



CURRENT DEVELOPMENTS AND TRENDS IN HIGHER EDUCATION

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ABSTRACT

Higher education institutions have assumed a major role in the social and economic development of countries. Recently, there has been a transformation from the traditional to the modern within a new approach. In this dynamic environment, universities are not only responsible for teaching and research activities but are also responsible for responding to students' demands, the government, and the business world. As higher education environment has changed mainly because of globalization and a number of other relevant international trends, understanding all these trends is a very significant factor for the improvement of universities. During the transformation process, universities should be aware of all new approaches in the higher education area to prepare their students for a new world. Several individuals, newspapers, and magazines have mentioned the transformation process in the higher education sector, but have not comprehended it in depth. The purpose of this article is to underscore the determined trends and developments in higher education. First, the article reviews relevant literature. Then, it lists the eight approaches. The study uses the related literature as the basis to explain all eight identified developments and trends. The article concludes with a summary of the developments and trends to grasp the new approaches in the transformation process of higher education.

1. INTRODUCTION

For a long time, higher education was regarded as a luxury rather than a necessity. Many people considered higher education as an elitist activity and not as a necessity. Over the course of time, as people clearly observed the importance of higher education, the demand of higher education increased proportionately.

In this study, the term “expansion,” which represents this rising demand, is examined as the first challenge of the higher education sector. Due to expansion, creating diversity and encountering different demands have become more important. Hence, diversity is also emphasized as another important issue of higher education. The effects of globalization have created a kind of process that integrates international, intercultural, and global perspectives. This process has encouraged the international mobility of students and academics, which has improved the sharing of intercultural skills and purposes. Therefore, the impact of globalization has also been an important factor, which supports the need for diversity. Over time, state universities cannot be sufficient in satisfying different demands. The inabilities of state universities to achieve these increasing and different requests have led to the establishment of private universities. In addition to all these points, in such a changing context, universities also have to act as an important part of the knowledge network. For disseminating knowledge, higher education institutions cannot function without new information technologies. Information technology assists educational institutions to become more competitive within both the national and international contexts. In parallel with all changes in higher education, universities can be regarded as a commercial product, governed essentially by market forces, and has brought in the concept of competitiveness (Mohamedbhai, 2003). Universities have to compete for funding, innovation, collaborations, new technologies, research, and recruitment of students. Therefore, the higher education institutions need a new management approach.

Each of these developments is related. Rising enrolment has caused an increasing demand. This demand results in more diverse student expectations. Expansion and diversification require additional revenue and new channels. To meet the increasing costs, the need for private institutions and collaborations with industry/government emerges. It can be clearly observed that none of determined items can be thought of separately. This article concerns all the developments and trends in the higher education area and will discuss these issues, particularly the eight most significant items.

2. LITERATURE REVIEW

Throughout history, the university concept has undergone many transformation processes. Nowadays, the three major dynamics in this process are technology, globalization, and competition. In parallel with these major issues, Günay (2014) summarizes the tendencies in the higher education area as following: (i) changes in population, (ii) increase in student mobility, (iii) education as a global market, (iv) decrease in public funds, (v) increase in competition, (vi) student as a customer, (vii) increase in flexibility, (viii) increase in transnational education, (ix) increase in strategic alliances, (x) partnerships and networks, and (xi) rise of Asia.

The academic changes of the late 20th and early 21st centuries are more extensive due to their global nature and the number of institutions and people they affect, and in the early 21st century, higher education has become a competitive enterprise (Altbach et al., 2009). Universities compete for status, ranking, and funding from governmental or private sources. While competition has always been a challenge in the academic world and it can contribute to improvement, it can also cause a fall in academic values and mission.

A report prepared for the UNESCO 2009 World Conference on Higher Education determined the main trends in higher education as the following items: globalization, greater access to higher education, quality assurance in higher education, research, privatization, shifts in student numbers-characteristics-needs and interests, change in teaching and learning approach, information technology, and distance learning. The report says that the traditional research-based university will still exist, but privatization, massification, and commodification greatly increase the need for prioritizing teaching, learning, and assessment, and for effecting changes that are anchored in credible scholarship and proven strategies. Therefore, policymakers define higher education institutions as crucial not only for education, but also for scientific research, innovation, and regional economic development.

