Analysis of International Branch Campuses in Korea and Japan: Exploring Success Factors

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Abstract

This study presents an analysis of the evolution of International Branch Campuses (IBCs) in South Korea and Japan, utilizing the conceptual framework proposed by Hickey and Davies (2022). The methodology includes the modified grounded theory approach (M-GTA) and interviews with over twenty leaders and executives working at IBCs in both countries. Preliminary findings highlight the importance of persistent collaboration among stakeholders, a strong commitment from the home campus, effective communication, trust-building, diversified enrollment pipelines, and strategies to mitigate regulatory challenges for the success of IBCs. We found that entrepreneurial leadership, international education prioritization, cross-cultural understanding, tailored programs, and diverse hires are crucial for maintaining academic standards and building institutional capacity. This research contributes to comparative and international higher education by sharing factors which influence the success and sustainability of IBCs in the context of an evolving higher education landscape in South Korea and Japan.

Keywords: comparative analysis, grounded theory, international branch campus, success factors, transnational higher education

Internationalization is arguably the strongest force impacting and reshaping the landscape of global higher education in the twenty-first century with complexity, diversity, and differentiation (Knight, 2013). The global trend of internationalization has led to the emergence of transnational higher education, which refers to educational programs offered by foreign institutions in offshore locations. Within this context, international branch campuses (IBCs) have gained prominence as a specific form of transnational higher education (Clarke, 2021). IBCs are seen as appealing ventures for various reasons, including generating additional revenue, promoting campus internationalization, building reputation, and demonstrating altruism (Kim & Zhu, 2010).

South Korea has strategically been using the IBC as a means to boost economic development and national competitiveness in the globalized arena (Hou et al., 2018). Amongst many ambitious plans to stand out as a major player in the globalizing higher education sectors (Byun & Kim, 2011), Korea's decision to establish a global educational hub was ambitious. It wanted to recruit international students to make it an authentic place for quality higher learning opportunities and economic gains. Accordingly, the Incheon Global Campus (IGC) was established in Songdo International City, and the State University of New York, Korea (SUNY Korea) was the sole founding institution in 2012. Currently, there are three U.S. and one Belgian IBCs in operation to educate nearly 4,000 students. The IBC phenomenon in Korea is reminiscent of what happened in Japan more than 30 years ago. With the economic boom in Japan in the late 1990s, more than a hundred U.S. higher education institutions (HEIs) sent teams to Japan to explore the establishment of campuses, and a number of institutions began operations in Japan (Chambers & Cummings, 1990). However, since the mid-1990s, the number of Japan-U.S. joint ventures declined sharply (Huang, 2011). However, Temple University Japan (TUJ) has wintered the period with challenges and glories for the last 40 years. The IBCs in Korea and Japan have rarely been highlighted as the significant base for transnational higher education compared to the traditional receiver countries in North America and Europe. Therefore, this research aims to conduct an analysis on the development of IBCs in these two East Asian countries and identify the shared success factors.

Literature Review

Successes and Failures of IBCs

IBCs have become less remarkable since the mid-2010s, possibly because the most popular IBC target regions became saturated, and home HEIs found it increasingly difficult to satisfy the goals, including successful enrollments (Cao, 2019; Wilkins, 2020). The notable expansion of IBC all around the world leads to increased global competition, and therefore, consequently produces an array of success and failure cases (Becker, 2010; Kohler, 2019). The direction of the earliest phase of blooming IBC was generally from the global north, Western or Anglophone countries, to the global south, or developing nations in Asia and the Middle East (Wilkins, 2020). By 2017, HEIs from 33 countries had chartered 249 IBCs in 76 host countries, and over the last five years, the number of IBCs has increased by 26 percent (Paniagua et al., 2022). Therefore, the importance of shared decision-making criteria for research purposes in higher education facilitates the construction of better models and more informed decisions for the success of IBC operation, while learning from branch campus failures aids future planning and implementation (Streitwieser & Beecher, 2017).

IBCs may be unsustainable because much is unclear, such as the crisis of faculty hiring and staffing, limited curricular offerings and experiential programs, difficulties in recruitment and quality control, and volatile conditions in host countries and surrounding areas (Altbach, 2010). Therefore, HEIs have become more cautious of the long-term costs and potential risks involved in crossing the border for offshore campuses (Becker, 2010). IBC closures also attract public attention and can call the effectiveness of the host country government and home university leadership into question (Weinman, 2014), thereby posing significant challenges for both parties. Lane (2011) emphasized the significance of understanding local conditions, indicating that the IBC leaders can only to be successful by overcoming three challenges to overcome boundaries around them; campus boundaries (between home campus and the branch campus), vertical boundaries (extending the vertical administrative silos from the home campus to the IBC), and temporal boundaries (geographical separation of IBCs from the home campus in different time zones). Garrett (2018) argued that little research has been done on the key factors that have contributed to the long-term success and sustainability of IBC.

Contextual Similarities and Differences between Korea and Japan

In the past, U.S. occupational forces wielded the power to transform two countries' higher education system by incorporating U.S. ideas (Lattuca, 2007). Ever since, they have accepted American components. Altbach (2015) also aptly pointed out that, historically, Japan and South Korea tightly controlled private institutions by regulating academic staff

salaries, student enrollment numbers, department or program establishment, and trustee appointments, but in recent years, both countries have shifted towards granting private institutions more autonomy and freedom.

Higher education has played a central role in the social and economic development of Japan, and the most important element was the massification of higher education; 76.2 percent of 18-year-olds were enrolled in HEIs in 2005 (Yonezawa, 2007). The rate of population with higher education in Japan is the third highest in the world (64.8 percent). To enhance national competitiveness, Japan strived to add an international dimension to its higher education system, and economic growth and increased demand for education led to an increase in foreign higher education imports (Huang, 2011). Japan is known as the country that has the most private-dominant higher education system (Huang et al., 2022). The pressing demographic change, triggered by the decreased fertility rate (from 2.13 in 1970 to 1.33 in 2020), caused a remarkable impact on enrollments at HEIs in Japan (Altbach, 2002). When it comes to the college admission process, applicants are usually assessed by the standardized national test and/or examinations administered by each institution. In addition, Japanese higher education is characterized by the hierarchical meritocracy associated with Confucian tradition, and cosmopolitanism as class-distinguished capital, such as English (Smith & Colpitts, 2022). Temple University opened a branch campus in Japan in 1982, and it served as a successful demonstration of founding a U.S. college in Japan.

For its part, Korea used higher education as an engine to produce a skilled workforce and tied it to its long-term national economic development plan (Park, 2007). Moreover, Korean policymakers began to encourage the rapid growth of higher education by adopting U.S. ideas (Shin, 2012). As the domestic demand for higher learning opportunities increased, Korea relaxed the requirement to encourage the establishment of private HEIs in 1980-1990. It resulted in the dominance of private HEIs in Korea. Furthermore, Korea has the world's lowest fertility rate, which is below 1.0, and worse than that of Japan. Some other features of Korean higher education are Confucian tradition, which leads to education enthusiasm, intense competition for admission to prestigious HEIs for upward social mobility, test-based admission filtering and resource allocation, the hierarchy of university prestige, and aspiration for global cultural capital (Jarvis et al., 2020; Kim, 2011; Lee & Brinton, 1996; Shin, 2012). Also, the U.S. has influenced Korea to include the higher education sector in trade agreements (Shin, 2007). Therefore, some attempts were made by the government to minimize the country's educational trade deficit by encouraging students not to study overseas and inviting renowned foreign universities to open branches in Korea instead (Byun & Kim, 2011). This mindset would eventually, facilitate the Incheon Global Campus, home of foreign IBCS in Korea.

Analytical Framework

IBCs belong to a system different from the other types of educational organizations, not necessarily fitting clearly into either their host country's or their home country's organizational ecology (Lane, 2011). It suggests that any previous analytical framework used to examine the success factors of other types of educational or commercial organizations, regardless of whether they are local or international, does not provide the reference that is suitable for this study. Against this backdrop, this study draws on the conceptual framework proposed by Hickey and Davies (2022), which is the most recent, and more importantly, relevant in addressing the purpose of this research. They argue that according to their literature review, a framework comprising essential factors for success, which can aid in making informed and well-rounded decisions regarding IBCs. This framework encompasses 15 dimensions that contribute to the formation of an IBC, categorized under strategic, leadership, academic, financial, and operational themes. It considers factors from both the host country and the home institution. It is also suggested that IBC establishment requires careful consideration to achieve a harmonious balance between the local society, economy, and students' needs, while preserving the culture and values of the home institution; it involves addressing staffing, program offerings, teaching methods, student experience, governance arrangements, effective stakeholder mapping and management, and realistic expectations regarding their financial projections and the time required to achieve positive returns.

Research Methods

This research study employs the modified grounded theory approach (M-GTA) as its chosen research methodology. Developed by Glaser and Strauss (1967), grounded theory is a systematic methodology used in qualitative research by social scientists which involves collecting and analyzing data to construct hypotheses and theories, employing inductive reasoning. Grounded theory researchers aim to conceptualize participant experiences, allowing hypotheses to emerge from the collected data rather than being preconceived.

Grasping the fundamental essence of the original Glaser-Strauss version, the M-GTA presents its own improvements. It establishes a unique position, deliberately distancing itself from other versions, such as the Strauss-Corbin's GTA, the Glaser's GTA, and the recent attempts made by Charmaz or Clarke. The M-GTA approach demonstrates efficacy in uncovering the fundamental essence of the data while simultaneously preserving the contextual information in which it is embedded. Unlike the conventional method of coding the data word by word or line by line, M-GTA adopts a more nuanced strategy, segmenting the data at the level of sentences or events (Kinoshita, 2017). This analytical approach acknowledges the specific situational context in which the data is derived. By employing this holistic perspective, the M-GTA methodology ensures a comprehensive examination of the data, thereby fortifying the research process's integrity and dependability by circumventing reliance on fragmented information. The coding process within the M-GTA framework entails the creation of novel conceptualizations through iterative comparisons encompassing data and code/concept, code/concept and code/concept, code and category, and category and category (Byun, 2020). In addition to the extensive literature review, a total of twenty-six leaders and executives who have worked or are currently working at IBCs in Korea and Japan were interviewed with the semi-structured questionnaire to collect verbatim data.

Preliminary Findings

The preliminary findings of this study highlight the importance of persistent sense-making and collaboration among stakeholders for the success of IBCs. Collaboration involves the host country, the IBC, and the home campus, but it faces challenges due to conflicting opinions and agendas. Overcoming these challenges is crucial for IBCs to evolve into international centers of higher education. The exploration of IBCs in Korea and Japan has revealed a myriad of success factors that play a pivotal role in shaping the trajectory of these institutions.

Foremost among these is the undying support and advocacy from the home campus, which serves as the bedrock of the IBC's operations and vision. It becomes apparent that while inevitable personnel changes—from presidents to deans—may introduce challenges, the unwavering commitment to maintaining open channels of communication, cultivating mutual trust, and fostering transparent collaborative decision-making processes remains non-negotiable for sustained success. Moreover, navigating the intricacies of governmental dynamics, particularly with the Ministry of Education in both countries, is of paramount importance. It's observed that these ministries often harbor reservations, if not outright skepticism, toward IBCs. Despite this, some institutions, like TUJ, have managed to garner robust support by forging strategic alliances, such as with the U.S. Embassy, underscoring the significance of nurturing relationships beyond the traditional educational sphere.

Additionally, the demographic shifts occurring in Korea and Japan make it imperative for IBCs to diversify their student enrollment strategies. In an era where local enrollment prospects might be dwindling, casting a wider net to attract a global student body not only ensures financial stability but also enriches the academic milieu, reminiscent of U.S.-style pedagogy. TUJ has successfully pivoted to an international campus by taking in more diversified students from different parts of the world, notably from the U.S., to raise it up to 40 percent of its total enrollment. In contrast, it has been found that the most pressing challenge for the IBCs in South Korea is to establish additional recruitment pipelines across the different regions relying on limited resources.

Furthermore, beyond the pragmatic goals of revenue generation and global expansion, a genuine commitment to international education and diversity is a cornerstone for IBCs. It becomes a balancing act in which IBCs have to remain attuned to local cultural sensitivities while upholding the rigorous academic benchmarks set by their parent institutions. In terms of curricula, it is crucial for IBCs to judiciously select program offerings. As the market is saturated with educational institutions, a thorough and insightful analysis is vital to pinpoint programs that resonate with local and regional interests.

Such strategic planning can prevent setbacks, akin to the one faced by an IBC in Korea which had to prematurely discontinue two undergraduate programs due to lack of demand.

From an administrative perspective, the management structures of IBCs in these regions are unique. They lean heavily toward an entrepreneurial model, functioning more like independent enterprises than mere academic extensions of their parent campuses. This is exemplified by leadership roles such as the Chief Business Officer at George Mason Korea or the CEO designation at TUJ. These roles emphasize the importance of balancing academic priorities with business acumen, highlighting the dual responsibilities these leader's shoulder. Lastly, operational efficiency in IBCs is significantly enhanced by meticulous staffing. But beyond mere recruitment, there is a pressing need for continuous professional development. By ensuring a harmonious blend of both dispatched and locally hired staff, IBCs can create a rich tapestry of diverse perspectives. This diversity, coupled with training initiatives and collaborative opportunities with home campus experts, ensures that the IBCs' academic rigor mirrors that of their parent institution.

Discussion

The literature on IBCs presents a complex picture of successes and failures that extends across varying regional, social, and economic contexts. The case of IBCs in Korea and Japan stands as a particularly intriguing example, given the unique historical, cultural, and demographic factors at play in both countries. One key insight gleaned from the literature review is the growing realization of the need for shared decision-making criteria and a careful balancing act between local societal needs and the home institution's culture and values. The analytical framework provided by Hickey and Davies (2022) proves to be instrumental in understanding the strategic, leadership, academic, financial, and operational themes that encompass the complex ecosystem of IBCs.

The preliminary findings of this study add nuance to this framework, highlighting how both internal and external factors, ranging from governmental dynamics to demographic shifts, interplay to shape the trajectory of IBCs in Korea and Japan. The distinct administrative structures, entrepreneurial models, and emphasis on meticulous staffing and professional development illustrate that the challenges and opportunities for IBCs are far from monolithic. Recognizing and navigating these multifaceted dimensions is not just a strategic necessity but also a moral imperative, especially as IBCs strive to uphold international education standards, diversity, and inclusivity.

Conclusion

The exploration of IBCs in Korea and Japan offers invaluable insights into the complex interplay of factors that contribute to their success or failure. The analysis of the literature review, analytical framework, and preliminary findings paints a picture of a nuanced and multifaceted landscape. It highlights the crucial role of collaboration, strategic planning, and an understanding of local conditions, all underpinned by a commitment to international education and diversity.

In a world where IBCs are becoming less remarkable and the challenges of sustainability are ever more pressing, the lessons from Korea and Japan serve as a pertinent reminder of the delicate equilibrium that must be maintained. The balance between the culture and values of the home institution and the societal, economic, and students' needs of the host country is at the heart of what makes IBCs a vibrant and vital part of the global higher education landscape.

Moreover, the growth and evolution of IBCs in Korea and Japan underscore the need for ongoing research, informed decision-making, and careful consideration of long-term costs, risks, and opportunities. It calls for a shift from mere revenue generation and global expansion to a more holistic, ethically grounded, and community-centered approach. Such a perspective not only recognizes the unique historical and cultural contexts in which IBCs operate but also repositions them as catalysts for innovation, inclusivity, and global understanding in higher education.

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Emerging Scholar Summary

Lord Krishna as a Deconstructionist Teacher in the Bhagavadgita

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Abstract

The Bhagavadgita, the foundational text of Sanatana—a reference to all religions, is a common source of wisdom for all truth-seekers (Gita 7:10) and has been studied over different periods from multiple perspectives. This Research Summary explores the role of Lord Krishna as a teacher in the pedagogy of the Gita. The study was founded on the theory of deconstruction, and it was discovered that, as a teacher, Lord Krishna employed deconstruction in the pedagogy of the Gita and this is a deconstructionist teacher using postmethod pedagogy in the postmodern context of education. This study claims that if teachers play the role of a deconstructionist teacher in practicing pedagogy across diverse cultures, quality in international higher education can be enhanced through addressing any issues at hand like Arjuna being empowered by Lord Krishna in the Gita.

Keywords: comparative higher education, deconstruction in the Gita, deconstructionist teacher, pedagogy of the Gita, postmethod pedagogy, postmodernism in education

The Bhagavadgita, popularly known as the Gita, is one of the widely read scriptures in the world due to its depth of wisdom, multiple interpretations and wider applications. It is regarded as "the most beautiful, perhaps the only true philosophical song existing in any known tongue—perhaps the deepest and so loftiest thing the world has to show" (Humboldt as cited in Gewali, 2009, p. 63). The Gita has been explored over time from different perspectives and linked to various disciplines like education (Ghimire, 2017; Jamwal, 2012; Rani, 2013), philosophy (Kumari, 2009; Murugan &Jeyakumar , 2019; Shivadurga & Gupta), psychology (Dillbeck, 1991; Gayatri & Meenakshi, 2012; Satpathy, 2008;), politics (Mahadevan,

2012; Tiwari & Pandey, 2019), peace building and human rights (Aryal, 2015; Sathpathy, 2010), health and well-being (Deo, 2018) environmental issues (Hum, 2018; Pramanik & Sarkar, 2018), inter-spirituality studies (Aurobindo, 1997; Dayananda, 2012; Kamali & Awasthi, 2022; Kourie, 2013; Pattanaik, 2015; Teasdale, 1999; Viswanathana, 2016; Vivekananda, 1981), and modernism (Bhandari, 2019; Nadkarni, 2017; Pattanaik, 2015). The reading of the Gita from educational perspective is the initial one which was equally focused even by the spiritual leaders like Aurobindo (1997); Ranganathananda (2001); Radhakrishnan (2014); and Dayananda (2014).

