

Introduction to JCIHE 16(3) 2024 Issue

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Dear Readers –

The *Journal of Comparative and International Higher Education* (JCIHE) presents the Summer Special Issue on *The Effect of the Russia-Ukraine Conflict on International Mobility and Internationalization in Post-Soviet Eurasia and Beyond*. As JCIHE continues to broaden our inclusion of articles from throughout the world, an emphasis on Post-Soviet Eurasia covers many different contexts of importance for mobility, internationalization, and partnerships. Issue 16(3) 2024 also includes five Independent Submissions on innovative topics that deepen the understanding of international and comparative higher education in countries around the world.

The Summer Special Issue *The Effect of the Russia-Ukraine Conflict on International Mobility and Internationalization in Post-Soviet Eurasia and Beyond* has as the guest editor, Aliya Kuzhabekova, from University of Calgary, Canada. In this Special Issue, articles explore the geopolitical, educational, and internationalization impacts from the war in Ukraine. This crisis has had widespread disruptions in international higher education impacting international research collaborations, institutional partnership, and mobility flows for both in-bound and out-bound. Refugee mobility and immigration are another outcome of the crisis. As shown in the articles, the crisis impacts countries throughout post-Soviet Eurasia, neighboring countries, and those countries in Europe and North America that are receiving immigrants and refugees.

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.

Four broad themes are found in the 16(3) articles and essays: International Student Learning, Faculty/Staff Learning, Institutional Policy, and Conflict from Russia-Ukraine War.

International Student Learning

Gibson, Grafa, Beament, Adama, Ferguson, Kirk, Muge-Sugutt & McCullough share that international students in a Nursing & Midwifery program have vulnerability in learning. **Huang** shares the ways in which international students from China, who are studying in Canada, experience racial discrimination, both direct and indirect and how that impacts their overall success. **Ammigan, Veerasamy, & Cruz** identify ways in which peer-to-peer mentoring can help international students transition easier to their university life in the United States. **Kaemmerer & Foulkes** gain insights into international student post-graduation employment location preferences.

Faculty & Staff Learning

Burnside, Wildermuth, & Rohach share what faculty learn when leading a short-term study abroad program. **Cho** shares insights into policy making related to internationalization of administrative staff development. **Langeveldt & Pietersen** show how Work-Integrated Learning (WIL) helps South African teacher education and can become a tool for in diverse and democratic efforts at sustainable development.

Institutional Policy

Veerasamy & Hofmeyr compare the macro-level develop of internationalization policy in the United States and in Japan. **Anafinova** explores the adoption of the Bologna standards in Kazakhstan through short-term and long-term educational borrowing.

Conflict from Russia-Ukraine War: Special Issue

Kuzhabekova shares how faculty at a Kazakhstan Higher Educational Institution feel about the continued conflict and sanctions on internationalization and international mobility. **Legusov & Antonenko** share insights from Ukraine refugees who settled in Canada and attend a community college. **Tishenina** shares insights from Russian students who participated in a virtual exchange program. **Sicka, de Ungo, & Gregory**, share the narratives of Indian international students studying in the Ukraine. **Smyslova** shares how Russian emigrants in exile transform their exiled consciousness to one of Hope-Making. **Merrill** examines the effects of the Russia-Ukraine conflict on internationalization in two universities located in the capital city in Kyrgyzstan. **Chankseliania & Belkina** examine the impact on Russia's academic sector, including academic exodus from Russia, interruption of ongoing research projects, and termination of international collaborations. **Adam** shares the (re)configuration of internationalization from student relocation and new forms of learning. **Zakharchuk** shares internationalization of Ukrainian Universities and the dynamics of European, national, and institutional dimensions. **Hwami** shares feedback from graduate students on internationalization in Kazakhstan, de-Russification, and modern development. **Almukhambetova, Sparks, Sergazina,& Ospanbek**, share STEM students' choice for mobility in Kazakhstan. **Tamtik & Felder** share how universities in Canada and Germany use geopolitics to shape internationalization from the host institution perspective.

Special Issue Articles

Aliya Kuzhabekova (University of Calgary, Canada & Nazarbayev University, Kazakhstan). *Bearing the Woken Bear: Kazakhstani Educators Making Sense of the Russian Invasion in Ukraine and its Consequences for Internationalization of Higher Education in Kazakhstan*

This article explores how faculty in Kazakhstan perceive the current and potential effects of the Russia-Ukraine war and sanctions on internationalization and international mobility. Results show that these faculty interpret the impacts of the conflict in neoliberal terms with only some faculty members noting potential effects in terms of academic colonialism.

