

Letter From the Editor

Higher Learning Research Communications (HLRC), Volume 8, Issue 1, continues the process begun in 2017 of rolling publication (publishing articles online upon acceptance) and compiling articles into two issues per year. Issue 1 includes articles published between January 1 and June 30, 2018. This issue is also the first completed under my leadership as editor in chief and with the aid of Associate Editor Dr. Viviana Unda.

The current issue includes work across the spectrum of higher education—from competency evaluation, academic dishonesty, and peer mentoring, to defining quality education. In “Evaluation of Academic Competencies Through Standardized Instruments: A Comparison of CompeUEM, LPA-Q, and ESCI-U,” Santiago Gómez, Redondo Duarte, and Garcia López explore competency assessment by comparing three available evaluation tools across 30 competencies. Their findings on the similarity and dissimilarity between these resources are valuable additions to the literature for instructors and institutions seeking effective ways to understand and evaluate students’ attainment of competencies. With “Student Perceptions of Academic Dishonesty in a Private Middle Eastern University,” Ahmed provides insight into academic dishonesty in a Middle Eastern and Northern African institutional context. Ahmed’s work shows the need for both additional research and new instructional techniques. This additional work will increase understanding of academic dishonesty in the Gulf region.

Lowery, Geesa, and McConnell explore peer mentoring and share their experience with “Designing a Peer-Mentoring Program for Education Doctorate (EdD) Students.” The authors find peer mentoring defined and used in multiple ways, and they explain how they applied what they learned when designing their program. Their work will aid institutions seeking to improve or add peer mentoring within doctorate programs. As the final Issue 1 entry, Bowers, Ranganathan, and Simmons build on existing literature for “Defining Quality in Undergraduate Education.” They examine what quality means in undergraduate education and offer several directions for continued research.

We encourage you to read and cite these authors’ work. HLRC is an [open-access journal](#), with all submissions published under a Creative Commons Attribution License. This valuable research appears now before the higher education audience. As a tribute to the authors’ efforts, may it go on to serve all those in the field.

Sincerely,

Dr. Oscar Hipólito
Editor in Chief