

JCIHE: Winter 2020: Special Issue Introduction and State of the Field 2021

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Editor-In-Chief

Dear Readers -

I am pleased to share the *Journal of Comparative and International Higher Education* (JCIHE) 13(5) issue. This issue includes 10 articles in the Winter Special, *Global Higher Education Partnerships*. Issue 13(5) also includes three empirical articles, two essays, and a book review. For the past 13 years, JCIHE has supported the Higher Education SIG of the Comparative and International Education Society (CIES) in advancing a professional forum that promotes scholarship opportunities and critical dialogue with the purpose of engaging professionals and academics to the comparative and international aspects of higher education. At the end of this introduction is the 2021 State-of-the-Field Report.

SPECIAL ISSUE: GLOBAL HIGHER EDUCATION PARTNERSHIPS

The JCIHE 2021 Winter special issue theme is *Global Higher Education Partnerships*, edited by Michael Lanford (University of Northern Georgia). The special issue is divided into two sections: *Critical Perspectives on Global Partnership Models* and *Strategies for Future Global Partnerships*. Global partnerships are heralded as a way to expand internationalization efforts. They remain popular in higher education because they seek to and eventually establish new academic networks, collaborative teaching, research, and innovative institutional designs. These global partnerships in modern higher education have existed for a century and are believed to motivate educational reform. Critiques of some global partnerships point to their unsustainability due to unpredictable meso, macro, and micro level changes that are often beyond the control of those involved in the partnerships. Researchers using critical internationalization logics raise concerns about equitable power dynamics between partners and critique neoliberalism strategies as having the potential to perpetuate marginalization and exploitation. Critiques also show that many of the global partnerships position Western knowledge, pedagogy, and curriculum as the norm, which reproduces neocolonial practices in Global South partner countries. The articles in this special issue expand the literature on global partnerships in higher education with a focus on global outreach programs, international branch campuses, research collaborations, transnational educational arrangements, and multinational consortia agreements.

Critical Perspectives on Global Partnership Models

Lauren Clarke (Sampoerna University, Indonesia). *“To Educate and Liberate?” Moving from Coloniality to Postcoloniality in the International Branch Campus Model*

This article examines the international branch campus as an exercise in intercultural managerial effectiveness, which overlooks its role in perpetuating colonial constructs, narratives, and practices. The article critiques the impact of IBCs on host cultures through postcolonial and decolonial theory and asserts that meaningful transnational collaborations are predicated on dismantling hegemonic belief systems, as well as on structural legacies of colonial relations.

Li (Lily) CAI (University of Nottingham Ningbo China), Ting (Ada) LIN (University of Nottingham), and Wenyan SHI (University of Nottingham Ningbo China). *Sexual harassment on cross-cultural campuses in China: Awareness, perception, and prevention.*

This article examines inter-personal interactions in multi-cultural contexts on international campuses in China. The focus of the article is on student community attitudes towards sexual harassment. Different attitudes and perceptions on gender, identity, sexuality, and multi-cultural friendship are revealed.

Sowmya Ghosh (University of Arizona), Jenny J. Lee (University of Arizona), and John P. Haupt (University of Arizona). *Understanding the Attraction of the Microcampus: A Quantitative Investigation of Students' Motivations to Enroll in Transnational Education*

This article examines the motivations of newly enrolled students who attend micro-campuses in China, Cambodia, Jordan, and Indonesia. Findings show that U.S. soft power, cost, and U.S culture influence student decision to enroll in these dual-degree programs transnational programs.

Zhenyang Xu (University of British Columbia, Canada/Michigan State University, United States). *Examining Neocolonialism in International Branch Campuses in China: A Case Study of Mimicry*

This article analyzes neocolonial practices at a British international branch campus (IBC) in China through the framework of mimicry and resistance. The research focuses on how the Chinese government, campus, and relevant stakeholders legitimize IBCs as a supplementary form of Chinese higher education and, in so doing, risk reproduction and reinforcement of coloniality in local contexts, as well as Western privilege in global contexts.