The Gita has not been discussed in relation to education in the postmodern context from the perspective of deconstruction as a theory of postmodernism and post-method pedagogy. This study thus focuses on the analysis of the pedagogy of the Gita from these perspectives with the following objectives:

- constructs of deconstruction (binary oppositions and difference) in the pedagogy of the Gita
- identify and justify Lord Krishna as a deconstructionist teacher in the pedagogy of the Gita
- recommend 'deconstructionist' as the role of a teacher in post-method pedagogy in the postmodern context.

The concept and practice of deconstruction is associated with Derrida who during 1960s and 1970s deconstructed the metaphysics of presence in texts grounded on structuralism and introduced deconstruction which is the foundational concept for the development of the philosophy of poststructuralism and postmodernism (Gnanasekaran, 2015; Higgs, 2002 ; Lucy, 2004; Murphy, 2013; Stocker, 2006). Kumaravadivelu (2001) deconstructed the centralized practice of 'method' and opened up possibilities in pedagogy introducing post-method pedagogy (537). These theories, as complementary to each other, are merely introduced and practiced in education although they are significant. As deconstruction is central to postmodernism and post-method pedagogy, employing it in education is essential in the present postmodern context because it can deal with many emerging issues in education and answer the more complex questions as raised by philosophers of education like Higgs (2002):

how can we educate the other as other? in which space can education be realised? how can we let the other be as other in the educational encounter? what, and whose knowledge, should be transmitted in the educational encounter? how can we know in the educational encounter? what form of instruction should mark the educational encounter? what is the nature of an educational encounter? (p. 175)

Methodology

The theoretical and methodological base of this study used Derrida's conceptualization of deconstruction and his practice of deconstructive reading of Western texts during 1960s and '70s. Derrida deconstructed the metaphysics of presence in the texts grounded on structuralism and introduced deconstruction (Culler, 1982; Habib, 2005; Lucy, 2004; Stocker, 2006). Similarly, his followers practiced deconstruction further as a method of reading texts—a deconstructive reading (Gnanasekaran, 2015; Habib, 2005; Higgs, 2002; Lucy, 1997; Stocker 2006) and regarded it as synonymous with poststructuralism and postmodernism (Stocker, 2006; Lucy, 2004). Thus, similar to Crotty's (1998) "postmodernism as a theoretical orientation in social science research" (Creswell, 2011, p. 20), this study employed deconstruction as a theoretical orientation and deconstructive reading as a method of text analysis to identify the workings of the two major constructs of deconstruction—binary oppositions and difference—in the text, the Gita. In the application of this, in the first phase, binary oppositions were identified across the pedagogy of the Gita, and then they were analyzed to justify the occurrence of difference.

The occurrence of binary oppositions in the pedagogy of the Gita were identified as specified by Tyson (2006, p. 213) and Buchanan (2010, p. 59), and then the case of difference was justified after Derrida and Derrideans: Culler (1982, p. 97); Kakoliries (2007, p.59); Biesta (2009, p. 394); Fritsch (2011, p. 25); Poovy (2013, p. 107); Farahani (2014, p. 2495); Higgs (2002, p. 170); (Tacey, 2012, p. 3); Kearney (2005, 304); and (Lane, 2013, p. 74).

Results and Discussion

Guided by the deconstructive reading of the Gita, this study shows that the Gita contains two key constructions of deconstruction: binary oppositions and difference. The binary oppositions noted by Tyson (2006, p. 213) as "two ideas, directly opposed, each of which we understand by means of its opposition to the other " and by Buchanan (2010, p. 59) as "a pair of terms that although opposed to one another are necessarily bound together as each other's condition of possibility." Guided by these theoretical constructs of binary oppositions, examples were identified across different chapters of the Gita (Prabhupada, 1986). Examples include: *dharma kshetre* (in the place of pilgrimage) and *kuru kshetre* (in the place of Kurukshetra, desiring to fight), *dukha* (distress) and *sukha* (happiness; 2.15); *karma* (work) and *akarma* (no work; 3.8); *siddha* (success) and *asiddha* (failure; 4.22); *ajnana* (ignorance) and *jnana* (knowledge; 5.15), *bandhu* (friend) and *ripuha* (enemy; 6.5); *mana* (honour) and *apamana* (dishonor; 6.7); *apara* (inferior/material nature) and *para* (superior/living entities; 7.5); *anavritim* (no return) and *avritim* (return; 8.23); *punahajanmanavidhyate* (never takes birth again) and *punahajanmavidhyate* (takes birth again; 8.16); *sukla-gati* (path of light) and *Krishna-gati* (path of darkness; 8.26); *sat* (spirit) and *asat* (matter; 9.19), *bhavah* (birth) and *abhavah* (death; 10.4); *yashah* (fame) and *ayashah* (infamy; 10.5); *bhayam* (fear) and *abhayam* (fearlessness; 10.4); *devah* (the demigods) and *danavah* (the demon; 10.14); *sva-cakshu* (natural eyes) and *divyamcakshyu* (divine eyes; 11.8); *harsha* (happiness) and *amarsha* (distress; 12.15); *adambhitwam* (pridelessness) and *dambhitwam* (having pride; 13.8); *ksharah* (fallible) and *aksharah* (infallible; 15.16); *pravrittim* (doing) and *nivrittim* (not doing; 18.30); *karya* (what ought to be doing) and *akarye* (what ought not to be done; 18.30); *bhaya* (fear) and *abhaya* (fearlessness; 18.30); *dharma* (the principles of religion) and *adharma* (irreligion; 18.31).

Similarly, it was also found that the pedagogy of the Gita contains difference as a construct of deconstruction. Difference is explained by Derrida as "neither as a word nor as a concept" (cited in Nuyen, 2013, p. 135). Nuyen explains the term as "the differing and deferring of language that produce meanings, truths and values." Similarly, there have been further developments in the study of difference which is identified with some other constructs as explored by Derrideans. These constructs of difference as identified in the pedagogy of the Gita, are as follows: "to differ and to defer" (Culler, 1982, p. 97; Gita 3:2, 10:21-40, 11:5-7); "a structure and a movement that cannot be conceived on the basis of the opposition presence/absence", "the systematic play of differences, of traces of differences, of the spacing by which elements relate to one another" (Derrida as cited in Culler, 1982, p. 97; Gita 10:21-40); "the 'undecidable' logic of supplementarity [that] constitutes the conjunctive logic of 'both… and,'" (Kakoliries, 2017, p. 59; Gita 3:2,10:21-40); "quasi-transcendental logic" (Fritsch, 2011, p. 25; Biesta, 2009, p. 394; Gita 3:2, 4:22); "the middle voice or 'in-between' undecidable term" (Poovy, 2013, p. 107; Gita 3:2, 2, 5:18); concerned with the issues like 'justice', 'the other', and 'responsibility' (Farahani, 2014, p. 2495; Stocker, 2006, p. 143; Higgs, 2002, p. 170; Gita 5:9, 18:63); "a sacred reality", "undeconstructible" (Tacey, 2012, p. 3; Gita 2:16, 2:20, 8:20, 18:42); "a deconstructive belief in the undecidable and unpredictable character of

incoming'' (Kearney 304; Gita 4:7); "differance as the 'undecidables'" (Lane, 2013, p. 74; Gita 9:16-19, 15:3-4); "quasi-transcendental, or the repetition of the transcendental in the empirical", "a return of the religious in global civilization" (Tacey, 2012, p. 4; Gita 4:7); "the relationship between the transcendental and the empirical" (Chin-Yi, 2010, p. 5; Gita 8:20); "the difference that the same contains" (Stocker, 2006, p. 178; Gita 11:31); and "opening up the possibilities of indefinite meanings" (Buchanan, 2010, p. 115; Gita 6:22-25, 18:53).

Like the pedagogy of the Gita containing many binary oppositions leading to the case of difference, the global higher education also has been facing many complex issues which need to be managed effectively to enhance quality in higher education. For this, like Lord Krishna, the higher education practitioners need to identify various issues like binary oppositions and deal with their dynamic interrelation and interaction—the act of differing and deferring—leading to the case of difference. This is a natural developmental process that continues as a creative play because every time meaning is created gets deconstructed itself over time (see Gita 2:38; 18:63). This is how every issue in pedagogical practices is dealt with to enhance quality and ensure development in education (Kamali, 2016). Besides pedagogy, as global higher education is more comprehensive, various issues can be explored with reference to the teachings of the Gita (see Aurobindo, 1997; Gewali, 2009; Nadkarni, 2017).

Conclusion and Recommendations

This study has, thus far, concluded that the pedagogy of the Gita contains the constructs of deconstruction—binary oppositions and differance—in the pedagogy of the Gita and that Lord Krishna is a deconstructionist teacher. As Lord Krishna employed different types of binary oppositions in his pedagogy and guided Arjuna to deconstruct them and identifying their relation as difference, this study recommends that deconstruction be employed as a theory of postmodern philosophy in higher education, and that teachers play the role of a deconstructionist and/or postmodernist teacher for effective implementation of deconstructive pedagogy in this highly globalized postmodern context. By this, the higher education practitioners can enhance quality in higher education like Lord Krishna empowering Arjuna to combat every sort of challenges emerging in the performance of his duty (Gita 18:63).

Furthermore, as a deconstructionist teacher and researcher on the teachings of the Gita, *Gitagyana*, like Lord Krishna guiding Arjuna to develop *sattvik buddhi* (pure intellect; Gita 18:30), thrive for *sattvik gyana* (pure wisdom; Gita 18:20), do *sattvik karma* (pure, natural, and viable actions; Gita 18:23), and act as a *sattvik karta* (actor without any attachment; Gita 18:26), I would recommend global higher education practitioners that they perform their professional practices like a deconstructionist and/or postmodernist academic in this postmodern context so that they can genuinely empower their students. Similarly, guided by the more comprehensive and inclusive nature of Gitagyana, I would also recommend that the global higher education institutions (HEIs) introduce *interspirituality studies* in their academic programs so that they can make comparative and international higher education more diverse, inclusive and comprehensive. In doing so, HEIs can help address the global sustainability issues effectively and create a better world.

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Student Perspectives of Global Citizenship within a Virtual Exchange

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Abstract

Higher education internationalization has become an increasingly challenging endeavor. The outbreak of the COVID-19 virus and the ever-changing landscape of immigration policies have called for a need to reexamine how universities internationalize. Transnational virtual classrooms or virtual exchanges have been shown to provide students with a more equal opportunity to develop their global competencies and cultural skills than study abroad. Traditional internationalization methods may no longer be as effective as they have been in the past, creating a need to reconceptualize how we educate college students for global competencies. This research in-progress summarizes a portion of a dissertation. The aim of this qualitative study is to investigate global citizenship student awareness in a virtual exchange. This study presents preliminary findings of their experiences.

Keywords: global citizenship development, higher education internationalization, online learning, virtual exchange

Internationalization in higher education has traditionally consisted of student mobility through international enrollments and exchange programs, faculty-led short-term study abroad, international studies within curriculum, and global mission statements (Henson et al., 1991; Hser, 2005; Sandreen et al., 1999). Traditional internationalization methods may no longer be as effective as they have been in the past with barriers, such as COVID-19 (Martel & Goodman, 2021), changes in immigration regulations (NAFSA, 2021) and addressing equity and social composition amongst participants (Van Mol & Perez-Encinas, 2022). These barriers have led to a need to reconceptualize the internationalization of higher education on how educators develop college students' global competencies.

Transnational virtual exchanges provide students more equal opportunities to develop global competencies and cultural skills than study abroad (Custer et al., 2017). Virtual classrooms can operate cheaper and safer than traditional student mobility programs (Alami et al., 2022). The purpose of this study is to explore the impact of virtual classroom exchanges at an American public higher education institution for global citizenship development. It will examine college student experiences, and perceptions, within virtual exchanges.

Literature Review

Global Citizenship

Global citizenship is used when describing the outcome of international education, and it has been used to educate those as a preparation to work and operate in an ever-increasing globalized society (de Wit, 2016). It expands on the notions of global competence and intercultural competences, which develop knowledge, skills, attitudes, and values different cultural contexts, to "actively" participate in improving the global society (O'Dowd, 2019). UNESCO (2014) defines global citizen education as a way "to empower learners to engage and assume active roles, both locally and globally, to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world" (p. 15).

A global citizen is a person aware of a wider world, respects and values diversity, shows a passion for social justice, takes ownership for their actions, collaborates with others to create a more equitable and sustainable world, and has an understanding on how the world works (Oxfam, 2015). The Oxfam components of Global Citizenship will serve as a theoretical construct for this research project. The key tenets of this framework consist of students utilizing critical thinking and asking questions that allow them to explore local-global connections, engage in the complexities of multiple perspectives social justice issues, the ability to have their voices heard through informed reflective action, and the ability to apply it all contextually towards real-world issues (Oxfam, 2015). The theoretical construct provides context during the observations and informs the interview portion of this research project.

Virtual Exchange

Virtual exchange develops intercultural competencies between students from across the globe in a virtual setting (O'Dowd, 2019). When dealing with student mobility issues due to COVID-19 (Martel & Goodman, 2022; NAFSA, 2021) the online space allows for global citizenship competencies development that would otherwise be nearly impossible. Virtual exchanges allow for student connections beyond great geographical voids (Dorroll et al., 2019). Virtual exchange can be defined as, extended online engagements of students in collaboration with partners from other geographical locations or cultural contexts as part of their education experiences with educators facilitating (O'Dowd, 2018, O'Dowd & Lewis, 2016).

Virtual exchanges provide comprehensive internationalization at home (Lee & Cai, 2019; Morris et al., 2018), by improving cross-cultural understanding (Caluinau, 2019), global skill competencies (Bassani & Bachem, 2019; Toner, 2018), and fostering equity for participants (Custer & Tuominen, 2017; de Witt, 2016; Elliott-Gower et al., 2015; Soliya, 2020). De Witt (2016) professes virtual intercultural exchanges as "a more inclusive, innovative approach to internationalization" (p. 76). One of the most important innovations of inclusive internationalization is the equity it can provide to marginalized participants compared to student mobility (Van Mol & Perez-Encinas, 2022). Virtual exchanges allow for greater mobility for students without the traditional expenses associated with students relocating to another country for their studies (Custer & Tuominen, 2017; de Witt, 2016; Elliott-Gower et al, 2015; Soliya, 2020). Lastly, virtual exchanges have been used as a facilitator towards global citizenship development within foreign language education in Europe (O'Dowd, 2020).

Research Method

This project utilizes a qualitative case study approach (Yin, 2008). Case studies are essential in understanding human experiences (Abramson, 1992). As noted by Yin (2008) and Creswell (2013), case studies are bounded by a specific phenomenon. This case study is bounded at an institutional level of a public American University, asking; how do students perceive their participation in virtual exchange as a contribution to develop global citizenship competencies?

Positionality Statement

I am the observer within this study, serving as a co-instructor in an undergraduate virtual exchange from 2019-2021. I have been able to address my positionality with the student participants to gain access. This allows for insider access which can allow for greater trust and rapport with participants (Merriam & Tisdel, 2016; Vicars, 2012).

Data Collection

This study utilizes purposeful sampling (Merriam, 2009). Data collection consisted of semi-structured interviews (Corbin et al. 2015), observations, and document analysis (McNamara, 2008). These forms of data collection allow for triangulation, increasing trustworthiness while addressing internal validity threats (Merriam, 2009). Data were collected between the 2020/2021 and 2021/2022 academic-years at an American public university. Inclusion criteria for the study consisted of undergraduate and graduate students currently enrolled or previously enrolled in a virtual exchange. The sample size for this study consisted of five students interviewed following their coursework, 13 student mini-autoethnographies

course assignments describing their virtual exchange experiences with context to course topics, and course observations. Interview participants consented to recorded virtual one-hour interviews. Local institutional review board approval was attained prior to data collection.

Data Analysis

The interview transcripts, observation fieldnotes, and mini-autoethnographies were uploaded for analysis in NVivo. The data analysis process included de-identified interview data, interview memos, and course documents, allowing for engagement, analysis, and interpretation of the data (Hesse-Biber & Leavy, 2006). Transcripts and fieldnotes were coded using initial coding in NVivo (Charmaz, 2006). Two approaches of analyzing within case data and searching for cross-case patterns were utilized (Eisenhardt, 1989). As patterns generated, categories were created; once multiple categories were created, analytical memos were used to make sense of how categories reflected a theme.

Member checks addressed internal validity threats (Cho & Trent, 2006) and took place at various stages of the study (Lincoln & Guba, 1985). Peer debriefing with committee members were utilized to help facilitate external validity (Lincoln & Guba, 1985; Merriam, 1988).

Findings

The theme of virtual exchange as a channel for global citizenship development was generated from five interviews, observation field notes, and document analysis of autoethnographies.

Virtual Exchange as a Channel for Global Citizenship Development

Students' abilities to recognize virtual exchange as a way to internationalize higher education and support global citizenship development appeared through Dustin, a senior, who participated in a virtual exchange with an East Asian partner shared his views in his mini-autoethnography;

> With the use of transnational virtual classes I believe without a doubt that [faculty] could revolutionize the way [students] interact with those from a different background. Through use of virtual classes like ours we allow students to experience interacting with others from across the globe they would never have been able to otherwise. In this controlled environment professors are able [to] guide the mentalities of the students and mold them to be readily open and accepting of diversity.

Miguel, a sophomore, who participated in a virtual exchange with an East Asian Country, stated in his mini-autoethnography; "[Virtual Exchanges] help us [as students] engage in meaningful discussions with classmates surrounding the world and will let us share our values and beliefs and through communication we can compare and contrast our views." Adam, a graduate student who participated in a virtual exchange with a Middle East County shared his thoughts of virtual exchange allowing for more accessibility than a study abroad during his interview;

> Thinking about an international perspective that it might not be offered as a study abroad, just be due to logistics or safety or language barriers. I think if you can fit more of those in [with virtual exchange], I think [virtual exchange] is more beneficial towards student global development.

