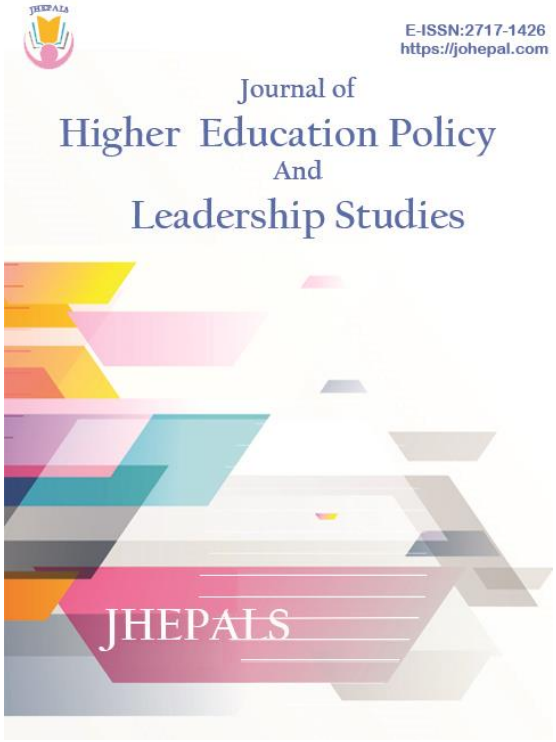
Journal of
Higher Education Policy
And
Leadership Studies

JHEPALS (E-ISSN: 2717-1426)

https://johepal.com

Editorial Note

Volume: 4/ Issue: 2



Abbas Abbaspour (Ph.D.)
Email: abbaspour@atu.ac.ir

Ali Khorsandi Taskoh (Ph.D.)
Email: ali.khorsandi@atu.ac.ir

Editors-in-Chief

Cite editorial note as:

Abbaspour, A., & Khorsandi Taskoh, A. (2023). Editorial note. *Journal of Higher Education Policy and Leadership Studies*, *4*(2), 2-5. https://dx.doi.org/10.61186/johepal.4.2.2

[Downloaded from www.johepal.com on 2026-11-08]

[DOI: 10.61186/johepal.4.2.2]

Editorial Note

Journal of Higher Education Policy And Leadership Studies (JHEPALS)

E-ISSN: 2717-1426
Volume: 4 Issue: 2
pp. 2-5
DOI:
10.61186/johepal.4.2.2

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 June Issue 2023 (Volume 4/ Issue 2) covers timely research findings within the realm of HE, Policy, and Leadership.

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

In the first article "*Decision-Making and Its Correlation with Distributed Leadership of the Heads of Academic Departments: Palestinian Universities as a Case Study*", Asmaa Abusmara and Teguh Triwiyanto explain that decision-making and distributed leadership are two integral aspects in terms of leadership and administration practice. They aim to identify the correlation between the effectiveness of decision-making and the extent of distributed leadership practice among the heads of academic departments at the Palestinian universities in Gaza Strip.

Daniel Olmos, Stevie Ruiz, Aimee Carrillo Rowe, and Martha Escobar in their research "*Civil Discourse and Social Change: A University-wide, Faculty-led Social Justice Initiative within the Neoliberal University*" discuss that as U.S. colleges and universities experience increasing diversity and contend with various socio-economic inequities, the university is becoming a site of struggle for reclaiming higher education as a democratic public sphere for social justice. So, they reflect on the institutional articulation of social justice in higher education by examining a multi-year effort by faculty in various departments to promote social justice education and activism across a large regional public Hispanic Serving Institution (HSI) university in Southern California.

In the next research "*Leadership Skills of Undergraduate Students at the Hashemite University and Sultan Qaboos University: Comparative Study*", Aieman Ahmad Al-Omari and Yousra Mohammed Al-Mughairi highlight that undergraduate students have identified several skills that should be developed during their college years, such as leadership. In this

[Downloaded from www.johepal.com on 2026-11-08]

[DOI: 10.61186/johepal.4.2.2]

regard, a comparative study was conducted to assess the leadership skills of undergraduate students at public universities in Jordan and the Sultanate of Oman.

