Higher Education

Governance & Policy

Higher Education Governance and Policy (HEGP) is the scholarly journal of the Association for Higher Education Studies (Yükseköğretim Çalışmaları Derneği).

HEGP aims to inform an international audience about higher education policies and management practices around the world.

The core scope of HEGP is the development of higher education policies and their reflections in management practices in different countries' systems. Considering their policy-making and strategy-management functions together, the larger scope of HEGP includes shaping governance structures in the higher education sector from an institutional to a global level. Accordingly, HEGP prioritises studies with an international perspective on policy development and managerial practices in higher education. While authors take an institutional, local, or national case as a basis, they should enrich their studies through comparative and international discussions structuring on different higher education institutions such as universities, research institutes, community colleges, or vocational schools.

As an online, open-access journal, HEGP will be published **biannually** (June and December).

For the peer-review and publication process in HEGP, there is **no fee** for Manuscript Application or Article Processing Charge.

HEGP is **a peer-reviewed international journal** that publishes articles in English. HEGP operates a **double-blind (anonymous) peer-review** process presenting manuscripts to at least two expert reviewers. In the case, after publication, if the editorial team identifies **any kind of incidental misconduct**, they have a right **to retract the article from publication** until such misconduct is resolved. In this regard, the editorial team can **ask the author(s)' correction on articles** when needed. In such cases, as a part of their responsibilities, the editorial team will also publish **necessary corrections, clarifications, retraction notes, and/or apologies in the next issue**.

HEGP strictly follows **the International Standards for Editors and Authors outlined by the Committee on Publication Ethics (COPE)**. COPE Code of Conduct guidelines are available at: https://publicationethics.org/resources/guidelines

HEGP also provides immediate open-access to its content on the principle that making research freely available to the public supports a greater global exchange of knowledge. Therefore, HEGP supports **The Budapest Open Access Initiative (BOAI)**. See the details on BOAI at: http://www.budapestopenaccessinitiative.org/boai-10-recommendations

Further, HEGP adheres to the "**Creative Commons Attribution 4.0 International (CCA4.0I)**" licence. Read the full-text legal code at: http://creativecommons.org/licenses/by/4.0/legalcode. The legal codes permit unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Based on the BOAI and the CCA4.0I licence, a**uthor(s) have all intellectual property rights of his/her/their article published in HEGP**. Aside his/her/their ownership in HEGP, with this agreement, author(s) accept(s) to allow beneficiaries to use his/her/their article(s), data set(s), graphic(s) and appendix(ces) in data mining applications, search engines, web sites, blogs and other platforms by providing appropriate references.

Contact: hegpthejournal@gmail.com

Contents

Editorial:
Different Cases of Leadership and Teaching in Higher Education

Higher education has a global structure including the influence of international trends. Such international composition naturally enrich diversity in universities. No doubt, generating diversified leadership team can help to establish scholarly environment in universities. Within this environment, scholarship of teaching and learning could be one of hot topic to empower international programmes. To this end, English language programmes expectedly gain importance to train students for global business sectors.

In this issue of HEGP studies on different topics are covered. The first article, titled "English Language Teacher Education Programs at Turkish Universities: A Statistical Overview" by Asmalı analyzed the key characteristics of English Language Teacher Education programs in Türkiye. Asmalı stated that the decrease in the demand for English Language Teacher Education programs is a major challenge of these programs. Asmalı indicated that English Language Teacher Education in Türkiye needs careful planning in terms of academic employment and student quotas. The second article, titled "Striving for Diversity of Leadership: Governance in UK Higher Education Institutions" by Shafi, Clarke, Norman, and Andrews investigated the scholarship on developing the diversity of UK university boards and developed a practical toolkit to ensure board diversity in higher education. The study documented the barriers to achieving diversity in the UK higher education institutions boards. The third article of the journal, titled "Linking Sustainability and Spirituality: The University with a Soul" by Razak and Moten elaborated on key values that higher education needs to convey to link sustainability and spirituality. The fourth article of this issue, titled "Bibliometric Analysis of Research on Scholarship of Teaching and Learning in Higher Education" by Ertem and Aypay documented the results of a bibliometric analysis on research of teaching and learning in higher education. The study documented the influential outlets, topical foci, and key references in research on teaching and learning in higher education.

We expect that the articles on this issue will prove beneficial to international scholars, practitioners, and policymakers in higher education around the world.

Yasar Kondakci
   Editor

English Language Teacher Education Programs at Turkish Universities: A Statistical Overview

Mehmet Asmali[*]

School of Foreign Languages, Alanya Alaaddin Keykubat University, Antalya, Türkiye

Abstract

Considering the significant role of English Language Teacher Education (ELTE) programs on future English teachers' teaching skills and eventually on the English proficiency of future generations, the present study investigated some statistics concerning the academics and students of these programs. All the statistics were gathered from YÖK Atlas, a website initiated by the Council of Higher Education (CoHE) in Türkiye. The data were analyzed to find out the differences between public and private universities' ELTE programs, and to find out correlations among various elements of the ELTE programs regardless of the type of universities. The findings revealed the superiority of the ELTE programs at public universities over the ones at private universities in various aspects. However, students' decreasing number of ELTE program preferences in recent years at both public and private universities were among the major findings of the present study. Moreover, some positive correlations among the variables were reported. The findings were discussed in light of the related literature. Finally, some implications including employment of more professors and a better projection while opening new ELTE programs are drawn based on the findings.

Keywords: English language teacher education, Public universities, Private universities, Language teaching in Türkiye

Introduction

Considering the significant role of English as a global language, all countries, especially the ones where English is spoken as a foreign language, intend to reach higher standards in teaching it by placing foreign language teaching as one of the primary concerns in their national education systems (Ertuğrul Seçer & Erişen, 2020). Türkiye has also made considerable efforts and investments in the teaching of English through reforms in both foreign language teaching and general education in the past 30 years (Çapan, 2021).

Despite the best efforts, Türkiye's performance in English proficiency has been ranked among the 'low' or 'very low proficiency' countries in international indices (Tuzcu Eken, 2021). Since peoples' poor proficiency skills in English may stem from the deficiencies of the ELTE programs (Şenol & Cesur, 2021), the number of studies addressing various aspects of these programs has increased recently (see Asmalı, 2020; Asmalı & Çelik, 2021; Ataş & Balıkçı, 2021; Balbay & Doğan, 2021; Karakaş & Yavuz, 2018; Kic-Drgas & Comoglu, 2017; Öztürk & Aydın, 2018; Şenol & Cesur, 2021; Uzun, 2016). The findings indicated the urgent need for some reforms both in the student selection process, such as employing integrative tests or measuring students' attitudes and aptitude (Asmalı & Çelik, 2021) and in the pre-service education phase, such as practice-based training and training teacher candidates for different age groups (Öztürk & Aydın, 2018). The findings of recent cross-cultural studies also showed the common points and differences in ELTE programs in Türkiye and Poland (Kic-Drgas & Comoglu, 2017) and Malaysia (Karakaş & Yavuz, 2018) as well as the differences in entry requirements in ELTE programs in Türkiye and the Netherlands (Asmalı & Çelik, 2021). Moreover, the contribution of specific

courses in ELTE programs, such as content knowledge elective courses (Şenol & Cesur, 2021), educational and technical courses (Uzun, 2016), and materials, testing and practicum courses (Ataş & Balıkçı, 2021) have been investigated. In addition, the historical development of ELT in Türkiye (Balbay & Doğan, 2021) and comparison of ELTE programs at public and private universities through various statistical findings based on document analyses (Asmalı, 2020; Ertuğrul Seçer & Erişen, 2020) have been among the topics of recent publications.

Despite the growing number of studies addressing various issues of ELTE programs, some potential correlations among important elements of ELTE programs based on the detailed statistics, such as the average number of academics, students' average number of preferences, the average number of publications per academic and program, students' average foreign language test scores, and graduates' test scores have remained scarce. Moreover, how ELTE programs at private and public universities differ in terms of different statistics is also among the less studied topics. Drawing on these gaps in the related literature, this study attempts to find answers to the following research questions:

1. Are there any differences between ELTE programs at public and private universities regarding:
    a. the average Foreign Language Test scores of students over six years?
    b. the average KPSSP121 scores of graduates?
    c. the average number of publications per academic?
    d. the average number of publications per program?
    e. the average number of academics?
    f. students' preference statistics across the country?
2. Are there any significant correlations among the average number of academics, the number of publications per academic and program, students' average number of ELTE program preferences and average foreign language test scores, and graduates' KPSSP121 scores?

The Journey to Become an English Teacher in Türkiye

Admission to the Program: The graduates of high schools who would like to be placed in an ELTE program in Türkiye are required to take two tests, Basic Proficiency Test (BPT) and Foreign Language Test (FLT), which are organized by Measuring, Selection, and Placement Center (MSPC). In BPT, students need to answer 120 multiple-choice questions in Turkish language, social sciences including history, geography, philosophy, and culture of religion and knowledge of ethics, math, and science including physics, chemistry, and biology in 135 minutes. There are 80 multiple-choice questions that have to be completed in 120 minutes measuring students' grammar, translation, vocabulary, and reading skills in FLT. Students can choose one of the following languages: English, Arabic, German, Russian, and French. For the evaluation of BPT, first, 33% of both Turkish language and math tests as well as 17% of both social sciences test and science test are taken. The total foreign language score is calculated by taking 40% of the BPT score, 60% of the FLT score, and students' high school GPA multiplied by 0.12.

Students' placement to the ELTE programs is regulated by the Council of Higher Education (CoHE) depending on the students' preferences and the quotas of the programs. The result of the placement, which is made according to the ranking of the students based on their scores, is announced by the CoHE. The most recent statistics indicated that among 104,909 candidates who took FLT in 2021, 98,641 of them took the test in English. Their average number of correct answers was 39,054 out of 80 questions (ÖSYM, 2021a). To keep the quality of the students who will study in the teaching programs at a certain level, the CoHE has introduced the mandatory requirement of taking place in the first 300,000 students in admission to the faculties of education (ÖSYM, 2019).

ELTE Undergraduate Programs: As of 2021, ELTE programs are offered at 57 public and 15 private universities in Türkiye. Private universities offer different scholarships ranging from a full scholarship to paid programs, with a total of 36 different ELTE programs. Students also have the opportunity to study in the Turkish Republic of Northern Cyprus (25 programs at 10 different universities), Azerbaijan, Bosnia and Herzegovina (three programs at one university each), and North Macedonia (three programs at one university).

The ELTE program in Türkiye lasts four years. Although the programs at each university may have their own different applications, the students at almost all universities take a proficiency test before the program starts, and the ones who fail that test have to take a one-year English preparatory class. A fairly centralized curriculum provided by CoHE is followed in ELTE programs (Öztürk & Aydın, 2018). The courses in the first year mainly aim to improve freshmen students' English language skills in writing, reading, listening, pronunciation, and speaking separately. Just like all the freshmen students in any program in Türkiye, students in the ELTE programs take two-hour Turkish history and Turkish language courses as well. Moreover, an extra foreign language and some pedagogical courses are offered in the first year. In the second year, apart from some elective courses, students learn about English literature, linguistics, approaches to language teaching as well as teaching principles and technologies. The program in the third year focuses on teaching language skills and classroom management. The main element of the final year of the program is the school experience course in which student teachers are required to conduct various classroom observations and practice teaching regularly by receiving continuous feedback from their mentor teachers (Öztürk & Aydın, 2018).

The Process to be Appointed as an English Teacher: The standards to be appointed as an English teacher to a public school are set by the Ministry of National Education (MoNE). The candidates who meet the basic application requirements, such as being a Turkish citizen or graduating from an ELTE program, can apply to be appointed as teachers of English (MoNE, 2021). However, graduates of ELTE programs need to take a series of written and oral tests before the application process. First, English teacher candidates need to possess a valid KPSSP121 score, which is a combination of the scores the candidates receive from a set of multiple-choice tests (see Table 1). In general, students take these four tests on two different weekends and in three different sessions.

Table 1. Scope, Duration, and Contribution of Tests to Obtain KPSSP121 Score

Duration	Topics/subjects	Approximate weight of questions in the test (%)	Contribution of test to total KPSSP121 score
	Test 1: General ability (60 questions)		0.15
	Reasoning skills, grammar, and spelling rules	50	
	Numerical and logical reasoning skills	50	
	Test 2: General Culture (60 questions)		0.15
130 minutes	History	45	
	Geography of Türkiye	30	
	Basic civics	15	
	General, cultural, and current socioeconomic issues related to Türkiye and the World	10	
	Test 3: Educational Sciences (80 questions)		0.20
	Teaching principles and methods	26	
	Classroom management	6	
	Instructional technologies and material design	6	
	Program development	6	
100 minutes	Testing and evaluation	15	
	Learning psychology	15	
	Developmental psychology	13	
	Counseling and special education	13	
	Test 4: Teacher content knowledge test (75 questions)		0.50
	Language proficiency	34	
120 minutes	Linguistics	13	
	Literature	13	
	Field training test	40	

Note. The data are from "[2021 Public personnel election exam (KPSS) guide group A and teaching]", by ÖSYM, 2021b.

Since the weight of 50% is taken, the most important among these tests is the Teacher Content Knowledge Test (TCKT), which has been conducted since 2013. The statistics regarding this test have been shared on the website of MSPC regularly (see Figure 1). Although students' average score over the years has shown some fluctuations, it has been increasing steadily in the past four years.
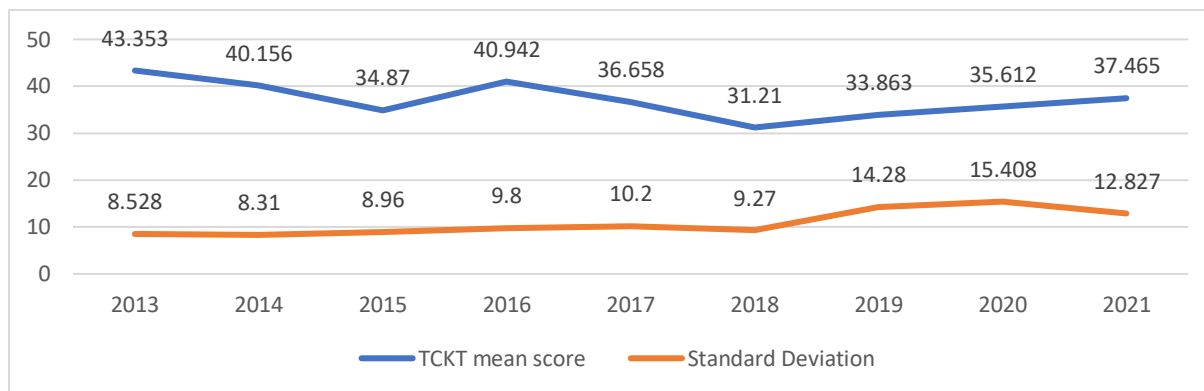
Figure 1. TCKT mean scores and standard deviation between 2013-2021
Note. The data are gathered from the website of ÖSYM (https://www.osym.gov.tr/TR,20636/2020-kpss-lisans-genel-yetenek-genel-kultur-egitim-bilimleri-alan-bilgisi-ve-oabt-sinav-sonuclarina-iliskin-sayisal-bilgiler.html)

A minimum KPSSP121 score of 50 is set for the candidates to be able to start their pre-application process. Starting from those who have received the highest KPSSP121 score among those whose preliminary applications to enter the oral test have been approved, candidates up to three times the number of determined quotas are admitted for the oral test. (MoNE, 2021). Some skills of the candidates are evaluated in the oral test, such as their knowledge of educational sciences and general culture, their communication skills, grasping and summarizing a subject, their readiness for scientific and technological developments, and their self-confidence as well as educational qualifications (MoNE, 2021). Those who score 60 and above as a result of the oral test are deemed successful and have the right to choose to be appointed as an English teacher. Appointments of the candidates who are successful in the oral test are made electronically based on their oral test scores taking into account their preferences. In the case of equality of oral test scores, the ones who obtain higher KPSSP121 scores are appointed.

The statistics concerning the number of applicants and the number of appointed English teachers show that of the teacher candidates who applied to be appointed, 44.97% in 2017, 46.69% in 2018, and 30.83% in 2019 could be appointed to work as an English teacher at primary and secondary public schools (TEDMEM, 2018, 2019, 2020).

Method

First, document analysis was employed in the present study, in which both printed and electronically available documents are examined, interpreted, and evaluated to present information and evidence regarding the issue under investigation (Bowen, 2009). Document analysis, as the methodology of the current study, served best for the purposes of the study as the data for the present study were gathered through YÖK Atlas (https://yokatlas.yok.gov.tr/), which is a website providing all statistics available concerning all undergraduate and associate degree programs in Türkiye. This website, which is launched by the CoHE, presents all the statistics for each department separately, such as the average FLT score of the students in each program, the number and publications of the academics, the preferences of the students, and the KPSSP121 scores of the graduates.

All statistics for the programs are available on this website separately for each program and year. To answer the first research question in this study, the following statistics have been gathered from YÖK Atlas and listed on Microsoft Excel. Statistical analyses, such as percentages and mean scores, were conducted on SPSS for public and private universities:

- FLT mean scores of 93 different ELTE programs (57 public and 36 private university programs) over the past six years (2016-2021)
- The preferences of the students studying in the ELTE program across the country over the past four years (2018-2021). The statistics regarding students' preferences included the average total number of students who preferred each ELTE program, their average order of preference for the

program in their university program preference lists, the average total number of students who preferred each program in the first and the first three places in their university preference lists.

- KPSSP121 scores of the ELTE program graduates (2021)
- The average number of academics per ELTE program including the average number of professors, associate professors, assistant professors, and research assistants.
- The average number of publications per academic and program (2021). All publications except for conference papers published by professors, associate professors, assistant professors, and research assistants since 2021 have been listed.

For the second research question, Pearson correlation analyses were run on SPSS to find out the potential correlations among the abovementioned aspects of ELTE programs irrespective of the differences between public and private universities. Furthermore, as this study is based on document analysis and does not involve research participants, ethical approval was not received from any ethical committees.

Findings

The first item of the first research question attempts to find out the differences between ELTE programs at public and private universities regarding the average FLT scores of students. The results show that the average FLT scores of students studying in ELTE programs at public universities have been consistently higher over the last six years than those studying at private universities (see Figure 2). The differences between the mean scores have continuously increased since 2016 and reached the top ($M = 10.25$) in 2019, then showed a sharp decrease in the last two years. Despite the small decrease in 2021, the increase in average FLT scores since 2017 is notable for both public and private university students studying in ELTE programs.

Average FLT scores of the students in ELTE programs at public and private universities

Year	Public universities	Private universities
2021	66.28	60.84
2020	67.11	61.95
2019	66.15	55.9
2018	62.13	52.7
2017	56.27	47.93
2016	59.56	50.59
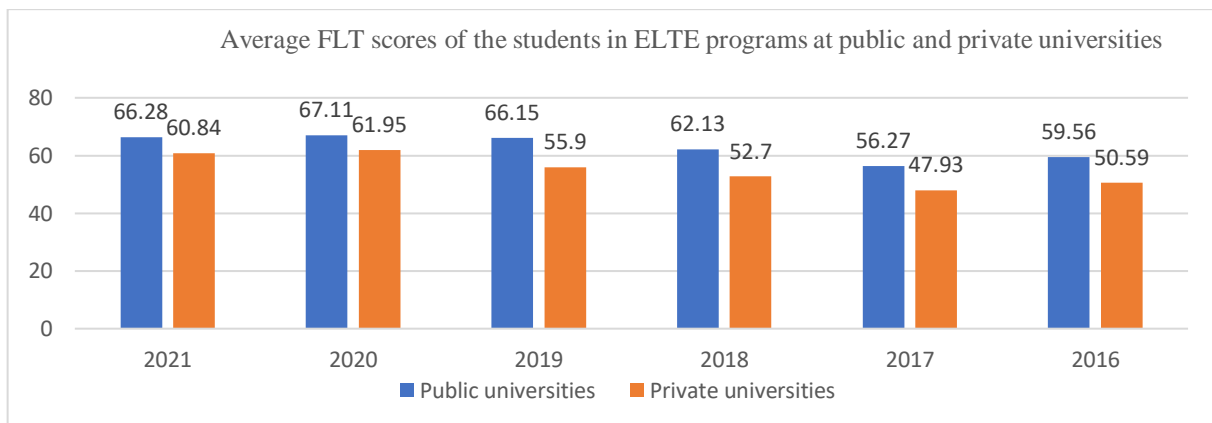
Figure 2. The differences between average FLT scores of the students in ELTE programs at public and private universities (2016-2021)

Students with the highest FLT scores on average prefer Boğaziçi University ($M = 76.5$ in 2021) and Middle East Technical University (METU) ($M = 74.8$ in 2021) from public universities, and Bahçeşehir University ($M = 74$ in 2021) from private universities. The students with the lowest FLT scores on average have preferred Hakkari University ($M = 57.2$ in 2021 and 60.6 in 2020) and Bayburt University ($M = 58.1$ in 2021 and 62.2 in 2020) among the public universities; the paid program of Maltepe University ($M = 36.2$ in 2021 and 39.8 in 2020) and Ufuk University's 25% discount program ($M = 39.8$ in 2021 and 36.2 in 2020) among the private universities in the last two years.

The following four items of the first research question present detailed statistics concerning the ELTE programs at public and private universities, such as the average KPSSP121 scores of graduates as an output of the program which may be indicative of students' declarative knowledge, the average number of publications per academic and program, and the average number of academics per program as the potential determinants of the success of programs or the reasons of students' program choice.

As it is shown in Figure 3, in all statistics ELTE programs at public universities show a prevailing performance over the ones at private universities. As for the average KPSSP121 scores, the ELTE program graduates ($M = 69.83$) slightly overperformed the ones at private universities ($M = 67.9$). Whereas graduates with the best performance among public universities in the average KPSSP121 score category are the graduates of Harran University ($M = 80.08$) and Boğaziçi University ($M = 75.48$); they are İstanbul Medipol University ($M = 66.42$) and İstanbul Kültür University ($M = 64.74$) among private universities. While the public universities with the lowest average in the KPSSP121 score are the universities of Hakkari ($M = 62.45$) and Bayburt ($M = 59.93$); the universities of Okan ($M = 58.42$) and Hasan Kalyoncu ($M = 60.29$) are among the lowest scoring private universities.

Statistics also indicate that academics working in the ELTE programs at public universities ($M = 10.68$) have published more publications than the ones working at private universities ($M = 6.39$). The universities with the highest number of average publications per academic are Dokuz Eylül University and Gaziantep University with 27.1 and 21 publications among the public universities, respectively. The university with the highest average number of publications per academic among private universities is Ufuk University with an average of 15.66.
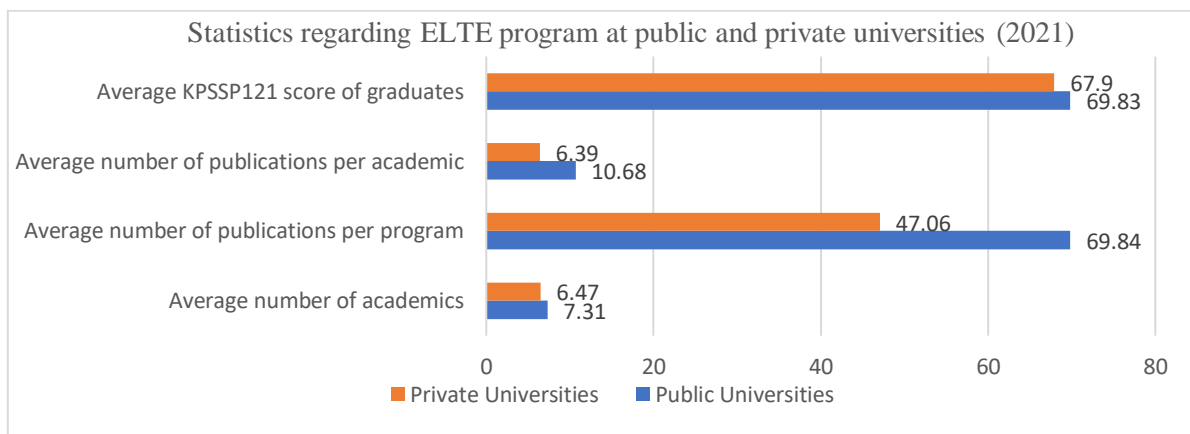
Figure 3. Statistics regarding ELTE programs at public and private universities (2021)

The average number of academics working in ELTE programs is very close at both public ($M = 7.31$) and private universities ($M = 6.47$) as it is illustrated in Figure 3. In both university types, the highest number of staff is assistant professors (total number: public universities = 175, private universities = 51), followed by the number of research assistants (total number: public universities = 103, private universities = 31), professors (total number: public universities = 62, private universities = 12), and associate professors (total number: public universities = 61, private universities = 7), respectively. Despite the needs of the programs, there are seven public universities and only one private university that do not have research assistants in their ELTE programs. While more than half of the public universities' ELTE programs ($n = 30$) do not possess a professor, this ratio is only one-third at private universities.

