion-based sampling. Expert-driven sampling came from the American Council on Education (ACE)'s Vice President, Madeleine Green, who chose 2 out of the 194 Association of International Education Administrators member-institutions, based on their internationalization efforts and participation with the ACE. Maximum variation sampling was employed for the study to select 2 out of the 31 institutions that collectively represented all three types of internationalization plans. Criterion-based sampling was used to select institutions that had internationalization committee and multiple internationalization plans. Out of 31, only 5 met the criteria for this study. After the five invitations to participate in the study were sent out, only two responded, which were Duke and Richmond.

The design for this study was a qualitative, multiple-case study enabling the researcher to easily link and compare answers of the same question to multiple settings. The data collection methods included document analysis mainly of the internationalization plans, interviews with faculty and administrators, and focus groups consisting of internationalization committee members at both institutions. Childress reassures her methods by stating, '... weakness of focus groups due to political concerns and how their perspectives might be perceived by their peers was compensated for through one-on-one interviews.' Ms Childress's

use of multiple data collecting methods allowed her to maximize the strengths and minimize the limitations when answers were compared.

The final chapter, Chapter Five, states the implications and conclusions Childress expounded upon using the data gathered at Duke University and the University of Richmond. By synthesizing the 'Five I's' or Intentionality, Investments, Infrastructure, Institutional Networks and Individual Support, she has discovered what she believes to be essential components for faculty engagement in internationalization of a higher education institution. From what I know about the subject area, I believe her conclusions will be proven useful and can be utilized by practitioners as a backbone for success for many types of higher education institutions.

By addressing one of the most deliberated topics within internationalization, Childress gives a clear, practical approach of faculty commitment to practitioners by analyzing the strategies used by two universities that are regarded as excellent examples of comprehensive internationalization. Dr Childress dutifully explains both institutions' resources that are available to increase the number of faculty champions toward this mission of internationalization. One could argue that Duke University may be classified as a Bureaucratic Institution, with Cosmopolitan faculty, and the University of Richmond can be viewed as Collegial Institution with Local faculty and therefore Childress has provided a great deal of diversity within her research design.

The book is clearly organized, building up from the basics without making the reader wait long before they learn something new. It is a slim read consisting of only 160 pages, but has all the meat necessary for it to be valuable to anyone working on internationalizing higher education institutions. Packed with concise suggestions, Childress does not leave the reader guessing with over-generalized fix-alls, or ambiguous conclusions. Though it is not the most engaging read, with a bit more redundancy than necessary, its lack of exciting prose does not impede on the usefulness of this study.

Though her study offers guidance for a very complex process at two very different institutions, it is not without limitations. Readers must be aware and take her suggestions within the context of the two universities she gathered her data from. The examples of strategies and methods found in this book can be added to every practitioner's toolbox but requires tweaking and revamping before it can be applied to a specific college or university.

Another drawback to this study has to do with the challenges inherent when there are only two subjects in the study. Two-year institutions such as community colleges are not addressed at all within the book, leaving them unable to truly utilize the findings. Four-year colleges, either private or public, which do not have the luxury of the significant endowments of Duke or Richmond may find some of the suggestions in the conclusion section extremely difficult to implement or even relate to.

Even with the above limitations, Childress's conclusions may easily

change educational policy regarding internationalization. What was thought to be necessary components for internationalization may now be looked at as wasteful. For example, Childress's findings suggest that an internationalization committee once thought to be the leading force for institutional change is found to be completely unnecessary if their only charge is limited to the development of an internationalization plan. Instead the committee must be in charge of overseeing operation and implementation and have the power and status similar to a faculty senate.

Other strategies found in the case studies can be extremely useful particularly in regard to academic activities, such as seminars, and networking initiative like research databases to foster internal and external collaboration. The more similar the institution is to Duke or Richmond, the more useful the suggestions. However, with a little reworking, practitioners at most 4-year institutions will gain something useful from these pages.

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