

## **JCIHE: Vol 16(1) 2024 Introduction**

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Dear Readers -

With this issue, the *Journal of Comparative and International Higher Education* (JCIHE) is starting the 16<sup>th</sup> year of production. JCIHE presents articles and essays on innovative and emerging topics in the fields of comparative education and international higher education. JCIHE is listed in numerous databases including Cabells, Ebscohost, Eric, GoogleScholar, and others. In the last two years, the increased visibility of JCIHE has resulted in more downloads and significantly more citations. The GoogleScholar h5-index and h5-median reported an 85% increase in citations in one year (2022-2023). In 2023, JCIHE published articles from authors representing 26 countries. Please see the JCIHE Annual Report 2023 in this issue for more details on the state of the field. Last year, JCIHE began offering Abstracts in multiple languages to reach and to serve a broader audience as well as to give a written voice to authors in their own languages.

Four years ago, the editorial board of JCIHE did a review of previously published articles and found that JCIHE was publishing few authors representing countries located in the Global South. For example, in 2022, only one percent of authors came from Latin America and Caribbean institutions. Since then, attempts have been made to outreach to authors throughout the world with the purpose of including voices that have largely been invisibilized within comparative and international literature. Our success in publishing more authors from South America and the Caribbean is a point of pride for JCIHE. Yet, it remains clear that there are many other regions of the world that are still not represented and JCIHE is working to ensure better access to all. One strategy that JCIHE used to increase diversity is to invite known scholars to be Guest Editors in geographical and regional focused Special Issues. In 2023, a Special Issue included authors from Latin America, Central America, and the Caribbean. In this issue, another Special Issue includes authors from the Caribbean, Central America, and Mexico. In 2024, JCIHE will publish a special issue on Ukraine and regions in crisis and in 2025, JCIHE will publish a special issue on the international higher education in the Gulf Region.

In Issue 16(1) 2024, JCIHE is starting the New Year with a special issue on **The Road Towards UNESCO's Sustainable Goals Amidst the Pandemic of Covid -19 in Latin America and the Caribbean Higher Education**. The Guest Editors for the Special Issue are Pilar Mendoza, Associate Professor, University of Missouri, United States and Santiago Castiello-Gutiérrez, Assistant Professor, Seton Hall University, United States. The articles in this issue show support for the UNESCO agenda in selected higher education institutions that are making strides despite the deepening challenges from Covid-19. Inspired by the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC), the articles examine higher education challenges and opportunities within the post-COVID era. This Special Issue is unique for JCIHE in that two of the articles are written in Spanish with English and Spanish Abstracts. The editorial decision to publish these articles in a non-English language medium is to expand inclusion for

scholars who read in Spanish. This choice is also a call for JCIHE readership to re-think the role of language in the changing publishing world.

**Volume 16, Issue 1, 2024** also includes nine Independent Empirical Articles, one Essay, a book report, and the JCIHE Annual Report 2023.

In total, Issue 16(1) provides context on comparative and international higher education in nine countries: Canada, China, Haiti, Mexico, Panama, Thailand, Turkey, United Kingdom, and United States. In addition to the special issue are Six Empirical articles, two Essays, and a book review by Hyungwoo Jo of Stephanie Kim's book: *Constructing student mobility: How universities recruit students and shape pathways between Berkeley and Seoul*.

### **Themes Found in Issue 16(1) 2024**

There are several themes that cross the focus of the various articles in 16(1) 2024.

#### **COVID-19 Impact on International Students**

Two articles focus their studies within the context of COVID-19. **Menglong Cong, Yixiao Dong, & Ruth Chao** examine the stress of Asian international students studying in United States before and after COVID-19. **Barry Fass-Holmes** examines the graduation rate and time to degree for international students in the class of 2019 and the class of 2020 in the context of racism and caste. **Alina Schartner & Yao Wang** examine the impact of stressors on international students studying in the UK.

