JCIHE: Vol 15(1) 2023

Introduction

Rosalind Latiner Raby

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Editor-In-Chief

Dear Readers -

This issue represents the 15th year in the *Journal of Comparative and International Higher Education* (JCIHE) has been presenting innovative and emerging topics in the fields of comparative education and international higher education. JCIHE is listed in numerous databases including Cabells, Ebscohost, Eric and others. Over the past 15 years, JCIHE has published authors from around the world and in so doing is expanding research on various countries. More importantly, these publications include voices from regions that have previously been invisibilized in the publishing world. In Volume 15, Issue 1, 2023, I am pleased to share the JCIHE annual report, one essay and nine empirical articles that focuses on higher education issues in the following countries: Asian countries, Australia, Canada, England, Greece, Netherlands, Puerto Rico, Sudan, and USA. The annual report shows the growth and depth of publications within the past year.

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.

Three broad themes are represented in the articles in the 15(1) issue: Student Learning Strategies, Institutional and Pedagogical Contexts, NGO and National Contexts.

Student Learning Strategies

Student learning strategies and pedagogy are explored in two articles. Torres-Arends examines how international students understand academic regulations in how to interact with their professors and how curricula can be re-designed to clarify communication processes. Ghazarian, Bhandaria, and Chena share that despite difficult experiences of international students studying in the United States during the COVID-19 Pandemic, the image of the United States as a destination of choice remains attractive.

Institutional and Pedagogical Contexts

Four articles explore specific institutional types and their roles in supporting global learning. Bowling examines global liberal arts colleges and universities in Asia and the messages of critical hope given to students by admission staff. Katsara examines the implementation of culturally responsive pedagogy within the teaching context of Problem-Based Learning in Greece. Mall & Payne show how international students of color (ISOC) during the COVID-19 pandemic at a predominantly white institution (PWI) are viewed as having "double-invisibility" - both racially minoritized and foreign status - international students of color face unique challenges. Rodríguez-Vargas and Collins examine the interchange of interruption of coloniality by university professors in the public university system of Puerto Rico and the reproduction of coloniality by university administrators. Gonzales, Chai, & King use the Racial and Ethnic Microaggressions Scale (REMS), Perceived Stress Scale (PSS) and the Perceived General Wellbeing Indicator (PGWBI) to measure the reporting of racial microaggression of mostly Asian international students in Australis.

NGO and National Contexts

Three articles explore the interconnections between NGO and National contexts and higher education. Alcaide, Meyer, Greco, Abdallah, and Ahmed examine the employment outcomes from students in Sudan who participate in the grant funded INSO project. Woolf critiques practices in study abroad of prioritizing community engagement where the focus on communities within urban change are constantly shifting. Gian-Louis Hernandez introduces the concept of anationality to move the debate around the nation and nationality beyond normative, essentialistic conceptualizations to negotiate local, regional, national, and global processes.

Articles

The following articles are included in this issue:

Peter G. Ghazarian. Ashland University**, Babita Bhandari.** Ashland University **and Shuoyu Chen** Ashland University. *"It Can Be Chaos Here" International Student Experiences of U.S. Higher Education During the COVID-19 Pandemic.*

This phenomenological study documents the experiences of international students in US higher education during the pandemic to determine how they adapted, how they were shaped, and how their attitudes toward study abroad in the US may have changed. The findings reveal a sense of chaos, an aversion to online instruction, a lack of non-academic support form institutions, and a tarnished, but still attractive image of the US as a destination for study abroad.

Jorge C. Naranjo Alcaide (Comboni College of Science and Technology, Sudan)**, Jean-Baptiste Meyer (**Université Paris Cité, IRD, Ceped, France)**, Sabrina Greco (**Consiglio Nazionale delle Ricerche-Istituto di Scienze del Patrimonio Culturale, Italy), **and Sahar A. Abdalla (**Comboni College of Science and Technology, Sudan). *Youth, Training and Labor Insertion in Sudan: Lessons from the INSO Project*

   The article explores the relation between higher education and employment in Sudan. It evaluates the efficiency of a training project realized in collaboration between international and local private and government partners that aim to provide university graduates with employment opportunities. The INSO Project (Innovation in society: Training paths and human capital enhancement in Sudan) took place from 2017 to 2019. The article explores the employment achievements after almost two years of their graduation and a series of interviews about their professional integration. The collected data are analyzed in the context of the Sudanese socio-economic environment, higher education, and development. The study reveals a significant rate of employment for the graduates of this training project and a positive impact of specific training related to job search techniques.

Renee L. Bowling. The Ohio State University, USA. *Global Liberal Arts Colleges and Universities: A Source of Critical Hope.*

   This article applies a critical internationalization lens and a mapping framework to analyze the verbiage of admission colleagues from global liberal arts colleges and universities in Asia to incoming students. The study analyzes the underlying motivations to discover whether global liberal arts colleges and universities might present a source of critical hope in highlighting their multiculturalism, lower fees, and proximity to students' home countries. The study situates the rise of global liberal arts colleges and universities within competing narratives of higher education internationalization. I propose global liberal arts colleges and universities are a trend that offers a source of critical hope for imagining new possibilities for the internationalization of higher education.

Lorainne Rodríguez-Vargas, Azusa Pacific University, USA **and Christopher S. Collins** Azusa Pacific University, USA. *Comunidad y Universidad: Spaces of Decoloniality in Boricua Public Higher Education*

   This article uses critical observation of the influence of coloniality in the public university system of Puerto Rico through exploring community engagement by university professors. This research implemented qualitative inquiry through document analysis. Pattern analysis was performed through three conceptual frameworks: coloniality, colonial state of exception, and ecologies of knowledge. Findings included both the interruption of coloniality by university professors and the reproduction of coloniality by the university administration. These findings illustrate current spaces of decoloniality in Boricua higher education.

Irene Torres-Arends, Yorkville University, Canada. *"I Thought We Were Friends": International Students: Challenges in Navigating Basic Academic Regulations at a Private Canadian University.*

   This article examines international students' understanding of academic regulations in regard to academic requests and/or complaints to professors within the host university. Qualitative analysis of email messages shows that students perceive the academic environment to be governed by a complex set of informal understandings rather than being regulated by a

straightforward set of institutional rules. The re-designing of curriculum and a progressive learning strategy can play a central role in reducing complexity by communicating academic regulations clearly and consistently and by giving students pedagogical opportunities to develop the required skills.

Ourania Katsara, University of Patras, Greece. *Reconceptualizing pedagogy within the context of an Internationalized Problem-Based Learning Approach.*

This study discusses the value of implementing culturally responsive pedagogy (CRP) within the teaching context of Problem-Based Learning (PBL). By means of a critical review, the study shows that PBL is difficult to be implemented in a uniform way across the globe while becoming culturally responsive during teaching is quite personal. Findings suggest the needs for the development of possible departmental CRP training sessions for teachers. The evaluation of such training is suggested to determine the extent to which such an initiative could be part of a departmental pedagogy of internationalization policy development at micro level.

Neshay S. Mall & Cindy Payne, Northern Arizona University, USA. *"It's not a level playing field": Exploring International Students of Color's Challenges and the Impact of Racialized Experiences on the Utilization of Campus Resources during COVID-19*

This article uses a phenomenological study to examine the racialized experiences on the utilization of campus resources among international students of color (ISOC) during the COVID-19 pandemic at a predominantly white institution (PWI). Often viewed as having "double-invisibility" - both racially minoritized and foreign status - international students of color face unique challenges. Five theme emerge from international students of color: 1) feel university resources lack a basic understanding of their needs, 2) seek international staff and/or staff of color, 3) view faculty and/or classrooms as their primary supportive resources and, 4) deem past encounters create psychological barriers to utilizing resources, based on 5) a common perception of disadvantaged positionality due to their intersecting identities.

Hugo M. Gonzales COPE Centre, Australia, **Ke Ni Chai** Murdoch University, Australia, & **Deanne Mary King** Murdoch University, Australia. *Racial Microaggressions: Experiences Among International Students in Australia and its Impact on Stress and Psychological Wellbeing*

This article examines the prevalence of racial microaggressions among international students and its impact on stress and psychological well-being during the COVID-19 pandemic in Australia that contributed to anti-Asian racism. Using the Racial and Ethnic Microaggressions Scale (REMS), Perceived Stress Scale (PSS) and the Perceived General Wellbeing Indicator (PGWBI), participant responses were measured. All participants reported experiencing racial microaggression in the last six months, and significant correlations and regression models were found between REMS, certain elements of the PSS scale and time in Australia.

