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Special Issue: Graduate Student Work-In-Progress

Introduction

Rosalind Latiner Raby

California State University, Northridge, USA

Editor-In-Chief

Dear Readers –

I would like to welcome you to the *Journal of Comparative and International Higher Education* (JCIHE) Winter Supplemental Graduate Student Issue. This issue highlights Graduate Student Work-in-Progress with contributions from graduate students from around the world who are currently studying in a doctoral program. The purpose of the Supplemental Issue is to capture current work-in-progress with the intent to share topics and future trends that will impact the field of comparative and international higher education. In that the focus is on work-in-progress, some of the articles provide foundational information while others include preliminary findings.

Contributions for the 2020 JCIHE-Winter Supplemental Issue examine issues of higher education in 23 countries and regions: Australia, Canada, China, Egypt, Eritrea, China, Germany, Ghana, Hong Kong, India, Indonesia, Japan, Laos, Mozambique, Nigeria, Sarajevo, South Africa, South Korea, Togo, Turkey, United Arab Emeritus, United States, Vietnam. 21 of the authors are studying in institutions in the Global North (minority world) while 7 are studying in or are affiliated with institutions in the Global South (majority world). Several students have co-institutional affiliations. The graduate student authors are studying at the following:

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Australia: Deakin University

Austria: Danube University Krems (co-institutional)

Canada: Nipissing University; Brock University; OISE, University of Toronto

Finland: Tampere University (co-institutional)

Hong Kong: University of Hong Kong

Indonesia: Ministry of Education and Culture of Indonesia (co-institutional)

Japan: Hiroshima University (co-institutional)

Laos: National University of Laos (co-institutional)

South Africa: University of Western Cape (2 authors)

Vietnam: Ho Chi Minh University of Technology and Education (co-institutional)

United States: Michigan State University; University of Alabama at Birmingham; University of California at Los Angeles (2 authors); University of Iowa; University of Kentucky; University of Maryland, College Park; University of Massachusetts, Amherst; Texas Tech University; University of Toledo, Ohio

2020 Graduate Student Themes

Numerous themes are represented in this Graduate Student issue. While much of the research was conceived and conducted prior to COVID-19, the implications of the pandemic are apparent in most of the research presented. Of note is the number of studies this year on the theme of employability. Two broad themes are found: Institutional Practices and Student Voices.

Institutional Practices

The articles on the theme of institutional practices examine national or institutional internationalization policies and staff/student perspectives.

Institutional Internationalization Policies

Articles focus on policies as interpreted through national, institutional, and programmatic level lenses. Articles compare national policies in China, South Korea, and Japan and compare how different United States associations influenced policies at the national level. Articles also focus on institutional policies. These articles examine English language acquisition policies in Mozambique universities, funding policies that foster student access in South Africa and Ghana, Academic Freedom policies in United States and India, and university press policies that contributed to the closure of a Confucius Institute in the United States. Finally, articles focus on curricular, pedagogical, and programmatic policies at the institutional level. Articles examine program offerings in Viet Nam universities, adoption of liberal education in Nigeria, adoption of Global Certificate programs in United States community colleges, and adoption of clinical training programs in pharmacy education in the United Arab Emirates.

Staff/Student Perspectives

The focus on the voices of staff, be it presidents or faculty, was highlighted in four articles. One article examined the perspectives of university presidents on international students during COVID-19. Three articles examined faculty perspectives as connected to capacity building. These articles examined perspectives of women scholars' intellectual leadership in Hong Kong, faculty professional development in Viet Nam and Australia, and faculty satisfaction in Bosnia and Herzegovina.

Student Voices

The focus on the voices of students informs how students think about employability, career readiness, and student engagement. The topics of employability and career readiness dominated the articles in the 2020 Graduate student issue. Articles examined how learning abroad impacted career choices of Indonesian students studying in Australia, mining engineering student's employability in South Africa, impact of employability from enrolling in a binational university (Turkish-German) residing in Turkey, employability of Lao Graduates who studied in Chinese Universities and then returned home, and employability of transgender & queer international students graduating from Australian and

Canadian institutions. Finally, student engagement was a focus on articles that examined how refugees from five countries used community cultural wealth to get into and through universities. Another theme was the impact of student interaction in social justice discussions and resulting success outcomes.

