Journal of
Higher Education Policy
And
Leadership Studies

JHEPALS (E-ISSN: 2717-1426)

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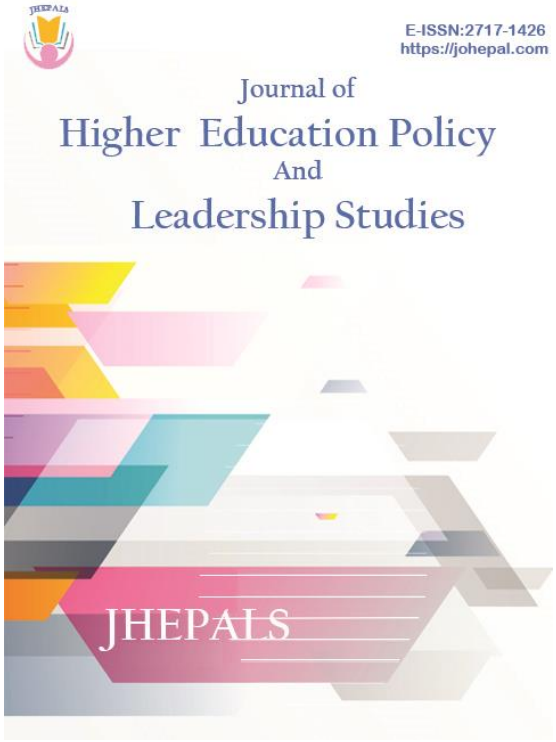
Editorial Note

Volume: 5/ Issue: 4

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Cite editorial note as:

Abbaspour, A., & Khorsandi Taskoh, A. (2024). Editorial note. *Journal of Higher Education Policy and Leadership Studies*, *5*(4), 2-6. https://dx.doi.org/10.61186/johepal.5.4.2

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[DOI: 10.61186/johepal.5.4.2]

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pp. 2-6
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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 December Issue 2024 (Volume 5/ Issue 4) also covers timely research findings within the realm of HE, Policy, and Leadership.

There are five research in the ARTICLES section of the journal which are finally selected after rigorous double-blind review procedure.

Piper A. Bell and Aidan Cornelius-Bell in their research "*Rethinking Capitalist Governance of Higher Education Towards an Anarcho-Syndicalist Model for Academia*" contemplate a radical reimagination of the current model of governance to reclaim the university as a site of knowledge creation, dissemination and social critique that values diversity, plurality and positive transformation. Drawing on principles of anarcho-syndicalism, they propose a decentralised, democratic model of academic governance that empowers marginalised voices, fosters critical inquiry, and prioritises collective wellbeing over capitalist interests. The authors emphasise that any reimagining of academic governance must incorporate decolonial and intersectional perspectives to challenge the colonial and imperial legacies that continue to shape higher education.

In the next article "*A Pragmatic Lens on Quality: Shifting Paradigms in Higher Education*" Balqees Rashid Suleiman AL Mandhari explores the intersection of pragmatism and quality assurance in higher education, adopting an exploratory approach to understand how pragmatist principles can inspire more adaptive, inclusive, and context-sensitive educational practices. By delving into the historical roots of pragmatism, particularly through the works of Charles Sanders Peirce, William James, and John Dewey, the author aims to examine how this philosophical tradition critiques and reimagines traditional metrics and models of educational quality. The analysis focuses on key themes, including the decentralization of

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governance, the creation of responsive and adaptive learning environments, and the broader implications of fostering continuous reflection and improvement within institutions.

Jinyan Zhou, Jiangyan Xu, Yaxing Zhang, and Changhong Zhong in their research "*An Economic Analysis of the Demand for Overseas Higher Education with Survey Data from China: Investment or Consumption?*" highlight that with China's economic development and the internationalization of higher education, more students in China, particularly the younger ones, are choosing to study abroad. They examine the reasons for choosing international over domestic education and evaluate the preferences using an economic model incorporating human capital and consumption behavior theories. The models evaluate both the long-term benefits and immediate gratifications of studying abroad.