Pasternack et al. (2006) state that the major developments in higher education can be identified as expansion, differentiation, greater flexibility, quality orientation, standardization, employability, internationalization, and lifelong learning. Altbach et al. (2009) propose that trying to examine these trends separately is similar to trying to pull an individual string from a knotted mass—tugging one brings along several others: mass enrolment has created a demand for expanded facilities for higher education. Larger enrolments result in more diverse student expectations and needs. Expansion and diversification create a need for new providers. System growth requires additional revenue and new channels for obtaining it. All of this (expansion, diversity, and funding shortages) generates concern for higher education quality.

Newman et al. (2004) assert that U.S. universities in several other countries, such as Denmark, Australia, and China, are moving toward new approaches for university governance for greater level of competition and responsiveness. Tunç (2013) claims that universities, in turn, are expected to respond to this newly created need and higher education institutions need to be equipped to respond to this challenge as effectively and efficiently as possible. In order to succeed in this task, universities need thorough understanding of all approaches in the higher education sector.

To explain all these approaches, the relevant literature, consisting of articles, reports, and proceedings, is thoroughly examined. Then, the article explains these new approaches in higher education with the aid of eight items. In this article, existing literature is used as the basis to determine the most important developments and trends in higher education.

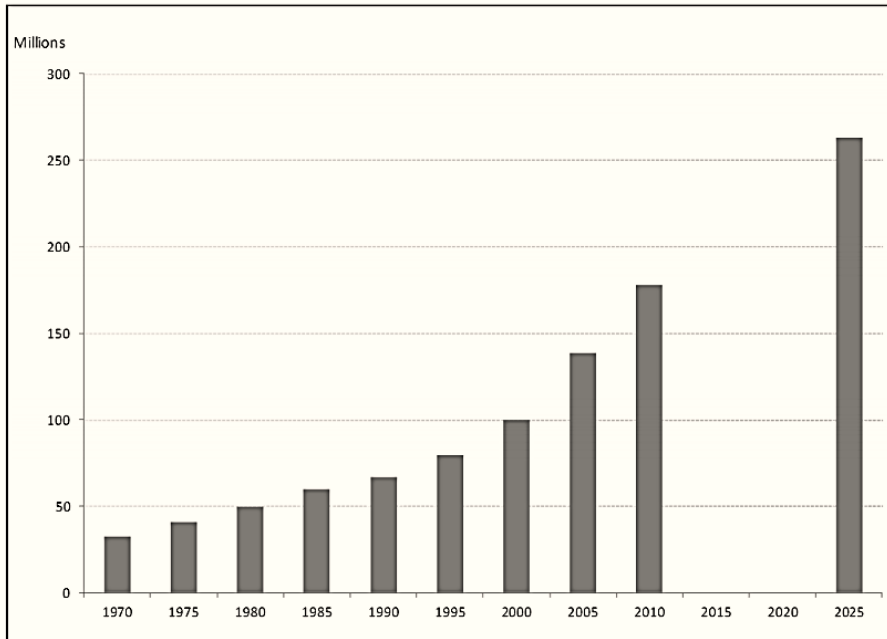
3. NEW APPROACHES IN HIGHER EDUCATION

3.1. Expansion and Diversification

Higher education enrolment has expanded considerably in the last half century. In 1970, the UNESCO Institute for Statistics (UIS) estimated that in the world, there were nearly 32.5 million students enrolled in higher education. In the year 2000, this number increased to nearly 100 million. In 2010, the estimation shows to 178 million students in tertiary education. The dramatic expansion of higher education worldwide, as depicted in Figure 1 means that 4.3% average annual growth in higher education enrolment, a very rapid growth when compared to the 1.6% average annual growth in the world population over the same period (UNDP, 2012).

