

## **JCIHE: Vol 17(1) 2025**

### **Introduction**

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Dear Readers -

I am proud to share with the JCIHE readership the 17<sup>th</sup> issue of the *Journal of Comparative and International Higher Education* (JCIHE). JCIHE presents academic articles and essays on innovative and emerging topics in the fields of comparative education and international higher education. JCIHE is an open access, independent, double-masked peer-reviewed, international journal publishing original contributions to the field of comparative and international higher education. 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 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>

To begin our 17<sup>th</sup> year, we offer the JCIHE 2024 Annual Report and Editorial that shares growths in research diversity, topic diversity, and unique special issues. Overall, JICHE had an 85% increase in readership, citations, and downloads since 2023. To maintain diversity of authorship and research topics, JCIHE targeted outreach to authors from around the world. One strategy is to ensure better access and equity to all is to invite known scholars to be Guest Editors in regional and global focused Special Issues. We were honored to host three special issues in 2024 that helped to enrich JCIHE authorship and research topic diversity. Combined the 2024 Special Issues included authors from Africa, Europe, including Ukraine and Russia, Latin America, Central America, the Caribbean, and Central Asia. In 2025, JCIHE will offer two special issues that will highlight Africa, South and Central America, and the Gulf Region. In 2026 the two Special Issues will target Africa and a cross-national examination on AI. Another strategy for inclusivity is the strategy to offer 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. We are aware that there are still many geographic regions of the world whose voices continue to be invisibilized within comparative and international higher education literature. We invite authors worldwide to support, submit, read, and cite articles in JCIHE.

New to 2025 is the moving of the JCIHE the Emerging Scholar Summaries to a June issue. In so doing, JCIHE will now publish six issues annually.

In Issue 17(1) 2025, JCIHE is starting the New Year with a diverse issue of 11 Independent Empirical Articles and a Book Review. The articles in Issue 17(1) provides context on comparative and international higher education in six countries: Canada; China; Israel; Nigeria; Uganda; United States.

### **Themes Found in Issue 17(1) 2025**

There are three themes found within the Empirical Articles in 17(1) 2025.

#### **Impact on International Students**

**Murray Findlay, Guofang Wan, Anna Press, Keith E. Jones, Mark Maranto** explore factors that contribute to International Graduate Students' sense of belonging and academic success. **Jacob W. Werst & Brandon B. Million** explore the experiences of international students who identify as LGBT+ to see how universities can support this population. **Meng Xiao** compares Canadian-focused and Chinese-Confucian focused interpretations of student engagement for Chinese international graduate students in USA. **Hilary Houlette, Jenny J. Lee, & Xiaojie Lia** explore how Chinese graduate students defined racial discrimination as a result of 2018 China Initiative policies.

#### **Benefits of Studying Abroad and Contributions to Success**

**Emmanuelle Chiocca** explores transformations in US, Denmark, and Australian students who participate in a study abroad program in Israel. **Neely Mahapatra, Carolyn Haney & Derek Waite** explore the impact of short-term study abroad on intercultural competence of US students who come from a frontier/rural campus. **Shizhu Liu, Desiree Baolian Qin, Adam Grimm, Mingjun Xie, Yemo Duan, Chi-Fang Tseng, & Mikiko Sato** explore the decision-making process of Chinese undergraduate to study abroad in the United States and to assess if the choice comes from the students, parents, or both.

#### **HEI Context and Reforms**

**Christina Hand** explores educational reforms at Makerere University connected to a land-grant domain. **Ndidi L. Okeke & Andrea R. Lee**, explore the teaching quality at a university in urban Nigeria to identify ways to improve teaching quality at the departmental level. **Joshua Patterson, Melissa Whatley, and Anna Kelly** compare web portrayals of Protestant Christian-oriented study abroad programs located in Majority and Minority world countries using postcolonial theory and informed by critical lenses of globalization. **Aml Amer & Nitza Davidovitch** explore Druze education reforms in Israel and subsequent Druze students' achievements in higher education.

### **Summary of Articles in Issue 17 (1)**

#### **Independent Empirical Articles**

**Christina L, Hand.** Touro University California, USA. *A Case Study of Makerere University in Uganda*  
This article examines Makerere University, the flagship university of Uganda, which has survived colonialism, dictatorships, and economic disaster to become a leading university in Africa. The study analyzes Makerere University as a land-grant domain, focusing on tensions, facilitators, and barriers. Six major themes show Makerere's aspiration to be a research-led institution, impact of neoliberalism, challenges in undergraduate education, the importance of reputation and saga, the role of the Ugandan government, and the continuing effects of colonialism.

**Emmanuelle S. Chiocca.** Duke Kunshan University, Jiangsu, China. *Manifestations of transformative learning:*

***A case study of a short-term study abroad program in Israel***

This article examines students from Australia, Denmark, and the US who studied abroad in Israel to see if their time abroad was transformative and became a period of intense personal growth. The case study found that change emerged in the forms of (1) intercultural learning and sensitivity development, (2) learner expectations and behavior alteration, (3) ideological reconstruction or transition, and (4) academic and professional orientation conversion or refinement, suggesting that even short-term programs can lead to in-depth and broad transformation.

**Ndidi L. Okeke**, Nnamidi Azikiwe University, *Nigeria* & **Andrea R. Lee**, Austin Peay State University, Tennessee, United States. ***Perceptions and Measures to Improve Teaching Quality at a University in Urban Nigeria***

This article examines ways to improve teaching quality at a university in urban Nigeria. Findings show that different stakeholders have different perceptions for change. Lecturers focus on teaching quality of lecturers, which is not the focus of lecturers and students. Findings also identified ways to improve teaching quality, such as knowledge of subject content, effective feedback mechanisms, high student assessment, and a safe learning environment, among others.

