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Introduction

Rosalind Latiner Raby

California State University, Northridge

Editor-In-Chief

Dear Readers -

The Journal of Comparative and International Higher Education (JCIHE) vision is to diversity authorship as a way to enhance research on innovative topics that deepen the understanding of international and comparative higher education in countries around the world. The two essays and ten empirical articles in Volume 15, Issue 2, 2023, include authors from Australia, Botswana, Canada, Hong Kong, Turkey, and United States who examine topics of interest for JCIHE readership that include cross-border communication between faculty and international students in Australia; identifying obstacles to facilitate integration of local and non-local students in Hong Kong universities, exploring codes of conduct found in top-top universities found in the Times Higher Education World University Ranking list, understanding Chinese student transcultural strategies to navigate identify conflicts and expand their identities through their Hong Kong study experiences; using international student voices in Turkey to develop online support content, targeting challenges and support by using an equity diversity and inclusion lens for international students in Canada, identify challenges of racism and benefits of faculty relationships from the voices of international students in Canada, and outcomes of the COVID-19 Pandemic on creation of the university as an imagined community in Australia and showing how HEIs in Australia will never go back to ‘business as usual’ in the post-COVID-19 Pandemic world.

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 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, faculty and student learning interactions, and institutional contexts for pedagogical changes.

Student Learning Strategies

Coşkunserçea & Eriştib detail how international students help to identify the content for an online system to support international students in Turkey. **Xia & Cheng** shift the focus of acculturation to identify the experiences that involve an integration strategy as a way that Chinese students to make transcultural choices while studying in Hong Kong. **Jacobi** examines how online supplemental instruction can provide academic support for international and domestic students. **Wang, Kwong, Beygi, So, Hung, & Wang** focus on how diversity of students and staff can enhance intercultural engagement despite language barriers and political ideologies differences.

Faculty and Student Learning

MacNeill, Li, & McIntosh examine how faculty interaction impacts internationalization in the classroom and how students from diverse learning cultures influence faculty learning that in turn, identifies power relationships within imagined communities.

Institutional and Pedagogical Contexts

Zakharchuka & Xiao identify gaps between what the university prioritizes as needed support in the academic domain during the COVID-19 pandemic and what international students identify as essential social needs. **Howe, Ramirez, & Walton** use the lens of international students to identify institutional strengths, such as relationship with faculty and identify persistent barriers such as racism and equity issues with recommendations on institutional reforms. **Lyken-Segosebe, Donald, & Braxton** compare the types of codes of conducts found in undergraduate universities listed in the top 100 ranked in the Times Higher Education World University Rankings. **Marangell** examines how international students respond to university internationalization and teaching and learning approaches. **Guiaké & Félix** examine how the COVID-19 pandemic altered student mobility trends to and from China and resulting

institutional responses. Finally, **Krautloher** recommends that in the post-COVID world, HEIs follow the example of industry in terms of mergers and collaborations to sustain operations for the future.

Essays and Articles

ESSAYS

Kate MacNeill University of Melbourne, Australia, **Dongmei Li** University of Melbourne, Australia, and **Megan McIntosh** University of Melbourne, Australia. *Cross-border Communications: Rethinking Internationalization During the Pandemic*

This essay challenges commonly held assumptions about cross-cultural learning. The article shares reflections from faculty and their international students in a class during the COVID-19 Pandemic. Within the internationalization at home program, four themes guide cross-cultural learning: the university as an imagined community, globalization, home not as a metaphor, and a journey toward humility.

Amita Krautloher, Charles Sturt University, Australia. *21st Century Universities: Campuses Or Business Parks?*

This essay explores how the COVID-19 pandemic disrupted the higher education sector in a way that higher education institutions may never go back to “business as usual.” Using the aviation business industry sector as an example, the author forecasts shutdowns, mergers, and collaborations to sustain operations for the future.

EMPIRICAL ARTICLES

Dawn E. Lyken-Segosebe Botswana International University of Science and Technology, Botswana, **Christopher R. Donald** Vanderbilt University, USA, & **John M. Braxton** Vanderbilt University, USA. *Codes of conduct for undergraduate teaching in the top-400 universities on the Times Higher Education World University Rankings*

This study explores how an ethnics infrastructure is important for universities to raise teaching standards and promote academic integrity. Examination of publicly posted codes of conduct for undergraduate teaching was done to 100 universities ranked among the Times Higher Education World University Rankings top-400 institutions. Findings show tepid isomorphic pressures to publicly post teaching codes of conduct in top universities, while lower-ranked universities posted different codes that identified students as clients whose ethical rights have legal ramifications, such as not harassing students or teaching while intoxicated from alcohol or drugs.

