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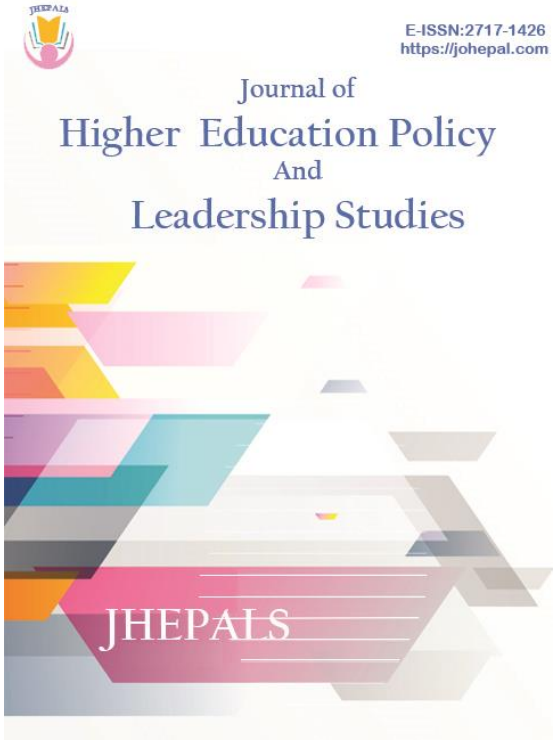
Editorial Note

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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 March Issue 2022 (Volume 3/ Issue 1) 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.

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.

Maureen Manning in her research "*Secondary Short-term Study Abroad Programs as a Pathway for Increased Tertiary Intercultural Competence and Global Engagement*" investigates short-term study abroad at the secondary level as a pathway to increased participation in international programs in higher education institutions (HEIs) and beyond.

In the next research "*The Vice Chancellor in Australian Universities: Understanding Leadership Beyond 'Bad Apples' and 'Unicorns'*", Jamie Quinton and Tara Brabazon highlight that we probe if there are shared characteristics among Vice Chancellors, evaluating how

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career progression emerges in the higher education sector. They also assess the consequences of this leadership pathway on universities, particularly for building a post-pandemic future.

Joshua L. Howell, Kim E. Bullington, Dennis E. Gregory, Mitchell E. Williams, and William L. Nuckols in the third article "*Transformational Leadership in Higher Education Programs*" investigate transformational leadership qualities through higher education doctoral programs in the Commonwealth of Virginia.

In the next article "*Engaging Design Thinking in Professional Bureaucracies: Improving Equity for Non-Tenure Track Faculty in Higher Education*", K. C. Culver, Jordan Harper, and Adrianna Kezar believe that higher education faces a number of wicked problems, including the inequitable work environment for non-tenure-track faculty (NTTF), that require innovative solutions. In this regard, they examine the potential of liberatory design thinking for creating new policies, programs, and practices in higher education, including how the professional bureaucratic environment might shape the design process.

In the fifth article "*What Mission Statements Say: Signaling the Priority of Leadership Development*", Brittany Devies and Kathy L. Guthrie examine institutional mission statements from the Integrated Postsecondary Educational Data System (IPEDS), of which 842 statements include the words "leader(s)" and/or "leadership" with the aim to provide context about institutional commitment to leadership. Their content analysis reveals how the concepts of leader and leadership are described, contextualized, operationalized, and how purpose is framed for institutions who include this language in their mission statements.

Elizabeth Spruin in the next article "*Mitigating the Risk of Contract Cheating in UK Higher Education: A Multi-Level Solution*" cautions about a challenge that has become a growing concern recently is the increase in academic dishonesty and the fast-evolving use of contract cheating. So, she proposes a multi-level solution, targeting the key stakeholders involved in contract cheating – HE providers, students, and employees.

