

Journal of Comparative and International Higher Education 2024 State of the Field

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This article was not written with the assistance of any Artificial Intelligence (AI) technology, including ChatGPT or other support technologies.

Abstract

The Journal of Comparative and International Education (JCIHE) shares the 2024 Annual Report with our readership. This report shows the growing readership for the journal, the diversification of authors, and range of topics being published. A key strength is that JCIHE is meeting its goals for increasing visibility and for increasing the diversity of authors and their global institutional affiliations.

Keywords: comparative, diversity, higher education, impact, international

Introduction

The *Journal of Comparative and International Higher Education (JCIHE)* is a full open access journal that is making a notable impact in expanding current and important discussions in the field of Comparative and International Higher Education. As Editor-in-Chief, I am pleased to share this Annual Report for the 2024 volume year that shows that JCIHE is meeting its goals for increasing visibility, increasing the diversity of authors based on their global institutional affiliations, and increasing the variability of topics being published. In addition to empirical articles and scholarly essays, in 2024, *JCIHE* published Book Reviews that hold significance for scholars and practitioners engaged in comparative and international higher education. New for 2024 is the inclusion of multi-language abstracts for selected articles. The 2024 State of the Field Report is divided into five sections: (1) Contributions to the Field: A Critical Assessment; (2) State of the Journal,

including Metrics & Downloads and Editorial Activity; (3) Authorship and Article Details; (4) Methodology and Themes in published articles; and (5) Academic Support.

Contributions to the Field: A Critical Assessment

This section examines the year in review and critically analyzes prominent and emerging themes for the field of Comparative and International Higher Education. These themes capture what scholars in the field are studying and why the findings are of interest to moving our field forward. Three areas of study are explored: 1) Methodologies and Theoretical Constructs; 2) Focus of Research; and 3) Themes of Research.

Methodologies and Theoretical Constructs

Research methods and theoretical constructs of articles published in 2024 lean towards criticality. Methods such as critical autoethnography, decolonial approach, and critical discourse analysis are grounded in critical internationalization methodology. Decolonality as a process and as an action was mentioned 11 times in keywords making it the third most mentioned keyword of 2024. Articles also used traditional quantitative methods, notably mixed methods. They also used qualitative methods including comparative study, longitudinal study, qualitative content analysis, and systematic review. An interesting trend is a focus on micro-level narratives of inquiry, small culture observations, and lived experiences. Although Issue 5 was a special issue on Micro-Level Internationalization, the use of micro-level narratives are found throughout articles in 2024. Finally, in 2024, 40% of all articles used a quantitative methodology while 60% were qualitative. As a goal for 2025, it will be important to focus on narrowing the gap in the types of methodologies published. Another goal for 2025 is to publish more articles that are comparative in nature and to include more comparisons without US as a partner.

Focus of Research

Research in the 2024 publications is categorized as: Regional, Institutional, and Individual Focus.

Regional Focus

In 2024, *JCIHE* published two different types of regional focused articles. First examines effects and pre, during, and post consequences of COVID. Second examines internationalization in the Global South. Many of these articles address non-Anglophone regions of the world that have been understudied. Many of the articles on the Global South also include a critical internationalization perspective.

Institutional Focus

In 2024, a few articles and essays focused on institutional policies, practices, digitalization, and responses to the Ukraine-Russia conflict. The latter two were part of a special issue. Other areas of institutional focus examined institutional autonomy, reform efforts, and institutional support for mobility.

Individual Focus

The focus on the individual is a central theme in the 2024 articles and essays. The individual is explored with a focus on leadership, faculty, teacher assistants, mobility coordinators, administrative staff, virtual mentors, international spouses, undergraduates, graduate students, and post-graduates. Articles examine perceptions about engagement, employability, and agency. Other articles report lived experiences of international students with a noted focus on centrality in micro-level internationalization; Chinese international students in Australia, in China, in Japan, and in US; Arab students in US; and African international students in South Africa. Some articles examine graduates when they return home and factors of employability. The human dimension and transformative journey are evident in articles and essays published in 2024.

Themes of Research

In 2024, the most mentioned theme is self-growth with a focus on engagement and agency theory. Five other themes are also pertinent. First is traditional studies of international students with a focus on acculturation,

belongingness, acculturative stress, learning English-as positive and learning English with proficiency, crisis management, and cultural awareness of international students and the strengths they bring to the classroom. Second is access and equity in mobility programs with a sub-focus on social class, and race/racism and Whiteness. Third is internationalization of curriculum and pedagogy with a focus on critical thinking, decision-making, knowledge diplomacy, intercultural learning, and culturally appropriate assessment frameworks. Fourth is digitalization, which examines institutional reform, open online courses, age of big data, asynchronous virtual exchanges, and connections to neoliberalism and globalization. Finally, articles and essays reported on the Ukraine-Russia conflict, largely from a Special Issue that examine effects of geopolitics on internationalization of higher education with examples of education in exile as hope-making practices focusing on experiences of refugees from Ukraine studying in a Canadian community college, Indian international students using social media as sanctuaries, and mobility for Russian students and academic exodus.

State of the Journal

Metrics and Downloads

This section shows the growth of *JCIHE* readership as shown in the metrics from Google Scholar h-index and from ERIC annual reports on downloads. Table 1 shows the Google Scholar h5-index and h5-median (see <https://scholar.google.com/intl/en/scholar/metrics/html#metrics>). Table 2 shows the current ERIC Bi-Annual Report statistics for All Views & All Downloads in which *JCIHE* had 2,577 downloads in 2022 and 3,242 downloads in 2023. Table 3 shows the GoogleScholar list of top cited articles. Table 4 shows the title of articles with the top downloads in the ERIC report. Table 5 shows the authors and article titles with the top downloads in the Open Journals in Education (OJED) Platform of articles published 2018–2023. The growth in all the metrics shows how important it is for *JCIHE* readers to continue downloading, reading, and citing articles. This is how we gain stronger recognition in the field.

