

Introduction to JCIHE Special Issue

Foreign Interference in Higher Education Special Editor: Kyle A. Long

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Dear Readers –

Internationalization, along with its goals and outcomes is constantly evolving and resulting objectives and actions are multifaceted and complex. There are many ways of looking at context without presupposing outcomes which can cause intent to not always happen as planned. While such consequences can be a positive response, more often they are examined within the frame of negativity, as something that is not desired (Raby & Kamyab, 2023). The articles in the **JCIHE Special Issue Winter 14(5) 2022: Foreign Interference in Higher Education, edited by Kyle A. Long**, examine the interconnection of intent and outcomes that result from foreign interferences in internationalization of higher education. These interferences are largely seen in the negative and as something that influences higher education in media, government, geopolitics, philanthropy, and other public discourses. In turn, there is also avenues in which higher education is involved in international politics and can even become a focal point for countering foreign interference in higher education. Important for the Special Issue is that it serves as a call to action for scholars of the internationalization of higher education to understand and be actively engaged in the broader discourse around foreign interferences.

The JCIHE 14(5) 2022 issue also includes four Empirical Articles that examine issues of the impact of COVID-19 on the financial and emotional mental health of international students, social media communication styles of international students, correlation of net tuition revenue and enrollment of international undergraduates in USA; and youth experiences in higher education whose parents were imprisoned in Turkey.

The Winter Special Issue 2022 includes articles with author institutional affiliations in five countries: Australia, Canada, China, UK, US. The articles in the Special Issue: **Foreign Interference in Higher Education** explore variations on the main theme of foreign interference

in higher education. Other themes include the positive framing of IHE, negative influence of media and government; national security and public diplomacy relationships; reputation laundering by foreign donations; foreign gifts, racist investigation scheme to label gift-giving as malign; academic espionage.

Kyle A. Long (*Northwestern University, USA*) & **Carly O’Connell** (*The George Washington University, USA*). **Foreign Interference in Higher Education: An International Landscape Analysis**

This article compares alleged foreign interference in universities around the world. The research identifies the alleged perpetrators and victims, the victims’ concerns and responses, and the voices shaping the narrative about foreign interference. The article maps the concepts of sharp power and right-wing authoritarianism in news articles and related media sources from 2019-2021. The research helps to bridge the gap between the primarily positive framing of the internationalization of higher education in scholarly discourse and the negative focus on foreign interference in higher education in the media, government, and other public discourse. It also serves as an important introduction to this phenomenon and call to action for scholars of the internationalization of higher education to conduct further research and actively engage in the broader discourse around this topic.

Alexander Cooley (*Barnard College*), **John Heathershaw** (*University of Exeter*), and **Tena Prelec** (*University of Oxford*). **Foreign Donations in the Higher Education Sector of the United States and the United Kingdom: Pathways for Reputation Laundering**

This article defines and provides examples of reputation laundering conducted by individuals, organizations, and countries to increase reputation by donating to prestigious universities. Higher education institutions are easily manipulated because most do not have clear guidelines for accepting gifts that are legal but still risky. Using publicly available data, these scholars from the United States and United Kingdom highlight the patterns of foreign support of elite institutions. The under-reporting of donations leads to foreign influence in the American and British higher education sectors.

Elise S. Ahn (*University of Wisconsin–Madison*). **Examining the Politicization and Framing of HEA 117 Between 2019 and 2021.**

This article examines the U.S. policy on institutional reporting of foreign gifts and contracts in higher education. Discourse historical analysis explores how the Trump administration framed the issue of under-reporting foreign gifts that lead to 19 investigations of university non-compliance with federal statutes. The analysis reveals a racist and indiscriminate investigation scheme in which the federal government was fishing, looking at all international activity as potentially malign, revealing that it did not understand institutions’ commitments to comprehensive internationalization. The article reminds scholars of international education to be vigilant and speak up about the use and abuse of international education, both foreign and domestic.

Roopa Desai-Trilokekar (*York University, Canada*) and **Hani El Masryb** (*University of Waterloo, Canada*). **The Nexus of Public Diplomacy, Soft Power, and National Security: A Comparative Study of International Education in the U.S. and Canada**

This article compares the inter-related concepts of public diplomacy, soft power, and national security vis-à-vis international education in Canada and the United States. The

comparison shows how national security is a prominent rationale for international education at the expense of public diplomacy or soft power. The article provides a theoretical model to understand the relationship between public diplomacy and national security. Finally, the article discusses several challenges for the future, such as diminishing role of the university as a distinct and valued non-state actor, and governments increasingly setting the rules of international academic engagement, pushing academics to the sidelines.