The last item of the first research question is related to the preferences of the students studying in the ELTE programs across Türkiye. The statistics presented in Figures 4 and 5 regarding students' preferences involve the average total number of students who preferred each program (blue in Figures 4 and 5), students' average order of preference for the program in their university program preference lists (grey in Figures 4 and 5), the average total number of students who preferred each program in the first (orange in Figures 4 and 5) and the first three places in their university preference lists (yellow in Figures 4 and 5).
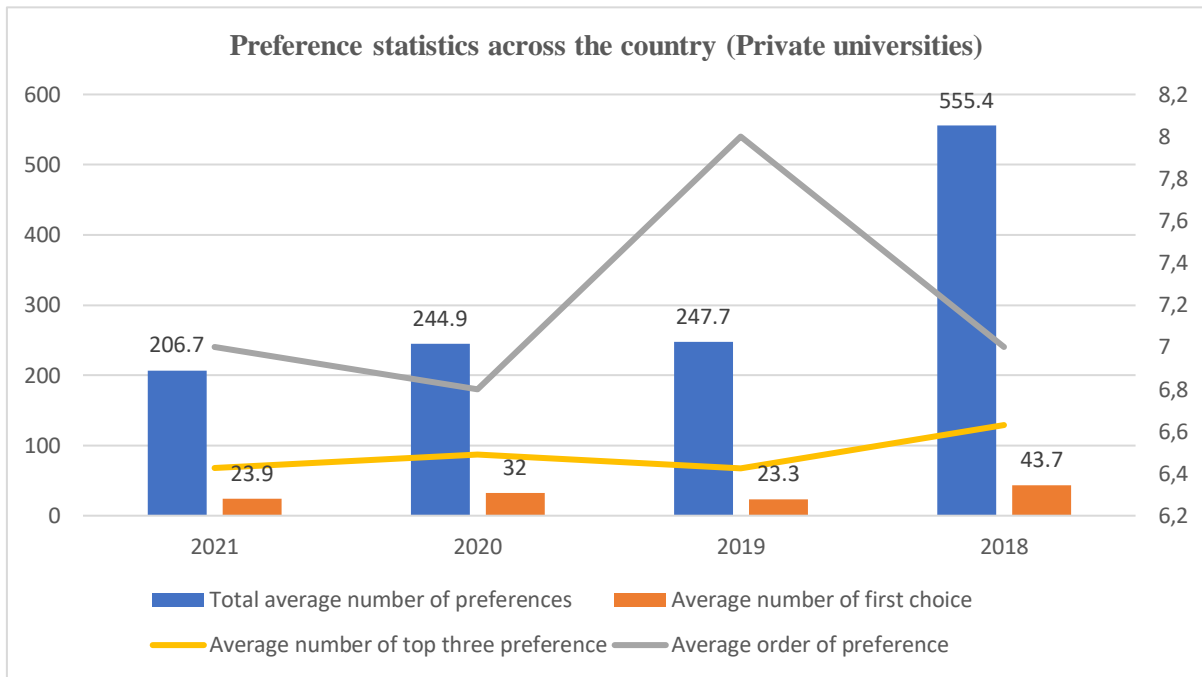
Figure 4. ELTE students' private university preferences (2018-2021)
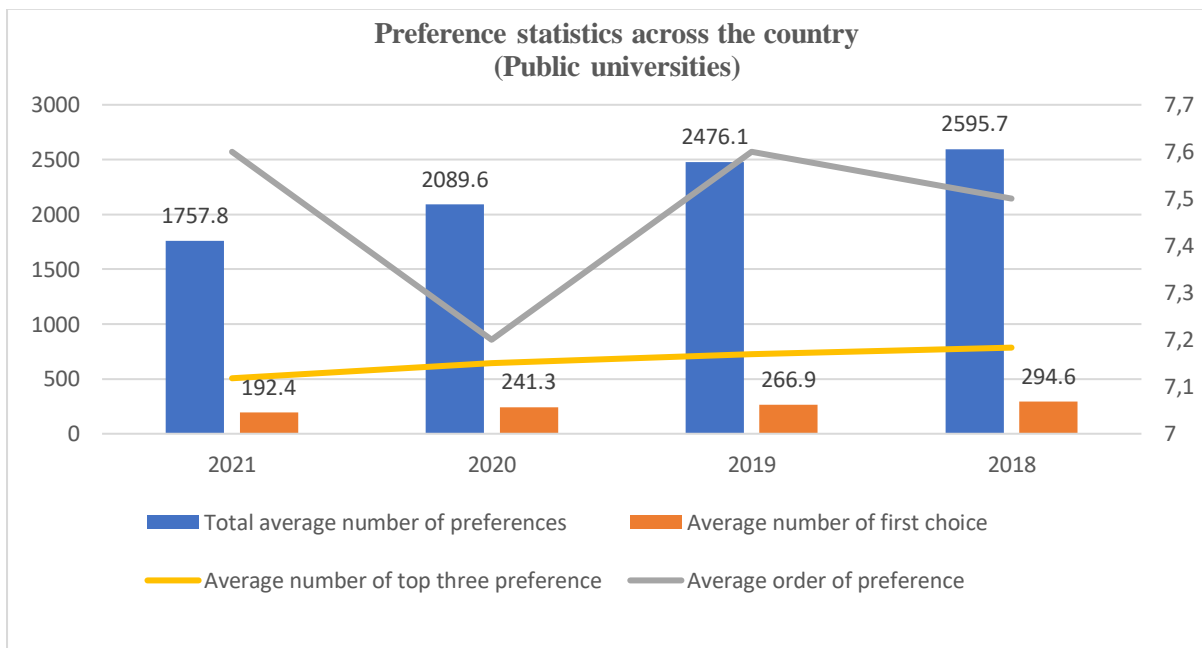
Figure 5. ELTE students' public university preferences (2018-2021)

First, it can be seen that students' average order of preference for the ELTE program has not changed remarkably in the past four years, ranging from 6.8 to 8th order at private universities, and 7.2 to 7,6[th] order at public universities. Second, the statistics indicating the average total number of students who preferred ELTE programs showed a continuous decrease in the last four years both at public and private universities, showing a sharp decline in 2019 at private universities. Third, similarly, the average total number of students who preferred ELTE programs in the first and first three places in their university preference lists has shown a similar continuous descending trend in the past four years. As for the average total number of students who preferred ELTE programs in the first order, the declines between

2018 and 2019 from 294.6 to 266.9 students and between 2020 and 2021 from 241.3 to 192.4 students were dramatic at public universities. The same notable decrease can also be seen at private universities between 2018 and 2019 from 43.7 to 23.3 students. The decreasing trend is immediately apparent in the average total number of students who preferred ELTE programs in the first three places in their university preference lists at both public and private universities. While this number has decreased by almost half in the last four years at private universities (129 in 2018 and 67.6 in 2021), there was no huge drop, but a steady decrease continued at public universities.

The findings concerning the second research question, which is about the potential correlations among various elements of all ELTE programs available in Türkiye irrespective of the differences between public and private universities, indicate notable statistically significant correlations as it is illustrated in Table 2. First, there was a significant fairly strong positive correlation between the number of professors and the total number of publications per program ($r(73) = .81$, $p < .001$). Although the correlations found were not that strong, this construct was also found to be statistically positively correlated with the number of other academics, such as associate professors ($r(73) = .62$, $p < .001$), assistant professors ($r(73) = .39$, $p < .001$), and research assistants ($r(72) = .39$, $p < .001$). In general, it suggests that the total number of publications per program tends to increase as the number of academics increases, the correlation being the highest with the number of professors.

Similarly, the total number of publications per program has a strong positive correlation with the average number of academics per program ($r(73) = .81$, $p < .001$), indicating that an increase in the number of academics in the ELTE programs results an increase in the number of publications in the programs. However, the number of publications per academic in the ELTE programs is positively correlated only with the number of professors ($r(73) = .37$, $p < .001$) and associate professors ($r(73) = .42$, $p < .001$). This finding reveals that the major academic group that increases the number of publications in ELTE programs is professors and associate professors.

Table 2. Pearson Correlations among ELTE Program Elements

Measure	1	2	3	4	5	6	7	8	9	10
1. NPROF	-	.45**	.34**	.49**	.81**	.84**	.37**	.23	.31*	.13
2. NASCPRF	.45**	-	-.02	.36**	.62**	.61**	.42**	.18	.11	.27*
3. NASTPRF	.34**	-.02	-	.13	.39**	.55**	-.01	.09	.17	-.02
4. NRAST	.49**	.36**	.13	-	.39**	.72**	-.05	.04	.16	.03
5. NPPP	.81**	.62**	.39**	.39**	-	.81**	.72**	.25	.28	.23
6. ANAPP	.84**	.61**	.55**	.72**	.81**	-	.26*	.21	.28	.13
7. NPPA	.37**	.42**	-.01	-.05	.72**	.26*	-	.27*	.13	.30*
8. KPSSP121	.23	.18	.09	.04	.25	.21	.27*	-	.47**	.44**
9. AFLTS	.31*	.11	.17	.16	.28	.28	.13	.47**	-	.35*
10. ATNP	.13	.27*	-.02	.03	.23	.13	.30*	.44**	.35*	-

Note. NPROF = Number of Professors; NASCPRF = Number of Associate Professors; NASTPRF = Number of Assistant Professors; NRAST = Number of Research Assistants; NPPP = Number of Publications Per Program; ANAPP = Average Number of Academics Per program; NPPA = Number of Publications Per Academic; KPSSP121 = (see Table 1); ATFLTS = Average Foreign Language Test Score; ATNP = Average Total Number of Preferences; **. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

Average KPSSP121 scores of the graduates has been found to be positively correlated with average FLT scores ($r(55) = .47$, $p < .001$) and the average total number of preferences ($r(46) = .44$, $p < .005$). It shows that as the number of students preferring the program and their success in the FLT, which is one of the university entrance tests, increase, the KPSSP121 score, which is a requirement to be appointed as a teacher to a public school when graduating from the department, also increases.

Discussion

The present study investigated various statistics presented on YÖK Atlas regarding the ELTE programs in Türkiye. The first research question was related to the potential differences between the ELTE programs at public and private universities. One of the major findings concerning these statistics indicated the superiority of the public university ELTE students' FLT performance over the ones studying at private universities over the past six years. This also means that more successful students prefer ELTE programs at public universities which require no tuition fees. Despite the general finding

claiming that the students with higher incomes are more likely to study at private universities (Caner & Ökten, 2013), it is not the only criterion. Apart from the career expectations of the students and the facilities provided by the universities, the quality and popularity of the education given by the universities play a major role in determining students' university choices (Ilgan et al., 2018). Therefore, this result may be because ELTE programs at public universities, such as Boğaziçi University, which is famous for its high-quality education and prestige and attracts students with the highest FLT score, welcome more successful students than private universities. Supporting this finding, the detailed analysis of Caner and Ökten (2013) regarding Turkish higher education indicated that the students with higher income that are placed at public universities are likely to study at the ones receiving higher per-student subsidies from the government, such as METU or Boğaziçi University in the major of English education. Therefore, several factors, such as the cost and quality of education, may be listed for the fact that students with higher average FLT scores prefer ELTE programs at public universities.

However, an increase in average FLT scores ranging from 8% (public universities) to 10% (private universities) from 2016 to 2021 is also remarkable. At this point, what needs to be discussed is not the adequate or insufficient average FLT scores of the students studying in ELTE programs in a multiple-choice test consisting of 80 questions, but rather the success of this exam in determining the students who will study in this program as the major entry requirement. This fact has been made clear in the related literature that newcomers to the ELTE programs should have high test scores (Köksal & Ulum, 2018), and more importantly, the current entry requirements should be changed by involving an integrative approach consisting of all the skills for language proficiency measurement of the future language teachers (Asmalı, 2020; Asmalı & Çelik, 2021; Öztürk & Aydın, 2018).

The statistics that help us to gain insights about the differences between the ELTE programs at public and private universities also indicated that, despite not being markedly different, the average number of academics working at public universities outnumbers that of private universities. There may be various factors determining the preference of academics to work at public or private universities. Although it is claimed that all academic positions at private universities have higher income compared to the ones at public universities which is almost the same for all academics (Ucal et al., 2015), low job security and the high turnover rate at private universities may be the reason of the lower number of academics at private universities (Erguvan, 2013).

However, more than half of ELTE programs at public universities do not have a professor, while this rate drops to one-third at private universities. The lack of academics is also evident in the number of research assistants, especially at public universities. First, the lack of academics in the ELTE programs of both public and private universities may be linked to the recent dramatic increase in the number of ELTE programs which rose from 52 to 57 at public and from 13 to 15 different private universities from 2019 to 2021 based on the statistics of CoHE (https://istatistik.yok.gov.tr/). It is debatable whether the increase in the number of ELTE programs increases the quality of students' future teaching skills and publications of academics, but one thing is certain that this causes a lack of academics. This eventually increases the workload of the academics and decreases their productivity. Akçiğit and Özcan-Top (2020) also mentioned the negative impact of the increased number of universities in Türkiye especially after 2006, on academics' productivity in their comprehensive Turkish science report. In a similar context, the average number of publications per academic and program is also higher at public universities' ELTE programs. In this regard, first, it should be known that Türkiye lagged behind the leading countries in terms of its scientific publications and lost its good performance in catching them after 2006 (Akçiğit & Özcan-Top, 2020). This year coincides with the opening of many universities and also ELTE programs, especially with the idea of opening a university in each province. This led to relatively lower academic productivity (Akçiğit & Özcan-Top, 2020). Despite not being based on specifically ELTE programs' data, the supremacy of public universities in terms of scientific publication performance over private universities can be seen at all universities and programs in Türkiye as they cover a greater majority in scale. The problems listed as the lack of institutionalization, inadequacy of infrastructure, and the inability of the academics to meet the needs in terms of quality and quantity at universities (Akçiğit & Özcan-Top, 2020) may be also claimed to be the leading problems of ELTE programs hindering better performance in publications as well.

The statistics concerning the preferences of the students studying in the ELTE programs across Türkiye indicated that not only the total number of students who preferred each ELTE program but also the average total number of students who preferred each ELTE program in the first and the first three places in their university preference lists has declined sharply in the last four years. This may not be considered a serious problem at first sight considering the high quota occupancy rates (98.5% in 2020) in ELTE programs based on the statistics of YÖK Atlas. The decrease may be directly related to the decline in the number of total applicants who take FLT in English in recent years (106,363 in 2019; 99,356 in 2020; 98,641 in 2021) (ÖSYM, 2021a). Moreover, it may also be linked to increasing the quota with the recently initiated ELTE programs at both public and private universities. However, considering the 63% and 32% decrease in the total number of preferences from 2018 to 2021 in ELTE programs at private and public universities respectively, the future of these programs may be at risk. Furthermore, despite teaching being a secure job listed as a major factor influencing student teachers' teaching choice in Türkiye (Kılınç et al., 2012), the decreasing ratio of appointed teachers of English to public schools in recent years (TEDMEM, 2018, 2019, 2020) may play a role in the decrease mentioned above as well.

Another notable finding of the present study is the positive correlation between the students' average FLT scores and their KPSSP121 scores. Although it is not a requirement for all graduates to take the tests that make up the KPSSP121 score (see Table 1), it is a must for those who want to be appointed as English teachers in public schools. Considering the nature of these tests, the KPSSP121 score may be regarded as an output indicating ELTE program students' declarative knowledge. Similarly, FLT, as the main determinant of the university entrance test for ELTE students, may be considered as an input of the program. In this regard, first, the positive correlation between the average FLT scores of the students and their KPSSP121 scores shows that the higher the average FLT scores are, the higher the KPSSP121 scores are for ELTE students. In other words, ELTE programs with more successful students in FLT graduate students with higher KPSSP121 scores. Therefore, better inputs produce better outputs in this context. Despite contradictory findings in the literature indicating a strong correlation between students' pre-university success and university performance (Danilowicz-Gösele et al., 2017) or a low correlation between the two (Rençber, 2012), it would not be too extraordinary to claim that students' pre-university English proficiency plays a key role in determining their KPSSP121 scores.

Implications

Some implications are provided for the ELTE programs considering the findings of the present study.

- Considering the workload of the academic staff of the ELTE programs, more research assistants and professors should be employed in these programs, since these two academic positions are the staff that is most lacking.
- As the major academic group that increases the number of publications in ELTE programs is professors, employing more professors may eventually increase the number of publications which may ultimately help the university to be ranked higher in international indices.
- Although ELTE programs still have high quota occupancy rates compared to many programs in Türkiye, based on the declining average total number of students who preferred ELTE programs both at public and private universities and the declining number of students taking FLT every year, these programs should try different methods of attracting students that may range from using social media to present their distinctive aspects to high school visits.
- Regarding the implication mentioned above, keeping the image of the teaching job high would be also one of the key factors to attract more students to ELTE programs.
- The increase in the number of ELTE programs in Türkiye results in the lack of academics in these programs of both public and private universities which also increases the workload of the ones currently working. Therefore, a better a foresight should be employed in the course of opening new programs.

Conclusions

A variety of statistics presented on YÖK Atlas concerning the ELTE programs at Turkish public and private universities have been investigated in the present study. The findings revealed that ELTE programs at public universities were preferred by students with higher FLT scores compared to those at

private universities, but there has been an increase in the average FLT scores of students from both university types in recent years. The findings also indicated that the average number of studies per academic and per program in ELTE programs at public universities is higher than that at private universities. ELTE students' preferences, as one of the major components of the findings of this study, have been found to be decreasing in numbers in recent years. In this regard, ELTE students studying at public and private universities both prefer this department less often and give this department less place in their first or top three preferences in their university preferences. The findings also showed that the total number of studies in the ELTE programs increased with the rise in the number of all academics in the program, but also showed that associate professors and professors contributed the most to this number. However, a brief overview of the statistics concerning the number of academics shows the lack of professors and research assistants, especially at public universities' ELTE programs. Finally, it is also among the findings that the KPSSP121 score, which consists of the results of different tests, is positively correlated with the average FLT scores of the ELTE students at the entrance to the program, and that the departments are preferred more by the increase in the KPSSP121 score.

It should be accentuated that the data of the present study are limited to the statistics presented on YÖK Atlas. Further studies may investigate causal relationships and predictive roles of the constructs, such as average FLT scores, KPSSP121 scores, number of academics, the average number of publications per academic and program, and the average number of preferences of the students. Additionally, data that can be obtained through interviews with the members of the ELTE programs may help future researchers to elaborate on the potential causal relationships.

References

Akçiğit, U., & Özcan-Tok, E. (2020). *Türkiye Bilim Raporu: TÜBA Raporları 43*. Access: http://www.tuba.gov.tr/files/yayinlar/raporlar/Tu%CC%88rkiye%20Bilim%20Raporu.pdf

Asmalı. M. (2020). General picture of English language teaching programs and students in Türkiye. *Journal of Higher Education and Science, 10*(2), 264. https://doi.org/10.5961/jhes.2020.388

Asmalı, M., & Çelik, H. (2021). Do admission requirements matter? A comparison of the requirements for admission to the ELT programs in the Netherlands and Türkiye. *Yükseköğretim Dergisi, 11*(2 Pt 1), 215.

Ataş, U., & Balıkçı, G. (2021). Linking theory and practice in an ELT program: An evaluation of materials, testing and practicum courses. *Journal of Narrative and Language Studies*, *9*(17), 211.

Balbay, S., & Doğan, C. (2021). English language teaching and language teacher education in Türkiye- An evolutionary overview. *International Journal of Progressive Education, 17*(5), 364. https://doi.org/10.29329/ijpe.2021.375.23

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal, 9*(2), 27.

Caner, A., & Ökten, Ç. (2013). Higher education in Türkiye: Subsidizing the rich or the poor? *Economics of Education Review, 35*, 75. http://dx.doi.org/10.1016/j.econedurev.2013.03.007

Çapan. S. A. (2021). Problems in foreign language education in the Turkish education system: Pre-service teachers' accounts. *Eurasian Journal of Applied Linguistics, 7*(1), 397. https://doi.org/10.32601/ejal.911469

Danilowicz-Gösele, K., Lerche, K., Meya, J., & Schwager, R. (2017) Determinants of students' success at university. *Education Economics, 25*(5), 513. https://doi.org/10.1080/09645292.2017.1305329

Erguvan, D. (2013). Perceptions of academics towards the impact of foundation universities on Turkish higher education. *Educational Sciences: Theory & Practice, 13*(1), 153.

Ertuğrul Seçer, Ş. Y., & Erişen, Y. (2020). Evaluation of English language teaching undergraduate programs in terms of document analysis. *International Journal of Curriculum and Instruction, 12*(2), 671.

Ilgan, A., Ataman, O., Uğurlu, F., & Yurdunkulu, A. (2018). Factors affecting university choice: A study on university freshman students. *The Journal of Buca Faculty of Education, 46*, 199.

Karakaş. A., & Yavuz, E. (2018). A comparative analysis of English language teacher education programs in Türkiye and Malaysia. *Cumhuriyet International Journal of Education*, *7*(3), 287. http://dx.doi.org/10.30703/cije.446313

Kılınç, A., Watt, H. M. G., & Richardson, P. W. (2012) Factors influencing teaching choice in Türkiye. *Asia-Pacific Journal of Teacher Education, 40*(3), 199. https://doi.org/10.1080/1359866X.2012.700048

Kic-Drgas, J., & Comoglu, I. (2017). A comparison of English language teacher education programs in Poland and Türkiye. *Batı Anadolu Eğitim Bilimleri Dergisi, 8*(2), 112.

Köksal, D., & Ulum, Ö. G. (2018). The state of EFL teacher education in Türkiye: From past to present. *ELT Research Journal, 7*(4), 161.

Milli Eğitim Bakanlığı Personel Genel Müdürlüğü. (2021, September). *Sözleşmeli öğretmenliğe başvuru ve atama duyurusu [Announcement for the application and appointment to contracted teachership]*. Access: http://personel.meb.gov.tr/meb_iys_dosyalar/2021_09/23142319_Eylul_2021_Ylk_Atama_Duyurusu.pdf

Ölçme Seçme ve Yerlefltirme Merkezi (ÖSYM). (2019a). *2019 Yükseköğretim kurumları sınavı (YKS) kılavuzu [Manual for Higher Education Institutions Exam]*. Accessed [February 20, 2020]: https://dokuman.osym.gov.tr/pdfdokuman/2019/YKS/kilavuz_11022019.pdf

ÖSYM. (2021a). *YKS 2021 sayısal veriler [Quantitative data for YKS 2021]*. Access: https://www.osym.gov.tr/TR.21233/2021-yks-sinav-sonuclarina-iliskin-sayisal-bilgiler.html

ÖSYM. (2021b). *2021 Kamu personel seçme sinavi (KPSS) kılavuzu A grubu ve öğretmenlik [Manual for 2021 Public Servant Selection Exam – A group and teachership]*. Access: https://dokuman.osym.gov.tr/pdfdokuman/2021/KPSS/kilavuz28052021.pdf

Öztürk, B., & Aydın, G. (2018). English language teacher education in Türkiye: Why do we fail and what policy reforms are needed? *Anadolu Journal of Educational Sciences International, 9*(1), 181. https://doi.org/10.18039/ajesi.520842

Rençber, B. A. (2012). Üniversite öğrencilerinin akademik başarılarını etkileyen faktörler. *Çankırı Karatekin Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 3*(1), 191.

Şenol, M., & Cesur, K. (2021). An analysis of the content knowledge elective courses of the ELT departments: A suggested syllabus. *Educational Policy Analysis and Strategic Research, 16*(3), 316. https://doi.org/10.29329/epasr.2020.373.16

TEDMEM. (2018). *2017 Eğitim Değerlendirme Raporu [2017 Education Assessment Report]*. Türk Eğitim Derneği.

TEDMEM. (2019). *2018 Eğitim Değerlendirme Raporu [2018 Education Assessment Report]*. Türk Eğitim Derneği.

TEDMEM. (2020). *2019 Eğitim Değerlendirme Raporu [2019 Education Assessment Report]*. Türk Eğitim Derneği.

Tuzcu Eken, D. (2021). English education in Türkiye: Why are we 'very low level'? *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi, 23*, 804. https://doi.org/10.29000/rumelide.949700.

Ucal, M., O'Neil, M. L., & Toktas, Ş. (2015). Gender and the wage gap in Turkish academia. *Journal of Balkan and Near Eastern Studies, 17*(4), 447. https://doi.org/10.1080/19448953.2015.1063309

Uzun, L. (2016). The educational and technical courses in the ELT program in Türkiye: Do they contribute to ICT skills? *Cogent Education, 3*(1), 1141454. https://doi.org/10.1080/2331186X.2016.1141454

---o---o---o--- Article Notes ---o---o---o---

The author of the study declared the following points within the framework of the "COPE-Code of Conduct and Best Practices Guidelines for Journal Editors":

Striving for Diversity of Leadership: Governance in UK Higher Education Institutions

Adeela Ahmed Shafi[1], Dan Clarke[1*], Lou Norman[1], & Matthew Andrews[2]

[1]Department of Education, School of Education and Humanities, University of Gloucestershire, Cheltenham, UK

[2]Governance and Student Affairs, Professional Services, University of Gloucestershire, Cheltenham, UK

Abstract

Diversity of membership on boards and governance bodies in a range of sectors have been shown to be a key element in successful boards and effectively lead, monitor and advise their executive. Much progress has been made on improving gender balance on boards, including in universities and higher education institutions (HEI). However, the (scant) literature on HEI boards highlights that higher education or university boards in the UK need to do more to tackle all the other forms of under-representation where limited progress has been made on diversity, other than gender. This paper thus has two main aims, the first to locate the work on developing the diversity of UK university boards within the wider (corporate) theory and literature in this field. This is because the literature in the corporate sector is better established and therefore there is something to learn from practice in this area. The second aim is to develop a practical toolkit to expedite board diversity in higher education to bring it in line with other sectors to enable them to reflect what the OECD believe should be the role of universities: which is to be at the cutting edge of leading societal change. This paper reports on quantitative and qualitative data collected and analysed in order to develop a practical Board Diversity Toolkit - the first national scheme of its kind. Data were collected from 44 HEIs, representing a third of the UK's HEIs and 104 governors to inform the development of the Toolkit. The paper discusses the issues raised in the data that might be a key barrier to achieving diversity and addressing chronic under-representation in UK Boards. This centred around deep-seated attitudes on how diversity may compromise the skills needed on Boards and importantly how to unseat these ingrained (often unconscious) attitudes if we are to achieve genuine change at Board levels. The Board Diversity Toolkit, designed as an output of work, could play a key role in changing such attitudes and develop the UK HEI sector in terms of conducting board business better, as well as meeting the need to be representative of staff and student bodies.

Keywords: Education, Diversity, Governance, Leadership, Higher education

Introduction

The influence of power, politics and the inequality of opportunity in society is seen across the stratum of society and Boards (Councils or Trustees) of Universities as institutions reflect this same imbalance. In order to foster true and sustainable change so that education institutions can claim to be the generators of new knowledge and to forge society forward, one of the first places to effect and reflect this change has to be at the very top of higher education governance (OECD, 2016). Fortunately, there is much work being conducted across sectors on equality, diversity and inclusion within the context of the Equalities Act (2010) which introduced a public sector equality duty on HE institutions in England, Wales and Scotland. However, the responsibilities have been brought this into sharper focus, since, for example, the Black Lives Matter movement providing a catalyst of existing initiatives such as decolonising the curriculum and improving diversity at all levels of staffing and leadership (Pimblott, 2020).

---

* **Corresponding Author:** Dan Clarke, danwclark@live.co.uk

[1]ORCID[1]: 0000-0002-6265-5024; **[1]ORCID[2]:** 0000-0001-7277-2825; **[1]ORCID[3]:** 0000-0002-3227-2356; **[2]ORCID:** 0000-0002-0977-9685

There has been much work on addressing under-representation and equality to help achieve the goal of inclusivity through diversity. Importantly though, it is a time of proactive action and change, debate is now simply not enough. A focus on the UK context is pertinent because this paper reports on the data collected to inform the development of a Board Diversity Toolkit for the UK context - the first national scheme of its kind. Further because the data has led to new insights about key barriers to enabling the true benefits diversity can bring to leadership and governance. This was especially important as the insights fed into the development of the Board Diversity Toolkit, which was commissioned by Advance HE which is a member-led charity of and for the HE sector working with partners across the world to improve higher education for staff, students and society overall. The Toolkit is an online interactive document which provides practical advice, guidance, resources and other tools to address the lack of diversity in UK university boards and can be accessed via the Advance HE website within the member area.

About Universities and University Boards

In the UK context, the governing body of a university is the senior group ultimately responsible for all activities within the institution (Higher Education and Research Act, 2017). This includes academic identity and the oversight of quality and standards as well as corporate functions relating to finance, human resources, etc. Independence and institutional autonomy are critical to the operating context of universities in the UK and protecting these attributes is one of the core purposes of a board. While the actual size and composition of a board will vary, they are usually between 10 and 40 members (Schofield, 2009). Boards themselves are largely free to operate in the way which they feel best promotes the success of the institutions they lead, but are subject to the oversight of the Office for Students (in England) and their key regulatory objectives (OfS, 2018). Boards also normally refer to the good practice produced by the Committee of University Chairs: the voluntary representative body for the Chairs of UK university boards (CuC, 2020).

