

**JCIHE: Winter 2020: Special Issue****Introduction and State of the Field 2020**

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Dear Readers -

The effects of COVID-19 pandemic have been strong and unforgiving. The human toll has been staggering and the long-term economic effects will be felt for years to come. Throughout the world higher educational institutions and those who conduct research on comparative and international higher education have had to swiftly make changes to their teaching styles, research processes, and collaborative relationships. The pandemic created a moment in time that, like other disasters, offers a chance to rethink current practices and to create reimagined ways in which higher education can be stronger and be more responsive to their communities. JCIHE will continue to explore these new possibilities in future issues.

In celebration of the research done during 2020, I welcome you to the *Journal of Comparative and International Higher Education (JCIHE) Winter Special Issue 2020 on Refugee Students in Higher Education*. The Winter 2020 issue also includes a Research Article by Christine Cress and Thomas Van Cleave and a Comparative Analysis Essay by Shelbee Nguyen Voges. The JCIHE Winter 2020 Supplemental Issue will include the annual JCIHE Annual Graduate Student Work-in-Progress that celebrates the academic interests of students studying in a Master's or Doctoral program.

The article by Christine Cress and Thomas Van Cleave examines international service-learning as a means to assist the formation of global consciousness. The focus of the article is to show that experiences that are not framed through critical academic lens cannot provide adequate insight to social problems that exist within the geographic areas where learning is to occur. Cress and Van Cleave propose that international student service-learning programs need to purposefully address power and privilege inherent in one's persona and positionality in the world and in so doing should intentionally address xenophobia and cultural humility. The Comparative Analysis Essay by Shelbee Nguyen Voges is a timely one that examines inequities of completion of higher education on time. The Comparative Analysis provides examples from university first-year policy that intentionally uses defined pathway programs to build student success in the United States and abroad.

### **Winter 2020 Special Issue**

The JCIHE Winter 2020 Special Issue is entitled *Thriving in the Face of Adversity: Mapping Experiences of Refugee Students in Higher Education* edited by Dr. Belma Sadikovic, Assistant Professor of Curriculum and Instruction at Minnesota State University, and co-founded the Boise State Refugee Alliance (BSRA). The topic of the special issue examines one of the critical issues of our time, that of access and equity for refugee students. Refugees face numerous obstacles entering higher education in a new country and then learning how to maneuver within a new educational context to be able to complete their education to earn a college degree. For these students, institutional policies, and inadequate student services often truncate successful learning which in turn, further marginalizes these students. Yet, as many of the articles share, many refugee students bring with them to their new learning environments prior tertiary educational experiences, existing social capitals, and defined community cultural wealth that allows them to successfully navigate new institutional pathways. In so doing, these students demonstrate a counter-barrier narrative in which they use their experiences to build capabilities that lead them to success in higher education. The articles in the Winter 2020 Special Issue explore the academic and social integration of refugee

students at the host institution and within the host community. In the cases profiled in this special issue, higher education in another country provides for refugees' positive experiences that help them not only succeed, but, for some, help them to re-build their lives. These articles provide insight into how integration becomes the means to foster social support, provide a welcoming campus climate, institutionalize support services, encourage curricular inclusion, and build multicultural socialization practices that link the refugee student to the higher educational institution and to the local community.

The articles in the JCIHE 2020 Winter Special issue include a focus on refugee students in Canada, in Malaysia, and in United States. Birtwell, Duncan, & Carson explore factors that support and impede the transition of refugee students in Malaysia from secondary to tertiary education. They find that lack of information about existing opportunities, poor knowledge of the application process, and insufficient soft skills impeded access. A case study of CERTE Bridge Course shows that purposeful and targeted intervention is making a difference and, in particular, is allowing students to develop cultural capital skills that are needed to negotiate access and that allows them to present existing skills in ways recognized by higher education in Malaysia. Svinjar focuses on refugee girls residing in different countries and explores the obstacles that they experience at primary, secondary and tertiary educational levels. These girls have lower enrollment rates and greater likelihood to drop out. Yet, when intervention is given, many are able to overcome adversities and in particular are enabled to use their capabilities and strengths to lead to higher educational success. Obradović-Ratković, Woloshyn, and Sethi examine changing voices that individuals have as they move through graduate higher education. Using Reflexive Ethnography, the authors share and deconstruct their own individual and familial experiences as displaced persons, graduate students, instructors, and mentors. The purpose of the article is to build personal and pedagogical narratives of migration and resilience as related to learning, teaching, and mentoring in graduate education. Maclsaac, Martin, Kubwayo, Wah and Nanyenga focus on a counter-deficit narrative to see how refugee experiences demonstrate multiple capabilities that lead to success. The focus of the article is on the existing

