

**JCIHE: Vol. 13 Issue 3, 2021****Introduction**Rosalind Latiner Raby<sup>a\*</sup><sup>a</sup>*California State University, USA**Editor-In-Chief*\*Correspondence: [rabyrl@aol.com](mailto:rabyrl@aol.com)

Dear Readers -

I am pleased to share the Vol. 13, Issue 3, 2021 of the *Journal of Comparative and International Higher Education* (JCIHE). Issue 3 includes three Essays along with a Special Issue on the role of Indigenous knowledge in advancing sustainable development in higher education.

Interest in comparative and international higher education continues to expand and to respond, JCIHE has revised the type and guidelines for submissions. JCIHE now publishes a) Empirical Articles; b) Scholarly Research-Based Review/Essays; c) Emerging Scholars Research Summaries; and d) Book Reviews. Please visit for guidelines: <https://www.ojed.org/index.php/jcihe/about>

**ISSUE 3 – SUMMER 2021 SPECIAL ISSUE**

The JCIHE 2021 Issue 3 - Summer Special Issue, 2021 is edited by Ane Turner Johnson

and Marcellus Mbah. The issue focuses on the empowerment of Indigenous knowledges as a way to honor those knowledges as well as to use them to advance sustainable development goals (SDGs). In so doing, integration of Indigenous Knowledge in curricula and pedagogy are poised to promote higher education environmental, social, and academic change. Moreover, collaborations between higher educational institutions and their communities can address critical problems faced by societies across the globe and can provide sustainable solutions. The articles in the issue raise the importance of how educational sustainability can be a tool to build balance between Eurocentric and majority world context of higher education with equity that empowers the relevance of localized and Indigenous populations and their cultural knowledges. JCIHE is proud to share this Special Issue that speaks to one of the most important issues of our times.

**Contributions to the Special Issue include:**

Meseret Hailu (Arizona State University, United States) and Amanda Tachine (Arizona State University, United States).

*Indigenous and Black Relationality: Theoretical Considerations for Higher Education Sustainability*

The article explores possibilities for university-led sustainable development by putting Indigenous and Black knowledge systems in conversation with one another.

Ane Turner Johnson (Rowan University, United States) and Marcellus Mbah (Nottingham Trent University, United Kingdom)

*(Un)Subjugating Indigenous Knowledge for Sustainable Development: Considerations for Community-Based Research in African Higher Education*

This article examines how universities in Gambia and Zambia juggle competing priorities that influence their role in sustainable development, particularly when universities prize

productivity and funding over solving social problems.

Kari A. B. Chew (University of Oklahoma, United States, Chickasaw Nation) and Sheilah E.

Nicholas (University of Arizona, United States, Hopi Community).

*Cultivating Enduring and Reciprocal Relationships in Academia: An Indigenous Mentor-Mentee Model*

This article uses author self-reflection on their experiences with Indigenous mentorship in a doctoral program.

Kelsey Leonard (University of Waterloo, Canada, Shinnecock Nation)

*Turtle Island (North America) Indigenous Higher Education Institutions and Environmental Sustainability Education*

This article examines the environmental and sustainability curricula in Indigenous Knowledge Systems found in Indigenous Higher Education Institutions (IHEIs) in what is currently known as Canada and the United States.

Jing Lin (University of Maryland, United States), Angela Stoltz (University of Maryland, United States), Matthew Aruch (University of Maryland, United States) and Annie Rappeport (University of Maryland, United States).

*Decolonization and Transformation of Higher Education for Sustainability: Integrating Indigenous Knowledge into Policy, Teaching, Research, and Practice*

This article uses a decolonialized focus to explore the lack of integration of sustainability, environmental awareness, and civic responsibility found in higher educational institutions.

Sonia M. Fonua (University of Auckland, New Zealand)

*Enabling Sustainable Development by Embedding Tongan Knowledge into University Science Curricula*

This article explores the complex and intertwined processes of coloniality and globalization and subsequent spreading of a dominant set of western knowledge, values, and practices discrediting local Indigenous knowledges and wisdom.

### ***ESSAYS/REVIEWS***

JCIHE Issue 3 includes three essays that explore topics of student learning, leadership training accessibility, and neo-liberal context for higher education.

Tasneem Amatullah (Emirates College for Advanced Education (ECAE), United Arab Emirates),

Brittany Aronson (Miami University, United States), Gul Rind (Miami University, United States)

#### *International Graduate Students' Positionality in a U.S. Critical Multicultural Education Course*

The essay describes the experience of four international students after taking a class in critical multicultural education at a predominantly white institution in the Midwest, U.S. Utilizing narrative inquiry and narrative coding to analyze students' positionality papers, the researchers found two overarching themes: (1) Prior Experiences (national identity, family background, exposure, and education and socio-cultural experiences); (2) Perspectives on Multicultural Identities (race and ethnicity, religion, gender and sexuality, class and privilege, and culture shock).

Nucelle L. Chance (Fort Hays State University, United States).

#### *Exploring the Disparity of Minority Women in Senior Leadership Positions in Higher Education in the United States and Peru*

The essay compares and contrasts accessibility to higher education senior leadership for women in the United States and Peru. The essay highlights the disparity and challenges of

women in higher education senior leadership, with a focus on indigenous and Afro-Peruvian women in Peru and women of color in the United States. In each context, the character traits, career path, motivations, definitions of success, and challenges of women who serve in executive higher education leadership positions are outlined. This essay contributes to the field of comparative and international higher education, both domestically and abroad, while addressing demographic challenges such as sex and race for women in and seeking higher education administrative leadership career goals.

Douglas L. Robertson (Florida International University, United States) and Nazgul Bayetova (Florida International University, United States).

*Peculiarities and Paradoxes of Neoliberal Higher Education in Kazakhstan*

The essay examines expressions of neoliberalism in Kazakhstan's emerging higher education system. The essay shares that the general political-economic paradigm of neoliberalism differs in its specific implementation depending on the particular countries and cultures in which it is manifesting. Grounded theory as a methodological tool is used to analyze the official speeches of former president Nursultan Nazarbayev from 1991-2019. In Kazakhstan, neoliberalism's expression in the former Soviet Republic's emerging higher education system presents five paradoxes: (a) nationalistic globalism, (b) regulated non-regulation, (c) giving as a means to getting, (d) communal individualism, and (e) developmental demise. This article explores each of these five paradoxes.

JCIHE is dependent on the volunteer efforts of many scholars in the field of comparative and international higher education. I want to give special thanks to the JCIHE Copy-Editors for this issue: Joanna Abdallah, Ricardo Covele, Morgan Keller, Rachel McGee, Gregory Malveaux, Michael Lanford, Nian Ruan, and Samatha Thompson.

JCIHE is an open access, independent, peer-reviewed international journal publishing original contributions to the field of comparative and international higher education. The JCIHE is the official journal of the Comparative and International Education Society (CIES) Higher Education Special Interest Group (HESIG). JCIHE has as its core principles: a) comparative research; b) engagement with theory; and c) diverse voices in terms of authorship. JCIHE supports a professional forum for the development, analysis, and dissemination of theory-, policy-, and practice-related issues that influence higher education.

Finally, I want to thank several individuals who were instrumental in the publication of this issue, Associate Editor, Hayes Tang, Copy-Editor Director, Nian Ruan, and Production Editor, Jie Liu. It is their dedication that helps keep the standards and integrity for the journal.

Editor-in-Chief,

Rosalind Latiner Raby