Article

Mapping the Scholarship on International Students: Systematic Review of Past Publications in the Journal of International Students, 2011-2024

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ABSTRACT

The Journal of International Students has published works by over 1,883 authors, reflecting a significant growth in contributions over its 14 volumes and 60 issues. These authors represent diverse geographical backgrounds from over 65 countries across North America, Europe, Asia, Oceania, and other regions, underscoring the journal's global reach and inclusivity. This systematic review examines JIS contributions from 2011 to 2024, identifying key themes, methodologies, and geographic focuses of the published articles. The study highlights the evolution of JIS, the diversity of contributing authors, and the journal's impact on international education research. By analyzing recurring issues such as cultural adjustment, academic integration, and social support, the review provides insights into how JIS has contributed to the broader discourse on international students' experiences and challenges. The findings aim to guide future research directions and inform policies and practices in international education.

Keywords: international students, cultural adjustment, academic integration, social support, methodological approaches, geographic diversity

The Journal of International Students (JIS) has emerged as a leading platform for research on the experiences, challenges, and contributions of international students worldwide. As a quarterly, peer-reviewed flagship publication on international education, JIS actively engages with significant conversations in the field (About the Journal, 2024.). This publication was founded by a graduate international student at Arkansas State University in the United States in 2010, aiming to provide a scholarly platform for research on global student mobility and international education.

This paper examined articles in the journal from 2011 to 2024, particularly the thematic development, the diversity of contributing authors, the methodological approaches employed, and the key topics that have shaped the discourse on student mobility. The research purpose was to offer comprehensive insights into the trends and patterns in research on international students, highlighting significant advancements and identifying gaps that future research could address.

Research Questions

The following research questions guided this study:

RQ$_1$: How has the Journal of International Students evolved in its development, content, and scope over the past 13 years?

RQ$_2$: What are the characteristics and academic profiles of the authors who have contributed to the Journal of International Students?

RQ$_3$: How are the published articles in the Journal of International Students structured in terms of research methodologies and geographic representation?

LITERATURE REVIEW

Global student mobility is a pivotal area of study within international education, reflecting significant socio-economic, cultural, and political dynamics. The literature review of this field provides a comprehensive overview of the historical development, current trends, and impacts of international student mobility, synthesizing key findings from prominent publications such as the Journal of International Students, Comparative Education Review, International Higher Education, International Journal of Education Research, International Journal of Educational Development, International Review of Education, and the Journal of Studies in International Education. Over the past century, international student mobility has undergone significant transformations driven by global events, technological advancements, and evolving educational policies. In its early stages, student mobility was primarily motivated by elite exchanges and government-sponsored programs, designed to foster diplomatic relations and cultural understanding (Altbach & Knight, 2007). The post-World War II era ushered in substantial growth, with increased globalization and the growing demand for

skilled labor contributing to the rise of international education (de Wit et al., 2015).

In recent years, international student mobility has continued to grow, with more diverse destinations and broader participation. According to the Institute of International Education (IIE), the global number of international students has consistently increased, with significant contributions from countries such as China, India, and South Korea (IIE, 2021). Recent trends also highlight the emergence of new destination countries in Asia and the Middle East, which have begun to expand the traditional landscape dominated by Western countries (ICEF Monitor, 2019). Key drivers of contemporary student mobility include the pursuit of high-quality education, enhanced career opportunities, and personal growth (Verbik & Lasanowski, 2007). Furthermore, political and economic policies—such as visa regulations and scholarship programs—are shaping these patterns of mobility (Kondakci, 2011).

The impacts of international student mobility are multifaceted, affecting host countries, home countries, and the students themselves. International students contribute to the academic and cultural environments of host institutions, bringing diverse perspectives that foster global understanding and collaboration (Leask, 2009). Economically, these students play a crucial role by contributing through tuition fees and living expenses, bolstering the financial sustainability of educational institutions (OECD, 2020). Additionally, the return of internationally educated graduates to their home countries facilitates knowledge transfer, capacity building, and the development of professional networks (Altbach & Knight, 2007). However, challenges such as brain drain and the underutilization of skills underscore the need for balanced policies that maximize the benefits of international education while addressing potential drawbacks (Czaika & de Haas, 2013).

The studies on international student mobility (ISM) provide a comprehensive and evolving understanding of the factors influencing global student migration. Choudaha (2017) introduced the concept of three waves of international student mobility, shaped by geopolitical and economic events such as the 9/11 attacks, the 2008 financial crisis, and recent political developments like Brexit and the U.S. elections. These waves highlight the increasing pressures on institutions to not only attract but also retain international students while enhancing support services for student success (Choudaha, 2017). Similarly, Hou and Du (2022), through network analysis, revealed that traditional Western destinations are no longer dominant as regional hubs have emerged, driven by shifting political and economic ties, leading to more regionalized mobility patterns (Hou & Du, 2022).

In line with these structural changes, Quintero & Zerva (2023) focused on the emotional and psychological dimensions of mobility, exploring how international students form attachments to their host destinations after experiencing initial disruptions in place. Their research underscored that mobility is not merely a physical relocation but also involves emotional transitions, reshaping students' connections to both home and host environments (Quintero & Zerva, 2023). Furthermore, Brunner et al. (2023) explored the complexity of ISM by examining the voluntariness of migration. They introduced a nuanced framework that

positions ISM along two continuums: discretion to move and opportunity. This approach highlighted how privilege and opportunity are continually reproduced and restructured, emphasizing the visibility of refugee and displaced students within ISM discussions (Brunner et al., 2023).