Figure 1 also reveals an accelerating expansion starting in the mid-1990s, with a 5.9% average annual growth of higher education enrolments in the first decade of the 21st century. The number of higher education students is forecast to further expand to reach 263 million by 2025 (British Council and IDP Australia, cited in Davis, 2003 and Daniel, 2009).

Figure 1: Higher Education Statistics for 1970-2010 and 2025 Forecast (OECD, 2012)



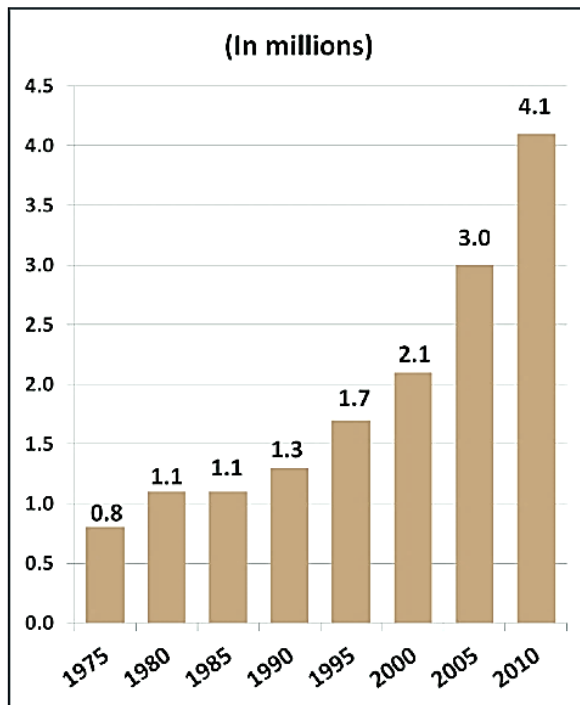
Another national statistical data by UNESCO and OECD shows that the entry rates in higher education, in OECD member countries, were only about 10% around in 1960. Between 1995 and 2009, entry rates in tertiary programs increased by nearly 25 percentage points, on average across OECD countries. All of these rates are undoubtedly evidence of the increasing higher education demand. Naturally, it is creating great pressure and some changing aspect on higher education systems and institutions such as adapting programs and teaching methods to meet the changing needs of students; the increasing number of universities and academics need; to encourage the private education and of course, some debate about education quality.

The expansion of higher education systems has often been associated with the need for increasing diversification, namely at the program level, based on the pressures to adapt more general programs to a more diverse student population and multiple regional, social, and economic needs (Teixeira et al., 2012). Teichler (2003) said that in the continuous process of expansion, higher education aims to respond to the growing diversity of students in terms of motives, talents and job perspectives. In the US, the term “diversity” is most often applied to concerns about the composition of the student body (Hurtado and Dey, 1997).

In many other parts of the world, the term “diversity” has been emphasized with regard to variety among the programs or services provided by academic institutions, and differences among the types of institutions themselves (Meek et al. 1996). The entire world, the diversification requires a new set of demands on higher education institutions and systems. Such as new approaches into teaching and research, as well as new curricula and administrative structures that respond more appropriately and effectively to the unique identities of the new kinds of students pursuing higher education (Altbach et al., 2009). To meet the increasing demand of tertiary education and to deal with intensive competitive area, the higher education institutions must avoid “*institutional isomorphism*” (DiMaggio and Powell 1983). In order to prevent institutional isomorphism each university must have their own diversification politics. In other words, whilst avoiding the word “categorization” stresses diversification and individualization, and calls for “functional differentiation” of universities based on their own initiatives (Kitagawa and Oba, 2010). That is to say, higher education institutions are to respond to the differentiating demand for higher education by offering different dimensions with course programs, level of degrees, substantive profiles of institutions and programs of the same type, ranks of reputation and quality of the institutions and programs of the same type. Diversification concept is closed with expansion of higher education. Expansion tends to diversify of tertiary education. In other words, they are related to each other. It seems that higher education will become even more diverse in the future through the establishment of new higher education providers.