The students' recognition of virtual exchanges as a channel for global citizenship development align with the Oxfam (2015) framework for global citizenship development. Such as, cross-cultural communication, understanding global-local issues, ability to contextually apply real world issues, and have the reflective space to understand them (Oxfam, 2015). The student virtual exchange experiences facilitated their global citizenship development.

Implications and Concluding Thoughts

While previous studies have explored student competencies within virtual exchanges, there have been few that have examined students' perceptions through self-reflection of virtual exchanges experiences utilizing autoethnography. This approach allowed for the students, as the authors of their individual autoethnographies, to contain their personal story with the context of the larger cultural meaning of global citizenship (Creswell, 2013). The COVID-19 pandemic sparked a need for the reexamination of internationalization methods and global citizenship development within higher education. The preliminary findings of this study provide support for virtual exchange as a method for students to develop as global citizens in this setting. This study advances the field of comparative and international higher education with the students' revelations and perceptions on how virtual exchange can be used to internationalize and produce global citizens competencies from their point-of-view.

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Emerging Scholars

Pre-service Teacher's Perceptions on Global Citizenship and Online Education in a Virtual Exchange Context

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Abstract

As part of a virtual exchange program, this mixed-method research investigated the pre-service teachers' initial attitudes and perceptions towards global citizenship and online education. In our initial findings, participants demonstrated a cautiously optimistic attitude that they believed online teaching could be effective, but more training is needed for pre-service teachers. Moreover, the participants who had Virtual Exchange (VE) experience before had a more critical attitude toward online teaching and learning. In addition, most pre-service teachers showed limited familiarity with the concept of global citizenship education. Though they appreciate the importance of global citizenship education, they expressed concerns about cultural and language barriers to implementing it in their classrooms. These results provided a baseline of pre-service teachers and shed light on future design and implementation of VE in initial teacher education.

Keywords: Virtual exchange, global citizenship, pre-service teachers, digital skills

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The COVID pandemic has driven a significant shift towards online learning and teaching. Even in the post-pandemic era, there is a continued need for online learning, communication, and collaboration, particularly in remote/rural areas and on the international level (Ergin & Morche, 2018). To address this need, virtual exchange (VE) serves as a digital platform that provides opportunities for "internationalization at home" (De Wit, 2016; Wild et. al., 2023) as well as connects classes, students, and teachers worldwide (Lin, 2021, p. 24).

VE creates a virtual network that links individuals and educational institutions, allowing them to collaborate and study together despite being physically separated by using technology. Moreover, VE involves digital interaction/education between students from different countries and cultures led by educators or facilitators (Helm, 2018). By offering an affordable global learning environment, VE enables students to interact, communicate, collaborate, and engage in projects with peers using the Internet and electronic devices (Lanham & Voskuil, 2022).

VE has also become a platform for future teachers to practice teaching and develop multiple competencies. As Lawrence and Spector-Cohen (2018) point out, there are many potential benefits stemming from the integration of virtual exchange into initial teacher education. Pre-service teachers can develop global citizenship, intercultural awareness, and intercultural competence (Godwin-Jones, 2019; O'Dowd, 2018), gain 21st-century digital skills (Dooly & Sadler, 2013; Flogie et al., 2021), and gain teacher and learner autonomy (Kramsch, A'Ness, & Lam, 2000).

 The purpose of the whole study was to investigate the impact of participation in a virtual exchange project on pre-service teachers' perceptions toward global citizenship education and digital teaching. The project is a virtual after-school club at the US College that provides free materials and learning opportunities to students worldwide. In one-hour synchronous lessons, pre-service teachers educate middle school students around the world about the UN Sustainable Development Goals, fostering global competencies, cross-national skills, and collaborations (Witt et al., 2023).

This article focused solely on the findings related to pre-service teachers' perceptions toward online teaching and learning and global citizenship before they started participation in the VE project. For our research, preliminary findings proved invaluable in delving into potential barriers or challenges in data collection. They aid in identifying questions for subsequent questionnaires, focus group discussions, and individual interviews, facilitating the acquisition of insights from the target population and enabling a comparative analysis of their experiences. Publishing our preliminary findings can benefit other researchers planning similar studies, as it can provide insights into the feasibility, challenges, and lessons learned during the survey design and initial data collection process.

This study aimed to address the following research question:

What were the initial perceptions of pre-service teachers toward online teaching and learning and global citizenship education before their participation in a virtual exchange program?

Understanding pre-service teachers' perceptions towards global citizenship and online teaching was crucial as it directly impacts their future teaching methods and practices. By assessing their perceptions during their university preparation, we can identify potential challenges and barriers to promoting global citizenship education and integrating online education. This knowledge allows teacher educators to implement strategic planning and adjustments to the teacher training program, equipping future teachers with the necessary knowledge and skills to foster global citizenship and navigate online teaching effectively. Ultimately, this will ensure students are effectively prepared for a globally interconnected and technologically advanced world.

Literature Review

The rise of educational technologies, including VE, has revolutionized teaching methods. VE employs various tools like discussion boards, videoconferencing, and virtual environments to facilitate learning (Nicolaou, 2021). Recent studies have highlighted the positive impact of VE on the digital skills of pre-service teachers (Hauck, 2019; Kopish & Marques, 2020; Nicolaou, 2021). However, scholars emphasized the importance of critical digital literacy and reflective tasks to contextualize the use of technology (Hauck, 2019). Despite the advantages of VE, it was not included in the official curriculum and is not common educational practice in educational institutions (Lin, 2021, p. 24). Although there were potential benefits of incorporating technology-enabled curriculum design assignments to enhance pre-service teachers' confidence in utilizing

technology effectively (Kopish & Marques, 2020), the reasons for not including it in the initial teacher education curriculum remained unknown and require additional research.

Furthermore, virtual exchange programs provide cross-cultural experiences that can develop pre-service teachers' global citizenship. VE can integrate authentic intercultural learning scenarios into various subject areas and can be very effective in developing aspects of intercultural competence (O'Dowd & Lewis, 2016). For example, the Evaluating and Upscaling Telecollaborative Teacher Education (EVALUATE) project in Europe provided solid evidence of its outcomes. Pre-service teachers tended to question their own identities more and reflect more on differences, which indicates their improvement in intercultural understanding (The EVALUATE Group, 2019). Another VE project in initial teacher education between North America and Italy in 2018 also noted the promotion of participants' global citizenship. The results demonstrated that after this project, pre-service teachers actively reflect on their role in a democratic society as intercultural and global citizens (Trapè, 2020).

Though researchers have investigated pre-service teachers' attitudes toward global citizenship and technology (McGaha & Linder, 2014; Akturk et all, 2015), there was limited understanding of pre-service teachers' attitudes in a virtual exchange context, which can be critical to preparing and implementing a more effective VE program.

Theoretical Framework

The theoretical frameworks for this paper united critical concepts and theories in digital learning and global citizenship education and encompass Technological Pedagogical Content Knowledge (TPACK) (Koehler & Mishra, 2009) and Social Constructivism (SC) (Kalina & Powell, 2009) to gauge readiness for technology integration, explores the influence of VE on global citizenship attitudes and intercultural competencies, recognizes the enhancement of digital literacy and skills, acknowledges the role of virtual communities of practice, considers reflective teaching practices and examines curriculum design and integration. Together, these elements provided a comprehensive understanding of how VE shaped pre-service teachers' attitudes and competencies, emphasizing the interplay between technology, intercultural skills, reflective teaching, and curriculum design in shaping future educators' perceptions and practices.

Methodology

This study employed a mixed-methods approach (Creswell & Clark, 2017), utilizing quantitative and qualitative data to comprehensively understand the topic. For this part, to gather preliminary quantitative data, the questionnaire about online teaching and learning was utilized. The qualitative data was collected by eight open-ended questions about global citizenship education (GCE). The questions included their definitions of global citizenship, their belief in GCE's importance, their understanding of different cultures in the teaching context, and their teaching strategies regarding GCE.

Participants

The participants in this study were pre-service teachers participating in the VE project who were recruited from undergraduate students at the US university, with the majority from the College of Education. There were students from various academic levels, including freshmen, seniors, sophomores, juniors, and graduate students. The sample predominantly comprised female students. Furthermore, a significant proportion of the participants (43.8% in questionaries and 59.3% in interviews) were pursuing a degree in Elementary Education. In total, a purposive group of 54 undergraduate students (pre-service teachers) in VE project were all invited to join our research. Creswell (2018) believed that a purposeful group could help highlight different perspectives on a problem. 48 undergraduate students agreed to participate and filled out two questionnaires.

Data collection instrument

The self-administered questionnaires with open-ended and scaled questions were used to collect data for this study. A total of three questionnaires were employed in the whole study: the first administered before the project's initiation, the second after the culmination of the first semester, and the final one upon the project's conclusion. However, in this article, our focus was directed towards the questionnaires administered before the project's initiation. This survey consisted of questions related to pre-service teachers' attitudes toward online teaching and learning and global citizenship education. The first part was about online teaching and learning, including Likert-scale questions (N=14), close-ended questions (N=5), and two open-ended questions to assess pre-service teachers' perceptions of online learning and teaching. The second part about global citizenship education included open-ended questions (N=8) about pre-service teachers' understanding of global citizenship education and related teaching strategies in the VE project. In addition, six demographic questions were asked to gather information about participants' backgrounds and educational experiences.

Data Collection

Data was collected through Google Forms, allowing participants to complete the survey at their convenience. Participants were provided with unique survey links before their participation in the project, and they were informed about the voluntary nature of their participation and the confidentiality of their responses.

Data analysis

Quantitative data from the Information and Communication Technology (ICT) questionnaire were analyzed using descriptive statistics, ANOVA, and independent t-test. The SPSS program was used for quantitative data analysis. Qualitative data from open-ended questions were analyzed using thematic analysis in NVivo to identify common themes, patterns, and insights related to pre-service teachers' thoughts and perceptions.

Ethical Considerations

This study obtained ethical approval from the University Institutional Review Board (IRB), demonstrating that it adheres to the ethical guidelines for research involving human subjects. All researchers involved in the study completed the CITI training for research with human participants, ensuring their familiarity with ethical protocols.

Prior to data collection, participants were informed about the strict confidentiality measures in place. Their responses were treated with utmost confidentiality, and all participants were assigned pseudonyms to protect their identities throughout the study. After data collection, the information gathered is securely stored in a designated folder, ensuring that only the authorized research group can access it. Access to this data was protected by a unique and secure passport, adding an extra layer of security to safeguard participants' privacy and confidentiality.

Results

The preliminary findings of this study shed light on pre-service teachers' attitudes toward online teaching and learning and global citizenship before VE experience.

VE and Online Education: quantitative results

The pre-survey conducted before the project focused on understanding pre-service teachers' attitudes toward online teaching and learning based on their education experiences during and after the pandemic and, in some cases, participation in the project before. Overall, the surveyed students were cautiously optimistic about online teaching and learning, as the table below summarized (Table 1). Even though many of them agreed that online teaching could be effective and efficient, their attitude toward the outcomes of online teaching and learning was neutral. However, most (75.4%) agreed or strongly agreed that pre-service teachers need training opportunities to integrate ICT into their future teaching. In addition, we found some differences between groups within our participants. First, students were divided into three groups based on their answers to their willingness to teach ICT, which were "I will teach online in the future," "I may teach online in the future," and "I won't

teach online in the future." So initially, these three groups demonstrated a significant difference in V7-V10 (V7: $F_{(2,45)}=4.13$, $p=0.02$; V8: $F_{(2,45)}=7.02$, $p<0.00$; V9: $F_{(2,45)}=4.39$, $p=0.02$; V10: $F_{(2,45)}=9.48$, $p=0.02$). The group that was more willing to teach online in the future tended to be more positive about ICT's effectiveness and believed it could save time for teachers.

Table 1 Descriptive analysis summary

Items	N	Minimum	Maximum	Mean	Std. Deviation
V1 Online classes…more flexibility…	48	2	5	4.13	0.84
V2 Learning online… confidence in technology	48	2	5	3.85	0.85
V3 I prefer…more online learning	48	1	5	2.50	1.07
V4 I have chosen…online classes…	48	1	5	2.77	1.21
V5 The use of ICT…distract the students…	48	1	5	3.00	0.97
V6 ICT improves…teacher-student communication	48	1	5	3.27	0.84
V7 Pre-service teachers…integration of ICT…	48	3	5	4.25	0.70
V8 Due to ICT…my students…more motivated…	48	2	5	3.48	0.74
V9 I think…important for effective teaching…	48	2	5	4.08	0.82
V10 ICT may become a distraction when teachers…greater focus on technology…	48	2	5	3.08	0.87
V 11 ICT can save time…	48	2	5	3.83	0.60
V12 I think…can be achieved online	48	1	5	3.83	1.04
V13 Online learning…more positive attitude…	48	1	5	3.23	1.13
V14 I am more willing to intergrade ICT…studied online…	48	1	5	3.63	1.08

Another significant difference in students' attitudes toward online teaching and learning was found between the students with VE experience and those without experience. The group of students who have participated in VE before scored significantly lower than the students who never joined this project before in V4, V8-V10 (V4: $t(46)=-3.35$, $p<0.00$; V8: $t(46)=-2.20$, $p=0.03$; V9: $t(46)=-3.32$, $p<0.00$; V10: $t(46)=-3.11$, $p<0.00$). These findings suggested the presence of potential disparity for individuals who participated in the VE program. The findings indicated that the students who have participated in the project longer (more than one semester) might have a more critical attitude towards online teaching and learning than the other group. In the meantime, there was no disparity identified between different majors, ethnicities, and years of school.

VE and Global Citizenship: qualitative results

The pre-survey used for global citizenship contained eight open-ended questions about pre-service teachers' understanding and attitudes toward global citizenship. Before the project, most pre-service teachers had limited familiarity with the concept of global citizenship education and only three of them mentioned they heard this term before. To most of them, global citizenship meant respecting different cultures. Few of them understood it as having citizens in multiple nations. With this superficial understanding, all of these 48 participants still demonstrated affirmation regarding the importance of integrating global citizenship education into their future classrooms because they believed in appreciating diverse cultures. For example:

I'm not too familiar with the term global citizenship, but I think it means being able to be open-minded about different cultures and other global components.

I think it's important to teach kids how to be inclusive when it comes to being educators, learners, etc. Teaching them this will help them be more inclusive in the real world.

Though they were excited about learning about other cultures and working with culturally diverse students, many of them were concerned about implementing global citizenship education in their virtual exchange classroom because of language and cultural barriers. In terms of engaging students in a virtual classroom, pre-service teachers emphasized the importance of promoting a positive and collaborative environment that makes students comfortable. They also provided many ideas for potential engaging students through interactive activities and technology, including proper use of breakout rooms and chat functions in online classrooms, promoting more discussion instead of lectures, valuing students' cultural expression, etc. For example:

The biggest challenge for me to teach in a multicultural/multinational virtual classroom is how I don't really know their culture and who they are yet, so there might be a possibility that I may do something rude, which in my perspective is not but it may be through their perspective.

I feel like having the chat open at all times and encouraging students to communicate within the chat in whatever language they prefer or know best. I also feel like this will be important for students to use their preferred language verbally too with other classmates.

Discussion

This study used the virtual exchange program as a case study to analyze pre-service teachers' attitudes toward online teaching and learning and global citizenship before they started participating in this project. These preliminary quantitative and qualitative findings showed that pre-service teachers are cautiously optimistic about online teaching, emphasizing the need for further investigation into COVID-19's influence. The findings also highlighted the importance of providing training opportunities to help future teachers integrate ICT effectively into their teaching (Sime & Priestley, 2005). Moreover, differences were observed between pre-service teachers willing to teach online and those who were not. Prior VE experience and practical exposure affected their attitudes toward online education. These results suggest that VE exposure may impact their

perceptions of online education, emphasizing the role of practical experience in shaping teacher attitudes (O'Dowd, 2021).

In terms of qualitative findings, the majority of pre-service teachers exhibited limited familiarity with the concept of global citizenship prior to their engagement in VE. They mainly associated it with respecting different cultures, and showing enthusiasm for its integration into teaching. These findings revealed that while pre-service teachers may have limited exposure to the concept of global citizenship, they are enthusiastic about integrating it into their teaching practices (Kopish & Marques, 2020). Concerns about language and cultural barriers in VE classrooms were expressed, emphasizing the importance of addressing these challenges. This highlights the importance of addressing these challenges and developing strategies to create inclusive and culturally sensitive virtual learning environments, as Alalshaikh (2015) noted.

Implications and Conclusion

This paper underscores various preliminary insights for shaping the future design and implementation of VE in initial teacher education. It also establishes a foundational understanding of pre-service teachers' attitudes toward online teaching and global citizenship from the outset. While the preliminary results have offered valuable information regarding VE and future teachers' attitudes toward online education and global citizenship, it may not be conclusive to assert definitively that these findings demonstrate the necessity for VE.

In our research, the initial discoveries have been of great value in exploring possible obstacles or difficulties encountered during data collection. They helped formulate questions for follow-up surveys, focus group sessions, and one-on-one interviews, thus aiding in gathering insights from the target demographic and allowing for a comparative examination of their experiences. Sharing our preliminary findings can be advantageous to fellow researchers undertaking comparable studies, as it can offer insights into the viability, hurdles, and knowledge gained during the initial phases of survey design and data collection.

Current results have indicated pre-service teachers' initial understanding of digital teaching and learning and global citizenship education, the following survey findings from this study will provide valuable insights into how pre-service teachers' attitudes towards online teaching and global citizenship education evolve after their participation in the VE program. Future findings will also shed light on the implications for their professional development in the field of education and the future implementation of VE as a tool for teacher training.

Understanding pre-service teachers' views on global citizenship and online teaching is vital for shaping their future teaching methods. Assessing these attitudes during their university preparation helps identify potential challenges and barriers, enabling strategic adjustments to the teacher training program. This equips future teachers with the necessary skills to foster global citizenship and navigate online teaching, ensuring students are well-prepared for a globally connected, tech-savvy world.

