

## Editor-in-Chief Introduction: Winter 2019 Special Issue

Dear Readers,

I would like to welcome you to the second annual *Journal of Comparative and International Higher Education* (JCIHE) Winter Special Issue. The JCIHE Annual Graduate Student Work-in-Progress that celebrates the academic interests of students studying in a Master or Doctoral program will now be included in the Winter 2019 Supplemental Issue.

The Winter 2019 issue includes an article by Jermain Griffin (American University) and Lisbeth R. Gall (American University), "Higher Education Regionalization in the Northern Triangle of Central America: Guatemala, El Salvador, and Honduras." This article is a timely one that examines the types and depth of collaboration between HEIs within the Northern Triangle and examines how future collaborations might be fostered.

The Winter Special Issue 2019 theme is *Integrating International Students in Local (Student) Communities: A Theory-to-Practice Perspective*. JCIHE is honored to have Christof VanMol (Tilburg University) as the guest editor. This Special Issue includes articles that collectively explore various forms of academic and social integration experiences of international students while abroad in their host institutions. In unpacking the factors that can explain the integration process of international students, the articles in this issue find that social support (articles by Cong and Glass; Nilsson), campus climate (article by Cong and Glass), socialization process in different cultures (article by Wang and Moskal) and institutionalized support services (articles by Asada; Ballo, Mathies and Wiemer; Cong and Glass; and Sin and Tavares) are central to student success. A sub-theme found in the special issue articles is how student voices can build student agency by exposing stereotypes that they encounter that may not be familiar with college administration. Finally, each article includes practical recommendations to practitioners based on best practices grounded by theoretical and empirical research.

The articles in the 2019 JCIHE Winter Special issue include:

Anduena Ballo (University of Jyväskylä), Charles Mathies (University of Jyväskylä), and Leasa Weimer (University of Jyväskylä) show that international students are not a homogenous group and as such need tailored student services. They use Student Development Theories (SDT) to show how students develop holistically and environmental conditions can facilitate their development.

Cong Cong (Old Dominion University) and Chris Glass (Old Dominion University) use quantitative analysis to show that international student services (academic advising, writing support services, immigration advising, etc.) are very important in student social adjustment. In using this information in practice, they find a need to facilitate positive faculty-student relationships and international student - local student relationships.

Per Nilsson (meå University) focuses on one type of interaction, that of the buddy program that uses both institutional reports to organize the program and social support in terms of program activities. Yet, research shows that while social integration with local students appears, it is limited to only those in the buddy program.

Sarah Asada (Kyoritsu University) shows the importance of institutional services in terms of curricular design, on-site administrative staff, and creating an atmosphere that promotes students' independence as leading to integration of international students with local students. A historical analysis of short-term Japanese program from 1960s to 2010s shows that the diversity of the students leads to different experiences as international students.

Sihui Wang (University of Glasgow) and Marta Moskal (Durham University) present a micro-focus study that examines interactions within the classroom and tensions that can arise from the level of socialization of the international students. Particular attention is placed on the time in-country and on the situation that defines how

silence is purposefully or unintentionally used by the international student to build or reduce retention. In terms of practice, links to faculty development as a means to mediate student choice.

Cristina Sin (Agency for Assessment and Accreditation of Higher Education (A3ES) and at the Centre for Research in Higher Education Policies (CIPES) and Orlanda Tavares (Agency for Assessment and Accreditation of Higher Education (A3ES) and at the Centre for Research in Higher Education Policies (CIPES) describe the strategies used at the institutional level to integrate international students and the students' perceptions of their integration experiences. The article also targets international students from the same-language countries as the language of the university who need specific outreach that shows that generalizability does not work for international students.

## JCIHE State of the Field

During the 2019 calendar year, the *Journal of Comparative and International Higher Education* (JCIHE) received 31 submissions, of which, we accepted 17. Publications in the Spring, Fall, and Winter 2019 issues were authored by 28 men and 25 women. Authors in these issues were affiliated with institutions in Canada (6); China (9); Egypt (1); Finland (3); Japan (1); Korea (1); Netherlands (1); Portugal (2); Scotland (1); Sweden (1); United Kingdom (6); United States (9).