ESSAY

Gian-Louis Hernandez University of Amsterdam, The Netherlands**.** *Anationality: Identifying with neither here nor there*

This article examines researcher identity by proposing the theoretical possibility of "anationality": a disavowal of national identity as a possible subject position from which to negotiate local, regional, national, and global processes. Drawing on experienced gained while

researching international students and later as a Ph.D. student, both in countries where the author was marked as foreign, this essay follows feminist theorizing of gender, particularly gender non-binary identities, to potentially illuminate the opportunities and limitations of critiquing nationality. This work further highlights the importance of an anti-essentialist stance in conducting research. Anationality is an attempt to question national categorization. This essay productively moves the debate around the nation and nationality beyond normative, essentialistic conceptualizations.

Michael Woolf. CAPA: The Global Education Network. *Chasing Shadows: Myths of Engagement in American Education Abroad.*

This essay counters the argument for the centrality of community engagement in education abroad because it does not recognize the dynamics of urban change. In the fractured nature of contemporary reality, communities, where and if they exist, tend to be less visible and, often, less accessible. Discovering community may more realistically involve a kind of archaeology, digging out versions of constructed memories. It may also involve a search for marginal, sometimes hidden, vestiges of communal consciousness in complex urban spaces. That search may be undertaken in libraries and museums and in obscurer corners of the city. Finding community may be a matter of historical analysis – made in memory. Prioritizing community engagement in education abroad may build unrealistic expectations, sending students out to chase shadows.

JCIHE Support

Keller, and Sami Merji. Thank you all for the time you give to making sure that the articles are publication ready.

Editor in Chief, Rosalind Latiner Raby
March 2023

JCIHE Annual Report 2022

Rosalind Latiner Raby

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Dear Readers –

The *Journal of Comparative and International Higher Education* celebrates its 14th year in publishing articles that make a statement about current and future thinking in comparative and international higher education. JCIHE aims to showcase new and diverse international research that uses rigorous methodology to focus on theory, policy, practice, critical analysis, and development analysis of issues that influence and advance the field of comparative and

international higher education. To do this, JCIHE publishes high-quality empirical, theoretically framed scholarship that challenges the way things have been within traditional constructs and with the intent to move forward discussions on comparative and international higher education.

JCIHE is an open access, independent, double-masked 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 (HE-SIG).* JCIHE has as its core principles: a) comparative and international research; b) engagement with theory and practice; and c) bringing diverse voices in terms of authorship. JCIHE supports these core principles by providing a professional forum for the development, analysis, and dissemination of theory-, policy-, and practice-related issues that influence 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". Combined JCIHE publishes research that helps to advance current understanding of topics that frame and re-frame the study of comparative and international higher education. JCIHE publishes a mix of Empirical Articles, Scholarly Research-Based Review/Essays, Emerging Scholars Research Summaries, and Book Reviews. Please visit the JCIHE website for guidelines: https://www.ojed.org/index.php/jcihe/about

In 2022, Volume 14 included seven issues, including three Special Issues. The Summer Special Issue included a double issue 14(3.a) and 14(3.b) on COVID-19: *International and Comparative Impact of COVID-19 on Institutions of Education,* edited by Sowmya Ghosh and Linsay A. DeMartino. The Winter Special Issue 14(5) focused on an extremely important issue for our times, *Foreign Interference in Higher Education*, edited by Kyle A. Long. Finally, the *Emerging Scholars Issue* 14(5S) shares topics of interest framed by a new generation of scholars Within all seven issues of Volume 14, articles and essays help to advance discourse on comparative and international higher education.

2022 Annual Summary of JCIHE Article Themes

For the past 14 years, the *Journal of Comparative and International Higher Education* has published articles that make a statement about current and future thinking in comparative and international higher education. As an important research tool, these articles include cutting-edge theoretical constructs, detailed literature reviews, and many of the articles engage in critical and de-colonial frameworks. Six themes are found in publications in Volume 14: Internationalization of Higher Education, Comparative Research, Institutional Issues, Study Abroad, International Students, and COVID-19.

Internationalization of Higher Education

Eight articles explore Internationalization of Higher Education in country-specific studies of Azerbaijan, Canada, China, New Zealand, Taiwan, Turkey, United States, and Vietnam. The topics include the entrepreneurial university as an alternative revenue source for HEIs using increased revenue to rejuvenate HEIs, national policies to impact educational experiences, longitudinal study of net tuition revenue and international undergraduate enrollment, career-oriented programs, university experiences of youth with imprisoned parents, educational policies and change, and global justice lens that includes religious understanding within diversity initiatives. Articles in the Winter Special issue show how foreign interferences influence Internationalization of Higher Education. These articles examine the role of governments in university practices and programs, foreign donations and foreign interference that influence HEIs, public perception from media that frames national policies, and federal racist and indiscriminate investigation of under-reporting of foreign donations.

Comparative Research

The impact of COVID-19 on international students is compared between Japan and US, Canadian and Iranian international students, Arab and US students, leadership perspectives of international students in the US, New Zealand, Italy, South Korea, and China, and the experiences of degree-mobile students in 32 countries in EU and UK. Faculty are the focus of comparisons between US & Turkey, Iraq & Tajikistan, and MotherScholars in United States and Australia. National policies are compared between China, South Korea, and Japan, between different United States associations at the national level, between Hungary and China prioritizing of international student mobility to enhance country competitiveness, and two colleges information and communication technology programs in Nepal. De-colonialism lens is used in comparison of distance learning in Barbados and Canada to examine dynamics of colonized and former colonizers student learning experiences, and in a comparison of language in decolonial studies that influence academic mobility between EU and Brazil.

Institutional Issues

Institutional Internationalization Policies

Policies are interpreted through national, institutional, and programmatic level lenses. Articles examine English language acquisition policies in Mozambique universities, funding policies that foster student access in South Africa and Ghana, academic freedom policies in United States and India, and university press policies that contributed to the closure of a Confucius Institute in the United States. Another article uses cost-benefit analysis to find a positive correlation between net tuition revenue and international undergraduate student

enrollment numbers at public doctoral universities An additional three articles examine changing infrastructure and leadership practices.

Institution Pedagogical and Curricular Changes

Several articles explore the impact of internationalizing curricular on students. Articles examine Chinese undergraduate student sensemaking of learning about other cultures, local Canadian students' intercultural experiences with international students, liberal education in Nigeria, international students in Taiwan online activities to develop a sense of community and self, intercultural relationships via US virtual classes between domestic and international students, intercultural communication competence of Chinese foreign language learners who participate in COIL at a regional US university, US education abroad programming designed to impact student learning, diversity initiatives in UK, and examination of IHE programs in the US.

International Scholars and Teaching Assistants

The satisfaction of international scholars in the US is explored in relation to professional development. Three articles examine teaching assistants in terms of US pre-service training courses, complications to gaining international scholarship due to English language barriers in Mozambique, and experiences in the US training prior to becoming an instructor.

Institutional Services

Three articles explore institutional service programs. These focus on writing centers as for international students in the US, program offerings in Vietnam universities, adoption of Global Certificate programs in United States community colleges, and adoption of clinical training programs in pharmacy education in the United Arab Emirates.

Staff/Student Perspectives

One article examines the voices of university presidents on international students during COVID-19. Three articles examine faculty perspectives as connected to capacity building. These articles identify women scholars' intellectual leadership in Hong Kong, faculty professional development in Vietnam and Australia, and faculty satisfaction in Bosnia and Herzegovina.

Study Abroad

The experiences of out-bound students (e.g., study abroad) is a focus of seven articles. Articles examine US students studying in Cuba and Brazil, Japanese students studying in New Zealand in a program designed to mirror the Japanese experience, EU students studying worldwide, and Taiwan students studying abroad and their use of social media. Focus on specific program components include a US program that duplicates experiences of in-coming students

studying in health sciences, critical pedagogy influences experiential-community-based learning, and critical analysis of website images to promote US study abroad to Africa.

