



Comparative and International Education Society

Study Abroad and International Students

Special Interest Group

Newsletter | Volume 1 | August 2018

About the SIG

Study Abroad and International Student Mobility SIG seeks to create a professional network of researchers and practitioners working to understand the issues and challenges as well as share the best practices related to international student mobility in K-12 and beyond, education abroad, and exchange programs globally.

The mission of this SIG is to promote interdisciplinary scholarship opportunities and critical dialogues by connecting professionals and academics who are involved in serving the international student population. More at: <https://jistudents.org/sig-committee/>



SIG Advisors

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- [Prof. Jenny J. Lee](#), The University of Arizona, United States
- [Dr. Christof Van Mol](#), Tilburg University, the Netherlands
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- [Dr. Maia Chankseliani](#), The University of Oxford, United Kingdom

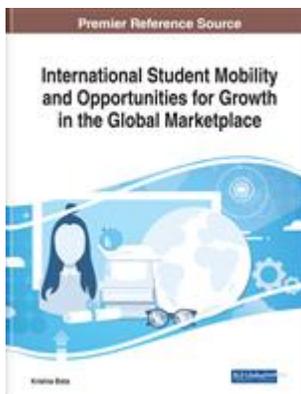
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- SIG Conference Program Chair, Dr. Chris R. Glass, Old Dominion University, United States
- SIG Conference Program Chair, Dr. Rosalind L. Raby, California State University, Northridge, United States
- Mentorship Committee Chair, Shuai (Janet) Gao, The George Washington University, United States
- SIG Book Project Editor, Dr. Chris R. Glass, Old Dominion University, United States

Newsletter Co-Editors (2018-2021)

- Dr. Susan Boafu-Arthur, Assumption College, United States
- Dr. Louise Michelle Vital, Lesley University, United States

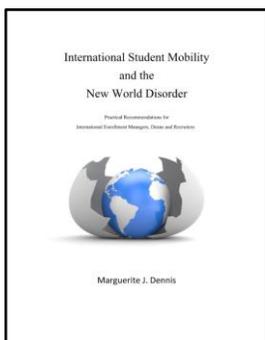
Member Publications ~ New Books



Krishna Bista, Morgan State University, USA

Bista, K. (2018). [*International student mobility and opportunities for growth in the global marketplace*](#). IGI Global

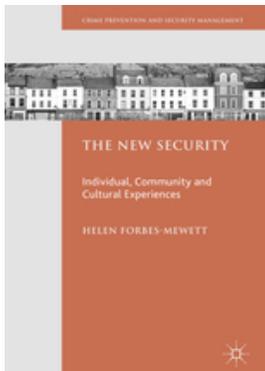
This text is a critical scholarly resource that examines recent trends in global student mobility in Australia, Asia, North America, Latin America, and Europe where the emerging trends and practices are prominent. Featuring coverage on a broad range of topics such as internationalization, cultural identity, and student mobility, this book is geared towards educators, education administrators, education professionals, academicians, researchers, and students.



Marguerite J. Dennis

Dennis, J. (2018). [*International student mobility and the new world disorder*](#).

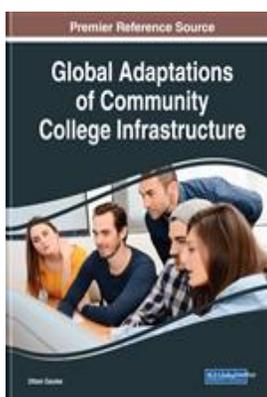
Based on ten years of research and written with insight and creativity, this book expands the marketplace of ideas and offers readers multiple approaches to planning and implementing strategic international programs and recruiting future international students. The author outlines how political, economic, technological, and societal changes have, and will continue to have, an impact on future international recruitment, admission and enrollment. The author also lists practical suggestions for dealing with the new realities of future international student mobility.



Helen Forbes-Mewett, Monash University, Australia

Forbes-Mewett, H. (2018). [*The new security: Individual, community and cultural experiences*](#). Palgrave Macmillan.

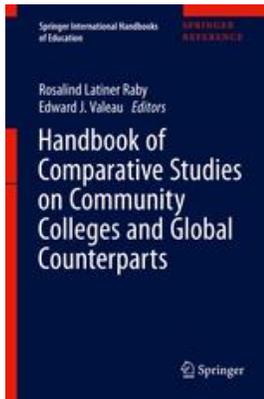
The New Security places the concept of ‘security’ under the spotlight to analyze its meaning in an original and contemporary context. Based on empirical studies of security in relation to housing, employment, food, personal security and campus settings in times of perceived heightened risk, this book presents new and different ways of thinking about security to demonstrate how we need to expand the dialogue surrounding the concept.