Table 1: Google Scholar h5-index and h5-median

Google Scholar	2020	2021	2022	2023
H5-index	4	5	8	13
H5-median	7	7	13	19

Table 2: ERIC Bi-Annual Report on All Views and All Downloads

DATE	ALL VIEWS	ALL DOWNLOADS
May 1 – December 12, 2024	7,699	5,181
January 1 – June 30, 2023	2,477	3,242
June 1 – December 31, 2022		2,577

<https://eric.ed.gov/?api>. **Journal of Comparative and International Higher Education**

Table 3: GoogleScholar Top Citations: January 1, 2024–December 23, 2024

Author	Title	Total Cites
A. Ballo, et al.	Applying student development theories: Enhancing international student academic success and integration	35
PA Nilsson	The buddy programme-integration and social support for international students	28
O Oyeniyi, et al.	A Comparison of First-Year International Students' Adjustment to College at the Undergraduate and Graduate Level.	22
A. Yamada	Japanese Higher Education: The Need for STEAM in Society 5.0, an Era of Societal and Technological Fusion	22
TA Bekele	COVID-19 and Prospect of Online Learning in Higher Education in Africa	22
S Wang, M Moskal	What is Wrong with Silence in Intercultural Classrooms? An Insight into International Students' Integration at a UK University.	19
BT Streitwieser	International Education for Enlightenment, for Opportunity and for Survival: Where Students, Migrants and Refugees Diverge	19
KP Paudel	Level of Academic Performance among Faculty Members in the Context of Nepali Higher Educational Institution.	18
L.R. Brunner	'Edugration' as a wicked problem: Higher education and three-step immigration	18
M Girmay, et al.	Understanding the Mental and Physical Health Needs and Acculturation Processes of International Graduate Students in the United States.	16
TA Bekele, DT Ofoyuru	Emerging University-Society Engagements in Africa: An Analysis of Strategic Plans	16
V Tavares	Theoretical Perspectives on International Student Identity	16

Table 4: ERIC Reporting Top 20 Views/Downloads: May 1, 2024–October 30, 2024

#	Item Title	ERIC #	Views	Downloads
1	Experiences of international students at a Canadian university: Barriers and supports	EJ1381323	713	377
2	Academic stress, social support, and adjustment among international students in India	EJ1403078	684	258
3	Investigating factors affecting international students' academic performance in higher education in the United States	EJ1406980	567	234
4	Information and communication technology in English language teaching: Some opportunities and challenges	EJ1363848	343	177
5	The ethics of research and teaching in an age of big data	EJ1427540	168	108
6	'Those first few months were horrible': Cross-cultural adaptation and the J-Curve in the international student experience in the UK and Norway	EJ1326576	147	57
7	The effects of ICT on higher education in Mexico	EJ1427072	134	95
8	Level of academic performance among faculty members in the context of Nepali higher educational institution	EJ1294740	119	40
9	Coping strategies used by Indian international students to overcome transitional challenges in the United States	EJ1406866	101	36
10	Inclusion and safe-spaces for dialogue: Analysis of Muslim students	EJ1233249	100	35
11	Periods of technological change in higher education	EJ1427444	88	38
12	Digital learning and higher education in Brazil: A multicultural analysis	EJ1427126	87	58
13	Japanese higher education: The need for STEAM in Society 5.0, an era of societal and technological fusion	EJ1294600	86	47
14	Digitalization of higher education in Ethiopia	EJ1427232	80	40
15	Digitalization of higher education in Japan: Challenges and reflections for education reform	EJ1427250	80	43
16	Exploring the disparity of minority women in senior leadership positions in higher education in the United States and Peru	EJ1313932	79	60
17	Internationalization Higher Education for What? An analysis of national strategies of higher education internationalization in East Asia	EJ1289584	76	49
18	"It is always hard at the beginning:" Peer-to-peer advice for international students transitioning to university life in the U.S.	EJ1436740	75	39
19	Public discourse and public policy on foreign interference in higher education	EJ1375644	73	28
20	Digitalisation, neoliberalism and globalisation of higher education in the Australian context	EJ1427053	73	52

Table 5: OJED Top 30 Downloads: January 1, 2024–December 23, 2024

Howe et al.	Experiences of international students at a Canadian university: Barriers & supports	2201
Alsulami	Challenges of the re-entry experiences of returning Saudi international students after studying abroad	1782
Merlin et al.	Academic stress, social support, and adjustment among international students in India	1466
Zhang	A comparison between pedagogical approaches in UK and China	1230
Gonzales et al.	Racial microaggressions experiences among international students in Australia and its impact on stress and psychological wellbeing: Racial microaggressions and international students	1110
Tavares	Theoretical perspectives on international student identity	1101
Tang	Contributions of capitals to Chinese international graduates' employability in Australia	934
Phan et al.	Why institutional scholarship policy matters: Its influences on graduate international students of a regional university in Taiwan	922
Brunner	'Edugration' as a wicked problem: Higher education and three-step immigration	890
Mushfiq	International student transition to Canadian post-secondary institutions	897
Poudel	Information and communication technology in English language teaching: Some opportunities and challenges	882
Collins et al.	'Those first few months were horrible': cCross-cultural adaptation and the J-Curve in the international student experience in the UK and Norway	818
Le et al.	Stressors and solutions: A preliminary examination of acculturative stress among international students	770
Tay et al.	The nature of bullying in higher education: A comparative study of students' experiences in Ghana and Norway	767
Rind et al.	Achieving access equity in education: An analysis of higher education reforms in Pakistan	763
Schartner et al.	International postgraduate students' lived experiences of academic, psychological and sociocultural adjustment during the COVID-19 pandemic	753
Sicka et al.	Dismantling the master's house: A decolonial blueprint for internationalization of higher Education	738
Adamu	Digitalization of higher education in Ethiopia	728
Kim et al.	Comparative analysis of international branch campuses in Korea and Japan: exploring success factors	720
Lally et al.	A critical analysis of the Fulbright Program from a world systems perspective	701
Cooley et al.	Foreign donations in the higher education sector of the United States and the United Kingdom: Pathways for reputation laundering	655
Lin et al.	Decolonization and transformation of higher education for sustainability: Integrating indigenous knowledge into policy, teaching, research, and practice	646
Sperduti	Internationalization as westernization in higher education	644
Zhang et al.	International doctoral students' sense of belonging, mental toughness, and psychological well-being	649
Maravillas	Filipino and American teachers: Their differences in psychological needs, performance, and culture	649
Cai et al.	Sexual harassment on international branch campuses: An institutional case study of awareness, perception, and prevention	639
Carr et al.	Epistemic (in)justice: Whose voices count? Listening to migrants and students	637
Ritter	Singapore's search for national identity: Building a nation through education	631
Hoyos Ensuncho	Decolonial practices in higher education from the global south: Systematic literature review	625
Udah et al.	Vulnerability and well-being: International students' experience in North Queensland, Australia	624