International Students

Several articles document international student experiences in a specific country. This includes international students studying in Australia, Brazil, Canada, EU, and Taiwan. Articles explore East Africans in Norway, Chinese doctoral students in the US, Turkish students in the US, Koreans in Canada; Malaysians in UK; Asian graduates in Taiwan, self-determination of international students studying in the US, and experiences of Chinese students studying in US.

Student Experiences

One article depicts South-Asian non-English dominate students and their sense of belonging while in the US; students from developing Asian countries where English is their 2nd language who are marginalized when attending English dominate HEIs, Chinese undergraduate student sensemaking in learning about other cultures using non-western perspectives, sense of belonging of Asian students in Taiwan, Chinese international graduates' employability in Australia using a capitals-based approach, self-determination of Turkish international students and their well-being while studying in the US, and mental health of international students in Australia. Other related topics include mentor and peer impact on academic goals and emotional intelligence skills advanced by writing centers, by participation in US sports programs to increase student success, use of Facebook to facilitate acculturation and emotional intelligence to cope with everyday life, and the use of support services to overcomes challenges. One article examines the perspective of local students in Canada their experiences in multicultural and multilingual programs.

Race and Gender

One article specifically talks about race and international students. This article examines how race shapes academic performance and achievement of black African international students in UK. Other articles examine issues of religions/cultural identity and gender with examination of female Chinese students studying in Canada, female Muslim students studying in UK, and gendered experiences of Iranian International Students in Canada.

Student Voices

Articles share the voices of students in terms of their opinions on employability, career readiness, and student engagement. The topics of employability, career readiness, and social justice dominated the articles in the 2022 Emerging Scholar issue. Articles examine how learning abroad impacts career choices of Indonesian students studying in Australia, mining engineering student's employability in South Africa, employability from enrolling in a binational university

(Turkish-German) in Turkey, employability of Lao graduates who study in Chinese universities and then returned home, and employability of transgender & queer international students graduating from Australian and Canadian institutions. Finally, student engagement is a focus on articles that examine how refugees from five countries used community cultural wealth to get into and through universities.

COVID-19 Impact

Articles in all issues, but especially in the JCIHE 2022 Summer special double issue focus on the impact of COVID-19 on higher education.

Institutional Policies and Programs

Institutional policies during the COVID-19 are explored at a Chinese university assisting international students waiting for-entry, reallocation of institutional resources in US community colleges, institutional changes made by international affairs office in a Mexican university, effectiveness of Vietnamese government's educational policies aimed at controlling virus spread, effects on Vietnam's unequal access to higher education, creation of a college learning environment for Chinese students enrolled in other countries, and impact of internationalization in Mexico. Other articles compare how flagship universities in the United States use institutional websites to share information about changing institutional practices during COVID-19, Turkish faculty teaching experiences, comparison of US institutional websites to assess advanced internationalization, and comparisons of a US and Shanghai co-curricular program offered in Shanghai to serve first-year Chinese students who lived in China during COVID-19.

Recruiters

Two articles focus on the recruiter experience. The first examines different and extreme experiences that faculty, students, and recruiters have in accessing and maintaining their higher education. The second article details Chinese recruiters' experiences during COVID.

International Students

The articles on COVID-19 primarily focus on the experiences of Chinese students. Articles examine experiences of how social-political-institutional environment impacts academic experiences of Chinese doctoral students who study in the US, how Chinese doctoral students studying in US deal with stressors, academic and non-academic challenges faced by international students at a particular US university and their use of support services to overcome challenges, and mental health of international students in Australia. A comparative study examines how students in 10 countries deal with accumulative stress while studying in the US.

Gender

Two articles focused on the experience of women during COVID. The first introduces MotherScholars and compares their experiences in United States and Australia. The second examines the scholarly productivity of multinational women graduate students during COVID.

Comparative Study

Four articles compare student experiences during COVID-19. These articles compare Indonesian and Vietnamese student perceptions on the impacts of the COVID-19 pandemic, ways in which students from universities in the US, New Zealand, Italy, South Korea, and China engage in activities to respond to the pandemic, how University Presidents in eight counties perceive the needs of international students during COVID-19, and comparison of experiences of international students in Japan and in the US during COVID-19 and differences in these experiences and in responses from the universities.

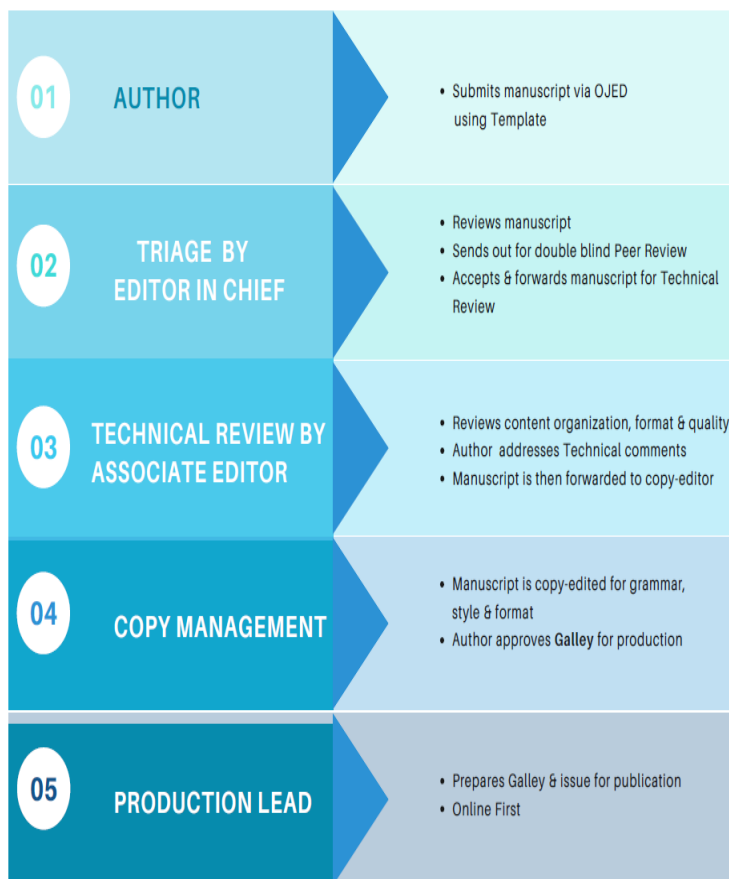# JCIHE State of the Field: 2022

The JCIHE State of the Field includes production and accomplishments for 2022, and showcases the Journal's impact and reach.

JCIHE Publication Process

To pursue the JCIHE fair, ethical, and transparent review process, the visual below clearly explains the publication process from submission to publication. 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 175 days. During COVID, many of our volunteer peer reviewers were challenged and thus the review time took substantially longer. The average time from acceptance to publication is 131 days.

Figure 1: JCIHE Publication Process

JCIHE Publication Process

01 **AUTHOR**
- Submits manuscript via OJED using Template

02 **TRIAGE BY EDITOR IN CHIEF**
- Reviews manuscript
- Sends out for double blind Peer Review
- Accepts & forwards manuscript for Technical Review

03 **TECHNICAL REVIEW BY ASSOCIATE EDITOR**
- Reviews content organization, format & quality
- Author addresses Technical comments
- Manuscript is then forwarded to copy-editor

04 **COPY MANAGEMENT**
- Manuscript is copy-edited for grammar, style & format
- Author approves **Galley** for production

05 **PRODUCTION LEAD**
- Prepares Galley & issue for publication
- Online First

Article Statistics

In 2022, JCIHE published 63 Empirical Articles, 8 Essay, 7 Emerging Scholar Summaries, and 2 Book Reviews.

Submission Statistics: Volume 14: January 1, 2022 – December 31, 2022

Submissions Received	160	
Submissions Accepted	81	
Submissions Declined	75	
Submissions Declined (Desk Reject)	47	(37%)
Submissions Declined (After Review)	28	(9%)
Submissions Published	80	

Days to First Editorial Decision Description for Days to First Editorial Decision   36

Days to Accept	180
Days to Reject	153

Acceptance Rate   54%   Rejection Rate   46%

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 GoogleScholar Rankings show the impressive growth in downloads of JCIHE articles in 2022. The calculation is based on the largest number 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.

