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Editorial Note

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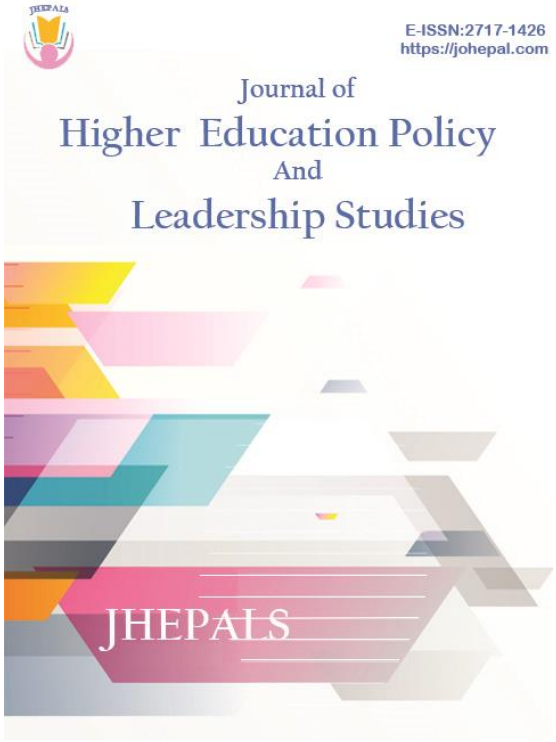

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Journal of Higher Education Policy And Leadership Studies (JHEPALS) aims to foster novel ideas within the realm of Higher Education based on its eleven pivotal Aims and Scope.

In alignment with the journal's policy in terms of distribution of authors as well as novelty of ideas/ research practices; JHEPALS September Issue 2024 (Volume 5/ Issue 3) also covers timely research findings within the realm of HE, Policy, and Leadership.

Our Honorary Members of Editorial Team are invited to share critical ideas and perspectives which higher education community worldwide cannot ignore as these might (in)directly affect future higher education policies and trends throughout the world. One of these timely and critical topics is the U.S. Presidential Elections; so Henry A. Giroux in his editorial reflection "Thinking Beyond the Language of Apocalyptic Lies and Violence" raises important points to remind the HE stakeholders to ignite the Public's mind for raising their awareness about the happenings within their surrounding communities (all in alignment with the universities' social responsibility role).

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

Nabeel Al Amiri, Mohammad Khudari, and Faris Daradkeh in their research "Exploring the Experience of Arab PhD Students in Malaysia: A Phenomenological Study" investigate the firsthand experiences of a group of Arab PhD students who enrolled in a PhD program at a Malaysian university, particularly to identify the psychological, sociocultural, and educational obstacles they face, determine the factors that contribute to these challenges, and assess the effectiveness of Malaysian higher education institutions in attracting and meeting the needs of international students.

In "Role of Academic Leadership in Supporting Students with Disabilities During the COVID-19 Pandemic"; Ibrahim Saleem Alotaibi and Faten Abdulhadi Alzaidi examine the experiences

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of academic leaders in Saudi universities during the COVID-19 pandemic. It employed semi-structured interviews to gather data on the schools shutting down and transitioning to online education concerning their role in supporting students with disabilities and the challenges faced by academic leaders during this time.

Byron Bolívar Paguay Pinchao and Jairo Rivera Vásquez in their research "Management for Institutional Strengthening in Tertiary Education: A Model Proposal Based on an Empirical Study" highlight that for centuries, management has been primarily addressed in businesses and government structures. However, this research approach has not been developed in Higher Education Institutions to strengthen their institutional structures in terms of quality, decision-making, management, and leadership. In this regard, they propose a management model for the Postgraduate Program of the State Polytechnic University of Carchi (UPEC) for institutional strengthening.

In the next research "Quality Assurance Practices in Higher Education: Lessons from the U.S. and Implications for Kazakhstan"; Gulden Manarbek and Saltanat Kondybayeva explore quality assurance practices in the higher education system of the United States, focusing on implications for higher education in Kazakhstan. Some of the recommendations for quality assurance in Kazakhstan include reconsidering accreditation agency guidelines and establishing a national independent organization to oversee the accreditation activities of accreditation bodies, ensuring quality education and providing ongoing training for quality managers in Kazakhstani higher education institutions.

Cvetanka Velkoska and Abdulmecit Nuredin in their research "Internationalization from the Perspective of Quality Assurance and Enhancement: A Comprehensive Framework for Internationalization through Novel Lens "Flow of Quality"" present the current understanding of the concepts, scope, objectives, and approaches related to internationalization as a qualitative review, and explore and discuss the comprehensive framework for internationalization from the perspective of quality assurance and enhancement, seen through novel lens termed the "Flow of Quality", which draws upon concepts and theories from the domain of quality management. This framework emphasizes the dynamic and complex nature of internationalization, encompasses various dimensions including context, policy rationales, flow of quality, and the internationalization-quality axis.