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Stressors and Solutions: A Preliminary Examination of Acculturative Stress among International Students

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Abstract

Although ample literature regarding acculturative stress among international students, there is a gap in the literature synthesizing the sources of acculturative stress and the coping strategies that can help international students to deal with acculturative stress. In this systematic literature review, we aim to investigate the current state of acculturative stress among international students, through empirical research published in peer-reviewed journals between the years 2018 and 2022. Using a predetermined review protocol, this review analyzed 66 publications on acculturative stress for international students. These studies were mainly published in 2021 in the Journal of International Students. The preliminary findings provide a comprehensive range of sources for acculturative stress that can be broken down into four levels: Macro (socio-economic factors from both home and host countries or national level), Meso (institutional factors), Micro (individual, personal, or psychosocial factors). Drawn upon the sources of acculturative stress, international students are expected to reduce acculturative stress by improving their English proficiency, practicing self-compassion and by adopting a positive perspective, adjusting expectations and perfectionism, attending serious leisure engagement, and seeking social support. The findings from this review will be used to help policy makers and university leaders and managers to better optimize their resources to improve international students' acculturation experience and enhance the overall higher education system.

Keywords: acculturative stress, coping strategies, international students

Millions of international students travel each year to pursue higher education in a foreign country. International students are defined as individuals who have physically crossed an international border between two countries to participate in educational activities in a destination country different from his or her country of origin (UNESCO, 2015). In 2020, there were over 6.3 million international students worldwide, compared to 5.3 million in 2018 (UIS, 2022). The US, the UK, Australia, and Canada are the most attractive study destinations, accounting for almost 40% of all international students. International students from China, India, and Vietnam accounted for 52% in 2020 worldwide, making them the top three countries of origin, followed closely by Germany and the US (UIS, 2022).

Previous literature reviews have examined various aspects of acculturation. Rudmin (2009) assessed constructs, measurements, and models of acculturation and acculturative stress, providing valuable insights into different scales used in different fields. Zhang and Goodson (2011)'s extensive review identified predictors of international students' psychosocial adjustment related to acculturative stress. Similarly, Brunsting et al. (2018)'s review covering studies from 2009 to 2018 but focused exclusively on US universities, overlooking the experiences of international students from other countries. Smith and Khawaja (2011)'s systematic review explored potential acculturative stressors faced by international students and discussing coping mechanisms and programs to aid their acculturation. However, these reviews were limited to leading acculturation models, neglecting some important predictor variables. Given the fact that international students adapting to a new cultural, educational, and social environment encounter many potential challenges, and to date, no existing reviews have comprehensively addressed the key concepts of acculturative stress, this current review is needed and crucial for a deeper understanding of international students' successful adjustment and adaptation in foreign countries.

The paper reviewed 66 empirical studies published from 2018 to 2022, aiming at building a systematic and comprehensive overview of international students' acculturative stress experiences. It initially investigates various sources of acculturative stress from different levels, then critically reviews its effects on international students' lives, as well as various coping activities that help to buffer stress. The following questions guide the current systematic review:

1. What are the characteristics of the included studies published in peer-reviewed journals between the years 2018 and 2022?
2. What are sources of acculturative stress for international students?
3. What are the coping mechanisms that help international students deal with acculturative stress?

This is ongoing research and to date, we have completed data extraction and coding procedures. We are finalizing the data analysis and synthesis using thematic summaries (Gough, 2017) to generate key themes. Therefore, for this emerging scholar research summary specifically, we only reported data we have extracted and will update the research process as we move forward. In the following sections, we will present the answer for the first research question (RQ) and expected findings for RQs 2 and 3.

Theoretical Framework

Acculturative stress is a major component of the acculturation process. During this process, international students living in a novel cultural environment, maybe a multicultural one, are exposed to many new cultural values, beliefs, and social norms. They are required to evaluate, compare, integrate, synthesize, or adjust their old cultural values and beliefs to adapt in this new environment (Berry et al., 1987). However, due to cultural distance between the two environments are always different, cultural conflict takes place and causes acculturative stress (Berry, 2005).

Berry (1970) first proposed the concept of acculturative stress as the result of acculturation to describe people's responses to life events that are initiated in intercultural contact. It was then conceptualized as "one kind of stress, that in which the stressors are identified as having their source in the process of acculturation; [with] a particular set of stress behaviors that occur during acculturation,

such as lowered mental health status (especially confusion, anxiety, depression), feelings of marginality and alienation, heightened psychosomatic symptoms, and identity confusion" (Berry et al., 1987, p. 492). Therefore, acculturative stress could be a single or a combination of cultural problems between two or more cultural groups and their members.

Berry's (1970, 1987) foundational work on the key concept of acculturative stress presents an overall portrayal of the entire acculturation process, shedding light on the diverse factors influencing individual experiences of acculturative stress. This comprehensive theory offers a profound comprehension of acculturation. According to Berry's perspective, acculturation is a dual process unfolding at both group and individual levels through ongoing interactions among two or more cultural groups and their respective members. Based on key elements from Berry's theory, researchers (Lin & Douglas, 2022; Le, 2023; Mehrete, 2019; Merlin & Sudhesh, 2023; Oyeniy et al., 2021) have examined different ways to help international students in their acculturation process.

Methodology

This research employed a systematic literature review approach, which strictly follows a set of explicit, accountable, and rigorous research methods that aim to limit systematic error through identifying, evaluating, and synthesizing all relevant studies to answer a specific question or set of questions (Gough et al., 2017; Petticrew & Roberts, 2008). Following the guidelines of the Campbell Collaboration (2019) and EPPI-Centre (2009), the reviewers first developed a predetermined set of inclusion/exclusion criteria. Second, they screened the abstracts, titles, and full texts. Finally, they extracted data and synthesized the results. The details of these steps are described in the following sections.

Inclusion and Exclusion Criteria

To be eligible for inclusion, each study had to

- be published in a peer-reviewed journal in English from 2018 to 2022. We selected studies conducted in English only because we were able to get access to the majority of studies in English rather than in any other languages.
- discuss sources of acculturative stress for international students, and/or the effects of acculturative stress on international students' lives, and/or the coping strategies that help international students deal with acculturative stress
- present empirical research, either quantitative or qualitative or mixed-methods studies.

Search Strategy

Reviewers used an electronic search with the keywords "acculturative stress*" and international student* to identify relevant studies in the most popular electronic databases in education, including ERIC (EBSCO), Education Source (EBSCO), APA PsycInfo (EBSCO), SocINDEX (EBSCO), and Web of Science. All eligible citations were exported to Rayyan QRCI for abstract and title screening. Google Sheets were employed to organize and extract data.

Study Selection

We initially identified 516 publications from our electronic search, after which we removed 125 duplicates, leaving 391 studies for screening. The first round of abstract and title screening removed 185 studies, resulting in 206 studies for the next round. In the second round, we excluded 113 articles based on the inclusion/exclusion criteria. The final round of coding removed 27 more publications, resulting in 66 studies, which form the present study's data set.

Data Extraction

Following Garrard (2020), the reviewers developed a review matrix table with columns and rows in Google Sheets to record core information about each included study. Based on the research questions, data were extracted into the following criteria: (1) characteristics of included studies (authors, year of

publication, journal, index, research objectives, international students' originality, study destination, levels of education, research methodology, data collection, data analysis, and acculturative stress scales), (2) sources of acculturative stress and its details, and (3) activities or coping strategies to deal with acculturative stress.

Coding Procedure

To guarantee the reliability of the coding procedures, five studies were coded by both researchers. In the next phase, each researcher independently coded all included studies, and came together to reach a consensus when any coding conflicts needed to resolve. Finally, they cross checked each other.

Preliminary Findings

Findings from the included studies were grouped in alignment with the research questions (RQs), regarding characteristics of included studies (RQ1), sources of AS (RQ2), and strategies to help international students to cope with acculturative stress (RQ3). For RQs 2 and 3, findings will be synthesized using thematic summaries (Gough et al., 2017).

Characteristics of Included Studies

The 66 included studies were characterized by years of publication, journals, international students' originality, study destinations, participants' levels of education, research design, and AS scales. Key characteristics of these five included studies are presented in Table 1.

Years of Publication and Journals: There was an increase in the number of publications from 20% in 2018 to 32% in 2021. Publications were mainly published in the Journal of International Students (18%), the International Journal of Intercultural Relations (6%), Frontiers in Psychology (5%), and in other journals.

International Students' Originality: The majority of international students in these 66 included studies came from Asia (77.3%). Among those coming from Asia, students from China ranked the first with 44% of included studies while students from India ranked the second and South Korea the third with 21% and 12% respectively. After Asia are African students with 21%, American 18% and European 15%.

Study Destinations: The US was the most popular study destination attracting international students (50%) followed by Australia (11%), Malaysia (9%), China (6%), and other countries.

Participants' Levels of Education: The participants of half of the included studies held bachelor, master, and doctorate degrees while only two publications included postdoctoral as their research participants.

Research Design: Studies applying quantitative methods were the overwhelming majority (Koo et al., 2021; J. Li & Liu, 2021; Shadowen et al., 2019). They represented 50 out of 66 included studies (76%) while 11 studies employed a qualitative approach (Cena et al., 2021; Su-Russell & James, 2021) and only five included studies adopted mixed methods approach (Johnson et al., 2018; Nishioka & Akol, 2019) accounting for 16% and 8% respectively.

Acculturative Stress Scales: Authors employed a variety of AS scales to inform their quantitative studies. Among these scales, Acculturative Stress Scale for International Students proposed by Sandhu and Asrabadi in 1994 was the most popular one, adopted by 41 out of 50 quantitative included studies in this review. Only three studies used the 21-item Sociocultural Adaptation Scale by Wilson (2013) (5%) and the rest used other acculturative stress scales (Table 1).

Sources of Acculturative Stress

Aponte and Johnson (2000) grouped factors that affect acculturative stress into three categories, consisting of macrosocial influences (discrimination, degree of tolerance for diversity, academic pressure), an individual's background (cultural distance from U.S. culture), and individual factors (age, gender, English language proficiency). Similarly, Nguyen et al. (2019) stated that the difference in acculturative stress experience might result from macro-scale (a socio-economic background in which the university is located), micro-scale (the living arrangement on campus and academic environment), and

personal-scale factors. Guided by these integrated frameworks, the current study systematically reviews a comprehensive range of sources for acculturative stress and break it down into three levels: Macro (socio-economic factors from both home and host countries or national level), Meso (institutional factors), Micro (individual, personal, or psychosocial factors).

Coping Strategies to Buffer Acculturative Stress

Coping strategies were identified by Lazarus and Folkman (1984) as problem-focused coping and emotion-focused coping, and by Endler and Parker (1990) with the third function as avoidance-oriented coping. In general, coping strategies refer to an individual's ongoing efforts in thought and actions to manage specific demands appraised as taxing the individual's psychological well-being (Kamardeen & Sunindijo, 2018). Drawn upon the sources of acculturative stress, international students are expected to reduce acculturative stress by improving their English proficiency, practicing self-compassion and a positive perspective, and adjusting expectations and perfectionism. Selected studies also highlight the benefits of international students' serious leisure engagement in facilitating acculturative stress. Especially, social support, as referring to the level of support that an individual perceives from specific supportive behaviors of sources such as home friends and family, host friends and family, international students, or schools (Cao et al., 2021), is indicated as a significant factor buffering acculturative stress among international students.

<p align="center">**Implications and Conclusion**</p>

By understanding these key aspects of acculturative stress, institutions, families, and individuals can work together to implement a comprehensive support system that supports well-being and successful adjustment of international students. The current study also develops a conceptual model pertaining to the key concepts of acculturative stress among international students, contributing to the existing body of literature in the field of international and comparative higher education. Finally, findings from this review can inform policy makers and university leaders and managers to better optimize their resources to improve international students' acculturation experience and enhance the overall higher education. Specifically, multiple campus stakeholders including student health services, health centers, student counseling services, international student offices, help line services, academic offices (including academic advisors and mentors), need to address macro and meso scales.

Table 1. *Characteristics of Included Studies*

Domains	Details		Number of Articles (Out of 66)	Percentage (%)
Years of Publication	2018		13	20
	2019		9	14
	2020		17	26
	2021		21	32
	2022		6	9
Journals	Journal of International Students		12	18
	International Journal of Intercultural Relations		4	6
	Frontiers in Psychology		3	5
	Sustainability		2	3
	Journal of American College Health		2	3
	Leisure Sciences		2	3
	Others		41	62
International Students' Originality	Asia	China	29	44
		India	14	21
		South Korea	8	12
	Africa		14	21
	Europe		10	15
	America		12	18
Study Destination	US		33	50
	Australia		7	11
	Hongkong		1	2
	China		4	6
	Malaysia		6	9
	Japan		2	3
	Others = Mixed		13	20
Participants	Levels of Education	Bachelor	38	58
		Masters	33	50
		PhD	33	50
		Post-doctoral	2	3
Research Design	Qualitative		11	16
	Quantitative		50	76
	Mixed methods		5	8
Acculturative Stress Scales	Acculturative Stress Scale for International Students (ASSIS) (Sandhu & Asrabadi, 1994)		41	62
	21-item Sociocultural Adaptation Scale (SCAS-R) by Wilson (2012)		3	5
	Vancouver Index of Acculturation 20-item (VIA; Ryder et al. 2000)		2	3
	Others		20	30

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Emerging Scholars

The Entrepreneur of the Self: Understanding Neoliberalism-as-Enterprise in Japan's Top Global University Project

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Abstract

Relying on Foucault's entrepreneurial Selfhood, this study intends to uncover lived accounts of neoliberal subjectivity arising from Japanese education reform. Indeed, given its intention to engender 'internationalized' human capital, the Top Global University Project (TGUP) presents one such market-oriented endeavor. Japan's pivot toward neoliberal marketization has been subjected to fierce scholarly critique; however, despite these efforts, empirical phenomenological accounts of entrepreneurial Selfhood locally present a notable gap that this project, in part, seeks to address. Drawing on interpretive phenomenological analysis, I hope to understand how the inculcation of specific neoliberal values, soft skills, and capitals (self-reliance, individuality, discipline, foreign language proficiency, cosmopolitanism, etc.) connect personhood and citizenship locally, specifically for nine learners (f=6, m=3) at a TGUP institution. Initial findings indicate that, in a nested terrain of shadow education, New Public Management, and hyper-competitive credentialism, graduation from brand-name colleges represents the final step for 'responsible' graduates to emerge as globally-orientated human capital. To achieve this journey, participants reported instances of entrepreneurial Selfhood from as young as elementary school, where the orthodoxic pressures of Japan's enterprise ontology compel youths to credentialise through prestige-graded private education, and the for-profit 'shadowed' learning providers facilitating admission to these institutions and, potentially, choice employment beyond them.

Keywords: Entrepreneurial Self, Foucault, higher education, human capital, internationalization, Japan

The mass marketization of higher education (HE) draws our attention toward the normative impact of neoliberalism on global flows in people, practice, and policy. Adopting a critical stance, Giroux (2014) claims that a five-decade "war" on HE sustains economic Darwinism, prioritizing "personal responsibility over larger social forces" (p. 1). Subsumed within the neoliberal ideologies of personal choice and meritocratic competition, the credential ladder (Lauder et al., 2012) rewards those who 'choose' to submit to the market when acquiring the qualifications, dispositions, and skills necessary for economic growth. Against this background, HE constitutes an implicit social contract (Sandeman, 2022; Smith & Colpitts, 2022), assumed by subjects as they struggle to carve out a competitive edge within the knowledge economy. More specifically, the 'choice' to enter HE manifests "via the rational, autonomous, responsible behaviours and dispositions of a free, prudent, active Subject: a Subject we can identify as the entrepreneurial Self" (Kelly, 2006, p. 18).

In the case of Japan, two decades of relentless neoliberal reform have transformed a HE system once deemed "meritocratic" (Fujita, 2000, p. 43) into a site for nurturing human resources contributing to the nation's future economic success (MEXT, 2014, 2018). In this regard, Japan is a prototypical "degreeocracy" wherein prestige-graded qualifications govern the potential for upward social mobility (Dubin, 2023; Okada, 2001; Samuell, 2023). Indeed, the premise that Japanese corporations focus their recruitment on the nation's 'élite' colleges is, at this stage, inarguable (Smith, 2022a). Given that it prioritizes 37 brand-name colleges driving Japan's human capital output, the Top Global University Project (TGUP) represents one such policy. Thus, taking an idiographic stance rooted in Foucault's (2004) *entrepreneurial Self*, this article seeks to understand the lived experiences of TGUP students as they navigate Japan's enterprise society, specifically by addressing the following question: how does Japan's neoliberal educational domain govern the lifelong entrepreneurial projects of students at a Top Global University Project college?

Literature Review

By investigating the subjective impact of neoliberal educational reform on TGUP learners, I hope to gain a deeper understanding of the panoptic mechanisms of tension and accommodation upholding Japan's enterprise ontology. While a substantial corpus explores the links between Japanese Selfhood and educational outcomes (see: Inoue, 2007; Okura Gagné, 2020; Yamane et al., 2020), empirical research detailing the entrepreneur-as-project in the explicitly Foucauldian terms detailed above remains comparatively sparse. Consequently, this thesis project builds upon my ongoing studies on Japanese tertiary education reform, including several inquiries detailing the impact of TGUP on the reproduction of wealth (Smith, 2022a, 2023; Smith & Colpitts, 2022; Smith & Samuell, 2022) and a pluralistic investigation of East Asian HE reform more broadly, wherein Bourdieu's *habitus-capital-field* 'thinking tools' supported Foucault's entrepreneurial Selfhood in assessing the symbolic capital of global neoliberalism's skill-based agenda (Smith, 2022b). Certainly, policy analysis of "the processes by which education is (further) reduced to strengthening pre-existing power relations" (Smith, 2022b, p. 1) presents *the* common thread running throughout this body of research. Looking beyond my output and, more pertinently, towards *this* journal, Ivanova (2021) recently drew upon Critical Discourse Analysis to explore Japanese colleges hosting international students. From a neoliberal perspective, this 'imported diversity' allows prestigious universities to cosmopolitanize learners locally, which, in turn, may prove valuable during job hunting–conclusions aligning with my general research intent and the purpose of TGUP more broadly. Moreover, Ivanova's (2021) description of a "potential threat and disruption to 'smooth' and 'harmonious' functioning of the Japanese society" (p. 47)–albeit within the context of inbound internationalization–lies at the very heart of internalized pressures for Japanese learners to embody entrepreneurial subjectivity. Indeed, rejection of this inherited (and, for that matter, *unsolicited*) social contract not only risks one's future earning potential but actively renounces the Confucian cultural axiom of a credential-based enterprise (Ying, 2020). As such, this study hopes to contribute to the vital work on Japanese HE published in this journal.