Table 1 shows that the h-5 index went up this year with an 85% increase in citations in one year!

Table 1: GoogleScholar h5-index and h5-median

GoogleScholar	2020	2021	2022-Jan-June
H5-index	4	5	8
H5-median	7	7	13

According to Publish or Perish, which includes reports from ERIC, Crossreft, and GoogleScholar JCIHE published articles: 2017-2022 – JCIHE had 35,019 Abstract and Article Downloads and 154 citations. The ERIC Report from June 1 – December 31, 2022 shows 2,577 downloads. Table 2 and 3 share the top cited or downloaded in each category.

Table 2: Citations Noted in Publish or Perish

Cite	Author	Title	Year	Google Scholar Rank
11	M Hailu, L Collins, A Stanton	Inclusion and Safe-Spaces for Dialogue: Analysis of Muslim Students	2018	2
7	HH Tang	Academic Profession, Entrepreneurial Universities and Scholarship of Application: The Imperative of Impact	2018	4
7	R Al-Haque	University Internationalization, Immigration, and the Canadian Dream: How Federal Citizenship Immigration Legislation Marginalizes International Graduate Students	2018	15
5	M Beard	Language as Currency: Perpetuating and Contesting Notions of English as Power in Globalized Korean Contexts	2018	8
5	KM Johnson	You Learn How to Experience Yourself": A Photo-Cued Investigation of Empowerment in Study Abroad	2018	10
4	CÃŠLD Mangue, J Gonondo	Academic Culture and Talent Cultivation: The Chinese Experience	2021	1
4	A Yamada	Japanese Higher Education: The Need for STEAM in Society 5.0, an Era of Societal and Technological Fusion	2021	3
4	C Nonaka, S Phillips	Higher Education Reforms in Japan	2017	14
3	AT Johnson, MF Mbah	(Un) subjugating indigenous knowledge for sustainable development: considerations for community-based research in African higher education	2021	6
3	C Dailey-Strand, H Collins, D Callaghan	'Those First Few Months Were Horrible': Cross-Cultural Adaptation and the J-Curve in the International Student Experience in the UK and Norway	2021	7
3	MS Jeon	New Mission for New Time in Korean Higher Education	2018	11
2	RY Chan	Understanding International Joint and Dual Degree Programs: Opportunities and Challenges during and after the COVID-19 Pandemic	2021	9
2	KP Paudel	Level of Academic Performance among Faculty Members in the Context of Nepali Higher Educational Institution	2021	26
2	YS Veerasamy	Emerging direction of us national higher education internationalization policy efforts between 2000 and 2019	2021	27

Downloads

Various networks track articles viewed and those downloaded. Previously the JCIHE downloads averaged 500-600. In 2022, the average range is 600 – 1500. JCIHE is honored by all of our readers who downloaded our articles.

Table 3: Downloads Tracked by OJED

Author	Title	Abstract Views	PDF Views	Total
Ritter	Singapore's Search for National Identity: Building a Nation through Education	370	1176	1546
Maravillas	Filipino and American Teachers: Their Differences in Psychological Needs, Performance, and Culture	582	753	1335
Liu et al.	The Smell, the Emotion, and the Lebowski Shock: What Virtual Education Abroad Can Not Do?	752	301	1053
Ballo et al.	Applying Student Development Theories: Enhancing International Student Academic Success and Integration	534	511	1045
Sperduti	Internationalization as Westernization in Higher Education	575	637	1021
Chan	Understanding International Joint and Dual Degree Programs: Opportunities and Challenges during and after the COVID-19 Pandemic	558	283	841
Ahmed	#RhodesMustFall: Decolonization, Praxis and Disruption	327	492	813
Zhang	A Comparison between Pedagogical Approaches in UK and China	481	237	718
Ghosh et al.	Understanding the Attraction of the Microcampus: A Quantitative Investigation of Students' Motivations to Enroll in Transnational Education	526	188	714
Martel et al.	The Future of International Educational Exchange is Bright	263	450	713
Djita	The Impacts of The COVID-19 Pandemic On First-Generation, Low-Income And Rural Students In Indonesia And Vietnam: A Cross-Cultural Comparative Study	416	268	684
Streitwiesser et al.,	"The Entrepreneurial University": A Catalyst for the Redevelopment of the Azerbaijani Higher Education System	256	404	660
Tavares	Theoretical Perspectives on International Student Identity	435	202	637
Xu	Examining Neocolonialism in International Branch Campuses in China: A Case Study of Mimicry	417	201	618
Adams et al.	Reimagining Global Partnerships in Higher Education through Open Systems Theory	399	218	617
Collins et al.	'Those First Few Months Were Horrible': Cross-Cultural Adaptation And The J-Curve In The International Student Experience In The UK And Norway	498	180	678

Cai et al.	Sexual Harassment on International Branch Campuses : An Institutional Case Study of Awareness, Perception, and Prevention	418	146	564
Hanada	Higher Education Partnerships between the Global North and Global South: Mutuality, Rather than Aid	397	161	558
Chance	Exploring the Disparity of Minority Women in Senior Leadership Positions in Higher Education in the United States and Peru	344	179	523

TWITTER REPORT

JCIHD has had a solid, steady growth across our social media -- especially our twitter presence. JCIHE gained over 100 followers in 2022 and tweet impressions increased significantly.

Table 4: Social Media Presence

	Followers	New Followers	Tweets	Impressions	Mentions
September	546	16	2	1257	2
October	562	9	2	739	1
November	571	15	2	524	1
December	586	5	2	591	1
January	591	1	4	794	3
February	592	8	1	667	0
March	600	2	1	825	3
April	602	8	6	1705	6
May	610	7	5	1264	4
June	617	15	3	1027	20
July	632	9	5	2378	8
August	639	7	4	1129	4

Authorship and Article Details

This section provides information on the authors published in JCIHE Issue 14, 2022. Gender of authors, author academic and professional positions, and institutional affiliations show diversity in authorship. Graph 1 shows that 53% of authors were women and 47% men.

Graph 1 Authorship Gender Identifications

Authorship: Gender Identifications

0%

47%

53%

■ Male ■ Female ▪ Other ■
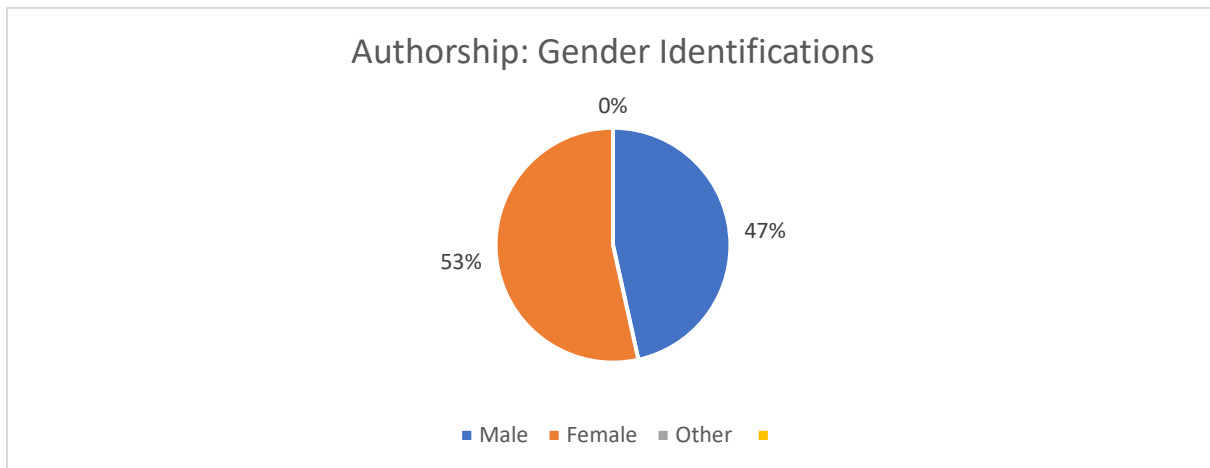
Author Academic and Professional Positions

Graph 2 and Table 5 show that authors, at the time of publication, held various positions.

