

Introduction to JCIHE Emerging Scholar Research Summaries 2024

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Dear Readers -

One of the unique special issues that the *Journal of Comparative and International Higher Education* (JCIHE) offers annually is the Emerging Scholars Research Summaries Issue. Due to a restructuring of the journal, the 16(6) 2024 issue publication date was delayed. Moving forward, future Emerging Scholar Issues will be published in Issue 3 that will come out in June. Submissions for this annual special issue are now due on September 1 of each year. The Emerging Summaries are from Graduate Students who are currently studying in a doctoral program or who are recent graduates. Support from the students' Supervisor/Chair indicating their approval for the potential publication. Each submission undergoes a double-blind peer review to ensure quality. Past authors in the Emerging Summaries Issue have gone on to hold important positions in the CIES and in the 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 with the intent to enhance communication about emerging issues for the field. In that the focus is on work-in-progress, some of the articles provide foundational information while others include preliminary findings. For 2024, JCIHE received 15 submissions and published nine articles.

Contributions for the 2024 JCIHE Emerging Scholar Research Summaries Issue have author institutional representation in six countries: Austria, Japan; Mongolia; Netherlands; United Kingdom, and United States. Listed below are the institutions of the graduate students.

**Austria:** Universität für Weiterbildung Krems

**Japan:** Osaka University

**Mongolia:** International University of Ulaanbaatar

**Netherlands:** Campus Fryslân, University of Groningen, The Netherlands

**United Kingdom:** The Open University; University of Bath, England

**United States:** Florida State University; SIT Graduate Institute; The George Washington University, University of Dayton

JCIHE is an open access, independent, 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). JCIHE has as its core principles: a) comparative research; b) critical 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>

### 2024 Graduate Student Themes

Three main themes are found in this issue:

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

**Mattia Quinteria** explores new perspectives on internationalization and Europeanization in the organizational dynamics of higher educational institutions in Austria. **Doo Rhee Lee** compares findings from the PISA 2018 data to assess the relationship between cultural capital and students' higher education (HE) expectations in six major origins of international students in U.S. **Sainbayar Gundsambuu** compares the adoption of English as a Medium of Instruction (EMI) in universities in Mongolia, Japan, and South Korea to assess how it influences global university rankings and international collaborations. **Marine Condet** explores how Roman Catholic higher education institutions in France adapt the Holy See's modernization agenda through quality assurance using the lens of organizational ambidexterity.

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

**Xiaoyuan Chen** explores the perspectives and experiences of Chinese international doctoral students in social science and humanities disciplines at U.S. institutions and how agency influences their future success. **Laura Vaughn** explores how international graduate students in leadership roles within campus organizations at a U.S. higher education institution relate their understanding of the leadership process based on their cultural backgrounds and experiences.

#### **Pedagogical Choices**

**Anna Kelly** introduces a new framework called human pedagogy that can be used to reform implementing and analyzing education abroad. **Coomerene Muilerman-Rodrigo** explores how West African Francophone countries participating in Transnational Higher Education and who use an American university curriculum where English is the medium of instruction adopt a Critical Thinking curriculum. **Pounh Eftekhari** explores how top-down strategies for curriculum internationalization neglect discipline-specific preferences in content and teaching methods, which makes implementation difficult.

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### Articles in Issue 3: Emerging Scholars 2024

The Following Articles are included in this Issue:

**Pounh Eftekhari** (Centre for Internationalisation of Education, Campus Fryslân, University of Groningen, The Netherlands). *Disciplinary Variation in Curriculum Internationalization: Findings from a Global Pilot Study*

This article examines how top-down strategies for curriculum internationalization (CI) often neglect discipline-specific preferences in content and teaching methods, a process that makes implementation difficult. Findings show no statistical significance in the relationship between disciplinary groupings and questions about the international learning environment and outcomes and that the most-cited frameworks used in CI literature from Biglan and from Becher that may result in incomplete or misleading interpretations regarding disciplines' orientations towards internationalization.

**Coomerene Muilerman-Rodrigo** (The Open University, UK). *Critically Examining the Mobilities of a Critical Thinking Curriculum in Transnational Higher Education: A Case Study in West Africa*

This article examines how a TNHE institution in a West African Francophone country delivers an American university curriculum that is influenced by mobilities across geographical, linguistic and cultural borders where English is the medium of instruction. The study adopts a critical theory approach and draws on actor-network theory to build a rich picture of the Critical Thinking curriculum. The study examines the mobility and relevance of a Critical Thinking curriculum in TNHE in West Africa, thus contributing to critical internationalisation studies and supporting broader educational development efforts in Sub-Saharan Africa.

