Introduction to the JCIHE 2019 Supplemental Issue

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Dear Readers -

I would like to welcome you to the *Journal of Comparative and International Higher Education* (JCIHE) 2019 Winter Supplemental Issue. This issue highlights the 2nd annual JCIHE Graduate Student Work-in-Progress Issue. Contributions are made by graduate students who are currently studying in a MA, Ed.D. or Ph.D. program. The purpose of the Special Graduate Student Issue is to celebrate work-in-progress in the field of comparative and international higher education. Because the manuscripts in this issue highlight work-in-progress, some of the articles are expanded proposals while others include preliminary findings. Combined they showcase current thinking and new issues of discussion in the field. Submissions for the 2019 Winter Supplemental Issue were accepted from graduate students who are studying at the following universities

Afghanistan: Baghlan University

Australia: Victoria University

Brazil: Oswaldo Cruz Foundation/Oswaldo Cruz Institute (PGEBS/IOC/Fiocruz); State University of Rio de Janeiro (UERJ)**;** Universidade Federal do Rio Grande do Sul, Brazil

Canada: McGill University; University of Toronto

China: Sanda University

England: Bournemouth University; University of Oxford

Ghana: University of Cape Coast

Italy: Universita Cattolica del Sacro Cuore

Japan: Osaka University & Kansai University; Waseda University

South Africa: University of the Free State; University of KwaZulu-Natal; University of the Western Cape

Spain: Universidad Autónoma de Madrid

United States: Arkansas State University; Arizona State University; Central Michigan University; Chapman University; Community College of Rhode Island; Florida International University; Lesley University; Michigan State University; Old Dominion University; Seton Hall University; Syracuse University; U.S. Institute of Peace and Florida State University; University of Arizona; University of Buffalo (SUNY); University of Iowa; University of Kentucky; University of Maryland; University of Massachusetts; University of Rochester; University of Southern Mississippi; University of Texas at Austin; Western Michigan University

Contributions for the 2019 JCIHE-Winter Supplemental Issue examine issues of higher education in 17 countries spanning the continents of Africa, Asia, Australia, Europe, North America, and South American. 13 of the articles focus on institutions in the Global North while 17 focus on institutions in the Global South.

Articles focus on institutional practices in Afghanistan; Brazil; China; Colombia; Ghana; Japan; Kazakhstan; Kosovo; Mexico; Nigeria; Singapore; South Africa; Tanzania; and United States.

Articles focus on comparative institutional practices in Brazil and Finland; Canada and United States; Lebanon, Egypt, and Morocco; South Africa and Zimbabwe; and Mozambique, Ethiopia, and South Africa.

Articles focus on student and faculty experiences while studying/working in another country: Russian/Ukrainian/Belarusian students studying in Canada; African faculty working in the United States, Filipino faculty working in the United States; Australian students who study abroad; US students who study abroad; international students in the United States; Chinese students studying in the United State; Korean students studying in the United States; United States students studying in the Dominican Republic; and United States students studying in Spain.

Articles explore several themes that highlight a range of emergent issues for the field of comparative and international higher education.

Inbound student mobility: career plans post-graduation in Canada and in the United States; why students choose to study in the United States; peer mentoring practices; student affairs outreach to international students in Africa and in the United States; faculty advising of international students; graduate international students and doctoral international students.

Outbound student mobility: benefits of studying abroad; development of student social identity, development of intercultural competence skills, experiences of students from Australia, from China, and from the United States; benefits for students who study in healthcare fields; who study online; and re-entry programming.

Employment Preparation: skills for Nigerian tertiary graduates; skills for media students in South Africa; peer to peer coaching and mentoring for undergraduates in English; process in which Brazil & Finland postgraduates process change in terms of policy, power relations and social action.

Accreditation: in Afghanistan and in Kosovo.

Branch Campuses: in China and in Singapore.

International Faculty Experiences: from Africa and from Philippines.

Internationalization Practices: competency outcomes in China and in the United States; curriculum changes in Japan; policy strategies in Mexico and the United States; policy changes at national, association and university levels in Canada and the United States; internationalization of curriculum in English-medium classrooms in Japan; Internationalization at Home in Japan; International student alumni giving; differences in international and multicultural curriculum; curricular changes to promote language preservation in Lebanon, Egypt, and Morocco.