Roy Y. Chan (Lee University, USA). *Understanding International Joint and Dual Degree Programs: Opportunities and Challenges during and after the COVID-19 Pandemic*

This article examines international joint and dual degree programs in the United States and in Mainland China. The focus is on transnational programs using Indiana University-Purdue University, Indianapolis (IUPUI) and Sun Yat-set University (SYSU) as the case study. Findings suggest that IUPUI's most cited challenge with SYSU are aligning general education requirements. SYSU's challenges with IUPUI are language and cultural differences.

Strategies for Future Global Partnerships

Katherine Adams (University of North Georgia, USA) & Michael Lanford (University of North Georgia, USA). *Reimagining Global Partnerships in Higher Education through Open Systems Theory*

This article explores three issues arising from global higher education partnerships that negate their potential effectiveness. These include inequitable relationships between institutional partners, partner conflicts due to contradictory values and norms, and a lack of community and regional engagement. Finally, the article shows how boundaries can be either reinforced or traversed through deliberate buffering, bridging, and boundary spanning strategies.

Stephanie Simmons Zuilkowskia (Florida State University, United States) and Ismaila A. Tsigab (Bayero University Kano, Nigeria). *Partnership to Support Early Grade Reading in Nigeria: The Case of the Nigeria Centre for Reading Research and Development.*

This article presents a case study of the Nigeria Centre for Reading Research and Development at Bayero University Kano to show how an international educational development program that focuses on elementary education expands reading literacy for students and at the same time helps to establish graduate education program in reading instruction.

Shingo Hanada (Toyo University, Japan) *Higher Education Partnerships between the Global North and Global South: Mutuality, Rather than Aid*

This article presents a case study of a Norwegian and Ethiopian university partnership to identify key elements in the development of effective, mutually beneficial partnerships from policy and institutional perspectives. The case has three implications for mutual partnerships: fostering authorship among key actors; periodic evaluation to assess the progress of the partnerships; and promotion of knowledge and skill development among recipients evenly.

Ariunaa Enkhtur (Osaka University, Japan); Ming Li (Osaka University, Japan), and Xixi Zhang (Osaka University, Japan). *Case Studies of Japanese universities' collaborations with ASEAN, China, and Mongolia*

This article presents three cases of strategic collaboration between Japanese universities and higher education institutions in China, Mongolia, and the Southeast Asia. Analysis shows that partnerships were shaped by both top-down government policies as well as from bottom-up activities based on institutional visions and past relations. China, Mongolia, and Southeast Asia seek Japan's educational quality and reputation. Japan seeks to remain competitive with partnerships in Asia.

Jonah M. Otto (Universität Augsburg). *The Impact of Evolving Transatlantic Relations on International Partnerships in Higher Education*

This article examines the impact of macro-level transatlantic relations of United States and European Union higher education institutions (HEIs) as they leverage international partnerships as a way to achieve missions of teaching, research, and service. Finding show that progressive transatlantic relations result in improved performance outcomes through HEI international partnerships for U.S and EU HEIs, and that regressive transatlantic relations produce the opposite outcome. The study offers implications for policy makers and HEI administrators.

EMPIRICAL ARTICLES, ESSAYS, AND BOOK REVIEW

The JCIHE 13(5) issue includes three empirical articles, two essays, and a book review. These articles apply unique methodologies and theoretical constructs including photovoice method through a visual lens, systematic document analysis, and spanning systems model.

Empirical Articles

Tarynne Swarts (Katholieke Universiteit Leuven, Belgium), Karin Hannes (Katholieke Universiteit Leuven, Belgium) and Jose A Rodrigues-Quiles (University of Granada, Spain). *Sociocultural and Psychological acculturation strategies of South African international students in a Flemish University in Belgium: A Photovoice study*

This article examines the acculturation challenges of South African international students, with a case study of students studying in Flanders, Belgium in a non-Anglophonic context. Participants use a photovoice method to explore barriers and facilitators in their adjustment process through a visual lens.