academic agency of refugee-background individuals who resettled to the U.S. and how educational institutions need to value the background of refugees as knowledge creators as a key component in advancing success. Peralta uses Critical Race Theory as a framework to explore how refugee students conform to and persist schooling. The article also uses the strength of community cultural wealth to assuage the negative didactic experiences that these students experienced. Finally, Hoff also uses a counter-deficit narrative to focus on refugees who settled in the United States in 2008 of whom, 37% arrived with college degrees. The article explores their narratives to understand how institutional barriers, such as lack of information and institutional racism that devalues these individuals, as well as personal barriers, such as competing priorities and language barriers do contribute to a lack of success.

#### **JCIHE State of the Field: 2020**

During 2020, the Journal of Comparative and International Higher Education (JCIHE) showed a commitment to publishing comparative and international articles that provided critical and insightful scholarship. JCIHE publishes three types of manuscripts – full-length research articles, comparative analysis essays, and graduate student work-in-progress articles. All submissions undergo double-blind peer reviews. JCIHE will be adding invited book reviews that will begin to appear in the 2021 issues.

The *Journal of Comparative and International Higher Education* (JCIHE) is currently listed in Cabells Scholarly Analytics, CiteFactor, EBSCOhost, ERIC. GoogleScholar rankings index examine articles published in the last 5 years. The calculation is based on the largest number  $h$  such that  $h$  articles published in 2015-2019 have at least  $h$  citations each. The  $h_5$ -median is the number of citations for the articles that make up its  $h_5$ -index and measures the distribution of citations to the articles in the  $h$ -core. The  $h$ -core is a set of top cited  $h$  articles from the publication and are the articles that the  $h$ -index is based on (GoogleScholar, n.d.). The JCIHE Google Scholars  $h_5$ -index is 4

and the h5-median is 7. The top downloaded articles for 2019 and 2020 are shown in Table 1. For a newer journal these are decent numbers.

*Table 1: Top Downloaded Articles for 2019 and 2020*

Author	Title	Vol/Year	Abstract Views	PDF Download
Ritter	Singapore's Search for National Identity: Building a Nation through Education	11(Spring) 2019	17	73
Bilas	A Packaged Deal: Effective Support Systems for International Student Spouses	12(Fall) 2020	56	25
Heuser et al.	Internationalizing a Broader View of Scholarship: An Exploratory Study of Faculty Publication Productivity in Boyer's Four Domains of Scholarship in English-speaking Universities	12(Fall) 2020	41	14
Sperduti	Internationalization as Westernization in Higher Education	11(Spring) 2019	19	35
Ballo et al.	Applying Student Development Theories: Enhancing International Student Academic Success and Integration	11(Winter) 2019	31	15

Nwokedi	Thriving in the face of adversity: Mapping experiences of international students in a South African higher education institution.	12(Spring) 2020	32	13
Karkour et al.	International Students on U.S. College Campuses: Building Up or Tearing Down Cultural Walls?	12(Fall) 2020	24	12
Pei et al.	The Rising Cost of Being Foreign: Impact of Differential Tuition on International Students	11(Winter- S) 2019	4	30
Ahmed	#RhodesMustFall: Decolonization, Praxis and Disruption	11(Fall) 2019	9	24
Yamada	Japanese Higher Education Reform Trends in Response to Globalization and STEM Demand	11(Fall) 2019	8	24
Ghazarian	A Shared Vision? Understanding Barriers to Internationalization	12(Fall) 2020	20	11
Kwasi-Agyeman et al.	Higher Education Funding and Student Access in the Global South	12(Fall) 2020	15	15
Buckner	The Role of Higher Education in the Arab State and Society: Historical Legacies and Recent Reform Patterns	11(Spring) 2019	3	27