Oleg Legusov (Seneca Polytechnic, Canada) & **Oleksandr Antonenko** (Seneca Polytechnic, Canada). *Exploring the Impact of War on International Community College Students from Ukraine: A Case Study from Toronto.*

This article explores Ukrainians who migrated to Canada and who enrolled in community colleges to improve their labor-market skills and to facilitate their transition to life in Canada. The article identifies challenges, coping mechanisms, and college support. It also shows that participants experience stress, anxiety, helplessness, isolation, and concern for family in Ukraine.

Sofya Smyslova (University of Cambridge, United Kingdom) *Education in Exile as a Hope-making Practice: the Case of Russian Higher Education Projects.*

This article explores the self-conceptualization of higher education projects (HEPs) relocated out of Russia or created by Russian emigrants in exile after the Russian invasion of Ukraine. The focus is on how HEPs manage to overcome 'exiled consciousness' and build a hope-making practice.

Bhavika Sicka (Old Dominion University, USA), **Nadiya de Ungo** (Old Dominion University, USA), & **Dennis Gregory** (Old Dominion University, USA) *Social Media Sanctuaries: A Discourse Analysis of Indian International Students' Agency and Liminality During the Russian-Ukrainian Conflict.*

This article uses a social media discourse analysis approach to share narratives of Indian international students in Ukraine affected by the Russo-Ukrainian war. Students share how they navigate conflict, support each other, challenge hegemonic narratives, and (re)construct diasporic identities. This article shows how international students in non-Anglocentric, peripheralized European countries, negotiate power and navigate crises during war.

Edmund Adam (York University, Canada) *Power Paradigm Unleashed: The (Re)Configuration of International Higher Education Arising from the Russia-Ukraine Conflict and What it Means for Higher Education.*

This article shows how the war in Ukraine forced relocation of international students and faculty; and created special programs to accommodate transferring international students from Russian and Ukrainian universities. In turn, the war has triggered ideational change regarding the rationales, norms, and values that shape the behavior of states and other related actors.

Mariia Tishenina (Edge Hill University, United Kingdom). *Escaping The Acquiescent Immobility Trap: The Role of Virtual Mobility in Supporting Physical Study Abroad Aspirations among Students from Russia.*

This article explores the positive role that virtual student mobility plays in sustaining international education for Russian students. Findings show that virtual mobility can bolster Russian students' capacity as a 'rite of passage,' increasing language confidence, and challenging media portrayals of hostility towards Russian students.

Maia Chankseliania (University of Oxford, United Kingdom) & **Elizaveta Belkina** (University of Oxford, United Kingdom) *Academic Exodus from Russia: Unraveling the Crisis.*

This essay examines the impact of the Russia-Ukraine war on Russia's academic sector. Outcomes include academic exodus from Russia, interruption of ongoing research projects, and termination of international collaborations. The Russia-Ukraine war serves as an important case study, shedding light on the vulnerabilities of academic sectors, interrupted by geopolitical strife, international sanctions, and curtailed academic freedoms.

Martha C. Merrill (Kent State University, USA) *Effects of the Russia-Ukraine Conflict on the Internationalization of Higher Education in Kyrgyzstan*

This essay examines the effects of the war in Ukraine on two internationalized universities located in the capital city of Kyrgyzstan: the Kyrgyz-Russian Slavic University and the American University in Central Asia. Additional focus is on migrants and their families who depend upon employment in Russia and who choose to return to Kyrgyzstan to educate in Russian schools.

Nataliia Zakharchuk (University of Saskatchewan, Canada). *The Internationalization of Ukrainian Universities: European, National, and Institutional Dimensions.*

This article examines how European regionalization influences Ukrainian public universities with a case study on Ukrainian education strategy and institutional internationalization and marketing policies. The dynamics of the Bologna Reforms and Russian policies ground the study. Challenges to and supports for the implementation of these policies are also examined.