Mathias Guiaké (Zhejiang Normal University, China), Dianbing Chen (Zhejiang Normal University, China), and Tianxue Zhang (Zhejiang Normal University, China). *Meteoric Rise of China as a Host Country for Studies: Exploring the Choice of International Students' Perspectives*

This article uses a systematic document analysis method to identify the primary reasons why international students choose China for their study destination. This study reveals that, apart from other non-negligible factors, China's HEI reputation and economic reason remain the major pulling factor of international students.

Paul Garton (University of South Carolina in the College of Pharmacy, USA), Adam Grimm (Michigan State University, USA), and Sehee Kim (Michigan State University, USA). *Spanning Systems and Ecological Fluidity: A Revised Ecological Development Model for International Students*

This article advances Urie Bronfenbrenner acknowledged ecological model and revises it to be more applicable to and explanatory of developmental experiences of international students in the United States. The authors call the resulting model, the Spanning Systems model, and apply it to identify spaces of potential contradictions or learning in a student's development.

Essays

Bowen Zhang (University of Manchester, United Kingdom). *A Comparison between Pedagogical Approaches in UK and China.*

This essay compares pedagogic practices of the United Kingdom and China by focusing on how cultural origins connect with pedagogical assumptions within a spectrum of teacher/ learner-centered pedagogy. The focus is on the perspective of Chinese international students who studied in the United Kingdom.

Teklu Abate Bekele (The American University in Cairo, Egypt). *COVID-19 and Prospect of Online Learning in Higher Education in Africa*

This essay reflects on current developments in HEI in Africa as linked to COVID-19. It highlights how African HEI respond to the pandemic, the prospect of online instruction, and the conditions that support the successful integration of technologies in teaching and learning, showing that African universities are more likely to significantly embrace digital technologies in the future than ever before.

Book Review

Dr Yusuf Iqbal Oldac (Hong Kong Research Grants Council Post-Doc Fellow, Lingnan University, Hong Kong).

Book Review of van der Wende, M., Kirby, W.C., Liu, N.C., & Marginson, S. (Eds.). *China and Europe on the new Silk Road: Connecting universities across Eurasia*. Oxford University Press, 2020. 448 pp. \$115. ISBN 9780198853022.

JCIHE STATE OF THE FIELD: 2021

The *Journal of Comparative and International Higher Education* (JCIHE) is the flagship journal of the CIES Higher Education SIG. JCIHE is committed to publish comparative and international empirical articles, essays, and emerging scholar summaries that provide critical and insightful scholarship that helps to advance the field. Moreover, these manuscripts make a statement about current and future thinking in comparative and international higher education. Some of the research represented in JCIHE has practice implications as it represents the scholar-practitioner voice. Other research helps to advance understanding of new methods, theories, and applications that frame and re-frame the study of comparative and international higher education.

In meeting the JCIHE mission to bring in diverse perspectives, JCIHE is proud to share that it has notably increased the number of authors from around the world and specifically from countries located in the Global South (Majority World). The journal is read by scholars within the Comparative and International Education Society as well as by scholars and practitioners in related fields of international education and higher education. All submissions undergo double anonymous rigorous peer review process. In 2021, JCIHE added book reviews and will soon include abstracts of articles translated into Arabic and French. In 2022, JCIHE will add OnLine First publications of article abstracts.

Submissions

In 2021, the JCIHE Volume 13 published 48 Empirical Articles, 6 Essays, and 2 Book Reviews.

