

## Introduction to JCIHE Special Issue 14(3): Part A

### International and Comparative Impact of COVID-19 on Institutions of Education

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Dear Readers -

In the Introduction to the JCIHE Winter Special Issue 2020, when the world was at the height of crisis, I wrote that the effects of the COVID-19 pandemic were unforgiving, that the human toll was staggering, and that the long-term effects will be felt for years to come. Two years later, JCIHE is honored to host this Summer Special Issue 14(3A) that examines what has happened, two years later. *International and Comparative Impact of COVID-19 on Institutions of Education*, edited by Sowmya Ghosh and Linsay A. DeMartino have compiled a range of articles with authors from around the world to show the timeliness of this topic. The widespread interest of authors to publish in this issue resulted in the creation of two parts that are published separately. The articles in both of these issues reflect the immediate and longer-term effects of COVID-19 on higher education using a comparative and global perspective.

In addition to the articles in the Special Issue, issue, 14(3A) also includes four empirical articles written by Roger Anderson, Ricardo Pinto Mario Covele, Patrício V. Langa, & Patrick Swanzky, and Solomon Zewelde. These articles explore international issues in England, Mozambique, and the United States.

The **Special Issue Part 1** includes articles exploring the effect of COVID on higher education in nine countries: Australia, China, Indonesia, Italy, New Zealand, South Korea, Turkey, United States, and Vietnam. For two years, COVID-19 decimated international education mobility programs impacting in-coming and out-going students, faculty, and research collaboration. Yet, the shift to virtual teaching was devastating for students without quality internet access. Inconsistent and limited access to higher education clearly showed the fractured social class and racial divisions among students. It also had a noted impact on higher education in general. The social and economic inequities already inherent in higher education pre-COVID,

expanded the differential experiences for students with and without privilege during COVID and today. The articles in this Special Issue discuss the aftermath of the rapid changes that institutions made to curricula, educational programs, research collaborations, and modes of delivery.

Yet, like other disasters, countries around the world have unique ways of addressing the multilayered and evolving complexities of COVID-19. During the height of the pandemic, those in higher education were given opportunities to rethink the direction they wanted for new curricula and pedagogy, new marketing and outreach strategies, new forms of collaboration, and new ways in which to support in-coming and out-going students. The articles in the *Special Issue 14(3A)* explore reimagined ways in which higher education can be stronger and be more responsive to their communities. Two broad themes show examples of rejuvenation and change.

### **Institutional Impact and Programmatic Change to Remote Learning**

COVID-19 impacted several areas of higher education including institutional and programmatic changes made to learning and outreach. Trout & Yildirim explores how faculty lack of preparation and well-being impacted remote education. Chance, Farwell & Hessmiller examine the experiences that multinational women graduate students had in dealing with changing delivery methods. Finally, Fischer and Whatley explore the repercussions of the pandemic, including reallocation of institutional resources.

### **Actors' Experiences: Faculty, Student, Recruiters**

Faculty, students, and recruiters had difficult and often extreme experiences in accessing and maintaining their higher education. Pascale, Ehrlich, & Hicks-Roof compare the experiences of women faculty with children in United States and Australia and how the pandemic challenged their existing coping mechanisms. Tang & Flint show how Chinese international doctoral students studying in the U.S. needed to interact with the social-political-institutional environment, but how those experiences impacted their academic experiences as well. Tony Lee and Yanjie (Ruby) Cheng explore the experiences of Chinese recruiters with a focus on their job stress and sense of job security. Rian R. Djita, Bich Thi Ngoc Tran, Nguyet Thi Minh Nguyen, & Budi Wibawanta compare Indonesian and Vietnamese student perceptions on the impacts of the COVID-19 Pandemic. Finally, Sowmya Ghosh and Linsay A. DeMartino examine the ways in which members from universities in the U.S., New Zealand, Italy, South Korea and China engaged in activities to respond to the pandemic.