#### **Barriers to Success**

**Rhoden & Kinchington** identify known barriers to success for international students and examine their relevance for international master's students studying in the UK in terms of language barriers, misunderstandings, anxiety, and clear understanding of academic integrity violations in UK universities as prominent.

#### **Benefits Contributing to Success**

**Yuehua Zhu & Clayton Smith** share the benefits of Chinese international student participation in leadership at a Canadian university. **Snejana Slantcheva-Durst** shows that Higher Education and Student Affairs graduate students in the U.S.A. with more diverse international involvement have stronger perceptions on social responsibility. **Wei Liu** provides a context for increasing international relations and intercultural understanding through small culture observations while studying abroad. **Xin Li & Panchit Longpradit** show that the different levels of intercultural sensitivity are important in designing successful mobility experiences.

#### **HEI Reform as a Response to Crisis**

Six articles wrote about HEI reform as a response to the COVID-19 pandemic crisis. **Nanette Archer Svenson, Mariana León, & Debra Psychoyos** detail how streamlined public-private cooperation in Panama facilitated digitalization. **Christian Cortes-Velasco & Alma Maldonado-Maldonado** show how innovations, like virtual internationalization in Mexico can balance the limited study abroad opportunities. Also in Mexico, **Isabel Izquierdo, Argelia Ramírez, & Norma Cárdenas** describe reforms to support international graduate students. **Louis Herns Marcellin, Toni Cela, Mário da Silva Fidalgo & Christopher Zuraik** show the limited success of change efforts when national development plans in Haiti do not include higher education. Finally, **Denise Blum, Juan P. de Armas Victores, & Amauri Batista Salvado** show how Cuba is linking strategic reforms to Sustainable Development Goals (SDGs) of the 2030 Agenda. **Virginia Bunn Guneyli & Jill O'Shea Lane** explore administrative choices towards revenue generation to compensate for funding shortfalls. **Oğuzhan Bozoğlu** shares factors that facilitate or hinder digitalization within a Turkish higher educational institute.

## Independent Empirical Articles

**Snejana Slantcheva-Durst**, University of Toledo, Toledo, Ohio. *HESA Graduate Students' International Involvements and Civic Engagement*

This article documents international involvement opportunities available to Higher Education and Student Affairs graduate students in the U.S.A. Using student voices, results show low levels of international exposure and moderate rates of orientation towards civic responsibility which can successfully be predicted by curricular and co-curricular environmental engagements: listening to an international speaker, discussing the ways the U.S. higher education links to the rest of the world, and attending presentations of study abroad students.

**Menglong Cong**, University of Denver, USA, **Yixiao Dong** University of Denver, USA, & **Ruth C. Chao** University of Denver, USA. *Acculturative Stress of Asian International Students before and during the COVID-19 Pandemic*

This article examines acculturative stress experienced by Asian international students who are studying in the United States before and after COVID-19. The results show that English proficiency and sex predicted the overall acculturative stress, in which higher perceived English proficiency predicted a lower perceived acculturative stress, and female Asian international students experienced higher acculturative stress than males. Sadness was another stress element.

**Barry Fass-Holmes**, San Diego State University, USA. *The graduating international undergraduate class of 2020—Counterintuitive graduation rate and time to degree during onset of the coronavirus pandemic.*

This article examines the graduation rate and time to degree for international undergraduates who would have been expected to graduate during COVID-19's onset in spring 2020 compared to pre-pandemic counterparts of 2019 in the context of racism and caste. Results show that both classes were almost identical. This is indicative of the class of 2020's academic success, resilience, and/or benefit from institutional support.

**Alina Schartner**, Newcastle University, UK & **Yao Wang** Newcastle University, UK. *International Postgraduate Students' Lived Experiences of Academic, Psychological and Sociocultural Adjustment During the COVID-19 Pandemic*

This article examines the lived experiences of international student psychological and sociocultural adjustment during COVID-19. COVID-19-related stressors negatively impacted students' psychological adjustment and led to a sense of isolation and detachment from the host environment, with students reporting difficulties in instigating and maintaining social ties. COVID-19 was a barrier or facilitator of adjustment, depending on the students' personal circumstances.

