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Editorial Note

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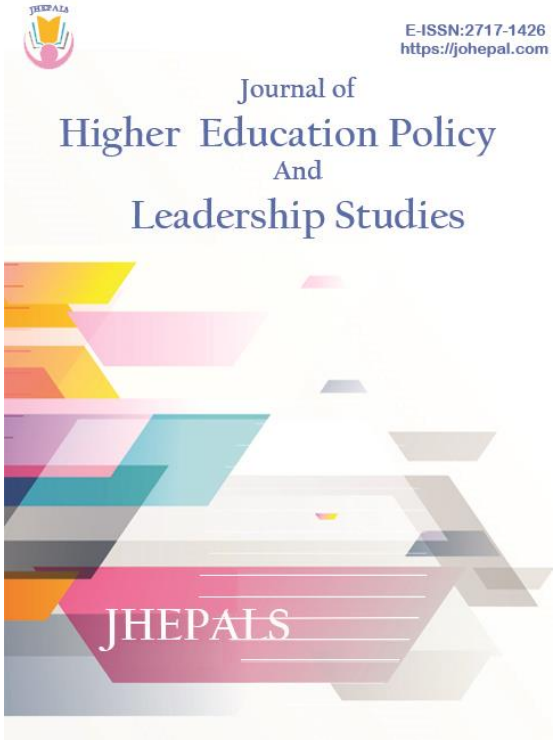

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Journal of Higher Education Policy And Leadership Studies (JHEPALS) aims to foster novel ideas within the realm of Higher Education based on its eleven pivotal Aims and Scope.

JHEPALS is now reaching broad audience and readers throughout the world of Higher Education Policy and Leadership. The *rigor of the research*, the *enriched nature of methodologies of the studies*, with *novel and innovative research findings and recommendations* for HE researchers, leaders, and policy-makers in all JHEPALS issues work as motivations for researchers to cite the studies and collaborate with us for the double-blinded review procedure of the journal.

Further, it is with honor to announce that the JHEPALS is receiving numerous research studies from scholars worldwide; however, we have to be selective based on *the journal's policy* and in alignment with *the selection criteria* to pass the different phases of the double-blind review procedure.

JHEPALS September Issue 2022 (Volume 3/ Issue 3) covers timely research findings within the realm of HE, Policy, and Leadership.

The ARTICLES section of the journal comprises six articles which are finally selected after rigorous double-blind review procedure.

Henry A. Giroux in his research "*The Nazification of American Education*" argues that education is under siege in the United States by a right-wing Republican Party that wants to turn it into a propaganda tool for promoting its white supremacist ideology and updated version of fascist politics. He indicates that the article calls for educators across the globe to analyze the current attacks on education through a historical lens that offers the tools to both understand its threat to democracy and in the midst of this urgency to find ways to fight it.

In the next research "*Diversities at US Colleges and Universities: Online Diversity Statements at Institutions Employing Chief Diversity Officers*", Lisa Unangst, Natalie Borg, Ishara Casellas Connors, and Nicole Barone explain that in the contemporary U.S. higher education

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marketplace, college and university mission statements are profiled on almost every institutional website. In their research, they apply quantitative textual analysis to the diversity statements of a subset of American HEIs: those employing a Chief Diversity Officer; in order to interrogate how concepts such as "race" and "racism" were named and framed by those same statements, and indirectly to evidence how students experiencing "race" and "racism" were made visible by institutional descriptions of systems of oppression.

Marybeth Gasman, Andrés Castro Samayoa, Kem Benyehudah, and Anthony Fowlkes in the 3rd research "*Philanthropic Support of Historically Black Colleges and Universities in the 21st Century*" focus on philanthropic donations to Historically Black Colleges and Universities (HBCUs) during the first two decades of the twenty-first century, from 2003 to 2021. They offer a novel contribution to scholarship on philanthropic giving to HBCUs using an original database of major U.S. philanthropies' annual reports joined with secondary data from the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics.

In "*The Production of Knowledge During the 4th Industrial Revolution: A Mexican Case Study*", Elida Sánchez-Cruz explains that higher education institutions play a critical role in research, innovation, and the production of knowledge, all of which are hallmarks of the 4th Industrial Revolution (4IR). To avoid continuing at a disadvantage, countries utilize policies that facilitate the generation of knowledge and, as a result, have an impact on the country's development. So, she looks for understanding how the production of knowledge policies are implemented in a public Mexican university in the period from 2018 to 2021.