Munyaradzi Hwami (Nazarbayev University, Kazakhstan) *Understanding the Internationalization of Higher Education in the Context of the War in Ukraine: Critical Conversations from Kazakhstan.*

This essay makes the claim that the War in Ukraine promotes and accelerates Westernization using Mignolo's (2011) geopolitics of knowledge as the theoretical framework. Findings show an acceleration of the de-Russification of Kazakhstan, using English as lingua franca and recognizing English credentials for global/Western competitiveness and modernity among graduate students in Kazakhstan. Higher education itself is a symbol of freedom from the Soviet system, de-Russification, and modern development.

Ainur Almukhambetova (Nazarbayev University, Kazakhstan), **Jason Sparks**, (Nazarbayev University, Kazakhstan), **Manat Sergazina** (Nazarbayev University, Kazakhstan), & **Assylzhan Ospanbek** (Nazarbayev University, Kazakhstan) *STEM Students' International Mobility in Kazakhstan in the Context of the Russia-Ukraine War Conflict.*

This article explores the changes in STEM students' intentions to pursue international mobility in the context of the Russia-Ukraine war and the push-pull factors in the context of geopolitical tensions of military conflict. Findings show that mobility choices, both on the receiving and domestic sides, are driven by safety, financial, and social tension concerns.

Merli Tamtik (University of Manitoba, Canada) & **Alina Jasmin Felder** (University of S. Gallen, Switzerland) *How Geopolitics Shapes Higher Education Internationalization: Institutional Responses to the Russian Invasion of Ukraine*

This article uses a case study of higher educational institutions in Canada and Germany to see how three values affiliated with internationalization of higher education, peace, mutual understanding, and solidarity are impacted by the full-scale Russian invasion of Ukraine from a host institution perspective. Key finding suggests the dominance of the logic of appropriateness whereby a geopolitical rationale governs institutional responses in a context where widely shared democratic values are under attack.

Independent Empirical Articles

Kayli Elaine Burnside (Drake University, USA), **Cristina Wildermuth** (Barry University, USA), & **Maria Rohach** (Drake University, USA)

Jacks of All Hats: Role Complexity, Ambiguity, and the Experiences of Short-Term Study Abroad Faculty.

This article explores the experiences of short-term study abroad faculty from a university in the USA. The experiences of these faculty coincide with challenges in preparation and reentry, physical and mental health, and group dynamics. Benefits noted were cultural enrichment, professional growth, and the ability to enhance student lives.

Shinichi Cho (Kagawa University, Japan) *Realities and Challenges of Internationalizing Administrative Staff in Japanese Universities.*

This article explores the functions and roles of internationalizing administrative staff in Japanese universities before and after the implementation of mandatory staff development (SD) and reforms to the standards. This study details international nature, working and training overseas experience, and administrative staff's educational background.

Dean Collin Langeveldt (Sol Plaatje University, South Africa) & **Doniwen Pietersen** (University of South Africa, South Africa)

Pre-Service Teaching and Work-Integrated Learning (WIL) in A Diverse and Democratic South African School Setting: A Social Theoretical Perspective.

This article explores how Work-Integrated Learning (WIL) is a form of experiential learning and is a vital component of South Africa's teacher education. The article shows that WIL effectively supports pre-service teachers and schools in diverse South African classroom and can become a way to promote education for sustainable development (ESD) and the achievement of the Sustainable Development Goals (SDGs).

Saule Anafinova (ELTE Eötvös Loránd University, Hungary). *Localization of the Bologna Process in Post-Soviet Context: The Case of Kazakhstan.*

This article uses a theoretical framework based on Acharya's (2004) norm localization theory to analyze educational borrowing and adoption of the Bologna standards in Kazakhstan. Both short-term and long-term outcomes are found that include adopting the Bologna-driven competence-based approach and the importance of domestic factors for educational policy borrowing.

Yovana S. Veerasamy (Independent Scholar, USA) & **Ana S. Hofmeyr** (Kansai University, Japan)

Sequencing Internationalization Policy in the 21st Century: A Comparative Analysis between Japan and the United States of America.

This article is a comparative analysis of internationalization policy in Japan and the USA. The focus is on how different policy-making processes at the macro-level impact internationalization policy in practice. The analysis shows the development of higher education internationalization policy efforts, sequencing events, factors, and rationales that impacted national policy. Findings show that there is more variation in internationalization policy in the U.S. than in Japan.