Adding to this comprehensive understanding, Riaño et al. (2018) analyzed how migration policies impact international student mobility, particularly in facilitating students' transitions into the labor market. They emphasized the importance of understanding the discourses, contexts, agents, and temporalities that shape these policies, as they intersect with broader national migration frameworks (Riaño et al., 2018). This policy-driven perspective complements the economic and institutional pressures described earlier, providing a holistic view of the complex dynamics of international student mobility.

Some previous studies offer extensive literature on international students, providing comprehensive insights into their experiences and outcomes. Bista's (2019a, 2019b, 2023) extensive research, along with that of other scholars, has significantly contributed to this understanding by exploring key factors influencing international students' adjustment, such as language proficiency, social support, and cultural distance. Smith and Khawaja (2011) conducted a notable review of the acculturation experiences of international students, identifying critical aspects that affect their adaptation process. Their findings emphasized the importance of institutional support services in facilitating successful adaptation. Similarly, Andrade (2006) focused on the academic challenges faced by international students in English-speaking countries, stressing the need for tailored pedagogical approaches and support mechanisms to mitigate language barriers and cultural differences in academic settings.

The literature on international student mobility, enriched by contributions from various scholars, underscores its significance as a dynamic and impactful phenomenon in global higher education. Systematic reviews and comprehensive studies provide valuable insights that guide future research and inform best practices, fostering supportive environments and policies that enhance the experiences and contributions of international students. Collectively, these studies illustrate that ISM is shaped not only by institutional and geopolitical pressures but also by personal experiences of place and belonging, migration policy shifts, and the intersection of forced and voluntary migration.

METHOD

Historical Analysis Approach

This study utilized a historical analysis to explore the evolution of the Journal of International Students (JIS) from 2011 through 2024. Historical analysis, defined as the method of systematically examining past events to understand the progression and context of a particular phenomenon (Scott & Marshall, 2009), provides a structured framework to trace the journal's growth, thematic shifts, and its responses to key global events impacting international education. By employing this approach, the researchers were able to chronologically assess how

the journal has adapted over time, including changes in editorial focus, the diversity of contributors, and its engagement with issues such as cultural adjustment, academic integration, and global crises like the COVID-19 pandemic.

Data Collection

The data for this historical analysis were gathered from articles published in the Journal of International Students between 2011 and 2024. These articles were retrieved from the journal's official website and indexed databases, such as Scopus and Google Scholar. The inclusion criteria for the articles were:

- Articles published between 2011 and 2024
- Research focusing on international students in secondary and tertiary education, including displaced or migrant student populations
- Studies involving international faculty, teaching assistants, and postdoctoral researchers
- A variety of methodological approaches, including quantitative, qualitative, literature reviews, and mixed-methods research
- Editorials, book reviews, and opinion pieces that contributed to the discourse on international education

Data Analysis

Articles were categorized based on publication year, type of article (e.g., research articles, essays, book reviews), and methodology used. A thematic analysis was applied to identify recurring themes, such as cultural adjustment, social support, and academic integration. This analysis helped researchers trace how the thematic focus of the journal evolved over time, especially in response to significant global trends, such as the impact of the COVID-19 pandemic on international student mobility. Researchers also examined author data, including academic positions, disciplines, and geographic affiliations, to assess the diversity of contributors and the global reach of the journal. This process provided insights into how the author base expanded both geographically and academically, demonstrating the journal's increasing influence on the field of international education.

Furthermore, a keyword analysis was performed to determine the most frequently used terms across articles, which allowed researchers to identify prevalent topics and emerging trends. Common keywords such as mental health, virtual learning, and resilience were tracked throughout the different phases of the journal's development. This analysis highlighted how the journal's thematic focus shifted in response to global changes in higher education and international student experiences, aligning with the changing needs of the field (Moher et al., 2009). This method offered a detailed chronological examination of the Journal of International Students' development, tracing its responses to external events and its role in shaping the field of international education.

RESULTS

Since its inception in 2011, the Journal of International Students (JIS) has evolved significantly, becoming a leading platform for research on international education. Over the past decade, JIS has featured contributions from 1,883 authors and expanded its scope by publishing a wide variety of articles, including empirical studies, theoretical papers, reviews, and essays. This expansion reflects a growing interest in international student research, further solidifying the journal's role in shaping discourse on global student mobility and education.

The four phases—Inception, Growth, Launch, and Maturation/pre- and post-COVID—were developed based on a thorough review of the literature and the historical progression of international student experiences. These phases were identified as key periods that reflect significant shifts in international student mobility and their academic and cultural adaptation, influenced by global trends and events such as the COVID-19 pandemic. The phases provide a structured framework to examine the changing nature of international education over time.

Inception Phase (2011-2013)

During this initial phase, JIS focused primarily on the foundational issues surrounding international students, such as cultural adjustment and academic integration. The majority of contributions came from graduate students and early-career researchers, with quantitative studies being the predominant methodological approach. The journal primarily featured authors from North America, although a smaller number of contributions from Asia and Europe were also present.

Growth Phase (2014-2015)

The Growth Phase saw a marked increase in the number of submissions and an expansion in the journal's thematic scope. In addition to traditional topics, the journal began to explore social support systems, mental health, and institutional support for international students. Methodologically, the journal included more qualitative studies and mixed-methods research, demonstrating an increasing diversity in approaches. During this phase, JIS also saw contributions from a broader geographic range, with more authors from Asia, Europe, and Oceania.

Launch Phase (2016-2018)

During this period, JIS experienced significant growth in both scope and volume. The journal began to publish special issues, responding to contemporary global events and further solidifying its impact in the academic community. New thematic areas emerged, such as technological advancements in education and cross-cultural competence. The journal welcomed more established scholars, expanding its academic influence. The geographic distribution of contributors became more balanced, with increased representation from North America, Asia, and the Global South.

