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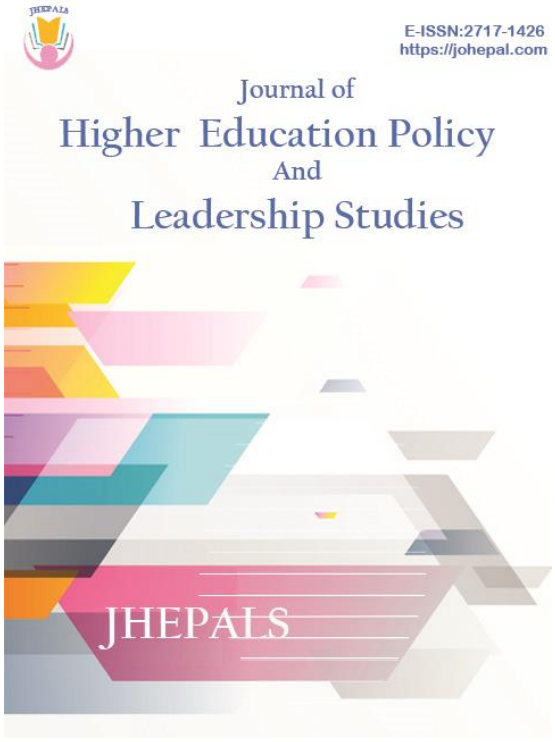

Editorial Note

Volume: 4/ Issue: 4

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Editorial Note

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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.

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.

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.

JHEPALS December Issue 2023 (Volume 4/ Issue 4) covers timely research findings within the realm of HE, Policy, and Leadership.

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

Antonio Jimenez-Luque, Sarina Chugani Molina, and Rachelle Ann Martinez in their research "*Transforming Organizational Culture and Enacting Social Justice in Praxis Through Decolonization of Cultural Artifacts at a U.S. University*" present the analysis of an initiative at one university in the United States for decolonizing practices through the transformation of cultural artifacts that reproduce colonial ideologies and the alignment of them with values of diversity, community, social justice, and scholarly excellence.

Nguyen Thi Thuy Hanh in her research "*Organizational Factors Affecting Lecturer Performance in HEIs in the Context of Blended Learning: An Empirical Study in Vietnam*" investigates the influence of organizational factors, including institutional policies, work environment, infrastructure, and workload on the performance of lecturers in Vietnamese

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higher education institutions. The study's key findings suggest that factors significantly influencing lecturer performance include training, performance evaluation, salary (institutional policies); colleague support, feedback on performance, organizational communication (work environment); furniture and computer technology (infrastructure); doing research, teaching and testing, and blended course designing (workload).

Nordy D. Siason, Jr. and Amabel Tangco-Siason in their research *"Institutional Leaders' Employment of Flexible Leadership in a Philippine State University"* aim to determine the institutional leaders' employment of flexible leadership as assessed by the faculty members from five campuses of a state university in the Philippines. 1) What is the degree of employment of flexible leadership—building commitment to core ideology; building capable leadership; involvement and empowerment; keeping communication lines open; using reward system to support multiple objectives; and encouraging and exemplifying leadership by examples--as assessed among the teachers under these? and 2) In what way flexible leadership and its facets are manifested by college deans as assessed by the faculty members?

Aidan Cornelius-Bell and Piper A. Bell in the next research *"Towards Social Transformation: An Exploration of the Divergent Histories of Radicalism and Corporatizing Higher Education in Australia"* examine the continuing shift in higher education towards a corporate model under neoliberal policies, emphasising revenue and job readiness over social change. They highlight the historical role of students in campus activism for civil rights, Indigenous rights, and environmental issues, and how this is threatened by the corporatisation of universities. The authors argue that the growing focus on corporate research partnerships, outputs, and international enrolments is leading to a more commercialised and capitalist education system, distancing universities from a role in addressing global challenges like climate change.

Tahani I. Aldosemani in her research *"Leveraging Open Educational Resources to Promote Openness and Internationalization in Education: A Case Study of SHMS According to UNESCO Recommendations"* establishes a roadmap for exploring the alignment between national OER initiatives and global standards, using the SHAMS platform as a case study within the ambit of UNESCO's transformative educational agenda, identifying exemplary practices and areas necessitating further development. By intertwining the evaluation of the SHAMS platform with UNESCO's OER Recommendations, this case study is poised to contribute to the discourse on OER implementation, providing empirical evidence of how national platforms can operationalize international frameworks to foster a more open and scalable educational environment.