Ryan M. Allen (*Soka University of America*). **A Bibliometric Exploration into the Global Research Impact of China's Thousand Talents Brand**

This article examines China's Thousand Talents Plan, the controversial recruitment scheme to repatriate Chinese citizens and enlist the services of foreign academics in elite universities to strengthen Chinese universities, especially in the applied sciences. Critics allege that the scheme constitutes abuse of the international education sector's openness norms, and can posit it as a mechanism to facilitate espionage. The article examines the effectiveness on the plan in their bibliometric analysis from 2008-2020. At its height, associated research accounted for only one percent of total Chinese research. While scholarship has dipped in 2020, partnerships between scholars remain. The paucity of publications questions concerns of espionage and technical theft.

JCIHE EMPIRICAL ARTICLES

The JCIHE Issue 5 includes four empirical articles that were submitted through the regular submission process. The Empirical articles separate from the Special Issue include author affiliations in four countries: Australia; China; Turkey, and United States. The broader themes of these articles are international student experiences and youth experiences in higher education. The sub-themes of these articles include the impact of COVID-19 of financial and emotional mental health of international students; social media communication styles of international students to connect with peers in their home country; correlation of net tuition revenue and enrollment of international undergraduates in USA; and youth experiences in higher education whose parents were imprisoned in Turkey.

Hyacinth Udah (*James Cook University, Australia*) & **Abraham Francis** (*James Cook University, Australia*). **Vulnerability and well-being: International students' experience in North Queensland, Australia**

This article examines the impact of COVID-19 on mental health of international students studying in North Queensland, Australia. The article specifically looks at the impact of financial and emotional distress resulting from the pandemic on their learning and engagement experiences. The authors point to the need for higher education institutions to provide tailored programs and services, including nurturing, supportive, responsive, and needs-orientated environment to address the challenges international students face, and the mental health needs posed by the pandemic and beyond.

Kikuko Omori (*California State University, Sacramento, USA*) & **Michael Schwartz** (*St. Cloud State University, USA*). **Acculturation and Social Media: How Do International Students Engage with Facebook While Abroad?**

This article examines the relationship between Facebook use and acculturation by creating a fake face Facebook page to be added to the international students' social network. The major findings of this study include a) the pattern of Facebook postings was the same during the semester, b) international students used convergence communication strategies to better communicate with people in their network, and c) some participants' Facebook postings indicate a strong identification with their home culture.

Seyat Polat (*Independent researcher, Germany*). **The Education Process of Children with Imprisoned Parents After the 15 July 2016 Coup Attempt in Turkey**

This article explores the educational learning of high-school youth transitioning to higher education and higher education youth of parents who were imprisoned following the coup attempt in Turkey in July 2016. Focus is on the psychological problems and changes to moral and universal values, all from the point of view of the parents. The main conclusions seem to be that the majority of students whose parents were imprisoned had to change their schools, their academic success decreased, the students who continued their higher education were prolonged or had to leave their schools, and the majority of them did not have serious psychological problems.

Zongxing Mei (*Central Connecticut State University, USA*) & **Yan Liu** (*University of North Carolina Wilmington, USA*). **From 2000 to 2018: Examining the Relationship Between Net Tuition Revenue and the International Undergraduate Student Enrollment at Public Doctoral Universities**

This article examines the association between net tuition revenue and international undergraduate student enrollment at public doctoral universities through a longitudinal perspective. Informed by Cost-Benefit Analysis (CBA), this study used correlational analysis, One-way ANOVA and Post Hoc tests to examine the relationship from different perspectives. These findings indicated a statistically significant positive correlation between net tuition revenue and international undergraduate student enrollment numbers at public doctoral universities from 2000 and 2018.

About JCIHE

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. JCIHE publishes a) Empirical Articles; b) Scholarly Research-Based Review/Essays; c) Emerging Scholars Research Summaries; and d) Book Reviews. Please visit for guidelines:

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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 for the Winter Special Issue: Joanna Abdallah: University of Dayton, USA; Prashanti Chennamsetti: Texas A&M University, USA; Lin Ge: University of Regina, Canada; Hari C. Kamali: Far Western University, Nepal; Rachel McGee: Southeastern University, USA; Eduardo Mondlane:

University, Mozambique, and Ricardo Pinto Mario Covele: University of the Western Cape, South Africa. Thank you for the time you give to making sure that the articles are publication ready.

Finally, I want to thank several individuals on the JCIHE management team who were instrumental in the publication of this issue, Senior Associate Editor, Hayes Tang, Associate Editor, Yovana Parmeswaree Soobrayen Veerasamy, Managing and Copy-Editor, Prashanti Chennamsetti, Assistant to the Editor, Hannah Hour, and the Production Editor team: Kristin Labs, Kyunghye Ma, and Adeline De Angelis. It is their dedication that helps keep the standards and integrity for the journal.

Editor-in-Chief,
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December, 2022