**Aml Amer**, Department of Education, Ariel University, Israel & **Nitza Davidovitch**, Department of Education, Ariel University, Israel ***The Effect of the Druze Education Reform in Israel and Druze Students' Achievements in Higher Education***

This article examines the educational achievements in matriculation exams of Druze students living in Israel. Findings show that the historical educational separation policy has positively influenced Druze students' outcomes, with the Druze educational model yielding significantly better results than other Israeli school systems. Key to this success is strategic resource investment, innovative teaching methods, and a strong emphasis on academic excellence.

**Hilary Houlette** (University of Arizona, Arizona, USA), **Jenny J. Lee** University of Arizona, Arizona, USA, **Xiaojie Li** University of Arizona, Arizona, USA. ***Graduate Students and the U.S. China Initiative***

This article examines the 2018 China Initiative that systematically targeted international Chinese scholars as possible spies for China. Subsequent racial profiling resulted in scholars of Chinese descent feeling unwelcomed in U.S. despite their status as graduate students and senior researchers. The studies document the ways in which Chinese graduate students felt discriminated against and racially profiled. Framed by neo-racism, this research also assesses how those experiences impacted students' future educational mobility plans.

**Joshua Patterson**, University of California-Berkeley, California, USA, **Melissa Whatley**, William and Mary, Virginia, USA, and **Anna Kelly**, Minerva University, California, USA. ***To All the Nations of the World: A Postcolonial Analysis of Protestant Christian-oriented Study Abroad Programs***

This article examines Protestant Christian-affiliated institutions in the United States and their faith-integrated study abroad programming offered in Majority and Minority worlds. Using postcolonial theory and critical lenses of globalization, the research examined how Protestant Christianity is integrated into programs, how programs are described, the activities undertaken, and the images on websites used to promote them. Findings show stark and pervasive differences in how majority world programs are depicted compared to those in the Minority world, that reinforce negative stereotypes and colonial/imperial narratives.

**Neely Mahapatra**, University of Wyoming, Wyoming, USA, **Carolyn Haney**, University of Nebraska, Kearney, Nebraska, USA, & **Derek Waite**, Cheyenne in Wyoming, Wyoming, USA. ***The Impact of Short-Term Study Abroad (STSA) Program on Intercultural Competence of Students at a Frontier/Rural Campus***

This article examines the effectiveness of short-term study abroad programs for students who study in a frontier/rural campus in the United States. The study measures intercultural competence and cultural adaptability before and after participating in a short-term study abroad program. Gains were made in each sector, and especially in the subscale knowledge for increased awareness of cross-cultural competence and complexities.

**Shizhu Liu**, Michigan State University, Michigan, USA, **Desiree Baolian Qin**, Michigan State University, Michigan, USA, **Adam Grimm**, Michigan State University, Michigan, USA, **Mingjun Xie**, Beijing Normal University, Beijing, China, **Yemo Duan**, Beijing Normal University, Beijing, China, **Chi-Fang Tseng**, Beijing Normal University, Beijing, China & **Mikiko Sato**, Michigan State University, Michigan, USA. ***It Was Mainly My Own Choice: Examining the Decision-Making Process of Chinese Undergraduates and Their Parents on Study in the United States.***

This article critiques previous methodologies that study parent–child dynamics in decision-making situations because of the survey-based approach. This study uses interview data of Chinese international undergraduates at a U.S. university to study family communication processes underlying the decision of studying abroad. Findings show that the decision-making process was guided by students who initialized the idea and their parents. Different processes induced six profiles and five different levels of students’ autonomy during the decision-making process.

**Jacob W. Werst & Brandon B. Million**, Ball State University, Indiana, United States. ***International Higher Education: A Discussion on the College Experience for International Students Who Identify as LGBT+ and Development of an Interview Tool***

This article examines international students in USA who identify as Lesbian, Gay, Bisexual, Transgender, or any additional sexual identity that falls within the spectrum (LBGT+) in higher education. A unique interview-protocol was used to see if these students are open about sexual identity, the unique needs of this intersectionality, and implications of what conducting interviews can mean for further study on the LGBT+ international students’ population. Findings show various ways to improve support for international LGBT+ students.

**Murray Findlay, Guofang Wan, Anna Press, Keith E. Jones, Mark Maranto**. Loyola University Chicago, USA. ***Hidden Struggles: Increasing International Graduate Students' Sense of Belonging***

This article examines how universities can better understand and accommodate international graduate students. Findings examine experiences of students and their sense of belonging that promote their success. Findings confirm that language barriers, unfamiliar U.S. social norms, academic expectations, and legal obstacles limit a sense of belonging. Most importantly international graduate students benefit from a supportive university community with culturally aware professors and peers, which foster a sense of belonging.

**Meng Xiao**. Ontario Institute for Studies in Education, University of Toronto, Canada. ***Culture Difference: Perceptions of Student Engagement of Chinese International Graduate Students at a Canadian University***

This article compares perspectives of Chinese international graduate students about student engagement at a Canadian university. The study shows how Western perceptions of student engagement fail to recognize the broader perceptions of student engagement from a global perspective. The Confucian perspective of student engagement that highlights teacher-oriented and deep-thinking engagement through academic achievement and exam-oriented activities is more supportive of this international student population. Finding show different ways of perceiving student engagement needs more attention to enhance their student engagement based on their experiences and cultural backgrounds.

### **JCIHE Support Teams**

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Editor in Chief, Rosalind Latiner Raby

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