**Virginia Bunn Guneyli**, Maryville University, United States, & **Jill O'Shea Lane** Maryville University, United States. *Siloed in Their Thoughts: A Phenomenological Study of Higher Education Leaders' Perceptions of Internationalization in Changing Times*

This article examines higher education leaders' perceptions of internationalization during the initial stages of the COVID-19 shutdown in 2020. Using academic capitalism as a framework, findings show that administrators value internationalization as a process that creates quality educational programming, but are influenced by institutional culture and priorities that emphasize generating revenue to compensate for funding shortfalls.

**Oğuzhan Bozoğlu**, Gebze Technical University, Turkey. *Digital Turn in Higher Education: An Examination of Enablers and Inhibitors in the Turkish Context*

This article examines digitalization in a Turkish Higher Education Institution. The article documents how and to what extent digitalization takes place and what factors facilitate or hinder these efforts. Findings indicate that there have

been both intraorganizational and top-down initiatives towards digitalization, though the latter seems to have failed in addressing intraorganizational needs and priorities. Instructor personal interests and availability of many digital tools leads to successful implementation.

**Xin Li**, University of Finance and Economics, Guangxi, China and Mahidol University, Nakhon Pathom, Thailand and **Panchit Longpradit**, Mahidol University, Nakhon Pathom, Thailand. *Qualitative Content Analysis for Enhancing Intercultural Sensitivity in Cross-Cultural Management*

This article uses a qualitative content analysis to examine intercultural sensitivity learning in intercultural education resulting from studying abroad. Findings are six categories that include teaching pedagogies (formal, non-formal, and informal education), symptoms of negative feelings, reasons of negative feelings (self and others), motivations, solutions (self and agencies), and results of solutions.

**Yuehua Zhu**, University of Windsor, Canada & **Clayton Smith**, University of Windsor, Canada. *The Impact of Student Leadership on Chinese International Students' Language Proficiency and Belongingness*

This article examines Chinese international students who are underrepresented in leadership roles in Canadian universities. The study shares benefit that Chinese international student participants perceived, based on leadership roles in which they participated on their language development and enhanced their belongingness to the university. However, their participation in student leadership roles did not contribute to their belongingness to Canadian society.

**Maureen Rhoden**, The Open University, UK & **Francina Kinchington**, The Open University, UK. *Hitting the Ground Running: Helping International Master's Students to Succeed in Higher Education*

This article examines potential barriers to the academic success of international master's students studying in the UK to identify university policy and culture and classroom practice to enable this group of students to 'hit the ground running'. Barriers are viewed through the lens of academic shock and academic integrity. Findings show the importance of language barriers, misunderstandings, and anxiety, as well as the importance of providing clear definitions of what constitutes academic integrity violations in UK universities.

## Essays

**Wei Liu**, University of Alberta, Canada. *Knowledge Diplomacy in Small Culture Observations*

This essay argues for the inclusion of students' education abroad programming as an important part of knowledge diplomacy and for improving international relations and intercultural understanding. Important in this process is to guide students in small culture observations as a mechanism to break down cultural stereotyping and to build cultural appreciation.

## Articles in Special Issue

**Nanette Archer Svenson** (Centro de Investigación Educativa (Center for Education Research, CIEDU), Panama); **Mariana León**, Quality Leadership University (QLU), Panama; & **Debra Psychoyos**, Fundación ProEd, Panama. *Higher Education Collaboration for Digital Transformation in Pandemic Panamá*

This article describes how during COVID-19, a period of streamlined public-private cooperation resulted in technological innovations. The article details one HEI-Ministry partnership on digital transformation mobile literacy project and show what future elements are needed for similar successful collaborations.

