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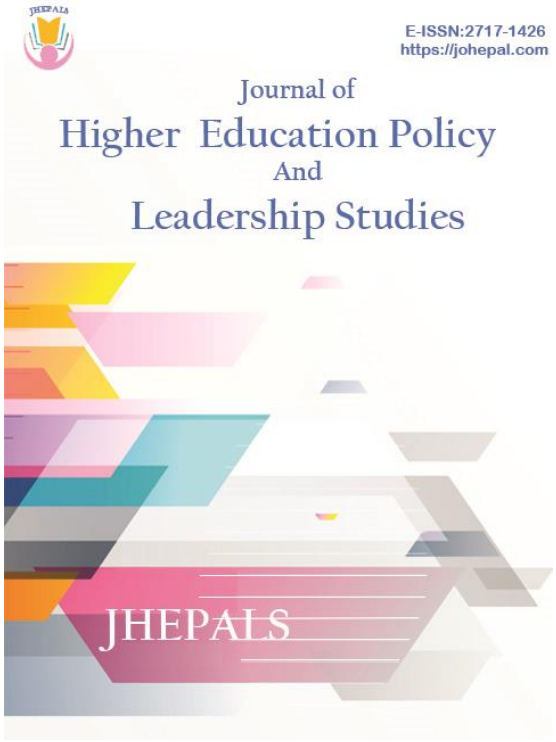
Editorial Note

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Editorial Note

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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.

There is no doubt that life prior to mid-2019 might now be like a dream! It is more than 8 months that the whole world is in a war against an unknown virus which we call it COVID-19. All people, no matter of age, gender, social and political status, educational and economic position, as well as those in power and the suppressed minorities of marginal groups might be diagnosed with COVID-19 if he/she does not observe the optimum health prerequisites and prescriptions. Education in its general scope experienced enormous changes and reforms, almost in all its terms and conditions, to both meet the maximum standards of World Health Organization (WHO) medical rules and regulations; and do not deviate from its main goals and objectives. The stakeholders of K-12 educational cycle and Higher Education (students, teachers, parents, principals, academic/ administrative staff, teaching staff, chancellors, board of directors, board of trustees, and …) are engaged in a new innovative way of learning, teaching, and management. In these crises and challenges; hopefully, we can experience a global movement for change from all people towards a more enlightened and hopeful future.

JHEPALS editors-in-chief also experienced the same collaboration and commitment from the members of editorial board who extensively cooperated in preparing the second issue (September). We also owe our progress to our esteemed authors whose research are timely and of interest to the global readers of the core of our journal: Higher Education, Higher Education Policy, and Higher Education Leadership.

Our second issue received 9 research from global researchers; however, we accepted 5 research studies which met the maximum standards of academic publishing and are timely and relevant to the mainstream of the JHEPALS. Based on our journal policy, from 2nd issue (September), we publish an exclusive interview with one of the globally renowned pioneers of the HE, Policy, and Leadership; and a book review which falls within the Aims and Scope of the JHEPALS.

The current issue illuminates the global HE practitioners' concern and urge to work in a horizon which help reduce the negative debilitative effects of previously unknown challenges and change them to the opportunities for further progress and success of the people worldwide.

Maha AL MAKHAMREH and Benjamin KUTSYURUBA in their research "Leadership Self-Efficacy (LSF) in Doctoral Programs: Examining the Supervisors' Lived Experiences in Canadian Universities" highlight the multifaceted role of academic staff within HE which as with all education its foundations built on student/teacher/lecturer relationship and the importance of this being positive

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and fulfilling. They illustrate the importance of the research supervisory role and how the relationship between supervisor and staff can impact on a positive wellbeing. Further they suggest that prior training before setting out on a supervisory role can enhance and pave the way for developing not only a successful autonomous researcher but also create opportunities to ensure a successful academic career. One way to succeed as a HE practitioner or as an educational leader is related to the collaboration and dialogue which happens between university students and their supervisors. It is believed that the relationship needs to be more than mere Student-Teacher correspondence; rather, supervisors are advised to take numerous roles as coach, mentor, and leader if they intend to train competent professional committed HE leaders for the future. Maha AL MAKHAMREH and Benjamin KUTSYURUBA in their research investigate a critical vital issue and believe *that Examining how supervisors think and feel about themselves and their abilities (self-efficacy) is a major area in this research because their beliefs about themselves in terms of whether they can or cannot succeed were found to be a big influential factor in the supervisory relationship*.

The onset of global lockdowns due to covid-19 has meant more use of social media to deliver courses and subjects at HE. Gichuhi and her colleagues explore the different platforms that are used and discuss which are the most common with respect to gender, location and age. In another timely research "Use of Social Media Platforms and Content Delivery in Higher Education", Loise GICHUHI, Jeremiah KALAI, Reuben MUTEGI, Ursulla OKOTH, and Lucy NJAGI provide key points for the university leaders' success in a pandemic era for optimum use of teaching materials and success in learning-teaching practice.

