

## Introduction to JCIHE 15(5) 2023 Issue

Rosalind Latiner Raby

*Editor-in-Chief, Journal of Comparative and International Higher Education*

*California State University, Northridge*

\*Corresponding author: Email: [rabyrl@aol.com](mailto:rabyrl@aol.com)

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Dear Readers –

I am pleased to share with you the JCIHE 15(5) 2023 issue that includes both Independent Empirical Articles and the Winter 2023 Special Issue *Inhabiting the Otherwise in International Academia: Critiques, Complexities, Struggles, and Re-Existences* with Special Guest editors: Jhuliane Evelyn da Silva (UFOP), Juliana Zeggio Martinez (UFPR), and Roxana Chiappa (University of Tarapacá). This is the first time that JCIHE is offering abstracts in English, Portuguese, Spanish to reach new audiences.

In critical internationalization, the benefits, trajectories, and foci of the field of internationalization of higher education (IHE) are questioned. A decolonial perspective shows that IHE is not always positive as it can perpetuate harmful and unequal contexts that institutionalize colonialism via superiority of the North, whiteness, and the use of English as the language of discourse. The Special Issue advocates for a decolonial lens that positions Global South narratives as unique and informative. A call for action is made to re-frame IHE from the perspectives of those from the Global South. Yet, as the articles in this Special Issue show that even with critical and decolonial intentions, IHE theories, applications, and discourse are still entangled within coloniality that influences frames of reference and practice. The special issue calls for a new framework that acknowledges that colonial patterns exist and for HEI actors to use their resistant and transformative capitals to transform colonial narratives. In addition, the articles in the special issue advocate for spaces to encourage dialogue from diverse perspectives that explore the roots for future transformative change. In so doing, the special issue provides a call to action for a new IHE that is designed for and celebrates the Global South. This results in what da Silva, Martinez and Chiappa refer in this Special Issue to as *Critical Hope*. The Winter Special Issue 2023 includes nine articles with author institutional affiliations in nine countries: Brazil, Canada, Chile, Czech Republic, Dominican Republic, Ecuador, Netherlands, United Kingdom, and USA.

The JCIHE 15(5) 2023 issue also includes four Independent Empirical Articles that examine the educational issues of Fulbright Program as foreign policy, intercultural competence as a critical asset for university graduates, face-to-face vs. online teaching in the post-COVID world and international assistant training classes. These issues are explored in three countries: Israel, the Netherlands, and the United States. In this issue is also a book review by Bhavika Sicka of the book: *Neo-nationalism and Universities: Populists, Autocrats, and the Future of Higher Education* by John Aubrey Douglass.

There are three main themes that are found in all of the articles in Issue 15(5).

### **Decolonial critique**

Clarissa Jordão & Nayara Stefanie Mandarinino Silva critique the use of English in the Brazilian Languages Without Borders program. Simone M. Costa, Lauro Sérgio M. Pereira, Kléber A. Silva explore the extent to which Brazilian researchers' study the intersection of race, gender, and social class in the context of internationalization of higher education research in Brazil and show a small number of publications that address coloniality of power in language policies. Gian-Louis Hernandez examines racial diversity on university international student office websites in Switzerland and shows both an interdisciplinary understanding of Whiteness that characterizes racialized space within the presence of White bodies and their (partial) absence in terms of diversity applications. Jhuliane Evelyn da Silva, Juliana Zeggio Martinez, and Roxana Chiappa share how there are contradictions, complexities, limits, and potentialities of internationalization of higher education (IHE) from Latin American decolonial perspectives and the traps (trampas) that need to be recognized and avoided.

### **Decolonial Actions**

Maryluz Hoyos Ensuncho examines ways in which scholarship advocates how to disentangle universities from colonial practices in higher education, including pedagogical practices, curriculum changes, and outreach to marginalized communities. Bhavika Sicka & Minghui Hou use a decolonial perspective to unpack internationalization, show how it is embedded in and reproduces neoliberalism, racism, and colonialism, and provides regenerative options for the future. Fabiola Ehlers-Zavala shows how some English language teaching (ELT) professionals are resisting colonialism practices and challenging new options in teaching and outreach. Myrtle Sodhi & Sonia Martin show how the use of the Ethic of Care framework provides a different way of being that redresses coloniality and systemic racism in internationalized contexts. Anne Carr, Gabriela B. Bonilla, Athena Alchazidu, William A. Booth, Kateřina Chudová, Patricia E. Tineo, & Pilar Constanzo detail an action project that aims to enable the voices of and to recognize the silencing of refugees and migration who attend universities in Ecuador, Dominican Republic, Czech Republic, and the United Kingdom. Fabiola Ehlers-Zavala examines the field of English language teaching (ELT) professionals who are complicit with issues that relate to colonialism and imperialism and as such how to challenge and resist such complicities. Marisa Lally & Shadman Islem examine how the Fulbright Program functions as a foreign policy and its enduring power and impact on communities around the world as distributed through student and scholar mobility.

