

## **Introduction to JCIHE Emerging Scholar Research Summaries**

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Dear Readers -

One of the important special issues that the *Journal of Comparative and International Higher Education* (JCIHE) offers annually is the Emerging Scholars Research Summaries Issue. This issue shares Emerging Summaries from Graduate Students 2023, that includes contributions from graduate students from around the world who are currently studying in a doctoral program. In the past, many authors featured in the Emerging Summaries continue to hold important positions in the CIES HESIG. The purpose of the Emerging Scholars Research Summaries is to share cutting-edge research that is of broad significance to the field of comparative and international higher education. Each article submission received a Letter of Support from the student's Supervisor/Chair indicating their approval for the potential publication. Each submission also underwent a double-blind peer review to assure quality. In that the focus is on work-in-progress, some of the articles provide foundational information while others include preliminary findings.

Contributions for the 2023 JCIHE Emerging Scholar Research Summaries Issue have author institutional representation in six countries: Canada, Korea, Nepal, United Kingdom, United States, and Vietnam:

**Canada:** University of Windsor, Canada

**Korea:** Korea University, The Republic of Korea

**Nepal:** Far Western University, Nepal

**United Kingdom:** The University of Bath

**United States:** Michigan State University; The Ohio State University; SIT Graduate Institute, and University of Maryland, Texas A&M University

**Vietnam:** Foreign Trade University, Vietnam; Ho Chi Minh City University of Technology and Education, Vietnam

### **2023 Graduate Student Themes**

The Research Summaries 2023 examine issues of higher education in eight countries and regions: Canada, Ecuador, Japan, Korea, Nepal, United Kingdom, United States, and Vietnam. Three main themes in this issue are:

#### **Institutional Programs and Policies**

Research summaries examine how university career center in Canada support international graduate students' career development in the local labor markets; evolution of International Branch Campuses in South Korea and Japan; and transnational virtual classrooms and virtual exchanges in a U.S. university that enable students to develop global competencies and cultural skills.

#### **Faculty and Student Voices**

Research summaries examine the lived experiences of Vietnamese female faculty members and how they value their work-life balance; how whiteness shapes the experiences of white international graduate students in the United States and how they benefit from whiteness themselves; reflections on entrepreneur education and neoliberalism-as-enterprise in Japan; and coping strategies used by international students to help them cope with acculturative stress.

#### **Pedagogical Choices**

Research summaries examine programmatic policies and practices in English-only versus multilingual approaches in English Language teacher education at an Ecuadorian University; virtual change in U.S. classrooms; deconstructionist teacher in practicing pedagogy across diverse cultures; and pre-service teachers' initial attitude towards global citizenship education and online teaching before their participation in a virtual exchange program.

### **Articles**

The Following Articles are included in this Issue:

**Adeline De Angelis**, (*SIT Graduate Institute, USA*). **Professors' English-only or Multilingual Approaches in English Language Teacher Education at Ecuadorian Universities**

This Summary examines the language use practices that university-based English language teacher educators employ when teaching content courses in an English as a Foreign Language program in Ecuador. Findings extend research on language use focusing on the benefits and drawbacks of English-only versus multilingual approaches.

**Michaela M. Degg**, The Ohio State University, USA. *White International Graduate Students and Whiteness*

This Research Summary explores how whiteness shapes the experiences of white international graduate students in the United States as well as how they enact and benefit from

whiteness themselves. Critical Whiteness Studies (CWS) interrogates and problematizes prevalent power structures grounded in whiteness in comparative and international higher education and explores the role white international graduate students play in perpetuating these structures.

**Yilun Jiang**, Michigan State University, USA. *International Graduate Students' Experiences in Using University Career Services: A Case Study of a Southern Ontario University*

This Research Summary explores how a university career center in Canada supports international graduate students' career development in the local labor market. The research examines which career services are most utilized, with one-on-one career counselling as the most popular service.