**Marine Condet** (International Centre of Higher Education Management, University of Bath, England, UK). *Higher Education Reform in Roman Catholic Ecclesiastical Institutions: Responses from French institutions to quality management imperatives*

This article examines how Roman Catholic higher education institutions in France are adapting to the Holy See's modernization agenda through quality assurance (QA). The study explores differences in policy implementation using the lens of organizational ambidexterity. Findings contribute to the under-researched area of ecclesiastical higher education and to the organizational ambidexterity literature in a non-business environment.

**Mattia Quinteria** (Universität für Weiterbildung Krems, Austria). *The Interplay between the International and European Dimension: a Case Study of the School of Management of Politecnico di Milano*

This article examines new perspectives on internationalization and Europeanization in the organizational dynamics of higher educational institutions in Austria. These dimensions can both converge and diverge inside HEIs, leading to organizational changes. This article shows the interplay between international and European dimensions, focusing on the case of the School of Management of the Politecnico di Milano. Findings show that international and European dimensions diverge because of their institutional logics and have a transformative potential of the European dimension.

**Laura Vaughn** (Florida State University, USA). *Navigating Cultures, Engaging in the Process: International Graduate Students' Leadership Process*

This article examines how international graduate students in leadership roles within campus organizations at a U.S. higher education institution conceptualize their understanding of the leadership process based on their cultural backgrounds and experiences. Using the culturally relevant leadership learning model as a framework, this narrative inquiry investigates how international graduate students engage with leadership both in their home countries and at U.S. higher education institutions.

**Xiaoyuan Chen** (University of Dayton, USA). *Navigating New Terrain: The Path to Academic Competence for Chinese Doctoral Students in Social Sciences and Humanities*

This article examines the perspectives and experiences of Chinese international doctoral students in social science and humanities disciplines at U.S. institutions. The study focuses on the role of self-agency in the doctoral growth pathway and examines socialization experiences through interaction with faculty,

peers, and programs. Findings show that Chinese doctoral students proactively lead their doctoral studies to reach their goals by seeking resources and interacting with others using their agency and goals for success.

**Sainbayar Gundsambuu** (Osaka University, Japan and International University of Ulaanbaatar, Mongolia). *The Influences of External and Sideways Factors on the Introduction of English as a Medium of Instruction Programs in East Asian Countries*

This study compares adoption of English as a Medium of Instruction (EMI) in higher education institutions (HEI) in Mongolia, Japan, and South Korea to assess global university rankings and international collaborations. Findings show that the global university rankings influence HEI decisions to adopt the EMI policy. Program implementers emphasized national and global university ranking systems as key external influences that influence joint/dual degree programs and exchange programs with foreign partner universities.

**Anna Kelly** (SIT Graduate Institute, USA). *Whole Human Pedagogy for Education Abroad*

This article introduces a novel framework to focus on human pedagogy and to apply that model in implementing and analyzing education abroad. The framework includes a) embodiment, bodies and bodily knowledge into teaching and learning; b) emotions, feelings and reflection; c) belonging, relationality, learning communities, and mutuality. The framework can work with educational interventions, destabilize Euro-U.S. epistemological dominance, and prioritize liberation.

**Doo Rhee Lee** (The George Washington University, USA). *Cultural Capital and Higher Education Expectations: Insights from PISA 2018*

This article examines the relationship between cultural capital and students' higher education (HE) expectations in six major origins of international students in U.S. Using PISA 2018 data, the only cycle that measured global competence and related indicators of cultural capital, shows how non-financial assets like global awareness, interest in other cultures, and attitudes toward immigrants are associated with HE aspirations. Findings show that cultural capital, such as home possessions and students' global awareness and interests in other cultures, positively correlated with students' HE expectations. Conversely, parents' education levels and expectations for their child to complete HE showed negative associations.

### **JCIHE Support Team**

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 continues to support JCIHE throughout the years. Special thanks are given to the Past-Chair, Dr Maia Chankseliani and Current Chair: Dr. Saran Stewart and Co-Chair Aliya Kuzhabekova.

Second, I want to thank the JCIHE Senior Associate Editors, Hayes Tang, Bernhard Streitwieser, Mingha Hou, and Saran Stewart who support JICHE with their insight and creativity. I also want to thank the JCIHE Associate Editors, Managing Editor, Huili Si, Technical Review Editor, Lance Pang, and Assistant to the Editor, Hossein Ghambar. It is their efforts that are instrumental in the publication of this and all issues and for helping to keep the standards and integrity for the journal.

Finally, and most importantly, I want to thank the amazing volunteers that help run and keep the standards of JCIHE that are needed in our world today. It is their efforts that are instrumental in the publication of this and all issues and for helping to keep the standards and integrity for the journal.

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March 2025