

JOURNAL OF COMPARATIVE & INTERNATIONAL HIGHER EDUCATION

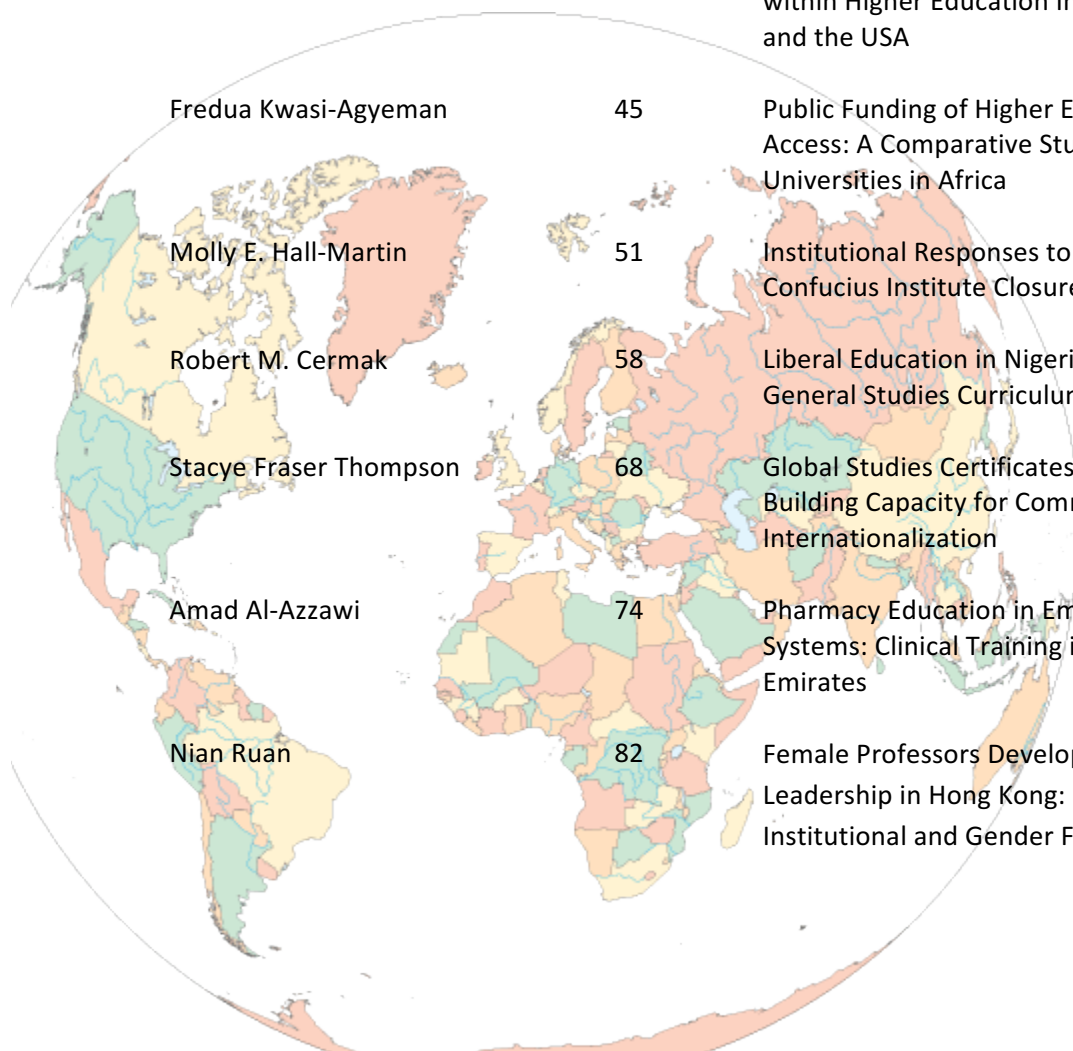
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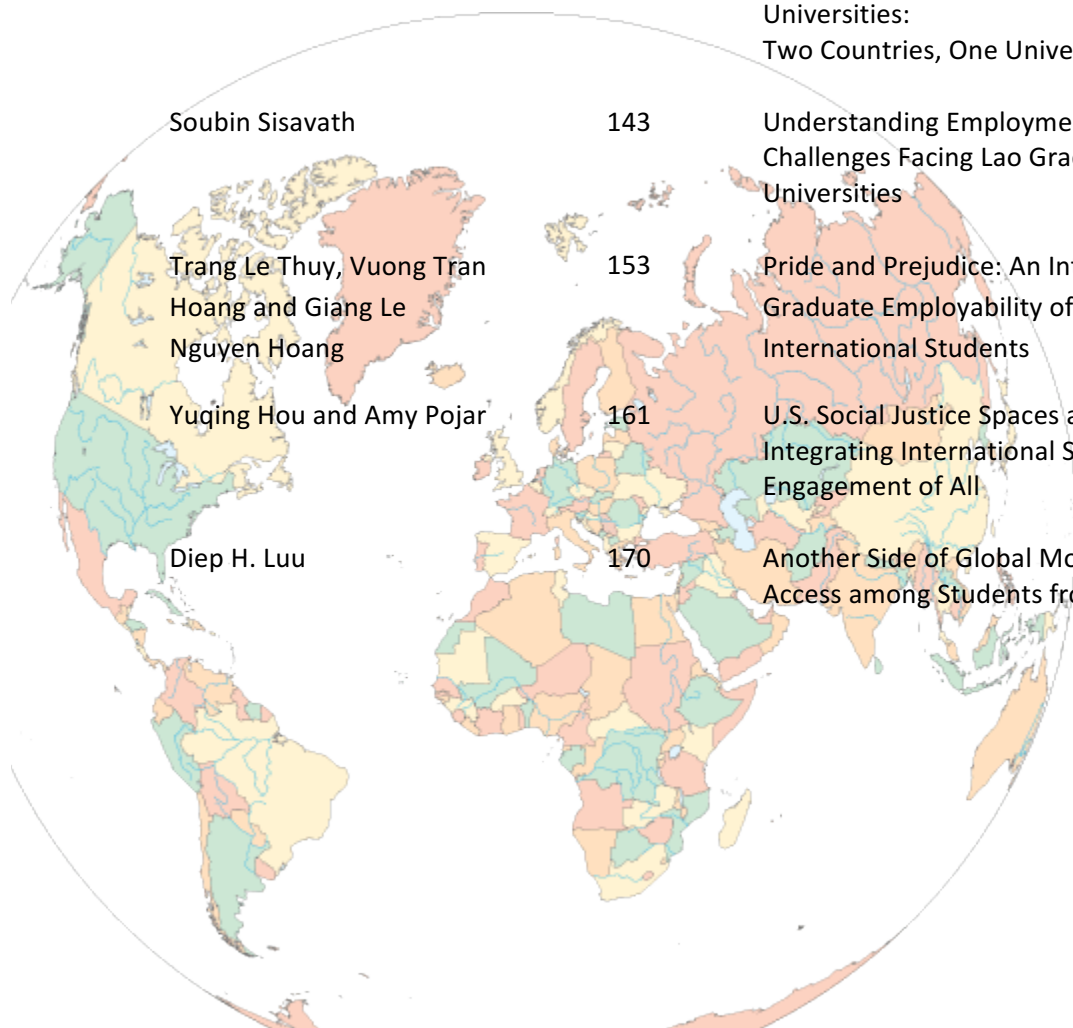


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Philosophy for JCIHE

This is the official journal of the Comparative and International Education Society's (CIES) Higher Education Special Interest Group (HESIG), which was created in 2008. HESIG serves as a networking hub for promoting scholarship opportunities, critical dialogue, and linking professionals and academics to the international aspects of higher education. Accordingly, HESIG will serve as a professional forum supporting development, analysis, and dissemination of theory-, policy-, and practice-related issues that influence higher education.

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The Editorial Board invites contributions dealing with the complementary fields of comparative, international, and development education and that relate to one of the areas listed in the Philosophy section above. Contributors may:

- 1) Submit a research article of 4,500 - 7,500 words. All articles will undergo a blind-review peer-editing process.
- 2) Submit a comparative report analysis of 750 - 1,000 words that examines current policies related to higher education institutional policy.
- 3) Submit graduate student research in-progress of 500 - 1,000 words that shares new research that will help to set the tone for current and emerging issues in the field.

Electronic submissions are accepted on an on-going basis and should be sent to jcihe.hesig@gmail.com. Manuscripts are evaluated by the editorial board – with full confidentiality on both sides – and then accepted, returned for further revisions, or rejected.

The style and format of the *Journal of Comparative & International Higher Education* follows the APA style (7th Edition). Only endnotes are allowed. USA spelling (e.g., center, color, organize) and punctuation are preferred (single quotations within double if needed), and requires a short paragraph of bibliographical details for all contributors.

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Special Issue: Graduate Student Work-In-Progress

Introduction

Rosalind Latiner Raby

California State University, Northridge, USA

Editor-In-Chief

Dear Readers –

I would like to welcome you to the *Journal of Comparative and International Higher Education* (JCIHE) Winter Supplemental Graduate Student Issue. This issue highlights Graduate Student Work-in-Progress with contributions from graduate students from around the world who are currently studying in a doctoral program. The purpose of the Supplemental Issue is to capture current work-in-progress with the intent to share topics and future trends that will impact the field of comparative and international higher education. In that the focus is on work-in-progress, some of the articles provide foundational information while others include preliminary findings.

Contributions for the 2020 JCIHE-Winter Supplemental Issue examine issues of higher education in 23 countries and regions: Australia, Canada, China, Egypt, Eritrea, China, Germany, Ghana, Hong Kong, India, Indonesia, Japan, Laos, Mozambique, Nigeria, Sarajevo, South Africa, South Korea, Togo, Turkey, United Arab Emeritus, United States, Vietnam. 21 of the authors are studying in institutions in the Global North (minority world) while 7 are studying in or are affiliated with institutions in the Global South (majority world). Several students have co-institutional affiliations. The graduate student authors are studying at the following:

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Australia: Deakin University

Austria: Danube University Krems (co-institutional)

Canada: Nipissing University; Brock University; OISE, University of Toronto

Finland: Tampere University (co-institutional)

Hong Kong: University of Hong Kong

Indonesia: Ministry of Education and Culture of Indonesia (co-institutional)

Japan: Hiroshima University (co-institutional)

Laos: National University of Laos (co-institutional)

South Africa: University of Western Cape (2 authors)

Vietnam: Ho Chi Minh University of Technology and Education (co-institutional)

United States: Michigan State University; University of Alabama at Birmingham; University of California at Los Angeles (2 authors); University of Iowa; University of Kentucky; University of Maryland, College Park; University of Massachusetts, Amherst; Texas Tech University; University of Toledo, Ohio

2020 Graduate Student Themes

Numerous themes are represented in this Graduate Student issue. While much of the research was conceived and conducted prior to COVID-19, the implications of the pandemic are apparent in most of the research presented. Of note is the number of studies this year on the theme of employability. Two broad themes are found: Institutional Practices and Student Voices.

Institutional Practices

The articles on the theme of institutional practices examine national or institutional internationalization policies and staff/student perspectives.

Institutional Internationalization Policies

Articles focus on policies as interpreted through national, institutional, and programmatic level lenses. Articles compare national policies in China, South Korea, and Japan and compare how different United States associations influenced policies at the national level. Articles also focus on institutional policies. These articles examine English language acquisition policies in Mozambique universities, funding policies that foster student access in South Africa and Ghana, Academic Freedom policies in United States and India, and university press policies that contributed to the closure of a Confucius Institute in the United States. Finally, articles focus on curricular, pedagogical, and programmatic policies at the institutional level. Articles examine program offerings in Viet Nam universities, adoption of liberal education in Nigeria, adoption of Global Certificate programs in United States community colleges, and adoption of clinical training programs in pharmacy education in the United Arab Emirates.

Staff/Student Perspectives

The focus on the voices of staff, be it presidents or faculty, was highlighted in four articles. One article examined the perspectives of university presidents on international students during COVID-19. Three articles examined faculty perspectives as connected to capacity building. These articles examined perspectives of women scholars' intellectual leadership in Hong Kong, faculty professional development in Viet Nam and Australia, and faculty satisfaction in Bosnia and Herzegovina.

Student Voices

The focus on the voices of students informs how students think about employability, career readiness, and student engagement. The topics of employability and career readiness dominated the articles in the 2020 Graduate student issue. Articles examined how learning abroad impacted career choices of Indonesian students studying in Australia, mining engineering student's employability in South Africa, impact of employability from enrolling in a binational university (Turkish-German) residing in Turkey, employability of Lao Graduates who studied in Chinese Universities and then returned home, and employability of transgender & queer international students graduating from Australian and

Canadian institutions. Finally, student engagement was a focus on articles that examined how refugees from five countries used community cultural wealth to get into and through universities. Another theme was the impact of student interaction in social justice discussions and resulting success outcomes.

Articles

The Following Articles are included in this Issue:

Amad Al-Azzawi. *OISE, University of Toronto, Canada*. "Pharmacy Education in Emerging Health Care

Systems: Clinical Training in the UAE" explores program and pedagogy policy borrowing that impacts two types of clinical training for pharmacy education, the group-centered approach and the patient-centered approach, in the United Arab Emirates.

Robert M. Cermak. *Michigan State University, U.S.A.* "Liberal Education in Nigeria: A Case Study of the

General Studies Curriculum" explores the development of a general studies curriculum (liberal education) in Nigeria and examines liberal education as a product of the Western academy.

Ricardo Pinto Mario Covele. *University of the Western Cape, South Africa*. "An Analysis of the Use of

English Language for Career Development in African Higher Education: The Case of Two Mozambican Flagship Universities" explores the implications of adopting English language for career development in two Portuguese language-speaking universities.

Paul Othusitse Dipitso. *University of Western Cape, South Africa*. "Work-integrated Learning for Mining

Engineering Training and the Employability Nexus in Traditional Research Universities: A Case of Selected South Africa Universities" explores the role that professional associations play to develop professional skills and career readiness for mining engineering students in South Africa.

Molly E. Hall-Martin. *University of Iowa, United States*. "Institutional Responses to Environmental

Pressures: Confucius Institute Closures in the United States" explores how the language of university press releases contributed to the closure of a Confucius Institute in the United States

and reflects on the power dimensions in the written word of the press releases within the broader discourse surrounding Confucius Institutes and U.S.-Sino relations.

Yuqing Hou, *University of California, Los Angeles, U.S.A.* & Amy Pojar *University of California, Los Angeles, U.S.A.* "U.S. Social Justice Spaces and Global Justice: Integrating International Students for the Engagement of All" explores outcomes of social justice discussions inside and outside United States university classroom to assess if integration of international students with domestic students results in greater engagement and better academic outcomes.

Alam Nasrah Ikhlas. *Deaken/Ministry of Education, Australia and Culture of Indonesia as a Senior Policy Analyst of Educational Learning.* "The Effect of Learning Abroad on the Students' Career Direction and Employability through Australian-Indonesian Student Mobility Programs" explores the career readiness employability of Indonesian students who studied in Australia by applying Bourdieu's thinking tools of capital, habitus, field and social reproduction.

Fredua Kwasi-Agyeman. *University of the Western Cape, South Africa.* "Public Funding of Higher Education and Student Access: A Comparative Study of Two Public Universities in Africa" explores the University of the Western Cape and the University of Ghana public funding policies and compares how those policies contribute (or not) to increasing student access from 2007-2016.

Diep Luu. *University of Massachusetts, Amherst, U.S.A.* "Another Side of Global Mobility: Higher Education Access Among Students from Refugee Backgrounds" explores how refugee students from Egypt, Eritrea, Japan, Togo and Vietnam use their community cultural wealth to get into and through university.

Nina Marijanović. *University of Kentucky, U.S.A.* "Applying Hagedorn's Conceptual Framework to Examine Job Satisfaction among Faculty at the University of Sarajevo" explores if Hagedorn's

Framework of Job Satisfaction can be applied in a transitional nation by examining faculty levels of satisfaction.

Diep T. B. Nguyen. *Deakin University, Australia*. "A Comparative Study on Capacity Building for Academic Staff in Internationalisation of Higher Education in Vietnam and Australia" explores the use of agency by academic staff to engage in and build capacity for internationalization in universities in Viet Nam and Australia. The article targets social and institutional conditions and individual aspirations in capacity building.

Tien Nguyen. *Deakin University, Australia / Ho Chi Minh University of Technology and Education, Vietnam*. "The Factors that Influence the Pre-Service Teachers' Learning in the Practicum" explores the experiences of pre-service teachers who participate in two types of practicum in two universities in Viet Nam. In one group, the pre-service teachers are mentored by local schoolteachers in local schools and the other group, pre-service teachers are mentored by university lecturers in universities classrooms.

Nian Ruan. *University of Hong Kong*. "Female Professors Developing Intellectual Leadership in Hong Kong: Considering Disciplinary, Institutional and Gender Factors" explores how disciplinary, institutional, and gender factors influence the development of women's intellectual leadership styles in Hong Kong.

Ruchi Saini. *University of Maryland, College Park, U.S.A.* "A Comparative Analysis of Academic Freedom within Higher Education Institutions (HEIs) in India and the USA" explores the philosophy and practices of academic freedom in India & in the United States and suggests that a disproportionate decline in academic freedom in India is an indicator of lower international higher education rankings.

Sarah M. Schiffecker, *Texas Tech University, U.S.A.* "Leading the Many, Considering the Few - University Presidents' Perspectives on International Students During COVID-19" explores the perspectives

of five university presidents, from different countries, on international students during COVID-19.

Jessica Schuller. *Graduate Student, Tampere University, Finland & Danube University Krems, Erasmus Mundus Research and Innovation in Higher Education (MARIHE) program.* “Exploring Graduate Career Outcomes at Binational Universities: Two Countries, One University, Binational Employability” explores the graduate career outcomes of students who studied at a Binational University (Turkish-German) located in Istanbul, Turkey.

Soubin Sisavath. *National University of Laos / Hiroshima University Japan.* “Understanding Employment Opportunities and Challenges Facing Lao Graduates from Chinese Universities” explores employment opportunities facing Lao graduates who studied in Chinese universities and the trajectories they experienced once they return home.

Stacye Fraser Thompson. *University of Alabama, U.S.A.* “Global Studies Certificates As An Instrument for Building Capacity for Community College Internationalization” explores the adoption practices of Global Studies Certificate programs in 23 United States Community Colleges to determine the effectiveness to establish pathways for integration of these programs into mission, outcomes, and culture of the campuses.

Trang Le Thuy. *Deakin University, Australia, Vuong Tran Hoang, Nipissing University, Canada, and Giang Le Nguyen Hoang Brock University, Canada.* “Pride and Prejudice: An Intersectional Look at Graduate Employability of Transgender and Queer International Students” explores the graduate employability of transgender and queer international students who graduated from Australian and Canadian universities.

Yovanna Soobrayen Veerasamy. *University of Toledo, Ohio. U.S.A.* “National Higher Education Internationalization Policy: An Historical Analysis of Policy Development between 2000 and

2019" explores different associations and national policies that supported United States national higher education internationalization policy: 2000-2019.

You Zhang. *OISE, University of Toronto, Canada.* "Internationalization Higher Education for What? An Analysis of National Strategies of Higher Education Internationalization in East Asia" explores national strategies used to promote higher education internationalization in China, Japan, and South Korea. In each country, perspectives on global competitiveness, leadership, and regional cooperation are compared.

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). I want to thank several individuals who were instrumental in the publication of this issue. First, I want to thank our Associate Editor, Hayes Tang for his support, insight, and creativity. Second, the timely publication of the issue was dependent on the expert management of the journal by the JCIHE Copy-Editor Director, Nian Ruan and the JCIHE Production Editor, Jie Liu. It is their dedication that helps keep the standards and integrity for the journal. I also want to give special thanks to the JCIHE Copy-Editors for this issue:

A special thank you is given to the JCIHE Copy-Editors who helped finalize the issues in the 2020

Graduate Student Issue.

Narayanan Hariharan (Shri Academy, Indonesia)

Audi Hassan (CEO Plcorpora, Islamabad, Pakistan)

Arburim Iseni (State University of Tetova, Republic of North Macedonia)

Michael Landord (University of North Georgia, U.S.A.)

Rachel McGee (Speaking Partner, South Dakota, U.S.A.)

Sami Merji (Tiffin University, Ohio, U.S.A.)

Sarah Schiffecker (Texas Tech University)

Samantha Thompson (Southern University Law Center, U.S.A.)

Editor in Chief, Rosalind Latiner Raby

Internationalization Higher Education for What? An Analysis of National Strategies of Higher Education Internationalization in East Asia

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Abstract

This article examines national strategies on higher education internationalization in three East Asian countries: China, Japan, and South Korea. Specifically, through document analysis of five national educational documents since 2014, it examines what activities of higher education internationalization are underway and, more importantly, how nation states justify them. It finds that the three countries tend to associate internationalization with the countries' global competitiveness and status. In addition, internationalization in the three countries focuses on regional cooperation, justified by its benefits for economic growth and national security. Drawing on the realist perspective in international relations, this article argues that internationalization of higher education at the national level in East Asia is instrumentalized to benefit national economic competitiveness and development and political security, while the important aspect of teaching and learning is overlooked.

Keywords: internationalization of higher education, East Asia, China, Japan, South Korea, national policy

Introduction

Internationalization of higher education has been mapped onto many economic and political benefits for nation-states and incorporated into national strategies (Knight, 2004). However, national contexts differ, as do approaches to internationalization (Buckner, 2019). Yet, most research on

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internationalization of higher education has focused on the institutional and student level; there has been much less study of how internationalization is justified in policy documents and even less from a comparative perspective. This article examines activities in higher education internationalization at the national level and how they are justified in three East Asian countries: China, Japan, and South Korea. These three countries in the same region share common characteristics of strong nation-state shaping of higher education priorities (Marginson, 2011). Therefore, comparing them will contribute to our understanding of higher education internationalization at the national level.

