

Letter From the Editor

Higher Learning Research Communications (HLRC), Volume 8, Issue 2, continues the process begun in 2017 of rolling publication (publishing articles online upon acceptance) and compiling articles into two issues per year. Issue 2 includes articles published between July 1 and December 31, 2018. This issue is completed under my leadership as editor in chief and with the aid of Associate Editor Dr. Viviana Unda.

The current issue includes work on three main areas of higher education: quality assurance and accreditation, competency assessment, and faculty recognition. Benito and Scott-Milligan present an invited contribution, “Hearing the voice of faculty: Global recommendations for faculty recognition in Higher Education institutions”. Teachers’ responses to interviews and a focus group came from higher education institutions across eight countries. The authors highlighted aspirations for formal recognition opportunities besides an environment of recognition and appreciation.

In “Quality Assurance and Accreditation in Afghanistan: Faculty Members’ Perceptions From Selected Universities”, Mussawy and Rossman investigate faculty members’ perceptions of quality assurance and accreditation (QAA) in Afghanistan, highlighting that a successful implementation of QAA processes in Afghanistan requires the establishment of a quality culture for universities to own the processes and outcomes, and the engagement of key stakeholders.

In “Investigating Writing Performance and Institutional Supports Among Teacher Candidates Who Transferred from Community Colleges”, Pace Miles, Craigo and Gonzalez-Frey investigate writing performance and college experience of community college transfer students versus senior college students in a teacher preparation program in the United States. Both quantitative and qualitative data suggest that both groups do not differ in their performance on these assignments nor overall in the course, and that the personal support that community college transfer students had may be what enabled them to succeed once they transferred to a four-year college.

With “An Evaluation of the Effectiveness of a Medical School Musculoskeletal Curriculum at an Academic Medical Center”, Lalka, Caldwell, Black, and Scott aim at determining the musculoskeletal competency of third year medical students. Based on a cross-sectional 25-question nationally validated exam, third year medical students scored relatively well and their feedback highlights the usefulness and relevance to their future careers of the 2-week musculoskeletal block.

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
