Journal of
Higher Education Policy
And
Leadership Studies

JHEPALS (E-ISSN: 2717-1426)

https://johepal.com

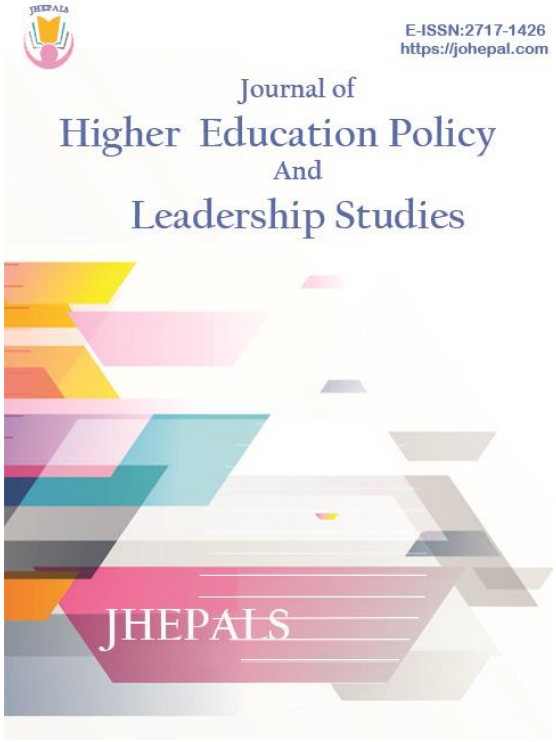
Editorial Note

Volume: 3/ Issue: 4

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. (2022). Editorial note. *Journal of Higher Education Policy and Leadership Studies*, *3*(4), 2-5. DOI: https://dx.doi.org/10.52547/johepal.3.4.2

[Downloaded from johepal.com on 2026-11-06]

[DOI: 10.52547/johepal.3.4.2]

Editorial Note

Journal of Higher Education Policy And Leadership Studies (JHEPALS)

E-ISSN: 2717-1426
Volume: 3 Issue: 4
pp. 2-5
DOI:
10.52547/johepal.3.4.2

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 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.

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.

JHEPALS December Issue 2022 (Volume 3/ Issue 4) covers timely research findings within the realm of HE, Policy, and Leadership.

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

Benjamin G. Cecil, Justin S. Jeffery, and Beate Brunow in their research "*International Student Engagement: Closing Gaps and Internationalizing Student Affairs*" explored the co-curricular engagement of international students to investigate what motivates students to get involved, how they choose their engagement opportunities, and what inhibitors or barriers they perceive as they consider their engagement.

In the second article "*Universities Research Performance in the United Arab Emirates and Oman: Challenges of Higher Education Systems*", Mohammed Aboelenein, Daria Salnikova, Tatiana Karabchuk, and Aizhan Shomotova analyze research performance in universities in two member countries of the Gulf Cooperation Council (GCC): the United Arab Emirates (UAE) and the Sultanate of Oman. Both have introduced reforms, innovations, and

[Downloaded from johepal.com on 2026-11-06]

[DOI: 10.52547/johepal.3.4.2]

investments into their educational systems. Many international university branches were established, but their impact on research performance has yet to be closely evaluated.

Anatoly V. Oleksiyenko and Jie Liu in the next article "*Internationalization of Higher Education in the Greater Bay Area: The Role of World-Class Universities and Regional Innovation*" explore the impact of international dynamics on the universities' efforts to create a more coherent agenda with respect to international partnerships in the Greater Bay Area (GBA). The study contributes to conceptualisation of world-class universities' roles in shaping bridges and synergies regionally and globally, and infuses the rationales of internationalization in higher education with new perspectives.

Student leadership development is often associated with participation in activities and the extent of student engagement. Juhee Kim and Laura Holyoke in their research "*The Contribution of Collegiate Activity Experiences on Student Leadership Development*" identify the relationship between extracurricular activities and students' leadership development outcomes, focusing on the group values component of the Social Change Model (SCM) of leadership development.

