



AUDEM: International Journal of Higher Education and Democracy



Call for Papers:

Rethinking Internationalization: Actors, Analyses, and Academics

Guest Editors:

Martha C. Merrill and Richard E. Rodman

The mission of the Alliance of Universities for Democracy is to promote the development of democratic values, civil society, civic engagement, and intercultural understanding through international exchange among institutions of higher education. The *AUDEM Journal* is a scholarly, peer-reviewed journal that considers initiatives and themes related to these issues.

For its third volume, *AUDEM: The International Journal of Higher Education and Democracy* is focusing on the internationalization of higher education institutions, the multiple stakeholders involved, and the values associated with internationalization.

RETHINKING INTERNATIONALIZATION: ACTORS, ANALYSES, AND ACADEMICS

Given the rapid increase in internationalization of higher education institutions and in the creation of regional groupings (in Bologna Process countries, including East and Central Europe; in Central Asia, in the Caucasus, in the Middle East, in Asia, in Latin America, and in East Africa) to facilitate it, a plethora of critiques of internationalization have arisen. The editors believe that it is time to rethink who the actors are in internationalization, to analyze its purposes and rationales, and to connect the actors and the analyses to academics – academics as people and academics as the purpose of higher education.

In the last decade, the internationalization of higher education institutions has expanded dramatically and new forms, such as program and provider mobility and trade-related educational export, have been created (Altbach, Reisberg, and Rumbley, 2009;

Douglass, King, and Feller, 2009; Guruz, 2008; Knight, 2008; Knight, 2010; Wildavsky, 2010). Yet cautionary voices have been raised:

- Nelly Stromquist (2007) and John Levin (2001) warn of the dangers of internationalization that is equated with meeting only economic needs.
- Altbach (2001), Bassett (2006), Knight (2008), and an international coalition of higher education institutions, coordinated by the Council on Higher Education Accreditation in the US (2004), are some of the many authors who question whose interests are being served by GATS, the General Agreement on Trade in Services, promoted by the World Trade Organization.
- Students in Europe question the single-minded focus on education for employment they see in the Bologna Process.
- Brandenburg and de Wit (2011) are among those who suggest international educators stop thinking about how we are internationalizing and start thinking about why.
- Steiner-Khamsi and Silova (2008), Merrill and Dukenbaev (2011), Temple (2002), and Wedel (2001) describe the problems that arise when “donor logic” and not national needs drive educational policy transfer in Central Asia, the Caucasus, and East and Central Europe. University rectors in Kyrgyzstan (2011) question the reasoning behind by a sudden shift to a Bachelor’s/ Master’s system and credit hours.
- Engle and Engle (2002) call US education abroad “neither educative nor international,” and Tayla Bersin Zembach (2009) deplores the marketing of “global citizenship” as something that wealthy students can purchase. Michael van de Berg (2007) and Mike Woolf (2007) remind us that students going abroad often need support and interventions in their experiences for learning to occur. Pusch and Merrill (2008) caution domestic service-learning providers not to leap into international service learning if they are unaware of fundamental concepts in intercultural communication. Brewer and Cunningham (2009) reflect on the need in integrate learning abroad with the curriculum at home.
- Badat (2010), Harvey (2008) and Marginson and van der Wende (2007), among others, critique the unreflective use of international rankings.

All of these issues and more prompt us to call for a reassessment of current practices and policies in the internationalization of higher education.

Instructions for Submission

The editors solicit papers of all kinds related to this theme: analytical essays, case studies, empirical research, and other reflections on internationalization, its stakeholders, who is being served, and the values involved. We invite contributions from scholars worldwide, from a range of disciplines, who are working on issues of higher

education and the development of democratic values. We encourage submissions of articles grounded in objectivist, interpretive, critical, or other epistemologies. We are committed to diversity of perspectives and encourage submission of articles representing (1) traditional quantitative or qualitative empirical articles, (2) integrative research reviews, (3) traditional theoretical pieces contributing to new theory, and (4) well-constructed, well-argued conceptual papers that are thought provoking.

Submissions of complete papers should be received by Friday, **March 2, 2012** to be considered for publication in Volume 3. Manuscripts and editorial communication should be submitted electronically to audemjournal@zagmail.gonzaga.edu

If you have questions about formats, citations, and the like, you may wish to contact one of the *Journal* editors, Adrian Popa (popa@gonzaga.edu) and Lazarina Topuzova (topuzova@gonzaga.edu) or the book editor Mariana Cernicova-Buca (mcernicova@gmail.com).

For questions of content, please contact Martha Merrill (mmerril@kent.edu) or Richard Rodman (richard.rodman@sit.edu).

In addition, please consider the following as you prepare your manuscript:

- Submissions should be original work by contributors not previously published or under review by a different journal.
- Manuscripts should be submitted electronically using Microsoft Word.
- Your manuscript should have a cover page with the title of the manuscript, the author(s), affiliation(s), and a complete email and mailing address for the corresponding author.
- Include an abstract of 150 words or less.
- Include 3-5 key words.
- Limit your submission to 25 double-spaced pages, with one inch margins. This page count excludes the title and reference pages.
- References to published works must be cited in text and at the end of the manuscript.
- Contributors are accountable for the accuracy of statements they make in their articles.
- The *Journal* uses the American Psychological Association (APA) Style, 6th ed. and your manuscript should be formatted according to that style.

Examples:

Hunt, J.G., Boal, K. B., & Dodge, G. E. (1999). The effect of visionary and crisis-responsive charisma on followers: An experimental examination of two kinds of charismatic leadership. *Leadership Quarterly*, 10(3), 423-448.

Manheim, K. (1952). *Essays on the sociology of knowledge*. New York: Oxford University Press.

For other referencing examples, consult *The Publication Manual of the American Psychological Association* (APA), 6th edition. All manuscripts must conform to ethical publication practices as specified in the ethical guidelines published by the American Psychological Association. Further guidelines will be sent to the author(s) upon acceptance of articles.

About the guest editors:

Martha C. Merrill, who worked on higher education reform in Kyrgyzstan from 1996 to 2001, has been involved in international education since 1982. Currently she is Associate Professor of Higher Education at Kent State University in Ohio and Coordinator of the program's International Education Certificate. Her degrees are in Russian literature (BA, Michigan), Creative Writing (Master's, Boston University), College and University Administration (Master's and Ph.D., Michigan) and Islamic Studies (Master's, Columbia University). Her research interests focus on the globalization of quality assessment standards in higher education.

Richard E. Rodman received his PhD from Georgia State University in Comparative and International Education and is Professor of International Education at the SIT Graduate Institute in Vermont. He teaches graduate courses in international education, program planning and project design, social change, and intercultural communication. Richard has special interest in international education theory-to-practice modeling and his current research focus is on internationalization in higher education and its impact upon faculty and the academic community. Richard has extensive experience in education work in Lesotho and South Africa, and has been involved in development education assignments in more than fifty countries around the world.