Alejandra Núñez-Acosta, Jacqueline Y. Sánchez-García, and Adrian Ramirez-Nafarrate in the next research "Factors Affecting Researchers' Incentive Preferences: A Cross Sectional Study of Private Universities in Mexico" study the preferences of researchers regarding research incentives in Mexican private universities. They believe this research contributes to identifying the right incentives for researchers, considering that in Mexico these incentive programs are entirely financed by universities. The relevance of this research is that it allows policymakers to design comprehensive research policies including not only university research goals, but also researchers' preferences to ensure their commitment and motivation.

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In the next research "The Losses of Leadership? Masks, Mirrors and Meaning when Leading in Higher Education"; **Jamie Quinton** and **Tara Brabazon** illuminate this theoretical article deploys distinctive and provocative literature from outside of the United States, United Kingdom, and Canada. Activating the leadership research from Aotearoa / New Zealand, the Philippines, China, Iran, and Saudi Arabia, this article investigates the consequences of marginalizing academic success in teaching and research as a requirement for leadership roles and positions. This article shows that communication skills are more significant in creating organizational success than neoliberal-framed financial 'management.' With little attention to followership or failures, what is lost from leadership?

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.

Rebecca Dixon in her research "Assessing the Internationalization of Higher Education: A Case Study of Three Universities in the Kentucky-Ohio Region" highlights that as students and scholars across the world have become increasingly mobile, higher education institutions have developed international education programming. While assessing the success of these efforts can be difficult in a field that literally encompasses the globe, the American Council on Education (ACE) has identified standard criteria to evaluate the internationalization of higher education in the US.

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.

Nguyen Thi Bich, Vu Thi Mai Huong, Kieu Phuong Thuy, and **Pham Thi Binh** in their research study "Exploring Research Trends and Network Characteristics in Blended Learning in Higher Education: Bibliometric Methods and VOSViewer Software Analysis" examine the major trends in BL research in higher education (HE) through co-occurrence keyword, co-citation, and bibliographic coupling analyses of 1501 studies published between 2004 and 2024 and indexed in the Scopus database core collection. Employing a quantitative approach and visual analytical tool VOS Viewer, the review identifies development trends, influential

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researchers and institutions, and pivotal studies and topics in the field, informing future progression.

In the second colloquium "Future Requirements and Challenges of Universities and Higher Education Institutions in the Knowledge-Based Economy: Literature Reviews"; MohammadReza Chashmyazdan, Ali Sadatmoosavi, Mousa Bamir, Atousa Poursheikhali, and Ali Masoud provide a general review to identify the requirements and challenges that universities and higher education institutions face in adopting a knowledge-based economy approach. In alignment with their findings; the future requirements and challenges of universities in the knowledge-based economy approach can be categorized into four major axes: transformation in human capital, revision of missions, modification and change of infrastructures, and responding to challenges.

Juan-José Prieto-Gutiérrez in the next colloquium "The Internationalization of Higher Education Beyond 2030" offers a prospective view of the internationalization of higher education beyond 2030. It explores past, present and future actions in this field, identifying challenges and opportunities. Its approach provides a solid basis for understanding the evolution and growing importance of academic internationalization. It also analyses emerging trends that will become a reality in a few years' time.

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 comparative and international education focusing on research on education policy, teacher's work, the internationalization of education, and global citizenship education; and a renowned HE researcher and leader whose research, books, and theories are extensively cited worldwide.

Damien Page as the Deputy Vice Chancellor, Buckinghamshire New University, UK and a globally recognized HE leader with extensive research and leadership experience joins us for September issue interview "Policy and Universities in the UK". We are sure the issues raised through this interview will give novel ideas to the journal's readers to illuminate their current/ future research priorities.

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.

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Rahmad Hidayat in his review of "The Marginalised Majority in Higher Education: Marginalised Groups and the Barriers They Face" authored by Troy Heffernan; emphasizes this book is required reading for anyone who cares about social justice issues in higher education, as it offers valuable insights and practical guidance for creating a truly inclusive environment where everyone has a fair chance to reach their full potential. It is a call for social justice and a tribute to the diversity and richness of the human experience in higher education. Heffernan's work becomes a powerful summon for us to recognize injustice in higher education and collaborate for a more just and inclusive future. It can guide academics, policymakers, and anyone who cares about realizing social justice in educational management. The author wants us all to contribute to creating a more just and inclusive academic world.

Editors' final note:

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.

International reputation/ success of the journal is intertwined with the continuous support of a group of committed higher education scholars who serve as the members of editorial team, reviewers, and researchers.

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.

We would be pleased to receive your research for our future issues.

Prof. Abbas Abbaspour
Dr. Ali Khorsandi Taskoh

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