

## Editor-in-Chief Introduction: Fall 2019 Issue

Dear Readers,

I am pleased to share the Fall 2019 issue of the *Journal of Comparative and International Higher Education* (JCIHE). For the past decade, JCIHE helps to support the Higher Education SIG of the Comparative and International Education Society (CIES) in advancing a professional forum that promotes scholarship opportunities and critical dialogue with the purpose of engaging professionals and academics to the comparative and international aspects of higher education. Submissions include a range of contexts, perspectives, methodologies, and intersections of disciplines. JCIHE includes a combination of peer reviewed journal articles, reflective essays, opinion pieces, and country or regional updates. In addition, each Winter issue includes a special issue theme and graduate student research in-progress.

JCIHE is proud to announce the launch of the new journal platform Open Journals in Education OJED. Please visit the new platform at [www.ojed.org/jcihe](http://www.ojed.org/jcihe) <http://www.ojed.edu> <http://www.ojed.org/index.php/jcihe> to submit manuscripts or to register as a peer reviewer. OJED is a Gold Open Access and all articles in JCIHE receive a DOI number, and listing in Cabells scholarly analytics and CiteFactor, and is cross-listed in the EBSCOHOST database, ERIC, and GoogleScholar to maximize article discoverability and citation.

The Fall 2019 issue includes four articles and a reflective essay. The articles show how institutional support can affirm the unique needs of specific cohorts of students, be it at the post-graduate, graduate, or undergraduate level. The reflective essay categorizes three unique categories of students who engage in mobility according to their reason for studying in another country that include students who choose to study abroad for enlightenment, those who choose to study for opportunities as economic migrants, and those who engage in mobility for survival as refugees. I hope that JCIHE readers can reflect on these categories, especially in light of our Winter 2020 special issue on the experiences of refugee students.

Two of the articles focus on the international graduate student, which is an area with limited research. Both articles suggest that since post-graduate and graduate international students have unique needs, there is specific institutional support required to address those needs. Girmay, Singh, Wallace, & Jones show that university staff need to be trained to help graduate international students navigate their cultural and inter-cultural adjustment. Sharma, Xu, Zhong, Guo, Zheng, and Lui suggest that library support is needed to teach the basics about doing a literature review and institution support in turn can help these students to build their information literacy skills needed for dissertation preparation. In addition, institutional support is needed to help build teamwork between local and international students.

The final two articles focus on the undergraduate experience. Kang and Metcalfe explore the academic experiences and cultural challenges of undergraduate international exchange students who participate on short-term study abroad programs between Canada and Korea. They suggest that these students have specific needs that are different from long-term international students and that faculty be given the skills that will help increase engagement and reduce overall stress for these students. Brunette, Mady, Scheffel, Horning, and Cantalini-Williams examine how outdoor recreation, an under-explored area of research, can build international student engagement as well as to strengthen their physical & mental health, reduce anxiety, increase social participation, and deepen cultural exchange. They suggest institutional changes to help recruit, prepare, plan, deliver and evaluation outdoor recreation programs.

There are several unique themes that will add to better understanding of the field. Mehrete Girmay, Gopal K. Singh, Juliane Wallace and Sosanya Jones article, "Understanding the Mental and Physical Health Needs and Acculturation Processes of International Graduate Students in the United States," suggests that support by university

staff can reduce social, emotional, health literacy, financial, xenophobia, and other stressors rooted in language proficiency needed for the academic level of a graduate student for international graduate students. Kundan Sharma, He Xu, Yuguang Zhong, Xuwei Guo, Jinxing Zheng, and Xu Lui's article "Research on the Cultivation of Critical Thinking in the Review of Postgraduate Information Literacy for the Graduation Thesis – A View From an International Student" shows how institutional support for post-graduate international students studying in China can improve academic information literacy that in turn will produce better dissertations. Jeong-Ja Kang and Amy Scott Metcalfe's article "Living and Learning Between Canada and Korea: The Academic Experiences and Cultural Challenges of Undergraduate International Exchange Students" explores an institutional sponsored short-term reciprocal exchange program between Korea and Canada that acknowledges the double identity of a student being both an outgoing student from their home and an incoming student at their host institution. This context requires students to address hidden norms and curricula in pedagogy, such as different teaching styles that are individualized to that particular student. Finally, Michelle K Brunette, Callie Mady, Tara-Lynn Scheffel, Denyse Lafrance Horning, and Maria Cantalini-Williams's article, "You Can't be Outside Without Being Part of the Culture": Recommendations for Using Outdoor Recreation to Support International Student Transitions" explores how institutionally planned outdoor recreation programs are good for physical and mental health, reduce anxiety, and can increase social participation and cultural exchange.

JCIHE was created in 2008, and in 2017, the current editorial board assumed responsibilities. The journal now celebrates its first decade of scholarship. Special thanks are given to Dr. Meggan Madden, George Washington University, who transitions off of the HE-SIG team and who has served as the Executive Editor of the JCIHE. A special thanks is also given to our former Managing Editor, Nickie Smith whose work has been invaluable. Compilation of the JCIHE for the past few years would not have been possible without her extensive creativity, support, and vast knowledge of technology needed for the new platform. Thanks also go to the entire JCIHE Editorial team for their support, to whom I offer deep appreciation.

JCIHE welcomes our new Editorial Team that includes the new Executive Editors, Gerardo Blanco and Pilar Mendoza, who also serve as the co-chairs of the HE-SIG. JCIHE is pleased to welcome our new Managing Editor, Hei-hang Hayes Tang who is an Assistant Professor of Department of Education Policy and Leadership at the Education University of Hong Kong.

JCIHE is soliciting a Communications Editor. Please submit your letter of interest to Rosalind Raby at rabyrl@aol.com. JCIHE is also now accepting Graduate Student Work-in-Progress for the Winter Issue on a rolling basis prior to the official deadline of October 15, 2019.

As JCIHE grows in breadth and depth, it is important to continually refine a structure that is useable for our readership. Widespread recognition of the importance of comparative and international higher educational themes in a variety of educational fields drives the need continually to broaden the focus of the journal. These emerging issues that cross national boundaries build new patterns of publishing help to better understand the state of our field.

Editor in Chief,  
Rosalind Latiner Raby  
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