Maravillas	Filipino and American Teachers: Their Differences in Psychological Needs, Performance, and Culture	11(Winter-S) 2019	17	12
Kang et al.	Living and Learning Between Canada and Korea: The Academic Experiences and Cultural Challenges of Undergraduate International Exchange Students	11(Fall) 2019	27	2
GÜLEN et al.	Use of fun book in science education; sample application	12(Fall) 2020	19	9
Nilsson	The Buddy Programme - Integration and social support for international students	11(Winter) 2019	19	8
Shchepetylnykova et al.	Contribution of International Development Activities to Comprehensive Internationalization of U.S. Public Universities	12(Spring) 2020	22	3
Mussawy	The Challenges of Quality Assurance and Accreditation in Afghanistan: A Policy Implementation Analysis	11(Winter-S) 2019	15	8

### Statistics for 2020

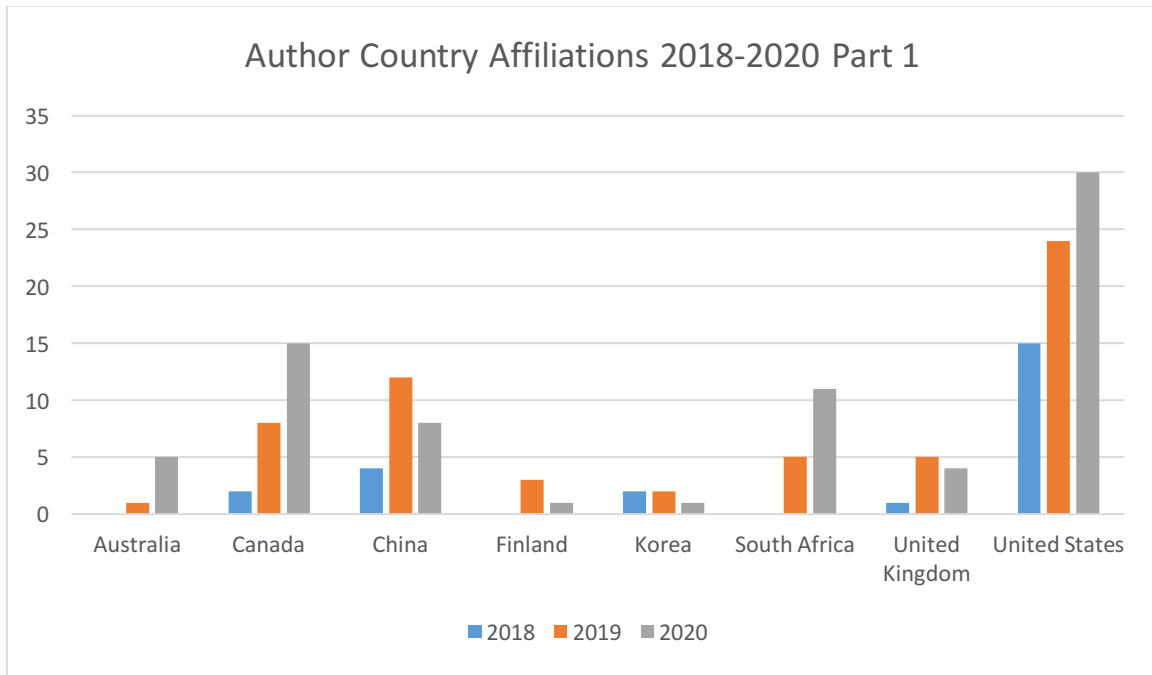
In 2020, JCIHE received 29 submissions, of which, 13 were accepted. Combined, for the Spring 2000, Fall 2000, and Winter Special 2000 issues, JCIHE authors were represented by 14 men and 26 women. Being a journal that is international in scope and purpose, JCIHE is pleased to share that in 2020, authors were affiliated with institutions in Australia (1); Botswana (2); Canada (11); Malaysia

(1); South Africa (7); Turkey (2); Ukraine (1); United Kingdom (4); United States (19). Graphs 1 and 2 show the author country affiliation comparing submissions from 2018, 2019, and 2020. Graph 1 shows information on the top eight receiving countries, while Graph 2 shows the remainder of the author institutional affiliations worldwide.

