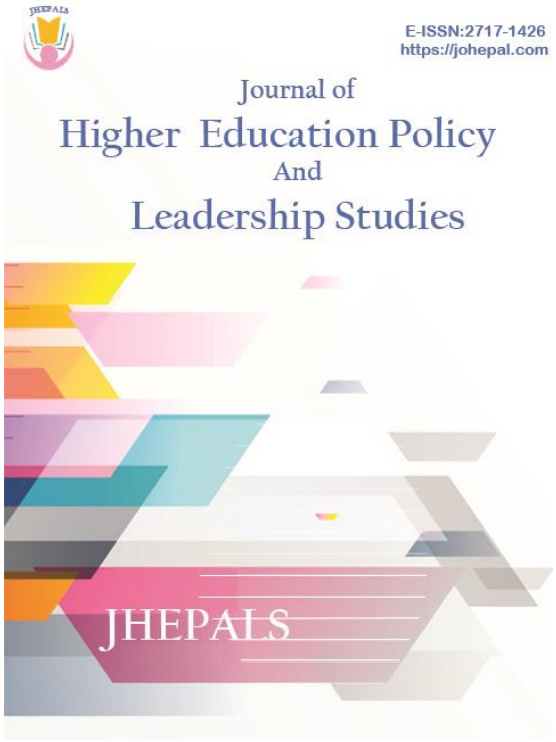
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Editorial Note

Volume: 2/ Issue: 1



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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.

It is with honor and privilege to announce that JHEPALS - as a new academically driven and research-based journal - commences its second year of contribution to the realm of *Higher Education Policy and Leadership* through sharing recent, innovative and novel research findings, voices, and ideologies.

We owe our success in the first volume to the globally recognized HE scholars and leaders who submitted their research, opinion pieces, and reviews to the journal. We also acknowledge the commitment and generosity of the authors whose manuscripts were not submitted for the external review procedure; rather, some are still working on their research to improve its content based on the reviewers' comments and the editors' suggestions specifically in terms of the novelty as well as the rigor of the research methodology. Special thanks, indeed, to all the members of our editorial team whose contribution to the editorial screening of the manuscripts as well as advices, comments, and feedback within our meetings are among the keys to our success (specially in terms of the contents we publish!).

JHEPALS March Issue (Volume 2/ Issue 1) covers timely research findings within the realm of HE, Policy, and Leadership. Our Articles section includes 6 research practices from HE scholars which are meticulously reviewed within 2 rounds of rigorous review procedures (Initial editorial screening as well as external review). Hopefully, globally renowned HE scholars and leaders submitted their works to the Reflection section of the March issue; however, 3 are accepted for the current issue. We also had the honor to welcome 2 globally recognized HE researchers for the interview section of the journal. We also received numerous book reviews; however, we had to be selective and one is accepted for our March issue.

Heather Kanuka and Jonathan Anuik in their research "*The Post-tenure Apex: Unrewarding, Unproductive, Unhappy. Is Continuing Learning a Remedy for Mid-Career Misery?*" raise a serious concern to the HE community and seek the most immediate solutions to the concern that "Academics who are in mid- to late-stages of their career are often overlooked as participants when leaders of higher education are planning continuing learning opportunities".

In the next research "*Advice from a Seat at the Table: Exploring the Leadership Resilience Development of Black Women University Deans*", Kendra Lewis-Strickland answers the following questions as the main stream of her research: "How do black women describe their leadership

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resilience experiences before becoming a dean? And how do black women describe their leadership resilience experiences after becoming a dean?".

In the same line of the two previous research, Stephanie Chitpin and Olfa Karoui also maneuver over another HE leadership issues in their research "*Culturally Responsive Pedagogy: A Canadian Perspective*" as they try to "describes ways in which educational leaders work towards incorporating culturally responsive pedagogy into their practices so as to increase representativeness within their schools".

Erica O'Reilly and Miriam Colum in their research "*Newly Qualified Teachers and Inclusion in Higher Education: Policy, Practice and Preparation*" consider the fact that "Higher education policy in Ireland ensures that student teachers are prepared for all aspects of life as a future educator and this is underpinned by documents such the Policy on the Continuum of Teacher Education, Criteria and Guidelines for Programme Providers, Guidelines on School Placement, and more recently 'Céim: Standards for Initial Teacher Education'". They present a narrative concerning preparedness of newly qualified teachers (NQTs) for inclusive special education classrooms in Ireland.

Zuhra Abawi in her research "*Race(ing) to the Top: Interrogating the Underrepresentation of BIPOC Education Leaders in Ontario Public Schools*" looks for answer to one of the main challenges and concerns of the minorities worldwide, so she intends to "explore the current context of administrative demographics in Ontario, hiring policies that have contributed to the lack of BIPOC (Black Indigenous People of Colour) educators in permanent teaching and leadership positions, and gatekeeping mechanisms that hinder BIPOC candidates from accessing permanent teaching and leadership positions". Further, the interconnectedness of the findings to HE policy and leadership is extensively discussed.

Abel Dufitumukiza, Genevieve Wanjala, and Ibrahim Khatete explore (9YBE) Policy interventions and students' enrolment rates at Lower Secondary in the Republic of Rwanda. In their research "*Nine Year Basic Education Policy Interventions and Students' Enrolments Rates at Lower Secondary Level: A Lesson from Rwanda*" they also provide insightful ideas and key points for the HE authorities and policy-makers within the context of Rwanda for HE success and prosperity.

JHEPALS editorial team were much fortunate also to receive numerous inspiring reflections from scholars within the realm of Higher Education. However, JHEPALS editors-in-chief were selective to choose the reflections which meet the maximum criteria of academic publishing, specifically in terms of the novelty of ideas, rigor of the content, as well as contributors' enriched teaching/ research/ leadership experience in Higher Education Policy and Leadership. Finally, three reflections were submitted to the members of the editorial team for an external round of review.

In the first reflection "*Making Education Central to Politics in the Age of Pandemics*", Henry A. Giroux an internationally renowned writer and cultural critic well illuminates the interwoven relationship between Education and Politics. One quote from his reflection highlights the vital place of education within the realm of politics "Democracy should be a way of thinking about education, one that thrives on connecting pedagogy to the practice of freedom, learning to ethics, and agency to the imperatives of social responsibility and the public good".

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Yves Flückiger – Rector of the University of Geneva, Switzerland- with his enormous teaching, research, as well as leadership experience within the realm of higher education portrays "*The Conditions for Higher Education Institutions to Meet the Social Challenges Ahead*".

In the next reflection "*Can Philosophy Lead Us Out of the World Calamities? The Role of Higher Education*", Rosemary Sage highlights that "philosophy helps to understand issues that need solving for human progress and Higher Education has an important role here in promoting these powerful ideas to bring better acceptance of diversity".

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.

Peter McLaren with his critical standpoint is acknowledged as a globally recognized critic of the injustices, inequalities, biases, and malpractices within the realm of education. His critical responses to our interview questions are titled as "*The Perilous Road to Justice*".

In the next interview "*Positive Practices and the Positive Impact of Higher Education*", Kim Cameron with his enriched background in teaching, research, and leadership within the realm of Higher Education shed further light to the road towards HE success.

We also received numerous book reviews from HE scholars worldwide; however, the editors-in-chief selected the Robert E. White's review of "*Understanding Decision-Making in Educational Contexts: A Case Study Approach*" by Stephanie Chitpin as "There are very few books on educational decision-making like this book, perhaps for the simple reason that it is unlike most other books on the topic because it deals with the subject matter from a case study perspective".

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 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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