Table 1: Development History of Journal of International Students

Phase	Major Achievement	Year	Volume	No of Issues	No. of Authors published
Inception Phase	starts off as a local publication by international graduate students	2011	1	2	32
		2012	2	2	32
		2013	3	2	37
Growth Phase	begins to publish quarterly publications	2014	4	4	61
		2015	5	4	96
Launch Phase	significant increases in contributing authors and total journal pages	2016	6	4	118
		2017	7	4	143
		2018	8	4	208
Maturation Phase	forms STAR Scholars Network and invited other journals	2019	9	4	141
	10th Anniversary (including special issues)	2020	10	7	235
	continues with special issues which include COVID-19 related topics	2021	11	6	182
	Publish 3 special issues	2022	12	7	192
	Publish special issue in Spanish language	2023	13	5	182
		2024	14	5	223

Maturation/Pre- and Post-COVID-19 Phase (2019-2024)

This phase marked a turning point, as the journal began to address the unique challenges posed by the COVID-19 pandemic. Research themes focused heavily on the resilience of international students, the shift to virtual learning, and the impact of travel restrictions on global student mobility. The journal also

experienced a surge in contributions from around the world, with more authors from the Global South, further cementing its status as a global platform for research on international education.

Author Information (Status, Academic Discipline, Affiliated Country)

The contributors to JIS over the past decade represent a diverse range of academic levels, disciplines, and geographical locations. Authors include undergraduate students, graduate students, professors, associate professors, assistant professors, research associates, senior lecturers, and other professionals.

The Journal of International Students, during its Inception Phase (2011-2013), featured a diverse group of 101 authors. Most of these authors were students (41.58%), including doctoral, undergraduate, and master's students, along with graduate students whose specific levels were not mentioned. Faculty members constituted 30.69% of the authors, with a mix of associate professors, assistant professors, and professors. Additionally, other professionals such as adjunct faculty, lecturers, and interdisciplinary professionals were represented. In terms of academic disciplines, the authors primarily hailed from education-related fields, with 50.5% specializing in areas such as educational leadership, higher education, and educational psychology. Other notable disciplines included social sciences and humanities, psychology-related fields, business, and communication. There was also representation from fields like public policy, journalism, media, archaeology, and health sciences.

Geographically, the majority of the authors (91.01%) were affiliated with institutions in North America, predominantly from the USA. A smaller number of authors were from Western and Northern Europe (4.95%), with countries such as the UK, Germany, and France being represented. There were also individual contributions from East Asia (Taiwan), South Asia (Nepal), and Southeast Asia (Thailand). This diverse authorship reflects the journal's international reach and multidisciplinary approach during its early years.

During the Growth Phase (2014-2015), the Journal of International Students featured contributions from 157 authors. Faculty members comprised the largest group (49.04%), including professors, adjunct faculty, and post-doctoral researchers. Students accounted for 21.66% of the authors, mainly doctoral and graduate students. The authors represented diverse academic disciplines, with a majority focusing on education-related fields (54.78%), including higher education, educational leadership, counselling and international education. Geographically, most authors were from North America (78.98%), with additional contributions from regions such as Oceania, East Asia, Southeast Asia, Europe, the Middle East, Africa, and Latin America. This period reflects the journal's expanding international reach and multidisciplinary nature.

During the Launch Phase (2016-2018), the Journal of International Students saw contributions from 469 authors. Faculty members formed the largest group (55.65%), including assistant professors, professors, associate professors, adjunct faculty, and research fellows. Students comprised 24.09% of the authors, primarily doctoral and graduate students.

Table 2: Breakdown of Author Information in Inception Phase (2011-2013)

Status of Author(s) (N=101)	N (%)	Academic Discipline of Author(s) (N=101)	N (%)	Affiliated Country of Author(s) (N=101)	N (%)
Student	42 (41.58)	Education	51 (50.5)	North America	92 (91.01)
Doctoral Student	19	Educational Leadership	10	USA	91
Undergraduate Student	15	Higher Education	9	Canada	1
Graduate Student (not specified)	7	Educational Psychology	9		
Master's Student	1	Education	7	W. & N. Europe	5 (4.95)
		Counseling	4	UK	3
Faculty	31 (30.69)	International Education	5	Germany	1
Associate Professor	10	Curriculum & Instruct.	3	France	1
Assistant Professor	8	Learning, Desi. & Tech	3		
Professor	6	Science Education	1	East Asia	1 (0.99)
Faculty (not specified)	4			Taiwan	1
Adjunct Faculty & Lecturer	3	Social Sci. & Humanities	25 (24.75)		
		Psychology-related	7	South Asia	1 (0.99)
Other	9 (8.91)	Business	7	Nepal	1
Editorial board member	2	Communication	6		
Secretary General	1	Public Policy	2	Southeast Asia	1 (0.99)
EFL/ESL Instructor	1	Journalism & Media	2	Thailand	1
News Correspondent	1	Archaeology	1		
Instructional Designer	1			Not Mentioned	1 (0.99)
Interdisciplinary Professional	1	Language Studies	10 (9.9)		
Licensed Counselor	1	English	4		
Faculty Advisor	1	Rhetoric & Writing	2		
		TEFL	2		
Researcher (not specified)	9 (8.91)	French	1		
		Linguistics	1		
Leadership & Administrator	6 (5.94)				
Assistant Director	3	Health Sciences	6 (5.94)		
Interim Chancellor	1	Clinical Psychology	4		
Assistant Dean	1	Nursing	1		
Director of Inst. Research	1	Mental Health Counsel.	1		
Not Mentioned	4 (3.96)	Not Mentioned	4 (3.96)		
		Other	2 (1.98)		
		Collaborative Support	1		
		Executive Leadership	1		
		Fine Arts	2 (1.98)		
		Graphic Instruction	2		
		Engineering	1 (0.99)		
		Industrial Engineering	1		