**Thi Thu Huyen-Nguyen**, Texas A&M University, USA & Foreign Trade University, Vietnam  
& **Jia Wang**, Texas A&M University, USA. *Vietnamese Female Faculty in Higher Education Institutions with Work-life Balance: A Qualitative Study*

This Research Summary explores the lived experiences of Vietnamese female faculty members with regard how they perceive and value their work-life balance (WLB). Conflicts are also identified.

**Kyuseok Kim**, Korea University, The Republic of Korea & **Yiru Ke** Korea University, The Republic of Korea. *Analysis of International Branch Campuses in Korea and Japan: Exploring Success Factors*

This Research Summary explores the evolution of International Branch Campuses (IBCs) in South Korea and Japan. Central to success is the persistent collaboration among stakeholders, a strong commitment from the home campus, effective communication, trust-building, diversified enrollment pipelines, strategies to mitigate regulatory challenges for the success of IBCs, and entrepreneurial leadership that prioritizes international education.

**Hari Chandra Kamali**, Far Western University, Nepal. *Lord Krishna as a Deconstructionist Teacher in the Bhagavadgita*

This Research Summary examines the role of Lord Krishna as a teacher in the pedagogy of the Gita. As a teacher, Lord Krishna employed deconstruction in the pedagogy of the Gita and in the context of education. Thus, if teachers play the role of a deconstructionist teacher in practicing pedagogy across diverse cultures, it will enhance the quality of international higher education.

**Gregory Weaver**, University of Maryland, USA. *Student Perspectives of Global Citizenship within a Virtual Exchange*

This Research Summary explores transnational virtual classrooms and virtual exchanges that assist all students in developing their global competencies and cultural skills. Within this context, is a focus on global citizenship student awareness in a virtual exchange.

**Aigul Rakisheva**, Univeristy of Illinois-Urbana Champaign, USA & **Lu Xu**, University of Illinois-Urbana Champaign, USA *Preservice Teacher's Perceptions on Global Citizenship and Online Education in a Virtual Exchange Context*

This Research Summary explores pre-service teachers' initial attitude towards global citizenship education and online teaching before their participation in a virtual exchange program. Most pre-service teachers appreciated the concept of global citizenship education, but had familiarity with the concept.

**Thu Thi-Kim Le**, Ho Chi Minh City University of Technology and Education, Vietnam

University of Windsor, Canada, & **Thi Thu Huyen-Nguyen**, Foreign Trade University, Vietnam Texas A&M University, USA. *Stressors and Solutions: A Preliminary Examination of Acculturative Stress among International Students*

This Research Summary focuses on sources of acculturative stress and the coping strategies that can help international students cope with acculturative stress. There is a comprehensive range of sources used by international students: Macro (socio-economic factors from both home and host countries or national level), Meso (institutional factors), and Micro (individual, personal, or psychosocial factors).

**Michael D. Smith**, The University of Bath, United Kingdom *The Entrepreneur of the Self:*

*Understanding Neoliberalism-as-Enterprise in Japan's Top Global University Project & Kobe University, Japan*

This Research Summary examines lived accounts of graduate students' neoliberal subjectivity stemming from Japanese education reform that engenders 'internationalized' human capital in the Top Global University Project (TGUP). This type of thinking is seen in accounts of entrepreneurial Selfhood that connects neoliberal values, soft skills, and capitals (self-reliance, individuality, discipline, foreign language proficiency, cosmopolitanism, etc.) and personhood and citizenship.

The *Journal of Comparative and International Higher Education* (JCIHE) serves as a place to share new thinking on analysis, theory, policy, and practice that relate to issues that influence 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 is dependent on the volunteer efforts of many scholars in the field of comparative and international higher education. Thank you for the time you give to making sure that the articles are publication ready.

I want to especially thank the JCIHE management team who were instrumental in the publication of this issue: Senior Associate Editor, Hayes Tang, Associate and Technical Editor, Yovana S. Veerasamy, and Associate Copy-Editor, Mohamad Al Dabri, Lead Production Editor, Marisa Lally, and Associate Production Editors: Zhongyu (Krystal) Wang and Merab Mushfiq.

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