Nonaka and Phillips (2017), too, seek research detailing "student motivations and impacts of international engagement when considering the efficacy of government-initiated internationalization efforts" (pp. 16-17). In this regard, the need to detail the experiences and choices of TGUP learners in a globally-focused college, does much to address a call originating in this very article. Indeed, Nonaka and Phillips (2017) stress the importance of "listen[ing] to the often-absent voices of students and teachers at the height of such *kokusaika* [internationalization] efforts today" (p. 17), further connecting the literature to this study's idiographic intent. Moving past the Journal of Comparative and International Higher Education, debates on the neoliberalization of Japanese HE have expanded to include a range of ideological, political, and sociological concerns. Indeed, the Japanese marketization of HE has sparked much scholarly discussion since first emerging at the beginning of the twenty-first century (Mukawa, 2009, p. 414), particularly within the context of globalization reform (see: Dubin, 2023; Kubota & Takeda, 2020; Samuell, 2023; Sandeman, 2022; Smith, 2022b; Yamane et al., 2020). Drawing on "neoliberal discourses" (Horiguchi et al., 2015, p. 3), HE locally is strongly oriented toward meeting industrial and economic policy concerns. Certainly, a consensus between Japan's educational and vocational sectors over school-to-work transitions is widely reported, with Uehara (2016) noting the expectation that colleges "achieve a rapid transformation of their students from 'children' who lack essential social know-how into functional 'grown-ups'". Thus, Japanese HE socializes entrepreneurialism as much as it does credentialize (Smith, 2022a).

From this perspective, Kelly (2006) describes "individuals as being responsible for conducting themselves, in the business of life, as an enterprise, a project, a work in progress" (p. 18). Understanding the (re)conceptualization of subjects as imperfect units of human capital (Han, 2017) represents the 'golden thread' woven throughout this phenomenological project. By studying the influence of neoliberalism on educational and vocational transition points, I hope to understand lived experience of Japan's enterprise society, as manifested through educational reform. Indeed, as mentioned previously,

few studies have drawn on Foucault *empirically* within this context. Nevertheless, Okura Gagné (2020) drew on entrepreneurial Selfhood to explore Japanese corporate reform and employee self-management skills, concluding that neoliberal subjectivities remain "contingent upon the multiscalar historical and cultural contexts of work, responsibility, and risk" (p. 455). Additionally, Yamane et al. (2020) used large-scale surveys to determine that entrepreneurial Selfhood couples with positive views of workplace performance in the Japanese and American contexts. Ogawa (2013), meanwhile, analyzed lifelong learning policies in Japan and how they create a new balance of responsibility between the state and the individual. Ogawa's work, while lacking a phenomenological basis, best aligns with the intent of my investigation. While the three studies detailed here fail to incorporate idiographic accounts of Japan's enterprise society, their emic perspectives proved invaluable in guiding my project. Overall, while the application of Foucault's theory to Japanese HE is broadening, there remains a gap in the academic literature that I seek to bridge.

Conceptual Framework: Foucault's Entrepreneurial Self

The above research question guides this inquiry, but *why* is it significant to international HE? According to Kelly (2006), the policies and discourses upholding neoliberalism reveal much about "whom" or, perhaps more pointedly, "what" graduates should be upon entering the labor force: entrepreneurs of the Self (Foucault, 2004). Notably, entrepreneurs are autonomized and responsiblized human capital instilled with the capacity to conduct themselves as enterprises. In this regard, entrepreneurialism manifests as an epistemic and ethical "regime of truth" (Foucault, 1995, p. 23) or a "common-sense" (Mendes, 2023, p. 26) ideology dictating the characteristics of the productive (and, hence, 'responsible') citizen deserving of high-level employment and financial compensation commensurate to that status. Thus, inflections between HE policy and market conditions engender a system governing autonomous, rational, and accountable subjects (Kelly, 2006), allowing governments to do so implicitly and without force (Smith, 2022b). Indeed, this pivot to individualism (Bourdieu, 1998) permits States to "govern at a distance" (Rose, 2000, p. 323), with human capital viewed as "economically self-interested subjects" (Olssen & Peters, 2005, p. 314), uniquely qualified to assess and *act upon* their wants and needs.

By recasting society as an economically Darwinist arena, differentiations between the 'strong' and 'weak,' 'deserving' and 'underserving,' 'winners' and 'losers' take root, undermining collective accountability for social inequality. Indeed, this discursive landscape ignores intricate, interconnected networks of inclusion and exclusion that help or hinder entrepreneurial Selfhood. It follows that 'losing' units of human capital which fail to secure 'proper' transitions to prestigious corporations do so because of their inherent failings (Costas Batlle, 2019). Thus, skill-orientated productivity, rationalized, reinforced, and reproduced as credential-based "individual biographical projects" (Kelly, 2006, p. 24), socializes the common-sense perception of market orthodoxy. Indeed, "one of the critical manoeuvres at work in the globalizing practices of neoliberalism involves convincing us of its inevitability" (McKenzie, 2012, p. 167). That being said, this inquiry concedes that the dispositions prototypical to human capital-as-enterprise–rationality, autonomy, responsibility, active citizenship, *entrepreneurialism* (Kelly, 2006)–are not, in and of themselves, "corrosive" (Costas Batlle, 2019); for some, the potential economic and social advantages produced through these behaviours are substantial. Rather, the struggle to achieve entrepreneurial Selfhood through a taken-for-granted yet marginalizing system of prestige-graded education creates a cost to the public good that is far more extensive.
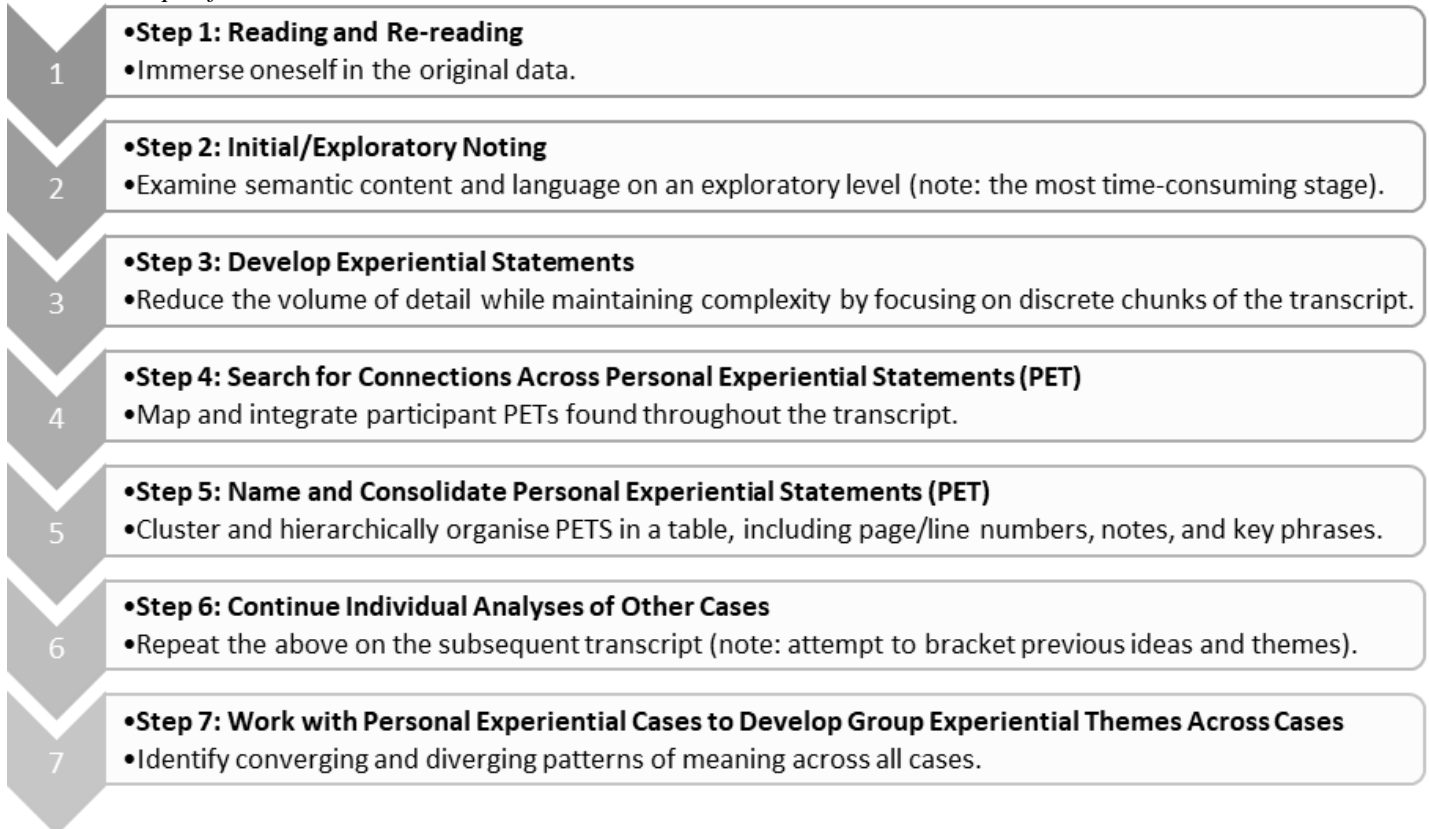
Methodology

In keeping with the qualitative focus of this project, interpretive phenomenological analysis (IPA) is used to investigate the subjective experiences of TGUP learners and, more importantly, the meaning-making that results from their experiences of entrepreneurial Selfhood. Following Smith & Eatough (2012), researchers and participants alike remain "actively engaged in interpreting the events, objects, and people in their lives" (p. 441). Consequently, phenomenological reduction remains central to IPA, calling for a 'stripping away' of researcher judgment through bracketing or attempting to suspend preconceptions through reflection. In doing so, IPA acknowledges the inevitability of bias, viewing it not as a barrier to interpretation but as something to be engaged with "fruitfully for the purpose of understanding" (Eatough & Smith, 2017, p. 195). Here, IPA draws on homogenous samples, whereby participants share closely-defined characteristics, with saturation achieved upon identifying meaningful points of comparison and contrast between participant accounts (Past & Smith, 2023; Smith et al., 2022). As part of this research project, all nine participants were Japanese international studies majors aged 19-22 who were, as of Q2 2023, enrolled in a TGUP college, having undertaken most of their education until that point within Japan. Their age, gender, grade, degree and English levels remained flexible. Participants had an English proficiency at CEFR B2–C1 level (upper-intermediate to advanced), with a gendered ratio of six females to three males broadly reflecting the host institution's demographic breakdown.

Regarding exclusion criteria, meanwhile, learners who could not provide informed consent or were unwilling or unable to be audio recorded were disregarded as good practice. Indeed, following Harris (2010), the ability to provide informed consent remains critical to ethical research practice more broadly and must be accounted for per the 2005 UK Mental Capacity Act, which The University of Bath, as my doctoral school, is required to uphold. Upon signing multilingual (Japanese-English) informed consent forms, each participant was given verbal and written assurance that answers would not affect their educational outcomes and that all responses would be kept anonymous and confidential. Additionally, to challenge the inequitable educator-student dynamic, interviewees were invited to determine their respective sessions' language, location, and time. Face-to-face interviews used the semi-structured approach rated exemplary by IPA (Eatough & Smith, 2017). These 90–120-minute audio-recorded sessions used non-directive strategies to elicit a natural style that promoted open communication; these techniques included using a flexible interview guide, taking few notes, and invoking a natural discussion style using non-dichotomous questions. After the initial interviewing, shorter (typically 30-minute) follow-up sessions provided clarity ahead of theory-building, with both stages providing 19 hours of content across 18 sessions, with the subsequent speed of transcription aligned with Smith et al.'s (2022) recommendation of seven hours per one hour of recorded content. Each transcript was then returned to its respective participant to confirm accuracy prior to analysis. Finally, data analysis follows Smith et al.'s (2022) seven-stage IPA process, as detailed in Figure 1.

Figure 1

The seven steps of IPA

1	•**Step 1: Reading and Re-reading** •Immerse oneself in the original data.
2	•**Step 2: Initial/Exploratory Noting** •Examine semantic content and language on an exploratory level (note: the most time-consuming stage).
3	•**Step 3: Develop Experiential Statements** •Reduce the volume of detail while maintaining complexity by focusing on discrete chunks of the transcript.
4	•**Step 4: Search for Connections Across Personal Experiential Statements (PET)** •Map and integrate participant PETs found throughout the transcript.
5	•**Step 5: Name and Consolidate Personal Experiential Statements (PET)** •Cluster and hierarchically organise PETS in a table, including page/line numbers, notes, and key phrases.
6	•**Step 6: Continue Individual Analyses of Other Cases** •Repeat the above on the subsequent transcript (note: attempt to bracket previous ideas and themes).
7	•**Step 7: Work with Personal Experiential Cases to Develop Group Experiential Themes Across Cases** •Identify converging and diverging patterns of meaning across all cases.

Note. Adapted from Smith et al. (2022) and Past and Smith (2023).

Findings

Based on interview results, it is apparent that entrepreneurial Selfhood takes root at an alarmingly young age. Indeed, while data analysis remains, at this stage, incomplete, a tentative canvassing of initial and follow-up interview transcripts reveals that TGUP learners, in this instance, make agentive and rational decisions on their academic and vocational pathways from as young as elementary school. In a nested terrain of shadow education, New Public Management, and hyper-competitive credentialism, HE represents the final step towards 'proper' social adulthood: globally-orientated human capital. Against this background, learners make tactical decisions not only on the prestige-graded level of their junior high schools but the for-profit cram schools facilitating transitions to brand-name high schools, universities, and choice employment beyond them. Additional tactics include the exploitation of Japan's 'escalator' system, wherein university corporations provide primary and secondary education options, which, for all intents and purposes, *assure* admittance to prestigious HE, irrespective of a student's academic achievement. Of course, given the private nature of this system, such transitions remain limited to learners from households possessing the requisite economic capital to ensure enrollment. If this pathway remained out of reach, learners sought access through alternative means, including the 'recommendation' system, which, as with 'escalator' students, circumvented Japan's rigorous system of 'exam hell.' Indeed, of the nine TGUP learners interviewed, only one took the 'traditional' route of entrance examinations. Notwithstanding their respective journeys towards 'élite' HE, all participants reported shadow education expenditure to meet the demands of Japan's enterprise ontology. Consequently, we may, at this stage, interpret the 'correct' academic credentials, experiences, and outcomes as segregated between rich and poor, holding normative implications for the capacity of *all* Japanese citizens to embody the rational, autonomous, and responsible behaviours contributing to neoliberal subjectivity (Kelly, 2006).

Expected Contributions to International Higher Education Research

It bears repeating that the outcomes detailed here remain tentative; yet, even at this early stage, one can envision the expected contributions of this project to discussions on access to 'élite' HE and, more pertinently, the role of education in forging 'units' of human capital. Indeed, the findings of this project hold implications not only for the Japanese context but *all* settings exploiting ostensibly 'meritocratic' (yet, by their very nature, inequitable) learning pathways to enact credential-based internationalization policy. As argued recently (see: Dubin, 2023; Samuell, 2023; Sandeman, 2022; Smith, 2022a, 2023), the East Asian educational model, in particular, remains anchored to private schooling, shadow education, highly-competitive entrance examinations, and costly English language learning, thereby serving to reproduce economic privilege across generations. Nonetheless, we must *also* appreciate that those rewarded by neoliberal hierarchy remain subjugated to its excessive industry; for "internationalization as a correlate of neoliberal governmentality–as a symbolic technology of (re)production–subjugates all whom it touches" (Smith, 2022b, p. 9). Although learner agency in this process has been thoroughly debated within international HE research, there remains a striking gap in empirical (specifically phenomenological) *Foucauldian* inquiry, notably in East Asian settings. This project contributes to the literature by unpacking the lived experiences of TGUP learners and their ongoing struggles to accommodate Japanese neoliberalism. This is not to say, however, that this study's findings may not be generalized to alternative national contexts; marketization remains, at its heart, varied, pluralistic, and borderless. Thus, it is hoped that by contributing further to discussions on human capital theory and neoliberal policy reform, academics place this project's initial (and, in time, final) contributions within and across diverse HE contexts.

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Introduction to JCIHE Emerging Scholar Research Summaries

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Dear Readers -

One of the important special issues that the *Journal of Comparative and International Higher Education* (JCIHE) offers annually is the Emerging Scholars Research Summaries Issue. This issue shares Emerging Summaries from Graduate Students 2023, that includes contributions from graduate students from around the world who are currently studying in a doctoral program. In the past, many authors featured in the Emerging Summaries continue to hold important positions in the CIES HESIG. The purpose of the Emerging Scholars Research Summaries is to share cutting-edge research that is of broad significance to the field of comparative and international higher education. Each article submission received a Letter of Support from the student's Supervisor/Chair indicating their approval for the potential publication. Each submission also underwent a double-blind peer review to assure quality. In that the focus is on work-in-progress, some of the articles provide foundational information while others include preliminary findings.