Articles

The Following Articles are included in this Issue:

Amad Al-Azzawi. *OISE, University of Toronto, Canada*. "Pharmacy Education in Emerging Health Care Systems: Clinical Training in the UAE" explores program and pedagogy policy borrowing that impacts two types of clinical training for pharmacy education, the group-centered approach and the patient-centered approach, in the United Arab Emirates.

Robert M. Cermak. *Michigan State University, U.S.A.* "Liberal Education in Nigeria: A Case Study of the General Studies Curriculum" explores the development of a general studies curriculum (liberal education) in Nigeria and examines liberal education as a product of the Western academy.

Ricardo Pinto Mario Covele. *University of the Western Cape, South Africa*. "An Analysis of the Use of English Language for Career Development in African Higher Education: The Case of Two Mozambican Flagship Universities" explores the implications of adopting English language for career development in two Portuguese language-speaking universities.

Paul Othusitse Dipitso. *University of Western Cape, South Africa*. "Work-integrated Learning for Mining Engineering Training and the Employability Nexus in Traditional Research Universities: A Case of Selected South Africa Universities" explores the role that professional associations play to develop professional skills and career readiness for mining engineering students in South Africa.

Molly E. Hall-Martin. *University of Iowa, United States*. "Institutional Responses to Environmental Pressures: Confucius Institute Closures in the United States" explores how the language of university press releases contributed to the closure of a Confucius Institute in the United States

and reflects on the power dimensions in the written word of the press releases within the broader discourse surrounding Confucius Institutes and U.S.-Sino relations.

Yuqing Hou, *University of California, Los Angeles, U.S.A.* & Amy Pojar *University of California, Los Angeles, U.S.A.* "U.S. Social Justice Spaces and Global Justice: Integrating International Students for the Engagement of All" explores outcomes of social justice discussions inside and outside United States university classroom to assess if integration of international students with domestic students results in greater engagement and better academic outcomes.

Alam Nasrah Ikhlas. *Deaken/Ministry of Education, Australia and Culture of Indonesia as a Senior Policy Analyst of Educational Learning.* "The Effect of Learning Abroad on the Students' Career Direction and Employability through Australian-Indonesian Student Mobility Programs" explores the career readiness employability of Indonesian students who studied in Australia by applying Bourdieu's thinking tools of capital, habitus, field and social reproduction.

Fredua Kwasi-Agyeman. *University of the Western Cape, South Africa.* "Public Funding of Higher Education and Student Access: A Comparative Study of Two Public Universities in Africa" explores the University of the Western Cape and the University of Ghana public funding policies and compares how those policies contribute (or not) to increasing student access from 2007-2016.

Diep Luu. *University of Massachusetts, Amherst, U.S.A.* "Another Side of Global Mobility: Higher Education Access Among Students from Refugee Backgrounds" explores how refugee students from Egypt, Eritrea, Japan, Togo and Vietnam use their community cultural wealth to get into and through university.

Nina Marijanović. *University of Kentucky, U.S.A.* "Applying Hagedorn's Conceptual Framework to Examine Job Satisfaction among Faculty at the University of Sarajevo" explores if Hagedorn's

Framework of Job Satisfaction can be applied in a transitional nation by examining faculty levels of satisfaction.

Diep T. B. Nguyen. *Deakin University, Australia*. "A Comparative Study on Capacity Building for Academic Staff in Internationalisation of Higher Education in Vietnam and Australia" explores the use of agency by academic staff to engage in and build capacity for internationalization in universities in Viet Nam and Australia. The article targets social and institutional conditions and individual aspirations in capacity building.

Tien Nguyen. *Deakin University, Australia / Ho Chi Minh University of Technology and Education, Vietnam*. "The Factors that Influence the Pre-Service Teachers' Learning in the Practicum" explores the experiences of pre-service teachers who participate in two types of practicum in two universities in Viet Nam. In one group, the pre-service teachers are mentored by local schoolteachers in local schools and the other group, pre-service teachers are mentored by university lecturers in universities classrooms.