The next article "Applying an AsianCrit Lens on Chinese International Students: History, Intersections, and Asianization During COVID-19" conducted by Lorine Erika Saito and Jiangfeng Li explores how Chinese international students (CISs) in the US are situated through an AsianCrit lens during the COVID-19 pandemic. Reflective recommendations in student support, organizing, and institutional policies are provided to empower student voices and take action towards those continuing to perpetuate racist practices. This paper is written in the hope of contributing to the dissemination of current CIS racialized experiences rooted in historical context.

The REFLECTIONS section of the journal also attracts researchers' attention to cite the works in their research, adopt novel ideas and innovative key points as a stage to work on new research projects, and send their works for possible publication with the JHEPALS.

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Hans de Wit and Elspeth Jones in their reflection "*A New View of Internationalization: From a Western, Competitive Paradigm to a Global Cooperative Strategy*" consider several important moments in the development of international dimensions of higher education over the past hundred years which reflect the multidimensional and progressive development of internationalization: from an isolated to a process approach. Then they address the call for rethinking internationalization around the turn of the century, with initiatives such as internationalization of the curriculum in Australia and the UK and, across Europe, 'Internationalization at Home'.

In the next reflection "*College Behind Bars Vis a Vis the School-To-Prison Pipeline: Cause and Effect*", Frederick V. Engram Jr. shares that criminality and criminal mindedness are automatic qualifiers affixed to incarcerated or formerly incarcerated persons. Very rarely are individuals seen as human and as individuals who lived life as free persons prior to their convictions. Many are only seen as their offense and by the number stitched to their clothing. He takes a qualitative approach to understanding the lived experiences of the formerly incarcerated and how the 19 students enrolled in the course engaged with them.

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.

Roger B. Ludeman in his work "*Basic Principles, Values, and Beliefs that Support an Effective Student Affairs and Services Programme in Higher Education*" raises critical issues as higher learning is enhanced by diversity and creative conflict; in particular, as people of varying backgrounds encounter different histories, experiences and points of view in one another. Or higher education must address the personal and developmental needs of students as whole human beings, and prioritize academic and career counselling programmes to assist students in preparing for their life work, employment, and subsequent careers beyond tertiary education.

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

Hanne Leth Andersen as the Rector of Roskilde University, DENMARK accepts our invitation for the interview "*University Leadership Based in the Humanities*". Like our previous guests; we are sure Prof. Andersen's insightful and illuminating comments and responses to the interview questions will bring novel ideas for the HE leadership teams, HE policy-makers, as well as researchers worldwide.

In the next interview "*Embracing Diversity for the Betterment of Mankind*", Robert Coelen (*NHL Stenden University of Applied Sciences, NETHERLANDS*) with an enriched research and leadership experience in internationalization of HE provides amazing responses to the

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interview questions which help researchers worldwide to tackle the barriers and speed bumps in front of internationalization of HE.

Hopefully, the JHEPALS also received numerous book reviews which three are selected for the March issue. All these three book reviews meet 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.

Derrick Raphael Pacheco reviews the "*Operationalizing Culturally Relevant Leadership Learning*" as an edited work by Cameron C. Beatty and Kathy L. Guthrie as it explores the ways that leadership educators utilize the Culturally Relevant Leadership Learning Model (CRLL) in their everyday work as educators, practitioners, and scholars.

In the next book review, Hillary Vance gives an overview of the "*U.S. Power in International Higher Education*" written by Jenny J. Lee. It is a timely and necessary publication that has now become even more prescient in its interrogations of power in international higher education and would be of interest to both researchers and practitioners in the field.

Mariya Kabysheva also reviews a timely edited work "*How World Events Are Changing Education*" by Rosemary Sage and Rickarda Matteucci. She concludes that the book is a very timely work of a team of experienced experts. Everyone who reads it will be informed about the cause-and-effect relationships of changes in education. All the authors use beautiful language that differs from ordinary scientific articles and books. The material is logically justified and very firmly connected to our real-life events.

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 appreciate all our authors' works, the reviewers' commitment to meticulously criticize the research, and the members of editorial team for their continuous collaboration with us.

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