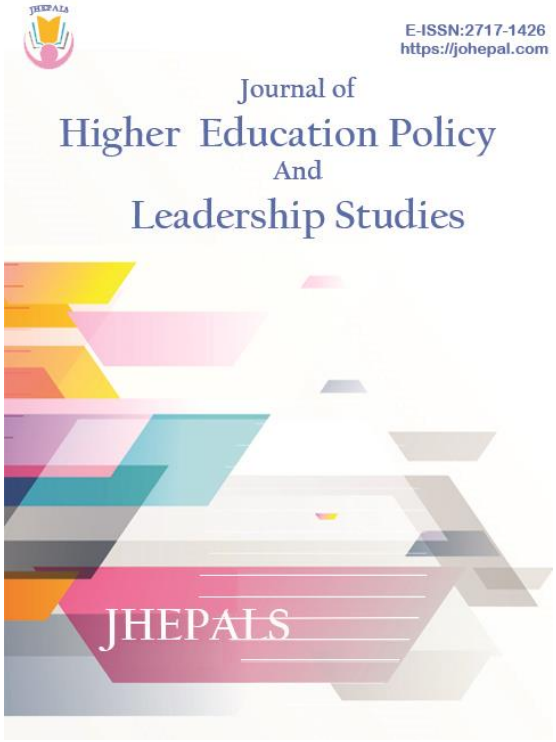
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Editorial Note

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Editorial Note

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 alignment with the journal's policy in terms of distribution of authors as well as novelty of ideas/ research practices; JHEPALS June Issue 2024 (Volume 5/ Issue 2) also 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.

Futao Huang in "Navigating Traditions and Global Influences: The Evolution and Impact of International Higher Education in Asia" examines the historical and contemporary dynamics of International Higher Education (IHE) in Asia, with a particular focus on the integration of Western educational models and the development of unique regional educational identities. He aims to contribute a nuanced understanding of how Asian nations have navigated the complexities of integrating global and local educational dynamics, thereby offering valuable lessons for shaping the future landscape of international higher education.

Miguel Antonio Lim in "Internationalisation and the Sustainable Development Goals (SDGs) in Higher Education: The Promise of Internationalism and the Danger of Positionalism" explores the emerging logics of internationalisation in higher education and the pursuit of Sustainable Development Goals (SDGs). Drawing upon the work of Jonas Stier, the author aims to outline the historical and philosophical aspects of internationalisation - particularly internationalism, educationalism, and instrumentalism - and show how these can lead to what varieties of higher education internationalism.

Taufan Teguh Akbari, Bagus Muljadi, Dirga Maulana, and Rizky Ridho Pratomo in their research "The Role of Higher Education Leadership in Developing Human Capital and Future of Jobs In ASEAN: A Study on Indonesia's Universities" explore the leadership role within higher education in cultivating human capital and influencing employment dynamics in the ASEAN context, with a particular focus on Indonesian universities. Through a comprehensive literature review and qualitative analysis of interviews conducted with university leaders,

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their study delves into the challenges and prospects facing higher education institutions in preparing students for the evolving demands of the labor market.

Kathy L. Guthrie and Brittany Devies in "The Complexity of Social Justice and Leadership on Campuses: An Analysis of Institutional Mission Statements" analyze 40 institutional mission statements that include social justice language through the culturally relevant leadership learning (CRLL) model. By analyzing the mission statements using the CRLL model, they intend to see how both leadership education and social justice education are mutually mobilized to enhance student leadership learning and development.

Ever Barraza in his research "Role of Servingness-Conscious Agents: Examining Leadership Practices within Hispanic-Serving Institution Grants" focuses on the role of Hispanic-serving Institution (HSI) grant implementation leaders, who are seen as servingness-conscious agents with the potential to promote equitable practices that benefit Latinx students. Rather than examining grant writers, he looks at HSI program leaders who manage grant activities, employ staff and faculty, operationalize proposals' vision and goals, and make decisions.

The REFLECTION 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 also go through the same evaluation procedure by the editors-in-chief, members of the editorial team, and reviewers to ensure the works we publish meet all the journal's requirements.

Ashlee Hover and John Lando Carter in "Leveraging Flexible Trajectories to Meet the Needs of Non-Traditional Graduate Students in Master of Education Degree Programs" describe how program coordinators/faculty members in a college of education at a state university have leveraged online Master of Education degree programs to meet the needs of nontraditional graduate students through flexible trajectories related to course sequence, program progression, and course formats.

We also receive 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.

Yusuke Sakurai, Wenjuan Cheng, and Shizuki Saruta in their research "Navigating Doctoral Students' Dual-Track Academic Socialisation in Japan" highlight that in the academic socialisation process within an internationalising academia, doctoral students in Japan are encouraged to integrate into both local and international scholarly communities, which seem mutually disconnected to them. They illustrate why the students found this dual-track

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socialisation challenging and the advisor's dilemma in socialising the students in an international community in the Japanese context.

Mohammad Bagher Khatibi in "The Prioritized Components of Research Skills and Competencies from the Perspective of Teacher Educators" aims to understand the research skill development needs of faculty members at Teacher Education Universities in Iran; and to inform the design of appropriate faculty development programs. He highlights the importance of systematically supporting faculty members' research capabilities as a way to raise the reputation and quality of universities.

In the INTERVIEW section of the journal, we also have the honor and privilege to host one of the globally recognized theorists within the realm of comparative and international education focusing on research on education policy, teacher's work, the internationalization of education, and global citizenship education; and a renowned HE researcher and leader whose research, books, and theories are extensively cited worldwide.

In spite of all arrangements to receive the responses to the interview questions; we missed this opportunity as our guest's tough and rigid academic/ research/ leadership time schedule postponed submission of responses for June 2024 issue.

Hopefully, 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. The review procedure happens by the members of editorial board to select the most suitable work for this section.

Jitendranath Gorai and Abhishek Kumar in their review of "Equity Policies in Global Higher Education: Reducing Inequality and Increasing Participation and Attainment" by Orlanda Tavares, Carla Sá, Cristina Sin, and Alberto Amaral (Eds.) highlight that it offers a thorough analysis of the multifaceted issues surrounding equity in HE across various countries, as delineated throughout its chapters.

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Editors' final note:

We are honored and delighted to receive numerous works from researchers worldwide; however, we have to be selective in alignment with the journal's policy in terms of the research which appear in our issues. These criteria are *the rigor of the research, the enriched nature of methodologies of the studies,* as well as *the novel and innovative research findings and recommendations* for researchers, leaders, and policy-makers within the realm of higher education policy and leadership.

International reputation/ success of the journal is intertwined with the continuous support of a group of committed higher education scholars who serve as the members of editorial team, reviewers, and researchers.

One more important feature of the journal is the distribution of authors from all over the world which is a seal of approval on our commitment to disseminate knowledge and add to the available literature by providing a channel for researchers to share their findings.

We would be pleased to receive your research for our future issues.

Prof. Abbas Abbaspour
Dr. Ali Khorsandi Taskoh

Editors-in-Chief
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