**Louis Herns Marcelin**, University of Miami, Florida, & USA INURED, Haiti; **Toni Cela**, University of Miami, Florida, & USA INURED, Haiti; **Mário da Silva Fidalgo**, University of Miami, Florida, & USA INURED, Haiti; & **Christopher Zuraik**, USA INURED, Haiti. *Higher Education, Human Development, and Growing Inequality in Pre-and Post Pandemic Haiti*

This article describes the limited success of national development plans in Haiti in response to recent crisis. While revitalization is a focus of these reforms, the higher education sector is largely absent and how an absence of a strategic vision for higher education negatively impacts the professoriate and students.

**Isabel Izquierdo**, Facultad de Estudios Superiores de Cuautla, Universidad Autónoma del Estado de Morelos, México; **Argelia Ramírez**, Escuela para Estudiantes Extranjeros, Universidad Veracruzana, México; & **Norma Cárdenas** Facultad de Estudios Superiores de Cuautla, Universidad Autónoma del Estado de Morelos, México. *Movilidad Académica Internacional: las Voces del Estudiantado de Posgrado (In)móvil en México*

This article describes the challenges and opportunities faced by international graduate students during COVID-19 in Mexico. Despite a lack of face-to-face internationalization, the students reached out to one another and took advantage of HEI sponsored professional outreach.

**Christian Cortes-Velasco**, Departamento de Investigaciones Educativas (DIE) del Centro de Investigación y de Estudios Avanzados (Cinvestav), Ciudad de México, México; & **Alma Maldonado-Maldonado**, Departamento de Investigaciones Educativas (DIE) del Centro de Investigación y de Estudios Avanzados (Cinvestav), Ciudad de México, México. *Movilidad Estudiantil Después del Covid-19: La Percepción de las Personas a Cargo de la Internacionalización en Seis Instituciones de Educación Superior Mexicanas*

This article describes the modifications that were made during the COVID-19 pandemic in a Mexican HEIs to balance traditional student mobility and virtual internationalization strategies. Officials with key involvement in management of student mobility were interviewed at public and private HEIs to get a better understanding of the adaption process.

**Denise Blum**, Social Foundations of Education, Oklahoma State University, Stillwater, Oklahoma; **Juan P. de Armas Victores**, Investigador del Centro de Investigaciones Psicológicas y Sociológicas (CIPS), La Habana, Cuba; & **Amauri Batista Salvado**, Asesor de la Dirección Nacional de Formación del Profesional de Pregrado del Ministerio de Educación Superior (MES), La Habana, Cuba. *Cuba y la Pandemia de 2020: El Rol de la Educación Superior Cubana Respecto al Cumplimiento de los Objetivos del Desarrollo Sostenible*

This report analyzes the context of Cuban higher education during the COVID-19 pandemic and strategic reforms in the post COVID context that aligns with the indicators and goals with the Sustainable Development Goals (SDGs) of the 2030 Agenda. The context is explored through an examination of the role of the Ministry of Higher Education of Cuba.

## JCIHE

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.

## JCIHE Support

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: <https://www.ojed.org/index.php/jcihe/about>

I want to thank several individuals who were instrumental in the publication of this issue. First, I want to thank the Higher Education SIG of the Comparative and International Education Society who continue to support JCIHE throughout the years. I want to draw attention to the HE-SIG and the support they have given to the journal. Special thanks are given to the Past-Chair, Dr. Dante Salto and Current Chair: Dr. Maia Chankseliani.

Second, I want to thank the JCIHE Senior Associate Editors, Dr. Hayes Tang and Dr. Bernhard Streitwieser, who supporting JICHE with their support, insight, and creativity. Third, I want to thank Associate Editor & Managing Editor, Dr. Yovana S. Veerasamy whose insight and attention to detail help the journal maintain currency. JCIHE would not have grown in depth without the support of Dr. Veerasamy. Fourth, I want to thank several individuals on the JCIHE management team who were instrumental in the publication of this issue and for helping to keep the standards and integrity for the journal. It is their dedication that helps keep the standards and integrity for the journal.

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