Megan Fujita, Grace L. Francis, Jodi M. Duke, and Alexandra Raines in their research *"College Choice Among Students with Disabilities: Decision-Making Experiences"* claim that there is a paucity of literature related to the college decision-making experiences of Students with Disabilities (SWD). Therefore, they explore college decision-making experiences among college SWD. Three primary research questions guided this work: (a) How did participants

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make decisions about college choice? (b) What factors informed participant college choice? and (c) What recommendations do participants have to support the success of SWD in making decisions about college?

John P. Haupt, Jenny J. Lee, and Hilary Houlette in the next research *"Reluctant Collaborators: China-Russia Co-Publications over the Past Decade"* investigate the extent to which China and Russia have turned toward one another, or increased their scientific collaboration given the geopolitical tensions involving western nations with China and Russia. The findings reveal that China-Russia co-publications increased markedly, and the majority of the growth occurred in multilateral co-publications. Moreover, for Russia, China has emerged as a more important international collaborator, but for China, the importance of Russia has remained relatively the same. Likewise, collaborations with China contributed more to growth in Russia's publication output compared to Russia's contribution to China's growth in output.

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.

Xavier Hickman in his research *"A Challenge for Higher Education Leadership: The Multi-Faceted and Irreversible Impact of the COVID-19 Pandemic"* investigates the multifaceted challenges confronting administrative leaders in higher education, magnified by the far-reaching impact of the COVID-19 pandemic. He employs a broad, pan-industry perspective to scrutinize the significant implications that have compelled academic institutions to modify numerous traditional strategies in response to the pandemic's disruptions.

Muhammad Irfan Syaebani, Prinadilla Putri Wibowo, and Ida Ayu Agung Faradynawati in their research *"The Glass Ceiling Phenomenon: Experiences of Female Workers in Indonesian HEIs and Its Relationship with Self-Efficacy and Self-Confidence"* investigate the experiences of female academics in Indonesia concerning the glass ceiling phenomenon in relation to individual factors. Based on their findings, individual factors are as significant as external factors in perpetuating the glass ceiling; and the gender quota policy is inadequate in resolving the glass ceiling phenomenon.

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.

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Cherrelle Hall in her research *"COVID-19 and the Impact on Student Loan Debt"* claims that the COVID-19 pandemic and the financial hardship that it created has impacted the rise in student debt and the ability of borrowers to pay down their student loans. Moreover, debt repayment and financial hardships impacting one's ability to take out student loans can have a lasting impact on college enrollment and the desire for folks to further their careers with advanced education, which can in turn have long-term impacts on the economy. The author highlights that the financial impact of the pandemic has been most pronounced in lower income and minority students with Black Americans having disproportionately felt the adverse economic impacts of the pandemic. And finally, college completion is a key driver in making sure students are able to begin repaying their educational debt.

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 Curriculum Studies; and a renowned HE researcher and leader whose research, books, and theories are extensively cited worldwide.

William F. Pinar in his interview "*Understanding Curriculum*" provides insightful, illuminating and critical responses to the interview questions which are timely, and of interest to the global community of HE researchers and practitioners.

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.

Mustafa Kayyali in his review of "*Academic leadership and governance of higher education: A guide for trustees, leaders, and aspiring leaders of two- and four-year institutions (2nd ed.)*" by James T. Harris, Jason E. Lane, Jeffrey C. Sun, and Gail F. Baker provides a comprehensive and insightful exploration of the multifaceted world of academic leadership and governance within higher education. Published by Routledge, this edition serves as a guiding manifesto for leaders in academia, offering a comprehensive framework that emphasizes adaptability, democratic engagement, and inclusion as core principles for institutional success. The authors contextualize their analysis by delving into the historical evolution of higher education, recognizing its resilience in the face of change. They construct a narrative that

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underscores the importance of visionary leadership in a dynamic world, emphasizing the shifting demands placed on leaders such as academic presidents and department chairs.

Editors' final note:

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.

We owe the journal's 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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