Contributions for the 2023 JCIHE Emerging Scholar Research Summaries Issue have author institutional representation in six countries: Canada, Korea, Nepal, United Kingdom, United States, and Vietnam:

Canada: University of Windsor, Canada
Korea: Korea University, The Republic of Korea
Nepal: Far Western University, Nepal
United Kingdom: The University of Bath

United States: Michigan State University; The Ohio State University; SIT Graduate Institute; University of Maryland, Texas A&M University; University of Illinois Urbana-Champaign

Vietnam: Foreign Trade University, Vietnam; Ho Chi Minh City University of Technology and Education, Vietnam

2023 Graduate Student Themes

The Research Summaries 2023 examine issues of higher education in eight countries and regions: Canada, Ecuador, Japan, Korea, Nepal, United Kingdom, United States, and Vietnam. Three main themes in this issue are:

Institutional Programs and Policies

Research summaries examine how university career center in Canada support international graduate students' career development in the local labor markets; evolution of International Branch Campuses in South Korea and Japan; and transnational virtual classrooms and virtual exchanges in a U.S. university that enable students to develop global competencies and cultural skills.

Faculty and Student Voices

Research summaries examine the lived experiences of Vietnamese female faculty members and how they value their work-life balance; how whiteness shapes the experiences of white international graduate students in the United States and how they benefit from whiteness themselves; reflections on entrepreneur education and neoliberalism-as-enterprise in Japan; and coping strategies used by international students to help them cope with acculturative stress.

Pedagogical Choices

Research summaries examine programmatic policies and practices in English-only versus multilingual approaches in English Language teacher education at an Ecuadorian University; virtual change in U.S. classrooms; deconstructionist teacher in practicing pedagogy across diverse cultures; and pre-service teachers' initial attitude towards global citizenship education and online teaching before their participation in a virtual exchange program.

Articles

The Following Articles are included in this Issue:

Adeline De Angelis, *(SIT Graduate Institute, USA).* **Professors' English-only or Multilingual Approaches in English Language Teacher Education at Ecuadorian Universities**

This Summary examines the language use practices that university-based English language teacher educators employ when teaching content courses in an English as a Foreign Language program in Ecuador. Findings extend research on language use focusing on the benefits and drawbacks of English-only versus multilingual approaches.

Michaela M. Dengg, The Ohio State University, USA. *White International Graduate Students and Whiteness*

This Research Summary explores how whiteness shapes the experiences of white international graduate students in the United States as well as how they enact and benefit from

whiteness themselves. Critical Whiteness Studies (CWS) interrogates and problematizes prevalent power structures grounded in whiteness in comparative and international higher education and explores the role white international graduate students play in perpetuating these structures.

Yilun Jiang, Michigan State University, USA. *International Graduate Students' Experiences in Using University Career Services: A Case Study of a Southern Ontario University*

This Research Summary explores how a university career center in Canada supports international graduate students' career development in the local labor market. The research examines which career services are most utilized, with one-on-one career counselling as the most popular service.

Thi Thu Huyen-Nguyen, Texas A&M University, USA & Foreign Trade University, Vietnam **& Jia Wang,** Texas A&M University, USA. *Vietnamese Female Faculty in Higher Education Institutions with Work-life Balance: A Qualitative Study*

This Research Summary explores the lived experiences of Vietnamese female faculty members with regard how they perceive and value their work-life balance (WLB). Conflicts are also identified.

Kyuseok Kim, Korea University, The Republic of Korea **& Yiru Ke** Korea University, The Republic of Korea. *Analysis of International Branch Campuses in Korea and Japan: Exploring Success Factors*

This Research Summary explores the evolution of International Branch Campuses (IBCs) in South Korea and Japan. Central to success is the persistent collaboration among stakeholders, a strong commitment from the home campus, effective communication, trust-building, diversified enrollment pipelines, strategies to mitigate regulatory challenges for the success of IBCs, and entrepreneurial leadership that prioritizes international education.

Hari Chandra Kamali, Far Western University, Nepal. *Lord Krishna as a Deconstructionist Teacher in the Bhagavadgita*

This Research Summary examines the role of Lord Krishna as a teacher in the pedagogy of the Gita. As a teacher, Lord Krishna employed deconstruction in the pedagogy of the Gita and in the context of education. Thus, if teachers play the role of a deconstructionist teacher in practicing pedagogy across diverse cultures, it will enhance the quality of international higher education.

Gregory Weaver, University of Maryland, USA. *Student Perspectives of Global Citizenship within a Virtual Exchange*

This Research Summary explores transnational virtual classrooms and virtual exchanges that assist all students in developing their global competencies and cultural skills. Within this context, is a focus on global citizenship student awareness in a virtual exchange.

Aigul Rakisheva, Univeristy of Illinois-Urbana Champaign, USA & **& Lu Xu,** University of Illinois-Urbana Champaign, USA *Preservice Teacher's Perceptions on Global Citizenship and Online Education in a Virtual Exchange Context*

This Research Summary explores pre-service teachers' initial attitude towards global citizenship education and online teaching before their participation in a virtual exchange program. Most pre-service teachers appreciated the concept of global citizenship education, but had a limited familiarity with the concept. They expressed a keen interest in integrating it into their classrooms. They emphasized the importance of appreciating diverse cultures and proposed various interactive activities and technologies to engage students effectively in virtual classrooms.

Thu Thi-Kim Le, Ho Chi Minh City University of Technology and Education, Vietnam University of Windsor, Canada, & **Thi Thu Huyen-Nguyen,** Foreign Trade University, Vietnam Texas A&M University, USA. *Stressors and Solutions: A Preliminary Examination of Acculturative Stress among International Students*

This Research Summary focuses on sources of acculturative stress and the coping strategies that can help international students cope with acculturative stress. There is a comprehensive range of sources used by international students: Macro (socio-economic factors from both home and host countries or national level), Meso (institutional factors), and Micro (individual, personal, or psychosocial factors).

Michael D. Smith, The University of Bath, United Kingdom *The Entrepreneur of the Self: Understanding Neoliberalism-as-Enterprise in Japan's Top Global University Project & Kobe University, Japan*

This Research Summary examines lived accounts of graduate students' neoliberal subjectivity stemming from Japanese education reform that engenders 'internationalized' human capital in the Top Global University Project (TGUP). This type of thinking is seen in accounts of entrepreneurial Selfhood that connects neoliberal values, soft skills, and capitals (self-reliance, individuality, discipline, foreign language proficiency, cosmopolitanism, etc.) and personhood and citizenship.

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Professors' English-only or Multilingual Approaches in English Language Teacher Education at Ecuadorian Universities

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Abstract

Preparing English as a Foreign Language (EFL) teachers is a key challenge for higher education institutions in countries like Ecuador. This research summary describes the language use practices that university-based English language teacher educators employ when teaching content courses (such as pedagogy and research methods) and explores how these relate to their expressed purposes of teacher education and language ideologies. The convergent mixed-methods design employs survey data from 115 professors from 21 Ecuadorian universities and focus group data from 28 of those professors with various language use approaches. This research is guided by decolonial theory and the Capabilities Approach and by literature on linguistic imperialism, native-speakerism, and multilingualism. Findings extend research on language use from the English teaching field into teacher education and Comparative and International Higher Education research, where exploration of the benefits and drawbacks of English-only versus multilingual approaches are needed given the prevalence of English-medium instruction.

Keywords: EFL, English-only, language-in-education, language ideologies, mixed methods, multilingual, teacher education

Since the 1990s, higher education institutions in Latin America have followed global trends in reforming teacher education to address educational quality (Voisin & Ávalos-Bevan, 2022). One key area is English language teacher education (ELTE). English is seen as an essential global skill, but the success of English language teaching in the region has been limited, which is often attributed to shortcomings of teachers and ELTE (Barahona & Darwin, 2021; Stanton & Fiszbein, 2019). While efforts to improve ELTE often emphasize international standards and 'best practices' (such as those developed by the European Union or the British Council), some scholars point to the need for recognizing local expertise and empowering teachers in the Global South (Castañeda-Londoño, 2021; González Moncada, 2007, 2021). Such tensions echo ongoing conversations in Comparative and International Education regarding globalized 'best practices' (Ramirez et al., 2016; Robertson, 2016) versus contextualized pedagogies and teacher agency (that is, power to define and enact effective pedagogy) (Khoja-Moolji, 2017; Vavrus & Bartlett, 2012).

Language of instruction is "the elephant in the room" (Kerr, 2016, p. 519), rarely fore-fronted in discussions of ELTE. However, English-medium instruction is a notable trend in global higher education as institutions, faculty and students experience pressures and incentives to use English as an academic language in a variety of contexts (Covele, 2022; Qin, 2022; Yallew, 2022). World-wide, university-based ELTE has increasingly adopted English-medium instruction (Dang et al., 2013), following the broader pattern in higher education and a norm in the English teaching field. Common fallacies underlie English-medium instruction trends in higher education, specifically the 'maximum exposure fallacy'—the assumption that the more English instruction, the better—and the 'monolingual fallacy' and 'native speaker fallacy'— assumptions that monolingual instruction by 'native' or 'native-like' teachers is optimal (Kedzierski, 2016). Meanwhile, potential harms to teaching content courses in English are seldom considered (Kedzierski, 2016). Ideologies influencing language-in-education, such as linguistic imperialism—privileging English over other languages—and native-speakerism— privileging 'native' over 'non-native speakers' of English—are prevalent in Latin American ELTE (González Moncada, 2007; Zaidan, 2020). However, a 'multi/plural turn' has emerged in the English language teaching field, which embraces diverse forms of language use and inclusion of learners' full linguistic repertoires, at least theoretically (Kubota, 2016). Nonetheless, it is questionable how much multilingual approaches and ideals have challenged dominant practices and ideologies outside of North American academia (Kubota, 2016).

Research Purpose & Questions

The research summarized here describes language use practices in ELTE and explores how those practices relate to the purposes of teacher education and to the prevalence of language ideologies of linguistic imperialism, native-speakerism, or multilingualism. I focus on university-based ELTE in Ecuador, a country pointed to in the media as having particularly low English proficiency (De Angelis, 2022). Like many countries, Ecuador has struggled to prepare English as a foreign language (EFL) teachers with both language proficiency and teaching skill and has significantly reformed ELTE in higher education over the last decade (Cajas et al., 2023; Kuhlman & Serrano, 2017). This summary presents preliminary quantitative and qualitative findings from in-progress mixed-methods dissertation research with higher education faculty teaching ELTE courses, addressing the questions:

1. How much do EFL teacher educators use English, Spanish, or a multilingual approach when teaching content courses and what purposes, ideologies, and/or teacher educator characteristics are associated with these approaches?
2. How do EFL teacher educators understand the relationship between their language use practices and the purposes of teacher education that they value?

Literature Review

Research suggests multilingual approaches can foster language and content learning and ameliorate language-related inequities in education (Cenoz & Gorter, 2020; Galante et al., 2020; Rabbidge, 2019). Yet, the potential for using multilingual practices within ELTE has been researched rarely and mostly in North American contexts (Alarcón et al., 2022; Morales et al., 2020; Tian, 2020). Multilingual approaches are largely "taboo" (Barahona, 2020, p. 5) in Latin American ELTE, where an English-only ideal persists (Banegas, 2020; Zaidan, 2020). In these contexts, ELTE students often have limited English proficiency (Abad et al., 2019; Banegas & Martínez Argudo, 2019; Morales et al., 2020), so programs may attempt to develop language and pedagogy simultaneously through instruction in English (Argudo et al., 2018; Barahona & Darwin, 2021). In Ecuador, undergraduate ELTE programs include language-learning courses but face time constraints (Cajas et al., 2023). Many Ecuadorian universities' ELTE curriculums indicate that, aside from initial general education courses, most content subjects (such as pedagogy and research methods) are also to be taught in English. Professors make daily language-use choices even when the language of instruction is established as English or Spanish, and language of course delivery is sometimes left entirely to professors' discretion.

Literature on Latin American ELTE highlights a tension between competing purposes of fostering pedagogical learning and language learning and suggests language is often prioritized in program design and delivery (Abad et al., 2019; Argudo et al., 2018; Banegas & Martínez Argudo, 2019; Barahona, 2015; Martin, 2016). Both pedagogy and language outcomes overshadow development of teacher identity and cognition (Castañeda-Londoño, 2021; Mendes & Finardi, 2018). An accountability-driven approach has characterized language policy (Kuhlman & Serrano, 2017; Stanton & Fiszbein, 2019), often emphasizing language proficiency standards (González Moncada, 2021; Sierra Ospina, 2016). However, scholars also critique the limitations of decontextualized ELTE and call for an empowerment approach (Barahona & Darwin, 2021; Freeman, 2020; González Moncada, 2007).

While language ideologies appear deeply implicated in considerations of language use and educational purpose, the empirical study of language ideologies within ELTE is limited (Deroo & Ponzio, 2019). Ideologies of linguistic imperialism and native-speakerism have been used as critical analytical lenses in some EFL research in the region (González Moncada, 2021; Mackenzie, 2021; Zaidan, 2020). Examples of these ideologies, such as unsupported suggestions that employing 'native speakers' will improve outcomes, are abundant in Latin American policy, academic literature, and media discourse (Banegas & Martínez Argudo, 2019; González Moncada, 2021; González Moncada & Llurda, 2016; Stanton & Fiszbein, 2019).

Theoretical Framework

Two theoretical perspectives orient my approach. The first is decolonial theory, which explains language use as laden with ideology (García & Otheguy, 2020; Holliday, 2017; Kumaravadivelu, 2006; Phillipson, 1997) and suggests a decolonial approach to ELTE that values local teacher knowledge (González Moncada, 2021; Kumaravadivelu, 2016; Lucero & Castañeda-Londoño, 2021). The second is the Capabilities Approach, which posits that education ought to foster valuable capabilities that support justice and well-being in a given context (DeJaeghere & Walker, 2021) and leads me to study purposes valued by teacher educators. Drawing on these perspectives, I conceptualize the three core concepts as bidirectionally interrelated, as illustrated in Figure 1. The ideologies of linguistic imperialism, native-speakerism and multilingualism defined in literature (Deroo & Ponzio, 2019; Kumaravadivelu, 2006; Holliday, 2017; Phillipson, 1997; Zaidan, 2020), which I use to characterize beliefs about language learning that teacher educators hold and perceive among their colleagues and students, set the context for both language use practices and ELTE purposes. The solid line indicates a

relationship explicitly established in the literature, while dotted lines indicate less established links. Stars indicate the focus of this research.

Figure 1

Conceptual Framework
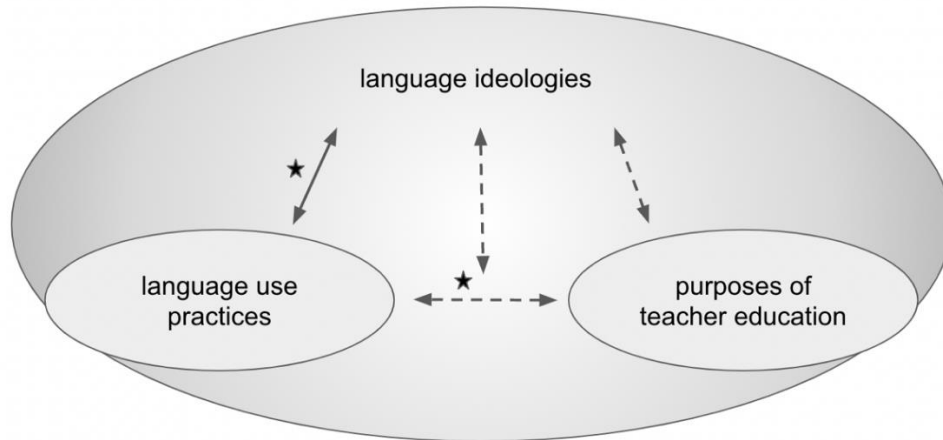
Methodology

This in-progress dissertation research employs a convergent mixed-methods design (Creswell & Plano Clark, 2018) described in Figure 2, aiming to provide depth and breadth of evidence on a little-understood topic. Here, I focus on the first two research questions with a preliminary analysis of the quantitative and qualitative data sets.

Figure 2

Overview of the Convergent Mixed-Methods Study Design
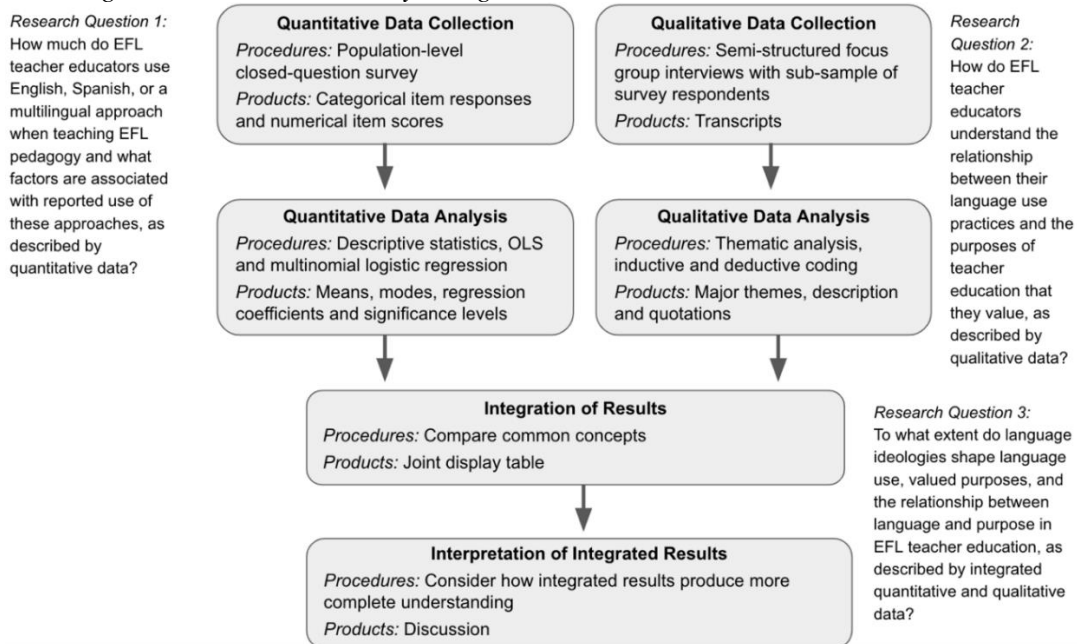
Quantitative data was collected through an online survey of professors teaching content courses at Ecuadorian universities offering undergraduate- or graduate-level ELTE. Program coordinators distributed the survey at 22 of 24 such institutions and 119 professors responded (response rate=34% [119/354]), for a total of 115 valid responses. These were used to assemble descriptive statistics for dependent variables describing language use and independent variables describing valued purposes and language ideologies.