JCIHE Editorial Activity

JCIHE is dedicated to expediting the review and publication processes, but at the same time to maintain quality. In 2024, due to technology problems, *JCIHE* had several delays in receiving, peer-reviewing, and accepting quality articles on time. This greatly expanded the timeframe from submission to first decision. Table 6 shows the expanded *JCIHE* Editorial Activity for 2024. *JCIHE* has a strict review process that is shown in Figure 1. *JCIHE* is committed to Open Access with no charges to publish or to view articles. Transparency is also important to serve our authors and readers.

Table 6: *JCIHE* Editorial Activity: January 1, 2024–December 31, 2024

Submissions Received	160
Submissions Accepted	107
Submissions Declined	58
Submissions Declined (Desk Reject)	46
Submissions Declined (After Review)	12
Days to First Editorial Decision Description for Days to First Editorial Decision	25
Days to Accept	276
Days to Reject	46
Acceptance Rate Description for Acceptance Rate	46%
Rejection Rate Description for Rejection Rate	54%

Figure 1 *JCIHE* Review Process

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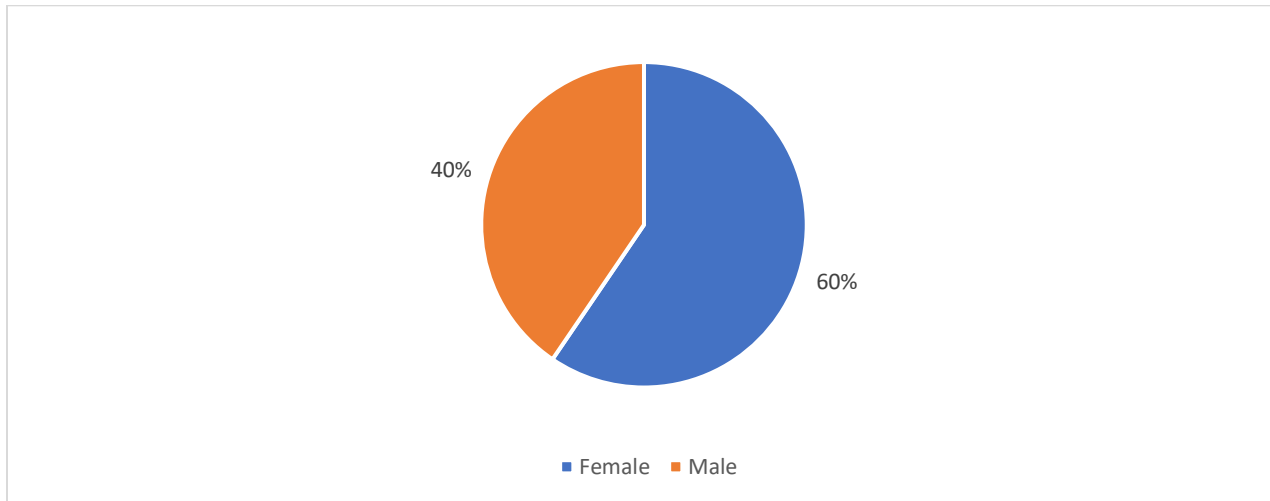
JCIHE Publication Process



Authorship and Article Details

This section details authors’ profiles who were published in *JCIHE* Issue 16, 2024. Figure 2 shows gender identification of authors. In 2024, 60% of authors were women (n=97) and 40% men (n=66). These numbers are similar to those from 2023. Table 7 and Figure 3 show the breakdown of author academic and professional positions. In 2024, the top positions were professor (n=29), associate professor (n=22), adjunct professor (n=20), and PhD student (n=20). Findings show that *JCIHE* authorship is diverse in professional affiliations. In comparison, in 2023, the top four positions were professor (n=32); PhD student (n=24); assistant professor (n=19), and lecturer (n=13). Graph 7 compares author institutional affiliation countries over time.

Figure 2: Authorship Gender Identifications



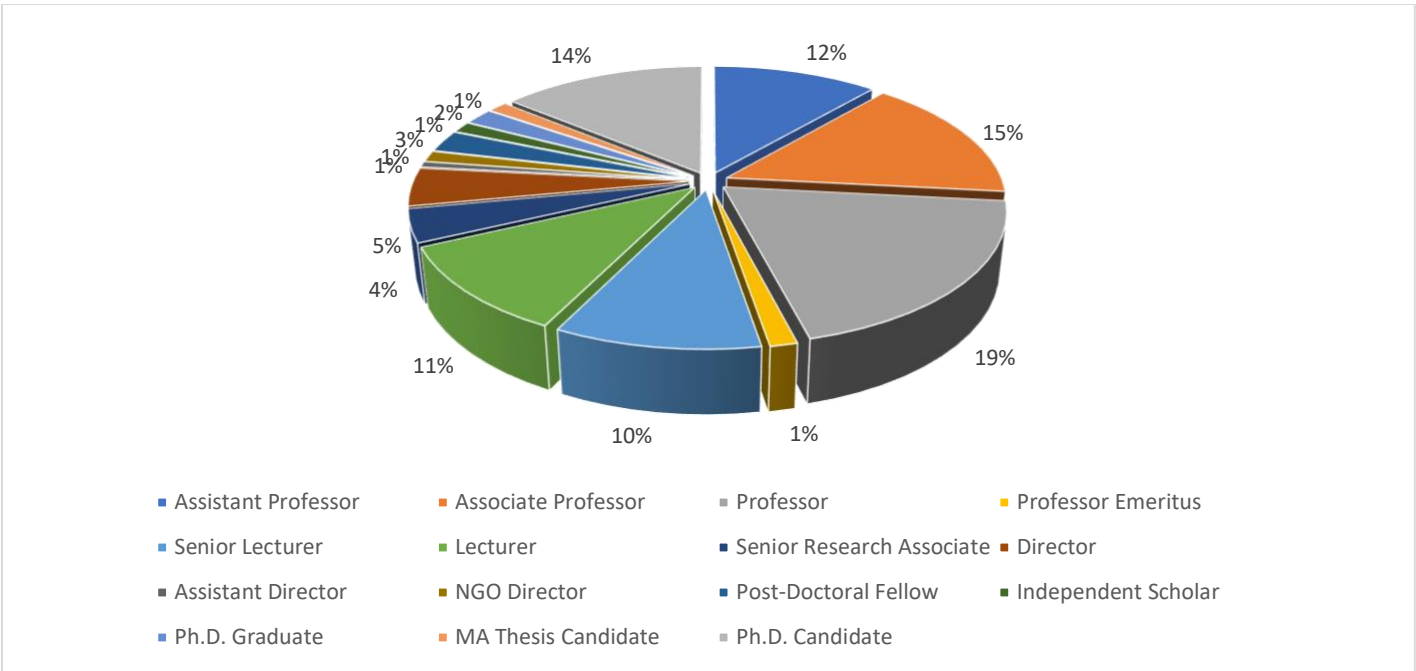
Author Academic and Professional Positions

