

# Global Studies Literature Review

Call for Submissions — Issue No. 13

## **Recentering, Reprioritizing, and Re-Engaging a Sense of Community within International Education**

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Submission deadline: **September 15, 2023**

*Targeted publication date: April 2024*

The *Global Studies Literature Review (GSLR)* is a peer-reviewed publication of thought leadership, with each issue focused on a timely topic of interest. Each issue synthesizes key scholarly information for international educators with a feature essay and critical book reviews written by a wide variety of voices—faculty members, graduate students, independent researchers, and international education professionals. **Reimagined in 2023, the *GSLR* expounds upon the corresponding NAFSA Annual Conference & Expo theme with the intent to inform the field about new and relevant publications, foster thoughtful and critical dialogues, and offer a forum for the expansion of diverse voices.**

For **Issue No. 13**, the *GSLR* welcomes submissions on the theme of “**Recentering, Reprioritizing, and Re-Engaging a Sense of Community within International Education.**” This topic provides a space for us, as international educators, to broadly consider how we place community at the center of our rebuilding efforts as we emerge from the COVID-19 pandemic.

Community is envisioned here as broad, deep, rich, and multifaceted, permitting all international educators to critically question *where* we engage with communities (e.g., Have we limited our activity to developed countries?); *how* we engage communities (e.g., Through our partnerships, are we acting reciprocally and collaboratively or primarily serving our own needs?); and with *whom* we engage (e.g., Who are our key partners? Is there anyone missing who should be at the table as we develop new programs and projects?). Additionally, we might consider the ways we can create a greater sense of belonging for all participants within global programming, as well as how we can maintain and strengthen partnerships within our field. In each of these scenarios, placing community at the center of rebuilding can allow for growth and innovation as well as healing, support, care, and social justice. Moreover, the lens of community engagement can allow us to critically interrogate our mission and values, raising questions about how to act ethically and inclusively.



[nafsa.org/gslreview](https://nafsa.org/gslreview)

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Within this framework, *GSLR* Issue No. 13 encourages contributors to consider the following questions within an interdisciplinary perspective when reviewing recent publications:

- How can we find ways of encouraging student engagement with various communities in an ethical and culturally appropriate manner?
- How can universities develop ethical enrollment strategies for international students in various communities?
- How can international education faculty and practitioners apply community-based global learning theory and practices on campus or other international education spaces to ensure that students gain this knowledge even if they are not able to study away?
- How can leaders prioritize local and global community engagement with programming and in their offices/organizations?
- What does it mean to be an international educator and part of the international education community? Who should be included in this community who has not historically been at the table?

Submissions may focus on content from the suggested list of books below or can go beyond this list to cover other works with relevance to the field of international education and the stated issue theme.

### Guidelines for Submission

- ◆ **Book reviews** should: address the relevance of the work to the field of international education, draw upon the reviewer's expertise in the topic, and critically engage with the content presented in the book. We encourage book reviews that offer new insights, challenge or analyze existing theories and practices in the field, and examine works published within the past five years (2018–23). Other references within the reviews can be older, such as the citation of a seminal work.
- ◆ Prior to submitting a review, contributors are encouraged to send a 2-3 sentence proposal to the editorial team at [GSLR@nafsa.org](mailto:GSLR@nafsa.org).
- ◆ Reviews should be **800–1,000 words**. Contributors are encouraged to consider the following questions in drafting their review:
  - What is the main theme/argument of the book you are reviewing?
  - What argument/perspective are you adding through this review?
  - How does the publication connect with the theme of this *GSLR* issue? How does it fit within previous literature/discussions in the field?
  - Where are there gaps—areas that the publication being reviewed has not addressed and that should be considered for future areas of inquiry?
  - What practical implications can be derived from the publication and applied by practitioners in international education?
- ◆ Reviews are to be submitted in a Word document attachment to [GSLR@nafsa.org](mailto:GSLR@nafsa.org) by **September 15, 2023, 5:00 p.m. EDT**.



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### ***GSLR* Issue No. 13 Review Books (2018–22)**

The list below offers a sample of books that might be reviewed. Authors are also encouraged to consider other related works published in the past five years, including from outside of the field of international education.

Crawford, Pat, and Brett Berquist, eds. 2020. *Community Engagement Abroad: Perspectives and Practices on Service, Engagement, and Learning Overseas*. East Lansing, MI: Michigan State University Press.

Di Maria, David L., ed. 2019. *Senior International Officers: Essential Roles and Responsibilities*. Washington, D.C.: NAFSA.

Donahue, David M., and Star Plaxton-Moore. 2018. *The Student Companion to Community-Engaged Learning: What You Need to Know for Transformative Learning and Real Social Change*. Sterling, VA: Stylus Publishing.

Rincon, Sandra, and Gretchen Dobson. 2021. *Engaging International Alumni as Strategic Partners*. Washington, D.C.: NAFSA.

Slimbach, Richard. 2020. *The Art of World Learning: Community Engagement for a Sustainable Planet*. Sterling, VA: Stylus Publishing.

Wilson, Patricia A. 2019. *The Heart of Community Engagement: Practitioner Stories from Across the Globe*. New York, NY: Routledge.

Yamamura, Erica K., and Kent Koth. 2018. *Place-Based Community Engagement in Higher Education: A Strategy to Transform Universities and Communities*. Sterling, VA: Stylus Publishing.