3.2. Internationalizations

Internationalization strategies are designed to promote international mobility and convey intercultural skills. These strategies aim at the compatibility of degrees or certifications, transferability of educational achievements (ECTS), and the internationalization of the curriculum to ensure international competitiveness of both institutions and graduates (HWI, 2006). The Internationalization of universities activities greatly expanded over two decades. As shown in Figure 2, worldwide, there were about 4.1 million students in 2010 and by 2025; almost 8 million students are projected to be studying outside their home country (Özcan, 2011).

Figure 2: Growths in Internationalization of Tertiary Education (OECD, 2012)

Teichler (2009) explained the term of internationalization with these themes:

- a) Physical mobility, notably of students, but also of academic staff and occasionally administrative staff as well, is obviously the most visible international activity, and it is in the forefront of programs aiming to promote internationalization.
- b) Recognition across borders of study achievements is a second major theme, which is clearly linked to the first one. As the results of learning in one country accepted as equivalent to that, which is expected to be learned in another country, if persons are mobile at the beginning of their study, during the course of study, upon graduation or in later stages of learning and work.
- c) Other modes of transfer of knowledge across borders have been less the focus of recent public debates, but certainly have altogether a stronger weight than physical mobility of students and scholars: e.g. international knowledge transfer through media.
- d) International orientations and attitudes, or, in contrast, national orientations and attitudes of the actors, the students and possibly the academics are a major issue of internationalization such as growing global understanding or a growing empathy with other cultures.

- e) The similarity or heterogeneity of national systems of higher education plays an ambivalent role in this respect. On the one hand, a variety of national higher education systems, for example, are considered beneficial in order to provide mobile students the opportunity to learn from contrasts and thus to develop a more reflective mind and a better understanding of diversity. Nevertheless, the Bologna Declaration called for a structural convergence of higher education systems in Europe, among other reasons, as a means of facilitating intra-European student mobility.

Internationalization of higher education initiatives is certainly substantial for almost all country. There are many reasons affecting the number of international students for a country. Political realities and national security, government policies and the cost of study, use of English, the internationalization of the curriculum, e-learning, private higher education, quality assurance and control, support of European higher education space are major factors which affect the international student numbers (Altbach and Knight, 2007). Internationalization has a significant effect on political, economic and cultural life of the countries. However, only developed countries, especially, English-speaking countries provide most of services and so these countries earn the financial benefits and control the internal education industry.

3.3. Europeanization and Globalization

Europeanization in the context of globalization will lead to a more market-gearred control and to growing intercontinental competition, including changes in the international division of labor, which all call for specific national and even regional responses (HWI, 2006). Europeanization is the regional version of either internationalization; it is frequently addressed when reference is made to cooperation and mobility, but beyond that to integration, convergence of contexts, structures and substances as well as to segmentation between regions of the world Teichler (2003).

Recent years, globalization is a substantial term used in many areas such as economic, social or cultural. New information technologies, communication tools, social networks result in important cultural and demographic changes in many area of the world. Higher education is certainly one of the region affecting global inclinations. Globalization means to the broad economic, technological, and scientific trends that directly affect higher education and are largely inevitable in the contemporary world (Altbach, 2006). In addition, it should be mentioned that internationalization, globalization, Europeanization differs in some respects. Internationalization leans for increasing of cross-border activities and internationalization concept usually is interested in relation to physical mobility, academic collaboration and knowledge transfer; for globalization concept, borders and national systems get blurred or maybe disappear and it is often associated with competition and market-steering, trans-national education, and finally with commercial knowledge-transfer [25, 26]. Internationalization in higher education is the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education (Knight, 2004). With the emergence of the term "globalization" which was rejected at first and seen as a solely economic notion by higher education institutions, internationalization was interpreted as the reaction of higher education to phenomena of globalization (Kehm, 2011).

Europeanization is the regionally oriented kind of either internationalization or globalization and frequently addressed with reference to cooperation and mobility in a certain area (Race, 1997).

