



SFU Educational Review Journal

Call for submissions

Special Issue Topic: Internationalization of Higher Education

**Submission Deadline: August 12, 2019 4:00pm PST**

The contribution of higher education (HE) to poverty eradication, sustainable development, and global progress has been highlighted in official documents and movements issued by the United Nations, such as the Millennium Development Goals (MDG) and Education for All (EFA) (UNESCO, n.d.). Internationalization of HE is one of the guiding principles established by UNESCO 2009 World Conference on Higher Education and includes, among other things, equal access to quality education regardless of socioeconomic status and respect for cultural diversity. These principles further promote the international cooperation based on solidary and mutual respect and foster international networks and partnerships to enhance mutual understanding and a culture of peace, as well as the education of global citizens to participate in the complex globalized world (UNESCO, 2009).

Internationalization as defined by Knight (2004) and De Wit et al. (2015) is

[t]he 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, p. 29)

Internationalization of HE has traditionally been linked to outbound and inbound academic mobility (Egron-Polak, 2017) but its global expansion has led scholars to differentiate between strategies focused on education abroad and those aimed to internationalization in the home country, known as Internationalization at Home (IaH). Over the last two decades, IaH, understood here as “the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (Beelen & Jones, 2015), has become a new paradigm in the development of strategic institutional policies to internationalize HE (Teekens, 2007). IaH comprises actions that take place on campus, in the community, in the classroom, as well as the incorporation of international, intercultural and/or global dimensions into the content of the curriculum, learning outcomes, and teaching methods (Leask, 2015).

With the rapid evolution of HE internationalization worldwide, Knight (2008), in her foundational work in the field, mentions the emergence of key questions in this area: What are the purposes of internationalization? What are its possible risks and benefits? What are the positive consequences, the unexpected results, and the negative implications?

Given the current global mandate to internationalize HE within, for example an Euro-America context, our aim for this special issue is to gather thematic work in the area of internationalization of HE that considers a global perspective, that includes historically and culturally oppressed groups and ethnicities, as well as dominant ones; underprivileged and underrepresented groups that are part of HE; and views from scholars located in the periphery and semi-periphery of geolinguistic and knowledge production regions. Thus, we invite emerging (graduate students) and established scholars to submit research articles, conceptual inquiries, book reviews, poems, and other works of scholarship on this topic area . To align with the essence of this topic and special issue, we welcome contributions and submissions in English, French, Portuguese, and Spanish.

Possible explorations and inspirations for authors to consider in this issue are as follow:

- How can we balance social, cultural, and academic rationales for internationalizing HE with existing political and economic driving forces?
- How can national and institutional HE internationalization policies promote wider access to educational experiences for all stakeholders while preserving and valuing their diverse cultural and linguistic background?
- How can HE institutions establish international networks and partnerships that promote inclusion and equality of all forms and origins of knowledge?
- How can Internationalization at Home strategies counteract the increased imbalance on academic mobility among different regions in the world to guarantee genuine multilateral and multicultural collaboration?
- How can Internationalization at Home strategies in different regions of the world promote global citizenship education and increase the quality of education offered for all?
- How can intercultural and multilingual dimensions be integrated into the curriculum and teaching practices of HE institutions?
- How can languages act as factors for internationalizing HE in English dominant and non-English dominant settings?

*If you have questions about the Special Issue topic, please contact the Editor for the issue, Laura Baumvol at [lknijnik@sfu.ca](mailto:lknijnik@sfu.ca)*

## Submission checklist for articles and other types of scholarships

- ✓ SFUEdR accepts manuscripts of up to **9,000** words including abstract, and appendixes. References are not counted in the word limit.
- ✓ All text must be double-spaced. Type size must be at least 12 point in Times New Roman with 1-inch margins on all sides, and paper size should be set to 8.5 x 11, even if printed on A4 paper.
- ✓ The journal defers to author preference in decisions about the naming and capitalization of racial, ethnic, and cultural groups. Manuscripts should be internally consistent in this regard.
- ✓ For all manuscripts, authors should use the Publication Manual of the American Psychological Association for reference and citation formats. References must be in APA format. Manuscripts with references and/or citations in another form will be returned to the author(s).
- ✓ We recommend Purdue OWL as a quick APA reference:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)
- ✓ Authors should indicate whether they are submitting their manuscript as a research article, an essay, a feature, a Voices: Reflective Accounts of Education article, an essay review, or a book review.
- ✓ Manuscripts are considered anonymously. The author's name **must not appear** anywhere in the manuscript; any references that identify the author in the text must be either deleted or made anonymous (e.g., instead of citing "Smith, 1972," cite "Author, 1972"). Please do not submit a title page as part of your manuscript.

## Keywords

Immediately after the abstract, provide a maximum of *six* keywords. These keywords will be used for indexing and to improve searchability of the submission through the journal system and Google.

## Book Review Submission Guidelines

Book reviews should not exceed 1,500 to 2,000 words and should be typed using double-space, 12-point, Times New Roman font. Please see the most recent APA style guide for any references and in-text citations. We recommend Purdue OWL as a quick APA reference

## Review Process

SFU Ed Review has a three-stage review process. Submissions are first assessed for any unique technical production required for their publication. They are then subject to an initial blind review stage after which the author is informed whether the submission is "accepted as is", "accepted with revision" or "declined". The submission is returned to

the author who then works with the Editor to ensure that the Reviewer comments are sufficiently addressed.

It is the policy of the Journal to consider for publication only articles that are not simultaneously being considered elsewhere.

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## Submission Procedure

SFU Educational Review Journal uses an electronic submission process. To submit a manuscript for consideration, please visit:

<https://journals.lib.sfu.ca/index.php/sfuer/about/submissions> and follow the specific instructions for your intended manuscript type.

## References

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