Institutional Programs: Role of neoliberalism in emerging higher education; public good focus of higher education in Tanzania; technical Education to reintegrate ex-combatants back into society in Colombia; disability representation in South Africa and Zimbabwe higher education policies; university faculty outreach to students in underprivileged Brazil high schools to build scientific research skills that would prepare them for the university; transition from high school to university for students with visual impairment in Ghana; women's experiences seeking positional leadership roles in Student Affairs in South Africa; and implications of using English language for research and teaching in three African flagship universities.

The Following Articles are included in the 2019 JICHE Graduate-Student Supplemental Issue

María Paulina Arango, *U.S. Institute of Peace and Florida State University, US,* "Technical Education for the Reintegration of Ex-Combatants: One Pathway, Different Trajectories" explores how access to a technical and vocational (TVE) institution in Colombia for ex- combatants helps with their reintegration process back into society.

Mila Arden, *Victoria University, Australia,* "Discourse Analysis of the New Colombo Plan funded Australian Outbound Student Mobility Programs" explores how the New Colombo Plan influences Australian outbound student mobility programs in terms of benefits and obstacles as well as focusing on the experiences of Australian university students who study abroad.

Sara Bano, *Michigan State University, US,* "Chinese Undergraduate Students' Perceptions of Learning: The Role of Language and Culture in Short-term Public Health Study Abroad Program" examines the cross-cultural experiences of Chinese healthcare professionals who participate in short-term education abroad programs in the United States with a focus on professional development learned during their abroad experiences.

Nazgul Bayetova, *Florida International University, US,* "Neoliberalism and the Developing Higher Education System in Kazakhstan" explores the process of how Kazakhstan's market economy policies have impacted the emerging higher education system, including ramifications of less government spending and the creation of private universities.

Santiago Castiello-Gutiérrez, *University of Arizona, US,* "Purposeful Internationalization: A Common Good Approach of Global Engagement" explores the extent to which two universities in Mexico are pursuing a higher purpose through their internationalization strategy and how these strategies contest the Anglo-American mainstream conception of internationalization.

Lauren Chow, *Lesley University, US,* "At the Intersections: International and Multicultural Higher Education", explores how the similar goals and dueling agendas of international and multicultural offices in higher education operate with a focus on what language can inform in regards to the intersections or divergences in their work to create an inclusive campus environment.

Shasha Cui, *University of Rochester, US,* "International Student Mentor Development Study" explores peer mentor programs that are designed to assist first year international students' who study at US institutions and their role in securing a successful transition to Western academic success, American life and enhanced satisfaction with cultural adjustment experience

Ryan P. Deuel, *McGill University, Canada,* "The Inevitability of Globalized International Higher Education" explores three tiers of internationalization: at the macro level within policies and practices of national and transnational governmental organizations; at the mezzo level within discourse among HEIs and professional higher education associations; and, at the micro level within programs that govern the conduct of international students.

Rachal Etshim, *Western Michigan University, US,* "Integrating International Graduate Students on Campus: The Perspectives of Student Affairs Professionals" examines the needs of Student Affairs professionals to better serve international graduate students which are then reinterpreted in preparation and professional development programs.

Jeremy Gombin-Sperling, *University of Maryland, US,* "The Development of Students' Understandings of Social Identity, Inequality, and Service during a Critical International Service-Learning Program in the Dominican Republic" explores a case study how US study abroad students studying in the Dominican Republic discuss and write about their service experience to understand the nature of inequality and changes in their own social identities.

Ana Sofia Hofmeyr, *Osaka University & Kansai University, Japan,* "Development of Intercultural Competence as a Result of Internationalization-at-Home Initiatives in Japan's Top Global Universities" examines the intercultural experiences and learning opportunities of students that result from directed internationalizing domestic campus programs in Japan.

Minghui Hou, *Old Dominion University, US.* "Motivation Factors of International Students Studying Under the Trump Administration" examines what motivates international students to apply and persist in the US higher education under the Trump administration with a focus on barriers and costs that these students experience.