3.4. Privatization

New challenges like neo-liberal politics, globalization, internationalization, Europeanization cause the rising demand tendency of higher education. Therefore, all governments have to seek alternative financial sources or funds to satisfy rising demand. Privatization of universities has become one of the solutions solving this problem for governments. This means that, this kind of increasing demand has led to the privatization concept in higher education area. Privatization leads to some financial liabilities but also it has provided more opportunities for students. The restructuring of higher education brings along with it a debate some advantages and disadvantages of the private sector in comparison with the public sector. That is to say, this trend has been an important topic that provokes considerable debate in the field of higher education (Altunay, 2010). These debates are as follows:

- a) **Academic capitalism:** Some people think that higher education is only steered by government. If education is governed by private financial sources, it can be a part of capitalist system. It means that the privatization of higher education results in the “**academic capitalism**” and this concept brings many negative and threatening elements. These elements are:
 - In the Universal Declaration of Human Rights, higher education shall be equally accessible to all on the basis of merit. Moreover, in the International Covenant on Economic, Social and Cultural Rights, these words can be found, higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education. That is to say, education is a main human right. Because of the privatization, if people lack the necessary financial sources, they cannot access the higher education. This situation unfortunately causes inequalities in accessing the higher education.
 - These disparities of higher education bring also another problem that can be called “**social stratification**”. Social stratification is the inevitable consequence of unequal opportunities for higher education (Apple, 2001). There is a common debate over the social stratification created by the privatization of education. Public sector advocates have opposed the expansion of private sector in that they believe that it causes fractures in social cohesion. According to these defenders, the goal of privatization was an increase in the role of parents in the financing of education, which could increase inequalities in access to education and break social cohesion (Altunay, 2010). Moreover, they said that private education also could cause irreparable socioeconomic inequities between the poor and rich (Tilak, 1993).

- b) **Institutional isomorphism:** The institutions of private higher education are commonly looked upon as being responsive to the changing demands in higher education area. However, when the types of educational programs of universities are examined, they seem to be quite similar and so show less diversity than expected. In general, private higher education institutions tend to offer courses almost the same area such as business management, computer science, and electrical engineering. It can be said that the occurring institutional isomorphism is a kind of disadvantages in private educational sector.
- c) **The lack of quality education:** Another negative and threatening element is the quality of education. The people, who support the idea of the foundation universities is a part of academic capitalism, think that this kind of universities do not have the criteria of higher quality education. In private universities, the quality of education is depending on not only academics-teaching staff quality but also is about students' quality of universities. To full the capacity of university, the students who have very low scores can be accepted to the private universities. In that case, the student quality has become an important reason of education quality problem in the private universities. This image also affects the employability rate of foundation universities. Many researches show that unemployment rate is higher in private university graduates.

In contrast to the idea of “**academic capitalism**”, some people think that private higher education brings many positive effects in society and it is a necessity of global world. These views are:

- The arguments in favor of private higher education usually are based on three issues: efficiency, equity, and diversity and choice (Altunay, 2010). It is commonly argued that private higher education institutions are naturally more influential than publics because of strong incentives and the private sector is more responsive to the changing demands of students and business world. In addition to all of these, private sector causes to the competition. This competition leads to low costs and improves the quality of education.
- Education is a very expensive investment and government sources alone are not sufficient to provide all students with quality education. Privatization decreases some of these pressures and so it supports the government budget. Belfield and Levin (2002) proposed that privatization in education eases the pressure on governments to meet increasing demand and relieves them of excessive cost. Privatization can help to solve many educational problems if government regulates it in ways that make private schooling accessible to students at different income levels (Cinoglu, 2006).

- The defenders of privatization advocate that as the private universities have more and independent financial sources, they can use them more freely than the state universities. For this reason, they may offer more opportunities to their students. In addition, generally, number of academics of private universities is more than state universities. In this kind of universities, the number of students for per academic is much smaller than the state universities. This factor facilitates improving the quality of education. Moreover, thanks to private universities, there has been a competitive environment. Because of this competitiveness, not only university management but also universities' academics also feel compelled to produce new and quality resources to cope with this competitive environment.