Universities in the UK are also diverse in range and character, spanning ancient institutions (such as Oxford or St Andrews) to modern institutions achieving university status in the past few years and from small universities with a few thousand students to those several tens of thousands. The majority of universities receive public funding, so the private (or independent) sector in the UK is comparatively small. There are many ways to categorise or group UK universities. Examples including mission groups, which are self-selecting groups of institutions that share common interests. The most prominent example is the Russell Group, where research excellence is a mutual interest. Another common categorisation is 'pre-92', which refers to institutions that gained university title prior to the Higher Education Act in 1992 which converted polytechnics into universities, and 'post-92', which refers to institutions which gained their title either because of or subsequent to this Act (Crozier et al, 2008). There are increasing differences between the regulation and funding of universities across the constituent countries of the UK. Whether a university is based in England, Scotland, Wales, or Northern Ireland is also, therefore, of increasing relevance.

Literature Review

Earlier literature on diversity on boards had focused on gender (Khatib, et al, 2021) which has led the way and contributed to strengthening the case for ethnicity, age, sexuality and other forms of diversity on boards (Bear, Rahman & Post (2010). Much of the research is focused within the corporate sector, however as universities (at least in the UK) operate within a largely market-driven context (Tight, 2019), it is possible to draw parallels. Boards or council members in the HE Sector are appointed by universities themselves and are both free and responsible for the makeup of their Boards to best suit their institutional needs (CUC, 2020). It also means the responsibility of having a board that is diverse and reflective of their student and staff body as well as their geographical context falls upon the Boards, much like in the corporate sector. Hence this paper draws on the concept of corporate social responsibility (CSR) and often associated theoretical frameworks of resource dependency theory and agency theory as a way towards effective boards in HE.

Playing Catch-Up

Equality, diversity and inclusion (EDI) is an extensively researched and rapidly changing landscape which has developed at difference paces in different sectors (Kirton & Green, 2021). In the HE governance and leadership area, much of the diversity knowledge base is in the grey literature, for example, the Advance HE Diversity of Governors in Higher Education Report (2020) was the first report published on HE Board Diversity and a first step in understanding the context of this work. The report drew on HESA[1] data and outlines the most significant trends in HE Board diversity. A further report published in 2021 examined UK-wide Board diversity and highlighted the lack of inclusion on Boards, manifested as under-representation and resulted in a lack of diversity. Figures from this report showed that 47% of UK companies polled stated that whilst there is some diversity, more could be done to improve this, and only 6% felt that diversity and inclusion was very well represented across their Board (Odgers Berndtson and BoardEx, 2021). This historic and societal problem, which has been prevalent over the past century, according to research by Shattock (2017), is still ongoing. The education sector is not alone with lack of inclusion of diverse members on Boards despite a willingness for improving on inclusion (Fredette and Bernstein, 2019; Inclusive Boards, 2018; Shattock, 2017).

Whilst this may feel like something of a reprieve: that all Boards are together in this, it is not an opportunity to sit back and do nothing (Fredette and Bernstein, 2019; Shattock, 2017). The lack of diversity and inclusion extends into the HE sector despite the OECD (Organisation for Economic Cooperation and Development) suggesting that education by its very nature, must be at the cutting edge of innovation in ideas and thinking. Yet, the education sector is, in some areas, playing catch up and not at the forefront of change as the OECD (2016) suggests, even for gender equality. The charity sector has developed a set of guidelines on how to obtain and retain inclusive boards (Kasumu, 2018; Charity Governance code, 2017) and was implemented in 2018 by the Charities Commission, who provided the resource to enable inclusive practices in Board recruitment and retention (Gov.uk, 2018). HE has only just embarked on the (similar) board diversity practice project, three years after the charity sector released a similar set of guidelines and this research is the basis of that initiated by Advance HE and Perrett Laver.

Gender on Boards

Gender quotas were introduced by a number of countries across the world to address the lack of women on corporate boards (Terjesen, Aguilera, & Lorenz, 2015), e.g. Norway introduced quota of 40% women on Boards in 2003, Spain in 2005 and many others followed.. These initiatives led to a dramatic increase in women representation on boards. A recent review by Reddy & Jadhav (2019) explored the impact of gender quotas and found that the benefits of such an approach are mixed, depending on the 'success measure' being used and they cite a number of studies which explore reasons for this. Such quotas have not been formally introduced for other forms of diversity and other studies emphasise a critical mass in terms of gender or other diversity as being important for making an impact, challenging the notion of tokenism (Bear, Rehman & Post, 2010). This knowledge contributes to the understanding of emphasising that a 'tick-box exercise' will not be successful.

"Skills vs Diversity" Debate

How HE Boards attempt to address under-representation and achieve diversity can be a challenge. A key issue has been the perception of a disparity between applicants with relevant skills, and those with protected characteristics.[2] However, research undertaken in the US by Taylor and De Lourdes (2008) exhort the value of diversity in HE Boards, as do Jayne & Dipboye (2004) and Litvin (2006) who make the business case for board diversity. Tayor & De Lourdes' (2008) research suggests that often non-diverse publicly appointed Board members may have other relevant experience but no higher education experience and so these Board members may also not serve the interest of the institution. In contrast publicly appointed Board members from a variety of different backgrounds, including those with protected characteristics, are more representative of not only the higher education institution but also of

---

[1] HESA - Higher Education Statistics Agency
[2] Protected characteristics are those which are protected under UK law. There are nine protected characteristics in the UK which include age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

the student body itself (Fredette, Bradshaw and Kreuse, 2016; Wilson, 2016; Taylor and De Lourdes, 2008). In 2014, a pilot scheme highlighted the value of diverse Board members as bringing a plethora of different qualities, experiences, and outlooks (Valeur, 2018; Wilson, 2016), which resonated with prior research undertaken by Bourne, (2009). Further research by Pimblott (2019), considers that by "decolonising the curriculum" those from diverse backgrounds can add a critical voice on Boards and ensure that all individuals are represented at an institutional level. This is important to consider more widely, as lived experience and diverse backgrounds are necessary on Boards because students are pushing not just to decolonise the curriculum, but universities themselves. Diverse skills are needed to achieve this.

Theoretical Frameworks

In recent years, the push for diverse Boards has led to greater discussions around the subject, and the argument that higher education institutions have a greater level of social responsibility over financial gain (Bradshaw & Fredette, 2013; Fredette et al, 2016; Rao and Tilt, 2015). This may be seen as parallel to the notion of corporate social responsibility (CSR) defined by Barnett (2007) as the allocation of resources for improving social welfare and which also helps to enhance relationships with stakeholders. HEIs are by their nature contributing to a social good, not just by how many students are awarded qualifications but in terms of how they work with local communities and contribute to society and developing citizens (Collini, 2012). Research by Hakovirta, Denuwara, Bharathi. et al (2020) has shown that greater racial diversity not only increases social responsibility, but also Board performance and innovation so that it can effectively manage resources.

Whilst universities do not seek to make profit as in the corporate sector, effective governance based on for example, the resource dependency theory is still relevant. This theory refers to a Boards advisory role in advising the organisation in resources acquisition or management to maintain a competitive advantage and achieve its business objectives (Khatib et al 2021). Racial and ethnic diversity contributes significantly to diversity in thought and decision-making and the most innovative companies are considered to be 27% more ethnically diverse than their competitors (Hakovirta, Denuwara, Bharathi. et al. 2020). As discussed previously, UK university boards are responsible for how resources are used with a duty equivalent to CSR.

The multiple responsibilities of university Boards mean that often multiple theoretical perspectives can provide a useful lens (Khatib et al, 2021) to aid and explain understanding and to improve their effectiveness. Agency theory refers to a board's monitoring role in holding the organisation's executive/management to account is another such theory. As HEIs are spending public money which funds students, there is a duty towards staff, students and the local community and thus agency theory is a useful framework to draw upon when considering their monitoring role.

The Challenges

It has become apparent is that in order to achieve diversity, Boards need to walk a fine line between overcompensating and not doing enough (Fredette et al, 2016; Taylor and De Lourdes, 2008). A dearth of Board candidates with potential protected characteristics is not the only issue faced by those looking to recruit more diverse candidates onto their Board. Care needs to be taken when recruiting governors in order not to fall into a trap of tokenism or positive discrimination (Fredette et al, 2016). Diversity is considered to be complicated according to Fredette et al (2015), this is especially when it comes to the issue of skills and diversity. An issue that frequently arises is the fact that candidates with protected characteristics are not perceived to have the requisite skills for the role, as mentioned earlier.

In terms of diversity versus skills, it has to be recognised that the debate contains a false dichotomy because through improving Boards generally and widening views you get more forward thinking HE Boards (NGA, 2020; Creary, McDonnell, Ghai and Scuggs, 2019). This is where a more practical toolkit can guide and provide support in recruiting Board members with protected characteristics, whilst making sure that tokenism is avoided and there are steps in place to nurture candidates to develop relevant skills, if they do not have them (Fredette et al, 2016; Taylor and De Lourdes, 2008).

There is a tendency for the assumption that HE Boards are seen as 'old fashioned' or traditional and contain mostly older career males reaching the end of their careers. Unfortunately, in some cases this is the reality of HE Boards, which then discourages those with protected characteristics to apply (Wheaton, 2019; Shattock, 2017).

Yet, it is not only the way Boards are viewed and considered to be made up of a certain demographic, which hinders those with protected characteristics to apply, but further exacerbations occur within the board itself. Often, those on the recruitment and interview panel unconsciously seek to recruit similar minded members to themselves or are 'isomorphic' (Wheaton, 2019). Additional difficulties can arise if an institution is located within a certain community, which may lack individuals with protected characteristics (Fredette, Bradshaw and Kreuse, 2016; Wilson, 2016; Taylor and De Lourdes, 2008). These are real challenges and support is required to find innovative ways to address them.

A Call to Greater Action

In order to enable the recruitment of diverse Board members in universities it is necessary to consider how the process will be incorporated into the structure of university Boards (Pimblott, 2019; Fredette et al, 2016). As Taylor and De Lourdes (2008) stated, it is essential to have a university Board that is representative of the student and staff community, which must be reflected in the university mission statement. Through proper definition and execution, and embedding plans for diversification of university governing Boards, changes can be made (Fredette et al, 2016; Taylor and De Lourdes, 2008). This is, however, not a straightforward process as Pimblott (2019, p.211) states with regards to decolonisation (for which diversity is also needed):

> "*The call to decolonise the university is not new and has roots in a number of earlier social and cultural movements whose participants shared in a determination to confront the ideological apparatus of white supremacy and colonialism.*"

There are challenges to the ongoing processes of encouraging inclusion in university governing Boards, yet as the research has shown, there are distinct advantages of a diverse governing Board. The individuality of diverse thinkers complements other Board members and adds further dimensions that will go beyond the auspices of the governing Board and out into the university (Fredette et al, 2016; Wilson, 2016; Bourne, 2009; Taylor and Lourdes, 2008).

Moving Forward

This research is situated within its own unique and important cultural context. Wider social movements, such as Black Lives Matter are providing new insights, energy, and enthusiasm into the thinking on equity, diversity, and inclusion. Within education, efforts to decolonise the curriculum are also underway with a determined focus, but these efforts have not gone unchallenged, a recent HEPI[3] report suggests that 31% of the public disagree on decolonising the curriculum, 33% neither agree or disagree and only 23% of the public support it (HEPI, 2021). The debate around this issue changes however, when the implications are explained properly with greater context and understanding; support for change increases to 67% approval to 4% disapproval. This highlights the importance of proper context and explanation in any meaningful work on diversity and is the basis of this Toolkit.

This research builds on prior work conducted by Advance HE. The Diversity Principles Framework (2017) sought recruitment industry perspectives to motivate the HE sector to apply inclusion principles effectively. The framework has helped to provide a foundation for this research and provides a baseline for the challenging definitions, terminologies and nuances found in any meaningful discussion about diversity and inclusion. The research aimed to explore the challenges of diversifying boards from the perspectives of key stakeholders; identify areas of good practice and what needed improving and to establish what support HE institutions need in order to diversify their boards. All this was designed to inform the development of a Board Diversity Toolkit.

---

[3] HEPI - Higher Education Policy Institute

Methodology

A mixed methods research design was employed where quantitative and qualitative data gathering was necessary in order to capture the experiences of multiple stakeholders across the sector. Surveys were followed up with interviews targeting clerks, board members/governors, executive search firms and researchers with EDI specialisms. In this way there was greater opportunity to assess the problem through multiple critical lenses and gain as much perspective as possible. (Harrison and Murray, 2012)

Surveys

Survey One was sent out to university secretaries and clerks across the HE sector who are responsible for leading and managing university administration and compliance and play a key role in supporting and recruiting university boards. The survey was primarily concerned with capturing the current state of board diversity, best practice and the strategic needs of board decision makers. The questions in this survey centred around board composition, the state of the board's current diversity, potential challenges to diversification and the types of resources that may aid the process.

The survey was completed by 44 institutions, which is roughly one third of the universities registered in the UK or 10.5% of the HEIs registered by the Office for Students as of June 2020 (Office for Students OfS, 2020). Out of these 44 HEIs, 35 provided their names and 21 provided further contact details.

The make-up of these universities was representative of most sector bodies and mission groups, with 8 out of 24 Russell Group universities (exactly one-third), 3 out of 12 University Alliance members (one-quarter), 5 out of 15 Cathedral's Group Universities (one-third). Some areas for sample improvement would be Guild HE members (10 out of 54) Million plus (4 out of 23) and UK Conservatoires (2 out of 11). We have also captured the views of several Independent HEIs.
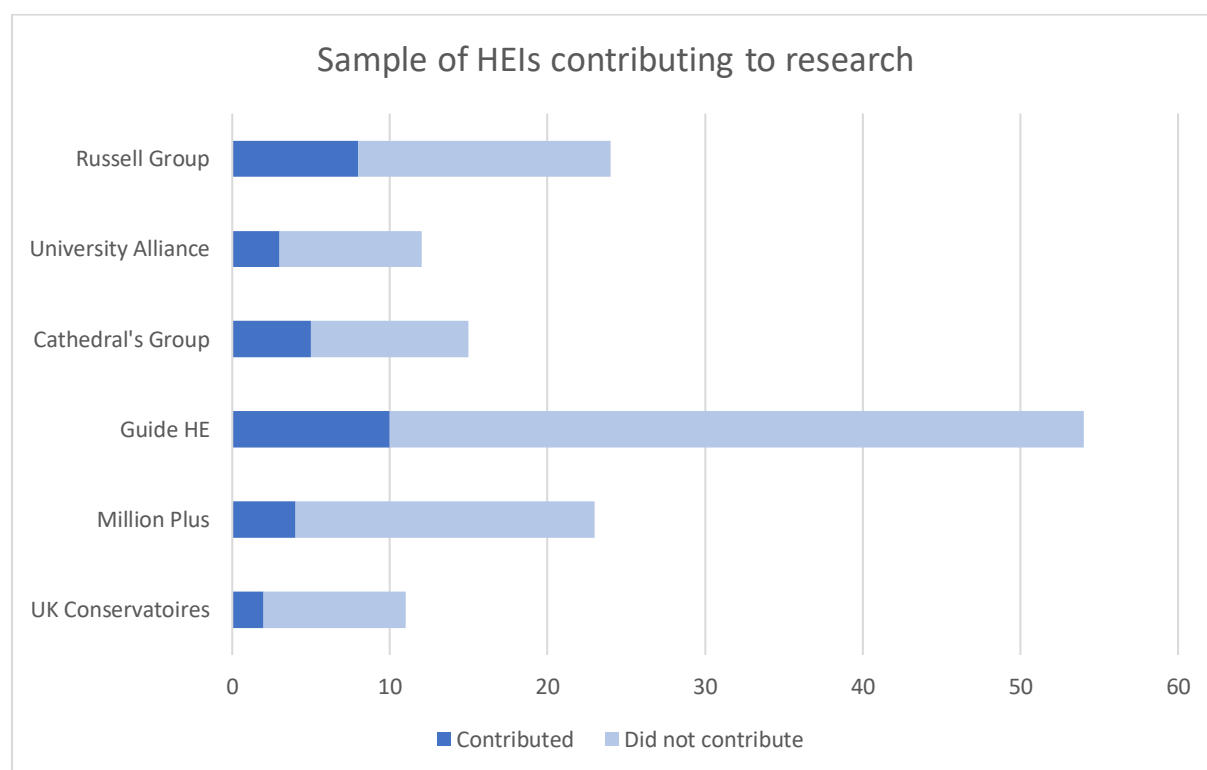

Figure 1. Sample of HEIs contributing to research

The survey includes responses from all devolved nations, with more than a third of HEIs in Wales and Northern Ireland represented. The response rate in Scotland however was lower (2 out of 19). Respondents supported a wide range of student populations with 65% of HEIs serving less than 15,000 students and 35% serving higher numbers.

Based on our sample the mean average board size of a UK HEI is 18, with approximately 67% of these being external appointments. Board sizes range from 6 members to 27 members. The rest of the membership comprises of students, staff, executive staff and "other". This matches prior research undertaken by UCL which is available from Advance HE (UCL, 2019).

Survey Two was sent out to currently serving HE board members/governors in order to capture demographic data, lived experience and views on board diversity. The questions in this survey were centred around the respondent's diversity indicators, their perceptions of board diversity through their career, their own recruitment and induction experiences and their views on a range of assistive resources. The governors who responded were mostly in their first term, having served in post for less than three years (65%) of the remaining, 12% have served for more than 6 years. In line with the 1.1 sample, 80% of respondents were England-based but the makeup of devolved nations is slightly different, with 10% coming from Scotland, 7% from Northern Ireland and 4% from Wales.

Interviews
The qualitative phase of the research consisted of four sets of interviews, each with a different selection of stakeholders in the recruitment of HE governors. The process for each set is recorded in Table 1 below.

Table 1. Interview methodology table

Set Phase	Sampling
1	**University Secretaries and Clerks** Stratified sample of 10 based on nation of origin and university type drawn from those survey respondents who agreed to participate. Gender of interviewee also considered to add greater breadth of views. No clerks from BAME backgrounds volunteered for interview process.
2	**Existing HE Governors** Stratified sample of 10, based on age, gender, ethnicity, sexual orientation and disability status drawn from the survey respondents who agreed to participate. Due to limited voluntary participation from survey 2 respondents, the interview pool was expanded to meet the sample requirements.
3	**Recruitment consultants** Sample of 3, gathered from an identified list of diversity-specialist recruiters who have worked with HE governing boards.
4	**Researchers and professionals** Sample of 3, chosen for their prior research knowledge and expertise in the field of HE governing board diversity.

Although the interview phases had different phrasing and emphases for different stakeholders, the broad themes covered in the analysis are the same. These themes were arrived at through an inductive process during initial analysis and formed the basis for coding the interviews, acting as meta-codes from which further, more detailed codes were generated (Bazeley and Jackson, 2013).

Results & Discussion

Survey for Secretaries and Clerks
The trends in this data in Table 2 indicate good development in gender diversity, but significantly less improvement in terms of ethnic, age and disability-based diversity. These trends are consistent with the latest data from HESA (2020) and research carried out by UCL (Wheaton, 2021).

However, qualitative data from female governors highlighted that whilst they may now have a seat at the table, equality in terms of opportunity to influence is not as apparent as appear in the statistics.
> *"It's not helped, that I am young, and insist on bringing lots of different perspectives to the table. And that I'm pretty outspoken. I've been corrected by other board members around financial facts when I was in fact, right. I have, you know, had questions that I've asked but have been dismissed in ways that other governors would not be."* Interview 2.9

This suggests that simply sitting on a board in number is not enough and that changes in board culture is required in order for all members to have a voice. It also reinforces the point made by Bear, Rehman & Post (2010) regarding the need for critical mass in order to have genuine impact.

Table 2. Trends in governing body membership diversity

Category	Trend*
Age	57% of boards have 7 or more governors over the age of 56
	No university has more than 4 governors under 35
	61% of boards have no members aged 26-35
Disability Status	43.5% of boards have no governors with declared disability status
Ethnicity	98% of boards have 7 or more white board members (one board has 6 members)
	37% of boards have no black members
	22% have no Asian members
	47% have no mixed-race members
	30% of boards report having 3-4 Black or Asian members
Nationality	Boards have a high amount of UK nations, with 97% declaring 7 or more UK governors (one board has 6 members)
	65% of board respondents have at least 11 EU member
	57% of board respondents have at least 1 non-EU member
Gender/Sex	73% of boards report at least 7 women on their board, which reflects current trends
	27% of boards still report less than 7 women in governing posts
Sexual Orientation	Due to differences in policy between HEIs on collecting these data, it is difficult to make concrete assumptions based on figures.
Religion	79% of HEIs report at least 7 Christian governors on their boards
	No board has more than 2 representatives of any other religion on their board
	38% of HEI's have 7 or more governors identifying as "not religious"
	High amount of missing data, likely due to policy differences in collecting this information
	*Numbers based on an average board size of 18 across the data set

Changing Board compositions

Out of the governors surveyed, 66% were appointed within the previous three-year period and 89% of boards indicated that they either have, or are developing, a long-term strategy to diversify their boards. This suggests that board diversification and reorganization is a high priority for a number of HEIs. Many boards are currently engaged in a range of strategies, with 20% of boards surveyed employing 2 or more of these identified actions. As can be seen in Fig 1, a considerable number of boards are at some point of the "review" but appear to be lacking in specific tools and strategies to increase their board diversity.

The data also showed (Figure 1) that HEIs have employed a number of strategies to increase board diversity which further lends itself to the desire for change perhaps premised on the ideas of Fredette & Bernstein (2019) that diversity makes for good business or whether it is because of other 'isomorphic influences' (Wheaton, 2019). Despite these multiple strategies, change is yet to be fully reflected in the Boards.
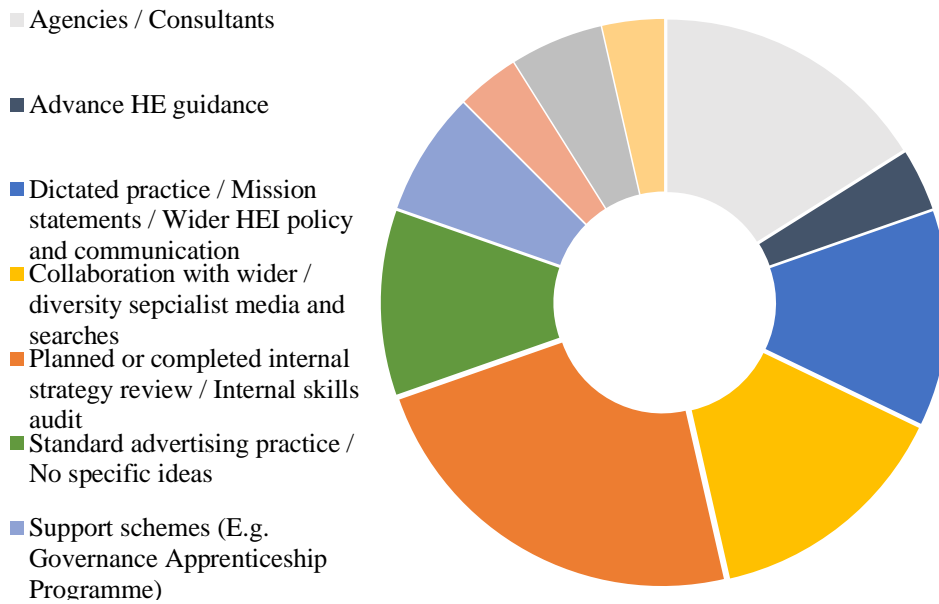
Agencies / Consultants

Advance HE guidance

Dictated practice / Mission
statements / Wider HEI policy
and communication

Collaboration with wider /
diversity sepcialist media and
searches

Planned or completed internal
strategy review / Internal skills
audit

Standard advertising practice /
No specific ideas

Support schemes (E.g.
Governance Apprenticeship
Programme)

Figure 2. Strategies employed by HEIs to increase board diversity

This lends itself to the notion that more deliberate and proactive steps are needed rather than 'wait' for it to happen organically. A toolkit, therefore, seems an essential form of support, in line with what has happened in the other sector and which has led to considerable progress (Kasumu, 2015).

