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Editorial Note

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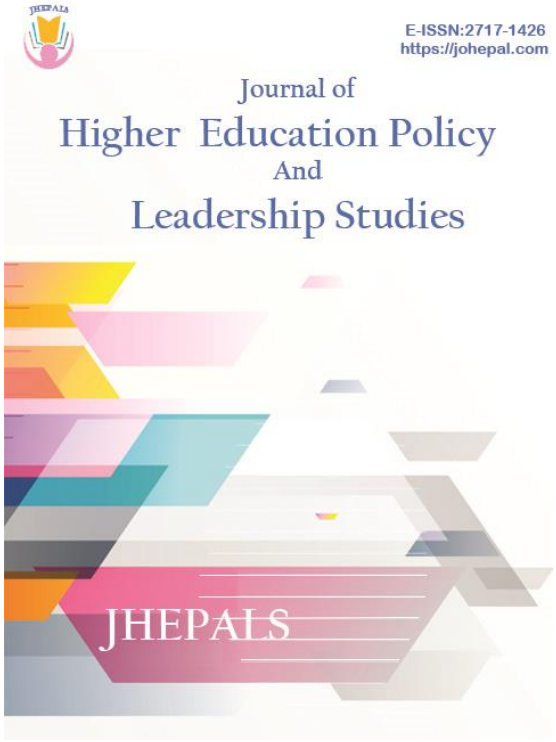

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Journal of Higher Education Policy And Leadership Studies (JHEPALS) aims to foster novel ideas within the realm of Higher Education based on its eleven pivotal Aims and Scope.

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.

It is with honor to announce that the JHEPALS is receiving numerous research studies from scholars worldwide; however, we have to meticulously review the works based on the journal's policy and in alignment with the selection criteria to pass the initial editorial screening. If the research passes this phase of editorial review, it is assigned to, at least, two potential reviewers for further insightful comments on the manuscripts.

JHEPALS June Issue 2022 (Volume 3/ Issue 2) covers timely research findings within the realm of HE, Policy, and Leadership.

The ARTICLES section of the journal comprises seven articles which are finally selected after rigorous double-blind review procedure with the cooperation between the editorial team, reviewers, and authors.

Terron J. Phillips and Lisa Lambert Snodgrass in their research "*Who's Got the Power: Systems, Culture, and Influence in Higher Education Change Leadership*" examine the experiences of six senior-level administrators at American higher education institutions during periods of internal and external change. The participants described how internal and external factors impacted their perceived influence in implementing, and leading structural and cultural change at various levels within the field.

In the second article "*A New Woke Religion: Are Universities to Blame?*", Rosemary Sage argues that in haste to define people as victims, from specific identities like race, a new woke religion is giving an interesting world a malign image. Higher Education (HE) promotes woke

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agendas that narrow debates and confine curricula content, by dismissing thinking and action that does not align with new identity policy and practice.

Moldabek Kulakhmet, Alfira Hajrullina, Nataliya Oleksiuk, Miroslav Tvrdon, Oksana Protas, and Viktoria Ragozina in their research "*Professional Training of Managers in the Information and Educational Environment of Universities*" aim to develop and experimentally test the professional training system for future managers in the information and educational environment.

Pranjali Kirloskar and Neeta Inamdar in the next research "*International Cooperation among Universities: Accommodating Diversity Within Indian Higher Education*" argue that, though a few universities have begun to recognize the importance and execution of international engagement, internationalization is not yet uniformly integrated in the Indian HE. They discuss how universities, as actors, are susceptible to change, and thus it is crucial to consider the structural differences among universities while assessing the effectiveness of policies and extent of institutional international engagement.

In the fifth article "*Development and Validation of the Faculty Members' Academic Optimism Inventory (FMAOI)*", Sayed Hamidreza Shavaran, Saeed Rajaeepour, and Mojtaba Taheri describe the development and validation of an instrument aimed at measuring the faculty's academic optimism in higher education.

Brittany Devies, Emily Ostermeyer, M. Ross Allbritton, Derrick Raphael Pacheco, Connor Dizor, Kara Jane R. Henry, and Allen Clay Jr. in the next research "*Reimagining Curriculum Design: Using Focus Groups to Enhance Leadership Educator Practice*" stress that there is a need to disrupt the traditional curriculum creation process and develop a process that calls in diverse voices and experiences. This means changing design processes and updating previous curriculum to ensure our students receive the best experience possible.

Stephanie Chitpin and Olfa Karoui in their research "Educational Decision-Making During COVID-19 in Ontario: Lessons for Higher Education" within the context of Ontario, Canada, a province which has experienced prolonged lockdowns, explore the challenges faced by educational leaders as they navigate their schools through the pandemic and present valuable insight into leading higher educational establishments through crisis.

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.

Zahra Zarrati, Jamila Ermetova, and Shahodat Rakhimova Azadovna in their research "*COVID-19 and Higher Education in Uzbekistan: Lessons from Two Universities*" portray an excerpt of the works on the lessons from higher education during COVID-19 worldwide; and investigate the experience of academic staff and students from two universities in

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Uzbekistan: Urgench State University (UrSU) and Tashkent State University of Economics (TSUE). Leadership advice is also presented by members of both universities to help Higher Education (HE) policy-makers and leaders in Uzbekistan improve the quality of education at their universities and colleges.

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.

Mayank Shukla, Marshal Mukesh Sahni, and Balvinder Shukla in their work "*Self-Reflective Holistic Health for University Students during Covid-19: Using a Novel Tool*" highlight that during the outbreak of COVID-19 pandemic, students were engaged in self-reflection to overcome the anxiety and related disorders. Universities entail the responsibility of a focused engagement approach for their students, this was reinforced using survey-based self-reflection. They stress that that Students shall have self-conscience for constant engagement and involvement to face the new-normal with a better outlook for holistic health.

We also had the honor and privilege to host one the globally recognized HE leaders for the INTERVIEW section of the journal.

Prof. Leask's research interests are broad and include internationalization of the curriculum, teaching, and learning in different national and regional contexts; leadership of internationalization at program, school and institutional levels; internationalisation of higher education for society and internationalization as a driver of change and innovation. Her work has assisted higher education researchers and leaders to approach the Internationalization in Higher Education in innovative and authentic ways.

In the interview "*Leading and Managing Internationalisation - Crafting Your Own Unique Story*" Betty Leask explores some of the complexities of the internationalization of higher education and their implications for leaders and policy makers.

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.

Sean Wiebe and Melissa Bishop review "*Re/Humanizing Education*" as an edited book by Ellyn Lyle as in their critical review it is highlighted that "Re/humanizing Education" requires a critical analysis of the educational system that values productivity over relationality. For

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those invested in education and educational inquiry, Lyle opens a space for hope. A space that moves beyond standardized and mathematically measurable *legitimate* ways of knowing and being toward a space of connection.

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.

It is with honor and privilege to announce that the Scopus Content Selection & Advisory Board (CSAB) selected the Journal of Higher Education Policy and Leadership Studies to be indexed by the Scopus on February 27, 2022.

We owe this 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.

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