For the upcoming Winter 2019 Supplemental Issue received 55 graduate student submissions, of which we accepted 42. Authors represented a range of countries including Afghanistan (2); Australia (1); Brazil (2); Canada (2), China (5), Egypt (2), England (2), Finland (1), Ghana (1); Italy (1); Japan (2), Korea (1), South Africa (6); Tanzania (1); United States (29).

JCIHE is proud to be a member of the platform Open Journals in Education OJED. Please visit [www.ojed.org/jcihe](http://www.ojed.org/jcihe) <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, CiteFactor, EBSCOHOST database, ERIC database, Gale, Google Play, and Google Scholar to maximize article discoverability and citation.

The editorial staff of JCIHE is please to help support the CIES Higher Education SIG in advancing JCIHE as a professional forum that supports development, analysis, and dissemination of theory-, policy-, and practice-related issues that influence higher education. I especially want to thank the JCIHE Executive Editors, Gerardo Blanco and Pilar Mendoza for their continued support. I would also like to extend special thanks to our HE-SIG team for their help in the upcoming Graduate Student Issue: Kayla Johnson, Hans Schultz, Michelle Vital, and Matthew Witenstein. Finally, I want to personally thank the JCIHE Team, Bernhard Streitwieser, Senior Editor, Angel Oi Yee Cheng, Communications Editor and the Managing Editor, Hei-hang Hayes Tang.

Editor in Chief,  
Rosalind Latiner Raby  
Winter 2019

## JCIHE would like to thank our 2019 peer reviewers

Ashenafi Aboye	University of British Columbia
Joanna Almeida	Newcastle University
Nazgul Bayetova	Florida International University
Nelson Brunsting	Wake Forest University
Santiago Castiello-Gutierrez	University of Arizona
Tamara Chung	University of Massachusetts

Shasha Cui	University of Rochester
Kun Dai	University of Queensland, Australia
Merike Darmondy	Economic & Social Research Institute, Ireland
Jorge Delgado	University of Pittsburgh
Christine Fiorite	University of Chicago
Elisabeth Gareis	Baruch College, CUNY
Charles R Harris	Independent Consultant
Blake Hendrickson	University of Buffalo
Mark Holton	Independent Consultant
Elsbeth Jones	Independent Consultant
Morgan Keller	Clemson University
Jeevan Khanal	Independent Consultant
Stephanie Kim	Georgetown University
Michael Landford	Independent Consultant
Hanwei Li	Independent Consultant
David McCollum	Independent Consultant
Brandon McLeod	University of Mississippi
Melissa Kaye Mace	Maryville University
Dorothy Mayne	University of Illinois
Laura Metcalfe	Mesa Community College
Leping Mou	University of Toronto
Samuel Museus	Indiana University
Cosmin Nada	Universidade do Porto
Ting King Ng	University of Hong Kong
Hsiang-Ning	Isu University
Michel Nguessan	Governors State University
Nelson Nkhoma	University of Western Cape
Sinead O'Connor	Prifysgol Aberystwyth University
Snežana Obradović-Ratković	Brock University
Susan Oguro	University of Technology, Sydney
Kelly Pengelly	Independent Consultant
Adriana Perez-Encinas	Universidad Autonoma de Madrid
Gareth Phillips	University of Technology, Jamaica
Dana Rad	Aurel Vlaicu University of Arad
Sarita Rai	University of Hawaii
Namrata Rao	Liverpool Hope University
Amir Reza	Babson University
Manar Saraby	University of Buffalo
Alina Schartner	Independent Consultant
Mook Sook	University of Toronto
Armineh Soorenia	Leeds University
Helen Spencer-Oatley	University of London
Joshua Keith Smith	Independent Consultant
Jennifer Strangfeld	California State University, Stanislaus
Hei-Hang Hayes Tang	The Education University of Hong Kong
Sibel Tata	Independent Consultant
Zachrey Taylor	The University of Texas at Austin
Steven Tolman	Georgia Southern University
Ligia Toutant	University of California, Los Angeles
Edward Valeau	International Consultant
Tiffany Viggiano	University of Finland
Melissa Whatley	North Carolina State University
Addisalem Tebikew Yallew	University of the Western Cape