

JCIHE: Vol. 13 Issue 4, 2021 Introduction

Rosalind Latiner Raby

California State University, Northridge, USA

Editor-In-Chief

Dear Readers -

I am pleased to share the Vol. 13, Issue 4, 2021 of the *Journal of Comparative and International Higher Education* (JCIHE). Issue 4 includes ten Empirical Articles that elaborate on three main themes. Two articles (Veerasamy; Aboyea & Metcalfe) explore issues of internationalization in a historical context. Seven articles explore the experiences of international students. Timsina examines Nepalese students studying in Denmark; Chon & Moea examine Burmese female students studying in China; Alsulami examines Saudi Arabian returnee students who had studied in the U.S., U.K. or Australia; López examines Mexican postgraduate students studying in the U.K; Callaghan, Collins & Estra examine international students studying in Norway; Agostinelli examines learning experiences of international students from non-English speaking countries, and Katz, Gravelin, & McCabe examine race and stereotypical attitudes of White U.S. undergraduates towards international students of color. In the final theme, Marconi, Chiarelli, Rocha, Freddi, & Knopoff examine psychoactive substance abuse in medical students in Argentina.

Empirical Articles

Yovana S. Veerasamy (World Council on Intercultural and Global Competence). *Emerging Direction of U.S. National Higher Education Internationalization Policy Efforts between 2000 and 2019*

This article presents a historical analysis of US national higher education internationalization policy from 2000-2019. The article emphasizes how national higher education internationalization policy was shaped and emerging changes over time. In the absence of a national policy, several actors who helped shape national higher education internationalization policy were included in the framework.

Ashenafi A. Aboyea (University of British Columbia, Canada) and Amy Scott Metcalfe (University of British Columbia, Canada). *Political Ideology and Academic Autonomy in Ethiopia*

This article explores the historical development of higher education in Ethiopia (1916-2018) with an emphasis on the political ideology and its relationship with university autonomy. Findings show

that the State negatively influenced academic autonomy, including by imposing a particular political ideology that was favored by the government in power at the time.

Agustina M. Marconi (UW-Madison, USA); Julieta Chiarelli (Universidad de Buenos Aires, Argentina); Silvia Baez Rocha (Universidad de Buenos Aires, Argentina); azmin Freddi (Latinas in Global Health, USA); and Edgardo Knopoff (Universidad de Buenos Aires, Argentina). *Psychoactive substance use in medical school students at a Public University in Argentina. Lifetime prevalence and differences.*

The article assesses the lifetime use of psychoactive substances in medical students in Argentina. The study shows that among the substances studied, consumption was high. Marijuana use was the substance with the highest consumption with more than half surveyed having tried it.

Nitya Nanda Timsina (Roskilde University). *Nepalese in Denmark: How their international education aspirations transformed into a quest for 'greener pasture'*

This article reflects on experiences of Nepalese who choose to study in Denmark and who eventually become part of the Nepalese diaspora. The lure of mobility for a better life and the realities of experiences gained or lost are balanced by how the Nepalese students develop and use networks and how they engage deeply in social, cultural, and sporting rituals.

Elizabeth Margarita Hernández López (University of Guadalajara, México). *Traditional theories for cross-cultural adaptation: Revisiting their current applicability on the transition of Mexican postgraduate students to life in the UK.*

The article explores early adaptation of Mexican international students who were pursuing a postgraduate degree at a British university. These students did not associate with "the honeymoon" stage of adaptability to their new institution/culture and instead were more aligned with a "crisis" stage.

Caroline Dailey-Stranda, Hult Business School (USA), Helen Collins (Liverpool John Moores University (UK) and David Callaghan (Liverpool School of Tropical Medicine (UK)). *Those first few months were horrible': Cross-Cultural Adaptation and the J-Curve in international student experience in the UK and Norway*

This article explores how international students studying in Norway and the UK adjust to their new academic surroundings and how universities can support them. Student experiences did not fit the dominant 'U-Curve' of adaptation that suggests that while there is a honeymoon period on arrival, the anxiety and culture shock periods are the norm. This in turn, creates a revised 'J-Curve' model comprising cultural challenge, adjustment, and mastery.

Aye Chon Chon Moea, (Sagaing University of Education, Myanmar). *Finding a New 'Normal': Factors Affecting Resilience of Female Burmese International Students at a Chinese University*

This article explores problems encountered by international Burmese female students while studying abroad in China. The article finds that these students experience factors that contribute to their resilience to continue pursuing their graduate degrees. Language and academic problems and psychological distress existed at the beginning of their studies, but the students were able to overcome these problems based on internal (e.g., optimism and self-confidence) and external factors (e.g., social support and religious practices).

Naif Daifullah Alsulami (Umm Al-Qura University, Saudi Arabia). *Challenges of the Re-Entry Experiences of Returning Saudi International Students After Studying Abroad*

This article describes the challenges of student re-entry experiences when they returned to Saudi Arabia after studying abroad in the U.S., U.K., and Australia. The returnees experienced some

socio-cultural challenges that eventually dissipated over time and few educational challenges related to their work field.

Adam V. Agostinelli (University of British Columbia, Canada). *Teaching International Students in Western Universities: A Literature Review*

This article explores experiences of English language international learners who graduated from K-12 educational systems in countries where English is not the primary language spoken and who are enrolled in Western higher education institutions in countries where English is the primary language spoken.

Katz, Jennifer (State University of New York Geneseo, USA), Gravelin, Claire R. (State University of New York Geneseo, USA), & McCabe, Elizabeth (State University of New York Geneseo, USA). *White U.S. college students' perceptions of prospective international students differ by race and stereotypical attitudes*

This article explores race and stereotypical attitudes of White, non-Latinx undergraduates towards international students of color. Regardless of race, international students were perceived as less socially competent than those with counter-stereotypical attributes leading to a reduced host peers' receptivity towards international students of color.

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Finally, I want to thank several individuals who were instrumental in the publication of this issue, Associate Editor, Hayes Tang, Managing and 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 would especially like to celebrate Nian Ruan and Jie Liu who will be transitioning off their positions serving the journal. Their creativity, focus, and dedication have increased the visibility of the journal and have created a platform of professionalism for the future. The JCIHE Board and I wish you both well in your new positions. I would also like to introduce Prashanti Chennamsetti, the new JCIHE Managing Editor and Emily Marchese, the new JCIHE Production Editor. Welcome to you both!

Editor-in-Chief,
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