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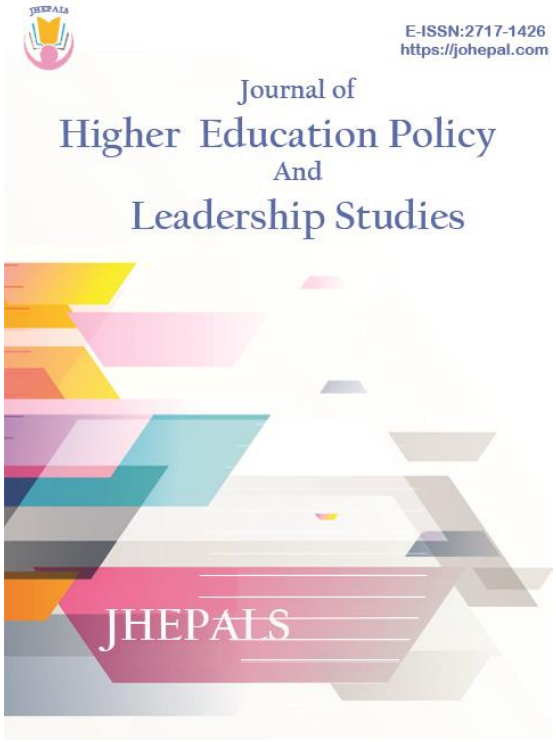
Editorial Note

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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. In this regard, all members of the editorial team and the reviewers try to collaborate with the journal as a priority of their academic commitments.

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, the magnificent collection of the articles from a stellar line up of the globally renowned authors work as a scientific asset which motivates other researchers to choose the JHEPALS as a venue to share their research.

JHEPALS December Issue 2021 (Volume 2/ Issue 4) covers timely research findings within the realm of HE, Policy, and Leadership. We have the honor and privilege to receive numerous research from researchers worldwide; however, we have to be selective in terms of the novelty of ideas, rigorous research methodology, and timeliness of the topic and content of the research.

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Goli Rezai-Rashti, Bailing Zhang, Shirin Abdmolaei, and Allison Segeren in the first research "*A Critical Policy Analysis of the Ontario Equity and Inclusive Strategy: The Dynamics of Non-Performativity*" as a part of a larger project that investigates the enactment of Ontario's equity and inclusive education strategy across all school boards in the province suggest that these policies largely follow verbatim transcriptions of the Ontario Ministry of Education's equity policy, and fail to construct localized policies that include procedures, enactment strategies, and evaluation methods that respond to existing challenges within each local context.

In the next article "*Praxis-Poiesis: University–Community Relationship in an Epoch of Uncertainty and Disruption*" as a critical ethnographic study that spanned 3 years from 2018 to 2021 in a Canadian post-secondary context and engaged transdisciplinary quantum feminisms as a conceptual framework, Shannon A. Moore and Sarah Ciotti aim to formulate an ethical frame of reference that could facilitate exchanges within university–community partnerships.

Rebecca Stroud Stasel in the next research study "*Towards an Acculturation Framework for K-12 Educators who Live and Work Abroad: The Role of Teacher Training Institutions*" propose beginning a scholarly dialogue about educator acculturation, developing an educator acculturation framework, and translating acculturation understandings to praxes by means of reflection and professional development.

Daniel D. Liou and Raquel Alvara in their self-narrativization study "*Anti-Critical Race Theory Movement in Postsecondary Education: Faculty Expectations Confronting Emotionalities of Whiteness*" present two university faculty members' perceptions of their online classroom in the context of the anti-critical race theory (CRT) policies in the United States. They emphasize that leaders of postsecondary education must confront the emotionalities of whiteness. Inactions to stand firm on antiracism can embolden racism deniers to weaponize CRT to arbitrarily stop intellectual pursuits related to social injustices.

In the next research "*Planning Coherence Rationales: The Case of the Cameroonian Higher Education Programmes Development*" Robert MBELLA MBAPPÉ, Christian ZAMO AKONO, and Emmanuel NDJEBAKAL SOUCK discuss programmes planning at the level of the Ministry of Higher Education in Cameroon. They aim to show the coherence it implies in a context of mismatch between policies and facts.

The focus of the next article "*A Case Study of Teacher Candidates' Experiences: Writing the Pilot Math Proficiency Test in Ontario, Canada*" by Ardavan Eizadirad, Jennifer Holm, and Steve Sider is on the introduction, justification, and enactment of the Mathematics Proficiency Test (MPT) by the provincial government in Ontario, Canada as a mandatory certification requirement for newly certified teachers. This article contextualizes the socio-political factors leading to the enactment of a MPT for newly certified teachers, developed

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and administered by the Education Quality and Accountability Office (EQAO), which was ostensibly to mitigate the trend of declining math scores in elementary schools.

Aieman Ahmad AL-Omari and Khalaf Marhoun Al'Abri in their research "*The Impact of Covid-19 on Organizational Culture: Sultan Qaboos University Case Study*" explore the impact on working culture due to pandemic caused by Covid-19, and whether there were statistically significant sex and experience differences in Sultan Qaboos University staff perceptions.

We received the research by Pranjali Kirloskar and Neeta Inamdar "*Assessing the Role of International Offices in Indian and European Universities: Drivers or Facilitators*" for the **"Reflection"** section of the journal as they believe the extent to which international offices are involved in the decision-making of internationalization may be shaped by the organizational culture and management at the university. Their paper largely explores if international offices play a role of a mediator or driver for international collaborations at the university.

It is with honor and privilege to announce that we included a new section **"Colloquium"** from December issue 2021. It was based on the journal's editorial policies to publish an overview of research briefs (maximum 2000 words inclusive of references, figures, and tables) which might be a report of new ideas, research in progress, or comment on a policy.

Joseph G. Hoff in his work "*Coordinating Internationalization at Home*" presents the issues surrounding the coordination of "Internationalization at Home", how all of the internationalization pieces fit into a "Global Learning Ecosystem", and the framework for assessment of internationalization learning outcomes.

In the next colloquium "*Student Affairs and Services in Higher Education: Emerging from the 19th and 20th Centuries to the Present*", Roger B. Ludeman gives an overview of the student affairs and services (SAS) as well as an idea of what the SAS field does and how it is essential to student learning and success both as students and as graduates.

Wing-kai To joined us for an exclusive interview "*International Education Leadership During COVID-19*" to share his insightful and illuminating responses to the questions for our December issue. His professional (academic/ administrative) background in *international higher education and globalization* brings novel and innovative ideas for Higher Education leaders, policy-makers, researchers, and students specifically for those whose works and areas of research/ interest fall within global engagement in HE.

In our **"Book Review"** section, Alison Elizabeth Jefferson writes a review of "*Universities in the Knowledge Society: The Nexus of National Systems of Innovation and Higher Education*" which is recently published as an edited collection of articles. She believes as the first in a new series on The Changing Academic Profession in International Comparative Perspective,

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this volume considers the transformation of the academic profession in a changing global economy which places a focus on knowledge as means of economic and social development.

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.

Stay safe and healthy during COVID-19.
We wish 2022 brings us more joy, health, and prosperity.

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