Table 3: Breakdown of Author Information in Growth Phase (2014-2015)

Status of Author(s) (N=157)	N (%)	Academic Discipline of Author(s) (N=157)	N (%)	Affiliated Country of Author(s) (N=157)	N (%)
Faculty	77 (49.04)	**Education**	86 (54.78)	**North America**	124 (78.98)
Assistant Professor	25	Education	17	USA	112
Professor	18	Higher Education	13	Canada	12
Associate Professor	15	Educational Leadership	11	**Oceania**	9 (5.73)
Adjunct Faculty & Lecturer	14	Counselling	11	Australia	9
Post-Doc & Research Fellow	5	International Education	11	**East Asia**	7 (4.46)
Student	34 (21.66)	Teaching & Learning	4	China	3
Doctoral Student	23	Curriculum & Instruction	3	Japan	2
Graduate Student (not specified)	5	Student Affairs & Development	3	Hong Kong	1
Master's Student	3	TESOL/ESL/EFL/Bilingual	3	South Korea	1
Research Assist. (not specified)	1	Learning, Design & Tech.	2	**Southeast Asia**	6 (3.82)
Undergraduate Student	1	Educational Administration	2	Singapore	5
Certificate-seeking student	1	Service Learning	2	Malaysia	1
Other	20 (12.74)	Adult Education	1	**W. & N. Europe**	5 (3.18)
Psychologist	3	Campus Diversity	1	Ireland	3
Analytic Studies Coordinator	3	Assessment	1	Sweden	1
Mentor & Advisor	3	Special Education	1	UK	1
Counselor	2	**Social Sci. & Humanities**	34 (21.66)	**M. East & N. Africa**	3 (1.91)
Education Consultant	1	Psychology-related	8	UAE	2
Research & Policy Advocate	1	Communication	8	Saudi Arabia	1
Design Specialist	1	Human Sciences & Culture	3	**Latin America**	1 (0.64)
Bilingual Health Educator	1	Business	2	Argentina	1
Architect & Educator	1	Mathematics	2	**Sub-Saharan Africa**	1 (0.64)
Scientist	1	Social Work	2	Ghana	1
Teaching Associate	1	Sociology	2	**Southern Europe**	1 (0.64)
English Tutor	1	Public & Urban Policy	2	Greece	1
Student Activity Coordinator	1	Marketing	1		
Leadership & Administrator	17 (10.83)	Architecture	1		
Director & International Dir.	9	Disaster Management	1		
Vice President	1	International Affairs	1		
Interim Associate Vice Pres.	1	Political Science	1		
Assistant Director	1	**Health Sciences**	19 (12.10)		
Assistant Vice President	1	Health Sci. & Mental Psy.	8		
Associate Director	1	Clinical Psychology	5		
Associate Provost	1	Nutrition & Food Sci.	4		
Dean	1	Radiation Therapy	2		
Department Chair	1	**Language Studies**	8 (5.10)		
Not Mentioned	8 (5.10)	English	4		
Researcher (not specified)	1 (0.64)	Linguistics & Literacy	4		
		Not Mentioned	5 (3.18)		
		Engineer. & Natural Sci.	4 (2.55)		
		Computer & Info. Sys.	3		
		Earth Science	1		
		Other	1 (0.64)		
		Leadership & Admin.	1		

Table 4: Breakdown of Author Information in Launch Phase (2016-2018)

Status of Author(s) (N=469)	N (%)	Academic Discipline of Author(s) (N=469)	N (%)	Affiliated Country of Author(s) (N=469)	N (%)
Faculty	261 (55.65)	**Education**	242 (51.60)	**North America**	363 (77.40)
Assistant Professor	87	Education & Educational Research		USA	330
Associate Professor	78	Higher Education		Canada	33
Adjunct Faculty & Lecturer	51	Educational Leadership		**W. & N. Europe**	30 (6.40)
Professor	34	Educational Psychology		UK	18
Post-Doc & Research Fellow	5	Counselling		Sweden	4
Professor Emerita	2	International/Global/Multicultural Edu.		Belgium	3
Faculty (not specified)	2	Educational Administration		Ireland	2
Professor Emeritus	1	Curriculum & Instruction		Norway	2
Emeritus Fellow	1	Student Affairs & Development		Netherlands	1
Student	113 (24.09)	TESOL//ESL/EFL/Bilingual Education		**Oceania**	23 (4.90)
Doctoral Student	78	Early Childhood		Australia	20
Master's Student	28	Social-emotional learning & Diversity		New Zealand	3
Graduate Student (not specified)	2	Cognitive Science in Education		**East Asia**	14 (2.99)
Undergraduate Student	4	Adult/HR/Workforce Edu.		Japan	7
Research Assist. (not specified)	1	Teacher & Transformative Education		China	4
Other	41 (8.74)	Edu. Measurement & Assessment		Taiwan	2
Mentor & Advisor & Supervisor	9	Distance Education & E-Learning		South Korea	1
Psychologist	5	Educational Philosophy		**M. East & N. Africa**	14 (2.99)
Teacher & Teacher Candidate	4	Learning, Design & Technology		Türkiye	7
Practitioner & Scholar/Academic	3	Special Education & Speech Pathology		Cyprus	4
Analytic Studies Coordinator	3	**Social Sci. & Humanities**	114 (24.31)	Iraq	2
EFL/ESL Instructor	2	Psychology-related		Saudi Arabia	1
Education Consultant	2	Communication		**Southeast Asia**	8 (1.71)
Education Program Specialist	2	Geography & Environment		Singapore	6
Education Program Specialist	1	Business/Management & Finance		Malaysia	2
Head Chaplain	1	Human Sciences & Culture		**Southern Europe**	8 (1.71)
Communications Specialist	1	Social Work & Community Counseling		Portugal	4
Health Promotion Specialist	1	Marketing/Advertising/Consumer Sci.		Spain	4
Academic Tutor	1	Sociology & Political Science		**Sub-Saharan Africa**	3 (0.64)
Behavior Health Researcher	1	Hospitality & Tourism		Ghana	2
High School Principal	1	Law & Legal Studies		South Africa	1
IBPYP Curriculum Specialist	1	Public Administration & Statistics		**C. & E. Europe**	2 (0.43)
Instructional Designer	1	Social Research Methodology		Czech Republic	2
International Educator	1	Anthropology		**South Asia**	2 (0.43)
Sales Representative	1	Criminal Justice & Criminology		India	2
Leadership & Administrator	38 (8.10)	Organizational Behavior		**Latin America**	1 (0.21)
Director & International Director	15	Physics		Brazil	1
Coordinator & Manager	8	**Health Sciences**	53 (11.30)	**Southern Europe**	1 (0.21)
Assistant Director	4	Health Sciences & Mental Health		Bosnia & Herzegovina	1
Associate Director	4	Clinical Psychology & Education			
Executive Director	2	Nursing			
Dean & Assistant Dean	2	Alternative Medicine			
Acting Associate Director	1	Nutrition & Food Science			
Director Emeritus	1	Occupational Therapy			
Vice President	1	**Language Studies**	27 (5.76)		
Researcher/Research Analyst & Associate	14 (2.96)	English, Writing & Rhetoric			
Not Mentioned	2 (0.43)	Foreign & Modern Languages			
		Linguistics & Literacy			
		Not Mentioned	21 (4.48)		
		Other	7 (1.50)		
		Engineer. & Natural Sci.	5 (1.07)		
		Computer & Info. Systems			
		Engineering Technology			