Figure 2 supports this, indicating that the overall perception of positive practice is mixed with no particular strategy considered an example of best practice. Some universities provided up to four examples from the list provided in the survey, citing the need for multiple strategies. Other universities however believe that the intent to diversify alone forms the basis of positive practice.
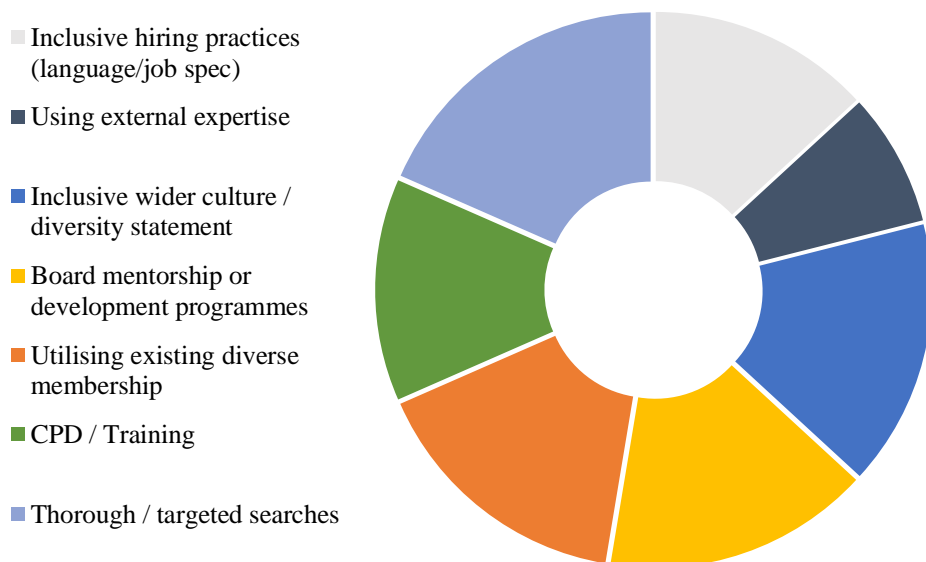
Inclusive hiring practices
(language/job spec)

Using external expertise

Inclusive wider culture /
diversity statement

Board mentorship or
development programmes

Utilising existing diverse
membership

CPD / Training

Thorough / targeted searches

Figure 3. Perceptions of positive practice

Challenges to Board Diversification

The majority of boards consider matching the local talent pool to the skills they require to be their greatest challenge. This seems to relate specifically to ethnic diversity, as many boards cite their predominantly white demographic bases to be the confounding factor in their mission to diversify. Time constraints and the lack of a renumeration system also factors in here, and is also the greatest barrier to age diversity, as many skilled candidates under 50 are unavailable due to career and family

commitments. The data reflects the debates on skills versus diversity within the literature and that of the data on diversity itself which seem focused largely on ethnic diversity – hence the geographic issue cited as a key challenge. However, again, this somewhat reflects the need to further develop an understanding of diversity as highlighted by Fredette, Bradshaw and Kreuse (2016).
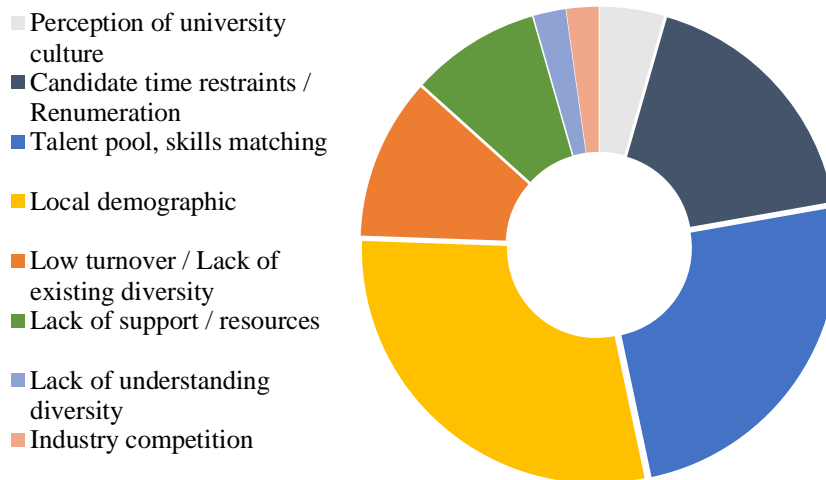

Figure 4. Perceived challenges to board diversity

The data suggests that there is a need for support in supporting diverse governors but there was little clarity on the sort of support needed.
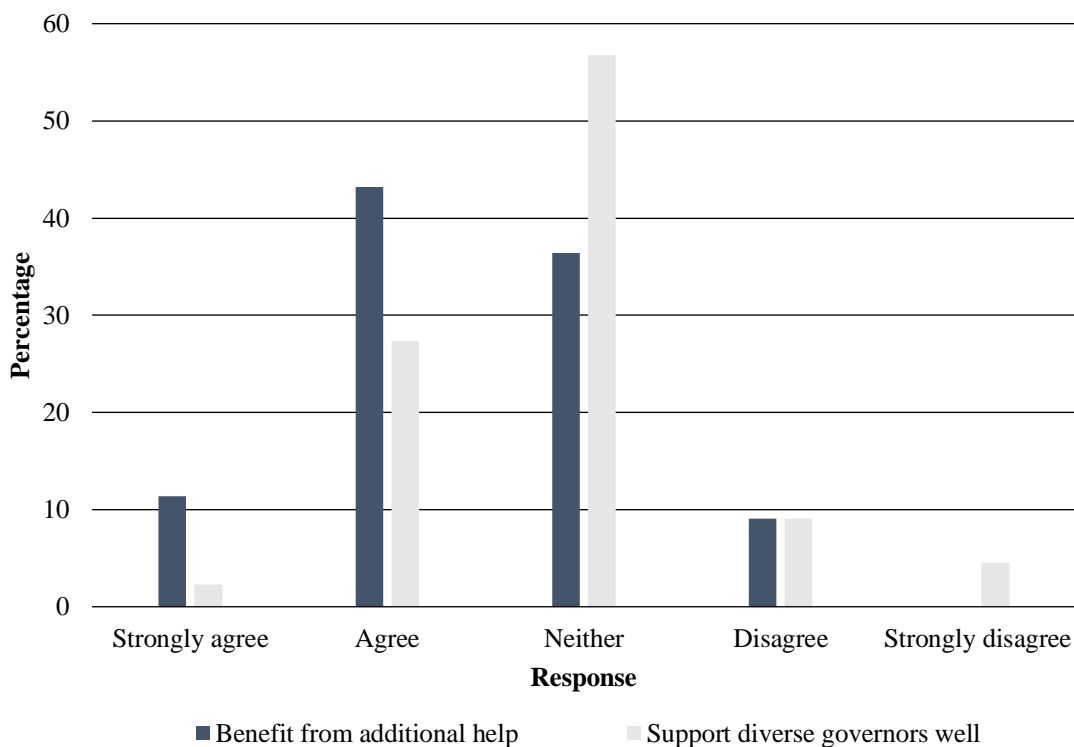
Figure 5. Additional help to support diverse governors

84% of respondents disagree with the statement "our organisational culture does not lend itself well to diversity" with only 4.6% of respondents agreeing with this statement. In comparison the responses to convincing people that diversity required is difficult, provided a similar outlook with 79.6% of respondents stating they do not find it difficult to promote the required diversity within their

organisation. Consequently, suggesting that the majority of respondents feel that their institution is open to diversity but needs help in supporting it. However, data in Figure 4 contradicts this whereby convincing boards that diversity is required is seen as a key challenge – largely connected to the tensions highlighted by a skills vs diversity dichotomy. This falls behind the curve in relation to the other sectors where the business case for diversity is considerably well-rehearsed as outlined in the works of Fredette and Bernstein (2019) and the 'convincing' argument is perhaps less of an issue. In this way, this data could be said to be reinforcing the view that HE boards are 'old-fashioned' (Wheaton, 2019) and that the understanding of diversity is perhaps sitting at a superficial level – hence the issue of skills and diversity somehow being in tension. This is further reinforced in the data.
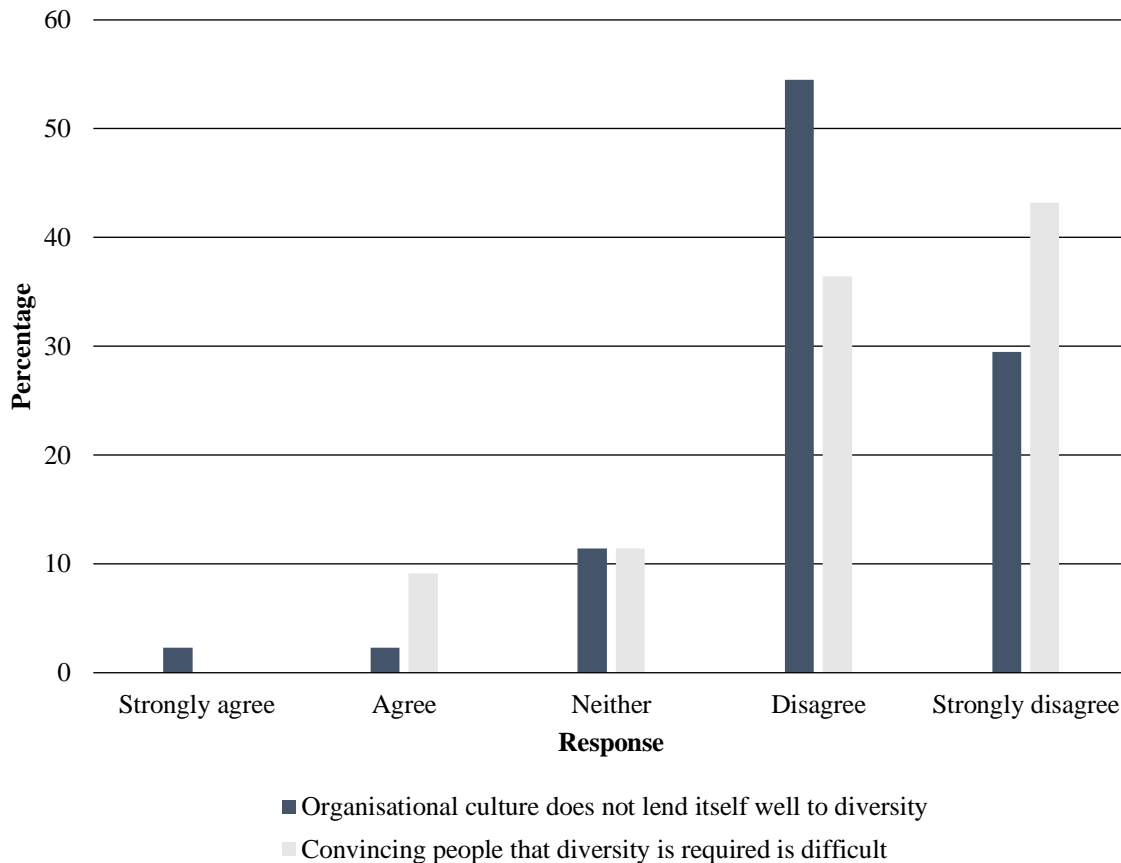

Figure 6. Organisational culture does not lend itself well to diversity and convincing people the diversity is required is difficult

Skills vs Diversity
The key points raised on questions relating to skills and diversity indicated that 60% of respondents agreed that targeted role specifications for diverse governors is important. However, the data indicated that recruiting governors from diverse backgrounds is less important than recruiting those with the right skills, with 22.8% of respondents agreeing with that statement. This may suggest that whilst configuring a specification for diverse candidates is seen as important, when it comes to the recruitment of governors, skills and experience are more important. Potentially meaning if a diverse candidate does not have the requisite skills they may not be recruited.

In relation to whether it is more important to recruit diverse governors or those with the right skills and experiences, the "neither" response is the highest at 45%. In contrast, whether recruiting governors with the right skills is more difficult, does not allay with the figures recruiting governors from diverse backgrounds as being more important than recruiting candidates with the right skills. Suggesting that respondents want to be able support diverse candidates in applying for roles on their university

board. Whereas, according to these figures more weight is put on recruiting governors with the right skills and experiences, further emphasising the tension between skills and diversity.
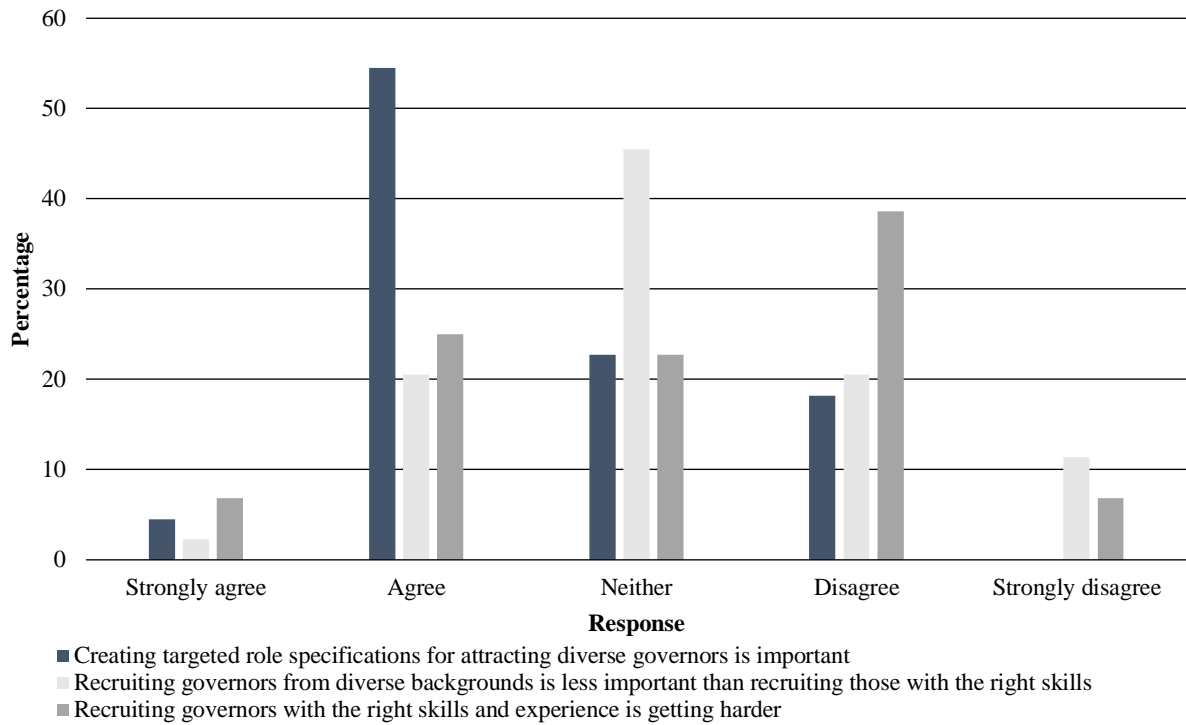
Figure 7. Recruiting skilled and diverse governors

With regards to finding diverse candidates and how to balance the skills required for a board member and the diversity of the member, 84.1% of respondents agreed that it was a challenge to attract a suitable number of candidates with diverse characteristics, with 56.9% respondents agreeing that there is concern when balancing diverse board members and the skills required for the role. This again reinforces how the data from this research indicates that both the recruitment of diverse candidates, and the recruitment of candidates with the requisite skills are separate to each other, and difficult to combine - as figures 7 and 8 suggest.

Figure 8. Resources currently available to new HEI governors

The Figure below indicates the resources respondents could make use of from a list of possible resources designed to support governors:
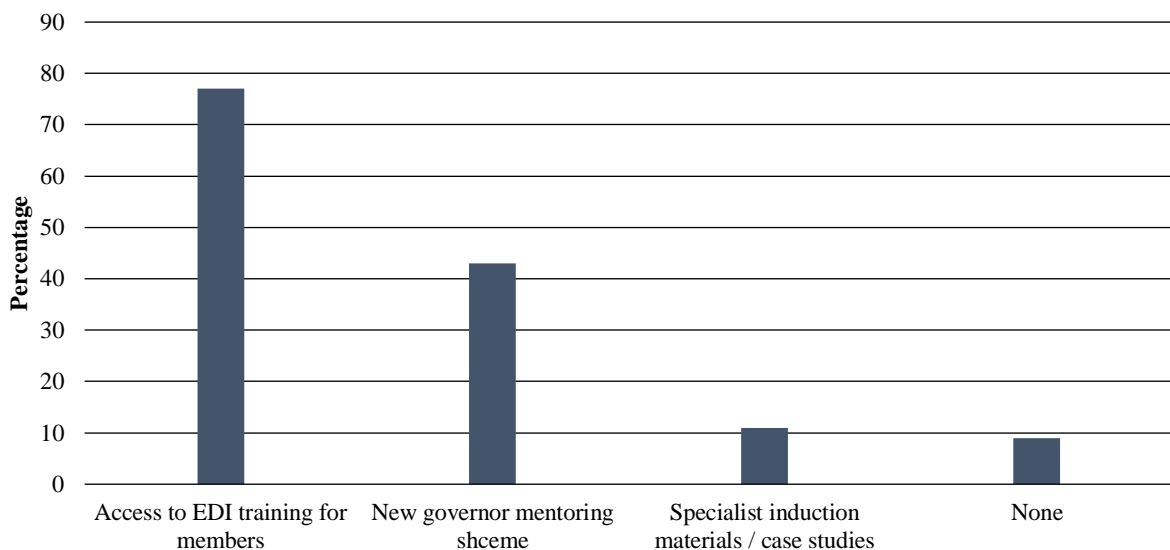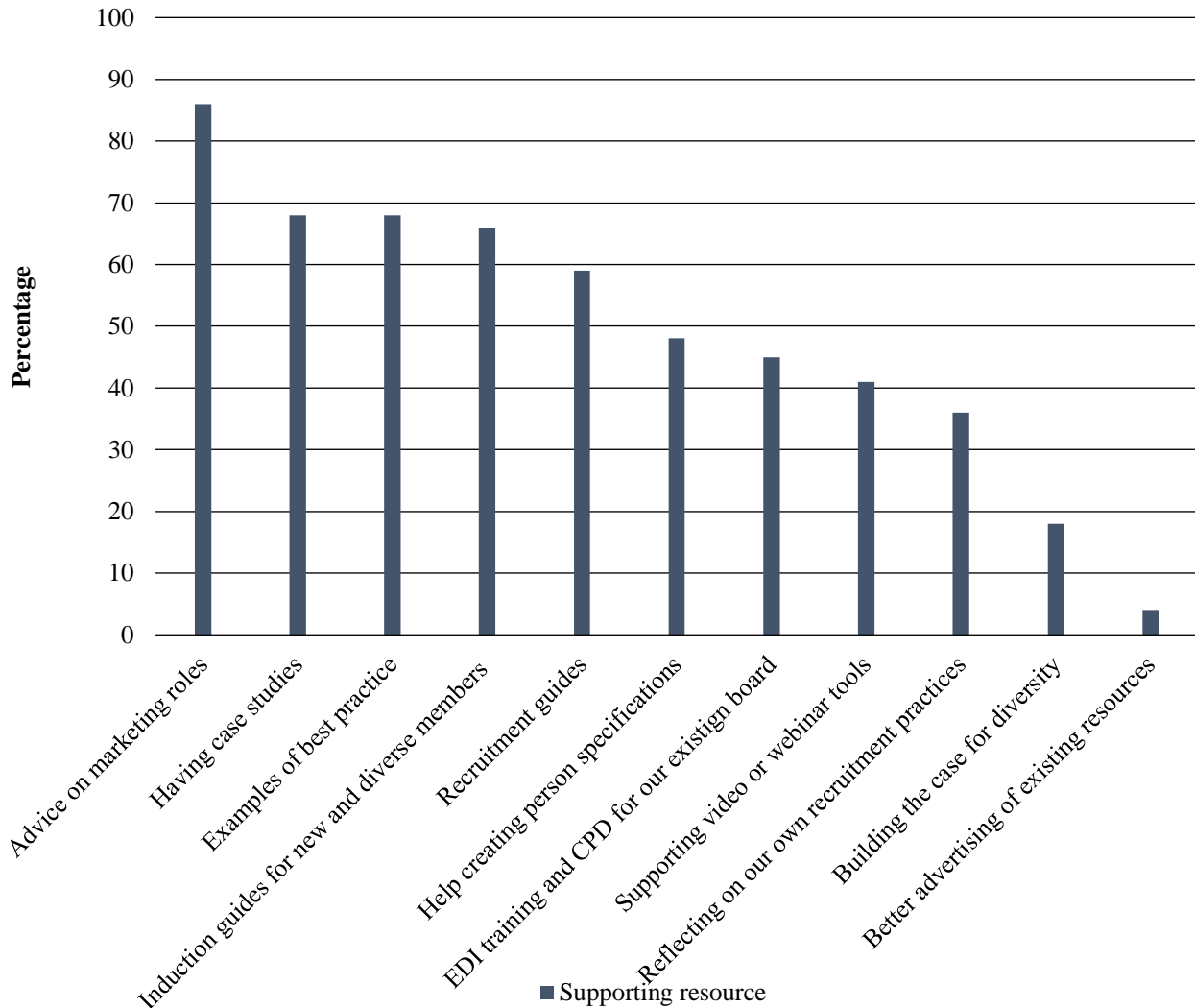

Figure 9. Resources desired by HEIs to aid effective diversification.

The results also indicate that the diversity conversation has moved away from "why" and into "how", this was an expected development prior to the research which has been confirmed in the data. The slightly lower uptake for EDI training and help with internal reflection is an indication of where most universities are in their diversification journey and is reflected in the qualitative data.

In the light of the key issue highlighted in the data regarding skills vs diversity, an important question would have been to ask if there was any support, training or guidance for the existing board on the genuine and evidenced benefits of diversity and the changes or disruptions this may cause in making a better board. This revelation in the data has emphasised the need for boards to self-reflect and better understand their board and its understanding of diversity as a key to the other external issues.

Survey for Governors
A total of 104 governors responded, representing a much lower proportion than the number of university secretaries and clerks. The Table below presents the characteristics of the respondents which are especially diverse.

Table 3. Trends in governing body membership diversity

Identification Category	Trend
Age	37% of respondents were under 56 at time of study
	The highest proportion were between 56 and 65 (37%)
Disability Status	94% governors record no disability
Ethnicity	9% of respondents identify as "non-white" with 91% recording a form of white ethnicity.
	Many ethnic backgrounds are completely unrepresented including East Asian and mixed-race heritages
	90% of non-white respondents are of a South Asian background
Nationality	93% of respondents were UK nationals
	5% identified as non-placed categories likely connected to non-UK British Isles identities such as "Scottish"
Gender/Sex	Responses from Males (51%) and Female (49%) identities were almost exactly half.
	No participant identified as any other gender
Sexual Orientation	88% of participants reported heterosexual
	7% confirmed as either homosexual or bisexual
	No participants report a transgender history
Religion	The largest group of respondents (46%) reported having "no religion"
	At 42% Christianity is still the most represented religion on the list

Perspectives on Diversity

A number of questions focused on governor opinions about diversity within their boards. As most of the respondents fall into the "not diverse" categorisations, except gender, the impact of these are limited. Many are also Chairpersons and may view their board practices more positively.

Whilst there was a good number of women on the governing boards, no boards had members assigned a different gender to the one at birth, to their knowledge. However, 63.3% of boards had seven or more members who indicated they did not know if there were any differences. This may suggest that discussing gender assignment is not something that boards are accustomed to. The most represented religious group was reported as Christianity, with seven or more board members affiliating themselves with Christianity. The largest group of respondents (46%) reported having "no religion", which departs somewhat from the perceptions of chairs and clerks in whom indicated a stronger trend among governors towards Christianity.
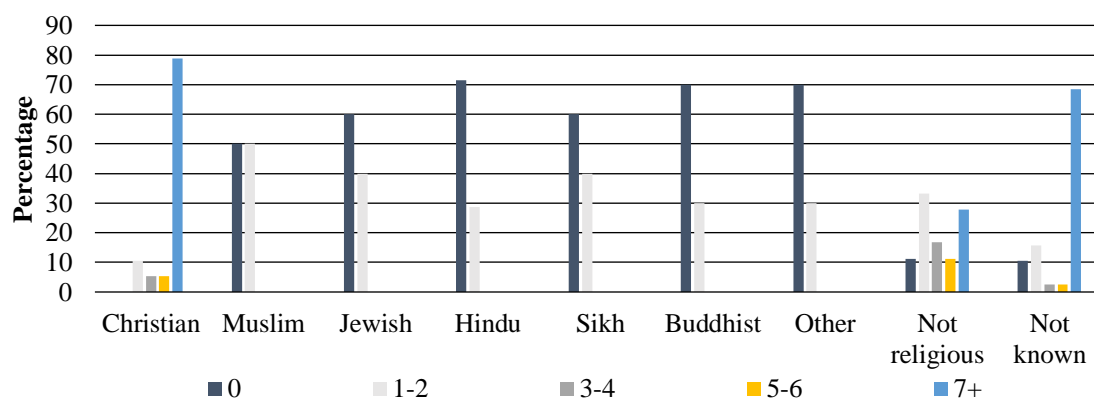

Figure 10. Religious belief or affiliation

With regards to how representative of the staff and student body governors felt their board was, the "not very" response aligns with the "could be improved" response. With ethnicity, 61.4%, and age, 47.7%, it was considered it "could be improved". Disability status ranked highly with 36.4% of institutions responding, "could be improved" and 36.4% of respondents not feeling that disability was very well represented. Gender was said to be well represented.
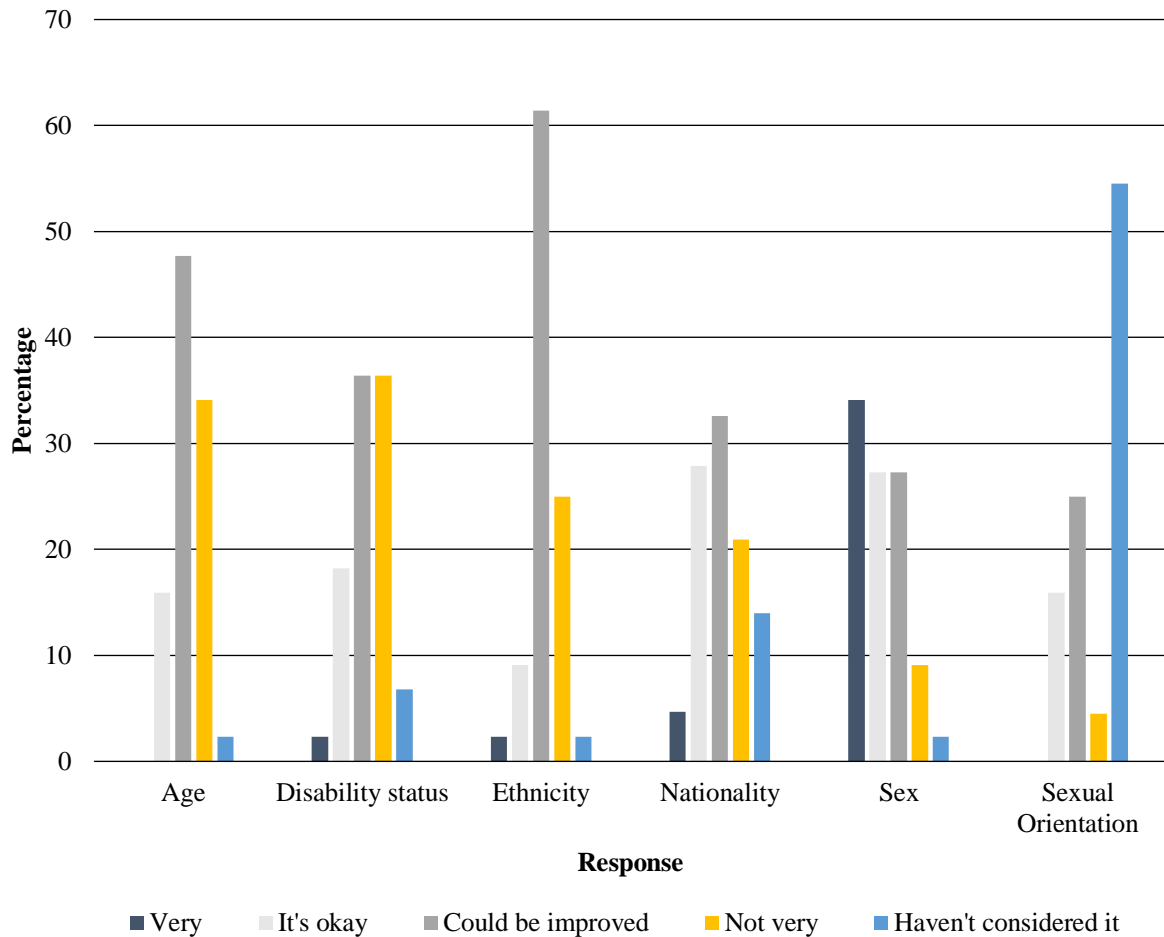
Figure 11. How representative of staff and student bodies is your board?

One of the most interesting points rising from this set of questions was that a high percentage of participants had responded with "have not considered it" in terms of sexual orientation. It is difficult to know from this data whether this response is good because the process of acceptance is more automatic, or the cultural trend tends to overlook this particular area. The data provided in this section is encouraging as it suggests that the respondents recognise that their boards need greater diversity.