Figure 3 shows that authors, at the time of publication, held various positions. The top three ranks of authors in 2024 were Professor 19% (n=29), PhD student 10% (n=20), and Associate Professor 15% (n=22). Due to the number of positions, Figure 3 consolidates non-academic positions.

Table 7: Author Rank at the Time of Publication 2024

Rank	Number	Rank	Number
Professor Emeritus	2	Director	6
		Manager	1
Assistant Professor	17	Coordinator	3
Associate Professor	22	Assessment Officer	1
Professor	29	Senior Research Associate	5
Adjunct Professor	20	Associate Director	2
Senior Lecturer	15	Post-Doctoral Fellow	4
Lecturer	15	Ph.D. Graduate	3
Associate Provost	1	Independent Scholar	2
Academic Vice-President	2	Ph.D. Student	20
Assessor to Ministry of Education	1	MA Student	2
Deputy President		Undergraduate Student	
CEO	1	Psychologist	1
Dean	1	Research Assistant	3
Adjunct Faculty		NGO Director	2

Figure 3: Positions of Authors at Time of Publication in 2024



Author Institutional Affiliations by Continent and Country

Being a journal that is international in scope and purpose, *JCIHE* is pleased to share that in 2024, *JCIHE* continues to increase the publishing of authorship from around the world who write about comparative and international higher education. In 2024, there is a noted increase in representation of authorship from the Global South. In 2024, 36% of authors had institutional affiliations outside of Canada and the United States. Other noted geographical areas are Asia (19%), Europe (18%), and South America (12%). In total, authors represented 30 countries. Figure 4 shows institutional affiliations by countries and Figure 5 by continents/regions. Figure 6 shows countries with less than three articles, Figure 7 shows ones with over five articles. Finally, Figure 8 is a multi-year comparison of top country authorship from 2021–2024. This shows that there has been a notable increase of authors from United Kingdom, Japan, and Australia. These graphs show a great diversification of authorship with even representation from most regions of the world.