Other contributors included professionals such as psychologists, education consultants, and academic tutors, representing 8.74%. Leadership and administrative roles also accounted for 8.10% of the authors. The academic disciplines of the authors were diverse, with a significant portion (51.60%) from education-related fields such as educational research, higher education, and international education. Other major fields included social sciences and humanities, psychology-related disciplines, business, health sciences, and communication.

The journal also featured contributions from areas like law, political science, and engineering, emphasizing its multidisciplinary scope. Geographically, the majority of authors (77.40%) were from North America, predominantly the USA and Canada. Contributions also came from Western and Northern Europe (6.40%), Oceania (4.90%), and East Asia (2.99%), among other regions. Authors from the Middle East and North Africa, Southeast Asia, Southern Europe, Sub-Saharan Africa, Central and Eastern Europe, South Asia, and Latin America further showcased the journal's global reach and diverse authorship during this period.

The Maturation Phase of this journal started in 2019 and throughout the COVID-19 pandemic. From 2019-2024, the Journal of International Students has published works by 1,127 authors from various geographical regions and academic backgrounds. The authors primarily hailed from the USA, Australia, China, the UK, and Canada, with contributions from other countries across Europe, Asia, Africa, and Latin America. Faculty members, including assistant professors, lecturers, and associate professors, made up a significant portion of the contributors. Additionally, doctoral students and researchers also contributed substantially.

Article Structure (Type, Methodology, Geographical Regions)

The structure of articles in JIS reflects a commitment to methodological pluralism and a broad geographic scope. Articles include qualitative studies, such as interviews and case studies; quantitative research, including surveys and statistical analyses; literature reviews and mixed-methods approaches. The geographical coverage is extensive, featuring research from North America, Asia, Europe, Australia, and other regions.

During the Inception Phase (2011-2013) of the Journal of International Students, a total of 71 articles were published. The majority of these were research articles (47.89%), followed by book reviews (18.81%) and essays (17.82%). Among the research articles, quantitative methodologies were most prevalent (41.18%), with qualitative methods (26.47%), literature reviews (17.65%), mixed methods (5.88%), discourse analysis (5.88%), and action research (2.94%) also represented. Geographically, the articles covered a wide range of regions. North America was the most represented (61.64%), with the majority from the USA. Other regions included East Asia (China and South Korea), Western and Northern Europe (UK and Finland), South Asia (Nepal), Oceania (Australia), Latin America (Costa Rica), Central and Eastern Europe (Moldova), and the Middle

East and North Africa (Türkiye). This distribution highlights the journal's diverse and inclusive approach to international education from its early years.

Table 5: Breakdown of Article Structure in Inception Phase (2011-2013)

Article Type (N=71)	N (%)	Research Articles Methodology (N=34)	N (%)	Geographical Regions covered for all Article Types (N=73)	N (%)
Research Article	34 (47.89)	Quantitative	14 (41.18)	North America	45 (61.64)
				USA	44
Book Review	19 (18.81)	Qualitative	9 (26.47)	Canada	1
				Not Mentioned	16 (21.92)
Essay	18 (17.82)	Literature Review	6 (17.65)	East Asia	3 (4.11)
				China	2
		Mixed Method	2 (5.88)	South Korea	1
				W. & N. Europe	3 (4.11)
		Discourse Analysis	2 (5.88)	UK	2
				Finland	1
		Action Research	1 (2.94)	South Asia	2 (2.74)
				Nepal	2
				Oceania	1 (1.37)
				Australia	1
				Latin America	1 (1.37)
				Costa Rica	1
				C. & E. Europe	1 (1.37)
				Moldova	1
				M. East & N. Africa	1 (1.37)
				Türkiye	1

The Growth Phase (2014-2015) of the journal published 87 articles, predominantly research articles (74.71%), followed by book reviews (17.24%) and essays (8.05%). Among the 65 research articles, qualitative methods were slightly more common (41.54%) than quantitative methods (40%). Literature reviews accounted for 9.23%, with mixed methods, systematic reviews, and thematic interdisciplinary approaches each contributing a smaller share respectively. The articles encompassed a wide range of regions, predominately focusing on North America (65.17%), primarily the USA and Canada. East Asia (8.99%), including China, Hong Kong, Japan, and South Korea, and Oceania (6.74%), mainly Australia, were also well represented. Other regions included Western and Northern Europe, Southeast Asia, the Middle East and North Africa, Sub-Saharan Africa, and Western Developed Countries, demonstrating the journal's expanding global reach during this period.