Table 5. Author Rank at the time of publication

Academia		Outside Academia	
Assistant Dean	1	Senior Education Technologist	1
Associate Dean	2	Research coordinator	1
Master's student	1	Legislative Policy Fellow	1
Ph.D. Candidate	22	Nurse	1
Doctoral scholar	1	Evaluation Specialist	1
Postdoctoral researcher	2	Head of Research, Evaluation & Learning	1
Postdoctoral research associate	2	Research & Evaluation Associate	1
Postdoctoral Fellow	9	Associate Director	2
Scholar-Practitioner	2	Director	9
Visiting Researcher	1	Senior Analysist	2
Part-time lecturer	1	Chief Executive Officer	1
Senior Lecturer	1	Research Assistant	1
Lecturer	7	Assistant Specialist	2
Assistant professor	27	Social Worker	1
Associate professor	25	Multilingual Coordinator	1
Professor	13	Academic librarian	1
Emeritus Professor	1		

Graph 2: 2022 Authorship Categories

2022: Authorship Categories

Legend:
- Outside Academia
- Non-faculty Position
- Coordinator
- Director
- Assistant Dean
- Associate Dean
- Dean
- Emeritus Professor
- Assistant Professor
- Associate Professor
- Professor
- Chief Executive Officer
- Senior Lecturer
- Lecturers
- Postdoctoral
- Ph.D. Candidates
- Research Assistant
- other positions
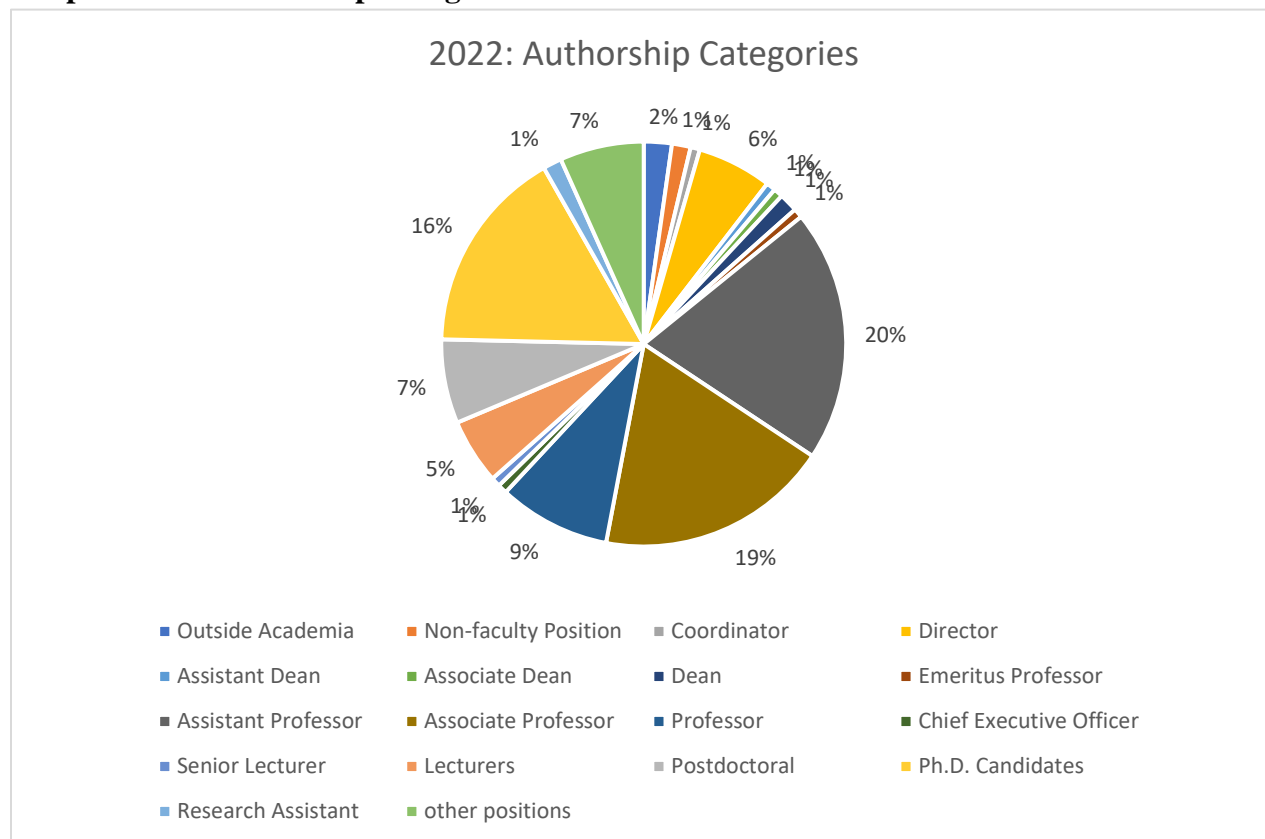
Author Institutional Affiliations by Continent and Country

Being a journal that is international in scope and purpose, JCIHE is pleased to share that in 2022, 40 authors have institutional affiliations outside of the United States, representing 25 countries. Graph 3 shows institutional affiliations by continents, Graph 4 by three or more authors, Graph 5 by less than three authors, Graph 6 all countries, and Graph 7 a multi-year Comparison.

Graph 2: JCIHE Author Institutional Affiliations by World Regions

Continental Institutional Affiliations

- Africa — 4%
- Asia — 15%
- Australia/New Zealand — 5%
- Europe — 6%
- Indigenous Nations — 0%
- North America — 62%
- Latin America — 1%
- MENA — 7%
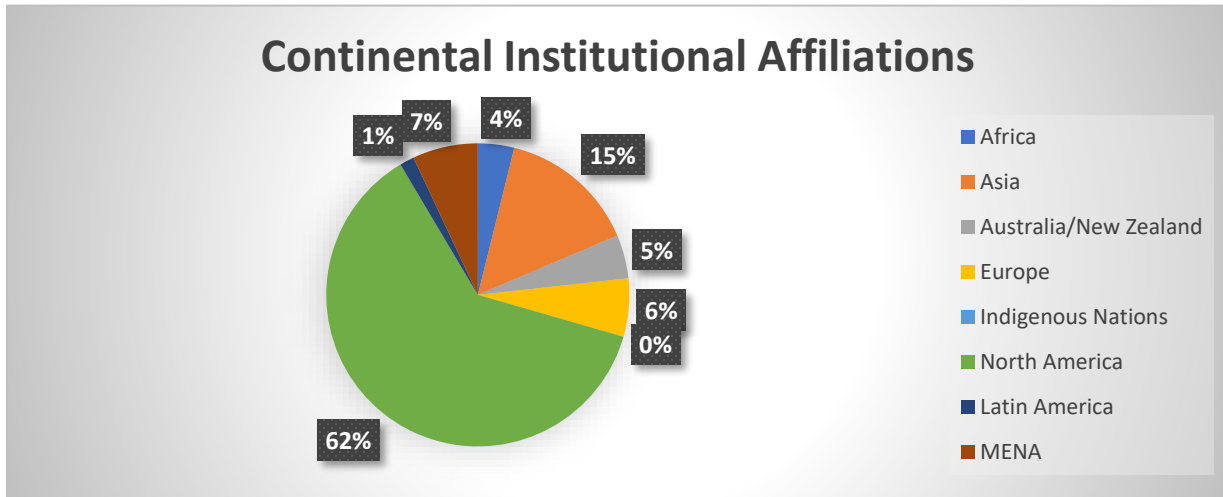
Graph 3: Authorship from Countries with over 3 articles

