

Introduction to Spring 2019 JCIHE

Dear Readers -

I am pleased to share the Spring 2019 issue of the *Journal of Comparative and International Higher Education* (JCIHE). The JCIHE mission is to promote scholarship opportunities and critical dialogue with the purpose of engaging professionals and academics to the comparative and international aspects of higher education. JCIHE includes a combination of peer reviewed journal articles, opinion pieces, country focus updates, and regional updates. Submissions include a range of contexts, perspectives, methodologies, and intersections of disciplines.

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

The Spring 2019 issue includes five articles that have an intersecting theme of how international education assists with gaining perception and deep understanding of others. The focus is primarily on the student, but also examines the role of programs, institution, and policy in promoting student learning about others. The articles in this issue analyze this process of learning as a result of Digital Humanities tools embedded in assignments that are completed by students prior to an exchange (Dorroll, Hall, Blouke and Witsell); through the lens of pre-service teachers who are studying/working abroad (Yuan; Gaudino and Wilsom); through the analysis of the narratives of Chinese students who begin their studies at the secondary level with the intent of having long-term study abroad through higher education; and by critically assessing if policies and activities support or counter the hegemony of the West in terms of language, power, and discourse (Cheng).

Courtney Dorroll, Kimberly Hall, Cate Blouke and Emily Witsell explore the extent to which digital humanities tools were used in scaffolding assignments prior to an exchange and the extent to which these tools fostered interpersonal engagement and heightened intercultural awareness. Huanshu Yuan explores pre-service Chinese teacher's perceptions on multicultural, multi-ethnic, and diversity in China. Ann Gaudino and Eleanor Wilson explore the effects of student teachers who studied abroad on their careers and teaching style. Anke Li documents the lived experiences in terms of academic and social experiences of Chinese students who study at the secondary level in Canada. Angel Oi Yee Cheng analyzes the global mission of Lehigh University as compares it against the United Nations Academic Impact mission.

JCIHE is pleased to announce that the Special Issue for Winter 2020 will focus on Mapping Experiences of Refugee Students in Higher Education with Guest Editor Belma Sadikovic, Minnesota State University Moorhead. Please submit article proposals (500 words) to www.ojed.org/jcihe or belma.sadikovic@mnstate.edu by September 5, 2019. Article themes can include:

- Impact of refugee resettlement policies and immigration ideologies on refugee integration and academic success
- Refugee students as agents of change
- Refugee student inclusion in academia, refugee communities, and host communities
- Higher education admissions policies and their impact on refugee students bridging into higher education
- Impact of student support programs on refugee students
- Dimensions of inclusion in a range of social spaces (e.g., classrooms, campus community, community-based programs, the workplace, online academic spaces, or nontraditional spaces of inclusion)
- Influence processes of learning, practices of teaching, and policies of inclusive and equitable education
- Alternative forms of education for refugee adult learners: non-formal and informal education
- Traumatic life experiences and education

- Refugee women and higher education
- The role of faculty and staff involvement in refugee student college experiences

JCIHE is now soliciting future Special Issue Editors for the 2021 and 2022 Winter issues. Please submit proposals to Rosalind Raby at rabyrl@aol.com or to the new platform at <http://www.ojed.org/jcihe>. 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 1, 2019.

The editorial staff of JCIHE is please to help support the CIES Higher Education SIG in advancing JCIHE as a 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 our Managing Editor, Nickie Smith, for her support, insight, and creativity. She has been instrumental in the transition to the new platform and a constant source of technological support.

Editor in Chief,
Rosalind Latiner Raby
Spring 2019