Experiences of Recruitment
Governors were asked about their recruitment process and a considerable section of respondents reported a lack of information prior to applying to have been their biggest challenge (35%). This is important when considering diversity, as if this sample (which is not very diverse) experiences this, then reaching out and targeting diverse candidates with the right information is likely to be a problem when recruiting.
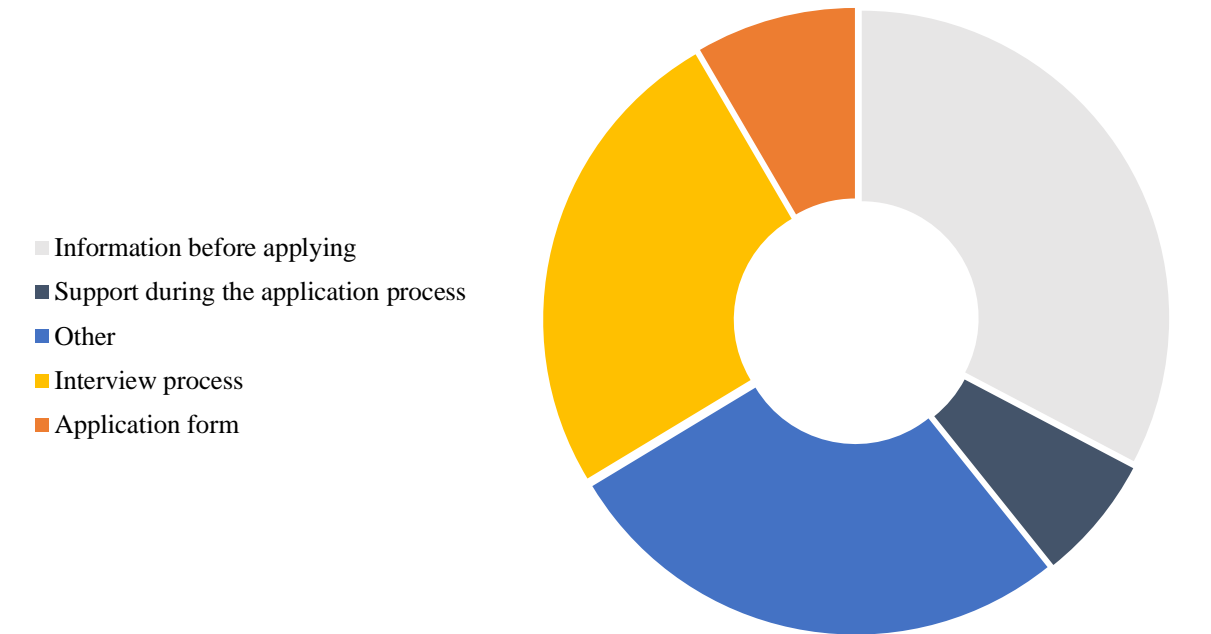
Figure 12. Challenges during recruitment process

An interesting comment listed in "other" related to feelings of discomfort from a university setting as the respondent did not go to university themselves. When targeting diverse candidates this could also be a barrier. Having said that a large percentage (70%) of governors reported having access to training around their role though slightly fewer (63%) reported having access to diversity-specific materials and guides. Far fewer reported interactive or hands-on methods of training, with no more than 25% of governors reporting access to buddy schemes, multimedia materials, direct CPD on EDI matters or webinars. It suggests that an understanding of matters of diversity are perhaps something acquired organically rather than as a form of development.
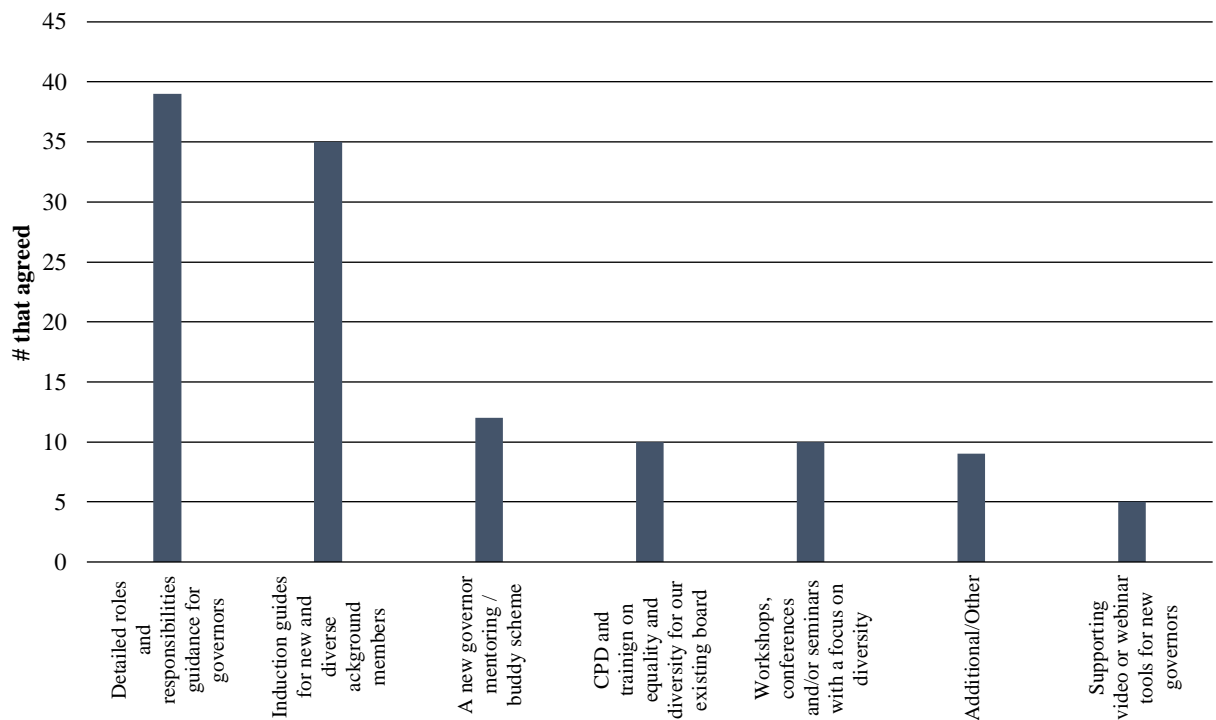
Figure 13. Challenges during recruitment process

The final question of the survey looked at the types of resources governors would like to have had access to at their recruitment. The data shows a strong desire among governors for a more hands on system of buddy/mentorship for new members (51%). This could have the impact in terms of both both-readiness but also inclusivity. Communicating that such support is available during a recruitment campaign could well be helpful to diverse or non-traditional candidates. Figure 14 indicates what governors feel would be helpful for new governors, given their experiences.
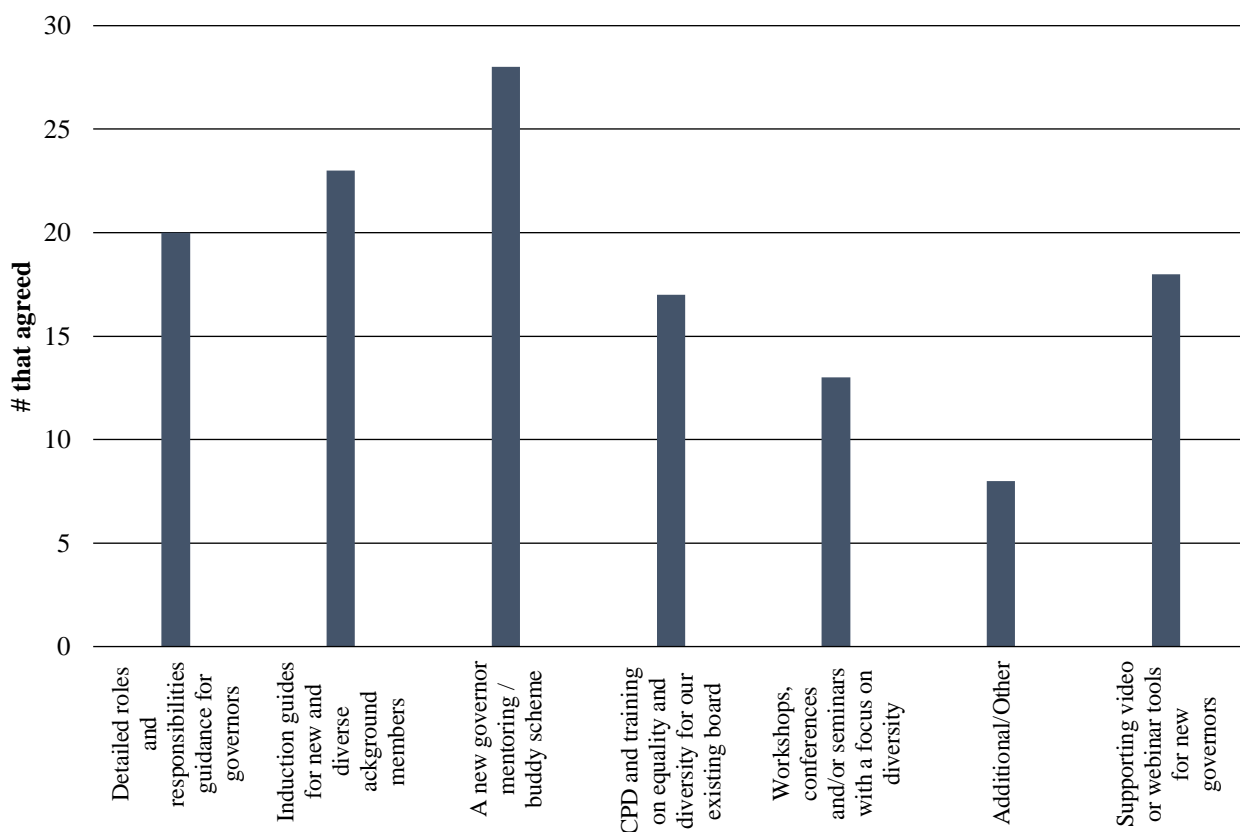

Figure 14. Resources that may be helpful to new governors in the future

Interviews

Due to the low level of diversity recorded in the survey sample, the interview process relied first on a stratified sample and then a directly targeted one. The qualitative phase of the research consisted of four sets of interviews.

Table 4. Interviewee roles

Set	Sampling
1	**University Secretaries and Clerks**: Stratified sample of 10 based on nation of origin and university type drawn from those survey respondents who agreed to participate. Gender of interviewee also considered to add greater breadth of views. No clerks from BAME backgrounds volunteered for interview process.
2	**Existing HE Governors:** Stratified sample of 10, based on age, gender, ethnicity, sexual orientation and disability status drawn from the survey respondents who agreed to participate. Due to limited voluntary participation from survey 2 respondents, the interview pool was expanded to meet the sample requirements.
3	**Recruitment consultants:** Sample of 3, gathered from an identified list of diversity-specialist recruiters working with HE governing boards.
4	**Researchers and professionals:** Sample of 3, chosen for prior research knowledge and expertise in the field

Although the interview phases had different phrasing and emphases for different stakeholders, the broad themes covered in the analysis were the same. These themes formed the meta-analysis for the coding process and deductive coding was carried out within these categorisations. The following main themes emerged and largely emerged from sets 1, 3 and 4 of the interviews:

- Diversity trends in HE Governance
- Barriers and challenges to diversification
- Positive practice
- Practice requiring improvement
- Strategies and resources to help

Diversity Trends in HE Governance

All University clerks emphasised the need to increase black and minority ethnic representation on their boards, though varied from basic compliance to a sincere desire to be more reflective of the student population the university served.

> "A University is a representative body of a particular demographic in which the board is usually woefully underrepresented in terms of (wider diversity)". Interview 2.9

There was evidence of attempts to capture the experiences, skills and cognitive diversity of black and minority ethnic people, as well as a genuine belief that it will improve boards. A number of those interviewed highlighted the shift in sociocultural views on ethnic diversity as a motivating force to change their recruitment policy and universities are willing to inject the most resources here. This could be connected to the notion of 'isomorphic influences' highlighted by Wheaton (2019).

> "There is recognition by many institutions that they talked about race, but progress hadn't been fast enough". Interview 4.2

Interviews with experts indicated that LGBTQ+ and disabled representation was more periphery to ethnic diversity. One of the reasons was that these require self-declaration and boards feel uncomfortable seeking and recording this information. The same is true of religion, especially in secular universities where religion is a much lower priority. However, the socioeconomic background of new governors appeared to be a growing area of interest.

> "There is a significant minority in the university that comes from an underprivileged background. And we universities are doing very well in terms of widening participation and those sorts of things. But that is not reflected in the board's makeup". Interview 2.6

Barriers and Challenges to Diversification

This theme presented a sense of *what* kinds of issues most urgently need to be addressed whereas the other themes deal with the *how*. Coding of the interviews resulted in the following list of significant barriers, listed with the most challenging ones at the top:

1. Developing networks and pipelines of diverse candidates
    i. Getting skilled/board ready black and minority ethnic governors to join boards located in primarily white areas.
    ii. Enlisting younger but highly skilled governors but who are still focussed on their careers and families.
    iii. Staying ahead of social trends in relation to other protected characteristics (Disability/LGBTQ+)
    iv. Utilising university networks more effectively
2. Access to supporting resources/shared platforms to optimise recruitment
3. Developing the existing board to effectively cultivate diversity and diverse thinking
4. Fiscal/ideological challenges to renumeration

Many of these challenges could be positioned at sector level, for instance, local demographics and building sustainable candidate pipelines are difficult, long-term challenges with many boards seeing this as out of their control. However, a key area which related to developing the existing board is a key area of development that can be undertaken at institutional level.

Positive Practice

Some universities have made inroads diversifying beyond the long-standing homogeneity of HE boards. Where there are positive practices there is still some frustration in terms of progress, specifically with challenging mindset, and this is where many participants suggested that a toolkit would help to guide and facilitate improvement. The most prominent themes to arise in terms of positive practice were:

❖ Monitoring diversity and inclusion on the board through active conversations about how to improve diversity. Using governance reviews and action plans to enable the recruitment of diverse members.

❖ Altering the way recruitment of governors is conferred by wording advertisements for board members in a more open and inclusive way to encourage a range of individuals to apply. Offering apprenticeship schemes to diverse candidates, who may not have the relevant experience, in order to allow them to develop the requisite skills.

❖ Support new governors who are new to university boards through providing buddy systems and mentoring to support their induction into the board. Providing opportunities for new governors to spend time with buddies and mentors to develop their knowledge about how the board works.

❖ Overviewing the board to ensure board effectiveness through using questionnaires so members can feed back what is going well and what is not, team building and training, such as unconscious bias.

External experts have been shown throughout the data to have been positive in successfully appointing diverse candidates however, their limitations have been noted.

> "Board roles are kind of unadvertised, no one really knows how it's not a transparent process, a lot of people wouldn't necessarily know what we know who got who on our board...and how did they get there. So, it's sort of seen as a bit of a dark art. And I think you know that the search firms don't really help with that. They're sort of tapping people on shoulders and getting people through the door without actively advertising and that sort of perpetuates that little black book environment as well." Interview 4.1

Practice Requiring Improvement

The data indicated that many of the resistive cultural arguments pertaining to diversity have improved and few universities question the importance of diversity, however, many much of the debate falls into the 'skills vs diversity' argument. Although at face-level, this false dichotomy is acknowledged by almost all of the Clerks and Secretaries interviewed, the practicalities of acquiring diversity and skill still seems to confound.

> "I feel like there's this dissonance between higher education, at the top of the university saying we want diversity, but then struggling with the implications of that diversity for having to change how business is done." Interview 2.9

Much problematic practice stems from a poor understanding of what is required to diversify in an effective and inclusive way. This lack of a consistent understanding can be present at board level, institutional level, or both. In either case, the research suggests that proactive, engaged leadership has a big part to play in facilitating improvement. This further reiterates the points on the skills vs diversity debates highlighted by e.g., Fredette et al (2015) and others. In some ways the Clerks and recruiters identified that "cognitive diversity" is gained through the different life experiences of diverse people but were not convinced that boards yet understood that.

> "I think diversity will broaden out from protected characteristics to thinking about cognitive diversity, diversity of thought, because the question is how the different lived experiences and how the different perspectives contribute to our decision making." Interview 4.1

Strategies and Resources to Facilitate

This theme yielded a rich vein of suggestions for strategies and resources that can facilitate diversity on HE boards. These ranged from example job specifications and interview techniques to long term strategic planning documents. Many of the problems facing board architects have been related to

organisation; knowing where to start and how to proceed as well as the notion of diversity itself. All these needed deliberate and proactive support.

Conclusions

The data has confirmed many of the trends, barriers and attitudes impacting diversity in HE governing board recruitment. As per other sectors, gender diversity at board level has improved though all other protected characteristics are still underrepresented. Boards are interested in ethnic and age diversity though many are still operating under definitions of diversity that lack nuance or deep understanding - there was, however, interest in socioeconomic status as a form of diversity. The data are clear that university boards (in line with those in the corporate sector) recognise the need to meet their (corporate) social responsibility with most boards utilizing multiple methods to improve diversity, though many are doing so with external help. The richer data from the interview phase shed more light on the challenges.

Many of the barriers identified to successfully diversifying by governors were positioned as external to the organisation, such as demographics and location and which are well documented in the literature (Fredette, Bradshaw and Kreuse, 2016; Wilson, 2016; Taylor and De Lourdes, 2008). However, the data also revealed how key barriers were internal and these were particularly related to a limited understanding of diversity within the Boards themselves. This stunts the diversification of their Board and thereby impacts on their potential performance. Based on the resource dependency (advisory role) (Bear, Rehman & Post, 2021), the more diverse the Board, the better able they are to advise the executive. Greater diversity also enables a Board to better monitor (agency theory) the executive and hold them to account on behalf of stakeholders. Wider diversity means the monitoring 'radar' spans more widely and challenges the executive more.

Existing practices within the overall landscape has meant that diversity is an issue that is high on the agenda as is discussed in the literature (Fredette et al, 2016; Rao and Tilt, 2015). However, the conceptual and practical developments are an area which requires work, and the data has contributed to the development of the Board Diversity Toolkit which aims to address these important areas. The data showed a recognition and identification of a need for better support and guidance to enable universities to attract and carry appointments through from recruitment to retention with a desire for events and platforms to share best practice in order to perform the monitoring and advisory roles better. A core theme emerging from both the literature and the data gathered as part of this project, was that sustainable change in Board diversity can only be accomplished through a change in thinking and culture. With these changes made, a diversified Board would become self-sustaining and as the corporate sector has already discovered the financial benefits would be self-evident alongside the improvements in ethical leadership and culture.

The Board Diversity Toolkit

The data from this research informed the development of the Board Diversity Toolkit. The Toolkit is available online to members of Advance HE and is an interactive set of practical tools, activities, advice, guidance and other resources to support Boards to diversify their membership, organised in four key sections. In particular, the Toolkit identifies a need to focus on fostering a deeper understanding of diversity by suggesting activities and resources on how to do this. It is encased within the need for HEI boards to reflect on themselves as a key initial phase in any recruitment process. This has been alluded to in the literature (e.g. Creary et al 2019), however, is not as explicit as appeared in this data, and could perhaps explain why HEIs that participated were not yet successful in diversifying their boards, instead citing the issue of skills versus diversity as the key challenge. This needs to be addressed as the data do suggest that boards themselves and their subsequent recruitment processes have been the barriers to successfully reaching the candidates that add the value that is brought with diversity. Furthermore, boards need some development in understanding that a diverse board will lead to heterogeneity in thought and understand that conversations which can lead to disruption and take longer to lead to decisions, as suggested by Fredette, Bradshaw and Kreuse (2016). Rather than see these as problems, boards need to recognise that within these lie the effective board. This can only come when boards are

ready themselves and the first two sections entitled *I Understanding Board Diversity and Inclusion* and *II Constructing an effective and inclusive Board*.

Once a board has developed the culture and context which embraces the disruption and change that diversity leads to, they are more likely to express this in recruitment materials that then demonstrates its openness to change and diversity and is explored in *III Maximising your Recruitment Potential*. This can then help any internal or external recruitment support to reach out to further diverse candidates which was suggested by Wheaton (2019) and Shattock (2017) and importantly to retain them and ensure they can contribute to their full potential through *IV Supporting Governors: from Induction to Retention*. The toolkit is designed to also support Boards on the practical elements of devising a recruitment campaign and provides bespoke tools and wider resources, including a range of bespoke videos from key stakeholders in the sector and beyond.

This is the first national toolkit of its kind and has yielded over a thousand downloads at the time of writing, suggesting that this is a much-needed resource. Future areas of research would be to explore the impact of such tools on the changing composition of the HE boards and, if we are on the journey to more diverse boards, is essential for HEIs in addressing some of the complex local, global and political landscapes that impact on HEIs.

The Toolkit can be accessed by universities via the Advance HE member area https://www.advance-he.ac.uk/knowledge-hub/higher-education-board-diversity-and-inclusion-toolkit

References

Advance HE. (2001a). *The Higher Education Board Diversity and Inclusion Toolkit*. Access: https://www.advance-he.ac.uk/knowledge-hub/higher-education-board-diversity-and-inclusion-toolkit

Advance HE. (2001b). *Board Diversity Practice Project: Data Analysis Report*. Advance HE. Access: https://www.advance-he.ac.uk/knowledge-hub/board-diversity-practice-project-data-analysis-report

Barnett, M. (2007). Stakeholder influence capacity and the variability of financial returns to corporate. *Academy of Management Review, 32*(3), 794.

Bazeley, P., & Jackson, K. (Eds.). (2013). *Qualitative data analysis with NVivo*. Sage.

Bear, S., Rahman, N., & Post, C. (2010). The impact of board diversity and gender composition on corporate social responsibility and firm reputation. *Journal of Business Ethics, 97*(2). 207.

Bourne, K. (2009). *Understanding and managing diversity* (4th ed). Prentice-Hall.

Bradshaw, P., & Fredette, C. (2013). Determinants of the range of ethnocultural diversity on nonprofit boards: A study of large Canadian nonprofit organizations. *Nonprofit and Voluntary Sector Quarterly, 42*(6), 1111.

Charities Commission. (2018). *Finding new trustees: What charities need to know*. Access: https://www.gov.uk/government/publications/finding-new-trustees-cc30

Charity Governance Code. (2017*). Principle 6: Equality, Diversity and Inclusion*. Access: https://www.charitygovernancecode.org/en/6-diversity

Collini, S. (2012). *What are universities for*? Penguin UK.

Creary, S. J., McDonnell, M., Ghai, S., & Scruggs, J. (2019). When and why diversity improves your board's performance. *Harvard Business Review*. Access: https://hbr.org/2019/03/when-and-why-diversity-improves-your-boards-performance

Crozier, G., Reay, D., Clayton, J., Colliander, L., & Grinstead, J. (2008). Different strokes for different folks: Diverse students in diverse institutions–experiences of higher education. *Research Papers in Education, 23*(2), 167.

CUC. (2020). *The Higher Education Code of Governance*. Committee of University Chairs. Access: https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf

Fredette, C., & Bernstein, R. S. (2019). Ethno-racial diversity on nonprofit boards: A critical mass perspective. *Nonprofit and Voluntary Sector Quarterly, 48*(5), 931.

Fredette, C., Bradshaw, P., & Kreuse, H. (2016). From diversity to inclusion: A multimethod study of diverse governing groups. *Nonprofit and Voluntary Sector Quarterly, 45*(IS), 28S.

Hakovirta, M., Denuwara, N., Bharathi, S., Topping, P., & Eloranta, J. (2020). The importance of diversity on boards of directors' effectiveness and its impact on innovativeness in the bioeconomy. *Humanity Social Science Community,7,* 116.

Harrison, Y. D., & Murray, V. (2012). Perspectives on the leadership of chairs of nonprofit organization boards of directors: A grounded theory mixed-method study. *Nonprofit Management and Leadership, 22*(4), 411.

HEPI. (2021). *Views on decolonising the curriculum depend on how changes are presented*. Access: https://www.hepi.ac.uk/2021/07/20/views-on-decolonising-the-curriculum-depend-on-how-changes-are-presented/

HESA. (2019). *Open Data and Official Statistics*. Access: https://www.hesa.ac.uk/data-and-analysis

Higher Education and Research Act 2017. (2017). *Legislation.gov.uk*. Access: https://www.legislation.gov.uk/ukpga/2017/29/contents/enacted

Jayne, M. E., & Dipboye, R. L. (2004). Leveraging diversity to improve business performance: Research findings and recommendations for organizations. *Human Resource Management, 43*(4), 409.

Kasumu, S. (2018). *Charities: Inclusive governance*. Inclusive Boards. Access: www.inclusiveboards.co.uk/charity-governance-2018

Khatib, S. F., Abdullah, D. F., Elamer, A. A., & Abueid, R. (2021). Nudging toward diversity in the boardroom: A systematic literature review of board diversity of financial institutions. *Business Strategy and the Environment, 30*(2), 985.

Kirton, G., & Greene, A. M. (2021). *The dynamics of managing diversity and inclusion: A critical approach.* Routledge.

Leman, J., (2020). *Diversity of governors in higher education*. Advance HE. Access: https://www.advance-he.ac.uk/knowledge-hub/diversity-governors-higher-education-2022

Litvin, D. R. (2006). Making space for a better case. In A. M. Konrad, P. Prasad, & I. Pringle (Eds.), *Handbook of Workplace Diversity* (pp. 75-94). Sage.

Odgers Berndtson and BoardEx. (2021). *UK Diversity Leadership Report 2021*. Access: https://www.nedaglobal.com/ned-insights/publications/uk-leadership-diversity-report-2021/

OECD. (2016). *The State of Higher Education 2015-16*. Access: https://www.oecd.org/education/imhe/the-state-of-higher-education-201516.htm

Office for Students. (2020). *The regulatory framework for higher education in England*. OfS Online. Access: https://www.officeforstudents.org.uk/advice-and-guidance/regulation/the-regulatory-framework-for-higher-education-in-england/

Office for Students. (2020). *Our approach to access and participation*. OfS Online. Access: https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/our-approach-to-access-and-participation/

Pimblott, K. (2019). Decolonising the university: The origins and meaning of a movement. *The Political Quarterly, 91*(1), 210.

Shattock, M. (2017). University governance in flux. The impact of external and internal pressures on the distribution of authority within British universities: A synoptic view. *Higher Education Quarterly, 71*, 384.

Reddy, S., & Jadhav, A. M. (2019). Gender diversity in boardrooms – A literature review. *Cogent Economics & Finance, 7*(1). https://doi.org/10.1080/23322039.2019.1644703

Rao, K., & Tilt, C. (2016). Board composition and corporate social responsibility: The role of diversity, gender, strategy and decision making. *Journal of Business Ethics, 138*(2), 327.

Schofield, A. (2009). *What is an effective and high performing board in UK Higher Education?* Council of University Chairs. Access: https://www.bristol.ac.uk/media-library/sites/university/migrated/documents/highperforminggoverningbody.pdf

Taylor, J., & De Lourdes, M. (2008). Leadership and strategic management: Keys to institutional priorities and planning. *European Journal of Education, 43*(3), 369.

