

## **Introduction to JCIHE Special Issue: Part B**

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

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Dear Readers -

The Summer Special Issue for *Journal of Comparative and International Higher Education (JCIHE)* is proud to offer **Part B 14(5B): International and Comparative Impact of COVID-19 on Institutions of Education**. The call for the Special Issue yielded a significantly high number of quality submissions. As such, the Special Issue editors in consultation with the JCIHE Board choose to create two parts to the Special Issue. This issue, *Summer Special Issue Part B 14(5B): International and Comparative Impact of COVID-19 on Institutions of Education*, explores immediate and longer-term effects of COVID-19 and its variants on higher education using a comparative and global perspective. The authors in this issue represent four countries: China, Japan, United States, and Vietnam. The articles examine comparative and international higher education issues in Austria, Brazil, China, Canada, Chile, Germany, Japan, Mexico, Taiwan, United States, and Vietnam. Each of these articles describe institutional policy changes, leadership sensemaking and student experiences as a direct programmatic response to COVID-19. In so doing, the authors reimagine ways in which higher education can be stronger and be more responsive to their communities in a post-COVID world. There are three main themes represented in the articles in this issue: Institutional policy implementation and leadership sensemaking, Institutional Policy and Reforms, and international student experiences.

## **Institutional Policy Implementation and Leadership Sensemaking**

During COVID-19 and moving forward, different HEIs and their leadership around the world instituted policies to support international students and to guide the institution forward. In these plans, are examples of how leadership address crisis. Sarah M. Schiffecker, Jon McNaughtan, Santiago Castiello-Gutiérrez, Hugo Garcia, and Xinyang Lia compare how University Presidents in eight counties perceive the needs of international students during COVID-19. Yuriko Sato, Krishna Bista, and Yukari Matsuzuka compare the experiences of international students in Japan and international students in the United States during COVID-19 and find specific differences in these experiences and in responses from the universities.

## **Institutional Policy & Reforms**

Institutional policy and reforms instituted during COVID-19 illustrates institutions in and respond to crisis. Bich Thi Ngoc Tran & Lorien S. Jordan analyze the effectiveness of Vietnamese government's educational policies aimed at controlling virus spread with respect to Vietnam's inequalities of access to higher education, quality of curriculum and instruction, and institutional autonomy. Nadia Mann & Sue Mennicke examine the Franklin and Marshall College (US) residential program, F&M in Shanghai designed for first-year Chinese students and how institutional policy served their students during COVID-19. Ling G. LeBeau & Fajun Zhang detail the creation of a college learning environment for Chinese students who were enrolled in other countries during the pandemic. Elizabeth Neria-Piña details institutional changes made by international affairs office in a Mexican university during COVID-19. Jon McNaughtan, Hugo A. Garcia, Sarah M. Schiffecker, Grant R. Jackson, Kent Norris, Dustin Eicke, Andrew S. Herridge, & Xinyang Li compare how flagship universities in the United States use institutional websites to share information about changing institutional practices during COVID-19.

## **International Student Experiences**

Finally, one article in this issue details international student experiences. Jianhui Zhang and Manca Sustarsic share how emotion-focused strategies helped Chinese doctoral students in a large research university in the US deal with stressors from COVID-19.

## **JCIHE 14(3B) articles include:**

**Sarah M. Schiffecker** (*Texas Tech University, USA*), **Jon McNaughtan** (*Texas Tech University, USA*), **Santiago Castiello-Gutiérrez** (*University of Arizona, USA*), **Hugo Garcia** (*Texas Tech University, USA*) and **Xinyang Lia** (*Texas Tech University, USA*). **Leading the many, Considering the few - University Presidents' Perspectives on International Students During COVID-19**

This article examines how higher education leaders envision successful leadership particularly when it comes to international student populations in times of crisis. The comparative study examines leadership in Austria, Brazil, Canada, Chile, Germany, Mexico, Taiwan, and United States. Guided by the Intercultural Leadership framework, university presidents from eight different countries were informed in their perceptions of international students and how they acted to support this vulnerable population.

**Bich Thi Ngoc Tran** (*University of Arkansas, USA*), and **Lorien S. Jordan** (*University of Arkansas, U.S.A.*) **Vietnam's Success in COVID-19 Pandemic: What Are Consequences to Its Higher Education?**

This article evaluates the disruptions caused by COVID-19 in Vietnamese education. A focus is made on analyzing the Vietnamese government's educational policies aimed at controlling virus spread with respect to Vietnam's inequalities of access to higher education, quality of curriculum and instruction, and institutional autonomy. Finally, through this analysis, the policies are examined for their advantages and disadvantages in policy implementation.