Literature Review

The growing attention of national governments on internationalization has prompted the field to investigate dominant activities and rationales. Rationales are multifold, including economic and political rationales at the national level (Knight, 2004). Economically, internationalization is linked to economic growth and competitiveness; and politically, internationalization is perceived to benefit national security, peace, and political power (Knight, 2004). For example, internationalization in South Korea in the 1980s focused on building national capacity in human resources training (Byun & Kim, 2011) and is linked to economic competitiveness. Moreover, China's higher education engagement in Southeast Asia is seen to be part of its soft power policy in the region (Yang, 2012). Yet, there is little research that empirically analyzes how internationalization is justified in national documents from a comparative perspective. This article intends to fill this gap in the literature.

Conceptual Framework

I draw on the realist perspective in international relations (McKinlay & Little, 1986) to conceptualize the justifications of internationalization. The realist perspective sees the world shaped by relationships between nation states, which pursue their own interests (McKinlay & Little, 1986). From this perspective, internationalization is an instrument for nation-states to pursue benefits such as national competitiveness, economic growth, and national security and stability (Knight, 2004).

Methods

The data of this article comes from documents retrieved from the websites of national ministries of education in China, Japan, and South Korea. The criteria for inclusion are: 1) the documents are the most recent available; and 2) the documents contain descriptions of ongoing national-level activities on internationalization. The search was conducted in English for Japan and South Korea and in Chinese for China due to the author's linguistic abilities. The initial search identified the following documents: 2016 Education Action in the Belt and Road Initiative and Educational Modernization Strategy 2035 in China; 2014-2023 Top Global University Japan Project and 2014 Guideline for Building International Joint Diploma Programs in Japan; and 2016 Education Policy Plan in South Korea. It is possible that more recent documents are available in Japanese and Korean. This is a limitation of this article. The next step of this research is to identify more documents in either English or local languages. I conduct document analysis (Bowen, 2009) to identify and categorize how internationalization is discussed and justified. The analysis shows two themes.

Findings

Global Competitiveness and Leadership

Internationalization is connected to the competitiveness of the country as a global leader in education. For example, the Top Global University Project in Japan explicitly mentions enhancing the competitiveness of Japanese higher education. The criteria for competitiveness are quantitative indicators, such as the percentage of international faculty and students and foreign language classes.

Similarly, in the Educational Modernization 2035 Strategy, China stresses that its global influence has improved. Overall, China's goal is to increase international cooperation by focusing on degree mutual recognition, promoting international students studying in China, enhancing cooperation with international organizations such as UNESCO, and building Chinese branch campuses overseas. These specific goals are discussed in the context of China's goal to increase global competitiveness.

In South Korea, internationalization is linked to the status of the country as a global leader in education in its 2016 Education Policy Plan. “Lead” is a recurring word in the plan, which is linked to leading global citizenship education in developing countries and sharing Korean experience with the rest of the world.

Regional Cooperation for Economic Development, Peace, Security, and Community

Another finding is the regional focus of higher education internationalization and its multi-faceted goals. Frequently, internationalization is seen to contribute to regional economic development, security and peace, and the Asian community.

For example, the 2014 Guideline for Building International Joint Diploma Programs in Japan explicitly mentions that joint degree programs contribute to mutually beneficial relations and regional peace. Similarly, in the 2016 Education Policy Plan, Korea emphasizes exchanges and recognition of degrees among universities in Korea, Japan and China for the benefits of establishing East Asia Education Community. China’s 2016 Education Action in the Belt and Road Initiative include people mobility, research partnerships, foreign languages, and joint academic programs. These programs are perceived to contribute to social and economic development in the region. Regional peace is frequently mentioned as the desired outcome of regional cooperation in higher education.

Discussion and Conclusion

This study identifies two major themes of how internationalization of higher education is discussed in East Asia. The first relates to how nation-states in East Asia position themselves globally. The three countries emphasize their global competitiveness as nation-states and their positions as global leaders in education. The focus on status and competitiveness reflects nation-states’ interests to gain the advantage over other countries in the world. This can be mapped onto the realist view that internationalization is an instrument to benefit nation-states, and in this case, to help nation-states improve global status and competitiveness.

Secondly, the regional focus tends to stress cooperation as an Asian community as it benefits social and economic development and regional security. Internationalization is clearly linked to economic development. Moreover, the regional focus reflects the political rationales to enhance international relations among sovereign states in a region of historical conflicts, which benefits national security and stability for these three countries. The economic and political justifications reflect the realist view that internationalization is connected to national interests.

It is alarming to see the dominance of economic and political rationales in the analysis. I argue that the emphasis on economic and political benefits of internationalization risk overlooking the important academic purpose of internationalization, such as teaching and learning. However, the number of documents analyzed is limited, so the findings are yet to be comprehensive. Future research must include more documents from East Asia and other regions for comparative analysis.

Author Note

You Zhang is a PhD student in Higher Education at the Ontario Institute for Studies in Education at the University of Toronto. She is interested in internationalization of higher education and regionalization of higher education from a comparative perspective. Her research has appeared in *Higher Education*, *Canadian Journal of Higher Education*, and *Sustainability*. Email: youzhang.zhang@mail.utoronto.ca. ORCID: <https://orcid.org/0000-0003-1253-9786>.

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**U.S. National Higher Education Internationalization Policy:
An Historical Analysis of Policy Development between 2000 and 2019**

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Abstract

Situated within the context of globalization, the purpose of this historical policy analysis study is to identify and describe the ways in which multiple actors shape national higher education internationalization policy within the U.S., and to capture the emerging direction in higher education internationalization policy at the national level between 2000 and 2019. Data will be collected from multiple sources at the national level essentially from organizations within the public, private and voluntary policy-making sectors. The guiding theoretical framework for this study will rely on horizontal and vertical historical analysis. The study aims to describe (1) how policy is shaped in a pluralistic policy-making process, (2) identify factors that influenced policy trajectory, and (3) outline policy rationales between 2000 and 2019.

Keywords: higher education policy, U.S. internationalization policy, history, globalization

Introduction

During the 2000s, the globalization process increased connectivity and interdependency between nation states to influence socio-political and economic development in the U.S. (Friedman, 2009). The higher education sector responded to the globalization process with a variety of internationalization policy efforts that included international student recruitment, curriculum globalization, personnel training, education abroad, cross-border transfer of education credentials,

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international institutional partnerships, overseas campuses, and worldwide online course offerings (Altbach & Knight, 2007; Henry, et al., 2014; Thelin, 2011). Internationalization policy is not new to U.S. higher education; yet, in the 2000s, internationalization policy efforts increased to become “big business” in higher education (Altbach, 2016, p. 3).

Historically, internationalization policy efforts have existed on campuses under names such as “international dimension, international education, [and] internationalization of education” (De Wit, 2002, p. xvii). Over time, the policy has been contested, and, in the context of globalization, scholars have stated that “the decades old notion of internationalization favors an international education corporate agenda with a key focus on the corporatization of international education, specifically targeting the recruitment, retention, and assimilation of international learners” (Patel, 2017, p. 65). Due to globalization, the number of international students on U.S. campuses reached one million in 2017 (IIE, 2018). In the absence of a clearly stated internationalization policy, the shape of national higher education internationalization policy efforts and the rationales that underlie policies warrant attention.

Significance

In general, public policy arises to address problems that affect society, and policy analysis leads to a clearer assessment of policy. Policymaking at the U.S. national level occurs within a complex system that is comprised of political and non-political institutions (Lubell, 2013). A description of how one aspect of national higher education policy (internationalization policy) is shaped brings transparency to the policymaking process to help inform future policy design. At the national level, a multiplicity of actors is involved in national higher education policymaking, and scholars have categorized the prominent actors into three sectors: the public sector, the voluntary sector, and the private sector (Harclerod & Eaton, 2005).

In the public sector, the U.S. Constitution establishes distinct policymaking areas for the federal and state governments. Article I (8) of the U.S. Constitution expressly states that the federal government

has the power to regulate commerce with foreign nations, and the Tenth Amendment to the U.S. Constitution reserves general powers to the states, thus placing education policy under state authority. However, scholars have asserted that the federal government has been involved in higher education through various measures, which include legislation and funding mechanisms (Parsons, 1997; Thelin, 2011). After World War II, the Truman administration funded national higher education internationalization policy efforts on public university campuses with a view to build peace around the world. By 2000, President Clinton reinforced the value of international education and the need for culturally competent students in the context of economic globalization and American competitiveness. In the voluntary sector, citizens have regrouped under various associations to protect the interests and quality of higher education. Such institutions have been referred to as non-political policymaking institutions because they exist outside of federal government institutions. At the national level, voluntary higher education associations have represented specific higher education sector interests by lobbying the federal government, making the associations an influential policy advocate for the higher education sector (Cook, 1998; Harclerod & Eaton, 2005). In the private sector, an increasing number of private foundations (e.g., Ford, Lumina, and Kellogg) have also exerted influence on higher education policy through philanthropy and curriculum enhancement (Harclerod & Eaton, 2005; Thelin, 2011).

The level of internationalization on U.S. campuses has been compared among institutions based on institutional type and geographical location (Helms, 2017). Scholars have studied curriculum globalization (Runte, 2001), tensions surrounding the Fulbright program (Bettie, 2015), and the development of study-abroad programs (Bolen, 2001). Research has also examined the 30-year history of internationalization policy up to 1998 (Ruther, 2002). In sum, a variety of research studies have measured the effects of internationalization policies on higher education; however, researchers have failed to explore the following research question, which guides this study.

Research Questions

- How has national higher education internationalization policy been shaped?
- How has the policy evolved in novel ways since 2000?

Theoretical Framework

Using a combined framework of horizontal and vertical history, the three higher education policymaking sectors will be aligned horizontally for analysis (Thelin, 2010). Policy efforts from a microcosm of policymaking actors from the three sectors will be aligned vertically to trace policy evolution and to correlate factors that influenced the policy (Silberzahn, 2011; Sreedharan, 2007).

Research Methods

This study will use historical research methods to understand historical events, as well as the ideas that influenced these events, through the use of information from the past (Torou, et al., 2010). Scholars have categorized historical research methods within the qualitative research design (Creswell, 2013). Historical methods distinguish between narrative historical methods, which are descriptive, chronological, and concerned with individuals, and structural historical methods, which are analytical and thematic.

Data will be collected from primary, secondary, and auxiliary sources (Merriam, 2016). Using a constructivist paradigm, which emphasizes that knowledge is created, participants will provide in-depth perspectives about the phenomenon under investigation (Merriam, 2016). According to Gall, Gall and Borg (2003), “by studying the past, the historian hopes to achieve a better understanding of present institutions, practices, and issues in education” (p. 806).

In general, data from policy analysis will expose both the policymaking process and the nature of policy evolution. An historical approach to policy analysis paves the way to describe actors who shaped policy at the national level in the U.S. between 2000 and 2019 and to trace policy evolution within the stated period of time. In the absence of a clearly articulated U.S. national higher education

internationalization policy which emanates from one government institution, it is imperative to describe the multiplicity of actors who shape the policy at the national level. The study will also trace policy evolution to provide multifaceted data to lay the groundwork for evaluating policy outcomes and measuring policy efficacy. By examining national higher education internationalization policy within the context of globalization, this study will contribute to knowledge by providing data on policy evolution within a specific context. The study will highlight factors and rationales that influenced internationalization policy between 2000 and 2019. In practical terms, policy evolution can then be described and assessed in terms of (in pre-emption of, or in reaction to) influential societal factors identified between 2000 and 2019.

By clarifying the U.S. policymaking process, this research provides data to facilitate comparative international policy analysis. A concise understanding of the U.S. national policymaking process facilitates comparative policy analysis between federal systems of government. U.S. national policy between 2000 and 2019 can then be compared with other nations that have federal systems of government to measure policy outcomes, assess efficacy, and elucidate ways to improve policymaking processes. Data from the study will also support the comparative analysis of policy evolution between federal nation states between 2000 and 2019 in the novel context of globalization.

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**An Analysis of the Use of English Language for Career Development in African Higher Education:
The Case of Two Mozambican Flagship Universities**

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Abstract

Although the internationalization of higher education through the standardization of English language is considered progressive, unfortunately, for Lusophone universities it remains a deterrent for scholars' career progression. The evidence of lived experiences in Mozambican universities suggests that the relationship between English language competence and professional status remains inconclusive. The study explores the impact of English language for career development in two Portuguese language-speaking universities, namely Eduardo Mondlane and Catholic universities in Mozambique. Case study design, purposive sampling, semi-structured interviews with scholars, documents reviews and content analysis approach will be employed. Career construction theory and practice (Savickas, 2013), is considered ideal based on its fundamental premise of individual and social constructivism of knowledge through which individuals construct themselves. The study contributes to a comparative higher education career research by guiding the formulation of language policy for career development in Lusophone countries.

Keywords: language policy, internationalization, career development, English language, Mozambique, higher education

Introduction

Although internationalization of higher education (HE) is considered revolutionary in academia, it remains a key challenge for African universities with Portuguese language orientation (Lemberg, 2018;

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Robson, 2019). The convenience of embracing English language for research and publication is understandable, it must also be noted that it presents a burden for most Lusophone (countries colonized by Portugal) scholars, particularly in career progression as they are subtly compelled to restructure their career development process (Altbach, 2007; Dearden, 2014; Gu & Kirkpatrick, 2014; Irving, 2010).

This challenge presents an opportunity for researchers to explore the relationship between English language and career development in Lusophone countries like Mozambique. The international community at large is also keen to address pertinent questions about this relationship evidenced by heated debates in Worldwide HE cycles (Kramsch, 2014; Lopes, 1998; Milligan & Tikly, 2016; Patton & MacMahon, 2014).

This study, thus explores the role English language plays in the career development of two Portuguese-speaking research universities in Mozambique, particularly looking at how English language influences research and publications. It is critical to conduct an empirical research to gauge the influence of English language on career progress.

Statement of the Problem

Research from multiple perspectives offer extensive knowledge on the importance of English language (Casale & Posel, 2011; Grant & Li, 2019). Although English language has contributed immensely to various spheres including: economic (enables efficient trade relations), politics (integration of Mozambique to SADC) and social context (NGOs establishment) (Coleman, 2014; Plonski et al., 2013). We still do not know much about the impact of English language on career development for academic researchers, especially in situations where multiple languages are used (Leibowitz, 2015; Treffers-Daller, 2019). We are also not privy to the lived experiences of English language users in Mozambican research universities compared to European non-English-speaking research universities.

The popular assumption has been viewing the adoption of English in a universal fashion with little regard for country specific context. Mozambique, for instance, has 20 active first languages, the formal language is Portuguese and English is a third language (Liphola, 2016; Plonski et al., 2013). Based on these perspectives in the literature on dual language usage, one can conclude that English has the power to build or block faculty members' career in Mozambique.

Centering on English language and career development, this study addresses this gap by exploring two bodies of literature: instrumentalist approach to English Language learning (Liu, 2015) and intercultural approach to English Language in career opportunities (Romaine, 2017).

Main research question:

What is the relationship between English language and career development at Eduardo Mondlane University and Catholic University of Mozambique?

Specific questions:

- What motivates academics' aspirations and desire to use English in their career advancement?
- How are universities institutionalizing the use of English language in academic profession?
- What are the perspectives of academics on the demands to use English in their professional work?

Theoretical Framework

The study focuses on career construction theory and practice by Savickas (2013), developed to help people identify appropriate careers. The theory explains the interpretive and interpersonal processes through which individuals construct and build their careers through personal and social constructivism (Patton & McMahon, 2014; Rudolph et al., 2017).

This theory highlights the role of two structures—adaptability and identity—in coping with vocational development tasks and occupational transitions (Patton & McMahon, 2014). Different authors have expressed their views regarding these underpinning key structures. Hirschi et al. (2015) employed the theory to analyze how career adaptability is feasible from both a conceptual and empirical

standpoint. LaPointe (2010) adapted the identity structure with an emphasis on discursive approach to career identity as a narrative practice.

The two structures have been embraced to explore how Mozambican academic researchers adapt and establish their identity over English language in their career development.

Methodology

This research employs a qualitative approach, adapts multiple case study research design, and utilize in-depth interviews and document review (University language and research policy instruments and the scholars' curricula vitae) as data collection methods (Creswell & Poth, 2016; Harvey, 2015; Rahman, 2017). The interviews mainly focus on exploring specific research questions discussed in this paper. The design strives to attain a comprehensive analysis of the subject matter in two universities under study.

Following Gericke and Blessing's (2012) design of disciplinary categorisations, participants are selected from social sciences and natural sciences. Purposive sampling approach posited by Creswell & Poth (2016) is considered applicable for the study as it acknowledges disciplinary dimensions that may lead to different contextual experiences due to English language use in HE.

Participants of this study included two heads of departments of the faculties' human resources, ten junior and ten senior professors employed permanently across departments at the Universities. These participants are selected based on their experience with English language and career development process in the Universities programs. The criteria used mainly focuses on how they consider strategies concerning language policy and career planning. The study employs the content analysis method (Bengtsson, 2016), a systematic description of the data and its meaning.

Extant literature mainly focuses on studies of English teachers' credentials, training, and career development conducted in 17 countries excluding Lusophone context (Braine, 2013; Emery, 2012). This study therefore fills the existing gap by exploring English language and career development in

Lusophone context. The findings of this study will be useful in guiding the formulation of language policy for career development in Lusophone countries.

Discussion

This study aims to inform language policy for research and publication, and its influence on career development in Mozambican HE. Informal discussions with subject experts at Eduardo Mondlane University about the engagement of English language in the academic researchers' career development revealed that focused language policies that enable effective relationships between English language and career development are non-existent. Future aspirations will therefore be focused on development of a sound language policy and framework that allows researchers attain the international HE standards and improve their careers.

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The Factors Influence the Pre-service Teachers' Learning in the Practicum

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Abstract

The practicum in teacher education is considered as the application of the theory into practice. (Zeichner, 2009). However, the disconnection between the academic learning and practicum (Alen & Wright, 2014; Kwenda et al.2017) has been a barrier for pre-service teachers' learning. My research introduces a new approach to bridge this gap by comparing an on-campus and an off-campus practicum. In the on-campus practicum, the lecturers in academic learning stage also mentor the pre-service teachers in the practicum. Sociocultural Theory (Vygotsky, 1978) and Activity Theory (Engeström, 2015) are used as the tool for data analysis. The participants, included the university leaders, lecturers, mentors and pre-service teachers of two English language faculties in Vietnam were interviewed, the pre-service teachers were observed and formal documents were analysed. The findings indicated that the systematic change in the on-campus practicum facilitates the translation between theory and practice. In addition, the long-term relationship resulted in the devotion of the mentors to their mentees. In the meanwhile, the pre-service teachers in the off-campus practicum bounced between the two separated systems and suffered more tensions.

Keywords: teacher education, practicum, pre-service teachers, learning, mentoring

Introduction

The practicum in teacher education is an essential opportunity for pre-service teachers to build their pedagogical competence as teachers in the real classroom context. As Allen and Wright (2014, p.

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137) argue, the practicum “has always been integral to teacher education programs and represents the time during which students are ideally provided opportunities to integrate theory and practice in the workplace”. Although the practicum is considered as the opportunity to apply theory (Azkiyah & Mukminin, 2017; Zeichner, 2009), critics of the practicum in teacher education point to the theory and practice divide as a current issue (Gan, 2013; Yin, 2019). The fact that universities provide theoretical knowledge and schools are responsible for the practice of the theory (Allen & Wright, 2014; Kwenda, Adendorff, & Mosito, 2017) has caused the difficulties for pre-service teachers in translating theory into practice. The hybrid space where academic knowledge and practical knowledge meet has been a suggestion for theory-practice integration (Soja & Chouinard, 1999). However, this solution can be implemented only when universities and schools have mutual benefits (Bloomfield & Nguyen, 2015), otherwise the collaboration between universities and schools is insignificant. In reality, “tensions have occurred on multiple occasions” in the hybrid space (Taylor et al., 2013, p. 9). In Vietnam, the practicum has echoed concerns on the weak partnership between universities and schools (Nguyen, 2015) and contrasting teaching approaches between them (Nguyen et al., 2015). As a result, pre-service teachers have to choose either to comply with their school mentors or to struggle with tensions (Le, 2014). There has been no research that investigates hybrid space for universities and schools to share knowledge so far.

In the attempt to bridge this gap, my research compares a traditional practicum and an innovative practicum. In the traditional practicum, the pre-service teachers were sent to local schools and they were mentored by the local schoolteachers. In the innovative on-campus practicum, the pre-service teachers practiced teaching within campus and were mentored by the university lecturers who had been responsible for their academic courses. All the pre-service teachers were final-year- students of the four-year degree program in English language teacher education in two universities of Vietnam.

Theoretical Framework

Drawing on Sociocultural Theory (Vygotsky, 1978) and Activity Theory (Engeström, 2015), my research examines the pre-service teachers' cognitive process of learning to teach as well as the factors that might influence the pre-service teachers' learning in the practicums. The factors that might impact their learning include the sociocultural context of the local schools where the practicum is organized, and the socio-historical context of their academic learning at the university. The three main concepts employed are Zone of Proximal Development (Sociocultural Theory), Boundary Crossing, and Contradiction (Activity Theory). These concepts are used as analytical tools to interpret pre-service teachers' learning and interactions between the universities and the local schools, as well as between the mentors and the mentees.

Methodology

This qualitative research employs a case study design. There were thirty-seven participants, including two university leaders, two faculty leaders, eight lecturers, twenty-two pre-service teachers and three local school mentors. The leading university in teacher education organized the practicum off campus, where the pre-service teachers taught the learners of Year 10 and Year 11. Meanwhile, the merging university organized the practicum on campus, where the pre-service teachers taught first year students who did not major in English language. This means the pre-service teachers in the on-campus practicum were situated in their mentors' General English classes to teach their mentors' students. Although the textbooks used in two practicums were different, the pre-service teachers in both practicums mainly taught learners at the pre-intermediate level. Semi-structured interviews with all participants and observations with twenty-two pre-service teachers were conducted. The interview and observation data were then triangulated with the official documents of two university websites to unpack the pre-service teachers' learning as well as the factors that influence their learning. The triangulation of data collection and data analysis ensured the cross-verification that enhances the credibility of the data.

Findings

The findings indicate that the different mechanisms of off-campus and on-campus practicum impacted the pre-service teachers' learning.