Ali Khalil, *Community College of Rhodes Island, US* and **Amany Saleh**, *Arkansas State University   US,* "A Language's Demise Through a Curricular Evolution: A Preliminary Study" explores the impact of curricular changes on language preservation in Lebanon, Egypt, and Morocco with an assessment of the development of curricular design of native   language of Arabic in selected institutions.

Christopher Kohler, *University of Buffalo (SUNY), US.,* "The International Branch Campus and Institutional Social Capital: Exploring the Spatial Dimensions of Capital in Transnational Higher   Education"   explores international branch campuses (IBCs) in Singapore and in particular how students who have studied and who are currently studying narrate their   experiences and expectations from transnational higher education.

Bertha Kibona, *University of the Free State, South Africa,* "Higher Education for Human Development: Perspectives from Tanzanian Universities" explores the purpose of higher education in Tanzania with a focus on how higher education can contribute to human development and the foster public good.

Crystal Sujung Lee, *Syracuse University, US,* "Post-Degree Completion Plan of Chinese and Korean Graduate Students in STEM", explores the multiple factors that contribute to international STEM students' decision to return to their home country or to stay in their country of study to work post-graduation.

Oleg Legusov, *University of Toronto, Canada.* "Using Bourdieu's Theory of Practice to Investigate the Experience of Ontario College Graduates who are Russian, Ukrainian, and Belarusian, and Seek Career Employment and Permanent Residency in Canada" explores how international graduate students in Canada use their cultural and social capitals to obtain employment commensurate with their credentials and thereby seek career employment and permanent residency in Canada.

Li Li, *Sanda University, China & Chapman University, US.* "A Phenomenological Study on Chinese Private College Students' Experiences in Developing Intercultural Competence" explores the experiences of Chinese students in English as a Foreign Language instruction programs at six Chinese private colleges and the development of intercultural competency skills of these students as a result of their study abroad experiences in the United States.

Mary MacKenty, *Universidad Autónoma de Madrid, Spain* "Stepping Outside the American Study Abroad Bubble and Into a Spanish University Classroom" examines the "direct enrollment" study abroad experience of US students who study within a host country's educational system in Spain in terms of how they perceive the local universities classes, strategies they evoke to adapt to the new culture of learning and the relationships they develop with students and professors in the classroom.

Jennifer A. Malerich, *Arizona State University US & Universita Cattolica del Sacro Cuore, Italy,* "The Impact of Short-Term Study Abroad on Online Learners" examines international skill building opportunities for online students who choose to study in-person study abroad programs with a focus on the use of differential internationalization strategies for success.

Fadzayi. M. Maruza, *University of the Western Cape, South Africa,* "An Analysis of Disability Representation in African Higher Education Policies" examines how University of Cape Town and University of Zimbabwe, as institutional actors, define and categorize disability and the solutions embedded in disability policies.

Mart Andrew Maravilas, *University of Southern Mississippi, US,* "Filipino and American Teachers: Their Difference in Psychological Needs, Performance, and Culture" explores how the basic psychological needs of Filipino international teachers, whose presence continues to pervade the K-12 education system of the United States, are addressed in higher education institutions with a focus on Filipino international teachers' performance.

Nina Marijanovic, *University of Kentucky, US* and **Jungmin Lee**, *University of Kentucky, US,* "Advising Experiences Among First-year International Doctoral Students" examines faculty advising experiences with first-year international doctoral students in terms of preparing them to be academically and interpersonally successful.

Bernardo Sfredo Miorando *Universidade Federal do Rio Grande do Sul, Brazil,* "Universities Going Global? Comparative Perspectives on the Internationalization of Postgraduate Education in Brazil and Finland" compares how student in Brazilian and Finnish postgraduate education programs process changes in their university as a result of the implementation of internationalization in terms of policy, power relations, and social action.

Sayed Ahmad Javid Mussawy, *University of Massachusetts Amherst, US & Baghlan University, Afghanistan.* "The Challenges of Quality Assurance and Accreditation in Afghanistan: A Policy Implementation Analysis" examines the implementation of quality   assurance and accreditation policies in Afghanistan and uses sensemaking and sensegiving as a tool to interpret existing policy.