In the Launch Phase (2016-2018), the journal significantly increased its output with 226 articles, of which an overwhelming majority were research articles (89.82%). Essays and book reviews constituted 5.31% and 4.87%, respectively. The 203 research articles employed a variety of methodologies, with qualitative methods (41.38%) and quantitative methods (33.50%) being the most prevalent. Literature reviews (10.34%) and mixed methods (7.88%) were also notable, along with a diverse range of specialized techniques such as social network analysis, thematic analysis, and participatory photovoice technique. The

geographical coverage of articles broadened, encompassing North America (65.59%), with substantial contributions from the USA and Canada. Western and Northern Europe (7.69%), East Asia (5.67%), and Oceania (5.26%) were well represented. Other regions included Southeast Asia, the Middle East and North Africa, Southern Europe, Sub-Saharan Africa, South Asia, and Western Anglophone Countries, reflecting the journal's continued commitment to a global perspective on international student experiences.

Table 6: Breakdown of Article Structure in Growth Phase (2014-2015)

Article Type (N=87)	N (%)	Research Articles Methodology (N=65)	N (%)	Geographical Regions covered for all Article Types (N=89)	N (%)
Research Article	65 (74.71)	Qualitative	27 (41.54)	North America	58 (65.17)
				USA	53
Book Review	15 (17.24)	Quantitative	26 (40)	Canada	5
				East Asia	8 (8.99)
Essay	7 (8.05)	Literature Review	6 (9.23)	China	3
				East Asian region	2
		Mixed Method	4 (6.15)	Hong Kong	1
				Japan	1
		Systematic Review	1 (1.54)	South Korea	1
				Not Mentioned	7 (7.87)
		Thematic	1 (1.54)	Oceania	6 (6.74)
		Interdisciplinary		Australia	6
		Approach		W. & N. Europe	4 (4.49)
				Germany	1
				Ireland	1
				Sweden	1
				UK	1
				Southeast Asia	3 (3.37)
				Malaysia	1
				Singapore	1
				Vietnam	1
				M. East & N. Africa	1 (1.12)
				Saudi Arabia	1
				Sub-Saharan Africa	1 (1.12)
				Tanzania	1
				Western Developed Countries	1 (1.12)

Table 7: Breakdown of Article Structure in Launch Phase (2016-2018)

Article Type (N=226)	N (%)	Research Articles Methodology (N=203)	N (%)	Geographical Regions covered for all Article Types (N=247)	N (%)
Research Article	203 (89.82)	Qualitative	84 (41.38)	North America	162 (65.59)
				USA	147
Essay	12 (5.31)	Quantitative	68 (33.50)	Canada	15
				Not Mentioned	21 (8.50)
Book Review	11 (4.87)	Literature Review	21 (10.34)	W. & N. Europe	19 (7.69)
				UK	13
		Mixed Method	16 (7.88)	Norway	2
				Germany	1
		Personal Narrative	2 (0.99)	Ireland	1
				Netherlands	1
		Systematic Review	1 (0.49)	Belgium	1
				East Asia	14 (5.67)
		Social Network Analysis	1 (0.49)	Japan	8
				China	2
		Thematic Analysis	1 (0.49)	East Asian region	1
				Hong Kong	1
		Practitioner Narrative	1 (0.49)	South Korea	1
				Taiwan	1
		Comparative Content Analysis	1 (0.49)	Oceania	13 (5.26)
				Australia	11
		Cooperative Painting Activity	1 (0.49)	New Zealand	2
				Southeast Asia	6 (2.43)
		Document Analysis	1 (0.49)	Singapore	4
				Malaysia	1
		Exploratory Conversation	1 (0.49)	Vietnam	1
				M. East & N. Africa	4 (1.62)
		Photo Elicitation	1 (0.49)	Cyprus	2
				Iraq	1
		Participatory Photovoice Technique	1 (0.49)	Turkey	1
				Southern Europe	3 (1.21)
				Spain	2
		Student-Teacher Exchange Program Introduction	1 (0.49)	Portugal	1
				Sub-Saharan Africa	2 (0.81)
				South Africa	2
		Undergraduate Full-day Event Introduction	1 (0.49)	South Asia	1 (0.40)
				India	1
				Western Anglophone Countries	1 (0.40)
				European Region	1 (0.40)

During the Maturation Phase (2019-2024) which include the advent of COVID-19, the Journal of International Students has published a variety of article types. Most contributions have been research articles, followed by other significant categories such as book reviews, essays, cross-border narratives, and research articles specifically labeled as "Research in Context". Since 2019 and throughout the COVID-19 pandemic, in terms of research methods used, the journal has showcased a diverse range of methodologies. The most utilized method for

research articles was qualitative methods, such as interviews and case studies, followed by quantitative methods, including surveys and questionnaires, and then literature review and mixed methods, respectively. There were also a few unique methodologies used such as written reflection analysis and content analysis. This variety underscores the journal's commitment to a comprehensive and multidisciplinary exploration of international student experiences and global education trends. Furthermore, the research articles covered all 6 continents, including many Global South countries. This broad geographic and methodological diversity ensures that the journal addresses a wide array of international student experiences and contexts.