Nian Ruan. *University of Hong Kong*. "Female Professors Developing Intellectual Leadership in Hong Kong: Considering Disciplinary, Institutional and Gender Factors" explores how disciplinary, institutional, and gender factors influence the development of women's intellectual leadership styles in Hong Kong.

Ruchi Saini. *University of Maryland, College Park, U.S.A.* "A Comparative Analysis of Academic Freedom within Higher Education Institutions (HEIs) in India and the USA" explores the philosophy and practices of academic freedom in India & in the United States and suggests that a disproportionate decline in academic freedom in India is an indicator of lower international higher education rankings.

Sarah M. Schiffecker, *Texas Tech University, U.S.A.* "Leading the Many, Considering the Few - University Presidents' Perspectives on International Students During COVID-19" explores the perspectives

of five university presidents, from different countries, on international students during COVID-19.

Jessica Schuller. *Graduate Student, Tampere University, Finland & Danube University Krems, Erasmus Mundus Research and Innovation in Higher Education (MARIHE) program.* “Exploring Graduate Career Outcomes at Binational Universities: Two Countries, One University, Binational Employability” explores the graduate career outcomes of students who studied at a Binational University (Turkish-German) located in Istanbul, Turkey.

Soubin Sisavath. *National University of Laos / Hiroshima University Japan.* “Understanding Employment Opportunities and Challenges Facing Lao Graduates from Chinese Universities” explores employment opportunities facing Lao graduates who studied in Chinese universities and the trajectories they experienced once they return home.

Stacye Fraser Thompson. *University of Alabama, U.S.A.* “Global Studies Certificates As An Instrument for Building Capacity for Community College Internationalization” explores the adoption practices of Global Studies Certificate programs in 23 United States Community Colleges to determine the effectiveness to establish pathways for integration of these programs into mission, outcomes, and culture of the campuses.

Trang Le Thuy. *Deakin University, Australia, Vuong Tran Hoang, Nipissing University, Canada, and Giang Le Nguyen Hoang Brock University, Canada.* “Pride and Prejudice: An Intersectional Look at Graduate Employability of Transgender and Queer International Students” explores the graduate employability of transgender and queer international students who graduated from Australian and Canadian universities.

Yovanna Soobrayen Veerasamy. *University of Toledo, Ohio. U.S.A.* “National Higher Education Internationalization Policy: An Historical Analysis of Policy Development between 2000 and

2019" explores different associations and national policies that supported United States national higher education internationalization policy: 2000-2019.

You Zhang. *OISE, University of Toronto, Canada.* "Internationalization Higher Education for What? An Analysis of National Strategies of Higher Education Internationalization in East Asia" explores national strategies used to promote higher education internationalization in China, Japan, and South Korea. In each country, perspectives on global competitiveness, leadership, and regional cooperation are compared.

The *Journal of Comparative and International Higher Education* (JCIHE) serves as a place to share new thinking on analysis, theory, policy, and practice that relate to issues that influence comparative and international higher education. The JCIHE is the official journal of the Comparative and International Education Society (CIES) Higher Education Special Interest Group (HESIG). I want to thank several individuals who were instrumental in the publication of this issue. First, I want to thank our Associate Editor, Hayes Tang for his support, insight, and creativity. Second, the timely publication of the issue was dependent on the expert management of the journal by the JCIHE Copy-Editor Director, Nian Ruan and the JCIHE Production Editor, Jie Liu. It is their dedication that helps keep the standards and integrity for the journal. I also want to give special thanks to the JCIHE Copy-Editors for this issue:

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Graduate Student Issue.

Narayanan Hariharan (Shri Academy, Indonesia)

Audi Hassan (CEO Plcorpora, Islamabad, Pakistan)

Arburim Iseni (State University of Tetova, Republic of North Macedonia)

Michael Landord (University of North Georgia, U.S.A.)

Rachel McGee (Speaking Partner, South Dakota, U.S.A.)

Sami Merji (Tiffin University, Ohio, U.S.A.)

Sarah Schiffecker (Texas Tech University)

Samantha Thompson (Southern University Law Center, U.S.A.)

Editor in Chief, Rosalind Latiner Raby