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Editorial Note

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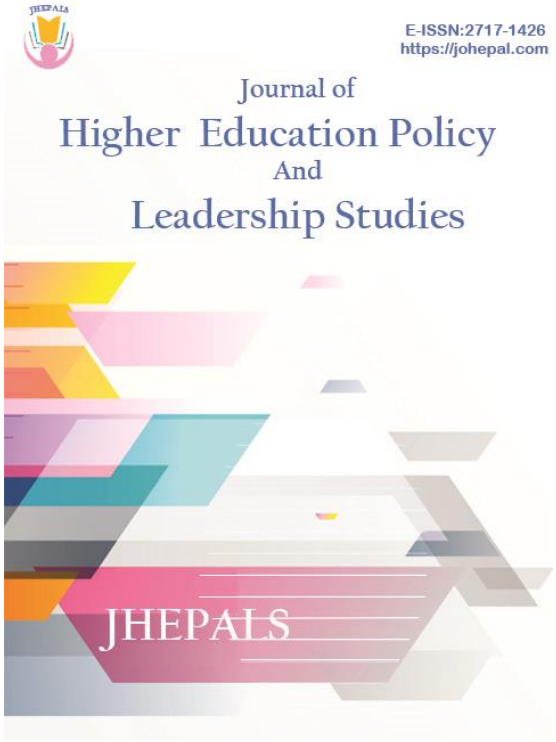

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Journal of Higher Education Policy And Leadership Studies (JHEPALS) aims to foster novel ideas within the realm of Higher Education based on its eleven pivotal Aims and Scope.

JHEPALS is now reaching broad audience and readers throughout the world of Higher Education Policy and Leadership. JHEPALS is 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.

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 consider us as a venue to share their research, cite our published studies, and collaborate with us as reviewer.

JHEPALS September Issue 2023 (Volume 4/ Issue 3) 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.

Allison Roda, Andrea Honigsfeld, and Christine Daniels in their research "*Intermixing Social Justice and Race-Neutral Leadership Approaches: A Critical Content Analysis of Doctoral Students' Literature Reviews*" illuminate the challenge educational doctoral programs face to prepare their candidates for social justice leadership in our increasingly racially diverse society and schools. The problem is that students are often exposed to competing, race-neutral leadership approaches and discourse, professional bureaucratic and colorblind managerialism, that undermine social justice goals. Through critical content analysis, they map patterns of social justice discourse as evidenced across two cohorts of doctoral students' dissertation literature reviews by examining the degree to which they challenge inequity, embrace social justice, or uphold the status quo.

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In the next research "*A Framework to Create a University-based Innovation District under Anchor Approach*", Amir Asgari, Ali Khorsandi Taskoh, and Saeed Ghiasi Nodooshan highlight that implementing innovation districts as the next generation of Areas of Innovation (AOIs) is a global trend. This phenomenon emerged from university, technology, and innovation studies, as well as urban development notions. However, there are ambiguities regarding the shaping process, components, and necessary elements. Thus, a framework for innovation district implementation and development issues is necessary. They provide a comprehensive framework for implementing innovation districts under the anchor approach based on a university.

Sulaimon Adewale and Onoriode Collins Potokri in their research "*Integrating African Women Academics in Leadership: A Systematic Review*"emphasize that gender inequality is a global issue which has been a clog in the wheel of women academics' career fulfilment, particularly in African continent. Therefore, they present a systematic review of relevant literature on the challenges and strategies of integrating African women academics in leadership positions.

In the fourth research "*Pressure to Please: Adjunct Faculty Experiences with Grade Inflation*", Danny E. Malone Jr. and Billy C. Johnson explore adjunct faculty experiences navigating student and institutional pressures and lack of training regarding grade inflation. Given the increasing use of non-tenure-track faculty in higher education, they highlight the need to understand the experiences of adjunct faculty. It is mentioned that grade inflation highlights the changing nature of higher education: the adjunctification of the academy, the marketization of education where student evaluations can impact how a professor teaches a class, and how higher education institutions are complicit in the negative adjunct faculty experiences with the lack of training and subpar compensation.