Authorship from Countries with over 3 articles

Country	Articles
USA	60
Canada	16
China	7
Taiwan	3
Australia	4
Turkey	7
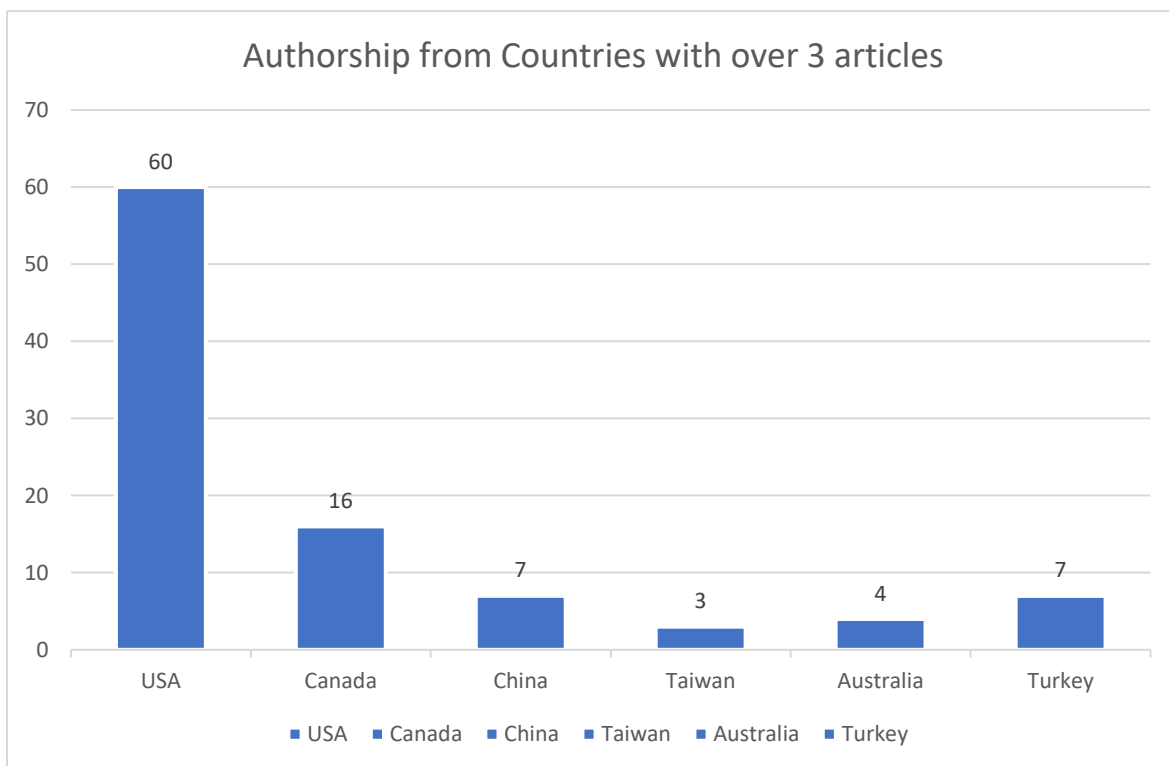
Graph 4: Authorship from countries with under 3 articles:

Authorship: Under 3 articles
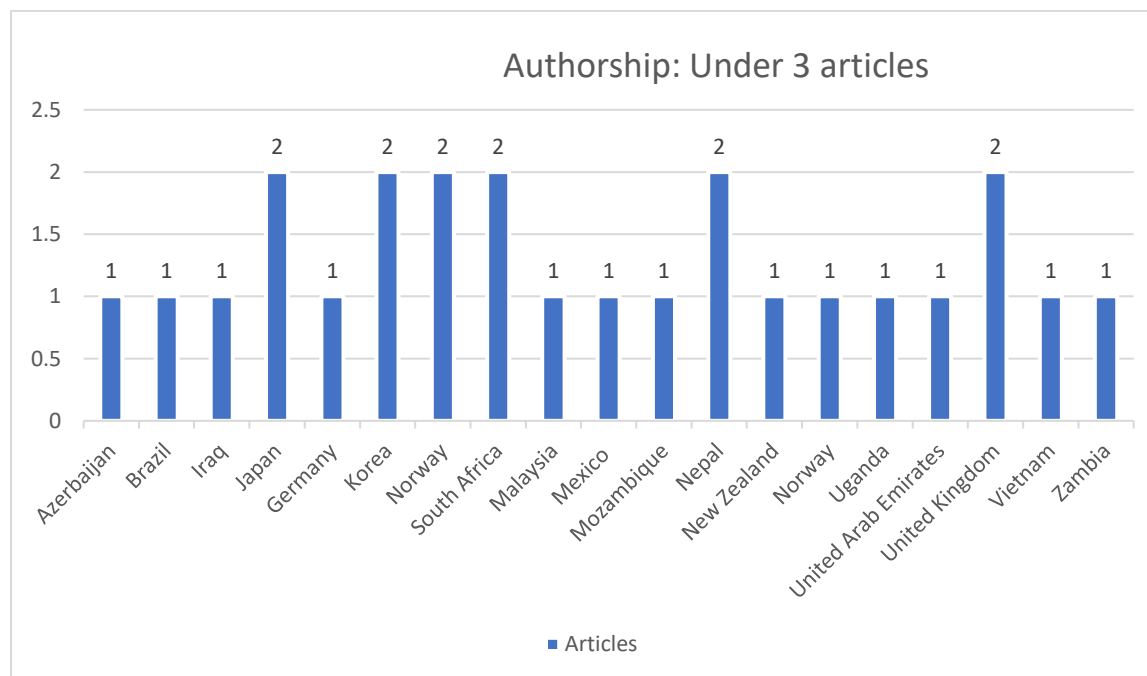
Graph 5: Authorship from all countries

Author National Affiliation: All Countries
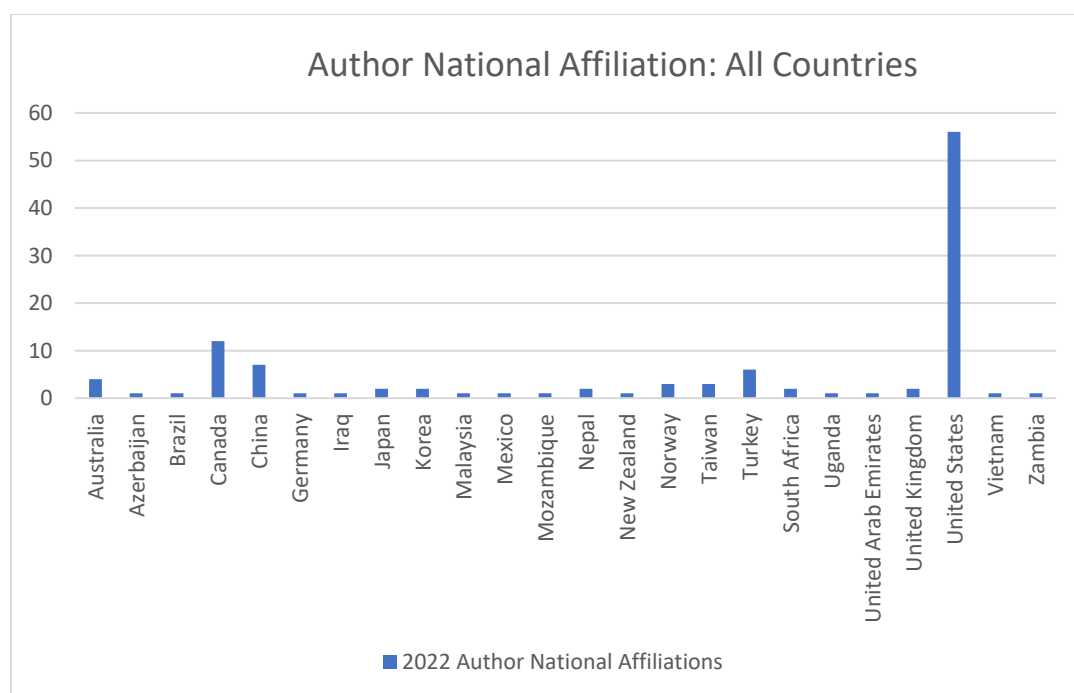
Graph 6: Multi-year Comparison of Author Institutional Affiliations – 2018 - 2022

