

JCIHE: Vol. 13 Issue 2, 2021

Introduction

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Dear Readers -

I am pleased to share the Vol. 13, Issue 2, 2021 of the *Journal of Comparative and International Higher Education* (JCIHE). Interest in comparative and international higher education continues to expand and to respond, JCIHE has revised guidelines for submission.

ALL NEW JCIHE GUIDELINES: All authors are encouraged to contextualize their argument, when possible, by citing from existing debates and discussions previously published in JCIHE and by sharing how the results of your manuscript contribute to previous published articles on related issues. These links build a sense of continuity and foster scholarly dialogue within the journal. JCIHE accepts three types of submissions:

EMPIRICAL ARTICLES should demonstrate high rigor and quality. Original research collects and analyzes data in systematic ways to present important new research that adds to and advances the debates within the field of comparative and international higher education. Articles clearly and substantively contribute to current thought by expanding, correcting, broadening, posing questions in a new light, or strengthening current conceptual and/or methodological discussions in comparative and international higher education. We welcome new topics and issues that have been under-emphasized in the field.

SCHOLARLY RESEARCH-BASED REVIEW/ESSAYS should demonstrate rigor and quality. Original research that a) describes new developments in the state of knowledge, b) examines area studies and regional developments of social, cultural, political and economic contexts in specific regions worldwide, c) analyzes existing data sets applying new theoretical or methodological foci, d) synthesizes divergent bodies of literature, e) places the topic at hand into a platform for future dialogue or within broader debates in the field, f) explores research-to-practice, g) examines practical application in education systems worldwide, or h) provides future directions that are of broad significance to the field. Submissions must be situated within relevant literature and can be theoretical or methodological in focus.

EMERGING SCHOLARS RESEARCH SUMMARIES share thesis or dissertation work-in-progress or original empirical research. The intent of this special issue is to share cutting edge research that is of broad significance to the field of comparative and international higher education. Articles must include a literature review, theory focus, and strong methods section. **NOTE:** All submissions had a Letter of Support from the student's Supervisor/chair indicating their approval for the potential publication.

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Issue 2, 2021 includes 11 research articles, 1 essay and a book review. Rebecca Tarlau reviews the book *Higher Education in a Globalising World: Community Engagement and Lifelong Learning* by Peter

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Mayo. The essay and empirical articles explore comparative and international higher education in two themes: Student Learning Strategies and Pedagogy, and Institutional and Business Policies.

Student Learning Strategies and Pedagogy

There are six articles and one essay in this section. *Chang* explores geography as a learning strategy for United States students who study abroad. *Oyeniya* compares the adjustment strategies employed by undergraduate and graduate international students studying in the United States. *Khunkum and Fourniew* explore the ability of South Asian international students to access healthcare services in Canada. *Shi* examines English Language Learners in a Chinese university to explore the relationship between self-efficacy and goal orientation. *Tavares* utilizes three theoretical perspectives to explore cultural, social, and linguistic influences on identity construction. *Song and Caldwell* explore the complex dimensions of 'becoming' a cosmopolitan teacher educator in an autobiography of a overseas study tour.

Institutional & Business Policies

There are four articles and one essay in this section. *Wilson* explores national policy & international scholar's restrictions on freedom in China. *Paudel* examines how university policy of productivity aligns with faculty in four academic schools in a university in Nepal. *Ivanova* examines the mission Statements of Japanese associations and companies to assess their support of international students in Japan. Finally, *Hewitt* explores the extraneous factors that are utilized in university ranking exercises in Brazil.

The JCIHE VOL 13(2) 2021 ARTICLES INCLUDE:

EMPIRICAL ARTICLES

Bo Chang, *Teachers College, Ball State University, USA*

Situated Learning - Foreign Sites as Learning Contexts

This article explores how foreign sites where students study abroad can function as learning context that can provide (a) cues to understand new knowledge from different perspectives; (b) context to understand the meaning behind words; (c) minute details tying facts towards abstract knowledge; and (d) space for stimulating emotional attachments.

W. E. (Ted) Hewitt, *The University of Western Ontario, Canada.*

Factors Affecting Competitiveness in University Ranking Exercises: Lessons from Brazil

This study examines external factors that can affect a given institution's impact on university ranking exercises in Brazil, that in turn, affects corporate status, geographic location, and access to resources.

