

JCIHE: Vol 14(1) 2022

Introduction

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Dear Readers -

I am pleased to share the Volume 14, Issue 1, 2022 of the *Journal of Comparative and International Higher Education* (JCIHE). In this current issue JCIHE is honored to publish articles of higher education in the following countries: Canada, China, New Zealand, Taiwan, United Kingdom, and United States.

JCIHE is an open access, independent, double-blinded 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). The mission of the journal is to serve as a place to share new thinking on analysis, theory, policy, and practice, and to encourage reflective and critical thinking on issues that influence comparative and international higher education. JCIHE showcases new and diverse international research that uses rigorous methodology that focuses on theory, policy, practice, critical analysis, and development analysis of issues that are influence higher education. JCIHE has as its core principles: a) comparative research; b) engagement with theory; and c) diverse voices in terms of authorship.

JCIHE is honored to publish new and emerging topics in comparative and international higher educational whose themes represent scholarship from authors from around the world. Two broad themes are represented in the articles in the 14(1) issue: Student Learning Strategies and Institutional and Programmatic Context.

Student Learning Strategies

Student learning strategies and pedagogy are explored in seven articles. International graduate students' experiences are shared in three articles with a focus on female Chinese students studying in

Canada (Ge & Durst), Chinese Graduate students studying in the United States, and Asian students studying in Taiwan (Phan & Liu). Two articles examine the merits of institutional services to international students with a focus on writing centers at a US institution (Nichols-Beset, Yu, & Jansen) and sports participation with a focus of being a fan in the United States (Kim, Moiseichik, Han, & Stokowski). Finally, three articles explore the lived experiences of international students with a focus on everyday diplomacy of female Malaysian Muslim students studying in the United Kingdom (Ibnu), the employability of international students studying in the United States (Niu, Xub, Zhuc, & Hunter-Jonson), and the cultural perspectives of Arab and U.S. students about their US university experiences (Abid, Ibarra, and Wanger).

Institutional and Programmatic Context

One article explores programmatic effects of a pedagogy to enhance students learning from participation in a U.S. Study Abroad program offered in Cuba and Brazil (Bongila). Three articles explore institutional level changes and the effects of institutional policies and strategies. The first article explores the effects of diversity initiatives at University of Oxford (Wilson) and the second explores how COVID-19 policies at a Chinese university are influencing international students who are waiting for re-entry (Yang & Shen). The third explores how a non-traditional study abroad experience leads to the recognition of the diverse ways in which study abroad may occur in the institution and the impact student learning (Rapley & Skryme).

Articles

The Following Articles are included in this Issue

Yuanlu Niu, University of Arkansas, US, **Xu Xub**, Henderson State University, US, **Yidan Zhuc**, Lingnan University, Hong Kong, and **Yvonne Hunter-Johnson**, Southern Illinois University, USA. *Exploring Self-Perceived Employability and Its Determinants Among International Students in The United States*

This article examines employability of international students who studied in the United States. Survey data detailed demographic factors, educational factors, work-related factors, language, and U.S. experience factors, and family factors of the international students. The article examines how gender moderates the relationships between perceived employability and other factors is conducted. Results show that international students are confident in their employability, but that female international students have less advantages in the field of engineering.

Douglas J Rapley (University of Sharjah, United Arab Emirates) & **Gillian Skryme** (Massey University, New Zealand). *Studying Abroad at 'Home': Going to Japan in New Zealand*

This article examines the experiences of a group of Japanese study abroad students who attend a New Zealand based institution that aims to replicate a Japanese environment. Findings reveal that management provided specifically for the Japanese students, isolated them from other students, which is contrary to study abroad objectives. After initial resistance, students accepted practices and propagated the institution's Japaneseness as it became a familiar living and studying environment. The study contributes to the recognition of the diversity of ways in which study abroad may occur.

Lin Ge, University of Regina, Canada and **Douglas Durst**, University of Regina, Canada *The Auto-ethnographic Inquiry of a Female Chinese Graduate Student in Canada: Challenging, Accepting, and Transforming*

This article uses an auto-ethnographic inquiry to dig into the first author's experiences and stories as a Chinese female graduate student in Canada. Attention is placed on connections with the academic climate and broader communities paying attention to the gender-based, culture-based, and race-based challenges that the author faced and the coping strategies developed. The study shows that motivation, knowledge, and organizational gaps faced by the female group because of gender inequality, and cross-cultural and cross-racial differences exist, but that strategies can minimize those effects.

Gam Thi Phan (National Dong Hwa University, Taiwan) & **Wei-Yu Liu** (National Dong Hwa University, Taiwan). *Why Institutional Scholarship Policy Matters: Its Influence on Graduate International Students at a Regional University in Taiwan*

This article examples scholarship policies given to international graduate students from throughout Asia who are studying at a regional university in Taiwan. Focus is on enrollment choices based on the scholarship and decision-making upon enrollment.

