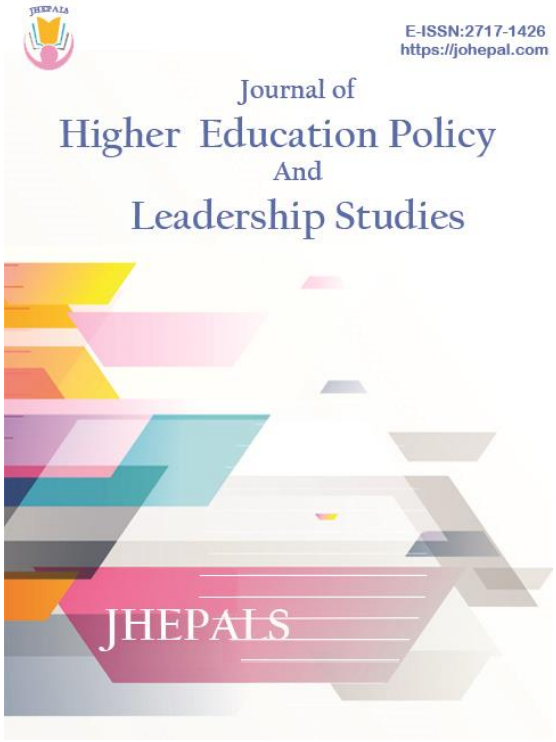
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Editorial Note

Volume: 2/ Issue: 3

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Journal of Higher Education Policy And Leadership Studies (JHEPALS)

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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.

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, the magnificent collection of the articles from a stellar line up of the globally renowned authors work as a scientific asset which motivates other researchers to choose the JHEPALS as a venue to share their research. In this regard, we received up to 16 articles, 5 reflections, and 5 book reviews. In alignment with our policies in all double-blinded review steps; 8 articles, 2 reflections, 3 book reviews are accepted for our September 2021 issue. We also received 3 promising responses from HE researchers and leaders to join the interview session; however, we missed 2 of those interviews due to our guests' tough overloaded teaching/ administrative schedule. So, in our September issue we received one of the globally renowned HE scholars' insightful responses to our interview questions.

It must be noted that those students and researchers with visual impairments have no fair access to the published research; hence, in our recent meeting with the members of editorial team we agreed to launch the YouTube Channel so our authors can share a brief overview of their research in the JHEPALS issues with a broader readership who are interested in finding the most novel ideas within the realm of HE Policy and Leadership.

JHEPALS March Issue (Volume 2/ Issue 3) covers timely research findings within the realm of HE, Policy, and Leadership. 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.

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Marybeth Gasman, Leslie Ekpe, Alice Ginsberg, Amanda Washington Lockett, and Andrés Castro Samayoa in their research "*Understanding the Motivations of Future Minority Serving Institution Presidents*" explore why leaders pursue the presidency at MSIs. How, specifically, have they developed an interest in and passion for leading MSIs? What draws them to lead this type of institution?

In the next research "*Ritualism as a Form of Academic Malfunctioning: Iranian Higher Education as a Case Study*", Seyed Hedayat Davarpanah, Reza Hoveida, Ronald Barnett, Hamid Javdani, and Abdolrasool Jamshidian seek the reasons for academic malfunctioning of the higher education system in Iran. The core of their research is that despite the rapid growth of the higher education system and pervasion of the university institution in Iran, and notwithstanding the increasing number of higher education institutions/ students/ graduates, and research projects, and the improved position of Iranian universities in international ranking systems, there are concerns about the inefficiency of the university system.

Kathy L. Guthrie, Vivechkanand S. Chunoo, and Trisha Teig in their research "*Leadership Education: Teaching Resilience for Future Success*" discuss that offering leadership learning opportunities for students is a goal of higher education, in which skills, such as resilience can be taught. One way of offering such learning is through academic programs. They aim to explore whether capacity for resilience was learned from a leadership studies program.