3.5. Lifelong Learning

Lifelong learning is the voluntary, ongoing and self-motivated activities for either private or professional motives. It refers to more qualifications with enhancing personal developments with a wider participation regardless of age, status, or gender. The notion of lifelong learning emerged as an educational strategy providing second chance of education to the adults. Nowadays, all universities should have continuous education centers. These centers must offer seminars, conferences, and refresher courses to the people who wish to be kept up-to-date in their profession, or to the people who would like to obtain additional skills or knowledge in a different fields. The major international organization such as OECD, UNESCO, and the Council of Europe support the spreading of lifelong learning in all societies. This approach defends that education opportunities are not limited largely to the early phase of life and dominated by formal education. Nowadays, there are many socio-economic reasons affecting the improvement of lifelong learning approach like globalization, technological change, and growth of knowledge society, the changing needs of labor market and the increasing of ageing populations. The European Commission's Communication report (2008) outlines that the education, training and employment policies of the Member States must focus on increasing and adapting skills and providing better learning opportunities at all levels, to develop a workforce that is highly skilled and responsive to the needs of the economy. The European University Association (2008) states some important points about the improvement and applying of lifelong learning strategies for universities. The report highlights the following items:

- Universities must understand lifelong learning in all aspects, and they must use it in their mission. Therefore, lifelong learning will be an important part of the culture of universities. The integrating lifelong learning to the mission is also necessary to enhance the creativity profiles of institutions.
- Universities embrace lifelong learning in their strategic planning.
- Thanks to mobility of students in life learning approach, different types of learners can be together in a different environment. This diversity causes with many different perspective to enhance and improve of university culture.
- Universities should provide suitable guidance with relevant academic or professional guidance to support all different learners who come from varied social and cultural backgrounds or are different ages.
- Providing relevant lifelong learning context, universities need partnerships with a range of other educational institutions, employers, trade unions

- Universities must behave as role models in society by offering lifelong learning opportunities for their own employees whether academic, administrative or staff.

As a conclusion of all these, lifelong learning can be seen by universities as a kind of efficient tool to keep up with the developed world.

3.6. New Management Approaches in Higher Education

The new challenges of management have an important impact on the success of higher education institutions. The competitive environment of higher education area, universities need reengineering to respond newly created requirements. Jongbloed (2004) stated that competition where possible, regulation where necessary. Management of institutions is one of the major parts of reengineering process. Based on the literature, **autonomy, transparency, accountability, visionary** are the most substantial tendencies for university managements. As one of the Magna Charta Observatory principles said that to meet the needs of the world around it, its research and teaching must be morally and intellectually independent of all political and economic power. The devolution of decision-making powers from government institutions to autonomous universities is a very significant factor. Autonomy of higher education institutions, in terms of both academic freedom and financial issues, is the most crucial requirement for their success. In such a case, higher education institutions can be more innovative implementations and can increase the performances (Özcan, 2011). Besides that autonomy, to establish an evaluation mechanisms for **transparency and accountability** has one of the inevitable requirements. Reducing procedural controls by government both financially and academically and funding an evaluation system to ensure transparency and accountability are necessary for visionary management in a university system.

The increasing demand for higher education causes a rising number of higher education institutions. This causes the emergence of a higher education market. When higher education is considered as a business, it should be examined in the concepts of the business definition which is mainly defined as "a business is an organization involved in the trade of goods, services, or both to consumers." Many studies agree that higher education is a kind of organization, there is no problem in this point. However, what about the meanings of good, service and consumer concepts in the definition of business? According to classical view of higher education, it is a main human right, it must be free of charge, and so higher education cannot be seen as a business. Alternative model emerged in contrast with the traditional model of higher education. It supports that higher education is a kind of business. Many higher education institutions started to adopt a more business-like approach in order to compete and survive in the changing education industry (Dahan and Şenol, 2012). This "strategic change" in academia is now creating its own ambiguity to the institutions that are not accustomed in different aspects of thinking and acting strategically (Gioia and Thomas, 1996). Actually, the message for the academia is clear: academia is not allowed to lock themselves up in their ivory towers anymore (Weymans, 2010). Nevertheless, many academics are disturbed from the idea of managing higher education institutions in a market-oriented manner.