M. Ikhwan Maulana Haeruddin, Hikmah Hiromi, and Muhammad Ilham Wardhana Haeruddin in their research "*Beds are Burning: A Study of Green Human Resource Management Implementation on the Quality of Work Life in Public Universities*" investigate the impact of green human resources management (GHRM) toward the Quality of Working Life (QWL) in public universities in Indonesia as current literature contains only a number of studies that investigate the GHRM on different issues in developing countries. Furthermore, most of the GHRM practices are implemented by the private organizations and businesses and the study focuses on the GHRM practices in government institutions are lacking, especially in higher education settings.

Andrew Schenck in the next research "*Investigating the Influence of Classroom Leadership Preferences on the Use of Technology: A Survey of Korean University Learners*" illuminates that although there are several studies which explore learner variation, little research has been conducted to investigate how different preferences for classroom leadership are linked to the use of technology. So, fifty-seven Korean university students were given two surveys to examine preferences for both classroom leadership and the use of technology. The results revealed distinctly different perspectives on technology, which appeared to be influenced by learner preferences for either autocratic or transformational leadership. Whereas

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learners with autocratic leadership preferences favored using technology to make knowledge transmission easier, learners with democratic or transformational leadership preferences favored the individualistic use of technology for knowledge creation and discovery.

In the next research "*Enrollment Management Strategies at Rural Community Colleges Resulting from the Pandemic*", Robin C. Daniel, Mitchell R. Williams, and Kim E. Bullington explain that higher education institutions around the world were impacted by the COVID-19 pandemic that began in early 2020. Because U.S. community colleges focus on two-year degrees and workforce development, they were affected differently than their four-year counterparts. So, they examined how academic administrators at different rural community colleges in Virginia, United States, perceived enrollment management practices that were implemented or changed due to the pandemic.

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.

Lawrence A. White in his research "*Rethinking University Presidencies in Canadian Higher Education*" discusses the evolving role of university presidents in Canada. The university president is accountable for the successful operation of a university and achieving its strategic goals. The role has become complex due to factors such as the absence of a standard definition of a university, decentralization of funding, and increased competition for student enrollment and research funding. He argues that university presidents must possess strong communication skills, impeccable management acumen, and the ability to relate to the evolving realities of learners. He concludes that the role of university president has evolved from being presiding figures to being accountable leaders who must navigate the complex demands of the modern university system.

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.

In the first colloquium "*Jordanian State Universities Developmental Centers for Building the Competences of the Academic and Administrative University Teaching Staff*", Omar Rababah

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evaluates the role of the performance development centers for teaching staff members at Jordanian state universities to develop academic and administrative capabilities.

Abdul Qayoum Safi, Abdul Manan Sapi, and Hazrat Shah Kayen in the next research "*The Effects of Power Abuse on Educational Processes in Private Universities in Nangarhar, Afghanistan*" explore that the abuse of power harms the actions and effects of organizations. In the same vein, the damage will be greater if the abuse occurs in educational institutions. In developing countries like Afghanistan, the possibility of abuse of power in private universities is high. So, they present cases of power abuse in private higher education institutions in Nangarhar, Afghanistan.

In the INTERVIEW section of the journal, we also have the honor and privilege to host one of the globally recognized HE leaders [Vice President for Membership and Educational Services, Association of Community College Trustees (ACCT), USA] with a special focus on institutional transformation, student success, higher education leadership development, global engagement, and equity and inclusion.

Robin Matross Helms in her interview "*Building Community and Connections -- Higher Education Today and Tomorrow*" 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.

Cathryn B. Bennett and Delma Ramos review the "*Students First: Equity, Access, and Opportunity in Higher Education*" by Paul LeBlanc. They conclude the review by claiming that educational pursuits toward equity and student success are necessary to transform higher education, and LeBlanc (2021) challenged traditional structures to promote student accessibility and argued for student equity but overlooked equity throughout higher education. Equity for students cannot be advanced by denigrating educators nor esteeming neoliberalism. Student Affairs faculty will recognize overtones of casualization and

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condescension toward their expertise and faculty governance, in favor of workforce-oriented priorities.

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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