Article Keywords

The keyword analysis of articles published in JIS revealed recurring themes that are central to understanding international student experiences. Frequently used keywords included "cultural adjustment," "academic integration," "mental health," "social support," and "international student experiences." These keywords highlighted the main challenges and supports critical to the success of international students. Emerging keywords related to global crises, technology, and virtual learning environments also indicated the journal's responsiveness to contemporary issues. The keywords listed in the journal overall provided a comprehensive overview of the prevalent themes and topics, while the more frequently repeated keywords indicated detailed areas of focus in the research.

- **Education and Higher Education:** Keywords like "education," "higher education," and "educational leadership" were prominently featured, reflecting the journal's emphasis on educational studies and leadership within higher education contexts.
- **International and Intercultural:** Terms such as "international student," "internationalization," "intercultural," and "global" underscored the global perspective of the journal, focusing on the experiences and challenges of students across different cultures and countries.
- **Psychology and Well-being:** Keywords like "psychology," "mental health," "psychological well-being," and "clinical psychology" highlighted the importance placed on the mental health and psychological aspects of international student experiences.
- **Communication and Language:** The frequent appearance of "communication," "English," "language," and "linguistics" indicated a significant focus on language learning, proficiency, and the role of communication in the academic and social integration of international students.
- **Academic Disciplines:** Various academic fields such as "business," "management," "science," "public health," and "social science" showed the interdisciplinary nature of the research published in the journal.

- **Academic Integration and Performance:** Keywords like "academic writing," "academic performance," "learning," and "study abroad" suggested a focus on the academic challenges and achievements of international students.
- **Social and Cultural Integration:** Terms such as "social integration," "cultural adaptation," "acculturation," "ethnocentrism," and "cultural competence" highlighted the journal's interest in how international students adapt socially and culturally in their host countries.
- **Support and Services:** Terms like "support services," "student advising," and "service quality" reflected the journal's interest in the support systems available to international students and their effectiveness.

The findings from this systematic review indicated that the Journal of International Students has significantly evolved in its scope, diversity, and impact over the past decade. The journal has consistently provided a platform for diverse voices and methodological approaches, addressing a broad spectrum of issues relevant to international students. These contributions have enriched the discourse on international education and provided valuable insights for researchers, educators, and policymakers. The development of JIS reflects its ongoing commitment to advancing understanding and support for international students in a rapidly changing global educational landscape.

Leadership and Access

The current editorial leadership team and advisory board of the Journal of International Students (JIS) are composed of over 200 distinguished academics, researchers, and professionals representing 26 countries across five continents. This team reflects the journal's commitment to global perspectives and scholarly excellence, with members affiliated with some of the world's leading institutions, including Harvard University, the University of Oxford, Monash University, the University of Melbourne, Xi'an Jiaotong University, the University of Cape Town, Duke University, Yale University, and Morgan State University. Their expertise spans diverse fields such as international education, intercultural communication, equity and access, and global student mobility.

The editorial leadership is supported by senior editors from major regions worldwide, representing prominent universities in the USA, UK, Canada, South Africa, Australia, and Spain. Guest editors contribute additional expertise from institutions in Vietnam, Singapore, Turkey, and China, further broadening the journal's global reach. Associate editors and review board members enhance the depth of academic inquiry, with representation from institutions such as the University of Maryland, Yale University, Columbia University, Queensland University of Technology, and the Chinese University of Hong Kong.

This distinguished team works collaboratively to address critical themes in international education, including student mobility, acculturation, equity in education, and the challenges of globalization. By leveraging the collective expertise of academics from diverse regions and institutions, the Journal of

International Students fosters interdisciplinary research and innovative solutions that transcend borders. This commitment to advancing equity, diversity, and inclusion ensures that the journal remains a leading platform for addressing the complex realities of international higher education and promoting meaningful change across the field.

The journal has profoundly influenced academic research, being cited in 2,696 doctoral dissertations that delve into critical themes shaping the experiences of international students. Major areas of focus include acculturation challenges, academic self-efficacy, and resilience in navigating new cultural and educational environments. Dissertations explore diverse topics such as access to healthcare systems, the impact of cultural distance on academic adaptation, social and academic integration, the intersection of motherhood and graduate studies, and the influence of intercultural interactions on learning outcomes. Other significant themes include coping strategies during the COVID-19 pandemic, leadership development, and the role of support systems in fostering belonging and success. These works collectively underscore the pivotal role of *JIS* in advancing research on global student mobility, cultural adaptation, and equity in international education. In addition, Since its inception, the journal has made significant contributions to the field, publishing scholarly articles that have collectively garnered 6,366 citations.

DISCUSSION & CONCLUSION

Several key areas for future research and development in the field of international education should be noted. The findings indicate that JIS has successfully addressed a wide range of themes relevant to international students, such as cultural adjustment, academic integration, mental health, and social support. However, emerging areas require further exploration. For example, the impact of global crises, such as the COVID-19 pandemic, on international student mobility and well-being warrants more in-depth study (Journal of International Students, 2024a) regarding how it impacted student's academic experience. Additionally, the role of technology in facilitating virtual learning and enhancing intercultural communication among international students is increasingly important in the context of a rapidly digitalizing world (Moher et al., 2009).

