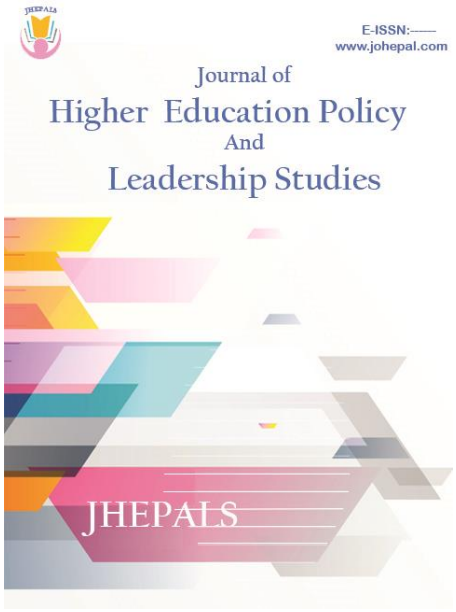
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Editorial Note

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

Here, we must express our deepest appreciation and sincere gratitude to our members of editorial board, review board, and esteemed international researchers who trusted JHEPL to contribute to the first issue of our newly launched journal.

Students as the main stakeholder of Higher Education policies need to have access to numerous funding opportunities during the continuum of learning from K-12 to Higher Education. The same is also true if national authorities and educational policy-makers seek to achieve successful internationalization of higher education or student/faculty exchange programs. So, the theme of economy of education in general as well as funding opportunities for students in HE specifically are of interest among researchers worldwide. Jandhyala B G Tilak in his research "How Do Students Fund their Higher Education in India? A Study of Loan Financing in Engineering Education" investigates the available funding opportunities in India after numerous significant changes in funding policies.

Another area of research especially among the students in Higher Education is academic misconduct and malpractices which might happen in different ways. It seems there is global agreement concerning the changing status of students' academic misbehaviour and misconduct as a problem to a threat; hence, we are witnessing numerous research in this area. Ceceilia Parnther in her research "Academic Misconduct in Higher Education: A Comprehensive Review" tries to identify students' characteristics who committed such malpractices, practices to inhibit such misbehaviours and the available challenges to confront with such misconducts in academia.

The concepts of *leadership, minority groups, black women,* and their experiences in Higher Education sectors are of utmost importance especially in today's challenging leadership environment as well as the unrest we witness globally. In "The Importance of Intersectionality in Higher Education and Educational Leadership Research", Victoria Showunmi adopts feminist, intersectional and critical auto-biographical theory to identify the challenges which Black Minority and Ethnic (BME) women experience as leaders in HE.

We move to the 3rd decade of the 21st century, so, it is really important for countries and states to prepare empowered leaders. In this regard, universities and higher education institutions must work based on one of the main highlighted missions in university mottos. In this regard, Rosemary Sage in her research "The Role of Higher Education in Developing Policy and Practice for the Development

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of the New Industrial Age" tries to illuminate how Higher Education must respond to the 21st century challenges to prepare future leaders.

In the same line, Christine Challen in her opinion piece "Rethinking Higher Education Policy and Leadership for the 21st Century: Enhancing Strategies for Global Citizenship and Justice" criticizes the neglected mission of the Higher Education to prepare successful future members of society.

It is interesting to see that the concepts of leadership and the urgency of reforms in educational policies see no borderlines as those committed educational practitioners are extensively working on such core research practices which happen worldwide in the realm of education generally and in the Higher Education sector specifically. In another research "The Mediating Role of Spiritual Intelligence and Teaching Experience in Perceived Leadership Styles of EFL Teachers: A Structural Equation Modelling Analysis", Masoomeh Estaji and Parisa Pourmostafa investigate the two taken for granted variables of Spiritual Intelligence and experience among EFL teachers' perception of their leadership styles in the higher education context of Iran.

The role of empowered learners for successful future personal/ professional career cannot be neglected specifically in the current decade which numerous global challenges and crises are threatening future life in societies. One of those threats which postponed almost all preplanned activities and made us experience an unwilling long lockdown is COVID-19. Now, politicians, teachers, educational decision-makers, businessmen, school principals, university senates and trustees, and etc. experienced the same quarantine days in homes with their families and children. Emma Kell in her research "Merging Identities: Role Conflict and Role Enrichment for Educator-Parents during the Covid-19 Pandemic" investigates how such educator-parent identity is shaped or reshaped during current pandemic.

In our educational cycle each phase has its own contributing effects on students' lives. In primary years of schooling when students' character and personality shapes to Higher Education when students need to be prepared for living in a community where divergent competing ideologies are living together and their already shaped character and personality might be reshaped to survive in our current and future unpredictable global community. Sarah Mullin in her practitioner research "Students' Perceptions about a Collaboratively Designed Behaviour Improvement Policy: An Exploratory Ethnographical Study" tries to remind us the effect of early years schooling on students' future character and behaviour in Higher Education.

Journal of Higher Education Policy And Leadership Studies (JHEPALS) provides a global channel for educational policy-makers, researchers, university governing bodies (Board of Trustees, Board of Directors, Senate, etc.), and almost all the members of Higher Education.

Please stay safe and healthy during COVID-19 quarantine!

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