Uttam Gaulee, Morgan State University, USA

Gaulee, U. (2018). [*Global adaptations of community college infrastructure*](#). IGI Global

This text provides emerging research on various contextual adaptations of the idea of the American community college as a connective solution to engaging community and industry. Featuring coverage on a broad range of topics such as diploma pathway programs and the development of education institutions in various countries, this book is ideally designed for academicians, economic and educational policymakers, higher education professionals, and individuals engaged in expansion and democratization of post-secondary education worldwide.



Rosalind L. Raby, California State University, Northridge, USA

Raby, R. L. & Valeau, E. J. (Eds.) (2018) [*Handbook of Comparative Studies on Community Colleges and Global Counterparts*](#). Springer.

This book is the first set of comparative studies that explore the complexities of community colleges and global counterparts in 41 institutions around the world. Chapters examine philosophical, economic, and cultural adaptations, equity and massification, assessment, internationalization, and post-completion pathways. This work will introduce and elaborate upon these topics to highlight not only the challenges of the field in a variety of countries worldwide, but to also begin to build comparative understanding of the field at large.



Member Publications ~ Articles and Book Chapters

Baxter, A. (2018). [The benefits and challenges of international education: Maximizing learning for social change](#). In *International Scholarships in Higher Education* (pp. 105-129). Palgrave Macmillan, Cham.

Campbell, A. (2018). [Influencing pathways to social change: Scholarship program conditionality and individual agency](#). In *International Scholarships in Higher Education* (pp. 105-129). Palgrave Macmillan, Cham.

Glass, C. R., & Gesing, P. (In press). The development of social capital through international students' involvement in campus organizations. *Journal of International Students*.

Glass, C. R. (2018). [International students' sense of belonging - locality, relationships, and power](#). *Peer Review*, Winter 2018.

Han, G. S., Forbes-Mewett, H., & Yang Wang, W. (2018). [My own business, not my children's: Negotiating funeral rites and the mobility and communication juncture among Chinese migrants in Melbourne](#). *Mobilities*, 1-15.

Li, J., & Mau, W. C. (In press). Exploring the relationship between acculturative stress and Internet addiction among international and domestic university students in the United States. *Journal of Multicultural and Counseling Development*.

Mau, W. C., & Li, J., (In press). Factor influencing aspirations in STEM careers of underrepresented high school students: A two-year follow-up. *Career Development Quarterly*

Li, J., & Mau, W. C. (In press). Application of an ecological approach to examine online activities and Internet addiction among college students. *Journal of Counselor Practice*

Li, J., Wang, Y., Liu, X., Xu, Y., & Cui, T. (2018). [Academic adaptation among international students from East Asian countries: A consensual qualitative research](#). *Journal of International Students*, 8, 194-214. doi:10.5281/zenodo.1134289

Kim, S. K. (2018). [Illegitimate elites and the politics of belonging at a Korean university](#). *Journal of Korean Studies*, 23(1), 175-202.

Lynch, R. J., & Glass, C. R. (In press). Secondary trauma in student affairs professionals (STSAP) scale: Assessing the impact of student crises on the mental health of student affairs professionals. *Journal of Student Affairs Research & Practice*.

McNally, A. (2018). [Enhancing civic, electoral and political engagement through international student inclusion](#). *Ejournal of Public Affairs*.

Mwangi, C. A. G., Latafat, S., Hammond, S., Kommers, S., Thoma, H. S., Berger, J., & Blanco-Ramirez, G. (2018). [Criticality in international higher education research: A critical discourse analysis of higher education journals](#). *Higher Education*, 1-17.

Vital, L. M. & Yao, C. W. (2018). Future directions for internationalization in higher education: Ecological considerations for doctoral research training. In D. Proctor & L. E. Rumbley (Eds.), [The Future Agenda for Internationalization in Higher Education: Next Generation Insights into Research, Policy, and Practice](#). New York and London: Routledge

Yao, C. W. & Vital, L. M. (2018). [Reflexivity in international contexts: Implications for U.S. doctoral students international research preparation](#). *International Journal of Doctoral Studies*, 13, p. 193-201.



Best Book Award



Dr. Krishna Bista, Associate Professor, Morgan's [School of Education and Urban Studies](#), Department of Advanced Studies, Leadership and Policy, was selected as winner of the [CIES](#) prestigious 'Best Book Award' for his contribution to the publication [Campus Support Services, Programs, and Policies for International Students](#). The book, which explores the role of university administration in successful implementation, regulation, and support of study abroad experiences, was selected by the CIES Higher Education Special Interest Group Awards Committee for making a unique contribution to developing scholarship in the field of international and comparative higher education and showing originality and rigor. The organization honored Dr. Bista at the 2018 Comparative and International Education Society Conference in Mexico.