Polina Ivanova, *Ritsumeikan University, Japan.*

Mission Statements of Japanese Civil Society Organizations Supporting International Students in the Kansai Area: Critical Discourse Analysis

This article explores how Japanese companies are important in providing incentives for internationalization and the welcoming of international students and how local governments are implementing a variety of international student support initiatives both via universities and directly, often with the help of their affiliated volunteer groups.

Inderpret Kaur Khunkhun, *Thompson Rivers University, Kamloops, Canada & Bonnie Fourniew*,
Thompson Rivers University, Kamloops, Canada.

Newly Arrived South Asian Students' Experience with the Canadian Healthcare System

This article explores the experiences of newly arrived South Asian international undergraduate and graduate students in accessing healthcare services in a small town in British Columbia. The focus is to identify barriers and facilitators of accessing healthcare services to better meet the needs of international students.

Odunola Oyeniyi, *University of Central Arkansas, USA*, **Robert L. Smith**, *Texas A&M University-Corpus Christi, USA*, **Joshua C. Watson**, *Texas A&M University-Corpus Christi*, and **Kristina Nelson**, *Texas A&M University-Corpus Christi*

A Comparison of First-year International Students' Adjustment to College at the Undergraduate and Graduate Level

This article explores how first-year graduate and undergraduate international students adjust to studying in the United States. Adjustment is based on resilience, relational skills, and acculturative stress. Findings show differences between graduate and undergraduate adjustment experiences.

Krishna Prasad Paudel, *Kathmandu University, Nepal*

Level of Academic Performance among faculty Members in the Context of Nepali Higher Educational Institution

The article identifies the level of academic performance in Nepal universities by faculty in the Humanities, Education, Management and Science schools. The study shows how university policy results in high-capacity building among the faculty members. The study also shows that individual differences and the organizational environment, culture, and technological infrastructure are crucial to capacity building.

Hong Shi, *China University of Petroleum-Beijing, China*

Examining ELLs' Self-Efficacy Beliefs and Goal Orientation in Higher Education

The study examines self-efficacy and goal orientation of college-level English Language Learners (ELLs) in a Chinese university. It explored the positive correlation between self-efficacy and mastery goals and the negative correlation where self-efficacy was negatively correlated with performance-avoidance goals.

Vander Tavares, *Høgskolen i Innlandet, Norway*

Theoretical Perspectives on International Student Identity

The study explores the tendency of discussing international students and their identity-related experiences in homogenizing ways. To counter this, three theoretical perspectives on identity are designed to account for specific cultural, social, and linguistic influences on identity construction.

Hannah Soong, *University of South Australia, Australia* and **David Caldwell**, *University of South Australia, Australia*

Tensions, transformations and travel: Comparative narratives of 'becoming' a cosmopolitan educator through an overseas study tour in Singapore

This study uses autobiography of two authors from Asian and Australian backgrounds to document the complexity of 'becoming' a cosmopolitan teacher educator through an overseas study tour. The experiences are examined as to how it engaged teacher educators in self-reflexivity of their negotiation of multiple identities: academic, personal and cultural are identified.

ESSAYS/REVIEWS

Jeffrey Wilson, *Virginia Commonwealth University, USA*

Chinese Higher Education and the Quest for Autonomy: One Step Backward

This essay explores the Chinese Communist Party national policy of postsecondary institutions and provides commentary on the scrutiny of international scholar's restrictions on freedom that impact travel as well as increased surveillance and scrutiny.

JCIHE is an open access, independent, peer-reviewed international journal publishing original contributions to the field of 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). JCIHE has as its core principles: a) comparative research; b) engagement with theory; and c) diverse voices in terms of authorship. JCIHE supports a professional forum for the development, analysis, and dissemination of theory-, policy-, and practice-related issues that influence higher education.

I want to thank several individuals who were instrumental in the publication of this issue, Associate Editor, Hayes Tang, Copy-Editor Director, Nian Ruan, and Production Editor, Jie Liu. It is their dedication that helps keep the standards and integrity for the journal. I also want to acknowledge all the dedication that our numerous volunteers have given to the journal in the peer review process. Finally, I want to give special thanks to the JCIHE Copy-Editors for this issue: Ricardo Covele; Nazgul Bayetova; Gregory Malveaux; Ryan Deuel; Bob Cermak; Michael Lanford; Samatha Thompson; Soobrayen-Veerassamy Parmesware; Vutha Ros; Nian Ruan and William Federer

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