In the other research "*Bibliometric Review of Studies on Organizational and Administrative Dynamics in Higher Education*", Hasan Yücel Ertem and Ahmet Aypay perform bibliometric reviews of studies on organizational and administrative dynamics in higher education.

Service quality and students' satisfaction have become global buzzwords in the higher education (HE) literature in the past 20 years. Ali Hussein El Ahmad and Anwar Mohammad Kawtharani in their research "*Service Quality and Students' Satisfaction in Private Lebanese Higher Education Institutions: The Case of X University*" measure the quality of service provided for students at a university within the Lebanese HE from students' perspective. They aim to assess the extent of students' satisfaction with their educational experience at the university and investigate the effect of service quality on their satisfaction.

Minoo Alemi and Atefeh Abdollahi in their cross-cultural research "*A Cross-cultural Investigation on Attitudes Towards Social Robots: Iranian and Chinese University Students*" explore the Iranian and Chinese attitude towards social robots.

The next article "*You Shall Not Pass: Predicting Attrition and Completion of an Iraqi Academic Preparatory Program*" written by Rachel Gresk and Elizabeth Niehaus investigates the factors associated with student retention and matriculating from an Academic Preparatory Program to the undergraduate program at a university in Iraq.

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Pranjali Kirloskar and Neeta Inamdar in their research "*Shifting International Student Mobility Directions and Factors Influencing Students' Higher Education Destination Choices*" attempt to trace student mobility flows, explore the historical developments surrounding international higher education which have caused the shift in student mobility directions, and highlight the emergence of new higher education destinations with a close look at the literature on student mobility in the US, UK, continental Europe, India, and China.

We also received promising feedback from the researchers worldwide concerning the issues discussed within the *reflection* section of the journal.

Dustin M. Hebert and Myra Lovett in their research "*Elements for Academic Leadership in a Virtual Space*" explore the best practices for academic leaders to mentor, motivate, and guide their teams in virtual environments.

In the next reflection "*How Do We Enhance Leadership, Collaboration and Communication Skills in Postgraduate Programs?*"; Christine Challen, Georgina Challen, and Jennifer A. Hawkins discuss how we can enhance higher level research skills through using the arts, humanities and philosophy.

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.

Alexander W. Wiseman in his responses to the interview questions "*The Commercialization of Higher Education Worldwide*" provide HE researchers, leaders, and policy-makers with insightful illuminating hints and clues which would be helpful for higher education institutions and universities to survive and thrive in the current era of numerous political, social, economical, and natural crises and disasters.

We are also thankful to the researchers who are willing to share their book reviews with the journal; however, the same rules and policies (articles/ reflections) must be applied to select the book reviews.

Taylor Ellis and Golnaz Shirzadi review the "*International Education as Public Policy in Canada*" edited by Merli Tamtik, Roopa Desai Trilokekar, and Glen A. Jones. They believe this award-winning book (CBIE Catalyst prize, 2020) provides the readers with a cohesive body of knowledge on International Education (IE) as public policy, specifically in the Canadian context which makes it distinctive from the other works.

Stephanie B. Cochrane's concluding remark in her review of the *"Interactive Lecturing: A Handbook for College Faculty"* written by Elizabeth F. Barkley and Claire Howell Major might

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be a good reason and justification for HE members to have it in their reading list. It is aimed at college faculty who are interested in bringing life into their lectures by incorporating engaged presentations and periods of active learning.

Josie Clark provides a critical review of the "*Chronicles from the Classroom: The Treats, Truths, Trials and Tribulations of Working in Education*" written by Sarah Mullin. It is an inspirational and celebratory book that is timeless in providing a lasting snapshot of the education system in the 21st century and elevating the voices of the profession.

Hopefully, 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.

Wear Mask! Get Vaccinated! Wash Hands! Keep Social Distance!
Please stay safe and healthy during COVID-19!

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