Mauricio Rifo and Alex Durán in the fourth research "*Serving Two Masters: First and Second-Generation Quality Assurance Reforms in Latin America*" present an interpretation of the trajectories of quality assurance policies in higher education in Argentina, Colombia, Chile, and Costa Rica. These trajectories are presented as cases of two instances of reform: one in the first generation and the other in the second generation, each stemming from different variants of the neoliberal economic-cultural program in Latin America that affected the role of the State and bureaucracies.

In the next research "*Composite Storytelling Affiliated College Faculty Narratives in India to Propose Curriculum and Exam Policy Revisions*", Matthew A. Witenstein and Joanna Abdallah provide response to the two main guiding research questions: How do Indian affiliated college academics successfully use coping and adapting mechanisms to inform better higher education bottom-up policy development; and how do policymakers initially respond to them?; and How can this be illustrated through composite storytelling by utilizing Indian affiliated college high impact practices to inform the policymaker's responses?

The REFLECTIONS 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.

Sarah Ruth Morris in her research "*Teen Mothers Forgotten: The Gap Between High School and Higher Education*" provides evidence of the potential long-term consequences of teen motherhood, particularly in terms of educational and economic outcomes. The findings highlight the need for policies and programs that support educational attainment and financial stability for young mothers beyond high school years. Providing support to teen mothers can reduce the negative consequences of early motherhood and promote positive outcomes for both mothers and their children.

In the next research "*A Comparison of Dual Credit Stratification by Provider Type in a US School District: Does Higher Education Provider Type Influence Dual Credit Program Access and Opportunity for Students?*", Alexander W. Wiseman, Angela R. Crevar, and Braden Becknell illuminate that the preliminary analyses reported in their research investigate the degree to which different dual credit provider types (four-year university or community college) influence individual student access and opportunity in dual credit programs in one US school district.

[Downloaded from www.johepal.com on 2026-11-08]

[DOI: 10.61186/johepal.4.2.2]

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. In some cases, we even invite the authors of research articles to consider resubmission of their works to the colloquium section of the journal based on the reviewers' comments and editorial decision.

Seyed Hedayat Davarpanah, Negin Barat Dastjerdi, and Zeinab Shirzad in their research "*Student Teachers' Experiences of Online Education During the COVID-19 Pandemic: Challenges and Opportunities*" illuminate how to manage the current challenges to make online education more effective. And, along with other research studies worldwide, their study helps to map the status of online education in universities across the world during the COVID-19 pandemic as it presents reliable information on the status of online education in Iran.

In the INTERVIEW section of the journal, we also had the honor and privilege to host one of the globally recognized HE leaders [Vice president and vice provost for international affairs (SIO) at Lehigh University in Bethlehem] with a special focus on internationalization of higher education (IHE), international students and scholar services, academic and professional English, study abroad, international internships, international partnerships/ UN partnerships, and global leadership programs.

Cheryl Matherly in her interview "*Reconsidering Internationalization and Global Cooperation*" provides insightful, illuminating and critical responses to the interview questions which are timely, and of interest to the global community of HE researchers and practitioners.

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.

Pushkarni Panchamukhi reviews the "*Reimagining Border in Cross-border Education*" edited by Neeta Inamdar and Pranjali Kirloskar. She indicates that the book scrutinises the trends and developments in cross border education providing substantial matter for universities and policy makers globally. Profound discussions, multiple dimensions offered and the unique research methods employed make the book an erudite read.

[Downloaded from www.johepal.com on 2026-11-08]

[DOI: 10.61186/johepal.4.2.2]

Editors' final note:

JHEPALS is now reaching broad audience and readers throughout the world of Higher Education Policy and Leadership. 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.

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 consider us as a venue to share their research, cite our published studies, and collaborate with us as reviewer.

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.

We owe the journal's 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.

Journal of Higher Education Policy And Leadership Studies (JHEPALS)
Abbas Abbaspour (Ph.D.)
Ali Khorsandi Taskoh (Ph.D.)

Editors-in-Chief

[Downloaded from www.johepal.com on 2026-11-08]

[DOI: 10.61186/johepal.4.2.2]