Firstly, concerning the integration between academic learning stage and the practicum, the pre-service teachers of the off-campus practicum bounced between two separated organizations of the university and the local school. The socio-historical differences resulted in the hindrances to the movement from university system to the local school system, which impacted the translation between theory and practice. On the contrary, the findings in the on-campus practicum showed the systematic integration between two stages of teacher education. When the university lecturers took the role of mentors, they became the connectors between the two-direction movements of theory and practice. Besides supporting the pre-service teachers in the light of theory, the university lecturers also saw the gap between two stages when observing the pre-service teachers' teaching, which is beneficial for the curriculum revision and lecture adaptation. The faculty leaders were responsible for supervising the integration of the mentoring system and the learning-to-teach system to ensure the entire system works well.

Secondly, the relationship between mentors and mentees also influenced the mentoring and the learning-to-teach. In the traditional off-campus practicum, despite the fact that the mentors were experienced as the practitioners, the pre-service teachers' learning was not the mentors' priority. The inexperience of the pre-service teachers caused tension as it negatively impacted the local school learners. Moreover, with the fixed mindset in the boundaries of the local schools, the local school mentors did not encourage the ideas, which were unfamiliar with the established rules. This prevented the professional development of the pre-service teachers. On the contrary, the long-term relationship between mentors and mentees in the on-campus practicum for three and a half years resulted in the

care and devotion of the mentors to the mentees. Being empowered by their mentors, the pre-service teachers had more opportunities to put their new ideas into practice.

Significance

The research contributes knowledge to the organizational learning and innovation to bridge the gap between theory and practice. As a result, it enhances the quality of the practicum in teacher education. Although the research was conducted in the context of English language teacher education in Vietnam, the contrasting features of the off-campus and on-campus practicum addresses the issues of teacher education not only in Asian countries but across the world as well. It is significant as it suggests a new pathway to cross the boundaries between two stages of teacher education.

Author Note

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A Comparative Analysis of Academic Freedom within Higher Education Institutions (HEIs) in India and the USA

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Abstract

Despite having one of the largest and fastest-growing post-secondary sectors in the world, there has been increasing protest against the lack of academic freedom within HEIs in India in the past decade. This research study carries out a comparative analysis of academic freedom within HEIs in India and the U.S., with a specific focus on how the notion is formulated within key policy documents and the provisions to safeguard it. Preliminary data from the systematic review revealed that while policy documents within both the countries frame the notion along similar lines, various sections within the Indian Penal Code are used to criminalize useful dissent and freedom of expression within HEIs. The study recommends that in order to safeguard academic freedom in India, certain specific sections within the Indian Penal Code (Section 124A, Section-153A, Section-292, Section-295A) should be either repealed or reformulated so that they are not amenable to misuse by the government.

Keywords: India, USA, academic freedom, higher education institutions (HEIs), legislation

Introduction

Academic freedom, which primarily refers to the freedom to teach and conduct research, learning freedom, the right of academic self-governance, institutional autonomy, and campus integrity (Karran, 2009, p. 267; Spannagel et al., 2020, p. 5), is a “pre-condition for academic excellence” (Manan quoted in Karran, 2009, p. 276). And while the tradition of academic debate and dissent in India dates

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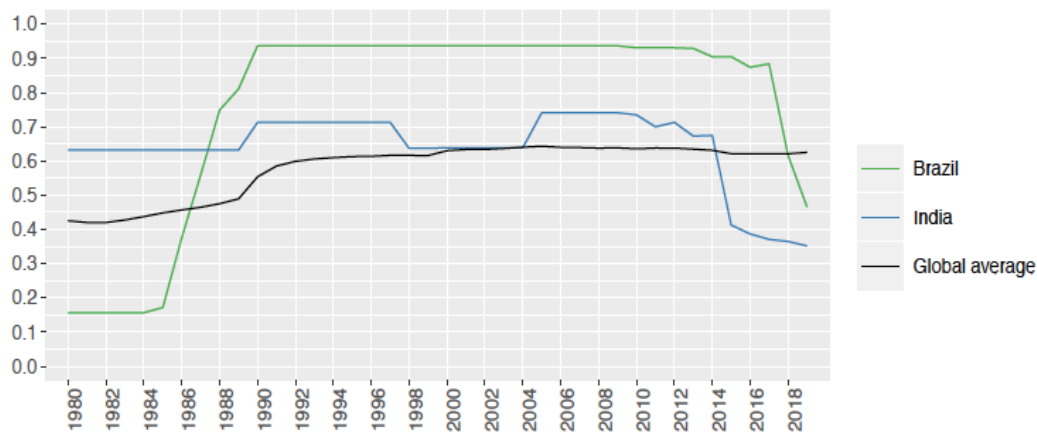
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back to the Nalanda University in the 5th century B.C. (Sundar, 2017, p.48), there has been growing protest against the lack of academic freedom (as shown in figure-1) within the country in the past decade (Tierney & Sabharwal, 2016a, p.15).

Figure 1

Trends in Academic Freedom in select countries based on an “Academic Freedom Index” (Spannagel et al., 2020, p. 16)



With one of the world’s largest and fastest-growing post-secondary sector (MHRD, 2016; Tierney & Sabharwal, 2016b; Ravi et al, 2019, p.8), the significant decline within academic freedom within HEIs in India is disturbing because of the umbilical relationship between academic freedom and academic excellence (Karran, 2009; Prakash, 2011; Sundar, 2017). The research study thus seeks to carry out a comparative analysis of academic freedom between HEIs in India and the U.S., with a specific focus on how the notion is defined and formulated within both the countries along with the provisions (constitutional or otherwise) that exist to safeguard it. This is a qualitative study that makes use of a systematic review of relevant literature in both countries.

Why India and the U.S?

The U.S has been chosen because it is home to some of the best universities in the world, with seven out of the top ten global universities and sixty out of the top two hundred global universities in

the U.S. (Times Higher Education Rankings-2020). Academic freedom, patience, and a general climate of permissiveness within HEIs in the U.S. have long been seen as some of the reasons behind the success of its universities (Bardi, 2017). And while it is true that international rankings tend to operate within an Anglo/Eurocentric framework, there is growing consensus among academics that the increased frequency of instances of academic censorship in India over the past decade has harmed educational quality within HEIs (Ganguly, 2007; Tierney & Sabharwal, 2016a). In such a context, a comparison with how the notion is defined and safeguarded in the U.S. can help scholars and policy-makers in India identify useful interventions to better safeguard it.

It is important to state here that the study does not in any way suggest that the U.S. model of “academic freedom” be treated as the “de-facto” model to be emulated wholesale by India. However, it does rest on the belief that the colonial history of India and the differing socio-cultural-political landscape need not preclude the possibility of learning from successful practices abroad, more so in the current era of the transnational flow of students and faculty, where constant attacks on academic freedom in countries like India and Pakistan place its students at a disadvantage when compared to their peers globally.

Research Questions and Methodology

The main research questions guiding the study are as follows:

1. How is the notion of “academic freedom” defined and formulated in India and the U.S.?
2. What provisions exist within each country at present to safeguard academic freedom within HEI’s?

I made use of large databases, including JSTOR, USM library, and Google scholar, to carry out a systematic review of relevant literature on the formulation and safeguarding of the notion of academic freedom within the U.S. and India. Search criteria included various combinations of the words academic freedom, academic autonomy, policy, provisions, safeguard, academic rights, academic infringement, censorship, India, US, and HEIs. In the end, twenty-three academic articles, fourteen newspaper articles,

one U.S. policy document (*Declaration of Academic Freedom and Tenure-1915*), and three Indian policy documents (*The University Education Commission Report-1949*, *The National Education Commission Report-1966*, and *The Yashpal Committee Report on Higher Education-2009*) were part of the final systematic review.

Findings from the Systematic Review

The first U.S. *Declaration of Academic Freedom and Tenure* in 1915 recognized the importance of the “German” concepts of *Lehrfreiheit* (freedom to teach) and *Lernfreiheit* (freedom to learn) and extended their scope within the context of HEIs in the U.S. by placing an equal emphasis on “extramural utterance and action” by professors outside the university (“AAUP’s 1915 Declaration”, p.292). It stated that the freedom of speech outside the university should not be questioned and considered it completely inadmissible that decisions about the violation of academic freedom be taken by bodies composed of people outside the academia.

While India does not have an overarching statement on academic freedom, all the three key HEI policy documents identified in the literature review recognized the importance of academic freedom and dissent for academic excellence. *The University Education Commission report-1949* clearly states the need to “resist the trend towards government domination of education process” and urges for state-aid to not be confused with “state control over academic policies and practices” (Radhakrishnan, 1962, p.42). All the three reports emphasize the need for teachers to have the freedom to teach the subject matter of their choice, speak and write about significant national and international issues (no matter how controversial), and view any attack on free speech and dissent within universities as distorting the idea of what a university stands for (Kothari, 1970; Radhakrishnan, 1962; Yashpal Committee Report, 2009).

While key policy documents in both countries tend to formulate academic freedom in similar terms, the U.S. and India differ remarkably in terms of the constitutional and legislative provisions for

safeguarding academic freedom. The freedom of speech in the U.S. has been “a jealously guarded constitutional right ever since the ratification of the first amendment” in 1791 (Frary, 2015, p.21) and the *Declaration of Academic Freedom-1915* aimed at securing an even greater degree of legal protection to academics by tying their rights to academic freedom to the constitution instead of the institution (Gibbs, 2016, p.177). In the case of India, the constitutional right to freedom of speech and expression granted via Article nineteen is not an absolute law. The government is allowed to limit freedom of expression when it is seen as clashing with the sovereignty and integrity of the country (Kamdar, 2018). Also, the Indian penal code criminalizes obscenity (Section 292), acts intended to outrage religious feelings (Section 295A), and speech that promotes enmity between religions (Section 153A). These sections tend to form the “backbone of India’s current apparatus of censorship” (Acharya, 2016, p.158).

How India defines “sedition” also differs from other democratic countries such as the U.S. In the U.S., for the government to successfully convict a person for sedition, it needs to prove that the accused “conspired” to use force. On the other hand, Section 124A of the Indian penal code considers words (spoken, written, signs) that bring or attempt to bring “hatred or contempt” towards the government (“Section 124A: The Most Anti-National Thing”, 2019) as sedition. Section 124A was invoked by the ruling BJP party to arrest student leader Kanhaiya Kumar in 2016, as well as to file a complaint against Amnesty International in 2019 (“JNU Sedition Case,” 2019; “Sedition Case Against Amnesty,” 2019).

Recommendations and Future Directions

A plethora of activities that are critical to foster an atmosphere of critical discussion and debate within HEIs can outrage religious feelings and/or attempt to bring hatred towards the government, thus running the risk of criminalization under the Indian penal code. The vagueness of the law makes possible criminalization of useful dissent, critical thinking, and/or calls for accountability from the ruling party within Indian HEIs. In the absence of robust legislative measures to safeguard academic freedom in India, any attempt to emphasize its importance within policy documents serves little purpose. In the

next stage, I plan to extend the scope of the comparative study by analyzing how the conception of academic freedom and the provisions to safeguard it evolved in both the U.S. and India by focusing on a more extensive range of policy documents and academic articles.

Author Note

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**Public Funding of Higher Education and Student Access:
A Comparative Study of Two Public Universities in Africa**

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Abstract

This study explores the question of how two public universities in Africa seek to improve student access, given the decline in public funding. Using resource dependence theory as a guide, qualitative approach via semi-structured interviews and documentary analysis are used to gather data to explore the study's objective. To examine the reduction in public funding and student access, this study first examines the changes in public funding and student access at the University of the Western Cape and the University of Ghana from 2007 to 2016. This is followed by an analysis of factors that influence the changes in public funding, and their implications for student access at the two universities. The last to be explored is the actual strategies that the University of the Western Cape and the University of Ghana have employed to improve student access in the face of cutback in public funding.

Keywords: public funding, higher education, comparative, strategies, Africa

Introduction

Historically, higher education institutions have been receiving financial support from national governments to provide access for students, which is seen as critical for sustained economic growth (Mitchell, Leachman, & Masterson, 2016). In developed countries such as the United Kingdom, it has been reported that, the expenditure on education out of total government expenditure is 13.88% of which, on higher education is 22.82% (Times Higher Education, 2019a). Furthermore, in South Africa, the

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government allocation to higher education as a percentage of GDP is 0.75% (University of the Witwatersrand, 2016).

This notwithstanding, public funding to higher education has been challenged by the rising cost of higher education (World Bank, 2017a). Consequently, funds allocated to higher education by governments, globally, have declined in real terms, which tends to slow down higher education access (Mitchell, Leachman, & Masterson, 2016). South Africa and Ghana are no exceptions. In light of the above, this study explores how the University of the Western Cape in South Africa and the University of Ghana in Ghana improve student access in the face of limited public funding.

Since the study focuses on the public funding and student access in two countries, cases from the two countries were selected. There are nine public universities in Ghana and twenty-six public universities in South Africa. Choosing all the universities is impossible because of the time limit. In this sense, I restricted the study to the two public universities, namely the University of the Western Cape (UWC) in South Africa and the University of Ghana (UG) in Ghana.

The choice of the chosen cases was guided by sound theoretical arguments. State subsidies for both universities fall short of their budget. For instance, the state subsidy contributes 43% to the University of Ghana's budget (University of Ghana, 2017b), while at the University of the Western Cape, the state subsidy represents 48% of the university's budget (University of the Western Cape, 2018). Both UWC and UG show similar patterns in terms of student enrolment growth. Student enrolment increased from 2007 to 2016 with an aggregate rate of 40% at UWC and 33% at UG (National Council for Tertiary Education, 2018; HEMIS database, 2006-2016).

Research Questions

Arising out of the main question already mentioned above are the following research questions:

1. What was the nature of the changes in public funding and student access at the University of the Western Cape and the University of Ghana from 2007 to 2016?

2. What factors influence the changes in public funding, and what are their implications for student access at the University of the Western Cape and the University of Ghana?
3. What are the strategic responses towards influencing changes in student access by the University of the Western Cape and the University of Ghana in the face of the limited public funding?

Literature Review

At the beginning of the 21st century, the importance of university education caught global attention due to its role in training workforce for national economies (Malechwanzi, Shen, & Mbeke, 2016). It is for the importance of university education that globally, higher education accessibility has risen. For example, higher education enrolment in the world was 32.6 million in 1970 to 198.6 million in 2013, for Africa, higher education enrolment grew from 0.74 million to 12.2 million, Asia 7.3 million to 108.2 million, and South America 1.2 million to 18.0 million, while for Europe it was from 13.3 million to 31.5 million and North America 9.8 million to 27.0 million (Zezeza, 2016).

However, higher education faces perpetual challenges, including the expansion of equitable access (World Bank Group, 2017). Even when governments acknowledge the challenges, most governments lack the financial strength to address them (World Bank Group, 2017).

Research Methodology

The study utilizes cross-national comparative study design to obtain an in-depth description of each case (Yin, 2018) of how two public universities in Africa improve student access in the face of limited public funding. The study employs interviews, and document review to obtain data. Twenty-two university leaders and government officials are earmarked to take part in this project. I have considered this number because of the objectives of the study, available time and resources (Creswell & Creswell, 2017). These participants were selected based on their knowledge about funding and student access. I will also use a document analysis. Documents that will be analyzed in this study include annual reports,

memoranda from meetings, financial statements, mission statements, admission brochure, graduation brochure and strategic plans to augment and corroborate interview data.

Contribution

The problem with the term “comparison” is that it is mainly used as a flag of convenience, intended to attract international interest and money and the result is a “soft comparison” lacking any solid methodological grounds (Wendt, 2020). This study contributes to comparative higher education by showing that while universities have things in common, there are also differences. This might suggest the need to do more in-depth comparative research.

The main takeaway of this research will be that higher education funding and student access are getting attention in Ghana and South Africa. This thesis will contribute to the formulation and implementation of new policies or improvement of the existing ones. It will serve as a resource to policymakers, higher education researchers, and practitioners when they want to know the opinions and perspectives of academics and government officials about higher education funding and student access.

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Author Note

Fredua Kwasi-Agyeman (author) is a Ph.D. student in Higher Education at the University of the Western Cape, South Africa. His primary research interest is Higher Education Funding. His research is being supported by a competitive grant from the Carnegie Corporation of New York. Born and raised in Ghana, Fredua Kwasi-Agyeman obtained a bachelor’s degree in Political Science from the University of Ghana, a Master of Philosophy in Higher Education from the University of Oslo in Norway.

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**Institutional Responses to Environmental Pressures:
Confucius Institute Closures in the United States**

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Abstract

In 2004 China began establishing Confucius Institutes at universities around the world with the aim of promoting Chinese language and culture. At their peak, more than 100 operated at universities in the United States. Questions surrounding Confucius Institutes have existed since they first began to proliferate, and in 2018 the federal government responded to those concerns with policy changes tied to federal funding to encourage the closure of Confucius Institutes in the United States. This paper uses critical discourse analysis to examine how the language of university press releases relays the ideological and power dimensions involved in the decision to close a campus Confucius Institute in the United States and how the language used in university issued press releases reflects the broader discourse surrounding Confucius Institutes and U.S.-Sino relations.

Keywords: Confucius Institutes, higher education, critical discourse analysis, power, resource dependence theory

Introduction

In 2004 China began establishing Confucius Institutes (CIs) at universities around the world. By 2011, China had established more than 400 CIs to help shape its image abroad, including 70 in the US. Because they are funded in part by the Chinese government, overseen by the Office of Chinese Language Council International (Hanban), and staffed by faculty from Chinese universities, concerns

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surrounding academic freedom, intellectual property theft, and pro-Chinese propaganda have been voiced by CI critics. Mounting political pressure and rising tensions between the US and China in recent years has led to the closure of CIs housed on university campuses across the US.

Previous research on CIs focuses on the motivations of the Chinese government, messaging surrounding CIs, the institutes in various global contexts, and curriculum and programming offered. This study seeks to examine how the language of university press releases relays the ideological and power dimensions involved in the decision to close a CI in the US following national government policy intervention. As concerns around foreign influence in higher education grow globally, national policy decisions based on those concerns will shape how universities around the globe are forced to respond. Already, Sweden has taken the steps to close all of the CIs within its borders, and pressure is mounting for other countries to follow suit (Myklebust, 2020).

Contributions

This research contributes to the field of comparative and international higher education by beginning to explore how the global political landscape and resulting national policy decisions can have a direct effect on global partnerships within higher education.

Background and Context

The first CI in the US opened at the University of Maryland in 2004. Since then, CIs have opened at campuses across the US with most states housing at least one. In their early years, CIs were inconspicuous. Using staff from partner universities in China and funding from Hanban, they provide universities and surrounding communities with access to Chinese language instruction to meet increasing demand for Chinese language skills at a cost lower than a full academic department.

Early concerns surrounding CIs were related to academic freedom and came from faculty (Redden, 2012). In 2014, the AAUP issued a report naming their concerns about CIs (American Association of University Professors, 2014). The pressure to close CIs has continued consistently since,

growing to include stakeholders both in and outside of academia (Evans, 2020; Pence, 2018; Redden, 2018). In August 2018, the National Defense Authorization Act (NDAA) was passed and included a directive that restricts the use of certain Department of Defense funds at institutions hosting CIs. Since the passage of NDAA, many CIs have closed—most at universities not receiving any Department of Defense funds.

Literature Review

Though CIs are relatively new, China is not the first country to launch language and culture institutes in foreign countries. European nations have been establishing similar institutes since the late-1800s (Cai, 2019). The research on these institutes comes primarily from political science and uses soft power as the theoretical framework. Soft power—a term coined by Joseph Nye (1990)—is related to a nation’s ability to control the actions of others without force or coercion. While soft power can be understood in relation to environmental forces and their role in institutional decision making in higher education, it is more relevant to the understanding of countries’ motivations in the formation and dispersal of CIs and similar institutes than institutions’ decision to shutter them (Cai, 2019; Cichosz & Zhang, 2014; Hartig, 2012; Lien & Oh, 2014; Wilkins & Huisman, 2012). Wu and Zha (2018) proposed a new typology for analyzing the diffusion of innovations in higher education internationalization. In their typology, they categorize cross-national interactions between systems as inward-oriented and outward-oriented. Like soft power, this typology is useful for understanding China’s motivations for the establishment of and other countries’ motivations for adoption of CIs is not an ideal fit for this study. While existing literature extensively covers the motivations of the Chinese government, messaging surrounding CIs, the institutes in various global contexts, curriculum and programming offered, and motivations for housing a CI, a gap remains in understanding the closure of these once-popular organizational fixtures.

Because of the resources at stake and the power dynamics at play in the decision to shutter CIs, resource dependence theory (RDT) provides the most appropriate framework for this analysis. RDT posits that organizations are interdependent, and that interdependency coupled with uncertainty leads to a focus on survival. Additionally, patterns of dependence lead to power dynamics that influence organizational behavior (Pfeffer, 1987). Higher education institutions are dependent on national governments for funding, and the uncertainty caused by the passage of legislation tied to funds leads to uncertainty that causes institutions to act.

Data and Methodology

The data for this study is comprised of university-issued press releases related to the closure of their respective CI. University issued press releases were chosen because press releases are meant to be understood as coming from the institution. Press releases are publicly available, widely used, and have a distinct form and function. The press releases in this study are those from the University of Chicago, North Carolina State University, and the University of Oregon.

This study employs Fairclough's (2015) approach to critical discourse analysis to analyze the press releases issued by universities in relation to their decision to shutter their CI. Fairclough outlines a ten-question process for describing the text being analyzed followed by interpretation and explanation. The questions in the process focus on vocabulary, grammar, and textual structures. This study follows that process.

Initial Findings

Despite broader discourse involving discussions surrounding academic freedom, free speech, and China's growing economic power and rising star in global politics as well as letters from both the American Association of University Professors and University of Chicago faculty, both the University of Chicago and North Carolina State seem to go out of their way to avoid mentioning any of those concerns as if there is a fear of repercussions for stating the real reasons for the closure decision.

In contrast, the language of the University of Oregon's press release related to the closure of its Confucius Institute relates ideological and power dimensions involved in the decision. The United States federal government, through legislative action and access to federal dollars, chose to exert its power over institutions of higher education in their relationships with China, a nation on increasingly unfriendly terms with other global powers.