Figure 4: Author Institutional Affiliations by Country

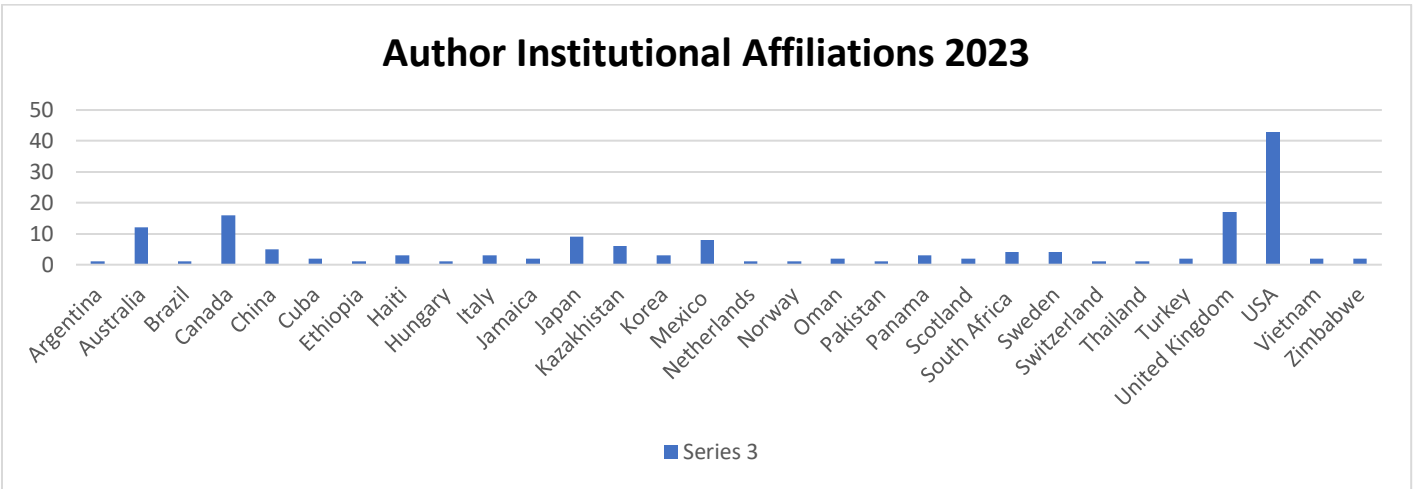


Figure 5: Author Institutional Affiliations by Continent/Region

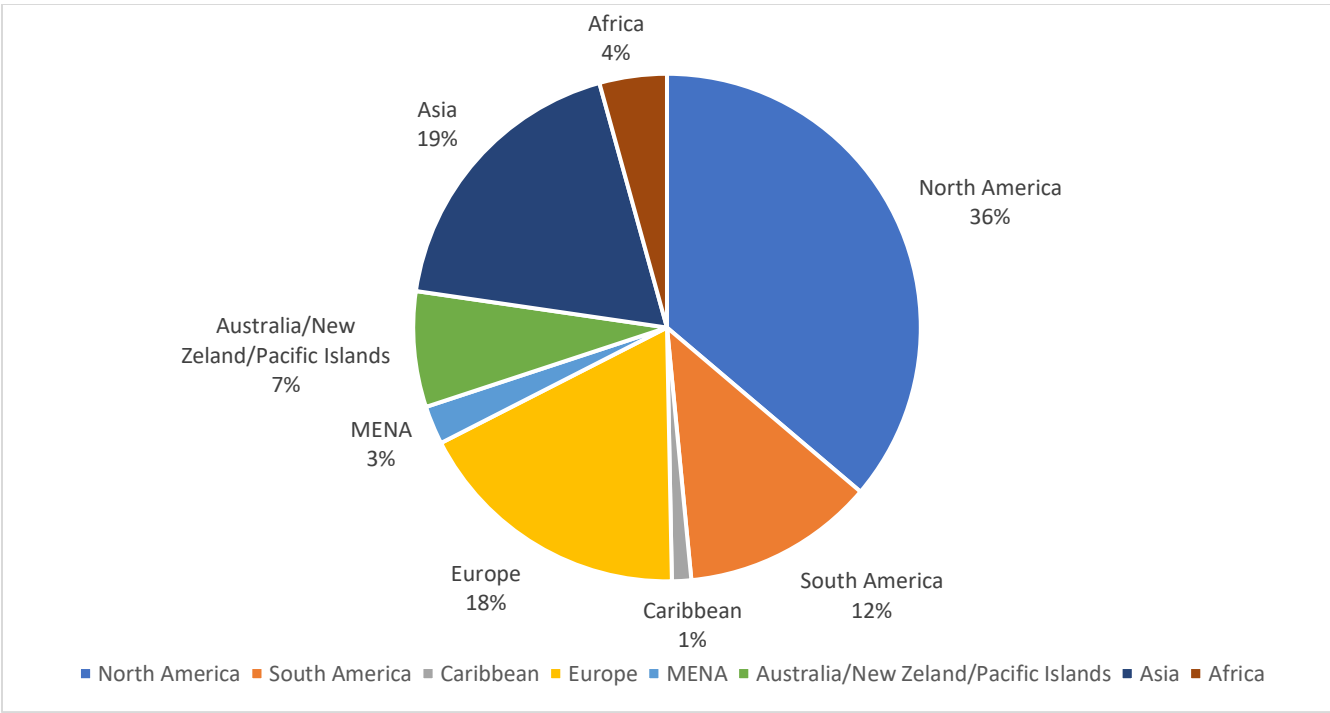


Figure 6: Authorship from Countries with Less Than Three Articles

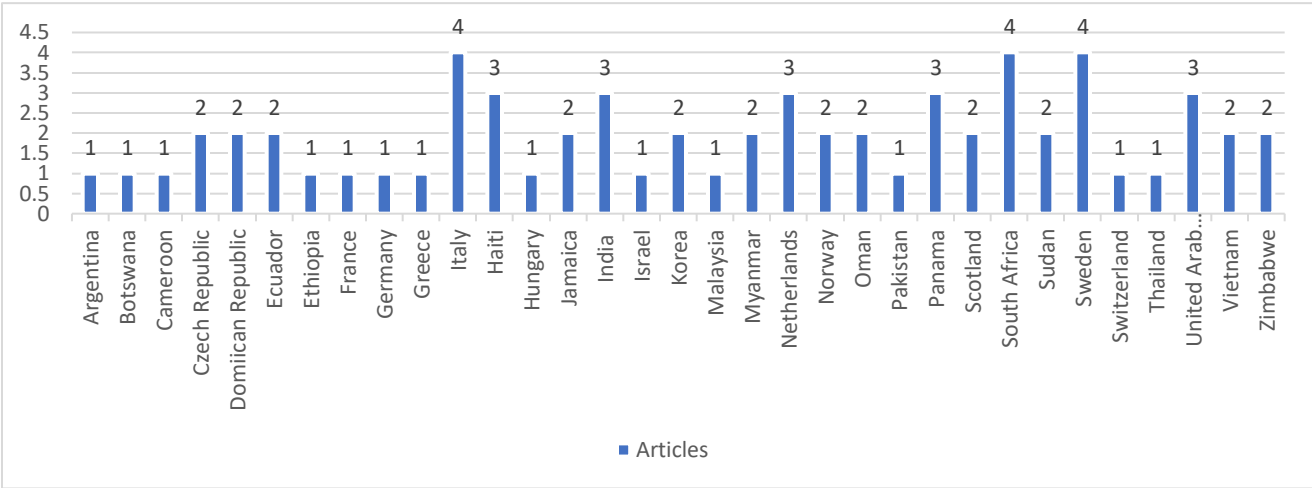


Figure 7: Authorship from Countries with Over Five Articles

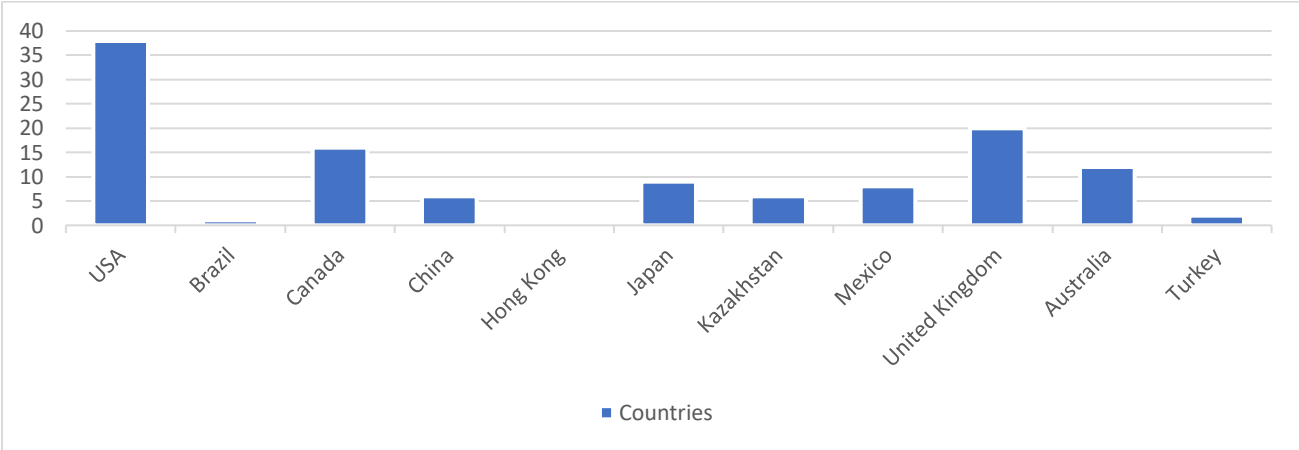
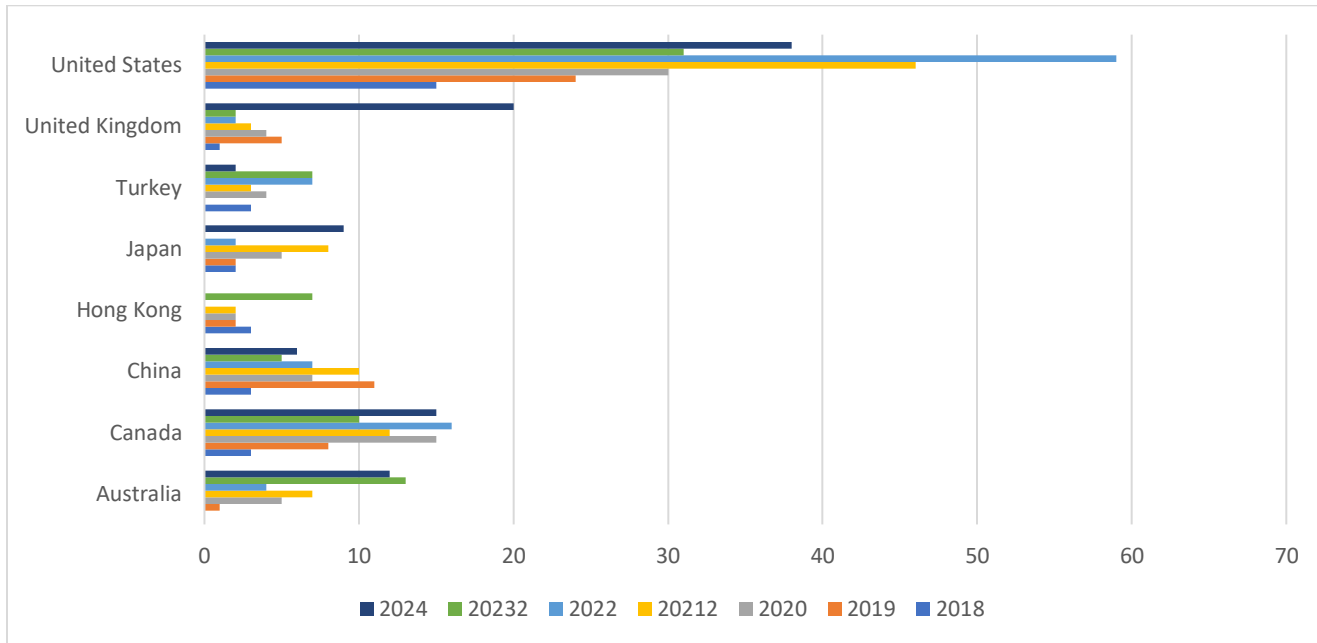


Figure 8: 2018–2024: Multi-Year Comparison of Author Institutional Affiliations by Country



Regional and Thematic Focus of the Articles

While the institutional affiliation of *JCIHE* authors is diverse, the geographic and thematic focus from a significant number of the articles remains on the study of international students in the United States and in Canada. In 2024, there was growth in the diversity of articles in North America (30%), Europe (23%), Asia (20%), and South America & the Caribbean (13%). Figure 9 shows the thematic focus of the articles published in 2024 by countries and Figure 10 by continents. The theme of international students, especially in the United States and Canada, continues to be of interest to our authors and our readership. Three special issues had specific themes of Digitalization, Effect of the Russia-Ukraine Conflict on International Mobility and Internationalization in Post-Soviet Eurasia and Beyond, and of Internationalization of Curriculum: Conceptualizing Micro-Level Narratives in Thematic Constructs of Internationalization.