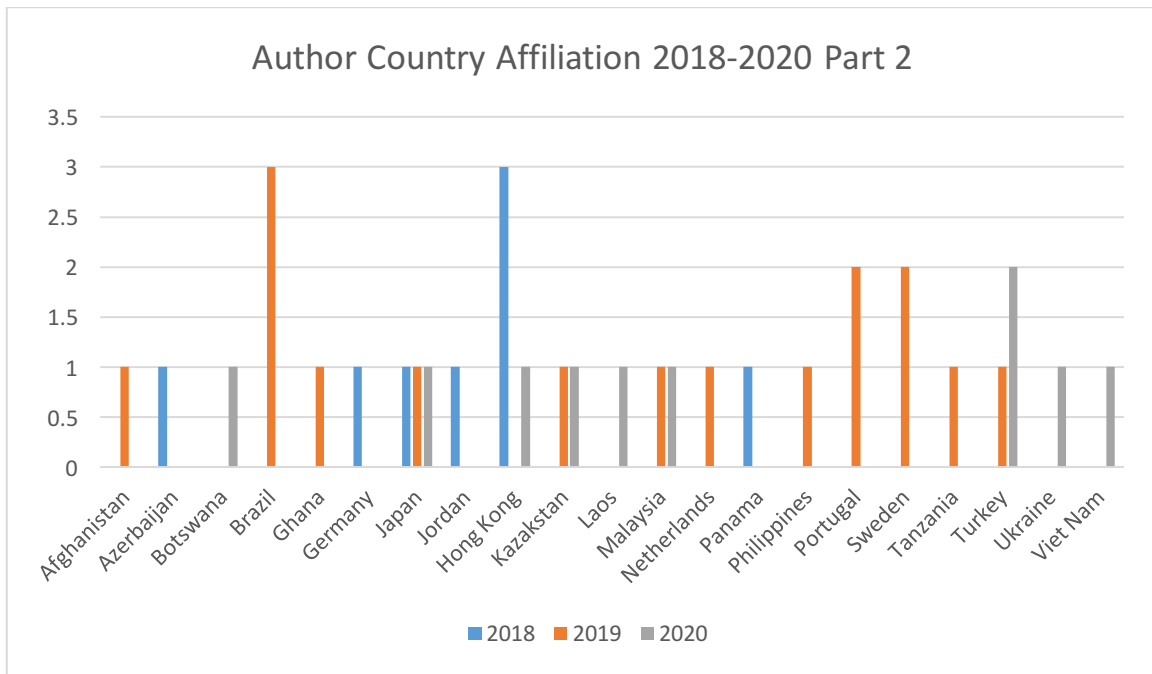
The 2020 *Graduate Student Winter Supplemental issue* received 35 submissions, of which at the time of this publication, 19 were accepted and 6 are pending. This issue will be published in January 2021. Of the accepted submissions, Winter 2020 Graduate Student authors were represented by 9 men and 15 women. These authors were affiliated with institutions in Australia, Canada, Hong Kong, Japan, South Africa, United States, and Viet Nam.



Graph 1: Author Country Affiliations: Part 1



Graph 2: Author country Affiliations: Part 2



JCIHE strives to review and publish research and scholarship in a timely manner. While some decisions take longer for various reasons, time from submission to first decision is generally 75 -90 days. Our success depends on expert reviewers who generously give their time and expertise without compensation. In 2020, the JCIHE benefitted from over 150 volunteer reviewers, many of which provided feedback on multiple revisions.

The editorial staff of JCIHE is please to help support the CIES Higher Education SIG in advancing comparative and international higher education. JCIHE is a professional forum that supports development, analysis, and dissemination of theory-, policy-, and practice-related issues that influence higher education. JCIHE is proud to be part of the STAR network.

I especially want to thank the JCIHE Executive Editors Pilar Mendoza and Anatoly Oleksiyenko who also serve as the co-chairs of the CIES HE-SIG. I want to well welcome the new JCIHE Managing Editor Nian Ruan and the new JCIHE Production Editor, Jade Liu. The 2020 issues would not have been published in such a timely manner without these wonderful editors. I want to extend my sincerest thanks to the current JCIHE Managing Editor, Hei-hang Hayes Tang who has supported the journal in improving quality and focus. Dr. Tang transitions to the new JCIHE Associate Editor position. Finally, below is the list of the 2020 JCIHE peer reviewers and copy-editors. It is their dedication that helps keep the standards and integrity for the journal.

*Editor in Chief*, Rosalind Latiner Raby

**JCIHE would like to thank our 2020 peer reviewers**

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