Author Note

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Liberal Education in Nigeria: A Case Study of the General Studies Curriculum

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Abstract

Liberal education is a product of the Western academy and is today most prominent in the USA, but in recent years has been described in various national contexts where it has seldom existed before. However, the spread of liberal education has been underexplored in some regions, such as sub-Saharan Africa, and empirical research is limited on how liberal education curricula are adapted in African contexts. In this qualitative case study, I explore the global, national, and local forces that have influenced an African liberal education program—the General Studies curriculum at the University of Nigeria Nsukka—over time. Analysis of primary and secondary textual sources indicates that at the global level the legacies of colonialism, dynamics of globalization, and agency of transnational partners and actors have influenced the character and evolution of General Studies in Nigeria since its inception.

Keywords: liberal education, general studies, curriculum, Africa, Nigeria

Introduction

Liberal education (LE), a model of collegiate learning that provides disciplinary breadth alongside undergraduates' primary fields of study (AAC&U, n.d.), is widely regarded as a product of the Western academy and remains most prominent in the USA (Godwin, 2013; Godwin & Altbach, 2016). However, in recent years scholars have noted the appearance of LE in diverse education systems around the world where more specialized curricula long dominated (Godwin, 2013; Marber & Araya, 2017; Peterson, 2012). This nascent body of scholarship, while exciting in its novelty, over-emphasizes LE in developed

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regions, such as East Asia (Godwin & Pickus, 2018; Lewis & Rupp, 2015) and Europe (Sklad et al., 2016; Wende; 2011), while underexploring curricula in developing and post-colonial contexts like sub-Saharan Africa. While LE curricula in North Africa have been addressed by researchers in tandem with programs in the Middle East (Al-Hendawi et al., 2019; Godwin, 2013), the literature on LE in sub-Saharan Africa is sparse and focused on individual programs and institutions in only a few countries such as Ghana (Grant, 2016) and South Africa (Cross & Adam, 2012). Thus, little remains known empirically about how LE has adapted to sub-Saharan African contexts.

In order to fill this gap in research, this study seeks to elucidate the forces that shaped a unique model of LE shared by all Nigerian universities—the General Studies (GS) curriculum (Nwosu, 2017)—as delivered at the university where it was first developed, the University of Nigeria, Nsukka (UNN). Empirically exploring GS' embeddedness in global, national, and local influences and tensions represents an underdeveloped but promising avenue for understanding African LE in context. Importantly, this research is intended to provide an amendment to the dearth of attention heretofore paid to sub-Saharan Africa in the global LE literature. GS is uniquely well positioned to serve as an exemplar of the underexplored impacts and manifestations of LE in Africa as it has existed and adapted for more than half a century at UNN (Nwosu, 2017a) and in the decades since has defused across Nigeria's entire national system of higher education (Ogbeide, 2018).

Theoretical Framework

This research is concerned with the imbricated and disjunctive spatial and cultural dimensions—from the global to the local—of the worldwide LE phenomenon, as manifested at UNN. Consequently, I adapt Marginson and Rhoades (2002) "Glonacal" Perspective on change in higher education (HE) in a globalizing world. Glonacality—shorthand for global, national, and local—stresses that practices and frameworks, including curricula, employed by HE institutions are regulated by forces that arise and interact simultaneously at each of these "three intersecting planes of existence" (p. 282). Therefore, I

conceptualize GS as situated at the nexus of global, national, and local forces that must be clarified to contextualize the curriculum's unique approach to LE in Nigeria. Through this theoretical lens, I address the following research question: What are the forces (global, national, and local) that have influenced GS at UNN overtime?

Research Design

I chose a qualitative case study for my research design because my project is concerned with the particularities of a specific entity—GS at UNN—and its overlapping and blurred contextual conditions (Yin, 2011). This case study draws upon three triangulated data sources to strengthen the rigor of this qualitative inquiry (Creswell & Miller, 2000). First, I analyzed primary textual sources (university course catalogs, student handbooks, and curricular artifacts such as inventories of seminar topics and teaching materials) that describe various iterations of the GS curriculum over time. Second, I analyzed secondary written sources documenting the history of GS, including manuscripts (Nwosu, 2017a; Pettit, 1969), past graduate student research (Ezeocha, 1977), book chapters (Okonkwo, 1986), and conference proceedings (Nwosu, 2017b; Oluikpe, 1984, 1987). Third, I am in the process of conducting semi-structured qualitative interviews with GS faculty at UNN to put my findings in the practical context of contemporary curricular work in Nigeria. Archival research conducted on-site at both UNN and Michigan State University (MSU) in 2019 yielded the primary and secondary texts that I analyzed through a process of “pattern-matching” to organize findings from the data according to the global-national-local scheme of the glonacal perspective (Yin, 2011, p. 16). Follow-up interviews are planned for Fall 2020 in order to allow faculty, as subject-matter experts and “curricular change agents” (Hill, 2019, p. 13), to “member check” (Creswell & Miller, 2000) my preliminary findings and offer fresh insights on the curriculum as they experience it. Due to constraints on travel from COVID-19, these collaborative conversations are being conducted remotely through online platforms.

Preliminary Findings

In this 'Research-in-Progress' report, I focus on forces that articulate at the global level of my theoretical framework. While space is limited here, it should be noted that these global forces overlap and interact with forces at the national (Nigerian) and local (institutional) levels in ways unique to UNN's context, and have manifested in GS in different ways over the six decades since the curriculum's establishment in 1961. Textual analysis of primary and secondary sources indicates three global forces that influenced GS since its establishment at UNN in 1961—colonialism, globalization, and transnational mobility and partnerships. The analytical and practical power of these global-level findings lies not merely in their identification—perhaps not acutely revelatory in the era of globalization—but in situating them in UNN's unique national, institutional, and historical context to highlight how LE has been adapted in an African curriculum in practice.

Colonialism

Colonialism, or “the establishment by more developed countries of formal political authority over [less developed] areas” (Scott, 2014, p. 97) was imposed over Nigeria by the British Empire from the 19th through the mid-20th centuries (Central Intelligence Agency, 2018). This century-long period of foreign subjugation provided the original impetus for founding both a new university in Nigeria (UNN) as well as introducing a LE curriculum (GS). The British Empire had imposed a vocationally-oriented and highly specialized model of tertiary curricula in its West African colonies (Lilford, 2012; Osunde, 1985). It was dissatisfaction with specialized, colonial education among UNN's founding generation that instigated the adoption and adaptation of LE, that would subsequently diffuse to other Nigerian universities in the form of GS (Ezeocha, 1977).

Globalization

Since Nigeria's national independence, the forces of globalization, stemming from ever greater political, economic, technological, and cultural global interconnectedness (Altbach & Knight, 2007), have had an ongoing influence on GS at UNN. Responses to globalization include innovating and adapting

transnational education models (i.e. LE), disciplines, content areas, and modes of teaching and learning (Nwosu, 2017a). In the globalized HE sector, UNN, along with its School of General Studies (SGS), strives to position itself as a globally competitive institution (University of Nigeria Nsukka, 2019).

Transnational Mobility & Partnerships

Mobility of individuals across national borders and systems of HE and collaborations with foreign organizations have long impacted GS at UNN. The experiences of UNN's principal founder, Dr. Nnamdi Azikiwe, as a student in the United States helped to inspire him to found UNN and to experiment with LE (Poloma & Szelenyi, 2019; University of Nigeria Nsukka, 2012). Later in the 1960s, collaborations with foreign advisors (from America and Europe) and partnerships with foreign institutions (including MSU) shaped the early form of GS (Ezeocha, 1977; Pettit, 1969). Today, most of the SGS' faculty are Nigerians educated in Nigeria, but international collaborations continue to influence GS (University of Nigeria, 2012, 2019).

Contributions to the Field of Comparative and International Higher Education

In addition to significantly underscoring the underexplored context of sub-Saharan Africa, my research also challenges assumptions of the extant literature on global LE. The consensus among scholars focused on LE in other non-USA contexts has heretofore been that "liberal education's development remains a phenomenon occurring on the periphery of—without a great deal of influence on—mainstream... higher education" in most countries (Godwin, 2013, p. 233). This is not the case with GS, which has achieved ubiquity within "mainstream" HE in Nigeria since its inception at UNN in 1961 (Nweke & Nwoye, 2016). As a national curriculum, Nigeria's GS challenges the overt American-centrism present in the LE literature that assumes the USA is LE's natural "home" (Godwin, 2015, p. 227).

Second, this research also makes an important theoretical contribution in its application of the "glonacal" perspective (Marginson & Rhoades, 2002). Previous studies that have employed the concept of "glonacality" have primarily examined matters of administration, policy, and leader decision-making

in HE (Cantwell & Maldonado-Maldonado, 2009; Marginson & Sawir, 2005). By focusing on curricular issues and transformations instead, my project extends the utility of the glonacality in a way that is replicable by other education researchers working on curricula in different international contexts.

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Global Studies Certificates As An Instrument for Building Capacity for Community College Internationalization

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Abstract

Community college campus internationalization is only represented in a small portion of the institutions in the U.S. Global Studies Certificates (GSC) are in an even smaller proportion of community colleges, but offers a credentialed program for curricular and co-curricular activities to be used to work with campus internationalization. This pilot study looks at 23 community colleges with established GSC programs. Building capacity for campus internationalization cannot be just a tiny effort, it must be a comprehensive effort involving administration, faculty, staff and students. Utilizing Raby's (2012) International Education model and Schultz's (1960) Human Capital Theory in education, GSC's will be examined to determine the effectiveness to establish pathways for integration of campus internationalization into the mission, outcomes, and culture of the campuses examined.

Keywords: internationalization, Global Studies Certificates, workforce international, international education, community colleges internationalization

Introduction

The literature on U.S. community college internationalization is slim in the areas of Global Studies Certificates. Rodriguez (2016) defines Global Studies Certificates (GSC) as a "distinction program that combines an internationalized curriculum with experiential learning, career development, and student-centered projects" (p. 283). The Commission on the Abraham Lincoln Fellowship Program

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(2005) established that “business leaders recognize that they must be able to draw on people with global skills if their corporations are to succeed” (Commission, p. vi). Nafsa Worldview (2018) reiterated that “without a globally competent workforce those businesses risk being unable to adapt to new markets and new demands” (p. 1). To assist 21st-century U.S. community college students in gaining much needed global competencies, GSCs offer an adequate structure to build skills and augment campus internationalization efforts.

Significance of Study

The purpose of this pilot study is to engage faculty, staff, and administrators who work with U.S. community college Global Studies Certificates to determine the level of effectiveness in building capacity for campus internationalization. Knight (2003) defined internationalization as “the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education” (p. 2). GSCs can be an educational instrument to help with capacity building of community college internationalization through the curriculum integration. There is need to find effective tools for providing these opportunities to elevate the access for study abroad, cross-cultural training, and global engagement. Copeland, McCrink, and Starratt (2017) state that “internationalization processes were initially characterized as a component of student success ... internationalization instead serves as a mechanism to student success. ...internationalization is a set of methods by which to advance student success” (p. 366). A GSC provides a credential that can be earned to demonstrate training and exposure to global competencies, which potentially advances the goal of employability. Altbach and Knight (2007) concluded a series of relevant factors as “IT; the knowledge economy; increased mobility for students, faculty, programs, and providers; and an integrated world economy propel internationalization” (p. 303).

This study will gauge Global Studies Certificates effectiveness as an instrument for internationalization. The following questions will be addressed: How are the Global Studies Certificates

perceived by the administration and faculty? Are they effectively immersed in the college curricular and co-curricular structure to impact campus internationalization? Do these certificate programs increase faculty interest in globalizing their courses? Do the faculty and staff educate their students on the opportunities for co-curricular activities which support the program? Do the faculty and staff encourage students to participate in study abroad?

Methodology and Theoretical Framework

Utilizing Human Capital Theory as defined by Schultz (1960) and the lens of Raby's (2012) international education modeling to examine the future of internationalization, this pilot seeks to discover the effectiveness of Global Studies Certificates as an instrument for community college internationalization. Raby (2012) looked at redefining change in international education through themes of Rationale (Political, Academic, and Economic), Integration (Curricular, Requirements, Outcomes), and Institutional Culture (Leadership, Mission, Learning). This will be tied to Schultz's *Capital Formation by Education* (1960) to Human Capital Theory focusing on the investment of education in building culture and economic capital in individuals (p. 572).

Global Studies Certificate can be used as an educational instrument for integrating soft-skills, global competencies, and leadership development. With the needs of a growing workforce for a global market and the increasing development of Foreign Direct Investment (FDI) in the United States, it is critical that students receive accessible training to prepare for the needs of employers (Thompson, 2019, p. 4). This increases their marketability, which advances the U.S. community college missions of mobility and accessibility. The establishment of global competencies allows students to engage in diverse workforce environments and provides a complimentary credential through their educational programs, while simultaneously incentivizing institutionalization. Semi-structured interviews and a questionnaire will be given to participating administrators and faculty at selected community colleges that already use a GSC. Using a comparative case study design including several community colleges that have

successfully established GSC certificates, this study will offer an examination of the impact of these programs on faculty, staff, and student engagement for campus internationalization.

Data Collection and Analysis

Twenty-three community colleges that have Global Studies Certificates have been identified, of which key faculty and staff will be recruited for qualitative interviews. Using comparative case studies, semi-structured interviews will be held to evaluate their perceptions of the impact of Global Studies Certificates at their institutions. Raby's (2012) international education model will be used to identify themes within the coding, and this will be examined with Schultz's (1960) HCT to determine the capacity building potential for students. Currently, IRB approval for this pilot study is still under review; therefore, full data collection and analysis are pending. Using triangulation and member checking with the participants to validate the data is planned.

Conclusion

It is difficult to find new and effective ways to internationalize college campuses. Global Studies Certificates offer an instrument which could, if effectively integrated into a campus structure, offer an excellent tool for campus internationalization. Components of Global Studies Certificates can include Study Abroad, service-learning, internationalized curriculum, and co-curricular activities. In examination of the twenty-three colleges examined, two overall models emerged of *credit only* (to earn the certificate the students completed between 12-28 credit hours of coursework) or *mixed curriculum* (requires a combination of credits, co-curricular participation, and a capstone project).

This investigation of the GSCs can open new avenues of research and programming not yet considered by community colleges for campus internationalization. Global competency is a necessary educational skill for participation in a global workforce in the 21st century. The GSC is a potentially enhancing curricular and co-curricular tool for 2-year colleges worldwide to deliver this skill to their students.

Author Note

Stacey Fraser Thompson – 25-year veteran as an international educator in immigration, advising, community outreach, and study abroad. Since 2014, she has been working in the community college setting and towards campus internationalization. She is currently working on her Ph.D. in Educational Studies for Diverse Populations.

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Pharmacy Education in Emerging Health Care Systems: Clinical Training in the United Arab Emirates

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Abstract

Fundamental global shifts in the professional scope of pharmacy practice have altered the pharmacists' role from "drug-centered" to "patient-centered". This shift has important implications for how pharmacy education is provided around the world, and has necessitated a significant increase in clinical training (CT). Canada and the United States have both added emphasis on CT in their pharmacy education programs, and their CT models have become a global model of good practice for educating future pharmacists. I want to answer important implementation-related questions: How have new pharmacists' clinical training policies been implemented in the UAE? What are the major challenges, barriers to effective implementation? I will examine the UAE as a case study of policy borrowing, and will draw on the concept of decoupling, which examines the implementation and gap between policy and practice. I will use a case study approach to understand the power relations between the main actors influencing CT in the UAE.

Keywords: clinical training, policy borrowing, policy coupling

Introduction

Fundamental global shifts in the professional scope of pharmacy practice have altered pharmacists' role from "drug-centered" to "patient-centered" (Burns, 2008). This shift has important implications for how pharmacy education (PE) is provided around the world, and has necessitated a significant increase in clinical training (CT). Unlike academic coursework, CT for pharmacy students

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entails interactions with patients and health care professionals in a variety of real-world settings including community pharmacies and patient-care departments in hospitals (CPA, 2011).

In response, Canada and the United States have both added emphasis on CT in their PE programs, and their CT models have become a global model of good practice for educating future pharmacists (CCAPP, 2014). In fact, many countries are looking to adopt their accreditation standards and best practices, including those in the Middle East and Africa. For example, both the United Arab Emirates (UAE) and Qatar have looked to the Canadian accreditation committees to secure accreditation for their PE programs (Alkhateeb, 2018, Wilby, et al., 2019). This marks a big shift for both countries since they have traditionally adopted the United Kingdom model for PE (Sadek et al., 2016). Moreover, cultural shift in understandings of the profession that occurred in North America has not occurred to the same extent in the Middle East - pharmacist's role within the country remains largely restricted to dispensing medication with limited patient interaction (Kheir et al., 2008).

Implementation of the new CT model varies substantially in the UAE from the models in North America; specifically, CT programs in North America are 1760 hours long, compared to only 50-150 hours training in community and hospital pharmacies in the UAE (Jacob & Boyter, 2019). Second, CT programs in North America are necessary for accreditation of pharmacy programs (ACPE, 2006) and for pharmacy students to pass licensing examinations (NAPRA, 2019). Students are enrolled into rotations in specialized healthcare sites for a certain period of time such as ambulatory care, cardiology and emergency. To support such complex systems of training, governing bodies have established various means of communication and coordination (Frankel et al., 2014). On the other hand, CT programs in UAE's nine pharmacy schools are designed in an *ad hoc* and individualized manner (Ashames, 2019). The governing bodies have yet to elucidate the expected clinical role of a pharmacist post-graduation, and to define specific (CT) requirements.

Significance/ Contribution to Knowledge

The CT model has become a global model that is being increasingly adopted in countries around the world. However, when it is not implemented fully or effectively, it could actually cause harm, especially when pharmacists are not well trained to take on their new roles. Therefore, there is a need to understand how the process of “policy translation” is occurring, In my PhD research, I want to answer important implementation-related questions: 1- How have new pharmacists’ clinical training policies been implemented in the UAE? 2- What are the major challenges, barriers to effective implementation? This project has real implications on policy and practice, and how to educate future pharmacists around the world. This research will shed light on how professional education policy reforms are implemented in developing countries. Foreign-trained pharmacists often seek to immigrate to places like Canada for a variety of reasons but struggle to integrate due to barriers in credential recognition (Paul, et al., 2017). The findings of this research can be applied to alleviate such barriers by creating more robust training systems globally.

Literature Review

The UAE government has long recognized a deficit in the integration of clinical pharmacists within its healthcare systems (HAAD, 2011). In 2015, the UAE designated improvement of their pharmaceutical health care institutes as a national goal by advancing patient care strategies through integration of clinical pharmacy (The National, 2015). Accordingly, pharmacy colleges in the UAE were advised by governing bodies to design and apply a clinical approach to their programs (GMU, 2018). A majority of critical scholars’ publications on the UAE PE and within the MENA region focus on pharmacy practice, elaborating on the number of schools, student admissions, and pharmacy programs offered (Rayes et al., 2015). Nonetheless, Francis et al. (2013) described the initiation and development of clinical pharmacy in the curriculum for pharmacy schools, whereas, Bajis et al. (2016) noted existing gaps in PE related to competency-based curricula such as clinical sites and hours of training. Altogether,

there is a lack of studies that explore current systemic and infrastructural barriers to the success of existing CT programs in PE in the MENA region. Moreover, inefficiencies in the current training programs and discourse regarding adopting CT programs are yet unexplored.

Conceptual Framework

For my research, I will examine the UAE as a case study of policy borrowing, and will draw on the concept of decoupling, which examines the implementation and gap between policy and practice due to lack of will and capacity to implement. I am guided by the circular model of processes in policy borrowing theory put forth by Phillips and Ochs (2003), which divides policy borrowing into four main stages including cross-national attraction, decision-making, implementation, and internalization. Decoupling was described by Meyer and Rowan (1977), which argues that there is often a disconnection between government policies and efficient institutional practices when policies are implemented only to align to perceived best practices, and do not have full support from internal stakeholders.

Research Method

I will use a case study approach following Bartlett and Vavrus (2017) to understand power relations between main actors influencing CT in the UAE. First, I will conduct semi-structured interviews using purposeful sampling with UAE policymakers from various decision-making institutes involved in the generation of CT guidelines (Kvale & Brinkmann, 2009). Second, I will use explanatory qualitative analysis of policies, procedures, and accreditation requirements created by main actors to elucidate procedures and infrastructures pivotal in shaping CT guidelines for PE within the UAE. Third, I will examine policies, laws, procedures and regulations related to the pharmacy profession published by federal and emirate governments over the past twenty years. All ethical considerations particularly in relation to interviews will abide by the *Tri-Council* Ethical conduct and University of Toronto ethical committees.

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Author Note

Dr. Amad Al-Azzawi obtained a PhD in pharmacy from Baghdad University and worked as an Associate Professor in Ras Al Khaimah Medical and Health Sciences University in the United Arab Emirates. The knowledge gained over fifteen years provided him with a unique perspective in understanding the needs to design a curriculum that melds between the local applications of pharmacy practice while contextualizing it within the global landscape of the pharmacy profession. Currently, Dr. Amad is a second year PhD student in Higher Education at the Ontario Institute for Studies in Education with a research interest on private higher education in the Middle East and policies shaping pharmacy education in developing countries.

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**Female Professors Developing Intellectual Leadership in Hong Kong: Considering Disciplinary,
Institutional and Gender Factors**

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Abstract

Women scholars' participation in higher education has been on the rise, but many obstacles (such as the gendered nature of knowledge and sociocultural gender bias) still prevent career advancement. Intellectual leadership in universities constitutes the key competence for academics. It implies faculty members' capacity to influence the innovation of science and technology, the growth of institutions, and changes in society and culture. Compared with women's formal leadership in academia, little is known about the development of their intellectual leadership. This doctoral project applied a multiple-case study of twenty-two female full professors in Hong Kong. An integrated theoretical lens was used, referring to cumulative advantage theory (Merton, 1968, 1988), the four-role framework of intellectual leadership (Macfarlane, 2013), and cultural factors affecting gender equality. This study reveals that disciplinary characteristics, neoliberal and managerial practices in universities, and patriarchal culture interplay and shape women scholars' paths of accumulating intellectual capacity.