**Yuriko Sato** (*Tokyo Institute of Technology*), **Krishna Bista** (*Morgan State University*), and **Yukari Matsuzuka** (*Hitotsubashi University, Japan*). **COVID-19 Pandemic's Impact on International Students in Japan and the United States: Comparative Study From National and Institutional Context**

This article compares the impact of COVID-19 on international students in Japan and the United States. Focus is on the influence of government policies and the university responses on international students' experiences and choices. Students shared differences in how they gathered information, financial difficulty, confusion regarding visas, perceived prejudice/discrimination, experiences with online classes and counseling services.

**Nadia Mann** (*Franklin and Marshall College, USA*) & **Sue Mennicke** (*Franklin and Marshall College, USA*). **Improving the First-Year Experience of Chinese International Students through Responsive Pedagogy: Insights from F&M in Shanghai**

This article explores F&M in Shanghai, a hybrid residential-remote program created for Franklin and Marshall College (US) first-year Chinese students in Fall 2020. This residential program was designed to craft a constructive environment for first-year Chinese students by intentionally considering and meeting their specific needs. Assessment of practices of F&M in Shanghai show that the institution utilizes creative, well-designed pedagogy, thoughtful programming, and a multipronged approach to student support.

**Elizabeth Neria-Piña** (*Oklahoma State University, USA*). **Internationalization of Higher Education in Universities in the Global South during COVID-19: A case study of a Mexican University**

This article explores how COVID-19 harmed internationalization activities in universities in the Global South with a focus on a Mexican university. In the Mexican university, the response of the International Affairs Office and the future of internationalization differ from counterparts in the Global North. Implications include the potential for collaboration among stakeholders and the use of technology to deal with uncertain times.

**Jianhui Zhang** (*University of Hawai'i at Mānoa, United States*) & **Manca Sustarsic** (*University of Hawai'i at Mānoa, United States*). **Coping and Adjustment during COVID-19: Experiences of Chinese International Doctoral Students in the United States**

This article unpacks Chinese doctoral students' experiences and how they coped during COVID-19 one large research university in the U.S. There were many stressors that impacted these

doctoral students that included learning obstacles, health concerns, funding uncertainties, and limited social interactions. Yet, participants used emotion-focused strategies to cope with the daily life stressors, the tense political climate and hate speech targeting Chinese people in the U.S.

**Jon McNaughtan** (*Texas Tech University, Lubbock TX*), **Hugo A. Garcia** (*Texas Tech University, Lubbock TX*), **Sarah M. Schiffecker** (*Texas Tech University, Lubbock TX*), **Grant R. Jackson** (*Texas Tech University, Lubbock TX*), **Kent Norris** (*Texas Tech University, Lubbock TX*), **Dustin Eicke** (*Texas Tech University, Lubbock TX*), **Andrew S. Herridge** (*The University of Southern Mississippi, Hattiesburg MS*), and **Xinyang Li** (*Texas Tech University, Lubbock TX*). **Surfing for Answers: Understanding how Universities in the United States Utilized Websites in Response to COVID-19**

This article examines websites of public flagship universities in the United States during the pandemic from January 2020 to April 2020. Quantitative thematic analysis coded institutional websites and public communications to capture the information that institutions provided on campus websites (e.g., institutional decisions, timing of those decisions, public communications, and informational website structure). Information included information about moving to online instruction, implementing work-from-home policies, and canceling face-to-face events. Transformative International Partnership during Global Challenges: A case study of a public research university in China during the pandemic

**Ling G. LeBeau** (*Syracuse University, USA*) and **Fajun Zhang** (*Southwest University, China*). **Transformative International Partnership during Global Challenges: A case study of a public research university in China during the pandemic**

This article examines impactful international partnerships that had to change and act quickly to avoid international enrollment crash. One outcome was the creation of an unconventional international cooperation that a public research university in China initiated to provide a college learning environment for Chinese students who were enrolled in other countries during the pandemic.

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

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. As interest in comparative and international higher education expands, JCIHE has revised the type and guidelines for submissions. JCIHE publishes a) Empirical Articles; b) Scholarly Research-Based Review/Essays; c) Emerging Scholars Research Summaries; and d) Book Reviews. Please visit for guidelines: <https://www.ojed.org/index.php/jcihe/about>

JCIHE is dependent on the volunteer efforts of many scholars in the field of comparative and international higher education. I want to give special thanks to the JCIHE Peer Reviewers who took the time to review articles for the Summer Special Issue Part B: Reviewers for Part B. Hazel Caparas, Jiyi Choi, Kun Dai, Michaela Dengg, Sowmya Ghosh, Hannah, Jing, Pushpa Asia Neupane, Hang Nguyen, Jonah Otto, Ezgi Ozyonum, Ray, Ann Margaret Themistocleous, Rachel Walsh-Peterson, and You Zhang.

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