Figure 9: Thematic Focus of Articles by Countries

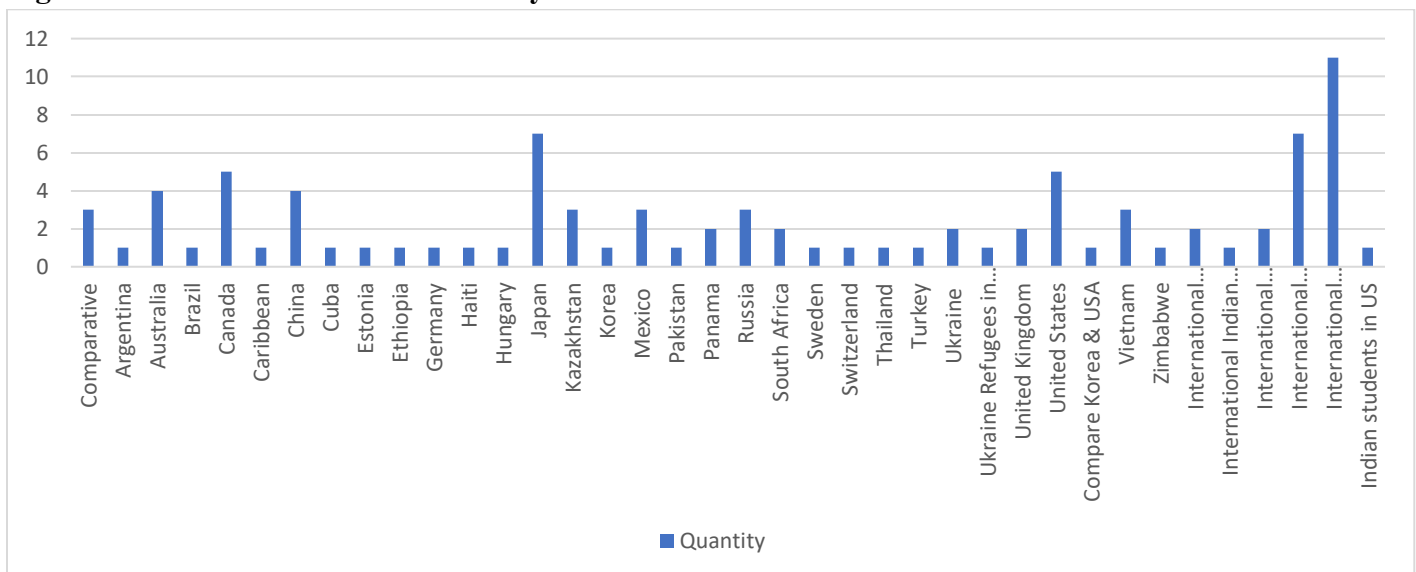
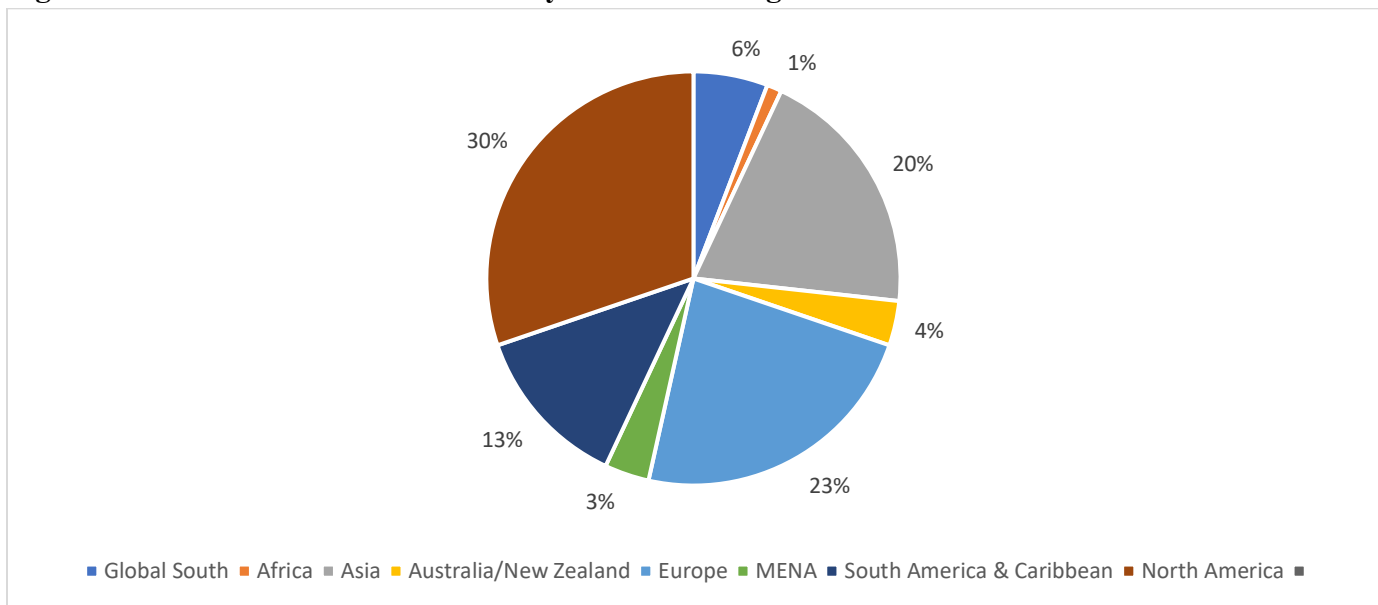


Figure 10: Thematic Focus of Articles by Continents/Regions



Article Methodologies and Keywords

Methodologies

In 2024, authors used a combination of qualitative and quantitative research methodologies as shown in Table 8. Within the quantitative focused articles, the most used methods were online survey or questionnaire (n=30), statistical methods (n=9), mixed methods (8), and multiple regression analysis (n=8). Within the qualitative focused articles, the most used methods were interviews (n=31), essay (n=20), and document review/critical analysis (n=6). In all, about 40% of the articles are quantitative and 60% are qualitative.

Table 8: Methodologies Used

Quantitative Total	61	Qualitative Total	94
Survey / Questionnaire	30	Interviews (Structured)	31
Statistics	9	Essay	20
Mixed Methods	8	Document Review/Critical Analysis	6
Multiple Regression analysis	8	Content Analysis	5
ANOVA	2	Focus Group	5
Cross-sectional survey design	1	Document Discourse Analysis	4
Explanatory Sequential Mixed Method	1	Case study: single	3
Hierarchical multiple regression	1	Critical Qualitative Inquiry	3
Quantitative Systematic Review	1	Literature Review: Critical Analysis	3
		Autoethnography	2
		Ethnographic Interviews	2
		Open-Ended Survey	2
		Thematic Analysis	2
		Case study: Multiple & Comparative	1
		Grounded Research	1
		Research Ethics	1
		Social Media Discourse Analysis	1

Keywords in Articles

Keywords provide a picture of the trends in the research published in 2024. Table 9 shows keywords with 4 or more mentions and Table 10 shows all keywords found in articles in 2024. The theme of Digitalization (n=11) is the result of a special issue. The themes of Decolonialization (n=11) and International Students (n=9) represent current and upcoming topics for the field of international higher education. The listing of all of the keywords shows the range of topics explored in the articles in 2024.