Peace Ginika Nwokedi, *University of KwaZulu-Natal, South Africa* and **Fumane Portia M.K. Khanare,** *University of the Free State, South Africa.* "Wide-Lens Angle: International Students' Constructions of Academic Support in a Selected South African University" explores the levels of academic support given to international postgraduate students at a selected university in South Africa and their resulting high levels of agency towards their academic activities.

Leyla Radjai, *Waseda University, Japan* and **Christopher Hammond**, *University of Oxford, United Kingdom* "Internationalization of the Curriculum in Japanese Higher Education: Strategies, Pedagogies and Practices in 'International' English-Medium Instruction Classrooms" explores the internationalization of university curricula in Japan in terms of approaches taken to internationalize the curriculum in English-medium instruction (EMI) with a focus on understanding their experiences in these internationalized classroom contexts.

Vianna Renaud, *Bournemouth University, UK,* "Learning from those who have done it before' - Peer   to   Peer Employability Coaching and Mentoring; a case study of Bournemouth University in the UK" explores the impact and effectiveness of peer-to-peer coaching and mentoring between first and final year undergraduate students at Bournemouth University, in terms of their awareness of their own employability and the process in which they learn about university resources.

Bruna Navarone Santos State University of Rio de Janeiro *(UERJ)* and *Oswaldo Cruz* Foundation/ *Oswaldo Cruz* Institute (*PGEBS/IOC/Fiocruz*), Brazil and **Isabela Cabral Félix de Sousa** *Oswaldo Cruz Foundation/ Oswaldo Cruz Institute* (*PGEBS/IOC/ Fiocruz*), *Brazil,* "Emotions and Scientific Initiation Among Underprivileged High School Students in Rio de Janeiro, Brazil", explores the Scientific Vocation Program (*Provoc-Fiocruz*) which is a non-formal educational program for scientific initiation taught by university staff and directed to under-served High School students in Brazil to foster skills to be college ready.

Sandra Tsoenemanu Sikanku, *University of Cape Coast, Ghana,* "An Investigation of Transition Experiences of Students with Visual Impairment in Public Universities in Ghana" explores student transition from high school to university for students with visual impairment and the challenges to all parties involved with a focus on the experiences of students from their own point of view.

Fenella Somerville. *Pretoria University, South Africa,* "Capabilities for Media Graduate Employability: A Case Study of Private Higher Education in South Africa" examines the South African private higher education sector with a focus on the efforts of these institutions to counter recent college graduates' unemployment.

Jamie Storey, *Central Michigan University, US,* "Bumping into the Glass Ceiling: Exploring Women's Experiences Seeking Positional Leadership Roles within the Student Affairs Profession in South Africa" explores the

meaning women ascribe to the experience of seeking formal leadership positions within the field of student affairs in South Africa in terms of navigating the work and family balance.

Nicholas Stroup, *University of Iowa, US,* "Accreditation and Anticipatory Socialization to Doctoral Education in Kosovo", explores the 2013 Kosovo accreditation regulations that mandated that universities employ three PhD holders in every academic program to maintain accreditation to assess how difficult this regulation has been to fulfill.

Zachary Taylor, *University of Texas at Austin, US,* "Translation as Charitable Currency: Exploring Linguistic Philanthropy from International Students and Alumni" explores alumni giving of international education students post-graduation with a focus on how US institutions solicit charitable donations from international alumni.

Yanhao Wangm, *Seton Hall University, US,* "Balance of Power: The Governance Structure of International Branch Campus in China" explores three branch campuses in China: NYU-Shanghai, Duke Kunshan University (DKU) and Wenzhou-Kean University (WKU) with a focus on identifying the governing   boards   and senior leadership of the different   partners and how the universities balance the power of home campuses and local partners.

Ayenachew Woldegiyorgis, *Boston College, US, "*Engaging with Higher Education Back Home: Experiences of African Academic Diaspora in the US", explores transnational engagement   in   which   African   born academics who are working in the United States bridge relationships between US and African institutions to   contribute to the development of higher education in their home continent.

Addisalem Tebikew Yallew, *University of the Western Cape, South Africa,* "The   Expanding Use of the English Language for Research and its Implications for Higher Education Institutions and Researchers: A Case study of Three African Flagship Universities" explores the implications of using the English language for research in three African universities and assesses if the use of language affects quality and relevance of research.