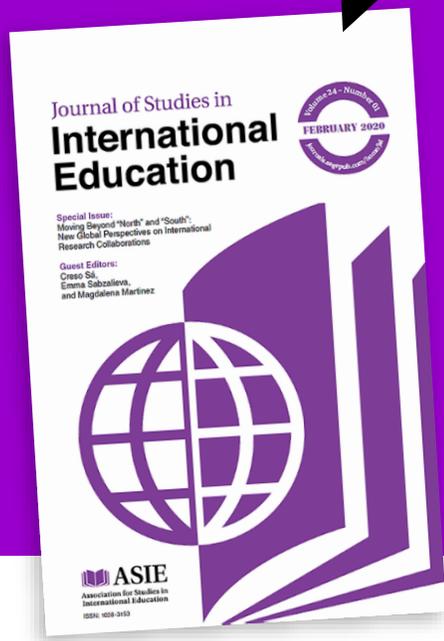


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Special issue call for papers:
Reimagining Internationalization for Society

Journal of Studies in International Education

Deadline for submission: June 1st, 2020

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*Source: 2018 Journal Citation Reports®, Clarivate Analytics, 2019

In 2015, a definition of internationalisation was published which built on Knight's widely cited 2003 definition. This updated definition emphasizes the role of higher education internationalization beyond the institutional world, for society at large, describing it as "The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, **and to make a meaningful contribution to society**" (de Wit et al, 2015). Engaging with the wider society in support of the greater common good has long been an important focus for higher education institutions. The social responsibility of universities, their 'third mission', includes addressing pressing national and international social concerns, through for instance outreach, community education and service activities.

While the internationalization of higher education has become a powerful and pervasive force in universities around the world in the last 30 years, recent trends suggest a failure to make a real difference in the world. Internationalization in the academy has focused to some extent on the development of increased cultural respect and understanding, global citizenship, openness to new ideas, and a commitment to global social and environmental agendas. Yet we see the opposite in trends such as the rise of nationalism, poor support for refugees and a fragmented international response to global warming. The rise of inequalities between and within countries runs counter to the very ethos of internationalization, and the beliefs and aspirations of those engaged in it.

Has the internationalization of higher education failed? Has it actually amplified rather than reduced inequalities? Why is

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there such a disconnect between the internationalization agenda in the academy and increasingly inward-looking societies? How might HEIs bring the benefits of internationalization to their local communities? What might higher education institutions do collectively to address some of these trends? How can local, national, and global agendas be better connected through the internationalization of higher education?

In this special issue of JSIE, we invite authors to contribute articles that debate these and other questions related to how higher education internationalization might make a "meaningful contribution to society" in the next 30 years. We are interested in perspectives that offer thoughtful theoretical arguments, draw on meaningful empirical evidence, and advance provocative new perspectives on the role of internationalization in local, national and global communities. We welcome contributions from different regions of the world that employ a range of methodological approaches to evaluate and/or re-conceptualise the relationship between higher education internationalization and society.

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Instructions for authors:

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Please note to choose "Special Issue – Internationalization for Society" as the type of manuscript. Submissions should be labelled in bold caps on front page of manuscript immediately below the title: 'FOR CONSIDERATION FOR SPECIAL ISSUE: INTERNATIONALIZATION FOR SOCIETY'

Questions regarding this Special Issue may be directed to Ariane de Gayardon (ariane.de.gayardon@gmail.com).

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