Table 9: Keywords with 4 or more mentions

Keyword	Quantity	Keyword	Quantity
Higher Education	25	Internationalization	9
Decolonialization / Decolonality	12	International students	9
Digitalization	11	Japan	5
		Chinese International Students	4

Table 9: Quantity of All Keywords in 2024

Keyword	#	Keyword	#	Keyword	#
Academic Achievement	1	Bronfenbrenner Theory	1	Decolonialism	8
Academic Capitalism	1	Canada	2	Decolonization of IE	3
Academic Freedom	1	Canadian Universities	1	Degree-Mobile Students	1
Academic Integrity	1	Capital	1	Development	1
Academic Mobility	1	Career Development	1	Digital Era	1
Academic Shock	3	Caribbean Higher Education	1	Digital Divide	1
Academic Staff Engagement	1	Caste	1	Digital Tools	1
Academic Integrity Violations	1	Centrality	1	Digital Transformation	3
Access to Education	1	China	2	Digitalization	11
Acculturation Stress	2	Chinese International Students	4	Discrimination	1
Adjustment	1	Collaborative Online International Learning (COIL)	3	Distance Education	1
Administration/Staff	2	Coloniality	1	Diversity & Inclusion	1
Adult Learners	1	Commonwealth	1	Economic Development	1
Agency Theory	1	Community Colleges	1	Education 5.0	1
Agents	1	Comparative Studies	3	Education for Sustainable Development	1
Amitav Acharya	1	Conflict	2	Education in Emergencies	1
Andragogy	1	Continuing Prof. Development	1	Educational Reform	1
Anti-Asian Racism	1	Coordinator	1	Educational Developers	1
Arab International Students	1	Crisis Management	1	E-Learning	1
Asian International Students	1	Critical Internationalization	1	Emotion	2
Aspirations-Capabilities Framework	1	Critical Perspectives	1	Employment	1
Assessment	2	Critical Race Theory	1	Engagement	1
Assessment Framework	1	Critical Thinking	1	English Second Language	1
Asynchronous	1	Cross-Cultural Management	1	English Course Exchange	1
Australia	2	Cross-national	1	Equity	1
Belongingness	2	Cuba	1	Ethiopia	1
Big Data	1	Cultural capability	1	European Credit Transfer System (ECTS)	1
Blended Learning	1	Curricular Practical Training	1	European HE Area	1
Bologna Process	3	Decision Making	1	European Regionalization	2

Brazil	1	Decolonial Practices	1	European Union	1
Experiences	1	Information-Communication Technologies (ICT)	2	Leadership	1
Exiled Academics	1	Innovation	1	Learning Management	2
Faculty	1	Institutional Collaboration	1	Lifelong Learning	1
Funding of HE	1	Intercultural Sensitivity	1	Life Planning Model	1
Geopolitics	3	Intercultural Competence	2	Mental Stress	1
Germany	1	Intercultural Exchange	1	Mexico	2
Goal	1	Internal Migration	1	Micro-Level International	1
Global Competencies	1	International Experience	1	Migrant Students	1
Global Learning	1	International Exposure	1	Mobility	1
Globalization	1	International Education	1	Modernity	1
Global-South	1	International Mobility	3	MOOC	1
Governance	1	International MA Students	1	Multicultural Classroom	1
Government Policies	2	International Spouses	1	Multiculturalism	1
Graduation Outcomes	1	International Strategy	1	Multicultural Group Work	1
Group Dynamics	1	International Students	9	Narrative Inquiry	1
Guideline	1	International Student: Vancouver	3	Neoliberalism	1
Haitian Youth	1	International Undergrad	1	Norm Localization	1
Hawai'i	1	Internationalization	9	Open Online Courses	1
Higher Education	25	Internationalize Curriculum	2	Optional Practical Training	1
Higher Education Reform	1	Internationalize Disciplines	1	Organizational Management	1
Higher Education System	1	Internationalization of Higher Education (IHE)	3	Online/Blended Learning	1
Higher Educational Institution	2	Internationalization Policy	1	Pakistan	1
Higher Education Internationalization	1	Internationalized Classroom	1	Panama	1
Human Development	1	Investment	1	Pedagogy	1
Humanistic	1	Japan	5	Pedagogical Approach	1
Identity	2	Kazakhstan	3	Peer Advice	1
Indian International Students	1	Korean Higher Education	1	Perceptions	3
Indigeneity	1	Language in Education	1	Personal & Professional Development	1
Indigenous	1	Language Learning	1	Phenomenology	1
Industrialization	1	Language Proficiency	1	Plagiarism	1

Inequality	1	Large Language Models	1	Policy Travel	1
Institutional Autonomy	1	Leaders	1	Postgraduate Students	1
Post-Graduation Employment	1	Socio-economic Class	1	Turkish Academics	1
Post-Soviet	3	Social Justice	1	Ubuntu	1
Practice	1	Social Learning	1	Ukraine	2
Pre-service Teachers	2	Social Media Discourse Analysis	1	Ukrainian Universities	1
Proactive coping	1	Social Robots	1	Ukraine War	1
Power	1	Soft Power	1	United Kingdom	1
Power Paradigm	1	South Africa Schools	1	University Governance	1
Public & Private Universities	1	Specialized Software	1	University Internationalization	1
Quota System	1	Stakeholders of HE	1	Vietnam	1
Race	2	STEM Students	1	Vietnamese Public Universities	1
Race/Ethnicity	1	Student Affairs	1	Virtual Exchange	2
Racial Identity	1	Students of Color	1	Virtual Mobility	2
Racial Learning	1	Student Perceptions	1	Virtual Mentorship	1
Racial Perception	1	Student Services	1	Virtual Student Mobility	1
Racism	1	Student Support	2	War	2
Realism	1	Student Visas	1	War in Ukraine	2
Regional-National-local	1	Study Abroad	1	Whiteness	1
Rationales for Study Abroad	1	Study Away	1	Work-Integrated Learning (WIL)	1
Research Ethics	1	Study Mobility	1	Zimbabwe	1
Role Theory	1	Subjective well-being	1		
Russia	1	Support Services	1		
Russian Invasion Ukraine	1	Survey Design	1		
Russo-Ukraine War	2	Sustainable Development Goals	1		
Sanctions	1	Sustainable Tourism	1		
School Psychology	1	Systematic Literature Review	1		
Second Language	1	Systems of Support	1		
Small cultures	1	Teaching Assistants	1		
Socio-Cultural Adjustment	1	Teaching/Learning	1		

Social Engagement	1	Top Global University Project	1
Socio-economic background	1	Transnational Diaspora	1

Academic Support

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I want to especially thank the Special Issue Editors whose insights provided unique perspectives of comparative and international higher education.

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