### **Articles**

The Following Articles are included in this Issue

**Inci Yilmazli Trout** *University of the Incarnate Word, U.S.A* and **Fatih Yildirim** *Erzurum Technical University, Turkey*. Teaching experiences of faculty members in Turkey during the COVID-19 pandemic: A Photovoice study

This article explores faculty teaching experiences at two Turkish universities during the pandemic. Faculty taught remotely during the pandemic. Three areas were of importance to the faculty: Faculty well-being, lack of preparation, and wrestling with remote education. The findings show how higher education institutions can improve remote education practices and

provide support to foster student learning, particularly if institutions decide to continue with online education permanently or offer hybrid education options.

**Yabin Tang** *University of Georgia, United States* and **Maureen. A. Flint** *University of Georgia, United States*. Buffering or Perpetuating: The perceived role of academic institutions in Chinese international doctoral students' double pandemics experiences in the United States.

This article explores the perceived role of academic institutions in responding to Chinese international doctoral students (CIDS)' double pandemic experiences. The articles show the interlocking relations regarding how individual academic experiences interacted with the social-political-institutional environment during this time of crisis. The discussions highlight the systemic influences on their experiences. The theoretical and practical implications were included in order to inform systemic interventions.

**Amanda B. Pascale** *University of North Florida, United States*, **Suzanne Ehrlich**, *University of North Florida, United States*, and **Kristen K. Hicks-Roof** *University of North Florida, United States*. The Impact of COVID-19 Pandemic on MotherScholars: A Comparative Case Study of United States and Australian Higher Education Women Faculty Role Strain

This article focuses on the experiences of women faculty with children (i.e., MotherScholars) in the United States and Australia. The article identifies common themes based on roles and responsibilities that emerged as a result of the pandemic-caused shift to remote academic demands. Three primary themes emerged including a) accumulative burdens, (b) rationalization, and (c) gendered expectations. Findings show that for these MotherScholars the circumstances of the pandemic rendered many coping mechanisms previously utilized to manage role strain obsolete, which contributed to increased role strain from the conflict between the role systems for mother and scholar.

**Nuchelle L. Chance** *Missouri Western State University, USA*, **Tricia M. Farwell** *Middle Tennessee State University, USA*, and **Joanne Hessmiller** *North Carolina A&T State University, USA* Exploring Scholarly Productivity, Supports, and Challenges of Multinational Women Graduate Students During a Global Pandemic

This article explores the tensions that multinational women graduate students experienced due to the change in delivery methods caused by the pandemic. Focus is also on how these students felt about their changing roles and lived experiences. The authors recommend that institutions focus on providing equitable resources for graduate students, help to develop a support network, both in-person and online, provide resources to maintain a healthy work-life balance, and provide outlets to reduce the stress involved in graduate study.

**Heidi Fischer** *Old Dominion University, USA* and **Melissa Whatley** *School for International Training, USA*. Pandemic Repercussions: The Future of International Education at US Community Colleges

This article explores the short- and long-term repercussions from the pandemic for community colleges. Findings show that due to the pandemic, community college international education programs faced a reallocation of institutional resources, both financial and otherwise, which shapes the educational opportunities available to students and informs the institutional habitus of the U.S. community college. This study's findings have implications in the areas of international

student recruitment, limits to higher education access, and impacts on local and regional communities.

**Tony Lee** *Texas A&M University-Commerce, USA* and **Yanjie (Ruby) Cheng** *Texas A&M University-Commerce, USA*. International Recruitment: China Recruiters' Experience during COVID-19 Pandemic

This article explores the experiences of recruiters from China during the pandemic, with attention paid to their job stress and sense of job security. The study found that recruiters from China experienced different stressors during the pandemic regardless of their working location. The participants recognized the importance of communication and seeking institutional support to help overcome their stress during the pandemic. The participants suggested several new norms for future recruitment, such as using the hybrid recruitment model, promoting university collaboration, initiating joint programs between the U.S. and Chinese institutions, and hiring domestic recruiters. Implications for practice are discussed.