Nick Gibson (Edith Cowan University, Australia), **Amanda Graf** (University of Notre Dame, Australia), **Tania Beament** (Edith Cowan University, Australia), **Esther Adama** (Edith Cowan University, Australia), **Neil Ferguson** (Edith Cowan University, Australia), **Deborah Kirk** (Edith Cowan University, Australia), **Joyce Muge-Sugutt** (Edith Cowan University, Australia), & **Kylie McCullough** (Edith Cowan University, Australia).

"It Was Difficult to Understand the System": Developing A Coordinator role to support international nursing students- A qualitative study.

This article explores the vulnerability of international students in terms of academic expectations, language proficiency, and socio-cultural integration in a Western Australian School of Nursing and Midwifery. Four themes emerge: stress, incorrect and/or late enrollments, lack of guidance and support, system navigation nightmares.

Xin Huang (McMaster University, Canada) *Visible but Invisible: Chinese International Students' Experience of the COVID-19 Pandemic and Academic Institutions' Support.*

This article applies the hermeneutical phenomenological approach, guided by Critical Race Theory, to see how Chinese international students who study in Canada and their racial identity shape the challenges that they faced during the pandemic. The study shows pervasive anti-Asian racism that directly and indirectly builds negative experiences for these students. There is also a lack of support from academic institutions to address this discrimination.

Ravichandran Ammigan (University of Delaware, USA), **Yovana S. Veerasamy**, (Independent Scholar, USA) & **Natalie I. Cruz** (Emory University, USA) *"It is always hard at the beginning:" Peer-to-peer Advice for International Students Transitioning to University Life in the U.S.*

This article examines formal and informal peer-to-peer support to help international students acclimate and cope with their transition to a new campus and county. The article analyzes essays written by 400 international students from 2013-2021. Students identified that there needs to be new ways for addressing their adjustment to university life.

James Kaemmerer (Kent State University, USA) & **Matt Foulkes** (University of Missouri, USA) *An Exploratory Survey of Post-Graduation Employment Location Preferences Among International Students in Missouri, USA.*

This article examines the post-graduation employment location preferences of international students in their final semesters who are preparing to participate in the Optional Practical Training (OPT) program in the United States. Findings show that preference of geographies are country-bound rather than state-bound.

JCIHE Support

There are many individuals who volunteer their time to support Journal of Comparative and International Higher Education leadership, copyediting, and production of each issue. I want to thank several individuals who are instrumental in the publication of Issue 16(3) 2024. First, I want to thank the senior JCIHE Board: JCIHE *Senior Associate Editor*, Hayes Tang, the *Senior Consultant*, Bernhard Streitwieser, *Social Media Editor*, Andrea Lane, *Book Review Editor*, Shinji Katsumoto, *Communications Editor*, Angel Oi Yee Cheng, and STAR Journals Communications Editor, Bo Zhang. I want to sincerely thank the *Associate and Managing Editor*, Yovana S. Veerasamy, who helps to keep JCIHE running and whose contribution is essential to making the journal succeed.

Second, I want to thank several individuals on the JCIHE management team who are at the heart of each publication in this issue, *Editor for Copyediting*, Mohammad Al Dabiri, Copyediting Manager Assistants, Rachael McGee, and Gina Sarabella who make sure that each article is ready for the next stage, that of production. I also want to thank the *Production*

Editor team for Issue 3, *Production Lead*: Kati Bell and *Assistant Production Editors*: Adeline de Angelis, Arlene Garcia-Lopez, Elena Broschitto, and Lea Simek. The Production Team works with the authors to make sure that each article is properly formatted and ready for publication.

The entire JCIHE volunteer managing and editorial team is so very important to the quality of production of this and every issue. It is their dedication that helps keep the standards and integrity for the journal. Finally, JCIHE is dependent on the volunteer efforts of many scholars in the field of comparative and international higher education. I want to give special thanks to the *JCIHE Copyeditors* for the 16(3) Issue. Thank you for your time and copyediting skills that enhance the flow of the articles.

Copyeditors: Samar Abid, Bhuwan S. Bhatta, Prashanti Chennamsetti; Ryan Dual; Samar Abid; Morgan Keller, Sarah Schiffecker, and Yovana S. Veerasamy.

Finally, I want to thank everyone who downloads the JCIHE articles, reads them, and then are inspired by the articles for their own future research.

Editor in Chief, Rosalind Latiner Raby
August 2024