Empirical Article Topics

The empirical articles published in 2021 fall into four sub-headings: (1) *Global partnerships/transnational university experiences* of STEM student in Vietnamese, reading literacy outcomes in Nigeria; sexual harassment in China; student motivation to enroll in micro-campus in China, Cambodia, Jordan, and Indonesia. (2) *Global partnership/transnational contexts* examining neocolonialism in British international branch campuses in China; moving from coloniality to post-coloniality in international branch campus model; partnerships between Global North/South (Norway/Ethiopia); Japanese university collaborations with ASEAN, China, and Mongolia; joint and dual degree programs during and after COVID-19; and reimagining global partnerships in higher education. (3) *Country-Specific Studies* of Chinese students; use of Global English in Bulgarian HEI; African strategic plans of university-society engagements; Japanese STEAM instruction; political ideology and academic autonomy in Ethiopia; psychoactive substance use in medical school students in Argentina; ecological fluidity in international education; Nepal academic performance of faculty; foreign sites as learning contexts; Ulungaanga faka-Tonga Tonu higher education; competitiveness in Brazil university ranking exercises; ethnomathematics as response to colonial education; decolonialization for sustainability; indigenous higher education; and US national higher education internationalization policy. (4) *International Student Studies*: resilience of international students in England; of Myanmar female student in China; of nursing students in Turkey; in Western Universities; of Nepalese students in Denmark; of Mexican postgraduate students in UK; re-entry experiences of Saudi international students; of international health science students; motivations of international students to study in Japanese research-intensive universities; photovoice study of sociocultural and psychological adjustment of Sub-Saharan African international students in Belgium; first-year international undergraduate and graduate student adjustment; 1st year South Asian student experience with Canadian healthcare system; ELS in higher education; transformation and tensions of international student adjustment; theoretical perspectives on international student identity; GradPath to CareerPath for international students; White US student perceptions of international students; China as host country; hiring practices of teachers who participate in international student teaching placements; Kansai Area of Japan mission statements supporting international students.

Essay Topics

The essays published in 2021 include the following topics: Chinese higher education and quest for autonomy; Neoliberalism in Kazakhstan higher education; Disparity of Minority women in leadership position in higher education in U.S and Peru; comparison between pedagogical approaches in UK and China; COVID-19 and online learning in higher education in Africa; international graduate students' positionality in U.S critical multicultural education course.

JCIHE Metrics, Impact, and Reach

The *Journal of Comparative and International Higher Education* (JCIHE) is listed in Cabells Scholarly Analytics, CiteFactor, EBSCOhost, ERIC, and GoogleScholar. GoogleScholar rankings index examines articles published in the last 5 years. The calculation is based on the largest number of h such that h articles published in 2017-2021 have at least h citations each. The h5-median is the number of citations for the articles that make up its h5-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.

I am pleased to share, as shown in Table 1, that the h-5 index went up this year.

Table 1

GoogleScholar H5-Index and H5-Median

GoogleScholar	2020	2021
H5-index	4	5
H5-median	7	7

According to Publish or Perish, which includes reports from ERIC, Crossref, and GoogleScholar, articles that were published in JCIHE, from 2017-2021, had a combined total of 154 citations. Two articles have had 13 citations each. From 2017-2021, there were 35,018 Abstract and Article downloads as tracked by the OJED System. The six most downloaded articles from 2017-2021 (both abstracts and file views) are in Table 2.

Table 2

Six Most Downloaded Articles from 2017-2021

Name	Title	#Downloads
Ritter	Singapore's Search for National Identity: Building a Nation through Education	1708
Ballo et al.	Applying Student Development Theories: Enhancing International Student Academic Success and Integration	872
Ahmed	#RhodesMustFall: Decolonization, Praxis and Disruption	853
Sperduti	Internationalization as Westernization in Higher Education	769
Zhang	Internationalization Higher Education for What? An Analysis of National Strategies of Higher Education Internationalization in East Asia	576
Tavares	Theoretical Perspectives on International Student Identity	559