**Rian R. Djita** (*University of Arkansas, USA*), **Bich Thi Ngoc Tran** (*University of Arkansas, USA*), **Nguyet Thi Minh Nguyen** (*Hanoi National University of Education, Vietnam*) & **Budi Wibawanta** (*Universitas Pelita Harapan, Indonesia*). The Impacts of The COVID-19 Pandemic On First-Generation, Low-Income And Rural Students In Indonesia And Vietnam: A Cross-Cultural Comparative Study

This article compares COVID-19 differential effects on Indonesia and Vietnam. Data from n=2600 university students from both countries shows differences in wellbeing, financial hardships, access to technology, and educational satisfaction. Data showed statistically significant differences between both countries and within-country comparison, both countries showed that low-income students were less likely to access technology than their counterparts, and low-income students were more likely to experience financial distress. Indonesian first-gen students also showed a similar trend. e students in Indonesia for their education during the pandemic. Implications for policy recommendations are shared.

**Sowmya Ghosh** *University of Arizona, USA*, and **Linsay A. DeMartino** *Illinois State University, USA*. Global Universities' Leadership during COVID-19: Synergistic Knowledge Production to Mitigate an Endemic Crisis

This article examines the ways in which members from universities in the U.S., New Zealand, Italy, South Korea and China engaged in activities to respond to the pandemic. In analyzing COVID-19 related content via university websites, findings reveal that response to the pandemic varied by university stratification, specifically by size and research capacity. We identified three distinct lenses by which university members position their leadership and research on COVID-19. Universities from China currently utilize a post-pandemic approach. Whereas universities in the U.S., Italy, New Zealand and South Korea approach their COVID-19 research activities using an evolving-pandemic anticipatory lens and focus on Synergistic Knowledge Production (SKP) on current and future-pandemics by engaging in a range of collaborative and interdisciplinary research activities with members of regional universities. Findings also provide policy implications for university-led response to global health challenges.

### JCIHE Empirical Articles

In addition to the Special Issue, Vol 14, Issue 3A, 2022 includes four empirical articles that are part of the regular submissions to JCIHE.

**Masha Krsmanovic**, *The University of Southern Mississippi, (USA)* When Experts Become Novices: A Mixed-Methods Exploration of International Scholars' Experiences at a US University

This article explores the experiences of international scholars in the United States who are part of short-term or exchange programs. The study shows that exchange scholars were most satisfied with work conditions and their research experience, but least satisfied with professional development opportunities and cultural exchange. Further, participants' research experience was significantly correlated with their cultural exchange, while their professional development was significantly correlated with work conditions and support.

**Roger Anderson** *Central State University, USA*. Pre-Service International Teaching

Assistant's (ITA's) Investments in their ITA Training Course: A Multiple Case Study  
This article examines the International Teaching Assistants' (ITA) training classes prior to becoming an instructor. Participants experienced the same course very differently, impacted most prominently by their ITA educators' teaching approach, their exposure to teaching role models, and their home department structures. Recognizing the incredible diversity ITA's represent, pedagogical implications suggest an "intense exposure experience" or teaching-training focused pedagogy be implemented -instead of test-centric pedagogies, situating ITA's learning within un-simulated spaces with real undergraduates.

**Ricardo Pinto Mario Covele**, *University of the Western Cape, South Africa* & **Eduardo Mondlane University, Mozambique** **Patrício V. Langa** *University of the Western Cape, South Africa* and **Patrick Swanzy** *Kwame Nkrumah University of Science and Technology, Dept. of Teacher Education, Zambia*. English language: the subtle force behind the demise of Mozambican higher education academic's aspirations.

This article examines the validity of the statement that Lusophone universities to a certain degree are deprived access to American and European scholarships in the 21st century. The study focuses on the English language barriers Mozambican lecturers face pursuing international scholarships. The discussions of the study were guided by two dominant themes: language coloniality and academic oppression (Lack of accessibility).

**Solomon Zewolde** *School of Education and Communities, University of East London, U.K.*  
'Race' and Academic Performance in International Higher Education: Black Africans in the U.K.

This study explores how "race" shapes academic performance and achievement for black African international students (BAIS) in U.K. higher education. Factors identified, inter alia, include racism and discrimination, and the analysis challenges the narrative of assessment as neutral and objective technology that rewards merit, and lifts the voices of BAIS which are normally silent in the literature about international student experience. 'Race' and ethnicity jeopardize perception of BAIS's academic ability and judgment of their assessed work.

## **Journal of Comparative and International Higher Education**

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Editor-in-Chief,  
Rosalind Latiner Raby  
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