In the same line with the above research studies on the place of leadership in HE and also with an emphasis on the research core of the JHEPALS; the following research also deal with the current issues which are of interest to a large audience especially in the realm of Education, HE, and FE. The importance of building effective and positive relationships between FE and HE is never been more important than at this time.

The article by Fiona Denny demonstrates the importance of education from the very beginning as a means of not just building subject knowledge but the emotive holistic journey that enables emotional self regulation. Such builds on education being a journey of self-actualisation and identity and provides a human voice. Strategies that embed this can result in the development of innovative, creative compassionate people who can within leadership roles respect and be proactive to the feelings, needs and views of colleagues.

It might be the first time that the whole world works based on one main mission as sharing and caring are at the top priority of the countries. Findings from one country helps others to avoid trial and error! It reduces costs, energy, and assets. In this regard, Fiona DENNEY in her article "Compassion in Higher Education Leadership: Casualty or Compassion During the Era of Coronavirus?" highlights that *a lack of compassion in academia now contrasts sharply with the care and support that we have seen in our communities as a result of Covid-19*; hence, according to Fiona, *compassion is the leadership tool of future*.

This leads well into the next article from Elizabeth Negus she uses the work of Dickens to highlight the gap in education between the rich and the poor. She like Fiona Denny also talks about the lack of self-analysis and the need for a more holistic education. These articles together demonstrate the

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need for change the need for an education to build people to enable self identity and the journey of being becoming and thriving through a spiritual pathway.

Elizabeth NEGUS in her research "Reflections on Education: What Is the Current Problem or Issue? - How the Past Informs the Present Is Vital for an Inclusive Education" also tries to portray the challenges and crises of the past through English Literature (reference to Charles Dickens) in order to find the solutions for the current era within the realm of Education and HE.

The theme of connections is kept burning with Lisa UNANGST's research on the importance of alumni relationships and their contribution to support student learning, wellbeing and career trajectories, a theme also touched on by Maha AL MAKHAMREH and Benjamin KUTSYURUBA in their research. As with the role that social/digital media plays in teaching delivery and content so to is its importance to communicate effectively with international alumni also described by Lisa in her article.

In our next article "International Alumni Engagement: Operations, Leadership, and Policy at U.S Research Universities", Lisa UNANGST's research is timely and of great importance for HE leadership worldwide with a focus on the international alumni engagement especially in the current pandemic era of COVID-19.

Sometimes, great ideas and innovative key points are discussed in dialogues and correspondences with recognized and reputable scholars; hence, JHEPALS audiences (all Higher Education stakeholders) are to read an exclusive interview with Prof. Glen Jones (Dean of OISE, The University of Toronto, CANADA) concerning the current challenging era of Higher Education in global scope.

Glen A. JONES joined us for an exclusive interview based on the questions developed by the editors-in-chief of the journal. The novel ideas and the key points in the interview are from Glen's *wisdom, knowledge,* and *experience* which work as a pharos to show the right path to our HE success and as a roadmap towards the best hints and clues for research and practice within HE Policy and Leadership. This interview really sets the scene for this journal and emphasises the importance of great research policy practice and leadership in HE and how this creates a successful HE institution academically and pastorally. Additionally it states the many layers that govern HE with respect to policy and the need to ensure an environment which encourages and supports innovation and creativity a consistent theme in this issue.

We also received Lynne McKenna's review of "What They Didn't Teach Me on My PGCE and Other Routes into Teaching" which is a concise academically written criticism of Sarah Mullin's book which tries to portray how teacher education and teacher professional development happen worldwide. Lynne also captures the various strands of professional development, connections and creativity innovation in her book review.

She reminds us of the importance of making connections/collaborations a theme Glen discusses as part of the role of HE. At the beginning of the editorial it states the hope that covid-19 will bring change for the better. Lynne supports this by stating that after covid-19 there is the opportunity for educationalists to influence change.

Lets take this forward by enhancing a more creative and innovative approach towards education as part of a holistic journey of being becoming and thriving and enable student voice and self-actualisation

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No words can express our sincere gratitude to the committed members of our journal. Special thanks to Christine Challen as she generously works on the content of our research in terms of its English. Further, she is so motivated to bring novel innovative ideas to the journal especially within her circle of global colleagues and friends. Other members of editorial board also served to their best to improve the quality of the research we publish. They are overwhelmed with lots of academic/ administrative commitments to handle; however, they were available to review and comment on the manuscripts with no hesitation.
We believe our journal commitment to the highest standards of academic publishing cannot be achieved and is like a dream if we had no chance to get help from our globally renowned members of editorial board as well as our esteemed authors both in the 1st and 2nd issues respectively.

Journal of Higher Education Policy And Leadership Studies (JHEPALS) provides a global channel for educational policy-makers, researchers, university governing bodies (Board of Trustees, Board of Directors, Senate, etc.), and almost all the members of Higher Education.

Please stay safe and healthy during COVID-19 quarantine!

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