Keywords: academic career, female professors, higher education, Hong Kong, intellectual leadership

Introduction

It has been well recognized that women leaders in universities are underrepresented worldwide, but female scholars' intellectual leadership development is understudied (Morley, 2015; Oleksiyenko & Ruan, 2019). Intellectual leadership is one type of informal leadership, similar to and different from

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formal administrative or institutional leadership (Bolden et al., 2012). Intellectual leadership focuses more on motivating, mentoring, inspiring, and contributing to the academic community and the public by exercising intellectual power (e.g., Kuhn, 1963; Macfarlane, 2013). However, with the massification and marketization of higher education, intellectual leadership is threatened. Research (especially newly developed and interdisciplinary studies) that requires a longer time and has limited market value is discouraged. Hence, intellectual leadership deserves more scholarly attention (Baert, 2018).

Gender equality in higher education has been constantly debated concerning the a) the under-representation of women's leadership and the gendered university environment (e.g., Burkinshaw & White, 2017; Luke, 1998; Morley, 2013); b) internationalization of higher education focusing on quantity and numbers, and reinforcing the masculine organization practices and culture (e.g., Baker, 2012; Aiston & Yang, 2017); c) sociocultural stereotypes of gender roles hindering female scholars' development (e.g., Mafarlane & Burg, 2019; Heijstra et al., 2017).

Disciplinary discourse constitutes a critical factor for scholars' intellectual leadership development. Knowledge is created and divided into different academic tribes and territories (e.g., Becher & Trowler, 2001). On the one hand, men scholars dominated most academic disciplines (including those in social sciences, as discussed in Tight, 2008) so the standard of academic excellence is inevitably masculine (Gumport, 2000). As Clark (1986) stressed, novelty and innovation in humanities and social sciences disciplines is sharply distinct from those in natural sciences. In these soft or less "codified" research fields, the recognition of scholarship also depends on researchers' social background and status (Merton, 1979). Hence, knowledge is biased and gendered (e.g., Gilbert, 2010). Women scholars are regarded as less legitimated in some male-type research fields (Knobloch-Westerwick et al., 2013). Female-type studies are seen as less valuable (e.g., Ecklund et al., 2012; Ruan, 2019), and women scholars are prone to be under stricter scrutiny (Baker, 2012; Lincoln et al., 2012).

As a former colony and a current global city, Hong Kong has been affected by Western and traditional Chinese cultures, which connotate different patriarchal legacies (e.g., Luke, 1998; Lee, 2003). With Hong Kong's highly market-oriented and competitive higher education system (Mok, 1999), it is meaningful to investigate scholars' intellectual leadership from the institutional, cultural and gender perspectives. This study tries to address the following research question: How do women scholars develop their intellectual leadership across disciplines at different stages of their academic career?

Theoretical Lenses and Methods

The fusion of three analytical lenses was used. Firstly, Merton's (1968, 1988) framework of cumulative (dis)advantage was put forward to comprehend the skew distribution of recognition and rewards among scholars. It allows me to make sense of female scholars' cumulating advantages despite the possible obstacles brought about by gender biases. Second, Macfarlane's (2013) model of intellectual leadership in four roles—knowledge producer, academic citizen, boundary transgressor, and public intellectual—demonstrates a comprehensive portrait of a professor's functions in two aspects: academic duties and academic freedom. Third, the influences on women's careers and lives by patriarchal legacies in both Western and Confucian heritage culture (e.g., Tu, 1998) were analyzed. How individual women augmented their intellectual leadership in various academic roles was analyzed within the framework.

This qualitative study adopted the multiple-case study approach. By analyzing regional policy documents and academic profiles and conducting semi-structured interviews - qualitative data of twenty-two professors (fifteen in non-STEM and seven in STEM disciplines) were collected. Participants were selected based on three standards: a title of "full professor," indicating their seniority and excellent academic records, individual research impacts (e.g., publications and citations), and their participation in research, mentoring, teaching activities, and service. The qualitative data analysis software NVivo 11 was used. I conducted single-case analysis and cross-case analysis under the

integrated framework. In each case, three themes of data—the perception of intellectual leadership, cumulative advantages, disadvantages and counteraction—were extracted and coded from the angles of institutional, disciplinary, and sociocultural gender roles. These coded themes in all cases were juxtaposed and compared, then categorized according to participants' views on intellectual leadership and their paths to intellectual leadership roles.

Findings and Significance

Findings demonstrate that female scholars' paths to develop intellectual leadership are diverse, saliently linked with their academic domains. Four patterns of women professors' intellectual leadership formation emerged from the study: 1) *strategic gamers*; 2) *persistent navigators*; 3) *unconventional fighters*; and 4) *opportunistic achievers*. The first type of women professors obtained recognitions fast and achieved rapid growth in their early academic career, while the latter three categories of female academics gained rewards and recognition in their middle or senior career stages.

Strategic gamers, mainly in the hard and applied sciences, augmented intellectual leadership in the role of *knowledge producers* in Macfarlane's model. Gaining degrees at the most prestigious universities, they secured important research grants and published high-quality papers at young ages. This group of women professors and the elite scientists in Merton's study were alike. Except for some concerns about the performance-oriented environment in Hong Kong's higher education, they thought the current system was fair for women.

Persistent navigators, mostly in pure and soft disciplines or interdisciplinary fields, usually had a less smooth early academic journey. They regarded the neoliberal practices in academia and institutional authority as detrimental for intellectual development. The achievements of female professors doing "feminine" or "marginal" research might be under-appreciated. Struggling to meet their university's requirements (e.g., publications and grants for the university ranking), they needed to navigate their way to overcome these barriers and protect the space for research that they were

passionate about. Meanwhile, they paid more attention to moral responsibilities as *academic citizens* and accumulated some advantages in this role.

Unconventional fighters, often in newly developed fields or relatively controversial studies, openly criticized managerialism in higher education and gave examples of its negative impacts, especially on women scholars. Prioritizing social impacts (as *public intellectuals*), they were active in institutional leadership roles and made wider connections in the government, industry, and the community (as *boundary transgressors*). Because the goals that they pursued were not readily appreciated, they sometimes experienced hardship and received recognition at a later life stage.

Opportunistic achievers usually worked in applied fields such as education and medical science. Having a strong intellectual curiosity, they entered academia at a mature age with several years of practical experience in their respective fields. They were more apt to balance personal research interests, institutional needs, and family responsibilities. Departmental and institutional leadership opportunities helped them advance in their academic career and accumulate merits in the role of *academic citizens*.

Except for *strategic gamers*, most female professors considered gender a negative attribute for their intellectual leadership development. Women scholars who worked in soft and pure disciplines, non-mainstream research domains, and used qualitative methods experienced the double stress of surviving in Hong Kong's highly competitive academic culture and the gendered university environment. In this Hong Kong-based study, many participants pointed out that being an academic mother significantly slowed their career progress. However, those who were ethnic Chinese were prone to accept the gendered divided labor and regarded family responsibilities as women's individual obstacles, reflecting the influence of modernity and traditional culture in East Asia (Lee, 2003; Jackson et al., 2013).

This study investigated female professors' intellectual leadership development in various academic research areas in Hong Kong's public-funded universities. The research exhibits the intertwined advantages and disadvantages for women faculty members regarding their disciplines, institutions, and gender. It emphasizes that both Western and traditional cultural perspectives on gender can shape women scholars' academic careers in Hong Kong. The managerial and neoliberal practices in Hong Kong higher education have raised various obstacles for intellectual leadership, on top of which patriarchal culture has exerted greater stress for academic women. The study calls for enhancing the academic ecological environment for women and other disadvantaged members.

Author Note

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**Applying Hagedorn's Conceptual Framework to Examine Job Satisfaction among Faculty at the
University of Sarajevo**

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Abstract

Faculty around the world shares some underlying commonalities by virtue of sharing a profession, but we cannot draw informed parallels because culture, style and history of higher education, and faculty socialization play a significant role in how the faculty life is lived and experienced. We know quite a bit about faculty working in developed and developing nations, but the current snapshot lacks perspectives from academics living in transitional nations. This in-progress study will survey faculty employed at the University of Sarajevo, located in Bosnia and Hercegovina, to establish a baseline of their demographic profile and to describe their job satisfaction using Hagedorn's conceptual framework. This study will test the applicability of Hagedorn's framework in non-US settings and expand our understanding of the causes and outcomes related to faculty satisfaction.

Keywords: faculty satisfaction, higher education reform, Western Balkan

Introduction

The working environment of faculty around the world has changed considerably in recent decades as an increasing number of countries' higher education systems have grown and differentiated (Galaz-Fontes et al., 2016). The impact of these changes on the academic profession around the world, including on faculty satisfaction, have been well documented (Bentley et al., 2013; Galaz-Fontes et al., 2016; Teichler et al., 2013). National and regional differences in academics' (dis)satisfaction can be

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attributed to the severity of change to system-specific traditions, including the academic role (Bentley et al., 2013). Researchers have noted rising dissatisfaction with increased workloads, discrimination, the unequal balance between work and family life, collegiality, and efficiency-based management (Galaz-Fontes et al., 2016; Shin & Jung, 2014).

The present snapshot of the academic profession lacks perspectives of those living in transitional nations like Bosnia and Hercegovina (BiH) (Bentley et al., 2013). Often labeled as an Eastern Bloc nation, BiH belonged to the Yugoslavian confederation, which operated under a form of market-friendly socialism. Although the structure and style of BiH's higher education mimicked the Soviet ethos, higher education in Yugoslavia was less controlled by the state. Still, managerial and curricular issues proliferated, and reforms of the late 1970s and 1980s were ineffective. The eruption of civil war in the 1990s further decimated the higher education system. This feeble system was resurrected after the war, and larger European reforms were either improperly or selectively implemented, making the contemporary higher education system a strange amalgam of reform and tradition (Zgaga et al., 2013). BiH institutions are afflicted with issues of quality control, insufficient funding, and complicated bureaucracy. The consequences of stagnation, punctuated by occasional reform, are keenly felt by its academics, yet BiH is relying on its public institutions to stem the tide of increased expatriation and to incubate economic development.

Study Site

To establish a baseline understanding of academics in BiH and their job satisfaction, the University of Sarajevo (Univerzitet u Sarajevu), UNSA, was selected as the study site because it is the oldest and most prestigious of all public institutions in BiH. UNSA is composed of 31 colleges, research institutes, and specialized outreach centers, and because of its comprehensive portfolio of study programs, UNSA enrolls a significant percentage of the total college age population. In the 2020-2021 academic year, UNSA employed 1,458 part- and full-time academics, which provided a robust sample

size for a survey-based study and ensured that academics from various disciplines would be represented. Academics with the rank of Assistant Professor or higher were eligible to participate.

Conceptual Framework, Design & Method

Hagedorn's framework of faculty satisfaction identifies two constructs that interact and affect job satisfaction. The first construct, labeled triggers, is composed of six significant life events (change in life stage, change in family-related or personal circumstances, change in rank or tenure, transfer to a new institution, change in perceived justice, and change in mood or emotional state). The second construct, labeled mediators, is composed of three variables that can interact with each other, thereby altering one's judgment of job satisfaction (motivators and hygienes, demographics, and environmental conditions). Faculty satisfaction can range from disengagement, to acceptance/tolerance, and active engagement.

The author modified a faculty satisfaction survey designed by Galaz-Fontes (2002) to conduct a cross-sectional survey among University of Sarajevo (UNSA) faculty who met eligibility criteria. This study had three primary goals: (a) to describe the profile and academic trajectory of UNSA faculty members, (b) to ascertain a baseline level of satisfaction among UNSA faculty on a variety of work-related facets, and (c) to examine how well Hagedorn's (2000) constructs of mediators and triggers predicted overall job satisfaction. The modified survey was forward and backward translated by two separate cultural consultants in the United States and in BiH (Tsang et al., 2017).

Survey items asked faculty participants the following: demographic information, working conditions and activities, levels of satisfaction concerning different characteristics of their work, judgments of specific characteristics of their work, and opinions about their occupation and occupational environment. A pilot was conducted in July 2020 to establish survey reliability and validity. Structural equation modeling (SEM) methods were utilized to verify the reliability and validity of the adapted survey instrument. Based on preliminary analysis, the adapted instrument explained 62% of the

variance in job satisfaction. Items related to service commitments were not statistically significant and were removed. Official data collection for this study is currently in progress. Data analysis will utilize descriptive and inferential statistics (i.e., multiple regression) to answer the three research objectives stated above.

Implications

This study has three major contributions to the field of international higher education. First, Hagedorn's model has been extensively tested within the United States and it has been shown as adaptable, reliable, and valid in various institutional settings (Conner, 2019; Markus, 2011; McCullough, 2013; Ramirez, 2011). International uses of this framework have been limited and its use on the intended population in this study will help determine its effectiveness and applicability in non-US settings (Bentley et al., 2013). Secondly, while education in contemporary BiH has been an object of scholarly research, the bulk of these investigations has focused on discrimination and segregation within primary and secondary education (Pašalić-Krešo, 2002). Investigations into BiH's higher education system have focused on the institutions and the overall landscape of higher education, rather than on the people operating within. By studying job satisfaction among UNSA academics, we can reveal the scope that system-specific changes have had on BiH's academics and their careers. Identification of job satisfaction levels among UNSA faculty can subsequently reveal the extent of faculty (non)participation in their institution, which is crucial if BiH's higher education system is to continue engaging in meaningful reform to meet the challenges facing the nation and the region. Lastly, findings from this study can set-up future investigations into higher education in BiH, and ultimately neighboring countries in the Western Balkans, with whom BiH has had a shared past.

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A Comparative Study on Capacity Building for Academic Staff in Internationalisation of Higher Education in Vietnam and Australia

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Abstract

Academics are seen as primary agents in the enactment of higher education internationalisation. However, the achievements of internationalisation are claimed to be constrained by the lack of academics' involvement and expertise. This research, therefore, compares the policies and practices of capacity building for academics in internationalisation between Australian and Vietnamese universities. More specifically, this research seeks to unpack ideologies and understandings of internationalisation, institutional arrangements of capacity building for academics in internationalisation, and academics' individual agency in engaging and building their capacity for internationalisation. Using the Capability Approach as a theoretical framework (Sen, 1992, 1999), the research argues that academics' participation in internationalisation is determined by social and institutional conditions, combined with their individual aspirations and active roles in creating internationalisation and professional development opportunities. This suggests the significance of an enabling structure and active individual agency in expanding academics' capabilities for successful participation in internationalisation.

Keywords: internationalisation of higher education, academic staff, capacity building, capability theory, Vietnam, Australia

Introduction

The contemporary higher education sector around the world is being shaped and transformed by internationalisation, which is identified as "one of the most powerful and pervasive forces at work

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within higher education” (Rumbley et al., 2012, p. 3). The success of internationalisation significantly depends on the active involvement of the faculty due to its direct engagement in the teaching, research and service missions of higher education institutions (Childress, 2010) and in generating, applying and disseminating knowledge (Hunter et al., 2018).

That being said, studies have shown that the involvement of the faculty members in internationalisation is constrained by a number of factors, either at institutional or individual level (Leask & Bridge, 2013; Stohl, 2007). Institutional barriers include universities’ management of international education (Leask & Beelen, 2009) and the diverse understandings of internationalisation (Proctor 2015). At the faculty level, a common obstacle is reported to be the lack of academics’ motivation to engage with internationalisation. As Childress (2010) argues, this is because faculties are, in general, not willing for change and, in many cases, see limited benefits of incorporating international perspectives in their teaching, research and service activities. Staff who are interested in engaging in internationalisation may lack the relevant skills (Leask & Beelen, 2009). Therefore, there is a need to critically explore how universities engage their staff and support them to effectively participate in the institutional internationalisation agenda.

Against this backdrop, this research examines the policies and practices of capacity building for academic staff in higher education internationalisation in Australia, one of the world’s largest international education providers, alongside with the US and the UK, and Vietnam, a major recipient of international education. To be specific, this research focuses on uncovering (i) the ideologies and perceptions about internationalisation underpinning institutional policies of internationalisation and academics’ involvement in internationalisation, (ii) institutional conditions for academic staff capacity building in internationalisation, and (iii) academics’ agency in building their own capacity for internationalisation. This research adopts Capability Approach (CA) by Sen (1992, 1999) as the theoretical framework. Centred on three concepts – functionings (achieved beings and doings),

capabilities (freedoms), and agency (the active role of individuals in achieving valued goals), the CA emphasises the role of social arrangements in expanding people's capabilities to function and individuals' agency in acting upon their goals. As such, the CA provides the theoretical lens to conceptualise the research problem and guide the research design as well as data analysis.

Methodology

This research adopts comparative qualitative case study inquiry as this approach is relevant to the aims and nature of this research. Qualitative case study enables researcher to gain "an intensive, holistic description and analysis of the research problem" (Merriam, 1998, p. xiii), and provides "a unique example of real people in real situations" (Cohen et al., 2007, p. 253). Comparative case study allows for the exploration of the commonalities and specificities in the reality of capacity building between the Australian and Vietnamese higher education systems broadly and the case-study universities in particular. In comparing the two contexts, this research can embrace the diversity in the characteristics of the cases (Neuman, 2014), thus minimising hidden biases and assumptions in the analysis of data.

Within these two contexts, this research chose one Vietnamese university and one Australian university as the cases under examination with a view to gaining an in-depth understanding about the research problem. Two data collection methods were employed: policy/official documents and semi-structured interviews. Documents were collected at both national and institutional levels, including national strategies, project proposals, and government regulatory documents, as well as institutional strategic plans, guidelines, and reports, from both universities to explore internationalisation ideologies and capacity building policies. Additionally, one-to-one semi-structured interviewing was conducted as a major method of data collection to unpack the opinions, motivations, and experiences of academics and involved stakeholders, for example, national policymakers and institutional executives. The total of 33

participants from two cases were interviewed, including two national policy makers/advisors, 10 university executives, and 21 academics.

Data was analysed using two techniques. First, Critical Discourse Analysis model by Fairclough (1992, 1995) was adopted in analysing national and institutional policy documents and participants' understandings about internationalisation. Second, content analysis was used to analyse interview data about practices of capacity building for academic staff in internationalisation in light of the interconnection of key concepts in Sen's Capability Approach, i.e. academics' functioning, academics' capabilities, social arrangements, and academics' agency in internationalisation. The coding process involved the combination of concept-driven and data-driven approaches, using both predetermined topics based on concepts drawn from the research questions, literature review and theoretical framework, and new codes emerging from interview data. After the within-case analysis was conducted, cross-case comparison was made to identify common and different themes between Australian and Vietnamese cases (Creswell, 2012).

Contribution to Comparative and International Higher Education

This research makes a significant contribution to the literature of global internationalisation landscape from comparative perspectives. Internationalisation, until recently, has been seen as a predominantly Western phenomenon whereas developing countries played a more reactive role. Australia is positioned as one of the leading international education providers while Vietnam is commonly seen as a recipient in the market. This study, therefore, provides intriguing cross-nation comparisons about the conceptualisation and implementation of internationalisation generally and capacity building particularly. Based on these findings, implications for the betterment of global internationalisation enactment could be drawn.

With equal importance, capacity building for academics in internationalisation of higher education is a crucial yet under-researched topic. Although there has been growing literature on the

experiences of academic staff in internationalisation (e.g. Sanderson, 2011), more attention is paid to exploring their experiences in teaching and learning than in research and other aspects of academic work (Svetlik & Braček Lalić, 2016). In this context, this research fills the literature gap with empirical data about the interplay between structural conditions and academics' agency in the building of their capacity in internationalisation. Also, in employing Sen's Capability Approach, which is not popular in comparative and international education research, this research makes theoretical contribution to the field by suggesting a list of capabilities for academics' participation in internationalisation.

Preliminary Findings

The research has thus far found a number of similarities and disparities between the two universities in this study in many aspects. Contrary to scholarly claims, the academic staffs in both universities were highly motivated to participate in internationalisation, considering these opportunities as a tool to pursue goals regarding their own and others' wellbeing. However, the dimensions of engagement varied. While Vietnamese academics were involved mainly in teaching dimension, for example teaching English-medium-instruction programs, but limitedly in international research and service, Australian academics demonstrated more balanced engagement across different dimensions of academic work. This was driven by Vietnamese academics' lack of research skills, coupled with insufficient resources and vaguely defined workload allocation. Meanwhile, a more transparent staff recruitment process for internationalisation-related vacancies, effective technical and human support structure, and clearly articulated workload were amongst favourable conditions for Australian academics to participate in internationalisation. In some cases, Vietnamese academics' engagement was hindered by Asian social expectations such as women's commitment to family responsibilities and 'face-saving' culture. Research data also indicated differences in agency of Vietnamese and Australian academics in creating internationalisation opportunities for themselves, for example, Australian academics being more proactive in establishing international research collaboration. With regard to

enhancing internationalisation competence, formal professional development in both universities was generally irrelevant to internationalisation, thus Vietnamese and Australian academics demonstrated their agency in initiating self-led learning and professional learning communities.

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**Leading the Many, Considering the Few - University Presidents' Perspectives on International Students
during COVID-19**

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Abstract

In challenging times, successful leadership becomes even more important, yet also harder to achieve. COVID-19 has confronted the world with a crisis of never-before-seen proportions, impacting all aspects of modern life. University leaders around the world had to react quickly in order to lead their institutions during these times of uncertainty. One part of the student population was and is particularly vulnerable with campuses shutting down and global travel coming to a rather abrupt halt: international students. This comparative case study will illuminate how university presidents from five different countries are informed in their perceptions of the international students on their campuses during the COVID-19 crisis. Ultimately, important policy implications informing how higher education leaders can navigate global crises while simultaneously best serving their international student populations will be informed.

Keywords: higher education leadership, university presidents, international students, comparative case study, COVID-19

Introduction & Literature Review

Successful leadership in higher education is much discussed, yet hard to achieve. The challenges and difficulties presented to educational leadership are only amplified in situations of crisis. Many studies have attempted to capture the hardships of leading a higher education institution (HEI) through difficult times and crises of various sorts (Gigliotti, 2019; Fortunato et al., 2018; Smith & Hughey, 2006).

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Brennan and Stern (2017) point out that “crisis leadership requires not only making decisions but also communicating them in ways that help to maintain a leader’s (and an organization’s) legitimacy and credibility” (p. 121). Guiding an institution through difficult times is hence not the sole responsibility of university presidents in situations of crisis. They also carry the badge (and burden) of representing their institutions.