Qualitative data was collected through focus-group interviews with a purposive, nested sample of survey respondents (Creswell & Plano Clark, 2018). Focus groups allow for collective articulation of ideas and reduce power imbalances (Kamberelis & Dimitriadis, 2013) such as may arise from my 'native speaker' privilege as a North American conducting research in Ecuadorian ELTE. 32 Ecuadorian professors participated in focus groups organized by language use approach, while 5 North American or European professors participated in a mix-approach group. Groups met and were recorded in Zoom and transcribed for thematic analysis (Braun & Clarke, 2006).

Preliminary Findings

Preliminary quantitative findings indicate that most teacher educators primarily or only use English in non-language content courses (65%), though a notable minority takes a multilingual approach (32%) and a small number primarily or only use Spanish (3%). Empowering teachers and fostering critical thinking, English proficiency and pedagogical skill are all highly valued purposes. Linguistic imperialism and native-speakerism appear slightly more prevalent for teacher educators with English-only or primarily-English approaches than for those with multilingual approaches, according to quantitative survey data where teacher educators responded to statements based on their own beliefs and their perceptions of colleagues' and students' beliefs. Average responses show greater agreement with statements representing linguistic imperialism (such as "the best methods and resources for English language teaching come from English-speaking countries") and native-speakerism (such as, "the goal of learning English is to become as similar as possible to a native-speaker") where teacher educators also report using more English.

Preliminary qualitative findings suggest that many teacher educators consider use of some Spanish necessary due to students' lack of English proficiency upon entering ELTE. The extent to which they see incorporation of students' own language as a valuable pedagogical strategy rather than as a failure or necessary evil (Macaro, 2001) relates to the ELTE purposes they most value. The strongest proponents of an English-only ideal, such as the professor who stated that "the most important quality of any English teacher will always be that they know English and that they are fluent in it", most highly value future teachers' English proficiency. The strongest proponents of a multilingual approach prioritize developing pedagogy and teacher identity and cognition, like the professor who emphasized that "we're teaching *teachers*, we're not teaching *language*." Meanwhile, many teacher educators appear torn between purposes as well as languages.

Conclusion

This research aims to open dialogue on language use in Latin American ELTE and help teacher educators and programs reflect on how their approaches to language may or may not support their aims and values. Drawing on debate surrounding English-only versus multilingual approaches within the English teaching field, it will contribute to the study of Comparative and International Higher Education by illuminating how language in education may reflect and reinforce ideas about what kind of education is valuable, particularly when it comes to teaching teachers. This consideration of links between language, purpose, and ideology is important given the prevalence of English-medium instruction in global higher education, as well as tensions between standard 'best practices' versus contextualized pedagogies.

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White International Graduate Students and Whiteness

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Abstract

This emerging scholar's piece explores the construct of whiteness as a post-intentional phenomenon and how it both shapes the experiences of white international graduate students in the United States as well as how they enact and benefit from whiteness themselves. This study seeks to recenter whiteness in scholarship, and above all to thoroughly research whiteness to make it visible and disrupt it in relation to a scarcely researched student population, namely white international graduate students. By way of a Post-Intentional Phenomenology grounded in Critical Whiteness Studies (CWS), the study interrogates and problematizes prevalent power structures grounded in whiteness in comparative and international higher education and explores the role white international graduate students play in perpetuating these structures.

Keywords: International Higher Education, International Students, International Graduate Students, Whiteness

In academic year 2022-23, there were over 1 million international students present in the United States representing over 200 countries. International students who choose to study in the U.S. come from diverse national, racial, and ethnic backgrounds. In recent years, there has been a rise in studies researching the lived experiences of international students of color (e.g., George Mwangi, 2020; Yao et al., 2019), and while the impacts of whiteness, Westernization, and Eurocentrism in the field of international higher education have been researched (Stein, 2019; Suspitsyna, 2021) and effectively described as a "global field of whiteness" (Christian, 2019, p. 179), research on the experiences of white international students with whiteness have scarcely been explored. This dearth in research might be due to the observation that, even though white international students struggle with certain types of discrimination based on, for example, accents (Dovchin, 2022) and national stereotypes (Heng, 2018), they are still shielded from racism and benefit from white privilege (Dengg, 2022) in comparison with their international peers of color (Mitchell et al., 2017).

Research on white international students is scarce and needs further exploration. Like all international students, white international students are affected by whiteness as an overarching power system in international higher education (Suspitsyna, 2021). In addition, they can be seen as actors perpetuating whiteness simply by being identified as white in the

U.S. societal context, as well as benefactors of whiteness, since they also enjoy white privilege by being identified as white, whether they are aware of it or not. Researching their experiences is therefore important, firstly, for this student population to better understand their potentially new identity as a racialized person in the U.S. context, an identity which is largely new to the majority of international students based on the lack of conceptualizations around race in some of their home countries (Fries-Britt et al., 2014; Mitchell et al., 2017). Because of this widespread lack of race as a social category in "race-mute" European countries (Jugert et al., 2021, p.1), this study focuses on white international graduate students from Europe which will provide insight into how they conceptualize race and whiteness when moving to the United States. Graduate students were chosen due to their maturity in age (Suspitsyna, 2013) and proven critical thinking skills (Artino & Stephens, 2009). Secondly, this research is needed to disrupt prevalent, underlying notions of whiteness experienced by and enacted through white international students in U.S. society and in the field of comparative and international higher education in particular. The failure to acknowledge how whiteness affects white international students differently from international students of color and how they enact and benefit from whiteness as white people themselves means we let whiteness go unmarked and therefore be perceived as the harmful norm yet again (Feagin, 2020). Through this study, key stakeholders in international higher education, such as international students, faculty, and staff, will be able to identify, problematize, and disrupt underlying notions of whiteness in comparative and international higher education derived from the conceptualization of whiteness by the participants.

Literature Review

International Students by the Numbers

According to the OpenDoors report published annually by the Institute for International Education (IIE), there were 1,057,188 international students present in the United States in the academic year 2022-23 (IIE Open Doors, 2023). The majority of these international students is being identified as of color in the U.S. context. What is interesting to note here is that international students from Europe, with an increasingly racially diverse, yet still majority white population, make up less than eight percent of international students in the United States (IIE Open Doors, 2023). The principles on which international higher education are built are largely based on Eurocentric views (Stein, 2019) steeped in whiteness (Suspitsyna, 2021), yet the students they serve are mostly from the Global South. This study seeks to highlight these Eurocentric principles by researching the voices of white international graduate students from Europe and offer ways to disrupt them based on the findings.

Double Pandemic: COVID-19 and Racism

In addition to the devastating impacts of the COVID-19 pandemic on higher education worldwide, and international higher education, in particular (Taşçi, 2021), it brought to light, and exacerbated, a centuries-old and ongoing second pandemic that is raging in the United States: "a racism pandemic" (Mills, 2020). International higher education, too, has often been accused of promoting an internationalization agenda rooted in Eurocentrism and whiteness (Suspitsyna, 2021), and Singh et al. (2018) also called out racism as an underlying problem of the internationalization of higher education well before the racial reckoning of the summer of 2020. The recent rise of anti-Asian and APIDA hate in conjunction with the COVID-19 pandemic that also targets APIDA international students (Ghazarian et al., 2023; Ma & Miller, 2022; Yan et al., 2022) is just one example of this double pandemic. All of this has led to a renewed call to critically examine internationalization of higher education in the wake of a larger racial reckoning and social justice movement in the United States. I am adding to this call by critically examining the lived experiences with whiteness of white international graduate students from Europe to better make visible and problematize whiteness as part of the underlying issues of Eurocentrism and racism.

Race, Racism, and Whiteness in International Student Research

This movement has also led to an uptick in studies dealing with the multitude of identities international students bring with them, such as race (Buckner et al., 2021; George Mwangi et al., 2016; Lee, 2020). Race as an identity concept is not a universally acknowledged form of identity in many countries outside the U.S., which is why there has been more research in recent years dealing with this potentially new identity concept for international students. For example, there are studies on the experiences of international students of color and how the topics of race and especially racism as a form of systemic oppression in international higher education and the U.S. overall affect their lived experiences as doubly discriminated against by being international as well as racially minoritized (Fries-Britt et al., 2014; George Mwangi et al., 2016; Yao, 2019). Mall and Payne (2023, p. 131) underscore the "double-invisibility" of international students of color,

being both racially minoritized identity and having an immigration status and facing different forms of discrimination based on both.

There is, however, a dearth of research dealing with white international students. Inspired by Hou and Pojar (2021) and their study to see how international students' learning experiences and their own contributions to social justice dialogue and education, this study seeks to find out how white international graduate students learn about (their own) whiteness. Amatullah et al.'s (2021) work on international graduate students' positionality when learning about critical multicultural education found that white international graduate students share a certain awareness about their own whiteness and differences in comparison to domestic students and international students of color. I want to expand on the aforementioned findings with my study in addition to exploring how whiteness as an overarching systemic issue shapes the experiences of white international graduate from Europe students specifically. Therefore, the purpose of this study is to highlight and contribute to a gap in research dealing with white international graduate students from Europe and their lived experiences with and enactments of whiteness in the context of higher education institutions in the U.S. through a post-intentional phenomenology grounded in Critical Whiteness Studies (CWS). The research questions are as follows:

1. What are white international graduate students' lived experiences with whiteness in the U.S.?
2. How do white international graduate students enact and benefit from whiteness in the United States?

Theoretical Framework

Critical Whiteness Studies

Critical Whiteness Studies (CWS) is a body of scholarship that seeks to name and disrupt the oppressive nature of whiteness (Leonardo, 2009). In CWS, racism is a system that marginalizes and disadvantages people of color and benefits white people in terms of economic, social, and psychological advantages (Levine-Rasky, 2000). In the U.S. societal context, whiteness is also perceived as the norm and those who deviate from that norm are viewed as inferior, putting white people on top of the social hierarchy (Perry, 2007). This normalization of whiteness leads to the promotion of white supremacy (Nishi et al., 2016). CWS then is a tool to analyze whiteness to disrupt whiteness and white supremacy.

This dissertation study employs Cabrera et al.'s (2017) five core theoretical components of CWS in higher education: colorblindness, whiteness as an epistemology of ignorance, whiteness as ontological expansiveness, whiteness as property, and whiteness as assumed racial comfort. Colorblindness refers to the belief that race is no longer a relevant factor in society and should not be acknowledged publicly (Bonilla-Silva, 2006). Whiteness as an epistemology of ignorance refers to ignoring the harms done by whiteness, thereby enabling systemic racism rooted in white supremacy (Mills, 1997). Whiteness as ontological expansiveness refers to white people having the privilege to move through all spaces (Sullivan, 2006). Whiteness as property views whiteness as all kinds of forms of property protected under U.S. law (Harris, 1993). Whiteness as assumed racial comfort refers to prioritizing the comfort of a white person over the comfort for people of color (Leonardo & Porter, 2010).

CWS has been widely applied to the study of higher education in the United States (e.g., Cabrera, 2014; Cabrera et al., 2017; Foste, 2019; Foste & Irwin, 2020; Tevis, 2020). CWS is an appropriate tool to apply to studies in comparative and international higher education. In this dissertation study, I use CWS to explore how whiteness shapes the experiences of white international graduate students from Europe as they themselves perpetuate whiteness in their everyday lives.

Methodology

This study uses Post-Intentional Phenomenology within the qualitative research design. The founder of Post-Intentional Phenomenology, Mark Vagle (2018), combined post-structural thought with the methodology of phenomenology and outlined five steps for data collection and analysis. Step One is to identify a post-intentional phenomenon, which provokes and produces entanglements in lived experiences around a social issue. The post-intentional phenomenon in this study is whiteness. Step Two to is to gather data. The sample size for this study consists of six white international students from Europe (their home countries are: Austria, Greece, Italy, Spain, Scotland, and Ukraine) who have been pursuing degree-seeking studies all over the United States for at least one year. The smaller sample size is intentional to prevent oversaturation of data (Jones et al., 2014) and focus on in-depth analyses of the phenomenon as is the goal of phenomenological studies (Vagle, 2018). Data collection consists of three semi-structured interviews via Zoom. Step Three is a to reflect and create a "post-reflexion journal" (Vagle, 2018, p.139) as the researcher is intertwined with the research subject. Acknowledging my own positionality in this study, I identify as a cis-gender woman and I am an

international graduate student from Germany. My own grappling with this new identity category of "race" and the learning and unlearning that comes with it in terms of white privilege and being perceived as white, yet a foreigner in this country, is what led me to conduct this study. Step Four is to analyze the data through theory, the phenomenological material gathered, and the post-reflexion journal through a three-part analysis with a focus on the whole. Data analysis was done using repeated thematic coding of the transcripts, researcher notes, and post-reflexion journal with the qualitative data analysis software NVivo. The last step is to write up an analysis, focusing on "intense catalysts" (Vagle, 2018, p. 160) illuminating the phenomenon of whiteness as it shows up in the lived experiences of white international graduate students from Europe.

Implications and Conclusion

By exploring the lived experiences with whiteness of white international graduate students through a Post-Intentional Phenomenology grounded in CWS, this study explores ways to better make this group of students aware of their whiteness. Preliminary findings show that white international graduate students have become more aware of their whiteness and the privilege that comes with it since moving to the United States. They have also become more critical of their home countries and the lack of conversations around race. Additionally, white international students from Europe realize the privilege they carry by being identified as white they also struggle with a lack of tailored support from higher education intuitions to both help them with their own day-to-day issues based on being an international student and simultaneously acknowledge the privilege they have by being perceived as white. Through these and other findings, prevalent notions of whiteness will be dismantled and disrupted by making white international graduate students aware of their own role in the overarching system of whiteness in international higher education. Additionally, by conducting this study, white international graduate students, along with faculty and staff, can draw on these findings to make visible and further problematize whiteness as an inherently unequal power in international and comparative higher education in an effort to dismantle and disrupt it.

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International Graduate Students' Experiences in Using University Career Services:
A Case Study of a Southern Ontario University

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Abstract

This study explores how the university career center supports international graduate students' career development in the local labor market. The research examines the category of career services and international graduate students' experience using the services. I analyzed career centers' websites and interviewed seven international graduate students and two career center staff at a university in southern Ontario. The middle-range theoretical framework was used to discuss the relationships of findings between previous literature and my research. My results indicate that one-on-one career counselling was the most popular service used by international students. The center also had wide connections with on- and off-campus stakeholders. The career center services can be accessed via email and the career center platform. International students received comprehensive and fundamental career support and positive feedback from career advisors. However, the services were not customized by discipline, especially for humanities and social sciences students. The research mainly aligned with previous studies on international students' experiences in using career services and contributes to the discussion of international student employability and student services.

Keywords: career development, career service, international student, middle-range theory

This study analyzes how a Canadian university's career center supports international graduate students in finding jobs in the local labor market. In 2022, the international student population at Canadian post-secondary educational

institutions grew by 200% compared with 2015, with 72.5% intending to apply for Post-Graduate Work Permits (PGWPs) (Canadian Bureau for International Education, 2023; Government of Canada, 2023). Nonetheless, many newly-arrived international students struggle with language difficulties, cultural conflicts, and a lack of social connection in their career exploration (Avenido, 2023; Han et al., 2022; Sohrabi, 2023). Hence, university career centers are important to support international students in finding jobs in the local market after graduation. This research discusses what services are provided at the career center and international students' experiences using career services.

The research is guided by the following questions:
1. What support is available from the university's career center?
2. How do international graduate students access institutional career support?
3. What are the benefits of institutional career centers for international graduate students using their services?
4. What challenges do international graduate students experience in relation to institutional career services?

Literature Review

University career centers are vital in supporting international students' employment after graduation. Over the past century, career services evolved to include career counselling, job fairs, and workshops. Initially focused on assisting new immigrants' employment, the services are now expected to connect the students with the local communities and labor market (Dey & Cruzvergara, 2014). Career centers are crucial in developing international students' career skills and knowledge for job applications (Helens-Hart, 2019; Holmes, 2013). Meanwhile, career centers work closely with student services and academic departments to provide more comprehensive support (Hayden & Ledwith, 2014; Jenei et al., 2020; Mills & Stefaniak, 2020; Schaub, 2012). Equally significant is the connection with employers and alumni, which helps develop international students' social networks (Helens-Hart, 2019).

Career services were expected to provide accessible and personalized support (Dey & Cruzvergara, 2014; Domínguez et al., 2022; Hudson & Klein-Collins, 2018). However, prior research in the US and Canada suggested that international students found career services unhelpful for their career planning (Miller et al., 2016). Concerns occurred around the low quality and lack of specificity in counselling (Auter & Marken, 2016; Li et al., 2021). Miller et al. (2016) pointed out that career center staff may lack the intercultural and interpersonal training required to effectively support students from diverse social and cultural backgrounds. British and Australian scholars highlighted those international students expressed dissatisfaction with the insufficient career support available to them and the limited connections with their studies (Arambewela & Maringe, 2012; Fakunle, 2021; Gribble et al., 2017). While some students encounter difficulties in utilizing career services due to language proficiency in English-speaking nations and regions, their counterparts in European mainland countries experienced equivalent or greater language barriers when navigating career services, career development, and understanding the unique workplace culture different from the English-speaking countries (Arambewela & Maringe, 2012; Gribble et al., 2017; Nunes & Arthur, 2013; Zeltner, 2018).