Article Statistics for 2021

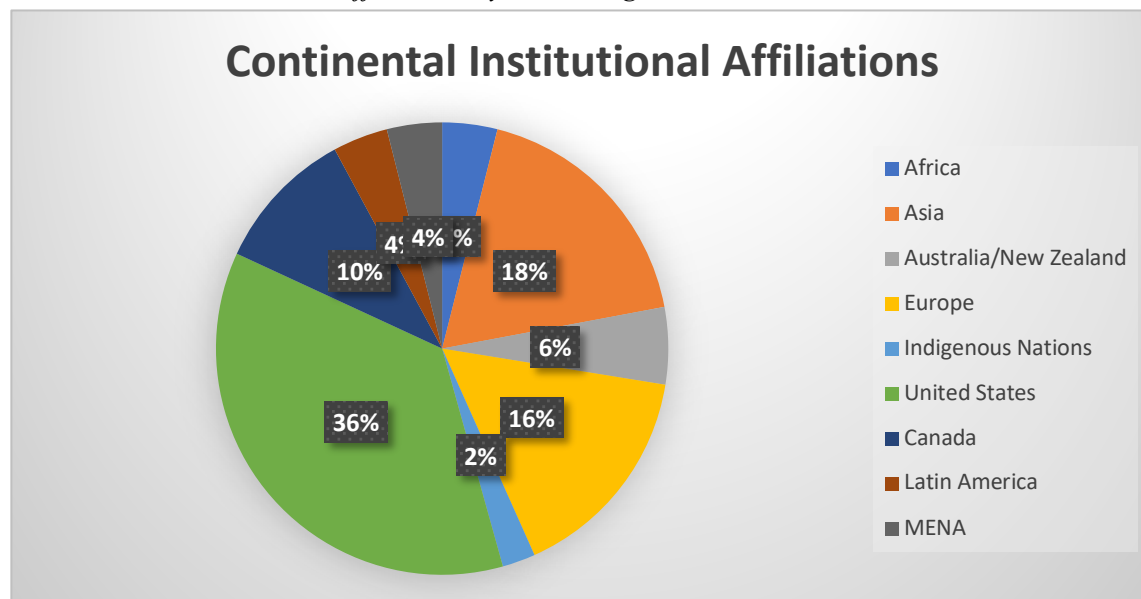
In 2021, JCIHE received 230 submissions, of which, 83 were rejected and 53 were accepted. The rest are pending. The acceptance rate for the year is 32% and rejection rate is 68%. Of those rejected, 52 were Desk Reject and 31 were declined after the peer review process. JCIHE strives to review and publish scholarship in a timely manner. While some decisions take longer for a variety of reasons, the average time from submission to acceptance is generally 187 days. During COVID, many of our volunteer reviewers were challenged and thus the review time took substantially longer. The average time from acceptance to publication is 120 days. JCIHE has put into place a fair, ethical, and transparent review process that respects the time and effort of manuscript authors and acknowledges the importance of the review process.

Author Institutional Affiliations and Gender

Being a journal that is international in scope and purpose, JCIHE is pleased to share that in 2021, institutional affiliations of authors are represented by 30 countries. In total JCIHE published 82 authors whose institutional affiliations comes from outside of the United States and 50 authors from institutional affiliations in the United States. Figure 1 shows the institutional affiliations divided among continents and regions. In 2021, JCIHE authors identified as 47 men and 51 women.

Figure 1

JCIHE Author Institutional Affiliations by World Regions



JCIHE Volunteers

Tremendous teamwork is required throughout the editorial and production pipeline. JCIHE wants to thank those involved in the peer-reviewing, copy-editing, and production processes. JCIHE recognizes our expert reviewers who give their time and expertise to review and sometime double review the articles. It is your work that maintains the high quality of our accepted manuscripts. Second, JCIHE recognizes our volunteer copyeditors who are essential in maintaining strong academic quality of the journals, and most importantly, to get articles published in a timely manner. Third, JCIHE thanks our Regional Editors who reach out to their colleagues around the world and lend their expertise to the peer-reviewing and copy-editing process. Finally, JCIHE would like to sincerely thank the Advisory Board which is comprised of 12 renowned scholars whose task is to provide instrumental recommendations to the editorial team. A list of peer reviewers, copyeditors, and Advisory Board is included at the end of this article.

CONCLUSION

The editorial staff of JCIHE is pleased 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 OJED and STAR networks.

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 extend sincere appreciation to our outgoing JCIHE Managing Editor Nian Ruan and JCIHE Production Editor, Jade Liu. I wish them both well in their new academic pursuits. I also want to welcome to the JCIHE Editorial Team, the new Managing Editor:

Prashanti Chennamsetti and the new Production Editor: Emily Marchese. The 2021 issues would not have been published in such a timely manner without these wonderful editors. Finally, I want to extend my sincerest thanks to the JCIHE Associate Editor, Hei-hang Hayes Tang who supports the journal in improving quality and focus.

Editor-in-Chief,

Rosalind Latiner Raby

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