The 2017 ACE report on college presidents mentions campus diversity and inclusion as one of the top priorities of HEI presidents, stating that more “than half of presidents reported that racial climate on campus was more of a priority than it had been three years ago” (ACE, 2017, p. 46). Unfortunately, there is still a dearth of research on presidential responsibilities towards the international community and internationalization of the campus (Sullivan, 2011), with even fewer studies on those responsibilities during a crisis. With the presidents’ role as the moral leaders of their institutions (Brown, 2006), their perceptions of all campus groups carry significant weight for all HEI practices, routines and strategies. A global crisis like COVID-19 disproportionately affects international students due to travel restrictions, visa issues and other amplified challenges. It is especially in situations like this that the spotlight is on educational leadership.

International students, despite the global trends of internationalization within global higher education (McNaughtan et al., 2019), have an ambivalent role on US college campuses. On the one hand, they are often perceived as threats, fueled mainly by right-wing authoritarian forces and a desire for social dominance (Charles-Toussaint & Crowson, 2010). The US visa system confronts international students with a significant number of hurdles and difficulties (Urias & Camp Yeakey, 2009), reflecting this apprehensive stance on bringing in an international student population. On the other hand, the role of international students in the US is often one of ‘cash-cows’. Besides generating an increased tuition income (Cantwell, 2019), they simultaneously boost the local economies. According to the Institute of International Education (IIE), international students contributed as much as \$45 billion to the US

economy and were involved in the creation and promotion of more than 450,000 US jobs in 2017. Having an internationalized college campus hence definitely has economic incentives. Another positive effect of attracting and recruiting international students to come study in the US is the trend towards a globalized higher education under the flying banners of the claim to produce global citizens. Excelling globally and successfully participating in the global market has become a crucial aspiration and goal of higher education institutions around the globe (Rumbley et al., 2012).

A crisis like the one we're currently facing with COVID-19 amplifies already existing organizational tendencies in practices and routines. International students represent a "vulnerable student population" (Sherry et al., 2010, p. 33) in general, leaving them even more vulnerable in situations of crisis. With international students as part of the campus community facing a unique set of challenges (Andrade, 2017; Baklashova & Kazakov, 2016; Heck & Mu, 2016; Pottie-Sherman, 2018; Wu et al., 2015), a global crisis brings about a whole new additional set of difficulties (Chen et al., 2020; Demuyakor, 2020; Dennis, 2020; Hope, 2020; Jang & Choi, 2020; King et al., 2020; Zhai & Du, 2020).

With an extensive existing research corpus focusing on educational leadership during crisis (Fortunato et al., 2018; Gigliotti, 2019; Smith & Hughey, 2006), there is a dearth of studies looking specifically at how university leaders perceive their international campus communities in crisis situations and where they get the information informing those perceptions. The purpose of this study is to hence and to illuminate how university presidents from five different countries are informed in their perceptions of the international students on their campuses during the COVID-19 crisis. In order to do so, the two following research questions will be answered:

1. Where do university presidents get information on the international campus community?
2. How do presidents' perspectives of supporting international students align with known best practices for supporting international students?

Methodology

In order to provide guidance to the limited research existing on this topic, Grounded Theory will be employed in order “to move beyond description and to generate or discover a theory” (Creswell & Poth, 2018, p. 82). The methodological approach of a comparative case study was chosen to answer the two research questions because of its “flexibility to incorporate multiple perspectives, data collection tools, and interpretive strategies” (Blanco Ramirez, 2016, p. 19). Through the comparative aspect of the case study employed, it is possible to develop “an in-depth analysis of a case” (Creswell & Creswell, 2018, p. 14) on multiple national levels. This allows for comparative conclusions that would not be possible by looking at merely one single case (Lieberson, 2000).

Data will be generated through qualitative interviews with university presidents from five countries in the presidents’ respective native languages (i.e. German, English, Chinese, Spanish, and French) in order to provide multiple perspectives allowing for a comparative scope of the study. A content analysis of the themes brought up by the presidents during the interviews will focus on who and what informs the university leaders’ perceptions of their international students’ wants and needs during a global crisis such as COVID-19.

Proposed implications

The results of the study will produce policy implications informing how higher education leaders can navigate global crises while simultaneously best serving their international student populations. Knowing where university presidents turn to obtain information about a specific group of the campus population and how that information influences their perceptions of the needs that a particular group has, can help optimize future practices not only in situations of crisis but within the operational context of higher education institutions in general.

Author Note

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The Effect of Learning Abroad on the Students' Career Direction and Employability through Australian-Indonesian Student Mobility Programs

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Abstract

Among key features of the internationalization of higher education, student mobility has been given a big attention by universities and relevant stakeholder to achieve advance knowledge, intercultural skills, intellectual capital, and prospective labour market benefit. The long-standing flow of Indonesian students to Australia and now Australian students travel outbound to Indonesia through the New Colombo Plan (NCP) indicate the development of student mobility collaboration between both nations. Yet, little is known about the effects of student mobility program on the students' career direction and employability. Using Bourdieu's thinking tools of capital, habitus, field, and social reproduction, this article is aimed to address this gap by examining the perspectives of participating students and other relevant stakeholders. Findings generated from this research will be beneficial to higher education institutions (HEIs) and policy makers in Indonesia and Australia so that all parties involved can acquire expected outcomes of this student mobility program.

Keywords: student mobility, learning abroad, international student mobility in Indonesia, the New Colombo Plan, Bourdieu, career direction and employability

Introduction

It is not difficult to find empirical research and literature concerning the benefits gained by students from their international experience through participating in student mobility programs.

Personal, cultural, and career/employment outcomes are some benefits that can be obtained from the

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programs (Roy et al. 2019). Studies on international student mobility have highlighted that knowledge exchange, academic collaboration, quality improvement, developing mutual understanding as well as increasing language and cultural skills are some of the vital significances and rationales for encouraging international student mobility (Wadhwa, 2018). However, little is known about how international student mobility affects students' career direction and employability, particularly in the context of developing countries in which Indonesia is viewed. Meanwhile, it has been revealed that the participation rate of Australian students in (outbound) international student mobility is relatively low due to several barriers like curriculum restrictions, costs, unsatisfying supports, work commitments, family, and safety concerns (Trilokekar & Rasmi, 2011; Jones et al., 2016). Hence, Australian government and HEIs have made employability as a central attention in undertaking policies and strategies to increase their student's participation in international mobility. UNESCO Institute for Statistics (2020) recorded 12,180 Indonesian student went to Australia for studying at tertiary education level and put Australia at the top of the list of most popular destination for Indonesian students. On the other hand, in order to strengthen Australia's position and influence in the Indo-Pacific region, the Australian government's foreign policy agenda then encouraged the involvement of its students through student mobility as public diplomacy, which ultimately brings forward Australian economic diplomacy (Byrne, 2016). Given this objective, in 2013, Julie Bishop, Australia's Minister of Foreign Affairs (2013-2018), initiated the New Colombo Plan (NCP), and it became her signature legacy after NCP officially introduced in 2014 by the Federal Government. Indonesia thus became one of the destination countries for Australian students to participate in international student mobility program under the New Colombo Plan (NCP) and in 2014 Indonesia was one of four pilot locations for the NCP students to study and engage in work placements (Department of Foreign Affairs and Trade, 2020).

Given the facts, it is quite surprising to know that very little attention is paid to examining the outcomes of the student mobility program between Indonesia and Australia, particularly in terms of

graduates' career direction and employability. In fact, overall, studies on the implementation and development of student mobility programs in the context of cooperation between Indonesia and Australia are also very limited, thus how important Indonesian student mobility programs to Australia at the institutional and national levels in Indonesia are still questioned. This research will investigate this phenomenon and the findings generated will contribute to the better implementation and development of Indonesian student mobility programs to Australia for students, institutions and governments.

Therefore, the overall research arrangement is therefore articulated into two research questions:

- How does the learning abroad experience affect the students' and graduates' career direction and employability as perceived by students, graduates, mobility staff, policy makers, and employers?
- How do the field, capital, and habitus interplay and affect the students' and graduates' career direction and employability?

This research mainly uses the term *learning abroad* to outline an educational experience in which a student utilizes a certain duration of time engaging in an academic activity in another country yet remains formally registered at an institution in the country of origin, which is also known as intra-degree mobility (Potts, 2015; Gribble & Tran, 2016). In several contexts, the use of *learning abroad* term can also be called outbound mobility, study abroad, student exchange, or international learning mobility (Potts, 2015). The reason for using and focusing on *learning abroad* is due to its inclusivity in encompassing studying overseas, internships, international work experience, practicum assignment, community service, volunteering, and other learning efforts where participating students are still enrolled during their study in a foreign country (Potts, 2016). In addition, the *learning abroad* program is more feasible to examine than a full degree program, considering the very small number of Australian students that went to Indonesia to obtain a degree.

Research Methodology

To address the research questions and gain deeper insight into the effect of learning abroad on students' career direction and employability through Australian-Indonesian student mobility programs, this research conducts case study design along with interview for data collection. This research will also be conducted using comparative multiple-case study. To avoid answering a question which is too broad or a topic with many objectives for one research, placing boundaries on a case is important to prevent the outburst from occurring (Stake, 1995; Yin, 2009). In this research, binding the case is based on definition and context (Miles & Huberman, 2014). The case is primarily bounded to the examination of how the participating students and graduates perceive learning abroad experience in Australian and Indonesia affects their career direction and employability. However, in order to gain comprehensive insight about related topic, the case is further divided into sub-cases or sub-unit of analysis as follows: how the mobility staff in the university, the policy makers, and the employers perceive the effect of learning abroad experience on students' career direction and employability. Therefore, perspective from each stakeholder will also lead to finding similarities and differences towards the effect of learning abroad program on students' career direction and employability in Indonesia and Australia so that strategies can be formulated by university and government of each country for better organization of the program between the two countries.

In order to analyse the data gained from the interviews, this research will use six phases of thematic analysis concept by Braun and Clarke (2006). In order to assure the validity and reliability of the emerging patterns or themes, this research will combine computer software-based and manual coding. NVivo program is chosen to record and analyse the findings generated. Besides, a visual way of coding will also be conducted for the manual coding. As the material have been coded and categorized in NVivo program. Every digital transcript will be read again and then important sections according to codes that emerge which are relevant to my research questions will be highlighted. This is the process

by which data or code material will be pared and sorted to identify similarities in phrases, relationships between variables, patterns or themes. All of the sections that have been highlighted will be transferred to new documents under each code.

Analysis Using Bourdieu's Theoretical Framework

Drawing on Pierre Bourdieu's (1990) thinking tools formulated in his theory of social practice, especially the habitus and cultural capital within cultural and social reproduction, further analysis of this research reveals the comprehension of the students' and relevant stakeholders' perspectives and engagement in, and outcomes of learning abroad programme.

To date, the approach through the concept of cultural and social reproduction put forward by Bourdieu is favoured by a number of scholars to analyse international student mobility. Through Bourdieusian perspectives, academics discuss that international student mobility is carried out in exchange for social and cultural advantages. For example, Dall'Alba and Sidhu (2015) argue that participating students can acquire intercultural competences, cosmopolitan perspectives, and advantage in potential employment market. Similarly, Dai, Lingard and Musofer (2020) outline that modified habitus will enable international students to find a place in the global labour markets. Tran (2016) also highlights that international student can obtain new experiences and outlooks as an investment to determine their 'becoming'.

Within the fields of Indonesian and Australian international student mobility programs, and especially career direction and employability of participating students, there is both effort and contest in obtaining positions and resources; it becomes interesting to see how the agencies involved in these fields compete with each other with their respective habitus and fields. Based on Bourdieu's ideas, international student mobility can be interpreted as a form of interaction between the diverse social, cultural and economic structures that manage the field of international education and incorporate different forms of capital and aspirations of participating students (Tran, 2016).

Findings of the Research

A preliminary analysis of data collection on research participants identified that positive responses generated by learning abroad experiences. The four main themes that dominate participants' answers when asked directly about the effect of their learning abroad experience on the students' career direction and employability are foreign language acquisition, networking, global perspective/intercultural understanding, and communication skills. Most of the participants point out that the experience of studying abroad provides benefits for students and graduates to get a job. It turns out that the experience of engaging in a culturally different environment and how to solve problems abroad alone and independently have a considerable impact on self-capacity building after completing the program. The duration and design of the program also determine how big the effect of learning abroad experience on the (early) career direction of the students and graduates. At this stage, it has been noticed that the longer the duration of the international student mobility program, the clearer the career trajectory perceived by participating students.

Significance of the Research

There is no doubt that student mobility has been acknowledged as an important way to support national goals to develop human capital and strengthen diplomatic, economic and cultural connection with other countries across the world (Tran & Vu, 2018), as well as almost all stakeholders agree with the assumption that learning abroad or participating in international student mobility program—degree or non-degree program—will have a positive effect on students. However, questions increasingly arise on how international education and experience can fulfil the students' objectives and expectations to be fit in professional world and their career direction in the context of unpredictably labour market and policy changes at the greater national and international level (Blackmore et al., 2017). Moreover, with the increasing advancement of recent technology, the development of learning methods such as distance/e-learning make some people start asking whether it is still necessary to learn abroad where

access to information is currently only as wide as a human's palm? What makes learning abroad or intra-degree mobility program still relevant?

Accordingly, the findings from this research contributes to the development of existing notion or hypotheses that learning abroad and international student mobility program can foster students' and graduates' cultural awareness, cross-cultural understanding, global citizenship, and other important soft skill which enhance their career direction and employability eventually, particularly in the context of developing country like Indonesia.

It is also important to notice that in broader aspect, developing further analysis on how these learning abroad outcomes can support the career direction and employability of participating students, can contribute to the practices and policies of international student mobility programs development at both the institutional and national level. Hence, this research contributes to constructing policies or practices undertaken by government and HEIs in order to develop student mobility program, attract international students, and nourish those high-prospective talents to be globally competitive, so that rationale for promoting learning abroad among scholars, faculties and policy makers can be invigorated.

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Work-Integrated Learning for Mining Engineering Training and the Employability Nexus in Traditional Research Universities: A Case of Selected South Africa Universities

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Abstract

Globally, employability is increasingly becoming an issue of concern in higher education due to demands from the labour market requiring work-ready graduates. In the Global South, particularly South Africa, universities are on a quest to develop competence and improve student employability. This paper is set to investigate the impact of work-integrated learning on employability for mining engineering undergraduates in South Africa. The research data were collected using the mixed methods approach and a case study design. Experiential learning was used to examine the impact of work-integrated learning on the employability of mining engineering students. The findings provide a description of perspectives for mining engineers, lecturers, and workplace supervisors concerning the enhancement of employability for mining engineering students. The findings revealed that professional associations play a crucial role in the development of professional skills. This article argues for strong partnerships with industry partners to nurture the employability of mining engineering students.

Keywords: South Africa, employability, mining engineering, work-integrated learning, experiential learning

Introduction

Universities are currently under pressure to produce graduates who can meet the demands of an ever-changing labour market. Employers expect graduates to possess technical and behavioural skills that enable them to navigate the complexities of the contemporary workplace. The expectation is that

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upon exiting the university, graduates should be able to adapt to the work environment. Thus, it is worthwhile for universities to design a curriculum recognising skills and competencies. In this regard, universities have adopted work-integrated learning as a strategy to shape and nurture work readiness. As a result, this study investigates the enhancement of employability skills for mining engineering students through their involvement in work-integrated learning.

Review of Literature

This study is situated within the South African higher education context. It examines the role of work-integrated learning and its contribution to the employability of mining engineering undergraduates at selected mining schools. Work-integrated learning is conceptualised as an applied learning strategy involving a structured educational program that combines productive, relevant work experience with academic studies (Du Pre, 2010). According to Jackson (2015), work-integrated learning is considered instrumental in equipping students with the required employability skills, which empower them to function productively in a work environment. Similarly, Hall, Pascoe and Charity (2017) argue that it provides students with an opportunity to apply acquired knowledge and skills in a practical setting while under supervision. Various scholars argue that the work-integrated learning approach aligns academic and workplace practices of the mutual purpose for the spaces of employment and ultimately improve disciplinary skills and knowledge (Freudenberg, Brimble and Cameron, 2011; Whelan, 2017).

The South African higher education sector has provisions on work-integrated learning embedded in policy documents such as the Higher Education Qualifications Framework (Winberg et al., 2011). Ironically, traditional universities often take less consideration of the career trajectories of graduates and issues of employability (Winberg et al., 2011). However, existing literature indicates that work-integrated learning serves to bridge the gap between skills acquired by graduates and labour market requirements (Tamin, Plooy, Solms, Meyer & Member, 2019). In the context of this study,

professional engineering associations provide guidance on the good practice of teaching and learning (Winberg et al., 2011). As a result, universities are required to affiliate to professional accrediting bodies and award credit for work-integrated learning as part of the academic qualification, which is the case for a mining engineering degree.

Various studies recognise the importance of implementing work-integrated learning within universities (Tamin et al., 2019; Long and Fynn, 2018; Maseko, 2018). Pop and Barkhuizen (2010) conducted a qualitative study to determine the contribution of work-integrated learning towards employability for information and technology of interns. Their findings revealed that it is crucial to have a well-structured work-integrated learning programme, which supports mentorship and contributes to the integration of soft and technical skills. This significance is recognised in other studies, which also identify the approach as critical in universities. Dwesini (2017) argues that it is the responsibility of higher education institutions to equip learners with a knowledge base and generic employability skills, which are necessary for the workplace. It is to this effect that Maseko (2018) explored work placement in four mining schools in all universities offering mining engineering. However, this current study takes a different approach, which is that of examining work-integrated learning concerning the employability of mining engineering students. This study recognises the observation that South Africa needs a competitive environment of higher education, which emphasises the need for innovative ways of work-integrated learning to respond to increasing employer demand for work-ready employees made by (Jacobs & Dzansi, 2015; Nicolaidis, 2012; Wessels, 2014). The above-noted studies recognised that work-integrated learning is a powerful tool, which has the potential to empower students with employability capacities hence this study.

Some of the literature focuses explicitly on the various work-integrated learning models and approaches adopted by universities (Govender & Taylor, 2015; Reinhard and Pogrzeba, 2016). The approaches include; work-directed theoretical learning, problem-based learning, project-based learning

and workplace learning (Govender & Taylor, 2015). In their study, Govender and Taylor (2015) found out that the students, industry and academia support the implementation of work-integrated learning. In addition, Reinhard and Pogrzeba (2016) made a distinction based on the context of Germany that this model is referred to as cooperative education, whereby universities work closely with companies to allow students to alternate between classes and working in the industry. However, the lack of workplace readiness and experience is often the key constraint, which is why organisations offer work-integrated learning programmes as part of the students' tertiary education. To this end, Wardle (2012) laments that contemporary discussions on graduate employability bemoan the lack of general job skills and practical industry-specific competences. Thus, the above arguments suggest that universities need to incorporate work-integrated learning into the curriculum to empower students for the realities of the work environment.

Furthermore, Patrick et al., (2008) argue that curriculum design should incorporate work-integrated learning activities to accommodate diversity in learning. In this case, designing mining engineering in the curriculum should take into account the contemporary skills required by the mining industry. Resultantly, Gu, Zhao, and Wu (2018) claim that universities should integrate employability skills into the curriculum to encourage learning experiences. In light of the above, the literature suggests that curriculum design for work-integrated learning can foster and develop skills that enhance work-readiness. Lugoma (2017) calls for a rethinking of the current curriculum owing to the changing profile of students enrolling for mining-related qualifications. Nonetheless, the present study responds to the above call by investigating the current implementation of work-integrated learning in mining engineering degree about the mining industry labour needs. The students under study often enrol for the mining engineering programme in year one directly from high school with no prior industrial experience. Thus, why it is essential for the curriculum to incorporate practice-based programmes to enhance learning experiences. Notably, there is little evidence documented concerning the way work-

integrated learning shapes the employability of mining engineering students, particularly from the viewpoint of lecturers and industry experts who are implementation partners. Overall, there is scant literature, which focuses on how work-integrated learning influences the employability of mining engineering students.

Theoretical Framework

This study seeks to analyse work-integrated learning implemented by mining schools in selected universities using the lens of experiential learning theory. Kolb (1984) identifies experience as the source of learning and development. At the same time, the experiential learning theory emphasizes key stages, which are abstract conceptualisation, active experimentation, concrete experience and reflective observation. The theory is appropriate for the study since its central tenets rest upon the notion that direct involvement in actual work tasks enhances learning. This theory explains the process of transforming experience into learning and reliable knowledge (Kolb, 2015). The study employed the constructs of experience and reflection to undertake an in-depth analysis of the adaptation of experiential learning in work-integrated learning for mining engineering students. The assumption is that mining engineering students derive experience from their ability to reflect on knowledge and skills acquired during their work placement in mining contexts. The implication is that mining engineering students develop their experience from being directly in touch with the realities of the mining field. Consequently, this article explores the use of the relevance of using experiential learning as a unit of analysis that expands our understanding of the impact of work-integrated learning on employability for mining engineering students.

Research Questions

Main Question

How do mining schools integrate, develop, and teach employability skills to enhance work-readiness of undergraduates for mining engineering undergraduate degree programme?

Sub Questions

1. What is the current practice of work-integrated learning for a mining engineering programme at selected universities?
2. What are the required professional skills for the mining sector that undergraduates are supposed to attain?
3. To what extent do mining and engineering undergraduates perceive to have acquired work-readiness skills on completion of their studies?

Significance of the Study

The literature review revealed that there is scant information regarding the actual contribution of work-integrated learning for mining engineering. This makes it imperative to add new knowledge to the field, which strengthens the lack of studies related to work-integrated learning and employability. In this way, the study seeks to provide an understanding of how mining engineering students connect theory and practice in a meaningful way during their work placement period. Thus, the pragmatic mixed-method approach employed in this study discussed below sought to provide tangible results to support real-world context problems. In addition, the study results are valuable to higher education researchers who want to gain an in-depth understanding of work-integrated learning and its contribution towards graduate employability in the context of South Africa. Finally, the researcher is an international student who is researching South Africa, which is a context different from his own country and thus, the report illuminates a comparative element based on the position of the researcher following the mode of international higher education. In effect, the ideas and arguments on work-integrated learning are shaped by international comparison.