In this situation, the reluctance of the academics on business approach is substantial impact on development of the business approach.

One of the substantial debates is the understanding of the customer concept. Customers are defined as the ones who receive the benefit of the product or service and they are the ones who can pay for it in marketing theory. When the definition applies to the higher education, universities provide educational service and students benefit from these services and they are paying for the education. Thus, students are perceived as customer of the higher education institutions. In addition, the students are as a customer they can share responsibilities of higher education institutions. Student-designed curricula, teaching guarantees and increased student opinions in determining education policy are only some examples of sharing responsibilities. As a result, higher education institutions adopt a student-customer model with an academic mission. In addition to, the defenders of customer concept, there are also some people who are the cons of this concept. They think that although to tag the students as a customer is not normal and perhaps even a sin. According to them, the students are called as customers; it can be contrast with the core of education. Second important point is to make a comparison between the responsibilities of a business entity and a higher education institution. A business entity is a kind of institution that is formed to engage in business activities for selling a product or a service to make profit. However, the purpose of education institutions cannot be regarded such simplistic; it is a much more complex process than business. According to the *World Education Report 1991*, prepared by the *UNESCO*, the responsibility of the higher education institutions can be summarized as transferring the knowledge to the new generations by teaching, training and doing research; determining a balance between basic and applied research and between professional training and general education; meeting the priority needs of their respective societies. Also, higher education are expected to function as social institutions actively for the development of individual learning and human capital, the socialization and cultivation of citizens and political loyalties, the preservation of knowledge, and the fostering of other legitimate pursuits for the nation-state (Gumport, 2000). As can be seen in these statements, the goal of higher education cannot be thought as a simple way. It is very complicated process and different from business entities. Overall, in the light of new trends and challenges, higher education institutions can be seen as a business approach but of course, without neglecting academic quality and social responsibilities of higher education.

3.7. University-Government-Industry Collaborations

The roles of universities have changed due to intensifying technology development and increasing competitive environment. In the past, universities had responsibility for only research and teaching but nowadays, because of new challenges, they need government and industry collaborations. A global challenge for higher education institutions is to respond to an increasing variety of societal needs by using less public money and by becoming more efficient in their internal functions Välimaa (2011). The different social needs and wants emerges effecting with global expectation and to meet the changing demands, the universities must behave as innovative and active. As industrial companies have changed liked universities, they also need universities. They were dealing with only producing a new product but nowadays it is not enough. The supports of university and government are necessary for them to struggle with their rivals. The government supports university and industry with financial contribution and their supported policies.

Therefore, the universities are part of industry with their faculty members and researchers to develop new project and product. The partnership of these three main players - university, government and industry- is very important for developing of a country. Gibbons et al. (1994), Nowotny et al. (2001) state that governments have promoted national prosperity by supporting new lucrative technologies together with the universities that become “engines” of their regions. Massay et al. (1995) talk about an approach to industry-university quality partnerships for engineering education. According to Urry (1998), higher education institutions had to be restructured in order to be productive and competitive, and should have organizational networks to fulfill the need for specialized labor and to provide linkages with industry. Carayannis et al. (2000) indicate that the linkage between theory on knowledge management and strategic management provides a framework for understanding the imperative for collaborative research partnerships, particularly those involving government, university and industry actors. In this context, the “Triple Helix” can be mentioned. The thesis states that the university can play a major role on changing and improving increasingly knowledge-based societies. Etzkowitz and Leydesdorff (2000) defend that the previously isolated institutional social spheres of university, government and industry have become increasingly intertwined. Dinçer and Rosen (2001) present that there is a strong need to concentrate the efforts in developing right policies and strategies to assess the impact of science and technology on national development; to develop mechanisms in bringing government, industry and university together for research and development and innovation; and to accelerate commercialization. Leydesdorf (2003) mentions the triple helix dynamics. In the analysis, he introduced the relations between the institutions and government sectors, which could be measured as variables and probabilistic entropy while using dynamic fluxes basing on infrastructure support. Leydesdorff and Meyer (2006) emphasize on three selection environments in the triple helix model namely wealth generation (industry), novelty production (academia), and public control (government). Worasinchai et al. (2009) study the role of knowledge flow in the triple helix model. The triple helix model was a spiral model. It underlines the importance of contributing to the interactions between academic, industry, and government. Viale and Etzkowitz (2010) introduce anti-cyclic triple helix. They propose a turning point of research and innovation policy in Western countries, with apparent contradictory effects. The result of study emerged that to support the academy-industry relationship was unavoidable. Perkmann et al. (2011) state how universities’ research quality shapes their engagement with industry. Based on the literature, it is certain that the universities are not only teaching institutions, but also contribute to technological developments and sustainable economic growth of a country. It is expected that higher education institutions should be engaged with innovation and entrepreneurship activities through collaboration industry and government. In this collaboration, government must play a major role for supporting universities through incentives to create inventions in new technologies and industry provides funding to higher education institutions for research projects. As a result, universities should effort to the collaborations of government and industry that are regarded as a significant element of catching the new trends in higher education area.