Terjesen, S., Aguilera, R. V., & Lorenz, R. (2015). Legislating a woman's seat on the board: Institutional factors driving gender quotas for boards of directors. *Journal of Business Ethics, 128*(2), 233.

Tester, J. (2019). *Diversity principles framework*. Advance HE. Access: https://www.advance-he.ac.uk/knowledge-hub/diversity-principles-framework

Tight, M. (2019). The neoliberal turn in higher education. *Higher Education Quarterly, 73*(3), 273.

Valeur, C. (2018). *Moving towards board diversity*. Association Heads of University Administration. Access: https://www.ahua.ac.uk/moving-towards-board-diversity/

Wheaton, A. (2021). Still unwieldly, male, pale and stale? Isomorphic influences on English university governing bodies. *Centre for Global Higher Education Working Paper Series, 69*, 1.

Wheaton, A. (2019). *Payment for university governors? A discussion paper*. HEPI. Access: https://www.hepi.ac.uk/wp-content/uploads/2019/07/HEPI-Payment-for-university-governors-A-discussion-paper-Report-118-11_07_19.pdf

Wilson, J. L. (2016). Public institution governing boards. The invisible key factor in diversity planning efforts in higher education. *Planning for Higher Education Journal, 44*(4), 58.

---o---o---o--- Article Notes ---o---o---o---

---

[4] Advance HE is a British charity and professional membership scheme promoting excellence in higher education and co-funded this research.
[5] Perrett Laver is an executive search firm and co-funded this research.

Linking Sustainability and Spirituality: The University with a Soul

Dzulkifli Abdul Razak[1] & Abdul Rashid Moten[1,2*]

[1]Rectorate, International Islamic University Malaysia, Kuala Lumpur, Malaysia

[2]Department of Political Science, International Islamic University Malaysia, Kuala Lumpur, Malaysia

Abstract

Higher education institutions were intended to nurture the creative potential of individuals and assist in the development of civilization. After 1945, the number of modern universities expanded, but their original purpose changed. Universities have become more business-oriented institutions. The Fourth Industrial Revolution (4IR) has changed almost every area of human activity at an unpredictable pace, challenging old paradigms and frameworks. Society scaled back education to meet market demands, and people lost their moral and intellectual dispositions. The general focus is on developing a workforce, inventive spirit, and high-tech machinery based on innovation and technology, resulting in weak ethical standards and a dangerous lack of trust in the community. Educators need to explore new and creative approaches to educational innovation to improve future learning. The need is for an education with a soul. Educators must cultivate the dual consciousness that humanizes technology through bold visions of moderation. They should help students develop a higher sense of purpose. Knowledge must be viewed from a new perspective. Knowledge must be wholesome or holistic, inclusive, sustainable and equitable in the sense that everyone has access to this special knowledge and can develop a sense of mercy, compassion and benevolence. In sum, the education system should be world-wide, inclusive, sustainable, and show mercy to all.

Keywords: Higher education, The fourth industrial revolution, Market demands, Education with a soul, WISER

Introduction

As recognised by the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the oldest institution of higher learning is the University of al-Qarawiyyin, founded in 859 B.C.E in the Medina of Fez. In 1963, it became a state university in Morocco. It was a university that tried to nurture the creative potential of individuals by fostering an environment that allows creativity to flourish, seeks dialogue and engagement with outside partners to allow for stimulus and fresh perspectives, and allocated sufficient resources for responsible research, and innovation to uplift human dignity and civilisation.

Higher education institutions were small then, attracting a small group of upper-class students. Since 1945, the number of modern universities that produced graduates expanded to compete in the more complex technologies. This changed the university and its original purpose. Universities gradually turned into more business-oriented institutions, resembling an assembly line for mass production. The situation is further aggravated with the coming of the Fourth Industrial Revolution (4IR) as a continuum from the previous Industrial Revolutions spanning more than two hundred years. Old paradigms and frameworks are being challenged by the unpredictable pace of change in almost every sphere of human activity. The fourth industrial revolution spawned Education 4.0 with the intention of producing graduates for a world dominated by cyber-physical systems. Education has become a factory for creating jobs and emphasising innovation, especially technical innovation, which is part of the overwhelming training of the mind to create new things and a better economy for innovation and a flourishing economy.

As Professor Avram Noam Chomsky pointed out, society reduced education to market demands (Bovitch et al., 2018). In educational institutions created in this way, people do not have an intrinsic, moral, and intellectual nature. The general focus is on the development of manpower, inventive minds, and high-tech machines based on innovation and technology. Education so imparted is one without a soul leading to weak ethical norms and dangerous trust deficits in communities. Educators must investigate new and creative approaches to educational innovation to upgrade future learning.

The need is for education with a soul, educating the whole person, including their emotional, social, and spiritual development. It emphasizes the cultivation of values such as compassion, empathy, gratitude, and integrity, alongside academic knowledge and skills, enabling students to lead fulfilling, meaningful, and purposeful lives. Education should develop students' moral, civic, and creative capacities and prepare them for a livelihood and, more importantly, life. Educators must cultivate "double consciousness" to humanise technology through a bold vision of moderation and middle ground. They must take the lead for Education 2030, focused on The World We Want to be aligned to UNESCO's Pillars of Learning for the 21st Century, namely: learning to know, learning to do, learning to live together, learning to be, and learning to become with a stronger sense of personal responsibility for the attainment of common goals (UNESCO, 2014:93). They must strive to bring back much-needed balance in Prosperity, Planet, People, Partnership, and Peace (5Ps) based on Education 2030. They should help students develop their "moral, civic, and creative capacities" (Fish, 2008, 11) as well as "capacities for integrity and courage, diligence and self-sacrifice, commitment and service to others, and a sense of higher purpose" (Razak and Moten, 2022: 25).

Thus, there is a need to look at knowledge from a new perspective and find a new framework which Dzulkifli calls WISER. The knowledge must be Wholesome or holistic, it must be Inclusive, Sustainable, and Equitable, in the sense that everybody should be able to access that particular knowledge, and cultivates a sense of mercy, compassion, and benevolence. This study is based upon library-based approach, encompassing a thorough examination of both primary and secondary sources. The methodology employed involves meticulous document analysis, employing descriptive and analytical approaches to documents like the Brundtland report, "The 2030 Agenda for Sustainable Development," and the "Paris Agreement." Furthermore, it goes beyond mere content analysis by elucidating the epistemological and philosophical considerations.

World-Wide Education

The world is increasingly becoming global. The technical revolution has resulted in dynamic transnational and cross-cultural transactions among countries and peoples (Diaz, et.al., 1999). The cellular phone, the Internet, and satellite television instantaneously connect people on the planet. People live and work in a global marketplace of goods, services, and ideas. A new consciousness has emerged about the roles that individuals, institutions, nations, and nongovernmental organizations play in the new millennium. The global village has arrived (Barber 2000).

There is an urgent need for educational institutions to address and infuse global awareness into curriculum instruction. Students are increasingly confronted with many issues that require a global education focus. According to Kirkwood (2001), students face a new world order thereby creating a need to acquire a global education. He writes:

> Their daily contacts will include individuals from diverse ethnic, gender, linguistic, racial, and socioeconomic backgrounds. They will experience some of history's most serious health problems, inequities among less developed and more developed nations, environmental deterioration, overpopulation transnational migrations, ethnic nationalism, and the decline of the nation-state. (Kirkwood, 2001, p. 2)

As a result of global capitalism and globalisation, 21st-century students need to be interconnected and interdependent to address the global issues that have arisen, such as human rights abuses (Abdullahi, 2011). The need for global education is due to the state of the planet as a whole and an understanding of how its systems political, cultural, economic, ecological, and technological are linked and how these are manifested in relationships. For students to learn to live together in a globally interconnected world,

they must examine the world from varying perspectives and become aware of the complex interrelationships that characterise it (Starkey, 2012). According to Kirkwood (2001, p. 11), globally educated people "possess high tech skills, broad interdisciplinary knowledge about the contemporary world, and adaptability, flexibility, and world mindedness to participate effectively in the globalized world."

The term global education has been used interchangeably with such terms as world-centered education, and global perspectives in education because of similar if not identical meanings. Each construct stands for an education that brings the world into the classroom, where teachers teach from a moral, world-centric rather than an ethnic-specific or nation-state perspective. The implications of global education are that all professionals and bodies of knowledge must be prepared to deal with their involvement in worldwide systems. All have a need to know in what ways they are involved, how they are affected, and how they affect people in other countries.

The philosophical underpinnings of global education rest on the assumptions that human beings are created equal, their behavior is culturally determined, they possess basic human rights, and that global education has a moral purpose (Csikszentmihalyi 1993). These points have been well stated in the first two articles of the Cairo declaration of Human Rights in Islam (1990) as follows:

> Article 1: (a) All human beings form one family whose members are united by their subordination to Allah and descent from Adam. All men are equal in terms of basic human dignity and basic obligations and responsibilities, without any discrimination on the basis of race, colour, language, belief, sex, religion, political affiliation, social status or other considerations. True religion is the guarantee for enhancing such dignity along the path to human integrity.
>
> Article 2: (a) Life is a God-given gift and the right to life is guaranteed to every human being. It is the duty of individuals, societies, and states to safeguard this right against any violation, and it is prohibited to take away life except for a *shari'ah* prescribed reason.

Sayyid Abul A'la Mawdudi (1976) argued that fundamental rights are guaranteed for every human being by his status as a human. The Qur'ān (17:70) states that "God has conferred "dignity" on the children of Adam, whatever their innate and acquired differences may be" (Al-Qur'ān, 17:70). The Global Education Project, New South Wales (2014) lists important values and attitudes as a sense of identity and self-esteem; a sense of community; concern for the environment and commitment to sustainable practices; a positive attitude towards diversity and difference, and commitment to upholding rights and dignity of all people.

The global world requires educational institutions to adopt programs to reflect the international ties that bind people as they bind countries. They must produce graduates who know other cultural histories, languages, and institutions. They must help students to broaden their understanding of world events by offering the perspectives of other cultures; to produce graduates who understand the complexity of globalisation and develop skills in cross-cultural interaction and are competent to function professionally in an international environment and are equipped to make personal and public policy decisions as citizens of international society.

Higher educational institutions can meet this challenge in many ways. The institution may include its goals for international education in campus-wide strategic plans. They may incorporate comparative and International assessments into individual disciplines. They may alter the curricula to ensure explicit teaching of key values using values terminology and model key globally acknowledged values. They may encourage students to examine issues affecting more than one nation. These education efforts can extend to every discipline and professional school, weaving together academic institutions, private non-profit entities, businesses, local and national government, and public and private organisations. The graduates so prepared will be aware of and sensitive to the inequities which exist globally, to be future focussed and willing to act for change.

Inclusive Education

The term "inclusive education" has often been used synonymously with education for students with disabilities. Indeed, the primary motivation for inclusive education is to cater to the disabled. However,

the term includes students with many different attributes such as ethnicity, language, gender, and socio-economic status. Inclusive education means that all children are together in mainstream classrooms. It would provide real learning opportunities for groups that have traditionally been excluded. This includes children with disabilities as well as minority language speakers. Inclusive systems value the unique contributions that students from all backgrounds bring to the classroom, allowing diverse groups to grow side-by-side for the benefit of all. Recognition of inclusion as the key to achieving the right to education is enshrined in the Convention on the Rights of Persons with Disabilities. This is the first legally binding instrument that contains a reference to the concept of quality inclusive education. Sustainable Development Goal (SDG) 4 also affirms "inclusive and equitable quality education and promote lifelong learning opportunities for all."

Inclusive education is central to achieving high-quality education for all learners. As per Article 24 of the Convention on the Rights of Persons with Disabilities, inclusive education is to be understood as a fundamental human right of all learners. It is the primary means for persons with disabilities to lift themselves out of poverty, participate fully in their communities, and achieve inclusive societies. It is a principle that "values the well-being of all students, respects their inherent dignity and autonomy, acknowledges individual requirements and ability to effectively be included in and contribute to society." (United Nations, 2016, p. 3).

Inclusive education is a "whole systems" approach requiring the authorities to bring about necessary changes in institutional culture, policies, and practices. It is a "whole educational environment" necessitating the leadership of educational institutions to provide all facilities to achieve inclusive education and interact with the parents of learners, the local community, and the wider public. It is also a "whole person" approach that implies the provision of support, reasonable accommodation, and early intervention so that all learners are able to fulfil their potential. This approach aims at ending segregation within educational settings.

Inclusive education is also characterised by respect for and value of diversity; an inclusive learning-friendly environment; and well-trained teachers equipped to work through collaboration, interaction, and problem-solving. It requires accessible environments where everyone feels safe, supported, stimulated, and able to express themselves and where there is a strong emphasis on involving students in building a positive school community. Recognition should be afforded to the peer group in learning, building positive relationships, friendships, and acceptance. The final feature of inclusive education is the "recognition of partnerships" implying that "the involvement of parents or caregivers and the community is viewed as an asset that contributes resources and strengths" (United Nations, 2016, p. 4). Principals are the key actors responsible for operating and directing all administrative functions of schools effectively. They are responsible for maintaining the effective internal functioning of school systems, representing the school in the community, and implementing educational policies. They also act as role models who improve the ethical and professional growth of teachers and other professional staff (Leithwood and Jantzi, 2008). School principals are the key agent of change, as they are the central actors who contribute to the creation and promotion of a successful inclusion program (Cohen, 2015). For them to succeed, school leaders need adequate resources and facilities, specialised staff, adequate teacher training in inclusive thinking and techniques, and positive socio-cultural attitudes about schools and disability.

Several Qur'ān texts and prophetic traditions show that Islam has provided the term disadvantaged people as a generic term that includes disabled individuals under its umbrella. The term "disadvantaged people" refers to those with special needs (Bazna and Hattab, 2005). This term reflects a holistic notion of the Islamic philosophy in relation to disadvantaged individuals based on the main Islamic values of equality and justice (Bazna & Hatab, 2005). Society is held responsible for taking care of such individuals and is responsible for improving their conditions (Al-Qur'ān, 49:11). It is essential to take café of their basic needs such as food, safety, care, and shelter (Al-Qur'ān, 24:61).

Disadvantaged people have a right to be educated and their abilities should not be underestimated. Allah (SWT) rebuked His messenger (Al-Qur'ān, 80:1-3) when he turned away a blind man asking the Prophet

to teach him about Islam. Regardless of disability, individuals have a right to be treated equally, to be educated, and be included within society, and to have an effective, valuable role within it (Miles, 1995). According to the Qur'ānic text, there is no difference between people in terms of their physical appearance, their colour, race or nationality. They are all treated equally and differ only in terms of the amount of faith they may have. Verse 49: 13 reads: "Indeed the most noble of you in the sight of Allah is the most righteous". Prophet Muhammad is reported to have said that "Allah does not look at your bodies nor at your faces but He looks into your hearts."

Clearly, the Islamic perspective declares the right of disabled individuals and establishes the responsibility and duty of society toward such disadvantaged members. However, several cultural practices exemplify that there is a contradiction between Islamic perspectives and local culture. The negative attitudes towards disadvantaged people are experienced by family members as well as by other members of society.

Inclusive systems, however, require changes in the school, the community, and the nation as a whole. At the school, teachers need to be trained, buildings need to be renovated, and students need to be given accessible learning materials. In the community, there is a need to combat stigma and discrimination, and educate individuals about the benefits of inclusive education. At the national level, governments must take effective measures to ensure children are being reached with effective services.

Education for Sustainable Development

The rise of market-based capitalism legitimising and idealising competition and greed has damaged the human psyche, society, and the environment. It is characterised by inhuman competition leading to a huge gap between the haves and the have-nots. This "dance of ideology and unequal riches" (McCarty et al. 2016), has caused various social problems threatening human survival, as well as that of the planet through various human-induced ecological crises. These crises led to the emergence of a powerful alternative paradigm advocating a shifting of the focus of economics from the accumulation of wealth to the idea that "humans are both the means and the end of economic development". However, repeated experience has shown that the rich continue to get richer and the poor, poorer (Piketty, 2014).

The global concern around the effect of human actions on the environment led people to pay serious attention to the idea of "sustainability." The Brundtland Commission Report (Brundtland and Khalid, 1987) made the idea acceptable world-wide. The report defined sustainable development as, "the development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (World Commission on Environment and Development, 1987, p 43).

Sustainable development is broadly based on the idea that the developmental efforts should not compromise the abilities of the future generations to meet their own needs; should not damage the Earth and the natural resources and should promote an equitable redistribution of wealth in the society and the elimination of extreme poverty. These pillars also feature prominently in the new global Sustainable Development Goals (SDGs) agenda adopted by the United Nations (UN) General Assembly in 2016 (Helliwell, Layard, and Sachs, 2015). Some scholars suggest a potential contradiction in the SDGs between socioeconomic development and environmental sustainability goals (ICSU and ISSC 2015). There is a potential inconsistence in the SDGs, particularly between the socio-economic development and the environmental sustainability goals. Critiques also question the measurability and monitoring of the broadly framed SDGs (Ranjula, 2018: 341-342). It is also been observed that:

> SDGs are an overly ambitious and insufficiently integrate global agenda that could potentially undermine the sustainable development end goa. … If taken at face value, the SDGs could jeopardize 'Earth's life-support system' and the welfare of future generations (Lim, et.al., 2018, 22).

The Islamic Educational, Scientific, and Cultural Organization (ISESCO) developed the Islamic Declaration of Sustainable Development model which the Organization of Islamic Cooperation (OIC) presented to the World Summit on Sustainable Development in 2002. It proposed a five-pronged approach calling for justice; active participation; a just world trade system; an enhancement of the international community's development practices/policies; and the education of youth on

environmental, religious, and moral responsibilities. It called for cooperation to achieve sustainable development (Laylla, 2017: 116). Unlike secular development ideals, Islamic development is spiritual in essence and does not concern itself only with material accumulation or consumption (Sardar, Z., 1996). Instead of maximising consumption and accumulating wealth, the Islamic worldview recommends lowering one's desires and consumption in the present, sacrificing short-run and illusory benefits for the long-run benefits. Human beings, in Islam, are charged with *`Imāra tul Ard* (construction of the earth) and *Istikhlāf* (stewardship or vicegerency) (Al-Jayyousi, O.R., 2016).

Education is an essential tool for achieving sustainability. An educated citizenry is vital to implementing informed and sustainable development. The education system has to be appropriately reoriented to include teaching and learning knowledge, skills, perspectives, and values that will guide and motivate people to pursue sustainable livelihoods, and to live in a sustainable manner. The education authorities must reorient curriculums, select the knowledge that will support sustainability goals, focus largely on the major social, economic, and environmental issues that threaten the sustainability of the planet, and let students gain practical skills that will enable them to continue learning after graduation, to have a sustainable livelihood, and to live sustainable lives. These curricula must also assist students to understand values which are essential for understanding one's own worldview and other people's viewpoints.

To succeed in this endeavour, the leaders must take steps to develop awareness within the educational community and the public that reorienting education to achieve sustainability is essential. They must take into consideration the local environmental, economic, and societal conditions. They must provide a basic understanding of sustainable development; help in understanding the range of social, economic, and environmental issues facing the world today; and help the students and the public explore different ideas and perspectives about the future.

Equitable Education

Education enables individuals and societies to utilise their human capabilities for social and economic development (Machin & Vignoles, 2018). Education is a fundamental right and is enshrined in the Universal Declaration of Human Rights (1948) and many other international human rights instruments. The right to education is also one of the key principles underpinning the United Nations Education 2030 Agenda and Sustainable Development Goal 4 (SDG4). SDG4 aims to ensure inclusive and equitable quality education and promote lifelong opportunities for all. Education as a fundamental right is enshrined in the Universal Declaration of Human Rights (1948) and many other international human rights instruments. Interestingly, Article 9 of the Cairo Declaration of Human Rights in Islam (OIC, 1990) reads as follows:

> (a) The quest for knowledge is an obligation and the provision of education is a duty for society and the State. The State shall ensure the availability of ways and means to acquire education and shall guarantee educational diversity in the interest of society so as to enable man to be acquainted with the religion of Islam and the facts of the Universe for the benefit of mankind.
> (b) Every human being has the right to receive both religious and worldly education from the various institutions of, education and guidance, including the family, the school, the university, the media, etc., and in such an integrated and balanced manner as to develop his personality, strengthen his faith in God and promote his respect for and defense of both rights and obligations.

Though many Muslim and non-Muslim countries are committed to all 17 goals under the United Nations SDG 2030 and in particular SDG4, it has not adopted inclusive universal education. This has vanquished the dreams of thousands of women and children of reaping the benefits of early education.

Education is considered equitable, when educational practices, policies, curricula, and resources are representative of all students, such that each student has access to, can participate in, and make progress in high-quality learning experiences, regardless of race, socio-economic status, gender, religion, national origin and linguistic diversity (Skelton & Kigamwa, 2013). Enhancing equity in education leads to improved economic, social, and individual outcomes, as boosting the skills of every student; and increasing chances for employment and productivity (OECD, 2012).

Equity in education encompasses two closely related dimensions: equity as fairness and equity as inclusion (Field, Kuczera, and Pont, 2007). Equity as fairness implies that personal or socio-economic circumstances such as gender, ethnic origin, or family background do not stand in the way of educational success. Equity as inclusion means ensuring that all students achieve at least a basic minimum level of education. Equitable education systems are fair and inclusive, supporting their students to reach their learning potential without creating barriers or lowering expectations, either formal or informal. An equitable education system can offset the impact of broader social and economic inequalities. In the context of learning, it enables individuals, regardless of their background, to reap the full benefits of education and training (Faubert, 2012; Field, Kuczera and Pont, 2007).

The scope of equity in education is very wide and may extend to ensuring equitable educational practices, including classroom instructional practices, educational resources, teachers' attention, curricula, assessments, interactions, attitudes, language and institutional cultures Many countries have committed to achieving the Sustainable Development Goals (2015-2030), the culture and structures of higher education institutions remain slow to change (UNESCO 2008: 13).

Raḥmatan lil 'ālamīn

Raḥmatan lil 'ālamīn or mercy to all is found in the Qur'ānic (21:107) verse referring to the attributes of Mercy, Compassion, and Benevolence. These attributes are to be nurtured in the educational system which is not happening. As argued by Neil Postman (1995: p. 30), "the narrative of Economic Utility is impotent to create satisfactory reasons for schooling." He points out that the purpose of schooling is to prepare children for competent entry into the economic life of a community. This narrative is "impotent" as it diminishes the idea of what a good learner is. Students are seen as merely economic creatures whose sense of worth and purpose is to be found in their capacity to secure lucrative jobs. An education system based on this narrative lets its graduates lose a sense of personal identity, a sense of community life, and a basis for moral conduct. "When we fail to honor the deepest questions of our lives, education remains mired in technical triviality, cultural banality, and worse: It continues to be dragged down by a great sadness... a cry for meaning" (Palmer, 1998, p.3).

The expression *raḥmatan lil 'ālamīn* brings the meaning of blessing to the whole world, be it humans, animals, land and seas, and the environment, and promoting peace and harmony and a coherent relationship not only between humans but also between humans and their natural habitat. There is some similarity with the United Nations 2030 Agenda for Sustainable Development. Essentially, at the heart of the seventeen Sustainable Development Goals is the goal to eradicate poverty, improve health and education, reduce inequality, boost economic growth, and address the issues of climate change while protecting the earth. Noticeably, these SDGs are consistent with the shari'ah objectives (*maqāsid al-sharī'ah*) of protecting faith, life, lineage, intellect, and property. The SDGs, however, are not legally binding. The Islamic ethics or moral code embedded in *raḥmatan lil 'ālamīn* can serve to morally reinforce the SGDs.

Many are unaware that the Qur'ān contains many verses admonishing people to protect the environment and not spread corruption (*fasād*) on earth (Al-Qur'ān, 2:11). The Qur'ān reminds believers that the destruction on earth and in the seas is a result of what human hands have wrought (Al-Qur'ān, 30:41). Similarly, the SDGs' goal of reducing inequality was spelled out in the Qur'ān 59:7, which forbids the circulation of wealth only among the wealthy.

Education system based on *raḥmatan lil 'ālamīn* would help young people find questions leading to a discovery of the meaning of their lives. *Raḥmatan lil 'ālamīn* could be understood as a set of principles that promote universal values of love and compassion among mankind as well as all God's creatures. It encompasses positive universal values which are meant to benefit not only Muslims but the whole of mankind and creatures. People are to live in peace, diversity, and harmony in this universe. The principle of *raḥmatan lil 'ālamīn* stresses the need to eradicate hate and discrimination among people. It points out that religion, knowledge, and wisdom are essential bases that equip humans with effective ways to relate to, deal with, and serve others. It necessitates understanding the people or knowing the local reality, recognising the local wisdom, or work of local scholars in designing a policy or a programme.

Raḥmatan lil 'ālamīn, blessings for the entire world – mankind, animals, land and seas, and the environment, has several attributes. It teaches tolerance. Living in a world where belief systems, culture, and language are heterogeneous warrants a readiness among all to understand each other. Tolerance is to be furthered by eschewing coercion and refraining from the use of violence. Instead, the educational system should spread love, observe fairness, practice a non-discriminatory approach, and thus maintain peaceful coexistence among people of diverse backgrounds. Institutions should strive toward quality-driven work outcomes and efforts.

The internalization of the principle of *raḥmatan lil 'ālamīn* could be achieved by providing holistic, value-based education, and by availing effective communication about the importance of mercy, compassion, and benevolence. In the last few years, Social and Emotional Learning (SEL) has emerged as competencies to help individuals recognize and regulate emotions, identify positive purpose, demonstrate empathy for others, and promote human flourishing. It is argued that explicit training in SEL builds competencies that might empower and enable individuals to regulate emotional responses. One such framework, labelled EMC217, seeks to provide explicit training in four competencies: empathy (E), mindfulness (M), compassion (C), and critical inquiry (C) to build emotional resilience and promote prosocial behaviour. These competencies can be developed through a formal education system wherein the focus must shift "from purely building intellectual intelligence to one where there is a balance of both intellectual and emotional intelligence" (Asah & Nandini, 2019, 56). They are of the opinion that the SEL is necessary to achieve the Sustainable Development Goals (SDGs).

Conclusion

In today's world, there is an increasing demand for technological skills, complex cognitive skills, and high-level social and emotional skills such as initiative, leadership, and entrepreneurship. There is no equivalent emphasis on students' moral, civic, and creative abilities. There is no emphasis on developing skills of integrity and courage, diligence and self-sacrifice, responsibility and service to others, and a sense of higher purpose. The general direction of education in today's world is fully westernized, aiming at economic and industrial development while neglecting human purposes. As such, it is a dehumanizing exercise that needs to be replaced with a healthier, more inclusive, more sustainable, just, and resilient framework.

