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Editorial Note

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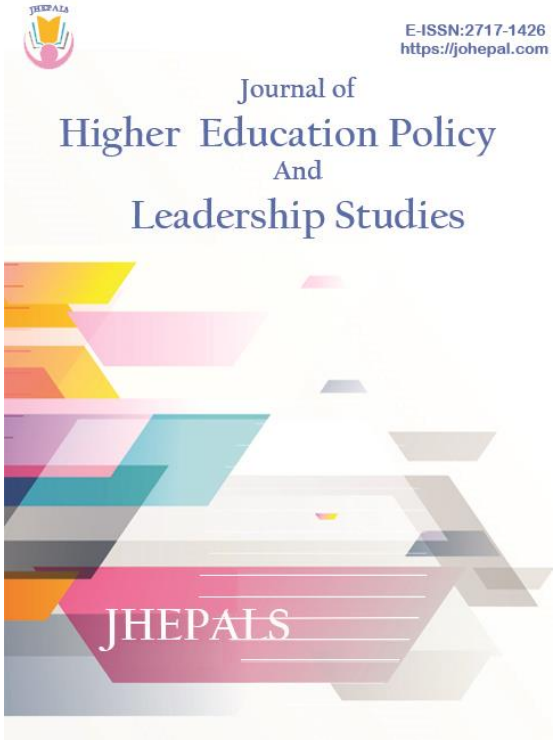

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Journal of Higher Education Policy And Leadership Studies (JHEPALS) aims to foster novel ideas within the realm of Higher Education based on its eleven pivotal Aims and Scope.

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.

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 March Issue 2023 (Volume 4/ Issue 1) 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.

Jessica Schiltmans and Dan Davies in their research "*How to Be an Inclusive Leader in Higher Education*" review the literature on inclusive leadership and consider how it can be used to transform higher education institutions (HEIs) in the light of some of the 'megatrends' they face.

In the second research "*Unfulfilled Promises: Tensions in Mission Statements of For-Profit Colleges and Universities*", Jake D. Winfield and Catherine Pressimone Beckowski examine the mission statements of 98 degree-granting for-profit colleges to articulate how these colleges describe the educational opportunities available to students.

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Jesse R. Ford, Jason K. Wallace, Dawn Y. Matthews, and D'Angelo A. Gillam in their research "*Race Based Admissions and Affirmative Action: Revisiting Historical Implications on Black Students in Higher Education*" provide a historical overview of Affirmative Action policies and its implications on higher education for Black students.

In the next research "*Affect Theory and the Community College Completion Agenda*", Clifford P. Harbour, Rachel Killam, and Jennifer R. Wolgemuth offer a critique of the 2012 landmark policy report, *Reclaiming the American Dream*, published by the American Association of Community Colleges. Their critique shows how an understanding of affect, as integral to the mobility of policy, illuminates and explains the manner in which the Completion Agenda is being transmitted to community colleges and also how community college presidents are pressured to support the implementation of this policy at their institutions.

Saiful Ghozi, Fitriyani Kurniawan, Aji Prasetya Wibawa, and Dudi Hidayat in the fifth research "*Drivers and Barriers in Conducting Research in Polytechnics: A Content Analysis of Open-Ended Responses*" illuminate that the transformation of obligations in Indonesian polytechnics, particularly in the field of research, remains a challenge in the struggle to pursue research performance, yet there is limited study about lecturers' perceptions of the driving factors and barriers to conducting research in the institution. They aim to contribute to this gap in the literature in an attempt to understand the existing research culture within polytechnics as well as the driving factors and barriers to conducting research in Indonesian context.

Danielle Hayden and Christine Rienstra Kiracofe in their research "*Expansion of the Analysis of Performance Funding Outcomes to Include Critical Race Theory*" introduce critical race theory to the performance funding analysis to provide policy makers and the higher education community a different lens to consider the negative outcomes from a systemic level.

In the next research "*Identifying the Factors Affecting Individual Resistance against Organizational Change*", Tuğba Küçükatalay, Pelin Vardarlier, Özalp Vayvay, and Recep Özsürünç determine the factors affecting individual resistance. They explain that in order to encounter less resistance and problems in the change process, employees need to be trained and prepared for a change in advance. Organizational change can only be achieved with the participation and support of employees. They conclude with recommendations for managers at the strategy, operations, and human resources management levels.

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.

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Brittany Devies, Valerie Arias, Olivia F. Brown, and Ellie J. Foreman in their research "*Social Justice and Its Role in Mission Statements: Voicing Commitments to Social Justice and Implications for Student Affairs Professionals*" illuminate that social justice is an important cornerstone to equity in higher education, yet only 40 out of over 6,000 institutions within the dataset included social justice in their mission statements. After analyzing these 40 statements, we found many institutions view social justice as foundational, espoused, or instilled values, but few included social justice as a pursued value. This means the majority of schools using social justice in their mission statement are seeking to instill social justice in their students and the campus community, and only some make it their mission to actively work toward social justice in their policies and practices. The institutions who put the responsibility of social justice on its students and other campus partners may not have the same urgency to use a critical lens on themselves and the use of the term social justice is more performative.

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.

Myra Lovett, Dustin Hebert, and Kimberly McAlister in their work "*Adaptive Leadership in Educator Preparation: A Statewide Case Study*" explain that leaders are faced with adaptive challenges regularly, if not daily. Literature reports that adaptive leadership refers to a process of leading rather than an individual's capacity. In this regard, they focus on how adaptive and technical challenges in educator preparation are approached and solved throughout Louisiana's institutions of higher education.

In the INTERVIEW section of the journal, we also had the honor and privilege to host one of the globally recognized HE leaders within the realm of Higher Education Policy and Leadership with a special focus on school leadership across contexts, decolonizing education, equity in education and schooling, anti-racist and anti-oppressive education, educational policy, and system change.

Ann Lopez in the interview "***Examining Complexities of Equity and Social Justice Education***" provides insightful, illuminating and critical responses to the interview questions which are of importance to global community of HE researchers and practitioners.

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,

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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.

Stephanie B. Cochrane reviews the "*Small Teaching Online: Applying Learning Science in Online Classes*" by Flower Darby and James M. Lang. In her concluding note for the review, Ms. Cochrane indicates that it is an excellent practical resource for educators seeking to improve their online courses by taking small incremental steps to support student learning and engagement. This book benefits all types of educators and learning environments, including face-to-face, flipped classroom, blended, etc.

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.

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