Recent Dissertation

The SIG congratulates Dr. Greve on her recently defended dissertation:

Lucia Maria Greve, Claremont Graduate University

Greve, L. M. (2018). Going further on that walk: Examining the internationalization of public and private not-for-profit American higher education institutions [Dissertation].

Photographs



Sherrie Lee, University of Waikato, New Zealand highlights the ISANA International Education Association New Zealand (ISANA NZ), which held its Community Engagement day in Hamilton, New Zealand on 29 June 2018. The aim of the day was to equip education providers and student and community group leaders with strategies to enhance international student engagement in the host community.

L-R: Julie Radice (Sacred Heart Girls' College), Nhung Vu (University of Waikato), Terry McGrath (ISANA NZ), Amy Yong (University of Waikato), Chris Beard (ISANA NZ), Louise Faulkner (Waikato Institute of Technology), Sherrie Lee (University of Waikato), Sione Naulivou (International Students Ministries of NZ), Sylvia Hooker (ISANA NZ).



Internship Opportunity

Louise Michelle Vital, Lesley University; The Global Citizens' Initiative (TGCI), USA

Each fall [TGCI](#) sponsors the [Fundamentals of Global Citizen Leadership Course](#). With a focus on Human Rights, Gender Equity, Sustainable Development, Poverty Alleviation, Good Governance, and Peace and Justice, this course aims to build the global citizen leadership skills of entry and mid-level development professionals across the globe. **The Course Intern** will adapt the current digital instructional guide for use on a mass online instructional platform. This unpaid position is a great opportunity for a graduate student interested in international education, international development, or curriculum development. Applications (accepted on a rolling basis) include a resume and a letter describing student's interest and qualifications and explaining how the position will complement their current academic endeavors and future professional career. For further position details or to submit an application please email michelle@gcitizen.org. *The fall intern is invited to enroll in the course gratis.*

Other Updates



Teaching, Learning, and Scholarship at NAFSA

NAFSA's Teaching, Learning, and Scholarship (TLS) Knowledge Community (KC) is tasked with helping research reach practitioners across the field of international education. This KC is also dedicated to supporting graduate students and emerging scholar practitioners from around the world. The TLS KC has three online discussion networks:

- Internationalizing Teaching, Learning, & Curriculum Network: www.nafsa.org/ITLNetwork
- Intercultural Communication & Training Network: www.nafsa.org/ICTnetwork
- Research & Scholarship Network: www.nafsa.org/RSnetwork

The networks are always interested in highlighting new research, so I hope you will share them with promising graduate students, emerging scholars, and scholar-practitioners in the field., and around the world. They are free to join.

CIES 2019 San Francisco: Call for Contributions



The CIES 2019 San Francisco [Call for Contributions](#) is now available!

CIES 2019 San Francisco will accept [proposals for contributions](#) in several session formats. Proposals in certain formats will undergo double blind-peer review via an online submission system, while those in other formats will need to be submitted by email for review by the CIES 2019 Program Committee.

The CIES 2019 online submission system will open in **August 2018** and close in **October 2018** via the official conference website, cies2019.org. The following kinds of proposals will need to be submitted for peer review via the online submission system:

- Refereed Round-Table Presentation (Individual Submission)
- Refereed Round-Table Session (Group Submission)
- Poster Presentation (Individual Submission)
- Formal Paper Presentation (Individual Submission)
- Formal Panel Session (Group Submission)

Four other kinds of contributions should be emailed directly to the CIES 2019 Program Committee (cies2019@cies.us), which will make decisions based on quality and available space. Please note that these kinds of proposals will be reviewed on a rolling basis and have an earlier submission deadline of **Friday, September 14, 2018**.

- Round-Table Session or Panel Session in Chinese or Spanish
- PechaKucha Presentation
- Book Launch
- Pre-conference Workshop



SIG Announcements

SIG Conference Program Chair: Are you interested in reviewing conference proposals for our SIG? Please fill out this brief form: <https://goo.gl/5wzE4r>

Awards Committee: We are accepting [award nominations](#) for the 2018-2019 CIES Study Abroad and International Students SIG. Please share this link with your colleagues and students interested in comparative and international education.

Contribution: We strive to be mindful of: Collaborating with educators and practitioners from different cultures, languages, and nationalities who are interested in researching about international students and scholars; Promoting new research and mentoring scholars who are directly/indirectly working with international student and scholars, offices of international education/student affairs, student exchange programs, and other organizations of cross-cultural studies; Sharing best practices and values on international student studies that emerge from collaborative engagement and professional growth in the field of international education.