Methodology

The methodological approach employed by this research is mixed-methods. This study employed a case study method to study work-integrated learning for mining engineering in the context

of South Africa (Thomas, 2011). Multiple case studies draw on multiple sources of qualitative and quantitative data (Yin, 2018). In light of this, Lucas et al., (2018) support the use of a case study in work-integrated learning because it is flexible to answer a wide range of questions. The study explored how to embed employability skills in the curriculum to enhance work-readiness for mining engineering undergraduates at two selected universities in Gauteng Province, South Africa. The target population of the research study comprised eight academic staff within the Mining Engineering Department. In addition, five mining engineers and five workplace supervisors were purposively selected from mining companies. Interviews were utilised to gather in-depth data about the perspectives of lecturers and mining engineers regarding the implementation of work-integrated learning.

To facilitate data reduction, Atlasti was used for reducing data into manageable themes namely, conception of work-integrated learning, procedures for curriculum design in mining engineering, the implementation of work-integrated learning, employability skills and challenges associated with the implementation of work-integrated learning. The population size for the survey selected (n=94) final year students in mining engineering who were randomly chosen from both universities. A questionnaire was employed to collect data aimed towards measuring the work readiness level of these students. Data were captured using SPSS software, and analysis sought to follow the appropriate statistics for a descriptive design. Pallant (2001) asserts that relevant statistical techniques should be employed to perform a correct interpretation of statistics. It is also worthwhile to highlight that permission to conduct the study was granted by the Humanities and Social Sciences Research Ethics Committee within the institution and the study complied with the issues of consent, confidentiality and anonymity (Yin, 2018).

Results

The data presented shows the perception of interview participants from both universities and mining companies. Participants conceptualised work-integrated learning as learning which incorporates

practical elements into theory. Thus, the findings suggest that work-integrated learning is conceptualised as a learning strategy developed for bridging the gap between theory and practice. The participants also articulated the valuable benefits of the programme experienced in their learning contexts. For instance, one of the lecturers highlighted that “so this basically refers to the application of the theory in the practical environment and in our case it would be in mines”.

Work-integrated learning is viewed as a process that facilitates the acquisition of practical experience from the mining context. The findings reveal that work-integrated learning provides students with an opportunity to reflect on the experiences that they would have acquired and hence create new knowledge and skills. As one of the lecturers acknowledged, “it is important for students especially in the first year and third year because they are exposed to the mine environment so that when we teach in class, they have an idea of what we are talking about in relation to the mine techniques”. Whilst the other lecturer asserted that “this type of exposure helps them to appreciate the practical environment, hence use the knowledge for their mine the design project.

The findings revealed that the process of designing mining engineering curriculum includes mining engineering staff, service departments, educational stakeholders, regulatory bodies that include Engineering Council of South Africa (ECSA), and the advisory board from the mining industry. It has been established that ECSA plays an instrumental role in the development of professional skills. There are 11 ECSA exit level outcomes, which are used to guide the mining engineering modules. In support of this, the following participants noted that, “the ECSA requirements are followed when designing the curriculum and besides the university credits at different cognizance levels we comply with ECSA”. In addition, one participant revealed that “ECSA and SAQA (South African Qualifications Authority) credit points should be met and the qualification should comply with the university requirements”. As one of the lecturers mentioned “ECSA level outcomes are highly considered when designing course modules

and are very critical and for specific assignments, we design them in such a way that they help students to achieve these outcomes.”

Furthermore, participants alluded to the fact that the implementation of work-integrated learning involves the placement of students in mining companies during vacation for a minimum of eight weeks. Students are assigned a supervisor who is a professional mining engineer during this period. They are consigned to do a project to work on, which mainly involves identifying a technical problem with the work environment and coming up with a solution for it. Upon completion, they are expected to produce a technical report, which will be graded by their university. The following participant pointed out that, “it is important for them to apply what they have learnt in the work environment and some of the projects that they are given in the mine helps them to apply the concepts they have learnt throughout the years.” Crucially, one lecturer asserted “we normally encourage the students to go to mines with proper training facilities so that they can get adequate training which will be beneficial to them because in mines they are given a supervisor who oversees their work during the period of placement.”

The study made an observation on the participants’ views on employability skills. The participants expressed that there are two broad categories, which are generic and professional skills. Some of the identified skills include communication skills, computing and information literacy, financial planning, leadership, people management and conflict resolution. The data indicates that there appears to be a consensus between lecturers, mining engineers and workplace supervisors concerning the provision of technical and people skills. The findings suggests that employability is directly associated with work-readiness. In addition, work-readiness is here concerned with organisational acumen, work competence, social intelligence, ability to gain employment and development of personal characteristics. One of the mining engineers stated that “students learn to manage the workforce and to give instructions which helps in improving their communication skills”. Additionally, one engineer

expressed that “students apply their systems thinking to develop solutions for the existing problems using the necessary requirements and guidelines.” Lastly, another participant pointed out that mining engineering students “are prepared to become entrepreneurs by evaluating the mine as a business.”

The participants also identified various challenges and barriers associated with the implementation of work-integrated learning in the context of South Africa. These challenges relate to the lack of adequate time, which consequently limits students’ exposure to the work environment and lack of placement opportunities in mining companies, which hinders students from getting a fair chance of participating in practicals as part of their vacation work. In support of this, one engineer expressed that “the period in which they go for their vacation work is not enough and during placement if a student is exposed to a project that deals with blasting, they spend time on the blasting section but when they start working, they might be placed in ventilation.” In addition, another one lecturer highlighted that “the mining companies have not been absorbing all students because of the large pool of students from universities, which offer the same programme and that the mines have been undergoing through some challenges.” The identified challenges also extend to a lack of financial resources that support the work-integrated learning programme. For example, one of the lecturers alluded that “funding has always been a challenge and we are gearing to find sustainable continuous funding.”

Discussion

The research examined shows the implementation of work-integrated learning for a mining engineering degree. As such, the findings indicate that work-integrated learning is conceptualised as a learning strategy, which supports the integration of the theory into practical contexts. In this case, the university and mining companies which are recognised as learning sites. Effective integration supports work experience, and this implies that integration of conceptual and practical knowledge aims to achieve learning outcomes for mining engineering students. This shows that students are engaged in

some form of mining engineering-related tasks, which enable them to reflect on their knowledge and formulate new experiences (Maseko, 2018). This demonstrates that mining engineering students transform experiences from the mining context into valid knowledge as per the principle of experiential learning (Kolb, 2015). Thus, curriculum design should be studied to understand how knowledge and employability skills can be embedded and in such a way that enhances the relevance of work-integrated learning.

The findings reveal that it is crucial to comply with professional associations such as ECSA when designing mining engineering curriculum. This is aligned with Klassen and Sa (2020) who argue that accreditation by an external professional body is done at individual degree programmes. These findings suggest that ECSA exit level outcomes guide the teaching and learning process. In addition, the findings indicate that mining engineering students are expected to undergo some form of placement in mining companies as part of the curriculum requirements and form part of the work-integrated learning programme. The findings further illustrate that these students are assigned projects whereby they utilise their knowledge to develop solutions for engineering problems that they encounter. In this manner, they apply theoretical concepts into practice. This also means that students engage on a reflection process, which allows them to learn a new set of employability skills. These skills are considered vital, and they ensure that students become successful in mining engineering tasks required in a professional field. Thus, reflection enables students to critically appraise what has been experienced through practice (Heyler, 2015).

Moreover, in line with these findings, Khampirat, Pop and Bandaranaike (2019) argue that work-integrated learning experiences play a significant role that empowers students to acquire both generic and technical skills relevant for their profession. The most commonly identified skills include communication skills, teamwork, and problem solving and conflict and people management. The findings are in line with the study by Taylor and Govender (2017) who found out that work-integrated

learning contributes to increasing employability and enables graduates to enter the workplace confidently. Furthermore, a critical analysis suggests that the mining work environment has the potential to promote the development of appropriate employability skills and work readiness.

Besides, the findings show that there are challenges associated with work-integrated learning. The data shows that students spend limited time in mines during their placement. This means that they are not fully exposed to most of the sections, and this limits their capacity to learn other new skills. In addition, participants articulated that financial constraints hinder the implementation of the programme and this limits student placement in mining companies. Consequent to this, there is a reduction concerning the level of acquiring employability skills by mining engineering students. As a result, it is crucial for the mining department to devise appropriate strategies for raising funds as a practical solution to mitigate the challenges encountered in relation to the implementation of work-integrated learning.

Conclusion

It is crucial to highlight that the findings make a theoretical and methodological contribution in the area of research on work-integrated learning and employability. Concisely, work-integrated learning provides great potential for enhancing employability skills for mining engineering students. The findings show that the mining school conforms to the requirements of ECSA to support the development of professional skills. This allows mining students to engage in complex engineering problems in the real work context while placed in mining companies' prescribed knowledge. This approach demonstrates that experiential learning focuses on the premise that learners acquire new knowledge through direct interaction with reality, thus facilitating an understanding and an explanation of work-integrated learning. Further, contemporary employer's value rests in the mining industry and upon graduates who would have attained a certain level of employability skills and thus improved their work-readiness.

Therefore, universities should facilitate and build sustainable partnerships with mining companies, which will enable the nurturing of employability skills through work-integrated learning.

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**Exploring Labor Market Outcomes at Binational Universities:
Two Countries, One University, Binational Careers?**

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Abstract

Transnational education (TNE) is predicted to play a large role in the future landscape of international higher education. Binational universities are transnational, higher education institutions formed by two governments constituting a collaborative form of TNE. Despite career factors being one of the primary motivators for participating in TNE (Knight & McNamara, 2014), we know very little about student expectations and experiences with career attainment at binational universities. This study explored the role of labor market outcomes at the binational Turkish-German University. A convergent parallel mixed methods case study design was adopted, and data collection included a survey of students and graduates (n=571) as well as interviews with key stakeholders (n=4). This research enlarges the debate on the relation between international experience and employability and provides new insight into the labor market relevance and returns of higher education programs.

Keywords: transnational education, binational universities, international higher education, Germany, Turkey, internationalization

Introduction

Transnational education (TNE) refers to the movement of programs and providers serving students where they are located, in contrast to students and scholars moving to pursue education abroad. Knight and McNamara (2017) differentiate between TNE that is independent (e.g. international branch campuses) and collaborative (international joint universities). Binational universities are a

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subtype of the latter. My master's thesis research explores the role of labor market outcomes at binational universities, using the Turkish-German University (TGU) as a case study.

Binational universities are typically formed on the basis of a legal agreement between two countries, although a range of funding and governance structures exist. Binational universities are established and administered by various different countries like Germany, Japan, and Russia. Turkey provides a robust foundation for studying binational universities due to its national internationalization strategy, which includes a target to increase education cooperation with foreign governments (Kammüller & Bachmann, 2020), and its involvement in being both a provider and host country of binational universities.

The Turkish-German University is a public, binational university in Istanbul, Turkey. It is supported by the German Academic Exchange Service (DAAD), the Turkish Council of Higher Education (YÖK), and over 30 German universities providing academic and mobility provision. Despite being subject to Turkish higher education legislation, the TGU combines both countries' academic traditions, building on a deep and interconnected history covering centuries of exchange. It offers over a dozen study programs across five faculties that aim to support binational academic cooperation, educate graduates on the unique Turkish-German relationship, and promote university-industry collaboration.

Research Questions

The main research question being addressed is what role labor market outcomes play at the TGU as a binational university. This is approached from the institutional, student and alumni perspectives. The main themes addressed are the goals, expectations, and motivations for labor market outcomes in addition to the actual outcomes of alumni. Particular attention will be paid to group similarities and differences.

Theoretical Framework

Most studies apply human capital theory to associations between educational attainment and labor market outcomes (Cai, 2012). In recent years an extension referred to as transnational human capital (THC) has emerged, which includes the combination of foreign language abilities, international work and study experience, and intercultural skills (Gerhards & Hans, 2013). It has primarily been applied to studies investigating immigration, employability and international education experiences (Belderbos, 2020; Medrano, 2016; Zweig et al., 2004). As this thesis deals with the relationship between the attainment of a binational education and labor market outcomes, THC provides a foundation that ties both together.

Methods of Data Collection and Analysis

A convergent parallel mixed methods case study design was adopted, involving the simultaneous collection and analysis of qualitative and quantitative data (Creswell, 2012). Data collection included a survey of students and graduates (n=571) as well as interviews with key stakeholders (n=4). The survey consisted of five categories: profile information; motivation for choosing the TGU; TGU reputation related to career outcomes; binational education and labor market relevance; and employment and career outcomes. Interviews with stakeholders expanded on these themes. Survey results will be analyzed for group comparisons and interviews will be analyzed using deductive coding following the code list that emerged from the literature.

Innovative Contribution to Comparative and International Higher Education

There has been a call for more research investigating international joint universities (Knight & Liu, 2017). Despite career factors being one of the primary motivators for participating in TNE (Knight & McNamara, 2014), we know very little about binational university expectations and experiences with career attainment. Due to the political flair that binational universities exhibit, most research has focused on this aspect. My study examines the opposite end of the spectrum by investigating student and graduate experiences.

Transnational education is predicted to play an important role in the future landscape of international higher education. With the onset of the global pandemic came an increased awareness for development of internationalization at home. In contrast to international branch campuses, binational universities offer a mutually beneficial, collaborative TNE model deserving of more attention in a world fraught with mobility restrictions. This study is one of the first that examines the labor market outcomes of graduates from binational universities. It enlarges the debate on the relation between international experience and employability and provides new insights into the labor market relevance and returns of higher education programs from binational universities, with specific consideration of the Turkish context.

Author Note

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Understanding Employment Opportunities and Challenges Facing Lao Graduates from Chinese

Universities

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Abstract

The purpose of this study is to explore the employment opportunities and challenges facing Lao graduates who studied abroad in China and returned home after graduation. A qualitative method was employed by utilizing semi-structured interviews with 17 Chinese-educated Lao graduates who now live in Laos. The findings revealed that although returning graduates were sought after in the local labor market, they seemed more employable in certain market segments in which China has been economically involved. Yet possessing a foreign degree alone was not sufficient to attain jobs unless it was complemented with foreign language fluency and employability skills such as communication skills and learning skills. The study also found that returning graduates tended to experience job mismatch and reverse culture shock in the process of their career development. With these findings, universities should sufficiently equip students with skills that can be effectively applied in different labor markets and contexts.

Keywords: student mobility, employment, job mismatch, culture shock, returning Laos graduates

Introduction

The trend of international student mobility is shifting. This has been witnessed by the increasing number of international students studying in Asia, resulting from the growth of intra-Asian regional

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mobility (Kuroda et al., 2018). One of the top Asian countries able to attract more international students is China. In 2018, China hosted nearly 500,000 international students, 60% were Asian students (Ministry of Education (MOE), 2019). However, little attention has been paid to international graduates' employability trajectories once they returned home (Lee & Kim, 2010; Li, 2017). Even less known is whether education obtained from China helps in international graduates' career development upon graduation and returning to their home country. This research, therefore, aims to explore employment opportunities and challenges faced by Lao graduates from Chinese universities.

Laos is one of the largest source countries of international students for China. In 2018, there were 14, 645 Lao students studying in China (MOE, 2019). Meanwhile, China is one of the three largest source countries (China, Thailand, Vietnam) of foreign direct investment in Laos (Organization for Economic Co-operation Development, 2017). This is deemed important to Lao economic growth and create jobs for graduates. However, Lao higher education institutions have not yet produced highly qualified graduates to meet the skill requirements in the Lao labor market. Graduates lack both soft and hard skills required for employment (Del Carpio et al., 2013). Only 19% of Lao graduates from local institutions are employed in the private sector, including foreign-owned companies, while the majority work for the public sector (Duronsoy et al., 2014). This opens job opportunities to foreign-educated graduates, particularly from China, but no previous studies have explored this area. Hence, this study intends to investigate it through these research questions: How does international education obtained in China affect Lao graduates' employment opportunities in the labor market in Laos? What are the key challenges faced by those graduates in career development?

Theoretical Framework

Human capital theory posits that schooling positively increases labor productivity and subsequently earning levels (Becker, 1993). Studying abroad is assumed to enhance graduate employability and productivity. Given foreign and domestic education are not homogeneous, studying

abroad enables students to acquire both general and country-specific human capital (Wiers-Jenssen, 2008). Language skills, cultural and socio-economic knowledge of foreign countries are examples of country-specific human capital that can be acquired through studying abroad (Kim & Park, 2013; Wiers-Jenssen, 2008). Such country-specific skills give added value to graduates' degrees and are more applicable in a certain market segment than other areas. In the recruitment process, educational credentials send the signals of graduates' abilities and potential to employers (Spence, 1973). Thus, it is assumed that Chinese-educated Lao graduates will be attractive to employers and employed in organizations related to China.

Methodology

This study employed a qualitative method, which assists the researcher to gain more understanding of participants' experience (Silverman, 2006). A snowball sampling technique was used to approach participants, whereby the participants can recommend potential participants to the researcher to identify cases of interest and who are information-rich (Creswell, 2013). Seventeen graduates were invited to participate in this study. They all met these selection criteria: (i) held a degree obtained from China and (ii) had lived at least one year in Laos after graduation when this study was conducted. These criteria help ensure the participants meet the research purpose and have experience in labor markets. Their age ranged from 23 to 35 years old. More details on participants' demographics are provided in Table 1.

The research purpose and procedures of data use, i.e., anonymity and confidentiality, were clearly explained to participants. They were required to sign a consent form and complete a questionnaire before participating in semi-structured interviews. The interviews focused on participants' university-to-work transition experiences, current employment, and challenges. Due to the coronavirus pandemic, all the interviews were conducted via voice/video calls during June – July 2020. Conversations

were audio-recorded for approximately 60 minutes with participants' consent. Nine of the participants were called back as follow-up interviews to clarify key points.

The interview responses were transcribed and analyzed using a thematic approach. First, all the transcripts were carefully read several times to make sense of the data. Coding procedures were done following Saldana (2013) when reading, the margin notes were marked, and initial codes were made. Then the data described were assigned codes and themes, followed by an iterative process to improve the interpretation and refine key points and understandings (Srivastava & Hopwood, 2009). Finally, related themes were arranged into broad categories as key findings for the research questions and triangulated with the questionnaire data. Then, participants were invited to read through the paper as member checking and confirm accuracy. When reporting the interview responses, "P" stands for "Participant", followed by an interview number (i.e., P1, P2).

Table 1

Demographic Information of Participants

Demographics	Number of participants (n)
Gender	
Female	13
Male	4
Degree	
Master's	12
Bachelor	5
Place of residence	
Vientiane Capital	14
Provinces	3
Disciplines	

Business	8
Social sciences	5
Education	2
Other	2
Employment status	
Employed	14
Unemployed	3
Employment sector	
Private	10
Public	4

Preliminary Findings

Employment Opportunities

This study found that foreign-educated graduates were sought after in the local labor market. Most participants obtained their first employment within one month of returning. This smooth transition was because they mostly looked for jobs in Chinese-owned companies in the local labor market so that their educational credentials, including Chinese language skills and institutional prestige, could send effective signals of their abilities and productive potential to employers. This showed that graduates take advantage of the leverage of the Chinese language, culture, and economic involvement in Laos to yield economic benefits. As one interviewee responded, “I found employment within one month in Chinese telecommunication company [...] Today, if you can speak Chinese well, you will get a job because there are many Chinese companies in Laos” (P12, personal communication, July 13, 2020). P12’s comment reflected the extent to which Chinese educational credentials enhanced graduates’ job opportunities in Laos.

All participants, irrespective of their employment industries, agreed that employers prioritized language proficiency level, communication skills, intercultural competence, and ability to learn on-the-job over disciplinary knowledge when making recruitment decisions. One participant, who obtained a master's degree from a top-ranking university in China and is still seeking a job, admitted, "I failed many job interviews because my language skills and communication skills are not good" (P5, personal communication, June 10, 2020). This indicated that a foreign degree alone could not guarantee graduates employment despite graduating from a prestigious institution.

Key Challenges Facing Returning Graduates

Job-Education Mismatch

Although returning graduates were able to secure jobs quickly, many graduates were employed in jobs that are mismatched with their education undertaken abroad. They accepted job offers because employers offered a good salary and benefit in kind despite having irrelevant disciplinary knowledge and lacking prior work experience, that is because graduates could not do internships while studying abroad. Such compensation premiums actually traded on graduates' Chinese language fluency, degrees, and intercultural competence to learn on-the-job and introduce companies' products/services to local clients.

As one participant explained:

I was recruited into a Chinese cement company because I speak Chinese fluently, but the job is about lab experiments and manufacturing, which differs from my major – international trade. I can use only language skills to communicate, learn new skills on-the-job with Chinese trainers and read online resources about my job [...] my parents told me to take any jobs available instead of staying unemployed (P16, personal communication, July 30, 2020).

Being educated abroad is perceived as a marker of social status and valuable cultural capital in Laos. P16's account also revealed that socio-cultural factors influenced job mismatches. If foreign-educated graduates are unemployed, they feel ashamed as in the Lao colloquial "Pa linnga the foun"

(unemployed graduate walks on a dusty path). This evokes fear of losing face among graduates and their families. Therefore, graduates undertake whatever job offers there are to survive.

Reverse Culture Shock

Seniority and collectivistic working culture firmly remain in Lao society and workplaces, which many graduates found it difficult to readjust to. As one interviewee said, “I resigned from my first job with a local company to work for a Chinese company because I couldn’t adapt to local work ethic and culture [...] like lack of commitment and punctuality” (P6, personal communication, July 28, 2020). P6’s experience of difficulty in readjusting to local working culture implied that culturally specific skills and work ethic acquired abroad were more applicable in a certain workplace than other. While studying abroad, graduates could be trained to be critical, work-centered and competitive, but such skills and attributes might not fit in with their homeland context.

Contributions of This Research to Comparative and International Higher Education

This study contributes to the need to better understand international graduates’ employability, particularly from Chinese universities. Foreign academic qualifications alone cannot guarantee graduates’ employment and career development at home. Other employability skills such as interpersonal and communication skills, independent learning skills, problem-solving skills and adaptability are needed. Universities across the world may use the findings of this study to develop effective ways to sufficiently equip students with skills necessarily required to facilitate their job search and subsequent career development in different labor markets and contexts. This study also provides empirical information for future research to investigate more on the employability of international graduates from universities in Asia and compare with other regions.