Saihua Xia Murray State University, United States and **Winnie Cheng** Murray State University, United States. *Chinese Students’ Transcultural Strategies: Intentions to Navigate Identity Conflicts and Expand Their Identities Through Hong Kong Study Experiences*

This study examines Chinese international students’ acculturation strategies and their pragmatic intentions to address identity conflicts while studying in Hong Kong. Conflicts and stressors are seen as indicators of active commitments to enhance the process of engagement.

Likewise, strategic, goal-oriented intentional investments are a way to better selves. An alternative definition of “integration strategy” is proposed to better capture students’ transcultural choices and decolonize the view that students are expected to conform to the host culture.

Ozan Coşkunsırça (Nevşehir Hacı Bektaş Veli University, Turkey) and **Suzan D. Eriştib** (Anadolu University, Turkey) *Developing the Content of an Online Support System for International Students Using a Participatory Designer Approach*

This study examines a collaborative effort between university staff and international students studying in Turkey to develop content for an online system. The goal of the collaboration is to enhance content with the purpose of aiding in the acculturation and adaptation of international students to their new environment. Some of the topics that the students found of interest are Turkish culture and problems with adaptation to the Turkish culture and environment.

Edward R. Howe Thompson Rivers University, **Gloria Ramirez** Thompson Rivers University, and **Patrick Walton** Thompson Rivers University. *Experiences of International Students at a Canadian University: Barriers and Supports*

This article examines the academic and social experiences of international students studying in Canada through the lens of the students. Findings show that writing and mathematics skills and relationships with faculty and students are key factors for success. Persistent barriers are racism, assistance, access, diversity, and equity issues. Recommendations to universities include offering bursaries to international students from underrepresented regions, developing intercultural awareness of faculty, and providing program-specific student support centers with peer mentors.

Samantha Marangell The University of Melbourne, Australia. *Exploring Students’ Experiences of an Internationalized University Through a Person-in-Context Lens*

This study examined how international students respond to university internationalization and teaching and learning approaches. The study uses Person-in-Context lens to learn from the students about their experiences. Using Volet’s person-in-context adaptation of Bronfenbrenner’s ecological model of human development, the findings show the importance that students place on intercultural interaction.

Nataliia Zakharchuk University of Saskatchewan, Canada & **Jing Xiao** University of Saskatchewan, Canada. *Investigating the Social and Academic Impact of the COVID-19 Pandemic on International Students at a Canadian University*

This study explores the impact of the COVID-19 pandemic on international students in a Canadian university using equity, diversity, and inclusion lens. Findings show challenges as well as supports in academic, financial, health and well-being, socialization, and housing/accommodations. There were, however, gaps between student academic and social needs and institutional support and the university prioritized academic support while students

identified social challenges as significant. Some students were not even aware of the spectrum of institutional services that they could use.

Kubert Tianhang, Wang The Hong Kong Polytechnic University, **Theresa, Kwong** Hong Kong Baptist University, **Babak Hassan Beygi** The Hong Kong Polytechnic University, **Mike Ka Pui So**, The Hong Kong University of Science and Technology, **Percy Ho Tim Hung** The Hong Kong Polytechnic University & **Man Sang Wong** The Hong Kong Polytechnic University. *Obstacles to Fostering Integration of Local and Non-Local Students in Hong Kong Universities amid Political Turmoil and the COVID-19 Pandemic*

This study explores the diversity of students and staff as a tool to gain meaningful intercultural engagement in the Hong Kong higher education environment. Findings show that language barriers and opposing political ideologies enhanced challenges to engage with others who were culturally different from themselves. The need to adaptable cross-institutional framework for meaningful intercultural learning is thus needed.

Laura J. Jacobi Minnesota State University Mankato, United States. *Shifting Gears in a Pandemic: The Impact of Online Academic Support for International and Domestic Students*

This study explores how United States students during the COVID-19 pandemic turned to peer-facilitate academic support through supplemental instruction (SI). An experimental design was used to assess the impact on online SI focusing on results for students of color and white students and other characteristics. Findings show that students of color and white students, students with higher mean GPAs and pass rates were found for all subgroups studied.

Mathias Guiaké University of Yaoundé I, Cameroon & **Mounton Njoya Félix** Zhejiang Normal University, China. *Reflection on the Impact of COVID-19 on International Student Mobility from and to China*

This study explores how the COVID-19 pandemic can affect future trends of study mobility to and from China. There is a declining interest of Chinese students to study abroad and the steps taken to reassure international students to consider China as a protective destination for a future study plan.

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