This study seeks to fill out the research gap created by the limited focus on international graduate students' experiences in using career services in the Canadian context. Through analyzing international students' feedback on the benefits and limitations of career support, this research extends the previous literature findings on career services and provides practical insights for the university career centers to understand international students' career preparation needs better and design more accessible services.

Theoretical Framework

I employed Merton's (1968) middle-range theoretical framework, a tool often used in nursing, psychology, and education inquiries to furnish insights into real-world problems. The framework focuses on a narrower scope than grand theories and provides a more manageable approach to address specific research topics (Merton, 1968; Pawson, 2008; Risjord, 2011). This study diverges from research using concepts from the overarching career development theories like

Social Cognitive Career Theories (Bozionelos et al., 2015; Nguyen, 2021). Instead, the framework of this study was developed from previous literature related to international students' experiences in using university career services.

The framework is structured into two parts, closely aligned with the research questions. The first part examined the internal and external stakeholders of career services. Internally, I investigated detailed services provided by the university career center for international students and the collaboration between career services, on-campus student services, and faculties for international students' career development. Externally, I explored the partnerships between the career center, alumni, and employers. The second part of the study focused on international students' experiences with career services. One key aspect was accessing and utilizing career-related services. Additionally, the study delved into the benefits and challenges experienced by students who used career services.

Research Methodology

The research adopted a qualitative methodology in a single case study to explore international students' experience using the career service at a southern-Ontario university (Creswell, 2013). I first conducted an analysis of the provided career services on two career centers' websites. These centers were chosen due to their university-organized nature and their provision of services for students from all departments. Afterwards, I finished $n = 9$ semi-structured interviews with $n = 2$ senior staff from institutional career centers and with $n = 7$ international graduate students from various fields. I recruited student participants based on the criteria that participants must study in a postgraduate-level program at the targeted university or graduate within one year. Students also needed to confirm they had experience in using services provided by the university career center. I adopted a purposive sampling method and selected $n = 2$ career center staff with more than three years of full-time working experience in the career center and rich knowledge of the provision of career services. In the stage of data analysis, I first drew themes from the previous literature discussing international students' utilization of university career services and developed a list of predetermined codes, which corresponds to each research question (Thomas, 2003; Saldaña, 2011). Once interview transcriptions were cleaned, I explored common themes mentioned by students, career centre websites, and staff, and created sub-category codes. The coding and analysis were conducted on text segments to the appropriate codes on NVivo.

Findings

Theme 1: Types of Career Services Used by Participants

In my research, the most popular career services were career advising appointments of job applications and job fairs. Experiential learning projects like job shadowing programs helped international students learn more about the company. Career centers worked closely with internal and external stakeholders to support international students' career development.

Theme 2: Participants' Approach to Accessing Career Services

International students accessed career services through email and newsletters, which would direct students to an integrated website for registering for career-related events. While career centers used social media to post events, international students did not mention accessing the services in this approach.

Theme 3: Benefits of Using Career Services

One of the benefits was that institutional career support helped newcomers understand the workplace culture. Career workshops were informative in building students' connections with alumni and employers. Career services were helpful for graduate students in programs without strong career support. Highly professional programs like law, business, and STEM had a long history of developing their career support. Students in these programs tended to utilize career services within their faculties more frequently, expressing "less utilization of the career counselling and events provided by the university career center" (Student Participant 4). However, other professional and academic-oriented programs

offered limited career support for master's students. These students regarded the university career center as "a vital resource for their career development" (Student Participant 6). An additional benefit is that career advisors' guidance increased students' self-confidence in career preparation. The Career Center Participant 1 stated that "guiding, mentoring, and recognizing students' work would support students in achieving success in receiving job offers".

Theme 4: Challenges in Using University Career Services

Students expressed concerns regarding the availability of career advising appointments. Considering the massive demand for career advising and relatively small numbers of career center staff, students had difficulty booking appointments, especially during peak semester times. Another concern was the quality and specificity of career counselling. Five out of seven students reflected that the 20-minute one-on-one appointment was too short for advisors to provide in-depth and constructive feedback on students' application materials. In addition, career advisors lacked the capacity to offer tailored career guidance pertinent to their academic disciplines. One participant noted, "My career advisor was not familiar with my field" (Student Participant 4). Furthermore, the distribution of career resources was skewed towards STEM and business programs, particularly at career fairs. While receiving some guidance on job application, participants in social science and humanities found themselves "lacking sufficient opportunities to network with potential employers in their fields" (Student Participants 2, 3, and 6).

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Discussion

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My research found alignment and conflicts between findings and previous literature. Dey & Cruzvergara (2014) proposed that career services were customized since the 2010s, but student participants in the case found them too general. Career counselling is popular nowadays, despite being the center's focus in the 1970s. The staff's responses align with previous literature on the connection between career centers, other student services, faculty departments, and external stakeholders (Hayden & Ledwith, 2014; Hoover et al., 2013; Jenei et al., 2020; Mills & Stefaniak, 2020; Schaub, 2012).

My research findings were aligned with previous research that the career center has developed an web-based platform for students to book career advising appointments, engage with career-related events, and apply for on- and off-campus jobs (Dalaklis et al., 2023). Another point supporting previous findings is that participants were able to access career support via online and in-person approaches (Fakunle, 2021; Usher & Kwong, 2014). Prior studies mentioned the helpfulness of social media in career counselling (Khalijian et al., 2023; Kisch, 2015; Osborn & LoFrisco, 2012; Venable, 2010). However, participants did not indicate social media as a way of accessing career resources in the interview.

The career service helped improve students' self-efficacy in their career skills and knowledge. The result aligns with previous literature on self-efficacy's impact on learning outcomes and career interests (Adachi, 2004; Song & Chon, 2012). Regarding the challenges, Miller et al. (2016) stated that many international students found career services useless due to unmet expectations. This point partially aligned with my research findings. Cultural differences might contribute to challenges faced in the Canadian labor market. However, field and familiarity with the North American workplace culture also played a significant role. In my research, participants with experience working in the U.S. and those in highly professional programs were not hesitant to use career support. Newcomers to the continent and social sciences and humanities students would first need to be aware of using the career service and explore how career services could support their career pathways. My research findings mainly aligned and extended, and slightly contradicted arguments in previous literature, firmly embracing the role of middle-range theory in exploring the relationship between empirical research outcomes and previous findings.

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Implications

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My research sheds light on the career center's centralized approach to supporting international students' career development. The center provided fundamental career skills and knowledge and worked closely with multiple

stakeholders to handle students' career-related concerns. The findings indicated the center's limited capacity to support job applications and imbalanced resources among programs.

The research contributes to the field of international students by bridging and extending previous discussions on international students' experiences in using career services (Arambewela & Maringe, 2012; Arthur, 2013; Fakunle, 2021; Gribble et al., 2017; Miller & Berkey, 2016). Within the realm of comparative and international higher education, this research serves to expand previous discussions on how universities can better support international students' career development (Arambewela & Maringe, 2012; Gribble et al., 2017). This paper also builds upon existing research on international student employability (Tang, 2022) and presents an opportunity for JCIHE readers to further understand international graduate students' gains and concerns related to university career services.

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Vietnamese Female Faculty in Higher Education Institutions with Work-life Balance: A Qualitative Study

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Abstract

This study aims to explore the lived experiences of Vietnamese female faculty members with regard to their work-life balance (WLB). By adopting a qualitative approach through interviewing 15 Vietnamese female faculty members (FFMs), we expect to obtain data and identify themes related to WLB. These themes will be used to make recommendations to university leaders and policymakers so that favorable policies and programs can be offered to faculty in general and female faculty in particular to help them balance their work and life.

Keywords: work-life balance, Vietnamese female faculty, higher education institutions

In recent years, work-life balance (WLB) has been studied so extensively that it has become an emerging area with a broad body of literature. To date, WLB has been reported in areas such as the management field (Beigi & Shirmohammadi, 2017), economics, management, and psychology disciplines (Kuschel, 2017), among employees in

organizations (Beigi & Shirmohammadi, 2017; Kuschel, 2017; Wood et al., 2020), dual-earner couples in India and the United States (Munn & Chaudhuri, 2016), mother counselors (Hermann et al, 2013), and academics (Beigi et al., 2018). However, research that focused on female faculty's WLB in higher education institutions (HEIs) is limited in volume. Female faculty members (FFMs) play a crucial role in the workforce but they still remain underrepresented in academia (Cama et al., 2016; Dapiton, Quiambao, & Canlas, 2020; Fancis & Stulz, 2020; Hertlein et al., 2018; Misra et al., 2012; Pascale et al., 2022; Ruan, 2021; Subbaye & Vithal, 2017). They have fewer opportunities to pursue tenure track and promotion compared to male faculty. Vietnamese FFMs are not an exception. They have to live with socially expected responsibilities such as taking care of children, parents-in-law, siblings, and domestic chores (Dang, 2012; Truong, 2008; Vu, 2018). These domestic responsibilities put Vietnamese FFMs under pressure of negotiating and balancing their work and family commitments. Through this qualitative study, we explore WLB experienced by Vietnamese FFMs, an important yet under-represented group in the existing literature.

This study aims at exploring the lived experiences of Vietnamese female faculty members with regard to their work-life balance. To address this purpose, we adopt a qualitative approach and the following research questions will guide this study:

1. What are the lived experiences of the Vietnamese female faculty members in balancing their work and family?
2. What are the strategies that have been applied by these Vietnamese female faculty members to get a balance in their work and family?

Literature Review

A review of empirical studies published in English, peer-reviewed journals on WLB of FFMs between the years 2010 and 2021 indicates most of WLB articles were conducted in the Western context. Another review of empirical research published in peer-reviewed Vietnamese journals on WLB of Vietnamese FFMs during the 2010-2021 period also produces the same result: there is no single study conducted in the Vietnamese context, which reinforced the need for our study. Two most *facilitating factors* that help FFMs achieve WLB include organizational support and family support. While organizational support can take different forms such as having a supportive supervisor, dean, mentor, colleague or a workplace with a family-friendly environment, family support comes from the spouse, partner, parents, or even a relative in the family (Akram & Ch., 2020; Baker, 2010; Francis & Stulz, 2020; Hwa, 2020; Lendák-Kabók, 2020; Stinchfield & Trepal, 2010). Also from the literature, two major *inhibiting factors* hindering FFMs from achieving WLB include workload and family responsibilities. The more teaching duties with a fuller and more demanding workload during the outbreak of COVID-19, the nonflexible and tough work schedule led to higher levels of workload pressure, which negatively impacted the WLB of female university teachers (Akram & Ch., 2020; Aldossari & Chaudhry, 2021; Dunn, 2020; Gallardo, 2021; Pascale et al., 2021; Stinchfield & Trepal, 2010).

There are some *strategies* women faculty members have used to navigate their work and life. At the *individual level*, FFMs adopted different strategies including social support, time management, and recreational and religious activities. Among these strategies, *social support* is the most frequently used strategy, which comes from the partner, spouse, parents, friends, relatives, or hiring domestic workers (Baker, 2010; Hwa, 2020; Lendák-Kabók, 2020; Muasya, 2016; Pritchard, 2010). At the *organizational level*, leave arrangements, flexible work arrangements, wellness programs, and childcare and eldercare support are some strategies that have been implemented to help women professors navigate their W&L. The leave arrangements include maternity leave, paternity leave, and compassionate leave (Gallardo, 2021; Muasya, 2016) while flexible work arrangements include flexible working hours such as part-time working, shift working, working at night, and working from home (Gallardo, 2021; Lendák-Kabók, 2020; Muasya, 2016; Neale-McFall, 2020; Smidt et al., 2017; Watanabe & Falci, 2016).

Theoretical Framework

Work-family border theory (WFBT), social role theory (SRT), and intersectionality theory (IT) are the three theories guiding this study.

Work-Family Border Theory (WFBT)

Proposed by Clark, WFBT describes the nature of W&L domains, on which humans are centered, and that people are considered "border-crossers" (2000, p. 748) between the two spheres of work and family on a daily basis. WFBT is relevant to this study because it looks at both work and personal life – the two important aspects of individuals (Kanter, 2006). Regardless of the differences in behaviors, ends, and means, these two important domains interact with each other within

an environment with the presence of humans (Clark, 2000). Therefore, WFBT helps to explain how Vietnamese FFMs interact within and across the borders of work and family spheres.

Social Role Theory (SRT)

Developed by Eagly in 1987, SRT argues that widely-shared gender roles and stereotypes originate and develop from the gender division of expectation and labor that characterize society (Eagly, 1987; Eagly & Wood, 2012). According to Eagly and Karau (2002), the socialization and personality of individuals are developed through participation in the diverse and complex social roles that are "socially shared expectations" (p. 574). SRT is applicable to this study because it helps to explain the different roles women take based on the socially shared expectations set for men and women. In Vietnam, females are expected to take more responsibilities than males in taking care of children, being a daughter-in-law, taking care of the husband's parents and siblings, and so on (Dang, 2012; Knodel et al., 2004; Teerawichitchainan et al., 2010; Truong, 2008; Vu, 2018).

Intersectionality Theory (IT)

First coined by Crenshaw in 1989, IT originates with black feminist theory and describes that people born with different identities (e.g., race, gender, class, and religion) are more likely to have different experiences because of their multiple identities (Crenshaw, 1989). IT posits that identity is experienced, understood, and interpreted within various contexts. Therefore, individuals' experiences should be understood in relation to multiple identities that interact and intersect with one another (Crenshaw, 1989; Ticknor et al., 2020). IT is applicable to this study because Vietnamese women are often expected to assume multiple responsibilities associated with their various roles such as an employee, a wife, a mother, a daughter-in-law. Therefore, IT helps to explore and interpret their lived experiences with WLB, which goes in line with our qualitative study.

In short, no theories by themselves can fully encompass the WLB concept, as one may focus too much on one aspect and overlook others. Although these theories are Western-centric, they are still able to explain the context of Vietnam in which women live under socially shared expectations (supported by the SRT), holding various identities including gender, class, and culture (supported by IT). Therefore, these three theories and concepts make a firm basis for understanding WLB and its theoretical applications to the education sector.

Research Method

The primary purpose of this study is to explore the lived experiences of Vietnamese FFMs with WLB. To address this purpose, we adopt a qualitative approach and the following overarching research question will guide this study: What are the lived experiences of the Vietnamese FFMs in navigating work and family life?

Participants

In this study, we are interested in understanding how Vietnamese FFMs navigate work and family life, therefore, participants for this study must meet the following criteria. *First*, they must be female lecturers working in universities and/or colleges in Vietnam at the time of data collection. *Second*, they must be responsible for teaching, research, and service but not hold leadership or managerial positions. *Finally*, they must be married with a child(ren). Based on the research purpose and question, we purposefully interviewed 15 Vietnamese FFMs, who are teaching at different universities in Vietnam (Creswell & Poth, 2018; Hesse-Biber, 2017).

Data Collection and Analysis

60 to 90-minute semi-structured interviews with an interview guide are the primary data collection method of this study because they help us to "uncover the essence, the invariant structure, and the meaning of the experiences of those involved" (Merriam & Grenier, 2019, p. 87). Semi-structured interviews also allow the "conversation to develop, exploring new topics relevant to the interviewee" (Hesse-Biber, 2017, p. 91). All interviews are conducted and recorded via zoom. Each interview will then be transcribed before we move to the next participant. To analyze collected data, we will use thematic analysis through the aid of MAXQDA 2022 to organize and code the data from interview transcripts. Thematic analysis is used to analyze data because it aligns with our methodological choice and fits our research purpose and questions. MAXQDA 2022 is selected as our data analysis software because it allows us to conduct creative coding with a production of a diagram that shows the interaction between codes and themes.

Expected Findings

We have interviewed six participants so far. We are transcribing the interviews and familiarizing ourselves with the data collected so that we can identify some similar patterns or themes before we will move on to the next interviews. Tables 1 and 2 are work and personal information of the six interviewed participants. Once themes are identified, we will present and discuss these themes with what we found in the existing literature.

Table 1

Demographic – Work Information of Six Participants

Details	Work Information							
	Type of University		Type of Contract		Years of teaching			Highest Level of Education
	Public	Private	Permanent	Contract	Less than 5 years	From 5 years to less than 10 years	From 10 years to 15 years	
Number	4	2	4	2	1	3	2	6 - Masters

Table 2: Demographic – Personal Information of Six Participants

Details	Personal Information							
	No of Children			Age of child(ren)		Type of Family		Age Range of Participants
	2 children	1 child	more than 2 children	Less than 5 years old (number & age range)	From 5 years to 10 years (number & age range)	Nuclear (their own Family)	Extended (live with parents-in-law)	
Number	4	1	1	2 (7.5m to 4y)	4 (5y to 9y)	4	2	31-36

Implications

This research paper is of great significance to the field of Human Resource Development (HRD) and the literature on WLB of female professors. *First*, the topic of WLB has been hardly discussed in the HRD field. By exploring how faculty members navigate their work and life, this study will contribute to both HRD research and practice. Specifically, HRD professionals can assist organizations by offering supportive programs for faculty members at work. This will enhance women's academics performance at work and hopefully help them to maintain a satisfactory life at home (Polach, 2003). *Second*, the work-life issues of female faculty members in HEIs is an under researched area. There is no single research on how Vietnamese female faculty members navigate their work and life, published in peer-reviewed journals in English in the existing literature. Therefore, our study contributes to the WLB literature by looking at WLB experience by an understudied context and population – Vietnamese female faculty members, who are married with children under ten years of age. *Finally*, through presenting challenges facing these women academics, this study also has significant implications for principals and department heads in offering WLB strategies for their women professors.

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