### **Institutional Practices**

Constantina Rokos, Svetlana N. Khapova & Marcus Laumann examine intercultural competence development with a focus on assessments and competencies. Nitza Davidovitch Ariel University & Rivka Wadmany examine institutional changes that need to result in the post-COVID-19 context that requires balancing in-person learning with exclusive online learning. Roger W. Anderson examines institutional offered international teaching assistant training classes and how a centered pedagogy with reflexive activities can prevent misaligning the course with learners' identities, ideologies, and desired capital.

### **Special Issue Articles**

Maryluz Hoyos Ensuncho (*University of Missouri – Columbia, USA*). Decolonial Practices in Higher Education from the Global South: A Systematic Literature Review

This article presents a systematic literature review of Global South scholarship that disentangles universities from colonial practices in higher education. The works reviewed describe a variety of practices from pedagogical practices, curriculum changes, and institutional connections with marginalized communities that make visible knowledges, languages, and perspectives traditionally excluded from universities.

Bhavika Sicka (*Old Dominion University, USA*) & Minghui Hou (*Southern Illinois University Carbondale USA*). Dismantling the Master's House: A Decolonial Blueprint for Internationalization of Higher Education

This article examines internationalization of higher education as a westernization project that centers Eurocentric innovations in research, pedagogy, and instruction. Despite a decade of critical scholarship, only limited research has conceptualized internationalization efforts in the context of the socio-historical particularities of the postcolonial condition. This article takes a decolonial perspective to unpack internationalization and examine how it is embedded in and reproduces neoliberalism, racism, and colonialism. Finally, the article reconceives what it means to be international for a university, a program, and a student or scholar.

Simone M. Costa (*Federal Institute of Maranhão (IFMA), Brazil*), Lauro Sérgio M. Pereira, (*Federal Institute of Northern Minas Gerais (IFNMG), Brazil*), Kléber A. Silva (*University of Brasília (UnB), Brazil*). Intersectionalities in Internationalization Studies: An Overview of Brazilian Research

This systematic review explores the extent to which Brazilian researchers study the intersection of race, gender, and social class in the context of internationalization of higher education (IHE) research in Brazil. The results point to a small number of publications and show the importance of addressing coloniality of power in language policies in IHE.

Clarissa Jordão (*Universidade Federal do Paraná, Brazil*) & Nayara Stefanie Mandarino Silva (*Universidade Federal do Paraná, Brazil*). Languages Without Borders: Reinforcing and Delinking English from Coloniality in a Brazilian Internationalization Program

This article presents an interpretive content analysis of the modifications made within the Language without Borders program that was previously initiated by the Brazilian Federal Government and now is linked to the National Association of Directors of Federal Institutions of Higher Education (Andifes). A decolonial critique is made to examine the program's legislative pieces, focusing particularly on the English courses in the catalog.

Myrtle Sodhi (*York University, Canada*) & Sonia Martin (*York University, Canada*). Considering an Embodied Ethic of Care Framework to Counter Colonial Violence in International Education

This theoretical essay uses the Embodied Ethic of Care Framework (Sodhi, 2022) informed by Black feminist thought and Indigenous African thought to create a different way of being in internationalized educational contexts in Canada. The focus is on languaging and dialoguing of international students. The authors invite readers to consider how an ethic of care framework might inspire a different way of being that could redress coloniality and systemic racism in internationalized contexts in Canada and/or in their own contexts.

Gian-Louis Hernandez, (*University of Amsterdam, The Netherlands*). Racial Dis/Embodiment: A Discourse Theoretical Analysis of University International Offices' Websites

This article shows how visual representations of racial diversity on university international student office websites in Switzerland shows examples of racially embodied and disembodied presence and absence that govern context-specific forms of representation. Findings show an interdisciplinary understanding of Whiteness that characterizes racialized space within the presence of White bodies but also their (partial) absence. Finally, the paper discusses the need for nuanced understandings of diversity representation in education.