Sarah Woods, Tina-Nadia Gopal Chambers, and Ardavan Eizadirad in their research "*Emotional Vulnerability in Researchers Conducting Trauma-Triggering Research*" explore the complexities and nuances involved when conducting research with topics that may be trauma-triggering and can contribute to researcher burnout and compassionate fatigue. It is argued that researchers are not immune to these risk factors and due to such exposure may experience depression and other negative side effects.

In the next research "Psychoeducational Factors Associated with University Students' Success and Failure", Agustin Freiberg-Hoffmann, Agustin Romero-Medina, Ruben Ledesma, and Mercedes Fernández-Liporace aimed at analysing learning styles, learning strategies, and learning approaches altogether in order to identify psychological variables likely to explain academic achievement in college students.

The REFLECTION(S) section of the journal is also a channel for the researchers to share their studies and adopt the novel ideas and innovative key points in other research as a stage to work on new research projects. In this regard, research submitted to this section must go through the same evaluation procedure by the editors-in-chief, members of the editorial team, and reviewers.

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Hanne Leth Andersen in her research "*A Clash of Intentions in Higher Education*" illuminates that modern higher education has an obligation to form graduates who can work in new fields, deal with complex problems and contribute with new angles to societal challenges. Consequently, programs should be planned so that students learn to apply disciplinary knowledge to real problems in their surroundings and develop complex cognitive, interpersonal, and intrapersonal skills. She analyses some of the challenges we need to address, mainly in the planning and management of education, including the pedagogical approaches and the relation to the research base and research methods. In order to understand the current tendencies in education today, the challenges of the growing performance culture are also included in the overall picture.

We also received numerous works for the COLLOQUIUM section of the journal; however, we have to be selective to present the novel and innovative works which provide insightful ideas for the research community worldwide.

Vanessa A. Sansone and Corey S. Sparks in their research brief "Exploring *Hispanic-Serving* in Minority Serving Institutions: Pathways, Racial Equity, and STEM Doctoral Degree Production in the United States" indicate that Minority Serving Institutions (MSIs) can play a role in advancing racial diversity in STEM Ph.D. production and STEM workforce participation in the United States. Further, to understand the role of MSIs, it is necessary to consider the institutional pathways of racial/ethnic STEM Ph.D. recipients that considers Hispanic-Serving Institutions (HSIs), which are federally designated MSI campuses with an enrollment of 25% or more undergraduate full-time equivalent Hispanic students.

In the next colloquium "*Reflection on Female Leadership Experience in Higher Education*", Yusra Mouzughi highlights that developments in female access to HE have been significant in recent history with women taking increasingly larger shares in accessing higher education programmes globally. Whilst access to education has increased, it remains just that – access. This increase has not been equally reflected in female leadership of HEIs and decision making bodies. Multiple reasons are attributed to this but most prominent are career breaks and caring responsibilities. Exclusion from after work social activities could also be a factor for this.

In the INTERVIEW section of the journal, we also had the honor and privilege to host one the globally recognized HE leaders within the realm of Higher Education Policy and Leadership.

Lynn Bosetti in her research and practice is committed to deepening the scope and capacity of universities to make education viable and accessible for wider communities, including Indigenous peoples and marginalized groups.

In the interview "*Fit for Purpose -- Leading Universities in the Knowledge Economy*" Lynn Bosetti provides insightful, illuminating and critical responses to the interview questions which are of importance to global community of HE researchers and practitioners.

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Hopefully, the JHEPALS also receives numerous book reviews which are thoroughly reviewed by the editors-in-chief and the members of editorial team to select the most suitable book review which meets the academic rigorous criteria of the journal. The book review meets the journal's requirements in terms of its relevance to the HE community, being timely, including novel ideas with a focus to bridge the available gap in the knowledge about HE Policy and Leadership, as well as the reputation of the book authors and the publishers.

Zahra Zarrati reviews "*Educating Second Language Teachers*" by Donald Freeman and concludes the review with an emphasis on the point that all practitioners over the globe will find "*Educating Second Language Teachers*" a good source and manual for pre- and in-service programs for educating teachers, student teacher training universities, and all those who are teaching over the years and those already graduates who are experiencing their newly-shaped character as a teacher.

JHEPALS is finding its place among HE scholars and leaders throughout the world; in this regard, we provide a channel to share the unheard voices, to hear HE marginalized members' views as well as opinions, and help almost all HE stakeholders and shareholders make the right decisions and choices in different levels of management and leadership in Higher Education.

It is with honor and privilege to announce that the Scopus Content Selection & Advisory Board (CSAB) selected the Journal of Higher Education Policy and Leadership Studies to be indexed by the Scopus on February 27, 2022.

We owe this success to our members of the editorial team commitment to the JHEPALS, the researchers' novel and innovative works, as well as the reviewers' meticulous feedback and comments during the double-blind review procedure.

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