Multi-Year Comparison of Author Institutional Affiliations
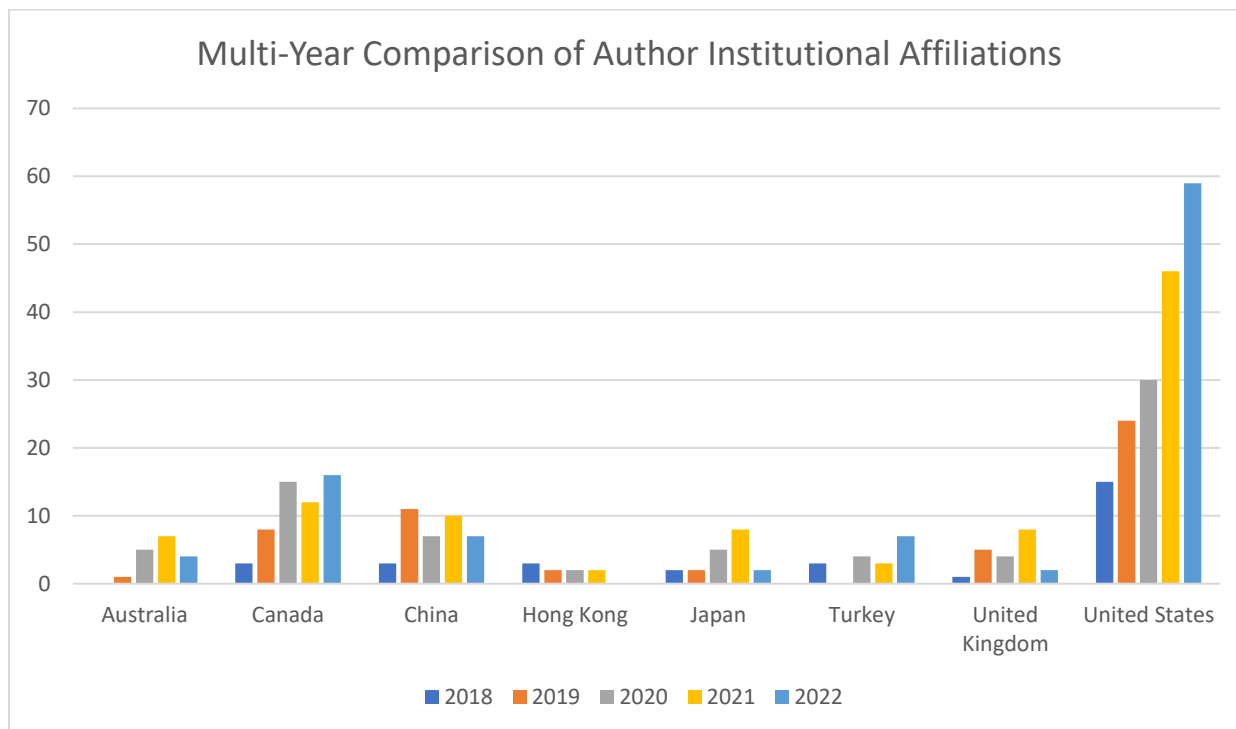
JCIHE 2022 Article Methodology, Keywords, and Themes

Methodologies

In 2022, authors used 70 qualitative and 24 quantitative research methodologies. Table 6 details these methodologies.

Table 4. Methodologies Used

Quantitative	#	Qualitative	#
Mixed Methods	7	Interviews	18
Statistics	7	Comparisons	10
Survey	4	Case study: single	9
Q systematic	1	Case study: Multiple & Comparative	6
Regression analysis comparative	1	Content Analysis	5
Comparative Thematic analysis	1	Ethnography	4
Survey & aptitude test	1	Interpretive with survey/focus groups/interviews & reflection papers	4
Mega-statistics	1	Survey/Questionnaire	3
Bibliometric Analysis	1	Literature Review: Critical Analysis	3
		Case study with survey	2
		Discourse Analysis	2
		Focus Group	2
		Narrative Inquiry	2
		Integrative Policy Review	1
		Participatory Action Research Case Study	1
		Self-Authorship	1

Areas of Research

Graph 7 shows that the focus of half of JCIHE 2022 articles were not on North America and Graph 8 that lists the countries of research focus.

Graph 7: Focus of Articles: Continents
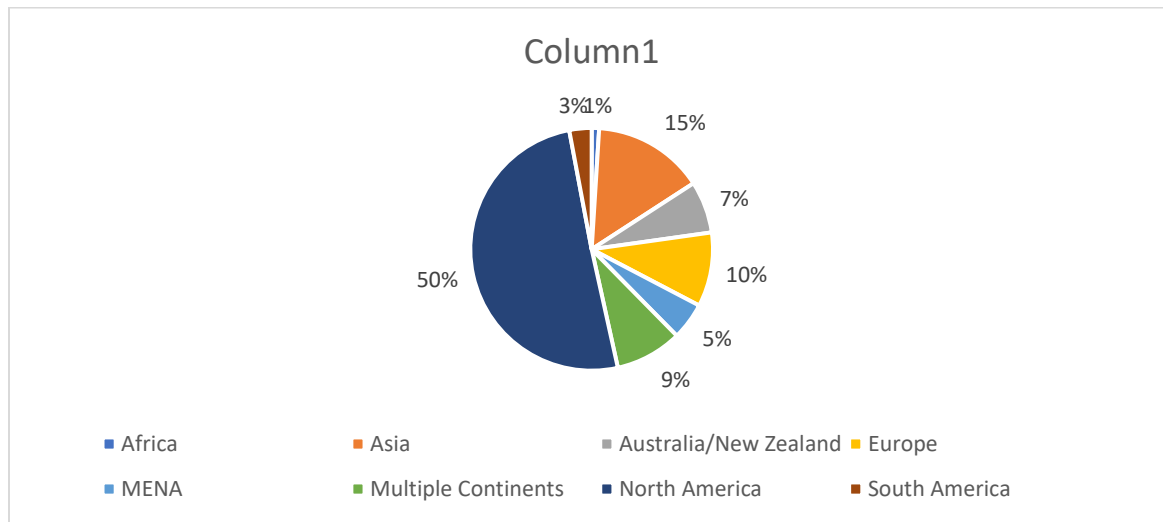
Graph 8: Countries of Research Focus 2022
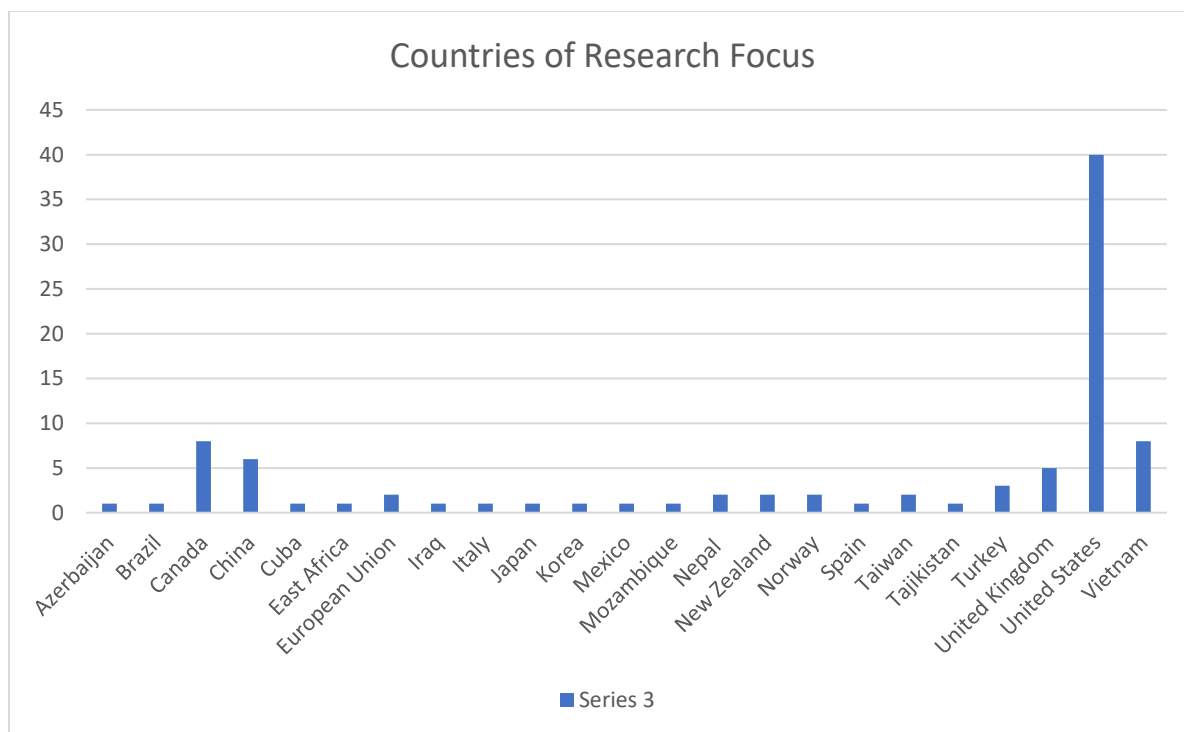
Keywords in Articles

Keywords provide a picture of what research is focusing on in a particular time period. Table 7 shows keywords with 4 or more mentions and Table 8 shows all keywords in Volume 14. It is not surprising that variations on COVID dominated the 2022 issue since it was the focus of a two-part Summer Special Issue and has a presence in subsequent issues.