SIG newsletter submissions can include the following:

- Recent publications from the past year: Please include the citation of the article or a 50-word blurb about your book and a cover photo of your book.
- Recent dissertations: Please include your full name, dissertation title, and the name of the institution where you completed your doctoral program.
- Member highlights: Do you have a blog, website, or social media site addressing the concerns of our SIG? If so, please include 1-2 sentences about your work and a URL to your site.
- Photographs: Have you recently engaged in teaching, research, or service related to our SIG? Please send us pictures of you in action and include a caption with the complete names and emails of the individuals in the photo (we will have to confirm permission to publish their likeness) and 1-2 sentences explaining the nature of the picture.
- Professional Opportunities: Please share upcoming opportunities for SIG members or the students they work with. Information should include your full name, a brief description of the opportunity, and the method for pursuing the opportunity.
- Commentary: Please share any news and views you may have from the field of international education related to study abroad and international students. Contributions should be between 500-700 words and include your full name and professional affiliation.



Call for Contributors

Rethinking Education Across Borders: Emerging Issues and Important Insights on Globally Mobile Students



The **subject** of the book is critical issues and perspectives about globally mobile students as the issues and perspectives are made pertinent by major shifts in the geopolitical, economic, and technological changes globally (i.e., in and across major origins and destinations of international students). The book will be **engaging** to readers by having asked each contributing author to address a common set of critical questions in order to create an overarching thematic framework:

1. How do you rethink/resituate your issue in the context of macro-level political and socio-economic changes at major destinations such as the United States (post-Trump era), UK (Brexit), Canada (Post-Trudeau), Australia (crash of international education “industry”) and other emerging markets?
2. How would you situate your work/issue in the context of local changes and global impacts on major origins of international students such as China (e.g., economic rise along with One Belt One Road Initiative), India (e.g., national policy change), South Korea (e.g., Brain Korea 21, a project for nurturing highly qualified human resource for the 21st century knowledge-based society) and other major sources?
3. What other critical perspectives would you address in relation to current, emerging, or anticipated issues/dynamics affecting international higher education?
4. Given that the collection is being proposed for both scholars and other stakeholders of higher education in American and other contexts, how would you engage the primary and secondary audiences in order to add a critical perspective (or perspectives) on your subject matter? You can address this question through content/organization, theoretical/methodological, and/ or rhetorical/stylistic strategies.
5. What would be a one-sentence encapsulation of the main conclusion, argument, or recommendation of your chapter? What intervention does that key idea point to for scholars/researchers, institutional leaders, and policymakers, or other stakeholders?

We are currently receiving proposals/abstracts for this book project. **Due: October 20, 2018.**

Co-editors:

- Uttam Gaulee, Morgan State University, USA, email: uttam.gaulee@morgan.edu
- Shyam Sharma, Stony Brook University, USA, ghanashyamsharma@gmail.com
- Krishna Bista, Morgan State University, USA, krishna.bista@morgan.edu



Webinar Series

Our webinar series on international students features conversations among scholars, academic service professionals, and for us, we discuss, share ideas, and learn about how colleges and universities currently support international and study abroad students, how they could promote best practices from their institutions and experiences, and what professional development opportunities they could create for themselves by having ongoing conversations.

2018-19 Webinar Series Organizers:

Our 2018-19 webinar series is organized in collaboration with the [STAR Scholars Network](#) and Comparative and International Education Society (CIES). If you would like to join us as a webinar speaker, please visit this page www.tinyurl.com/jointwebinar2018-19



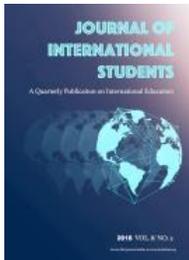
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This SIG seeks to create a professional network of researchers and practitioners working to understand the issues and challenges as well as share the best practices related to international student mobility in education, study abroad, and exchange programs globally. More information at <https://jistudents.org/sig-committee/>



STAR Scholars Network

STAR is a transnational forum of scholars advancing global social mobility through innovative research and progressive advocacy efforts. Our mission is to create and share publish scholarly research focused on international education by facilitating academic exchange across the globe. We envision a humane world through promotion and exchange of knowledge across borders. More information at <https://starscholars.org/>



Journal of International Students

An interdisciplinary, peer-reviewed publication, the *Journal of International Students* is a professional venue that publishes theoretical and empirically-based research articles, narrative essays especially on study-abroad /international student experience, book reviews, and reflective writing about international education. More information at <https://jistudents.org/8-3/>

Send submissions for the March 2019 SIG Newsletter by February 15, 2019 to co-editors:

- Dr. Susan Bofo-Arthur (Assumption College) sboafarthur@gmail.com
- Dr. Louise Michelle Vital (Lesley University) louisemichellevital@gmail.com