Askat Tleuov in his research "*Understanding Shifts in Higher Education Professional Development: Evidence from Kazakhstani Universities' Pandemic Experience*" explains that the COVID-19 pandemic disrupted higher education in Kazakhstan, forcing rapid transitions to emergency remote teaching. So, he aims to explore how this disruption influenced professional development (PD) practices and perceptions among university educators. The author contributes to understanding how crisis periods impact professional development systems in higher education, while highlighting the need for institutions to develop more resilient and adaptive PD frameworks.

Arzu Kıratlı and Nihan Demirkasımoğlu in their research "*Grade Inflation in Turkish Higher Education: Insights from Faculty at Public and Private Universities*" explore the perspectives of faculty members on the complex dynamics surrounding grading practices in Turkish higher education, with a special focus on public and private universities. The findings of their study reveal that the prevalence of bell curve grading, especially in private universities, is perceived to benefit underperforming students. Additionally, non-academic factors affecting grading highlight the subjective nature of the grading practice, suggesting that grades alone might not accurately reflect students' true performance.

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.

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Mohd Nur Syufaat Jamiran, Nur Sofurah Mohd Faiz, and Nurshaidah Mohamad Sari in their research "*Postcolonial Critique and Decolonisation Process in Education*" offer a theoretical exploration of decolonisation as a complex process that extends beyond the termination of colonial control. Their work necessitates a critical evaluation and dismantling of the deeply entrenched impacts and beliefs of colonialism that have permeated diverse sectors of society. Their analysis emphasizes the central role of decolonisation in promoting social justice by tackling the systemic inequities and injustices rooted in colonialism. They explore the historical background of decolonisation, its broader conceptual foundations, and the critical importance of epistemic justice in addressing the marginalization of non-Western knowledge systems within academia. Adopting a postcolonial perspective, they explore the enduring effects of colonialism on culture, society, and knowledge. They advocate for an academic discourse on successful decolonisation strategies that encompass both structural and epistemic transformations.

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.

Mehdi Moharami in his research "*Enhancing International Students' Learning Experience: The Role of Constructivist Teaching Practices in Australian Higher Education*" explore how clear communication and motivational support by lecturers enhance international students' academic experiences. This study underscores the importance of integrating constructivist principles into teaching practices to enhance international students' learning experiences. Key recommendations include fostering clear communication, cultural sensitivity, and consistent feedback practices. By addressing these areas, educators can create inclusive and supportive learning environments that improve academic outcomes and student satisfaction.

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.

JHEPALS has the honor and privilege to publish an exclusive interview with Prof. Dr. Robert Lepenies (President of Karlshochschule International University - Germany); a world renowned Young HE leader (Under 40) with extensive research and leadership experience;

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and passionate about advancing excellence and innovation in teaching, learning, and knowledge exchange, and fostering a culture of inclusion, collaboration, and empowerment across the university.

Prof. Dr. Robert Lepenies in this interview "*The Transformation Agenda -- Rethinking Higher Education from a Glocal Perspective*" gives insightful, illuminating and critical responses enriched with her academic/ leadership experience in higher education and global cooperation will be of interest to a broad audience of international researchers, students, policymakers, and leaders in Higher Education.

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.

Madison B. Drummond reviews the "*Foundations of Leadership: Principles, Practice, and Progress*" authored by Kathy L. Guthrie and Brittany Devies. She concludes her review by highlighting that as a foundational text, the book achieves its goals in enabling readers to recognize leadership as a process and leaders and followers as those who engage in this process through exploration of foundational elements, prompting their leadership learning journey. However, the most impactful result of this work may be its service as a genesis in a reader's recognition of their own leader identity, a role that has been held away or placed on a metaphorical top shelf for so many, perceived as attainable and achievable through this work.

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Editors' final note:

We at the JHEPALS have the honor to collaborate with a dedicated team of globally renowned higher educations scholars and leaders both as the members of the editorial team, the review board; and also the motivated members of our publishing team.

JHEPALS team works in a collaborative, academic, unified, and friendly environment who have one common goal: Success of the journal as an international publication which meet the maximum scientific merits in terms of the works we publish.

As a quarterly journal, now, we finalize our 5th volume which is a seal of approval on the commitment of our team at the Journal of Higher Education Policy and Leadership Studies in a continuous progress from 2020 to 2024.

We are also 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.

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

Merry Christmas & Happy New Year 2025

Prof. Abbas Abbaspour
Dr. Ali Khorsandi Taskoh

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