The Main Takeaway of This Research

Graduating from Chinese universities enhances Lao graduates’ employment opportunities at home, but they seem more employable in certain market segments where the country-specific human

capital is in demand. In other words, their employability and career trajectories are significantly shaped by socio-economic aspects and relations between Laos and China. Yet returning graduates tend to experience job-education mismatch and reverse culture shock, which hinder them to realize full potential of their qualifications in the home country. In order to elaborate on these findings, the next steps for this research project will recruit more participants for a comprehensive survey and make a comparison between local graduates and Lao graduates from Asian and Western universities.

Author Note

Soubin Sisavath is a doctoral student in the Graduate School for International Development and Cooperation at Hiroshima University, Japan. His doctoral dissertation investigates the employability of international graduate returnees in Laos. The research focuses on university-to-work transition experiences, career outcomes, and challenges facing returnees in the domestic labor market. Employers' perspectives regarding employment and work are also integrated to substantiate the returnees' perspectives. Sisavath's other research interests include internationalization of higher education from the perspective of quality assurance and international students' experience, international student mobility in Asia, and university-industry collaboration. On a professional level, he has worked in the International Relations Office at National University of Laos, Laos, in charge of student and academic mobility for Asia and Europe. Correspondence address: Soubin Sisavath, 7939-5 Saijou Chou Jike, Higashi-Hiroshima, Hiroshima, Japan 739-0041. E-mail: soubin@nuol.edu.la.

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Pride and Prejudice:**An Intersectional Look at Graduate Employability of Transgender and Queer International Students**

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Abstract

The concept of graduate employability has gained great prominence in international education. However, there still exists a gap in sexual orientation discrimination in graduate employability among transgender and queer (TQ) international students. In our qualitative study investigating graduate employability of transgender and queer students graduating from Australian and Canadian institutions, we have interviewed 14 international graduates with transgender and queer identity regarding their perceptions of sexual orientation and recruitment discrimination at the workplaces. Utilizing intersectionality as a conceptual framework, we have studied employability-related problems that these marginalized students with their foreigner identities have experienced in the labor market. The findings will be around the social, cultural, and political impacts of Canadian and Australian working and recruitment environments on the varying extent of discrimination, namely local attitudes toward queer and transgender international graduates, the manifestation of antidiscrimination laws, and the extent to which employers value stereotypically male heterosexual personality traits.

Keywords: transgender and queer, graduate employability, intersectionality, sexual orientation discrimination, recruitment discrimination, international students

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Introduction & Literature Review

The concept of 'graduate employability' has commanded an ever-more prominent position in higher education (HE) student transitions to the labor market in recent years, and is now firmly entrenched (Blackmore et al., 2017; Nguyen et al., 2019; Tomlinson, 2017; Tran et al., 2019). However, there is scant attention to sexual orientation discrimination in employability among transgender and queer (TQ) international students; that is, the behaviors and practices—both deliberate and nonconscious—that disadvantage individuals of a particular sexual orientation over individuals of another sexual orientation in employment contexts (Ghavami et al., 2016; Herek, 2015).

In the context of increasingly fluid boundaries, although there has been a growing body of international literature pertaining to this debate over the last three decades, most of the LGBTQ employment literature has originated from the United States, focusing on wage inequality and producing little direct evidence about hardships that LGBTQ international students face in obtaining a job (Adelman & Lugg, 2012; Stuart et al., 2012; Brewster et al., 2014; Chung & Harmon, 1994). This is a significant omission because recruitment discrimination is a vital inequity generating mechanism with potentially powerful effects on queer and transgender international students' access to a broad range of opportunities in the labor market (Petersen & Saporta, 2004; Pager, 2007). This lack of direct evidence about sexual orientation discrimination and recruitment discrimination, in particular, limits our understanding of the nature and extent of inequities faced by transgender and queer international students.

This study contributes to the growing literature which investigates the discrimination factors that affect the employability of this group of employees at the Canadian and Australian workplace. Limiting the scope of this study to transgender and queer international students is advantageous because the precise nature of prejudice based on sexual orientation might vary across different LGBTQ groups (Cox et al., 2016; Rule et al., 2015). Apart from a look at discrimination against the gender non-

conforming identities, we discuss the foreigner identity as an additional disadvantage that queer and transgender international students have addressed in the transition to the labor market.

While traditional gender theories have neglected to explain the gendered nature of discrimination against transgender and queer community in the labor market and overlooked the combined effects of gender and the marginalization experienced by international graduate students, this study therefore adopts the concept of intersectionality as a conceptual framework guiding the research methodology. Crenshaw (1989, 1994) defined the concept of intersectionality to help analyze and demonstrate how gender and international identities interact on multiple levels and contribute to systematic patterns of discrimination against Australian and Canadian groups of employees.

Using intersectionality as a conceptual framework for this study, we provide an intersectional analysis of employability-related issues that these unprivileged students with their foreigner identities have experienced in the labor market. The overarching research question is: *How have Australian and Canadian transgender and queer international students perceived the sexual orientation and recruitment discrimination at the workplaces?*

Methodology & Theoretical Framework

Our interview data come from Canada and Australia -- two countries in which LGBTQ employability has been still under-researched (Brewis & Bowring, 2009; Willis, 2011). Australia and Canada have been ranked as the top 20 most popular countries for international students in 2020 (Erudera College News, 2020). It should also be noted that Canada and Australia have been recorded among the countries which experience sexual diversity issues in the world (Hunt & Eaton, 2007; Waling & Roffee, 2018). The uniqueness of the two contexts unearths the implicit and often taken-for-granted basis of our own practices and phenomena (Azarian, 2011). A focus group interview will be adopted with seven individuals in each country (n= 14), the ideal size of a focus group (Krueger & Casey, 2014), by the snowball sampling approach (Creswell & Poth, 2016). The participants are from different nationalities,

including Russian, Turkish, Chinese, Korean, Vietnamese, and Japanese, to ensure the diversity of international students. This approach allows for easier reflection on collaborative experiences (Bruseberg & McDonagh-Philp, 2002). We will invite international graduates and active full-time or part-time job students with transgender and queer identity in Canada and Australia as the participants. Due to the spread of the coronavirus, this research intends to conduct synchronous semi-structured interviews via the Zoom platform for three months. The semi-structured interview method allows follow-up questions during the interviews, including back and forth conversations (Salmons, 2012). A list of ten open-ended questions is employed for the focus group meeting. Research ethics across three institutions of researchers is required.

We will apply the thematic analysis approach (Braun & Clarke, 2006). It is considered suitable to process with this type of data, through which we can highlight the differences and similarities embedded within the data set between these two countries (Creswell & Creswell, 2017). With the use of NVivo 12 software, we will analyze the interview data. We expect the findings to offer an in-depth understanding of the TQ group's challenges and implications for the workplace policy. The findings are around the social, cultural, and political impacts of Canadian and Australian working and recruitment environments on the varying extent of discrimination that affects the likelihood of the participants' employability between Australia and Canada, namely local attitudes toward queer and transgender international graduates, the manifestation of antidiscrimination laws, and the extent to which employers value stereotypically male heterosexual personality traits. It is also important to notice that in broader aspect, further analysis on how these discriminations can impede the career direction and employability of queer international students can contribute to the practices and policies of international student programs development at both the institutional and trans or cross-national level. The potential implications would indicate that there needs to be greater emphasis on organization incorporating diversity policies into the recruitment process, providing tremendous support for gender

diversity as well as training in practices which facilitate organizations' inclusiveness. The findings have strategic implications for the promotion of Australian and Canadian higher education to overseas markets and can also inform higher education policy and practice in terms of strategies for promoting international graduate employability.

Author Note

Trang Le, Giang Le & Vuong Tran are Vietnamese Ph.D. students in education in Australia and Canada. Trang Le's research interest lies in international education and graduate employability. Giang Le's work covers visual methods, queer theory, and celebrity influencers. Tran's research includes financial literacy and equity.

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**U.S. Social Justice Spaces and Global Justice:
Integrating International Students for the Engagement of All**

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Abstract

This qualitative study explores the extent to which international students integrate when they encounter social justice discussions inside or outside a U.S. class environment. Focusing on diversity courses at a west coast university, the study investigates international students' learning experiences as well as their contributions to these U.S. educational spaces when drawing from their perspectives and experiences from communities around the world. Because international students are both agents and objects of bias, the study hypothesizes that more integration leads to more engagement and better outcomes for both international and domestic participants. By interviewing and surveying students from varied national and social backgrounds, the study seeks to understand outcomes for a diverse group of both international and domestic students. The study's findings will advance policy, pedagogy, and practice conversations around internationalization, social justice education, and global citizenship education at institutions of higher education in the U.S.

Keywords: International students, integration, social justice, global citizenship, internationalization

Introduction & Literature Review

During the last half-decade or so, an unprecedented number of international students studied at U.S. colleges and universities. The Institute of International Education (IIE) reported that for the 2018-2019 academic year, there are over one million international students in the U.S., which account for

approximately 5.5% of the whole student population in higher education (IIE, 2019). With the growth of international students in the U.S. came an increase in studies on the population. Previous research on international students focused on their challenges in academic spheres as well as psychological and socio-cultural adjustment (e.g., Constantine et al., 2004; Mesidor & Sly, 2016). Factors that contributed to international students' negative experiences of acculturation have mainly included language proficiency, racial discrimination (Hanassab, 2006; Lee & Rice, 2007), communication styles (Oguri & Gudykunst, 2002), social isolation (Hayes & Lin, 1994), and cultural distance between the home and host culture (Lee & Rice, 2007). However, many of these studies take a deficit-only approach to understanding international students' experiences and pay less attention to the learning they acquired or the contributions they make when navigating a variety of educational spaces in the U.S. Notably, very few studies focus on international students' experiences in social justice or global citizenship spaces.

International students bring with them perspectives and experiences from around the world, including their perspectives about equity, diversity, and inclusion. Previous research illustrates that some international students may reproduce and reinforce stereotypes and bias towards students from minoritized groups, and therefore, may impact campus climate negatively. Ritter and Roth (2014) argue that international students who had limited exposure to the U.S. outside of depictions in the media will arrive with beliefs in racial hierarchies and bias toward certain groups, especially African American men. Similarly, Mitchell et al. (2017) found that international students hold limited knowledge about U.S. concepts of race; therefore, some students don't know why Americans "force race to be an issue" (p. 7). These findings are not surprising given that some of the top countries from which international students hail include relatively racially homogeneous countries such as South Korea and China (IIE, 2019). Therefore, international student participation in social justice education could improve campus climate and teach international students about new ways to understand race and racism in the U.S. and the world.

Yet international students are not only agents but also objects of bias. For example, international students experience racism and racialization within and beyond U.S. campuses, as well as experiences associated with injustices around gender, sexuality, class, ability, religion, language, etc. Additionally, the political climate up to and after the 2016 Presidential election changed the landscape of globalism, and therefore, the climate under which international students operated on U.S. campuses. The rise of xenophobia and extreme nationalist ideologies affected international students negatively in that they began dealing with “everyday landscapes of exclusion” (Pottie-Sherman, 2018, p. 35) and expressed concerns and even panic after the election. Some of them conveyed uncertainty and anxiety about finishing their education in the U.S. (Johnson, 2018).

Additionally, given that international students may be more familiar than U.S. students in discussing issues around equity, diversity, and inclusion in relation to their own country’s or region’s context, they have much to share and teach their peers. Consider experiences of students from India, a top country, according to IIE (2019), where class, ethnic, language, and religious diversity often occur as themes in the discourse around Indian politics. Consider immigration discourse in Europe, where Germany, for instance, invites more refugees than any other country in the West. Consider policies around gender equity in a country such as Iceland. Consider attempts at racial reconciliation in a country such as South Africa. These examples suggest that students from these countries may provide observations that can potentially broaden the perspectives of domestic students in the U.S., especially on issues related to equity, diversity, and inclusion. The integration of international students into social justice spaces means new possibilities arise for exchange and learning for domestic students about how social experiences both vary and look eerily similar around the world.

Therefore, full integration of international students into U.S. social justice spaces means: 1) international students will learn about the U.S. historical context as well as why and how American’s problematize race and other social categories, which will provide opportunities to map these

(potentially) new ways of thinking to other social issues across the globe, and 2) international students will enrich the learning of domestic students by incorporating their lived experiences, perspectives, and cultural capital (Yosso, 2005) from across the globe. Given the historical legacies of oppression and current social problems in the U.S., it is important to note that neither the U.S. nor its institutions of higher education hold a monopoly on social justice done well. Similarly, no other country holds this monopoly. This process of mutuality, then, is important for the learning of all participants in social justice spaces and courses, and we hypothesize that better integration of international students in these spaces means better outcomes for all students as well as their institutions of higher education.

Theoretical Framework

Theoretical frames associated with socio-cultural transitions can provide useful guidance on this underexplored area of the international student experience. Berry's (1997) acculturation model illustrates the ways in which one's original social, cultural, and psychological identity may change when adapting to a new environment. Assimilation, integration, marginalization, and separation constitute four predominant relationships that individuals may develop to a host culture (Berry, 1997). For international students, the model and four relationships help describe the possible outcomes when they encounter social justice spaces in the U.S. In the context of this study, integration means international students engage in discussions of social justice, bringing their lived experiences and insights, while also listening well to the perspectives of others and incorporating new information learned into their world view.

The postcolonial theory leads the authors to consider the ingrained imbalance of power relations and inequality between Global North and Global South in the process of globalization and thus helps us interpret the increasing internationalization in U.S. higher education with a critical eye. Therefore, we apply a postcolonial lens and aim to interrogate the "discursive basis of Western rule" (Tikly & Bond, 2013, p. 423). Additionally, we aim to support student agency and mutual learning by

adopting an emancipatory and engaged approach (Madge et al., 2009). We believe this application of postcolonial theory will call into question American exceptionalism and the 'us' and 'them' dichotomy. Therefore, our study will differentiate between experiences of international students from the Global North and those from the Global South and problematize American exceptionalism when expressed in social justice spaces.

In alignment with the postcolonial approach, the Global Citizenship Education (GCE) framework, especially its critical agendas (Andreotti, 2006), will also be employed to challenge inequality and hegemony in a global age. The critical mode of GCE denounces the unfairness and unsustainability of the current global structures and seeks to create participatory and transformative spaces for students to develop skills and dispositions required for an interconnected world. Incorporating the theory of critical GCE, the current study contends that all students could be active global citizens who make systemic changes at both local and global levels when participating in a space for social justice.

Proposed Study

While Ritter and Roth (2014) and Mitchell et al. (2017) propose utilizing intergroup dialogue spaces to push against stereotypes and biases international students hold about minoritized communities in the U.S., scant literature exists evaluating the integration of international students into these spaces and detailing their experiences there. Few studies seeking to understand international student experiences in diversity courses or initiatives in the U.S. exist. For example, Daniels (2010) found that diversity courses contribute to international students' diversity awareness and intergroup peer interactions. Burkhardt and Bennett (2015) found that diversity initiatives enhanced the presence of international students but led to the creation of 'us' vs. 'them' divides between U.S. and international students, since it does little to encourage cross-cultural interactions on a daily basis. However, these two studies lack specific attention to integration, which is the mechanism by which international students

contribute to social justice spaces, and U.S. students learn from international student experiences in a mutual way.

This study uses semi-structured interviews (Seidman, 2013) and surveys of international students from the Global North and Global South, white students, as well as students of color who are from the U.S. to understand the following questions: 1) To what extent are international students integrated into diversity courses? What acculturation experiences are they having in these spaces (i.e., integration, marginalization, separation, assimilation)? 2) What do international students from the Global North and Global South learn from these social justice spaces about U.S. socio-cultural experiences? 3) What do white students and students of color from the U.S. learn from these social justice spaces about social experiences around the world? We aim to interview ten students of each type (40 students total) and recruit from diversity courses at a west coast university. The survey will go out to all participants in diversity courses at the same university for a given quarter or semester.

Conclusion

This important inquiry will contribute to the field of international higher education, and equity, diversity, and inclusion education by advancing several policy, pedagogy, and practice conversations around internationalization, social justice education, and GCE at institutions of higher education in the U.S. By centering international students' experiences in social justice spaces for the engagement of all, this study 1) illustrates how essential diversity and social justice education is to international education, GCE, and internationalization of higher education, 2) elicits reflection and action opportunities for professors, policy-makers, and practitioners involved in facilitating social justice education, and 3) prepares institutions of higher education to rethink their internationalization agendas to ensure meaningful learning experiences for all students.

Sound practices for integration of international students into social justice conversations will emerge from this study, which is an overlay to all the outcomes mentioned above. Requirements for

diversity initiatives aim to provide all college students with cross-cultural awareness, experiences that reduce prejudice, and experiences that instill new perspectives about human difference (Humphreys, 1997). If we care about the intersection of equity, diversity, and inclusion education with international education, then we should infuse those values in every domain of the university, including social justice spaces. Doing so is the only way to ensure that all students, international and domestic, gain a more comprehensive understanding of human difference and human similarity around the world, which is necessary for all students everywhere in an increasingly globalized world.

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**Another Side of Global Mobility:
Higher Education Access among Students from Refugee Backgrounds**

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Abstract

This project explores how students from refugee backgrounds describe the role of community cultural wealth in their movement into and through their university experience. It analyzes the educational journey of five students from refugee backgrounds. The participants' countries of origin include Egypt, Eritrea, Japan, Togo, and Vietnam. The study followed a narrative inquiry approach and relied on semi-structured interviews and their personal statements for university application. This study contributes to the field of comparative and international higher education by bridging the U.S. and international literature and contributes to a synthesis of existing knowledge that may inform the work of educators working with this student population.

Keywords: International higher education, refugee students, college access, narrative inquiry

Introduction

At the end of 2019, 79.5 million people were forcibly displaced worldwide due to conflict or persecution (UNHCR, 2020a). Only 3% of refugees attend higher education compared to 37% of the world's youth (UNHCR, 2020b). Promoting educational access among refugees and understanding their experiences in postsecondary education is critical to their success (Unangst, 2020).

The unique needs and challenges of refugee-background students in postsecondary education are consistently under-researched. Students from refugee backgrounds share some characteristics and

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experiences with international students. However, their international background is often rendered invisible because they are not on a student visa and, therefore, not tracked (Luu & Blanco, 2019). These shared characteristics include: adjusting to a different culture and lifestyle, learning a new language, encountering racism and discrimination inside and outside of the classroom, and reconciling identity crisis when expectations from people at school and at home do not match (McBrien, 2005). On the other hand, refugee-specific characteristics include interrupted education and the first-hand or inter-generational trauma of fleeing their countries of origin and residing in refugee camps (Naidoo et al., 2018).

Educated refugee-background students will have a better chance to contribute to a globalized labor market that demands credentials beyond secondary education (Baum et al., 2013). The purpose of this study is to understand the stories of students from refugee backgrounds who have successfully navigated the U.S. school system and entered higher education. This dissertation study follows an approach focused on the assets and strengths of this population (Kiyama & Rios-Aguilar, 2018).

Methodology

The research question guiding this dissertation is: how do students from refugee backgrounds describe the role of community cultural wealth in their movement into and through their university experience? I conducted an in-depth study of the educational journey of five students from refugee backgrounds attending four-year higher education institutions in the United States. The participants' familial countries of origin include Egypt, Eritrea, Japan, Togo, and Vietnam. The study followed a narrative inquiry approach (Clandinin & Connelly, 2000; Riessman, 2008) and relied on two semi-structured interviews with each participant and an analysis of their personal statements for university application.

Preliminary Findings

Preliminary findings suggest that successful university students from refugee backgrounds do face challenges and barriers in their schooling that impacted their emotional and psychological wellbeing. These challenges and barriers include lack of language fluency, bullying, identity dissonance, feeling invisible, and lack of cultural and economic capital. Despite these challenges and barriers, they take advantage of their resources, both on and off-campus, to enter higher education and overcome the transition from secondary school to university. Three themes emerged from the preliminary data analysis: developing an appreciation for their national origin identity, finding community through intersections, and unwavering commitment to the future self.

The first theme, *developing an appreciation for their national origin identity*, is related to participants' stories about how they were bullied in middle and secondary school because of their various identities, including for coming from refugee, immigrant backgrounds. As a result, these students did not feel they belonged in their school settings, and their self-esteem was negatively impacted. Over time, especially in the later years in secondary school and university, these students developed an appreciation for their various social and cultural identities, including their refugee backgrounds. Once these students from refugee backgrounds were grounded with who they are, they made efforts to educate others to fight discrimination, micro-aggressions, and racism in their sphere of influence.

The second theme, *finding community through intersections*, is connected to the first theme of their unique refugee background identity. Even though the five participants consider their refugee backgrounds as one of their salient social identities, their refugee backgrounds are often not acknowledged in school and university settings. These students from refugee backgrounds did not feel like they could bring their whole refugee background self into any given setting. As a result, these students seek other communities that intersect with their refugee backgrounds identity, such as student

organizations and campus offices/programs that serve low-income students, first-generation college students, and students of color.

The last theme, *unwavering commitment to the future self*, refers to a strong commitment to the value of education, motivated by the conviction to transcend the struggles that their parents endured and the sacrifices they made in order to provide their children a better future in the United States. These students were very focused on getting a college degree, even in the face of bullying and self-doubt, in order to fulfill the “American dream,” to climb that social mobility ladder for a better future that their parents had hope for their children when they fled their countries of origin. These students are planners. They envisioned the future they want to have for themselves and their families, and they work hard to realize it.

Conclusion

Discussions of global mobility in higher education often focus on students who choose to, or have the opportunity to, pursue their education in a different country. Another side of global mobility involves those students who *must* leave their home countries due to violence, displacement, or fear of persecution. This second group, students from refugee backgrounds, are often invisible and inhabit a liminal space: neither fully domestic, nor fully international despite their strong ties to other countries. This study contributes to the field of comparative and international higher education by bridging the U.S. and international literature and contributes to a synthesis of existing knowledge that may inform the work of educators working with this student population. Further research should explore the complexities and entanglements (Stein, 2019) involved in these individual journeys and how they reflect larger networks of displacement and violence.

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