Fabiola Ehlers-Zavala (*Colorado State University, Fort Collins, Colorado, USA*). The Role of English Language Teaching (ELT) Professionals in the Internationalization of Higher Education: Current Challenges and Strategies to Resist Complicities with Colonialism

This article examines English language teaching (ELT) professionals who are integral to internationalization and globalization processes in universities around the world. While some of the surveyed ELT professionals perpetuate colonialism in practices, others are challenging existing practices.

Anne Carr, (*University of Azuay, Ecuador*), Gabriela B. Bonilla, (*University of Azuay, Ecuador*), Athena Alchazidu, (*University of Azuay, Ecuador*), William A. Booth, (*University of Azuay, Ecuador*), Kateřina Chudová, (*University of Azuay, Ecuador*), Patricia E. Tineo, (*University of Azuay, Ecuador*), & Pilar Constanzo, (*University of Azuay, Ecuador*). Epistemic (In)justice: Whose Voices Count? Listening to Migrants and Students

This article compares the voices and silences of refugees and migration within a project at four universities located in Ecuador, Dominican Republic, Czech Republic, and the United Kingdom. The action plans was to raise students' awareness about the conditions that make an epistemic injustices that they experience and to create authorized discourse creating spaces for unheard marginalized voices specifically related to (illegal) migration trends.

Jhuliane Evelyn da Silva (*Universidade Federal de Ouro Preto, Brazil*), Juliana Zeggio Martinez (*Universidade Federal do Paraná, Brazil*), and Roxana Chiappa (*University of Tarapacá, Chile*). Um pouco mais de calma: Identifying the Trampas of Decolonizing Internationalization of Higher Education and Academy in the Global South

This article depicts the contradictions, complexities, limits, and potentialities of internationalization of higher education (IHE) from Latin American decolonial perspectives. The authors advocate to recognize decolonial critiques within IHE and to identify options for change. However, the authors warn that initiatives that promise a decolonial exit may be acting as traps, or what we called trampas (in Spanish).

## **Independent Empirical Articles**

The JCIHE Issue 15(5) includes four empirical articles that were submitted through the regular submission process. The Empirical articles are separate from the Special Issue and include author affiliations in three countries: Israel, the Netherlands, and the United States.

Marisa Lally (*Boston College, USA*) & Shadman Islem (*Boston College, USA*). A Critical Analysis of the Fulbright Program from a World Systems Perspective

This article examines how the Fulbright Program functions as a foreign policy effort on behalf of the United States. In examining five years of data available in the Fulbright Foreign Scholarship Board's Annual Reports of the program, the study finds seven themes present in the written content of the annual report: Human rights, peace and security; access, diversity, and opportunity; collaboration and partnership; mutual financial investment; excellence as a result of Fulbright; program impact; and solving global problems.

Constantina Rokos (*Vrije Universiteit Amsterdam, The Netherlands*), Svetlana N. Khapova (*Vrije Universiteit Amsterdam, The Netherlands*), & Marcus Laumann (*FH Münster, Germany*). Encapsulating holistic intercultural competence development in higher education: A literature review on assessments and competencies

This article uses a defined literature review to explore how intercultural competence (IC) becomes a critical asset for university graduates. In a holistic understanding of IC assessment, the article examines how IC assessments work effectively, and their role in IC development.

Nitza Davidovitch (*Ariel University, Israel*) & Rivka Wadmany (*Ariel University, Israel*). Returning to the Academic Campus as the End of the COVID-19 Pandemic: Findings from a Student Survey in Israel

This article examines the transition to flexible models of teaching and learning in the post-COVID context. The focus is on students' perceptions of face-to-face teaching and learning on the academic campus. The findings show that face-to-face learning as in the past needs to be modified as most students expressed a clear and unequivocal preference for exclusive online learning even when expressing that on-campus learning allows for greater interpersonal and social interactions.

Roger W. Anderson (*Central State University, USA*). Misaligned Investments: In-Service ITA's Experience Within Their ITA Training Class

This article examines international teaching assistants (ITAs) and their experiences within ITA training classes. There is inconsistency in research on the effectiveness of ITA training classes, with some being positive and others profoundly negatively involved accusations of institutional racism. Findings of this study show distinctions in the experiences of the two participants. Pedagogical implications are to center pedagogy on learners' investments, utilizing reflexive activities to prevent misaligning the course with learners' identities, ideologies, and desired capital.

## 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: [www.ojed.org/index.php/jcihe](http://www.ojed.org/index.php/jcihe).

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Rosalind Latiner Raby  
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