Universities are working in an ever-changing dynamic world. To facilitate and appreciate innovation, to anticipate and adapt to the dynamics of the changing environment, institutions are encouraged to build a learning culture. In the next research "*A Learning Culture in Public Universities: Improving Institutions' Adaptive Capacity for Changes*", Matebe Tafere Gedifew and Girma Shimelis Muluneh believe that institution's change capacity is significantly determined by learning culture; thus, the major purpose of study was to examine the learning culture of universities based on staff and academic leaders' opinions and practices.

The REFLECTION(S) 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.

Kathy L. Guthrie, Vivechkanand Chunoo, and Sally R. Watkins in their research "*Exploring the Influences of a Leadership Certificate on Career Readiness*" explored the influence of leadership certificate participation on workforce preparedness by specifically investigating, "In which ways do leadership certificate alumni attribute progress toward their academic and career goals to their participation in their certificate?"

Jim K. Rost and Ashlee Hover in their research "*Carrying Bricks: Guiding Pre-Tenure Program Coordinators from Survival to Superstars*" discuss a) the dual role of the assistant professor/ program coordinator, b) specific strategies for developing pre-tenure survival skills and c) leveraging the pseudo administrative duties of a program coordinator to forge a unique and diversified professional portfolio for leadership opportunities post-tenure.

[Downloaded from johepal.com on 2026-11-06]

[DOI: 10.52547/johepal.3.4.2]

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.

Iman G. Freij in her study "*Students' Satisfaction with Blended Learning in Higher Education Context amid an Exacerbating Crisis*" indicates that Blended learning (BL) is promoted at the University of Sciences and Arts in Lebanon (USAL) as an ad hoc model with neither feasible planning nor adequate infrastructure facility. It was rather promoted as a cost-cutting solution that might endure the sustainability of the university's enrolment and operating abilities, precluding the meltdown of the students' financial capabilities by saving the extortionate transportation expenses.

In the next colloquium "*Building a Resilient Change-Oriented Virtual Leadership Framework for the Higher Education Sector: A Narrative Review*", Yew-Chee Chew and Siti Rohaida Mohamed Zainal use a narrative review method to explore the historical context of telecommuting and critically review the development of virtual leadership literature in higher education, which finally leads to formation of a comprehensive virtual leadership conceptual framework that could be utilised in future research.

Our members of editorial team proposed to invite two globally recognized HE scholars and leaders for the interview section to seek their responses to the same interview questions. In this case, we provide our readers with a chance to learn how similar questions are answered differently by our guests. It will bring new ideas for researchers worldwide.

In the INTERVIEW section of the journal, we also had the honor and privilege to host one the globally recognized HE leaders within the realm of Higher Education Policy and Leadership. We have the honor to welcome the Director of the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) for our interview section.

In the interview "*The UNESCO Roadmap for the Transformation of Higher Education: No More Business as Usual*" Francesc Pedró provides insightful, illuminating and critical responses to the interview questions which are of importance to global community of HE researchers and practitioners.

Maureen Manning as an international consultant, presenter, and keynote speaker on the topics of global education, intercultural competence, and language acquisition in her interview "*Rethinking Post-Covid Higher Education Policy Through a Lens of Equity*" brings new ideas and key paths for success of HE worldwide.

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,

[Downloaded from johepal.com on 2026-11-06]

[DOI: 10.52547/johepal.3.4.2]

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.

Alison Elizabeth Jefferson reviews the "*University Governance in Canada: Navigating Complexity*" by Julia Eastman, Glen A. Jones, Claude Trottier, and Olivier Bégin-Caouette. She believes that for students and seasoned academics with an interest in how Canadian institutions are governed, with its complex history, hierarchies, and connections between internal and external stakeholders, this book will provide a comprehensive picture with real-life quotes from those directly involved which help to provide another dimension — the *human* aspect — to an often tiresome, repetitive overview of a dry and complicated topic such as institutional governance.

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.

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.

We begin new year [2023] with a hope to collaborate with more researchers worldwide.

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

Editors-in-Chief

[Downloaded from johepal.com on 2026-11-06]

[DOI: 10.52547/johepal.3.4.2]