3.8. Information Technologies and Distance Learning

It is clear that knowledge is an inevitable necessity for all human activities. For this reason, our contemporary societies are called networked knowledge societies. All individuals and enterprises need to use and update knowledge to perform well in their activities. Higher education institutions are very important places to obtain and update knowledge. Välimaa (2011) said that higher education institutions might act as important nodes of knowledge networks because of their intellectual and material resources. As an important part of society, higher education institutions cannot be considered without information technologies, and therefore, they should support all development in information technologies. Moreover, it must be emphasized that information technology in its various forms is well-placed to assist education institutions to become more competitive within international markets (Mazzarol et al., 1998). Higher education institutions must seek methods to respond to such demands by offering convenience and reducing time spent on activities. If the universities do not research new ways, their competitors will have advantages. Technology offers students more options with greater flexibility in relation to when and what they want to learn. Online programs provide many alternatives to the traditional education institutions. The implementation of long-distance learning breaks down the traditional geographic barriers and extends curriculum offerings that might not be accessible to students (Chen, 1998). Therefore, distance learning is a major substitute of higher education institutions. Many international educational institutions can be accessed through distance learning, by which students can earn a degree, and this represents a potential threat to existing higher education institutions (Huang, 2012).

4. CONCLUSION

Higher education represents a critical factor marking innovation capability and human capital development of any country. It plays a central role in the success and sustainability of national development. Hence, universities have become increasingly important in national agendas and have undergone profound mutations and reforms worldwide over the past few decades. Altbach et al. (2009) say that an academic revolution has taken place in higher education in the past half-century, marked by transformations unprecedented in their scope and diversity. Higher education is now facing many challenges arising from the impacts of globalization and the growing importance of knowledge and communication. With so many different developments, higher education institutions are now more influential than ever and they are in a new approach symbolizing the shift from the traditional to the modern aspects.

Nearly 50 years ago, higher education only referred to the traditional teaching and research universities. However, this picture is completely different today. Several developments have contributed to redefining the model of the "ivory tower." Nowadays, higher education institutions are more diversified. They are close to a larger segment of the population instead of to just an elite group. Several trends have contributed to reshaping the model of traditional universities. "Ivory tower" universities attended by the elite are closer to a patchwork model attended by larger segments of people.

Nowadays, higher education is characterized by massive expansion, more diverse profiles of higher education institutions, programs, and their students, greater internationalization and globalization, wider participation in lifelong learning, private education institutions, all thanks to the effects of the emergence new players, growing pressures on costs, and new forms of financing and management, collaborations, and more integrated use of communications and educational technologies.

As a result, higher education systems and institutions are facing a new paradigm, which has transformed them from holding traditional views to newer, modern ones. They have especially reshaped the impact of factors listed above. To reinterpret and redefine the higher education scenario, the academic world needs a thorough understanding of all new approaches in such a transformation process. Therefore, in this article, in order to provide better understanding, the major issues about the developments and trends in higher education are outlined under the eight items, based on the available literature.

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