What is required then is "education with a soul". Educational institutions should aim to make full use of students' moral, civic and creative abilities without neglecting their role in promoting the socio-economic development of society. This requires, firstly, an education system that is worldwide promoting learning about the cultures, geographies, histories, and current affairs of all regions of the world. It should emphasise the connectedness and diversity of peoples and stories. It should broaden perspectives, establish diverse connections and promote innovations and ideas across borders. Secondly, education should be inclusive, primarily through accepting, understanding, and accommodating differences among students. Everyone should feel welcome, appropriately challenged, and supported in their efforts. Thirdly, the education system should be sustainable, which, in the words of the 1987 Brundtland Report, meets the needs of the present without compromising the ability of future generations. It calls for a concerted effort to build an inclusive, sustainable, and resilient future for people and the planet. Fourthly, the education system should be equitable, it should close the attainment gap by providing additional structures to overcome barriers faced by individual students. Practices, policies, and procedures be in place to support academic fairness and inclusion. Finally, the education system should show mercy to all (*raḥmatan lil 'ālamīn*). It should promote a system that is characterised by safety, peace, and mutual respect so that people could carry out activities in various fields in a synergistic and sustainable partnership. It should promote a system of education captured in the acronym WISER (Worldwide, Inclusive, Sustainable, Equitable, and thus be *raḥmatan lil 'ālamīn*), that will lead to a more just and humane world as a higher purpose of life. The system of education must harness and harmonise the opposite forces of matter and mind, body and soul, head and heart, and technology and ethical values.

References

Abdullahi, S. (2011). Rethinking global education in the twenty-first century. *World Studies in Education, 12*(2), 77.

Al-Jayyousi, O.R. (2016). *Islam and sustainable development: New worldviews*. Routledge.

Ansari, M. I. (1994). Islamic perspectives on sustainable development. *American Journal of Islamic Social Sciences, 11*(3), 394.

Apple, M. (Ed.). (2010). *Global crises, social justice, and education*. Routledge.

Asah, S. T., & Nandini, C. S. (2019). SEL for SDGs: Why Social and Emotional Learning (SEL) is necessary to achieve the Sustainable Development Goals (SDGs). *THE Blue DOT*, (10), 54.

Barber, B. R. (2000). Challenges to the common good in the age of globalism. *Social Education, 65*(1), 8.

Bates, R. (2012). Is global citizenship possible, and can international schools provide it? *Journal of Research in International Education, 11*(3), 262.

Bazna, S. M., & Hatab, T. A. (2005). Disability in the Quran: The Islamic alternative to defining, viewing and relating disability. *Journal of Religion, Disability, and Health, 9*(1), 5.

Bovitch, S., Cullimore, Z., Bramwell-Jones, T., Massas, E., & Perun, D. (2018). The educational theory of Noam Chomsky. *Chomsky Gallery*. Accessed [August 22, 2022]: https://www.newfoundations.com/GALLERY/Chomsky.html

Brundtland, G. H., & Khalid, M. (1987). *World Commission on Environment and Development: Our common future*. Oxford University Press.

Csikszentmihalyi, M. (1993). *The evolving self*. HarperCollins.

Cohen, E. (2015). Principal leadership styles and teacher and principal attitudes, concerns and competencies regarding inclusion. *Procedia Social and Behavioural Sciences,* (186), 758.

Diaz, C. F., Massialas, B. G., & Xanthopoulos, J. A. (1999). *Global perspectives for educators*. Allyn & Bacon.

Faubert, B. (2012). In-school policies and practices for overcoming school failure: A literature review. *OECD Education Working Paper*. OECD.

Field, S., Kuczera, M., & Pont, B. (2007). *No more failures: Ten steps to equity in education*. OECD.

Fish, S. (2008). *Save the world in your own time*. Oxford University Press.

Global Education Project. (2014). *Global perspectives: A Framework for the Development of Active Global Citizenship in NSW Schools*. Global Education Project New South Wales.

Helliwell, J. F., Layard, R., & Sachs, J. (Eds.). (2015). *World Happiness Report 2015*. Sustainable Development Solutions Network.

Holden, C. (2007). Teaching controversial issues. In D. Hicks & C. Holden (Eds.), *The global dimension* (pp. 55-67). Routledge.

ICSU and ISSC. (2015). *Review of the Sustainable Development Goals: The science perspective*. International Council for Science (ICSU).

Kirkwood, T. (2001). Our global age requires global education: Clarifying definitional ambiguities. *Social Studies, 92*(1), 10.

Laylla, R. (2017). From theory to practice: A sustainable development model based on Islamic principles. In E. Harper & A. E. Sparr (Eds.), *From politics to policy: Building regional resilience in West Asia and North Africa* (pp. 108-121). WANA Institute and Friedrich-Ebert-Stiftung.

Leithwood, K. A., & Jantzi, D. (2008). Linking leadership to student learning: The contributions of leader efficacy. *Educational Administration Quarterly, 44*, 496.

Lim, M. M. L., Jorgensen, P. S., & Wyborn, C. A. (2018). Reframing the sustainable development goals to achieve sustainable development in the Anthropocene – A systems approach. *Ecology and Society, 23*(3), 22. https://doi.org/10.5751/ES-10182-230322

Machin, S., & Vignoles, A. (2018). *What's the good of education? The economics of education in the UK.* Princeton University Press.

Mawdudi, A. A. (1976). *Human rights in Islam.* The Islamic Foundation.

McCarty, N., Poole, K. T., & Rosenthal, H. (2016). *Polarized America: The dance of ideology and unequal riches.* MIT Press.

Miles, M. (1995). Disability in eastern religious context: Historical perspective. *Disability and Society, 10*(1), 49.

OECD. (2012). *Equity and quality in education: Supporting disadvantaged students and schools.* OECD Publishing. Accessed [August 15, 2022]: https://www.oecd.org/education/school/50293148.pdf

OIC, Organisation of Islamic Conference. (1990). *Cairo Declaration on Human Rights in Islam* (Cairo, Egypt, 31 July - 5 August 1990). Accessed [August 20, 2022]: http://www.oicun.org/articles/54/1/Cairo-Declaration-on-Human-Rights-in-Islam/1.html

Palmer, P. (1998). *The courage to teach.* Harper & Row.

Piketty, T. (2014). *Capital in the twenty-first century* (Trans: A. Goldhammer). Belknap Press of Harvard University Press.

Postman, N. (1995). *The end of education: Redefining the value of school.* Alfrend A. Knopf.

Ranjula, B. S. (2018). A critical analysis of the sustainable development goals. In F. Leal & C. Walter (Eds.), *Handbook of Sustainability Science and Research* (pp. 341-356). Springer.

Razak, D. A., & Moten, A. R. (2022). The fourth industrial revolution: Shaping a humane world? In E. J. Valeau, R. L. Raby, & U. Gaulee (Eds.), *Shaping a humane world through global higher education: Pre-challenges and post-opportunities during a pandemic* (pp. 19-34). STAR Scholars.

Sardar, Z. (1996). Beyond development: an Islamic perspective. *The European Journal of Development Research, 8*(2), 36.

Shultz, L. (2007). Educating for global citizenship: Conflicting agendas and Understandings. *Alberta Journal of Educational Research, 53*(3), 248.

Skelton, S., & Kigamwa, J. (2013). *Educational equity: What's it all about?* Great Lakes Equity Center. Accessed [August 15, 2022]: http://glec.education.iupui.edu/assets/files/JulyPDF.pdf

United Nations. (2016). *Convention on the Rights of Persons with Disabilities* (September 2, 2016; CRPD/C/GC/4). Accessed [August 14, 2022]: https://digitallibrary.un.org/record/13836#record-files-collapse-header

UNESCO. (2008). *Education for all: Global monitoring report.* UNESCO. Accessed [August 15, 2022]: http://www.unesco.org/education/gmr2008/chapter1.pdf

UNESCO. (2014). *Learning to live together: Education policies and realities in the Asia Pacific.* UNESCO.

Werner, W., & Case, R. (1997). Themes of global education. In A. Wright & A. Sears (Eds.), *Trends and issues in Canadian social studies* (pp. 176-193). Pacific Educational Press.

World Commission on Environment and Development. (1987). *Our common future.* Oxford University Press.

---o---o---o--- Article Notes ---o---o---o---

Bibliometric Analysis of Research on Scholarship of Teaching and Learning in Higher Education

Hasan Yucel Ertem[1] & Ahmet Aypay[2*]

[1]Eregli Faculty of Education, Zonguldak Bulent Ecevit University, Zonguldak, Türkiye
[2]Graduate School of Education, Nazarbayev University, Astana, Kazakhstan

Abstract

The scholarship of teaching and learning (SoTL) forms a significant base for higher education. SoTL has the potential to lead higher education institutions in terms of teaching, research, and service. The purpose of the current study is to perform a bibliometric analysis on the scholarship of teaching and learning in higher education. A bibliometric review was conducted in both Scopus and Web of Science databases including 1491 and 1002 studies published in the sources indexed respectively in Scopus and Web of Science from the past to 2020. PRISMA was used to identify and select the documents in the sample. Data were analyzed using Scopus Analytic Tools, Excel functions, and VOSviewer. A considerable upward trend was observed in the number of documents from the past to 2020. "ASEE Annual Conference" was found the most influential source in Scopus while "Teaching Sociology" was found the most influential source in Web of Science. Kreber, C., Healey, M., and Marquis, E. were the authors most drawing attention to both Scopus and Web of Science. The intellectual structure of the knowledge base was based mainly on student voice, scholarship or teaching, and learning tips for both databases. Temporal analyses showed that the topical foci of SoTL were identity and critical pedagogy for Scopus and leadership and sustainability for Web of Science.

Keywords: Bibliometric analysis, Higher education, Scopus, SoTL, Web of Science

Introduction

Although teaching is one of the principal academic activities, the quality of teaching is one of the most persistent issues in academia. Administrators, academics, professional groups, and policymakers create policies to improve teaching and learning with little success (Mårtensson et al., 2011). The scholarship of teaching and learning (SoTL) recently emerged as an important concept and has gained recognition in the field of higher education. It is at the core of higher education since it includes the three central missions of higher education, which are teaching, research, and service. The historical roots of SoTL are based on Boyer's (1990, p. 25) conceptualization. The author pointed out that the division of intellectual functions that are inextricably linked to one another by the scholarship of discovery, integration, application, and teaching. It was also underlined that these four different subcategories of scholarship interact with one another in a dynamic way to build a cohesive whole.

Boyer (1990) reconceptualized the research, teaching, and service activities of faculty as the four domains of scholarship: "scholarship of discovery, scholarship of integration, scholarship of application, and scholarship of teaching." Scholars in higher education have followed Boyer and renamed the ultimate goal of teaching as "scholarship of teaching and learning" (Chick et al., 2019).

Researchers have examined SoTL in explicit theoretical frameworks and systematic observations of student learning (Mårtensson et al., 2011), and it is clear that it represents the need for a transformation

in higher education since the 1990s (Hutchings et al., 2011). SoTL is expected to make the largest influence on faculty teaching, professional development, assessment of teaching and learning institutionally, and how teaching is evaluated. SoTL is defined as a kind of intellectual work that faculty members do when they use their disciplinary knowledge to investigate a question about their student's learning (and their teaching), gather evidence in a systematic way, submit their findings to peer review, and make them public for others to build upon (Dewar et al., 2018, p. 7).

Higher education studies place a strong emphasis on topics that are either directly or indirectly relevant to teaching and learning. Cranton (2011), for instance, included SoTL within both critical theory and transformational learning theory. The author advised that a thorough evaluation of SoTL might result from taking into account the discipline, institution, community, and country/state. According to Shulman (1999) (quoted in McKinney, 2007, p. 8), SoTL must have at least three characteristics: it must be a public activity; it must be subject to critical evaluation by the scholarly community; and it must allow other academics to use, enhance, and develop the outcomes of scholarly output.

Leibowitz and Bozalek (2020) examined SoTL through the lens of social justice theory and concluded that SoTL and social justice are interrelated. Aypay and Ertem (2022) found that the quality of student learning was one of the components of the intellectual structure of student outcomes in higher education and that teaching and learning is one of the significant components of faculty development. Phuong et al. (2020) examined faculty development by reviewing systematic reviews and emphasized that teaching and learning activities have a considerable role in the effectiveness of faculty development. All the studies in higher education literature are related to teaching and learning in some way.

Hallinger and Chatpinyakoop (2019) used bibliometric analysis to evaluate sustainability in higher education between 1998 and 2018 and came to the conclusion that management, competency, and implementation made up the intellectual structure of sustainability. In a bibliometric study on online formative assessment in higher education, Sudakova et al. (2022) discovered that accessibility, distance learning, and assessment design are the three most crucial elements of formative assessment. Academic integration, student engagement, academic accomplishment, academic performance, problem-based learning, academic competency, academic performance, student learning, and evaluation are other aspects that positively affect first-year students' experiences. These elements have a close connection to the SoTL.

Literature reviews were used to explore SoTL. Fanghanel et al. (2015) conducted a study of the literature about the definitions, traits, and goals of SoTL in the UK. Tight (2017) carried out a methodical review by compiling articles from Scopus and Google Scholar. In three SoTL-focused publications, Divan et al. (2017) focused on the research methodologies employed in the studies. Additionally, Booth and Woollacott (2018) mapped SoTL-focused research to look at how those between 2010 and 2016 described SoTL. These reviews focused on the concepts and methodologies of SoTL.

In 2002 and 2018, Braxton and colleagues conducted in-depth analyses of Boyer's four scholarly fields. They discovered that papers on teaching methods predominated in the literature on pedagogical scholarship and that this resulted from studies using "established research protocols" rather than from the practitioners' firsthand accounts. Additionally, papers on teaching strategies frequently draw on empirical data. They discovered that compared to undergraduate and master's colleges, doctorate universities provide a bigger proportion of suggested practice and recommended content reports. A bibliometric review that examines the SoTL research impact on scholarly literature based on citations may be needed. This study may identify trends and patterns in research while measuring the impact of individual and scholarly journals.

Purpose and Research Questions

Even though the literature addressed scholarship of teaching and learning in higher education in different ways, comprehensive and holistic perspectives uncovering research trends and patterns are needed. Thus, the current study aims to examine the research on the scholarship of teaching and learning in higher education. In this respect, the research questions are:

Research Question 1: What is the intellectual structure of the knowledge base on the scholarship of teaching and learning in higher education from the past to 2020?

Research Question 2: What topical foci pertinent to the scholarship of teaching and learning in higher education attracted the greatest attention from higher education scholars from the past to 2020?

Methods

The current study was performed through bibliometric analysis, which can be defined as a technique to investigate the process and structure of the knowledge base in an academic field. Bibliometric analyses provide some advantages over traditional literature reviews (Aparicio, Iturralde, & Maseda, 2020; Hallinger & Kovacevic, 2019; Serenko & Bontis, 2013). Since traditional literature reviews do not include a holistic perspective, bibliometric analysis is stronger in terms of conceptualization. Thus, bibliometric methods may be more beneficial to explore the foundations, intellectual core, and directions for future research of a typical research field.

Determination

In the determination of the studies, two databases were selected. Scopus was preferred first since it provides a great opportunity to generate databases for systematic reviews, as indicated by scholars in the literature (Hallinger & Kovacevic, 2019, Kwiek, 2021; Mongenon & Paul-Hus, 2016). Secondly, Web of Science (WoS) was also reviewed for both the increasing diversity of the studies and providing an opportunity to compare the two different databases. All documents published from the past to 2020 were included in the review. Scopus provides the opportunity to document studies starting from 1960 while Web of Science gives the opportunity to document studies starting from 1975. The reason for the selection of 2020 as an endpoint is the Covid-19 pandemic. Due to online education during Covid-19, teaching and learning activities in higher education institutions were interrupted. Thus, the researchers of the current study put 2020 as a time threshold to detect the intellectual structure and topical foci of the scholarship of teaching and learning.

Identification

PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analyses), developed by Moher, Liberati, Tetzlaff, Altman, and the PRISMA Group (2009), was followed to identify documents. The steps of identification, screening, eligibility, and inclusion were considered to decide the studies to be analyzed. For the identification step, keyword combinations of "scholarship of teaching and learning" and "improvement of pedagogical practice" were searched. In the screening step, limitation to the higher education context, in addition to keywords, was conducted to screen documents. As a result, 1556 studies from Scopus and 1002 studies from WoS were screened. An eligibility check was performed in the third step by considering the scope and relevance of the documents. Thus, some of the documents which were unrelated to the higher education focus and purpose of the study were excluded. Finally, 1491 Scopus documents and 1002 WoS documents were included for bibliometric synthesis in the last step. Figure 1 demonstrated the PRISMA flow diagram.

Identification
• Documents identified in Scopus (n = 1556) and WoS (n = 1002) database search

Screening
• Documents screened in Scopus (n = 1556) and WoS (n = 1002)

Eligibility
• Document abstracts and keywords assessed for eligibility and eligible studies emerged in Scopus (n = 1491) and in WoS (n = 1002)

Inclusion
• Articles and reviews included in bibliometric syntheses of sources of Scopus (n = 1491) and WoS (n = 1002)
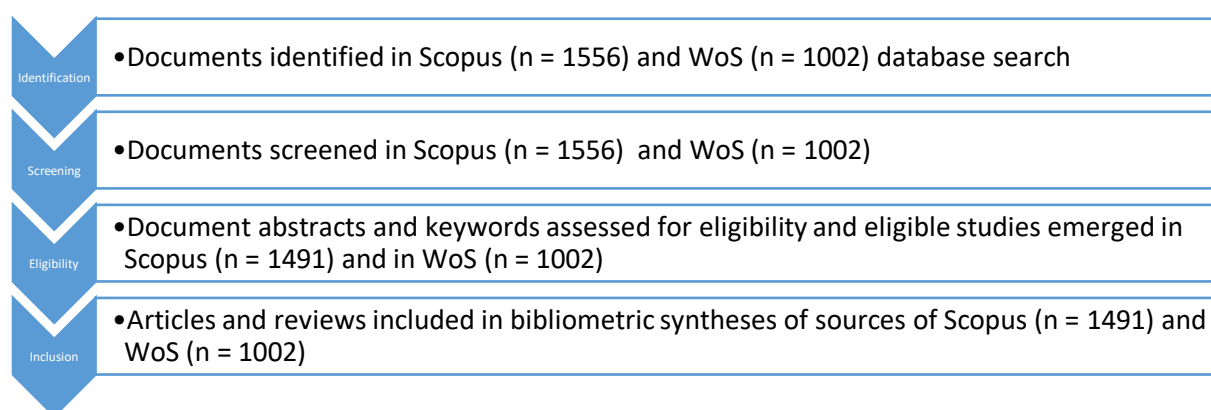
Figure 1. PRISMA flow diagram

Data Extraction and Analysis

For the bibliometric review, all documents were recorded to be synthesized and analyzed. Meta-data of each document from the Scopus database were stored in a CSV Excel file while the meta-data of documents from Web of Science were stored in TXT format. For both, metadata included authors with their affiliations, source, document type, document title, abstract, keywords, references, and values related to citation, in addition to descriptive statistics such as frequency of years, territory, and sources. The current study performed descriptive analysis, citation analysis, co-citation analysis, and co-occurrence analysis to disseminate the results of the review. In order to conduct these analyses, Scopus Analytic Tools, Web of Science Analytic Tools, and VOSviewer were used. Scopus Analytical Tools together with those in Web of Science functioned to present descriptive analysis results. On the other hand, to respond to the research questions of the current study we used VOSviewer both for the intellectual structure of the knowledge base to emerge and to represent topical foci. VOSviewer is a software program that creates visual representations of network maps showing the relationship of variables.

Results

This section offers the findings of the analyses mentioned above. Each sub-section presents the results of descriptive analysis and responses to the relevant research questions.

Results of Descriptive Statistics

The current study reached a total of 1491 documents gathered from Scopus and 1002 documents from Web of Science. In both databases, there was a yearly upward trend in the number of documents. To illustrate, the years 2000, 2005, 2010, 2015, and 2020 received 18, 49, 84, 85, and 113 documents in Scopus, respectively. Considering WoS; the same years produced, respectively, 4, 24, 37, 93, and 131 documents. Differentiation between databases in terms of volume is caused simply by their number of sources. The number of sources in Scopus is greater than the number of sources in Web of Science.

Table 1. Countries in terms of the number of publications

Scopus		Web of Science	
Country	Number of Studies	Country	Number of Studies
United States	843	United States	496
United Kingdom	173	Canada	129
Australia	131	Australia	106
Canada	85	England	85
South Africa	52	South Africa	56
Hong Kong	20	China	26
Ireland	19	Malaysia	20
China	18	Scotland	18
New Zealand	16	Spain	18
Malaysia	14	Sweden	16
Sweden	14	New Zealand	14
Brazil	13	Germany	13
Spain	12	Republic of Ireland	10
Germany	10	Brazil	9
Denmark	9	Portugal	9
Italy	9	Singapore	9
Chile	8	Switzerland	8
France	8	Netherlands	6
Japan	8	Turkey	6
Portugal	8	Italy	5
Turkey	8	Columbia	4
Belgium	7	Finland	4
India	7	Israel	4
South Korea	6	Norway	4
Switzerland	6	Pakistan	4

The geographical distribution of the documents showed the dominance of Anglo-American communities for both databases, such as the United States, United Kingdom, Canada, and Australia. Distribution of these studies on behalf of some communities underlined the importance of countries' development

levels. It can be stated that developed countries emphasize higher education more than developing or undeveloped countries. Table 1 depicts the geographical distribution of documents for Scopus and WoS.

The authors of the articles were investigated by the researchers of the current study. Kreber, C., Healey, M., and Marquis, E. are the authors most drawing attention in both Scopus and Web of Science. The most productive HE scholars publishing articles are listed in Table 2.

Table 2. Authors and the number of publications in Scopus and WoS

Scopus		Web of Science	
Authors	Number of Studies	Authors	Number of Studies
Kreber, C	8	Marquis, E.	10
Healey, M.	6	Healey, M.	9
Marquis, E.	6	Kreber, C	7
Charbonneau-Gowdy, P.	5	Matthews, K. E.	7
Dawson, S.	5	Chin, J.	5
Huber, M. T.	5	Martensson, K.	5
Kong, S. C.	5	McKinney, K.	5
Hutchings, P.	4	O'Loughhlin, V. D.	5
Macfarlane, B.	4	Simmons, N.	5
Matthews, K. E.	4	Hutchings, P.	4

In the current section, the top sources in terms of the number of articles published are presented. Trends in HE literature based on teaching and learning showed great variety. To begin with, the sources publishing most articles in Scopus were the ASEE Annual Conference, Academic Medicine, and Higher Education Research and Development. On the other side were Teaching Sociology, Teaching and Learning Inquiry, and the Canadian Journal for the Scholarship of Teaching and Learning. In spite of the variation in the top three sources, some journals like Higher Education Research and Development, Studies in Higher Education, and Teaching Sociology were available in both databases. The sources that published most of the articles are depicted in Table 3.

Table 3. Conferences/Journals that publish a high number of SoTL articles

Scopus		Web of Science	
Sources	Number of Studies	Sources	Number of Studies
ASEE Annual Conference	82	Teaching Sociology	53
Academic Medicine	31	Teaching and Learning Inquiry	42
Higher Education Research and Development	25	Canadian Journal for the Scholarship of Teaching and Learning	35
Teaching and Learning Inquiry	23	Higher Education Research and Development	32
Teaching Sociology	20	Teaching in Higher Education	21
Higher Education	19	Teaching of Psychology	17
American Journal of Pharmaceutical Education	18	Edulearn Proceedings	16
Studies in Higher Education	16	International Journal for Academic Development	16
Arts and Humanities in Higher Education	15	Inted Proceedings	15
Community College Journal of Research and Practice	13	Studies in Higher Education	14

Finally, relevant articles having the most citations were examined. "Culturally relevant pedagogy 2.0: A.k.a. The remix" was the most cited document in Scopus while "The impact of e-learning in medical education" was the most cited document in Web of Science. Additionally, the top ten documents of Web of Science were cited more than the top ten documents of Scopus. The most influential documents were related to technology and medical education. The most influential documents are presented in Table 4.

Table 4. Highly cited SoTL publications

Documents	Citations
Scopus	
Culturally relevant pedagogy 2.0: A.k.a. The remix	467
Facilitating change in undergraduate STEM instructional practices: An analytic review of the literature	452
Teaching and research: New relationships and their implications for inquiry-based teaching and learning in higher education	260
Boyer's expanded definitions of scholarship, the standards for assessing scholarship, and the elusiveness of the scholarship of teaching	200
Going the distance with online education	192
Teacher learning: The key to educational reform	187
Intrinsic motivation: Relationships with collegiate athletes' gender, scholarship status, and perceptions of their coaches' behavior	172
Professionalizing teaching practice in higher education: A study of disciplinary variation and 'teaching-scholarship'	150
Professionally Developing as a Teacher Educator	145
"Teaching as a competency": Competencies for medical educators	139
Web of Science	
The impact of e-learning in medical education	934
Learning, teaching, and scholarship in a digital age Web 2.0 and classroom research: what path should we take now?	499
Strategies for improving teaching practices: a comprehensive approach to faculty development	350
Linking research and teaching to benefit student learning	224
Teacher learning: the key to educational reform	168
Going the distance with online education	166
Blended learning: a dangerous idea?	150
Current realities and future possibilities: language and science literacy-empowering research and informing instruction	145
Professionalizing teaching practice in higher education: a study of disciplinary variation and 'teaching-scholarship'	139
"Teaching as a competency": competencies for medical educators	132

Results of Intellectual Structure

The intellectual structure of the higher education knowledge base in terms of teaching and learning was examined within "author co-citation analysis". For this purpose, VOSviewer was performed in order to generate a co-citation map visualizing the similarities of research by HE scholars. The density of links connecting scholars was proportional to the number of times a scholar was co-cited with another scholar. Further, clusters imply communities of scholars on the same topic that build each other's work, as it was underlined in Invisible Colleges (Crane, 1972). A social structure within disciplines influences the content and the development of the publications, hence they create norms in specialized fields. In naming clusters, both coding and categorization procedures in content analysis and common perspectives in the literature were followed.

