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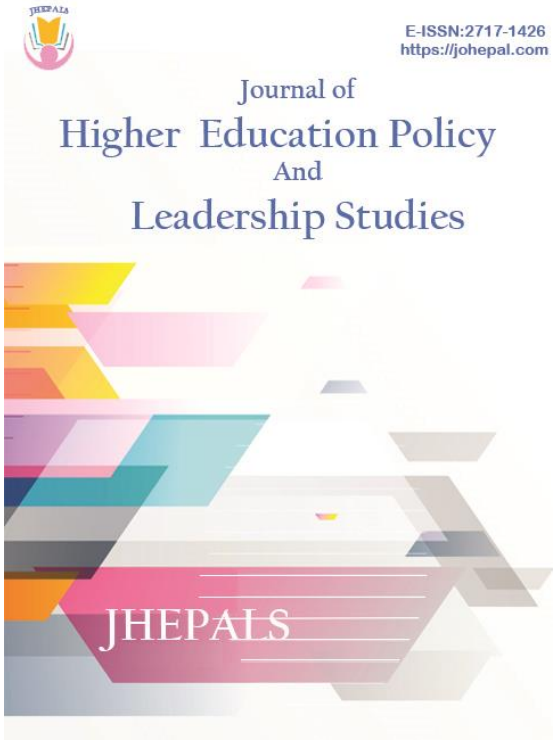
Editorial Note

Volume: 2/ Issue: 2

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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. In this regard, all members of the editorial team and the reviewers try to collaborate with the journal as a priority of their academic commitments.

In this era that we are overwhelmed with numerous academic and administrative commitments to handle from home, we launched the JHEPALS as a new venue to share the novel innovative ideas and research within the main stream of Higher Education Policy and Leadership. In our recent editorial meeting to finalize the June 2021 issue, we received promising feedback from the peers as well as some members of the editorial team which was a seal of approval on the journal's commitment to the quality and rigor of the research that we publish in the Journal of Higher Education Policy And Leadership Studies.

JHEPALS March Issue (Volume 2/ Issue 2) covers timely research findings within the realm of HE, Policy, and Leadership. As a newly launched journal, we have the honor and privilege to receive numerous research from researchers worldwide; however, we have to be selective in terms of the novelty of ideas, rigorous research methodology, and timeliness of the topic and content of the research.

Elida Sánchez Cruz in her research *"Mexican Higher Education and the Production of Knowledge"* aims to evaluate the production of knowledge carried out in the Technological Institutes of Higher Education (TIHE) in Mexico through online documentary research.

In the next article *"Leadership Decision-Making and Insights in Higher Education: Making Better Decisions and Making Decisions Better"*, Stephanie Chitpin proposes a new framework for Principals called the Objective Knowledge Growth Framework (OKGF) that is designed to help them make more effective decisions in resolving problems of practice.

Fiona Denney in the third article *"The 'Golden Braid' Model: Courage, Compassion and Resilience in Higher Education Leadership"* explores the state of leadership in UK universities in the face of external pressures and turmoil, and makes the case for a new model of leadership constructed of a 'golden braid' of three threads of courage, compassion and resilience.

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Claire Major and Elizabeth McDonald highlight the importance of Technological Pedagogical Content Knowledge (TPACK) for instructors to succeed as an effective practitioner at online teaching. In their research *"Developing Instructor TPACK: A Research Review and Narrative Synthesis"*, they synthesize the results of 13 studies to identify practices related to improved TPACK among university instructors.

In our next research *"Self-Financed Private Universities in India: Genesis, Growth and Policy Implications"*, Furqan Qamar investigates the genesis and growth of this type of universities; and examines issues related to the access, equity and quality emanating from their mushroom growth.

We also received few reflective essays and opinion pieces for the reflection section of the Journal of Higher Education Policy And Leadership Studies. An initial editorial screening determines the number of reflections for each issue; however, three reflective essays had met the maximum criteria for external round of review. In the June 2021 issue, we accepted Astrid Kendrick's work *"Policy as Slogan: Re-Imagining the 'Battle Cry' for Entrepreneurship"* as in her persuasive paper, she discusses the integration of the Alberta Education slogan, "Engaged thinkers and Ethical citizens with an Entrepreneurial spirit" from a lens of critical analysis.

One more key point which assures the editorial team that the journal moves on the right track towards success based on its goal and mission (contribute novel innovative ideas to the HE Policy and Leadership literature) is the globally recognized HE scholars and leaders' willingness to join us for the Interview section to share their experience and expertise (obtained over the years in HE) with global readership of the journal.

John Pijanowski's insightful, illuminating and critical responses to the interview questions -- *"Challenges and Opportunities Facing Higher Education in the New Normal Created by the COVID-19 Pandemic"* -- will be of interest to a broad audience of international researchers, students, policy-makers, and leaders in Higher Education.

Hopefully, the book review section of the Journal of Higher Education Policy And Leadership Studies is also of great interest among HE practitioners. Christine Challen's review of *"The Working Class: Poverty, Education and Alternative Voices"* written by Ian Gilbert provides insightful illuminating ideas which are of high priority among educational as well as HE practitioners and policy-makers worldwide which are well portrayed in the above-mentioned textbook.

We launched the Journal of Higher Education Policy And Leadership Studies in 2020. In a year which is marked in the world history as we lost numerous members of our society, family, friends, and colleagues. COVID-19 changed human being's life style and the ACADEMIA was not an exception! We acknowledge all the support we received from the members of editorial team, reviewers, and researchers worldwide. Hopefully, JHEPALS is finding its place

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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.

Please stay safe and healthy during COVID-19!

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