Table 7. Keywords Over 4 mentions

Keywords	#	Keywords	#
academic support	4	Europe	4
agency	4	higher education	20
auto-ethnography	4	identity	4
Canada	4	internationalization	10
Chinese students	4	internationalization of higher education	5
comparative	9	international graduate-doctoral students	7
COVID-19 (Pandemic)	34	international students	51
decolonialism	4	international students and gender	4
COVID-19 stressors	5	online learning	5
COVID-19 institutional policies	4	student mobility	4
COVID-19 institutional resources	4	study abroad	6
COVID-19 student challenges	4	United States	5
educational policies	5		

Table 8. All Keywords

Keyword	#	Keyword	#	Keyword	#	Keyword	#
abroad	1	academic challenges	1	academic mobility	1	academic performance	3
academic support	3	access to HE	1	acculturation	1	acculturative stress	1
Africa	1	agency	4	American university	1	anti-Asian racism	1
Anti-Deficit theory	1	aspiration	1	assessment	1	Australia	1
auto-ethnography	3	authoritarianism	2	Barbados	1	belonging	1
Berry Acculturation Model	1	black Africans employability	1	Bologna	2	boundary making	1
Bourdieu	2	Canada	4	Canadian students	1	career-oriented programs	1
capital	1	Case study	1	censorship	1	challenges	2
China	2	China Initiative	1	China, recruitment	1	Chinese female graduate student	1
Chinese international doctoral students	1	Chinese international graduate students	1	Chinese international students	1	Chinese language	1
Chinese students	4	co-curricular program	2	Co-Curricular Theory	1	collaborative online international learning	1
collaborative research	1	coloniality	1	Commonwealth of learning	1	communication	1
community-based learning	1	Communication Accommodation Theory	1	community colleges	1	comparative	9
consultation	1	Coping	1	crisis leadership	1	crisis management	1
COVID-institutional resources	4	COVID-institutional policies	4	COVID-19 (Pandemic)	34	COVID- student challenges	4
COVID- student perceptions	2	COVID-19 stressors	9	COVID-19 university president	1	critical internationalization	1
culture	2	cultural learning	2	cultural perspectives	1	curriculum planning	1
decolonialism	4	degree/long-term mobility	2	developing countries	1	diplomacy	1
disadvantaged	1	dissertation	1	distance education	1	distance learning / ICE	2
diversity	2	doctoral students	2	East Africa	1	education abroad	2
education abroad programming	1	education as second language (ESL)	2	education reform	1	educational policies	5
emotional intelligence	1	employment	1	employability	1	English language barrier	1
English language embodied learning	1	environment	1	entrepreneurial university	1	espionage	3
ethnography	1	Europe	4	European higher education	2	European integration	2
European university	1	experience	1	experiential learning	2	facebook	1
faculty development	1	faculty experiences	3	financial adjustment	1	first generation	1
foreign donations	1	foreign funding	2	foreign influence	2	foreign interference	2
gender	1	geopolitics	1	global citizenship	1	global leadership	1
graduate students	1	Global South leadership	1	graduate employability	2	global liberal arts	1
health education	1	higher education	20	higher education policy	2	home replication	1

host students	1	identity	4	immersion	1	imperial tongue	1
in-person/virtual learning	1	institutional diversity initiatives	2	institutional policy	1	institutional programs	1
Intercultural behavior	2	institutional scholarship	1	Intercollegiate athletics	1	intercultural competence	2
Keyword	**#**	**Keyword**	**#**	**Keyword**	**#**	**Keyword**	**#**
intercultural learning	2	intercultural communication	1	interdisciplinary research	1	international cooperation	1
international education	3	international experiences	1	international faculty	1	international lecturers	1
international partnership	2	international higher education	1	international graduate / doctoral students	2	International recruitment	1
international student race	3	international student mobility	2	international teaching assistants	3	International undergraduate student	1
internationalization	10	internationalization of higher education	6	internationalization impact	2	internationalizing curricula	1
investment	1	Iran	2	Iraq	1	J-1 exchange programs	1
Japan	1	Japanese international students	1	job security	1	job stress	1
knowledge economy	1	language of the middle-class	1	language skills	1	local students	1
low-income	1	malign influence	1	Malaysian students	2	mental health	2
mental toughness	1	Mexican universities	1	migration	1	mixed methods	1
mobility	1	MotherScholar	1	Mozambique	1	multicultural(ism)	4
multilingual programs	3	national security	1	narrative research	1	neo-colonialism	1
non-academic challenges	1	non-traditional locations	1	Norway	1	online / virtual learning	3
oppression	1	pandemic research	1	part-time job	1	pedagogy perspectives	2
peer interaction	1	perceived roles	1	personality traits	1	photovoice methodology	1
policy	1	post-colonial	1	post-conflict	1	post-Soviet	1
Positioning Theory	1	pre-service ITA	1	presidential perspectives	1	programs: raise status	1
program satisfaction	2	propaganda	1	psychological needs	1	psychological well-being	2
public diplomacy	1	public health	1	race	1	recruiter's experiences	1
recruitment	1	regional university	1	religious diversity	1	remote education	1
remote teaching	1	reputation	1	role strain theory	1	representation	1
rural	1	scholarship	1	second language acquisition	1	self-determination theory	2
self-perceived employability	1	sensemaking	1	sense of belonging	2	small culture	1
social identity	1	social interaction	1	social media	1	social network sites	1
Socio-Cultural Theory	1	social-political	1	sociolinguistics	1	soft power	1
student emotional intelligence for coping	2	student experiences	3	student mobility	4	student social media use	1
student support	1	study abroad	6	stress coping	1	sustainability	1
synergistic knowledge production	1	Taiwan	1	Tajikistan	1	team identification	1
technology	2	Theory of Social Practice	1	transforming / transformative	2	Turkish international student	1

Turkey	2	undergraduate student	2	United Kingdom	1	United States	5
university leadership	1	U.S. higher education institutions	1	university-business partnership	1	university students	1
Vietnam	1	virtual classrooms	1	virtual exchange	2	virtual learning	2
vulnerability	1	websites	1	website Review	1	wellness	3
women academics	1	writing centers	1	worldview	2		

Conclusion

The *Journal of Comparative and International Higher Education* celebrates the authors who were published in 2022 Volume 14. JCIHE is looking forward to our 2023 Volume 15 articles as well as those that will be published in three special issues:

Summer Issue 3: The Road Towards UNESCO's Sustainable Goals Amidst the Pandemic

of Covid -19 in Latin America and the Caribbean Higher Education. Guest Editors: Pilar Mendoza, and Santiago Castiello-Gutiérrez.

Fall Issue 4: Liberal Education: Conference proceedings from 7TH Global Higher

Education Forum 2021. Guest Editor Hans Schultz

Winter Issue 5: Inhabiting the Otherwise in International Academic: Critiques,

Complexities, Struggles and Re-Existences. Guest Editors Jhuliane Evelyn da

Silva, Juliana Zeggio Martinez, and Roxana Baros Chiappa

Finally, JICHE would like to sincerely than the Advisory Board which is comprise of renown scholars whose task is to provide instrumental recommendations to the editorial team. **JCIHE extends sincere thanks to our 2022 Advisory Board Members**

Finally, I also want to thank our authors for choosing to publish in JCIHE and to help advance scholarship in the field of Comparative and International Higher Education. Finally, I want to thank our readers for finding relevant and innovative articles in each issue. I especially want to thank the JCIHE Executive Editors Pilar Mendoza and Anatoly Oleksiyenko who for the past few years served as the co-chairs of the CIES HE-SIG and helped transform JCIHE. 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, 2022