J.P. Bongila University of St. Thomas, United States *Pedagogy of Global Positioning Leadership as Applied to Study Abroad*

This article examines how the pedagogy of Global Positioning Leadership (GPL) enhance global learning of graduate students who participated in three short-term study abroad programs in Cuba and Brazil. Results show that students proceeded through five stages: 1) fleshing out individual preconceptions; 2) writing up four individual goals; 3) analyzing conflicting narratives; 4) engaging in experiential learning; and 5) mapping post-conceptions. Findings reveal that student immersion in Global South social realities results in significant individual, social, educational, and professional change of worldviews.

Kibaek Kim, Korea Institute of Sport Science, Republic of Korea, **Merry Moiseichik**, University of Arkansas, USA, **Jinwook Han**, Kyung Hee University, Republic of Korea, and **Sarah Stokowski**, Clemson University, USA *Exploring the Effect of Team Identification on International Students' Adjustment to Higher Education in the United States*

This article examines the types of adjustment international students in a U.S. university make as they transition to a new environment. The focus of the article is to see the extent to which college sports and their fans can contribute to the population's adjustment process. Results show that such participation lead to social adjustment by building a sense of belonging and academic adjustment which gave a period of relaxation from their academic studies.

Ireena Nasiha Ibnu, Universiti Teknologi MARA (UiTM), Malaysia. Education, Aspiration, and

Everyday Diplomacy: An Ethnographic Study of Female Malaysian Muslim Students in the UK

This article explores the educational experiences and aspirations of Female Malay Muslim students in UK higher institutions. Building on an ethnographic approach, an in-depth interview with 30 female Malay students, and the notions of aspiration, well-balanced citizenship and 'everyday diplomacy' are deployed in this research to understand the everyday experiences of these students. Hence, it is argued that the privileges in education policy for Bumiputera Malays have shaped the notion of achievement they hold and their attitude towards overseas education as well as their experiences abroad.

Kristen Nichols-Besel, Bethel University, USA, Xi Yu, University of Minnesota-Twin Cities, and **Kirsten Jamsen**, University of Minnesota – Twin Cities, USA. *International*

Students' Perspectives on Online Interfaces, Identity, and Environment in a U.S. Writing Center

This article examines the perspectives of international students in the United States who use writing centers to meet their writing needs and personal goals. Students share how accessible and responsive the

writing center services are to their needs. Results show how writing centers and other student support services should take the initiative in opening up conversations with and among our students to create the conditions for their success.

Qiguang Yang (Jiangnan University) & **Jiameng Shen** (Jiangnan University). *The Impact of COVID-19 Outbreak on International Student Mobility: Analysis, Response Strategies and Experience from China*

This article examines the effects of COVID-19 on the international student population in China. These students are in limbo waiting for their return to China. Some are considering abandoning or change their study abroad plans as well. Results show the importance of building of a top-down government-led management system, a collaborative network of different stakeholders, and fighting the pandemic with international education cooperation.

Samar A. Abid (Oklahoma State University, USA), **Edgar Apanecatl Ibarra** (Universidad Iberoamericana Puebla, Mexico), and **Stephen P. Wanger** (Oklahoma State University, USA). *Fostering Diversified Cultural Perspectives in a New Era of the Globalized Higher Education System: Comparative Analysis of Arab and American Student Perceptions*

This article uses Q-methodology to compare the perspectives that one group of international students and one group of domestic students hold regarding the American model of the research university. Views from Arab students studying in the U.S. and domestic American students studying at the same institution. Results show that students from both cultural backgrounds hold unique perspectives regarding the value of the American model of the research university that show the importance of incorporating diversified cultural perspectives throughout the institution to foster innovative and needed institutional reform.

Chih-Hsin Hsu (Arkansas Tech University, United States). *Chinese Graduate Students' Narratives and Sociolinguistic Advice on Intercultural Communication at Southern U.S. Universities*

This article explores how Chinese graduate students considered advanced English speakers continuously report difficulties in engaging in “intercultural communication” with Native English Speakers (NESs) in the U.S. Using co-cultural theory, the students share that the NESs fail to understand that Chinese students' words were not literal or that their selfless words were self-centered decisions and shared that truly effective intercultural communication requires effort from both sides on their host campuses.

Jeffery L. Wilson, Virginia Commonwealth University, United States. *The Quest to Increase Diversity at the University of Oxford*

This article analyzes how an elite institution pursues diversity initiatives. Research focused on strategies adopted for recruitment and retention whereby positive results were reported after implementation. Removing barriers that may prevent marginalized populations from enrolling were critical towards these efforts. Oxford has taken steps to increase diversity, and it appears they are having modest success. New approaches to diversity will hopefully lead to more students applying and ultimately enrolling into the prestigious institution.

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