Figure 2 depicts the intellectual structure of the knowledge base in Scopus; the maps classify authors into seven clusters colored green, turquoise, red, yellow, purple, blue, and orange. These clusters were named by the researchers of the current study as follows: teaching tips (turquoise), teaching expertise (green), scholarship of teaching (red), learning context (yellow), practice (orange), student voice (purple), and learning skills (blue). Thus, the intellectual structure of the higher education knowledge base in terms of teaching and learning is based on teaching tips (teaching styles and materials), teaching expertise (quality in teaching), scholarship of teaching (investigation of teaching), learning context (learning approaches and environment), practice (student involvement in learning), student voice (expectations of students), and learning skills (skills and outcomes).
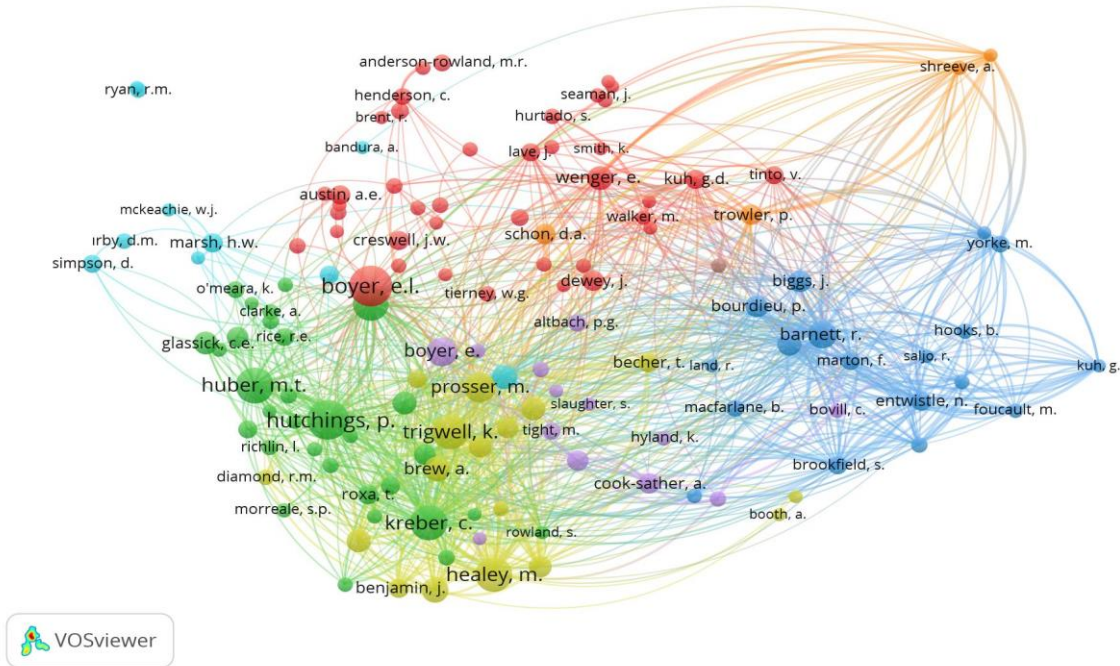
Figure 2. Intellectual structure of knowledge base in Scopus

As Figure 3 depicts in the intellectual structure of the knowledge base in the Web of Science, the maps classify authors into clusters so that there are six clusters colored in green, red, yellow, purple, blue, and turquoise. These clusters were named by the researchers as follows: student voice (green), scholarship of teaching (red), the experience of learning and teaching (yellow), integration of teaching with research (purple), engagement (blue), and learning tips (turquoise). In this way, the intellectual structure of the higher education knowledge base in terms of teaching and learning was based on student voice (expectations of students), scholarship of teaching (investigation of teaching and assessment), the experience of learning and teaching (opinions of teachers and students), integration of teaching with research (the link between teaching and research), engagement (inclusion of disadvantaged social groups) and learning tips (teaching methods such as online teaching).
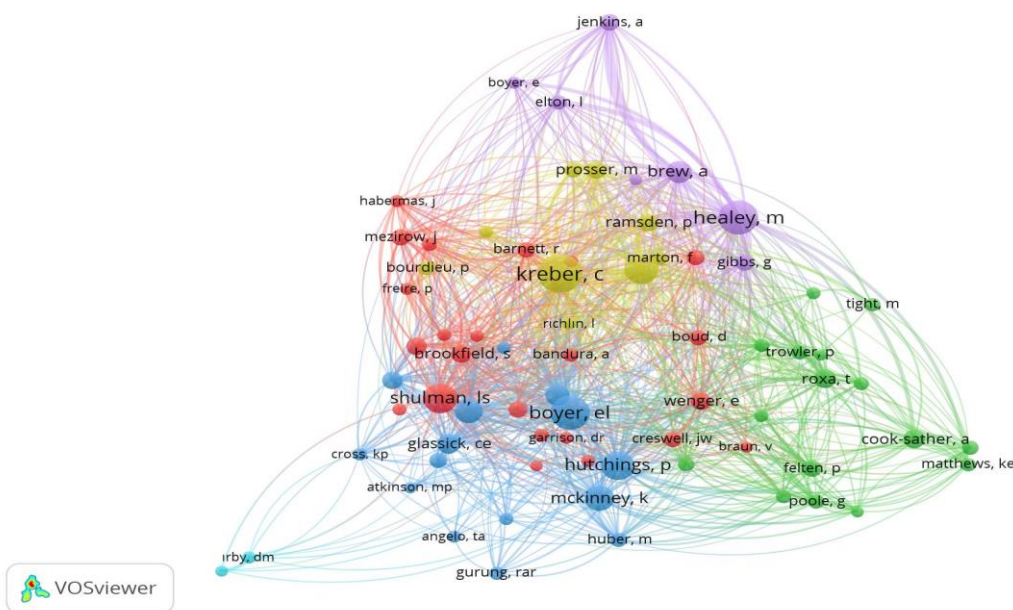

Figure 3. Intellectual structure of knowledge base in Web of Science

For both Scopus and WoS, the common structures were student voice, scholarship of teaching, and learning tips. The intellectual structure appeared in Scopus to be differentiated in terms of learning skills, learning context, practice, and teaching expertise. On the other hand, the intellectual structure of the WoS is differentiated in terms of the integration of teaching with research, the experience of teaching and learning, and engagement.

Results of Topical Foci

In order to investigate the topical foci of the studies on teaching and learning in higher education, co-occurrence analysis was conducted for both Scopus and WoS. Furthermore, changes in the trends of keywords were analyzed via the temporal analysis of topical foci. Temporal analysis indicated the most frequently-used keywords in earlier and recent years.

The analysis on Scopus showed that the most frequently-used keywords were teaching, and pedagogy in higher education. Considering the temporal analysis, recent years utilized keywords like professional identity, reflection, instructional strategies, and critical pedagogy. However, keywords such as faculty, training, and universities appeared more frequently in preceding years. Figure 4 demonstrated a co-occurrence analysis map.
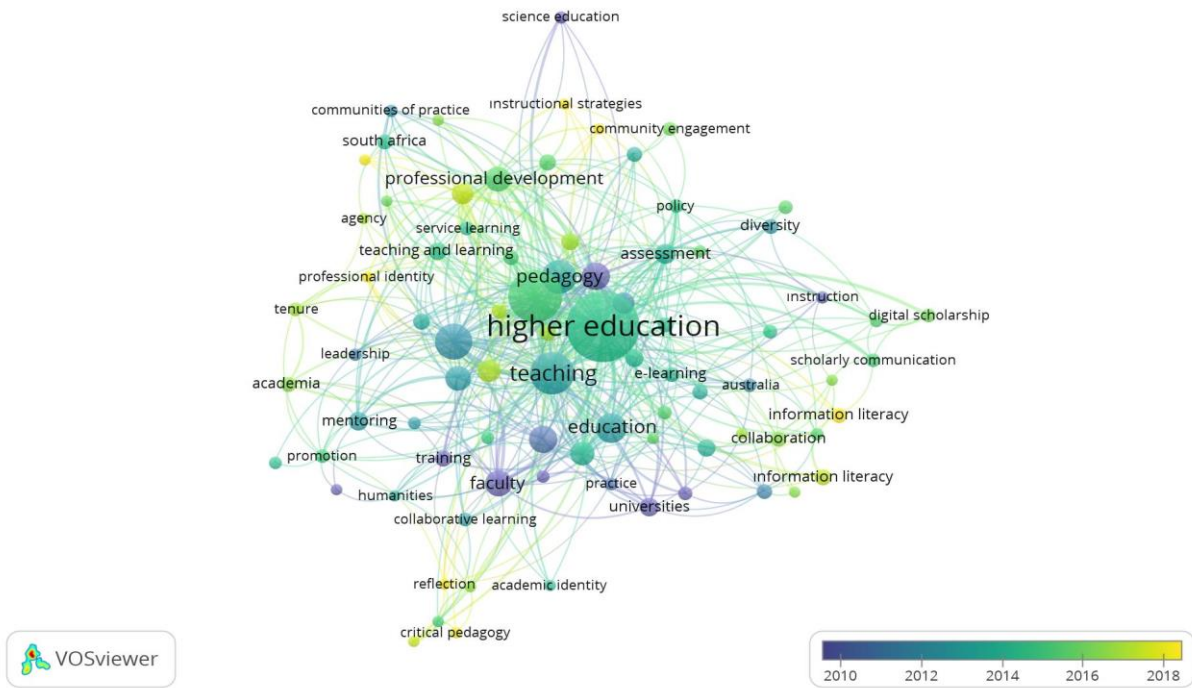

Figure 4. Temporal analysis of topical foci in Scopus

The analysis on the WoS showed that the most frequently used keyword was scholarship or teaching and learning. Considering the temporal analysis, keywords like leadership, sustainability, academic development, and interdisciplinarity have appeared in recent years; while keywords like inquiry-based learning, blended learning, and experiential learning were more frequently encountered in the previous years. Figure 5 demonstrated a co-occurrence analysis map.
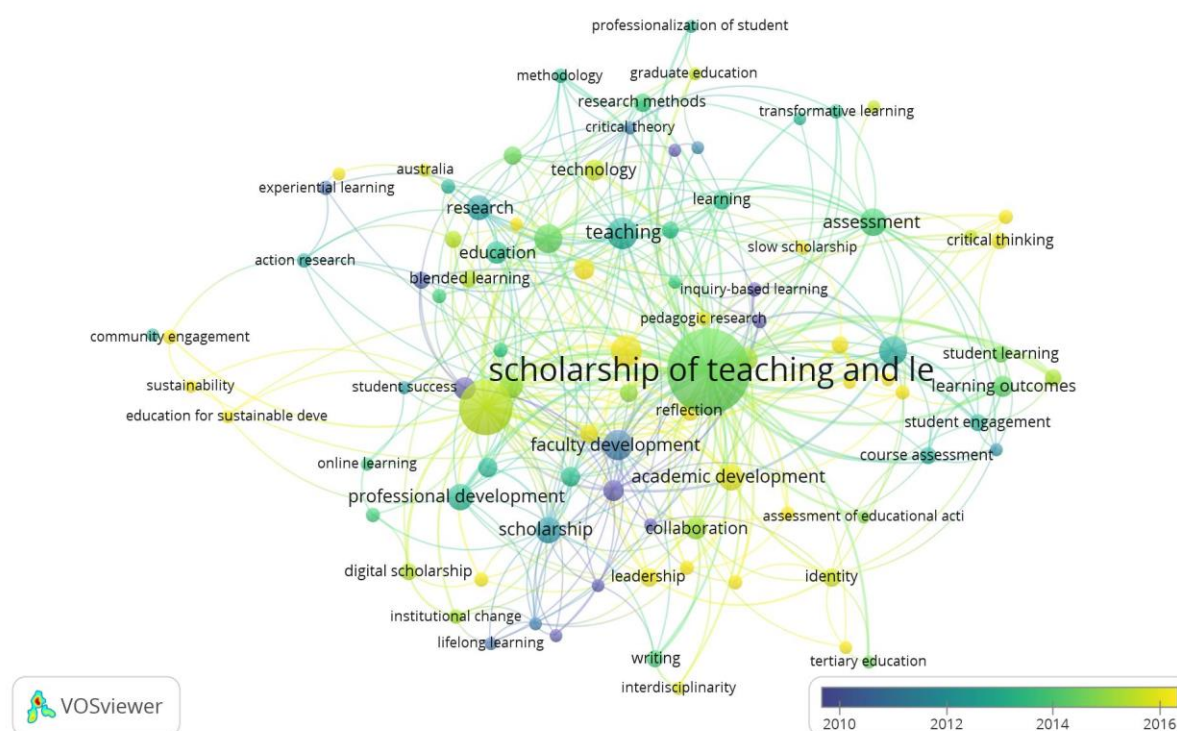
Figure 5. Temporal analysis of topical foci in WoS

Discussion

The corpus of higher education studies on Teaching and Learning included about 2500 documents. Over the years, the literature demonstrated an upward trend for both Scopus and WoS. The reason for this dramatic increase in the trend of studies in recent years may be related to the emphasis on the SoTL. This value is visible not only in the politics of countries but also in the tendencies of the researchers. To name a few, higher education was linked to many topics like leadership (Esen et al., 2020), organizational and administrative dynamics (Ertem & Aypay, 2021), and online learning (Zhang et al., 2022). To summarize, the volume and growth trajectory of the corpus of studies indicates the growing interest in SoTL.

The geographical distribution of the documents showed the dominance of Anglo-American output in both databases such that the majority of studies came from the United States, United Kingdom, Canada, and Australia. In spite of the pre-eminence of Anglo-American research and publishing, many studies from other countries in the world appeared, striking a positive note. To illustrate, Latin American countries like Chile and African countries like South Africa performed well. Nonetheless, there are many countries having few studies. This may be related to the amount of investment in higher education. Similar conclusions were indicated by other studies (Dehdarirad, Villaroya, & Barrios, 2015; Hallinger & Kovacevic, 2019; Sönmez, 2020). In conclusion, the development level of a country is related to the frequency of its documents that are published by influential journals.

The current study demonstrated evidence for the contribution of pioneer HE scholars such as Kreber, Marquis, and Kealey. They were at the top of the list in both Scopus and WoS. To illustrate, Boshier (2009) examined the SoTL and emphasized the studies of Kreber and Healey on teaching and learning. In addition to pioneer authors, the number of publications pointed out that the specific journals that publish a high number of papers (i.e., Higher Education Research and Development), teaching-oriented (i.e., Teaching Sociology), and field-oriented (Academic Medicine) were dominant. Most of these journals are highly reputable and included by SSCI or SCI indexes, have higher impact factors, and have

higher quartiles. Kwiek (2021) emphasized that "Higher Education Research and Development" was one of the most elite global journals in the higher education field.

Finally, the most frequently-cited documents in the scholarship of teaching and learning were technology integration, teaching methods, and professional development. The point drawing special attention was the studies that examined the link between research and teaching to achieve student learning. This can be evaluated as the intersection of the three missions of higher education, which are teaching, research, and service to the community. In addition, it is possible to follow these trends in other studies. Vithal (2008) investigated the scholarship of teaching and learning and underlined the importance of research and innovation, academic promotions, professional development, and policy development for teaching and learning.

Hallinger and Kovacevic (2019) stated that readers or other scholars may synthesize current and future ideas via review and analysis of the literature. This bibliometric review identified "canonical texts" (White & McCain, 1998), such that these documents made a contribution to interdisciplinary approaches (e.g., Gurin et al., 2002) by focusing on HE and other related fields (Antonio, 2001). Thus, the intellectual structure of the knowledge base of SoTL may appear. We examined the intellectual structure of the knowledge base with author co-citation analysis in both Scopus and WoS. Student voice, scholarship of teaching, and learning tips were common structures. Furthermore, learning skills, learning context, practice, teaching expertise, integration of teaching with research, the experience of teaching and learning, and engagement in other structures emerged as the topics. It is possible to see similar structures in the other studies. Khodabandelou et al. (2022) conducted research on the SoTL through a bibliometric analysis and found six themes, namely, professional development, pedagogy and diversity, learning improvement, student assessment, teaching improvement, and SoTL research. Similarly, Booth and Woollacott (2018) examined domains and contexts of the scholarship of teaching and learning and they indicated disciplinary, professional, cultural, and political contexts, all of which are compatible with the intellectual structures of the current study.

Similar patterns observed in the intellectual structure of SoTL also appeared as topical foci of the studies. Co-occurrence analysis showed that SoTL was the most frequent keyword respectively in Scopus and WoS. Temporal analyses indicated that frequent keywords of recent and former years differentiated. Keywords like faculty, training, universities, blended learning, and inquiry-based learning appeared more in the previous years, while keywords like professional identity, reflection, instructional strategies, critical pedagogy, leadership, sustainability, academic development, and interdisciplinary appeared more often recently. These analyses presented an opportunity to examine the change in the trends of topical foci. These findings are consistent with the ideas expressed in the literature. How (2020) reviewed the literature of 2014 and 2019 systematically and concluded that multi-discipline was more extensive than only one specific discipline in SoTL. Moreover, the author emphasized that there was a transition from outcomes of learning to quality of learning.

The findings of the current study were consistent with the literature. The usage of both databases brought important advantages for observing trends and patterns in the research as Mongenon and Paul-Hus (2016) stated. Therefore, the two databases increased the consistency of the results. On the other hand, two databases put forward different results. There are studies that compare the two databases. For example, Chadehani et al. (2013) compared the Web of Science and Scopus and concluded that journals of Scopus had a lower impact and include more articles than the Web of Science.

Both considering research questions and comparing two databases, the researchers of the current study implied that there are two distinct discrepancies. First of all, the intellectual structure of the knowledge base on the scholarship of teaching and learning in higher education emerging in the database of Web of Science was more integrated than that emerging in the database of Scopus. Secondly, topical foci of the studies from Web of Science were more specific or focused on SoTL whereas topical foci of the studies coming from Scopus were more general in higher education.

The current study has also implications for student learning based on the findings. Especially, the intellectual structure of the knowledge base on SoTL highlighted issues related to learning. Learning skills, learning tips, and learning contexts were structures to improve student learning. Similar patterns were also observed in the topical foci pertinent to the scholarship of teaching and learning in higher education such as instructional strategies, critical pedagogy, and blended learning. Practitioners could enhance learning dynamics while policymakers could take caution in increasing the quality of student learning.

Limitations and Recommendations

Even though the current study presented a significant base to understand the literature, it still lacks the advantages of research synthesis and meta-analysis. Thus, studies of research synthesis and meta-analysis are recommended to researchers in the future. Another limitation was that this review did not include the entire HE literature all over the world; the current study presented valuable findings from only developed countries. Further, question marks on whether the generalizability is applicable to the whole knowledge base have not been eliminated yet. Given these limitations, the researchers of the current study recommend conducting bibliometric analyses in different contexts based on the diversity of documents. Thus, there may be an opportunity to locate studies from developing countries. In addition, this diversity provides an opportunity both to perform cross-cultural comparisons and to draw a more realistic global picture of HE. Finally, the current study was limited to choices of the method of analysis. To illustrate, information about the demographics of the authors, such as gender, ethnicity, or age, was not taken into account.

The researchers of the current study make the following recommendations for practitioners and policy-makers: Practitioners could consider what highly-cited documents tell us about the SoTL and how issues related to teaching and learning are managed effectively. In this respect, practitioners may be supported from multi-dimensional perspectives to enhance teaching and learning. On the other hand, policymakers could develop policies to improve teaching and learning in higher education. All higher education stakeholders from scholars to administrators should be considered in the policy-making process such that they could consider student expectations and the professional development of faculty. For this reason, scholars and practitioners should be encouraged to conduct studies and be supported with large-scale projects. Further, policymakers could coordinate wide-ranging data projects which may enhance both conducting research synthesis studies and achieving sustainability in higher education policies.

Conclusion

Considering Scopus and WoS together, the study presented satisfactory results to achieve the purpose of the study. The inclusion of two databases eliminated important limitations of the bibliometric reviews and contributed to the validity of the results. The current study showed that the intellectual structure of the SoTL was based mostly on student expectations, the scholarship of teaching, and learning tips. Further, topical foci that depicted variety were parallel to this intellectual structure.

Our study also demonstrated some "blind spots", which refer to countries having no documents in the SoTL. Those could be filled by efforts of scholars from different countries and the prioritization of journal editors on editorial boards for the inclusion of studies from disadvantaged countries. It can be implied that since documents and their authors have received the highest levels of citation, novice scholars may be trained by synthesizing these documents through an integrative review of the literature. They may try to understand the perspectives of influential authors and match their manuscripts with the aim and scope of the relevant journal. In addition, they may identify a gap or historical trend on topical foci that extends the literature.

References

Antonio, A. L. (2001). The role of interracial interaction in the development of leadership skills and cultural knowledge and understanding. *Research in Higher Education*, *42*(5), 593.

Aparicio, G., Iturralde, T., & Maseda, A. (2021). A holistic bibliometric overview of the student engagement research field. *Journal of Further and Higher Education*, *45*(4), 540. https://doi.org/10.1080/0309877X.2020.1795092

Aypay, A., & Ertem, H. Y. (2022). A bibliometric review of research on student outcomes in higher education 1960-2020. *Tuning Journal for Higher Education*, *10*(1), 27.

Booth, S., & Woollacott, L. C. (2018). On the constitution of SoTL: Its domains and contexts. *Higher Education*, *75*, 537.

Boshier, R. (2009). Why is the scholarship of teaching and learning such a hard sell? *Higher Education Research & Development*, *28*(1), 1.

Braxton, J. M., Luckey, W., & Helland, P. (2002). Institutionalizing a broader view of scholarship through Boyer's four domains. *ASHE-ERIC Higher Education Report*. Jossey Bass.

Braxton, J. M., Francis, C. H., Kramer, J. W., & Marsicano, C. R. (2018). Inventorying the scholarship of teaching and learning literature. In M. B. Paulsen (Ed.), *Higher education: Handbook of theory and research* (vol. 33; pp. 81-125). https://doi.org/10.1007/978-3-319-72490-4_3

Boyer, E. (1990). *Scholarship reconsidered*. Carnegie Foundation.

Chadegani, A. A., Salehi, H., Yunus, M. M., Farhadi, H., Fooladi, M., Farhadi, M., & Ebrahim, N. A. (2013). A comparison between two main academic literature collections: Web of Science and Scopus databases. *arXiv preprint arXiv:1305.0377*.

Chick, N., Nowell, L., & Lenart, B. (2019). The scholarship of teaching and learning: A scoping review protocol. *Teaching and Learning Inquiry*, *7*(2), 186.

Cranton, P. (2011). A transformative perspective on the scholarship of teaching and learning. *Higher Education Research & Development*, *30*(1), 75.

Dewar, J. Q., Bennet, C. D., & Fisher, M. A. (2018). *The scholarship of teaching and Learning: A guide for scientists, engineers, and mathematicians*. Oxford University Press.

Divan, A., Ludwig, L. O., Matthews, K. E., Motley, P. M., & Tomljenovic-Berube, A. M. (2017). Survey of research approaches utilised in the scholarship of teaching and learning publications. *Teaching and Learning Inquiry*, *5*(2), 16.

Ertem, H. Y., & Aypay, A. (2021). Bibliometric review of studies on organizational and administrative dynamics in higher education. *Journal of Higher Education Policy and Leadership Studies*, *2*(3), 77.

Ertem, H. Y., & Aypay, A. (2023). Bibliometric analysis of research on the first-year experiences of university students. *Yükseköğretim Dergisi*, *13*(1), 107.

Esen, M., Bellibas, M. S., & Gumus, S. (2020). The evolution of leadership research in higher education for two decades (1995-2014): A bibliometric and content analysis. *International Journal of Leadership in Education*, *23*(3), 259.

Fanghanel, J., Pritchard, J., Potter, J., & Wisker, G. (2015). *Defining and supporting the Scholarship of Teaching and Learning (SoTL): A sector-wide study* (Literature review).

Gurin, P., Dey, E., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, *72*(3), 330.

Hallinger, P., & Kovačević, J. (2019). A bibliometric review of research on educational administration: Science mapping the literature, 1960 to 2018. *Review of Educational Research*, *89*(3), 335. https://doi.org/10.3102/0034654319830380

Hallinger, P., & Chatpinyakoop, C. (2019). A bibliometric review of research on higher education for sustainable development, 1998–2018. *Sustainability*, *11*(8), 2401.

How, Z. J. (2020). A systematic review of scholarship of teaching and learning research in higher education institutes from 2014–2019. In S. C. Tan & S.-H. A. Chen (Eds.), *Transforming Teaching and Learning in Higher Education: A Chronicle of Research and Development in a Singaporean Context* (pp. 11-43). Springer.

Hutchings, P., Huber, M. T., Ciccione, A. (2011). *The scholarship of teaching and learning reconsidered: Institutional integration and impact*. Jossey-Bass.

Khodabandelou, R., Al Saddi, K., Hussein, R. M. R., Mohammed, W. F. W., Osman, M. E., & Al-Aghbari, M. (2022). Research trends in scholarship of teaching and learning in higher education: A combination of thematic and bibliometric analysis. *Resmilitaris*, *12*(6), 1430.

Kwiek, M. (2021). The prestige economy of higher education journals: A quantitative approach. *Higher Education*, *81*(3), 493. https://doi.org/10.1007/s10734-020-00553-y

Leibowitz, B., & Bozalek, V. (2020). The scholarship of teaching and learning from a social justice perspective. In N. Fraser (Ed.), *Social Justice and* Education (pp. 57-70). Routledge.

McKinney, K. (2007). *Enhancing learning through the scholarship of teaching and learning: The challenges and joys of juggling.* Anker Publishing.

Mårtensson, K., Roxå, T., & Olsson, T. (2011). Developing a quality culture through the Scholarship of Teaching and Learning. *Higher Education Research & Development, 30*(1), 51. https://doi.org/10.1080/07294360.2011.536972

Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., Altman, D., Antes, G., ... & Clark, J. (2009). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement (Chinese edition). *Journal of Chinese Integrative Medicine*, *7*(9), 889.

Mongeon, P., & Paul-Hus, A. (2016). The journal coverage of Web of Science and Scopus: A comparative analysis. *Scientometrics*, *106*(1), 213.

Perry, R. P., & Smart, J. C (2007). *The scholarship of teaching and learning in higher education: An evidence-based perspective.* Springer.

Phuong, T. T., Foster, M. J., & Reio Jr, T. G. (2020). Faculty development: A systematic review of review studies. *New Horizons in Adult Education and Human Resource Development*, *32*(4), 17.

Serenko, A., & Bontis, N. (2013). Global ranking of knowledge management and intellectual capital academic journals: 2013 update. *Journal of Knowledge Management, 17*(2), 307.

Sudakova, N. E., Savina, T. N., Masalimova, A. R., Mikhaylovsky, M. N., Karandeeva, L. G., & Zhdanov, S. P. (2022). Online formative assessment in higher education: Bibliometric analysis. *Education Sciences*, *12*(3), 209.

Tight, M. (2018). Tracking the scholarship of teaching and learning. *Policy Reviews in Higher Education*, *2*(1), 61.

Vithal, R. (2018). Growing a scholarship of teaching and learning institutionally. *Studies in Higher Education*, *43*(3), 468.

White, H. D., & McCain, K. W. (1998). Visualizing a discipline: An author co-citation analysis of information science, 1972–1995. *Journal of the American Society for Information Science*, *49*(4), 327.

Zhang, L., Carter Jr, R. A., Qian, X., Yang, S., Rujimora, J., & Wen, S. (2022). Academia's responses to crisis: A bibliometric analysis of literature on online learning in higher education during COVID-19. *British Journal of Educational Technology*, *53*(3), 620.

---o---o---o--- Article Notes ---o---o---o---

The authors of the study declared the following points within the framework of the "COPE-Code of Conduct and Best Practices Guidelines for Journal Editors":

Ethical Clearance: This study is a review article; thereby, no requirement for ethical approval process.

Author Contributions: The authors contributed to this research equally.

Declaration of Conflicting Interests: The authors have no potential conflict of interest regarding research, authorship, or publication of this article.