The diversity of contributors to JIS, spanning various academic levels and geographical regions, underscores the journal's commitment to inclusive and global scholarship. For example, the Fall 2024 edition alone featured 50 authors from 15 countries, reflecting a rich tapestry of academic expertise and geographical representation (Journal of International Students, 2024). The last issue of the 2024 edition highlights the diverse experiences, challenges, and strategies of international students across eight countries, as explored by 28 authors in 10 research themes. The articles address critical topics such as Zoom fatigue, acculturation, labor market equity, and intercultural sensitivity development, offering fresh insights into the complex realities of global student mobility. By focusing on themes ranging from academic transitions and gendered

acculturative stress to the impact of COVID-19, this collection underscores the transformative potential of inclusive and innovative practices in higher education worldwide.24). Yet, there is still room to expand representation from underrepresented regions and disciplines that were not prevalent across the phases of the publication. Encouraging more contributions from the Global South and promoting interdisciplinary research can provide richer insights into the multifaceted experiences of international students (de Wit et al., 2015).

Looking ahead, JIS should continue to foster inclusive and diverse research by actively seeking submissions from a broader range of regions and disciplines. Emphasizing the publication of studies that address contemporary challenges, such as mental health during global crises and the integration of technology in education, will keep the journal relevant and impactful. For instance, recent articles have highlighted the psychological well-being of Chinese international students in the US and the impact of virtual learning environments, indicating a shift towards addressing pressing contemporary issues (Yin et al., 2024). Moreover, collaborations with international scholars and institutions can enhance the quality and reach of the research published in JIS. By prioritizing under-researched areas and populations, the journal can contribute to a more comprehensive understanding of international student experiences. The systematic review approach ensures that emerging trends and critical issues are identified and addressed in a timely manner (Smith & Khawaja, 2011).

Although this journal is a flagship publication in international education, JIS should leverage its high metrics to maintain and enhance its impact, such as a Scopus CiteScore of 3.1, an h5-index of 41, and a Clarivate JCI of 0.83. These metrics place JIS among the top journals in higher education, demonstrating its influence and reach. Future research should continue to focus on the evolving dynamics of international student experiences, emphasizing interdisciplinary approaches and global perspectives. The editorial team of the Journal of International Students (JIS) includes a total of 208 individuals from 160 institutions across 39 countries. This diversity ensures a comprehensive and global perspective on international student issues, with the journal emphasizing the importance of inclusive and contemporary research. As such, JIS has grown to be a significant platform in international education research.

The editorial team currently includes a diverse group of regional editors and associate editors from various countries, such as the USA, UK, Australia, Spain, South Africa, Canada, South Korea, and UAE. This variability in leadership and teamwork enhances the journal's ability to address global issues comprehensively. JIS should also expand its peer review board to include more scholars from underrepresented regions and disciplines. This will ensure a broader range of perspectives and enhance the journal's ability to address emerging issues in international education. Looking ahead, the Journal of International Students (JIS) will need to continue to prioritize research that marks significant advancements in under-researched areas, regions, and populations, with a particular focus on the perspectives of women, people of color, and communities from the Global South. JIS should seek multi-authored scholarship that transcends socially constructed boundaries and draws on under-utilized theories and methodologies. Emphasizing

rigorous quantitative, qualitative, and mixed-methods research designs, JIS should strive to aim to foster a comprehensive understanding of international student experiences, driving forward the discourse on inclusion, resilience, and global education reform.

JIS is a leading academic publication specializing in higher education and international education. Since its inception, the journal has made significant contributions to the field, publishing 640 scholarly articles that have collectively garnered 6,366 citations. This citation record highlights the journal's impact on advancing knowledge and fostering dialogue on critical issues such as global student mobility, cultural adaptation, and equity in education. By serving as a vital resource for researchers, educators, and policymakers, the *Journal of International Students* continues to shape the discourse on the experiences and challenges of international students worldwide. In conclusion, the Journal of International Students has made significant strides in advancing research on international education. Continued efforts to diversify contributions and address emerging issues will ensure that JIS remains a leading platform for scholarship in this vital field. The ongoing evolution of the journal, as seen in its recent editions, promises a robust and impactful future for international student research.

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Appendix

Journal of International Students

Subject Area: International Education

    AI and technology in international education
    Global competence and intercultural communication
    Cross-cultural emotional wellness
    Decolonization and the politics of belonging
    Employability and multinational careers
    Ethical internationalization
    Immigration politics and human rights
    Intersectional studies of language and identity
    New geographies of student mobility
    STEM and culturally relevant pedagogies
    Sustainability and ecological consciousness
    Racial justice and systemic reforms
    Transnational identities and communities
    Virtual mobility and online learning
    Technology-enabled language immersion
    Social media and cybersecurity in education

    Publishing Timeline:

    Time to first decision: 7 days
    Peer Review time: 90 days
    Submission to acceptance: 90 days
    Acceptance to publication: 60 days
    Acceptance Rate: 10%

We prioritize submissions that present significant advancements on under-researched aspects of international education, especially those focusing on underrepresented regions, populations, and contexts. We emphasize scholarship that centers perspectives of women, people of color, and Global South communities, spans boundaries, and utilizes diverse theories and methodologies.

Major Indexing Databases for the Journal of International Students:

ERIC (Education Resources Information Center)
Thomson Reuters
Clarivate Analytics:
    Web of Science
    Emerging Sources Citation Index (ESCI)
Scopus
ProQuest:
    Education Collection
    Social Sciences Premium Collection
    Research Library (including Alumni and Corporate Editions)
    ProQuest Central (multiple regions and editions)
EBSCOhost:
Education Source
Academic OneFile
Educator's Reference Complete
OCLC/WorldCat
CiteFactor
Directory of Research Journals Indexing)
Index Copernicus International
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Scimago Journal & Country Rank (SJR)
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    Expanded Academic ASAP
    InfoTrac Custom

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