

# Higher Education

## Governance & Policy

ISSN: 2717-8676

Volume: 1 Issue: 1

### **Editorial: Inaugural Issue of Higher Education Governance and Policy**

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**Article Type:** Editorial

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**Cite as:** Kondakci, Y. (2020). Editorial: Inaugural issue of Higher Education Governance and Policy. *Higher Education Governance & Policy*, 1(1), i-ii.

**Access:** <https://dergipark.org.tr/tr/pub/hegp/issue/55277/761466>

### **Editorial: Inaugural Issue of Higher Education Governance and Policy**

It is a great pleasure to introduce this very first issue of the first volume of Higher Education Governance and Policy (HEGP), the journal of the Association for Higher Education Studies (YÖÇAD) in Turkey.

Research on higher education has a relatively short history. Although the first academic programs on higher education trace back to the 1920s in the US, higher education (HE) research emerged as a field in the early 1960s following the proliferation of higher education institutions and growth of student enrolment in the US after World War II. In addition to the rising demand for higher education, internationalization and debates related to knowledge society helped to shape higher education as a separate field in Europe as well during the following decades (Brennan & Teichler, 2008). As one of the critical services positioning individuals in society and distributing economic proceeds among the members therein, HE has been a controversial field not only in terms of what is delivered but also in terms of how it is delivered. As an interdisciplinary field, HE has always been impacted by external developments in society. Since the late 1970s, political, social, economic and cultural forces have resulted in various issues and these issues have evolved and taken different forms during the short history of HE research. Like many other sectoral contexts, HE has also been deeply affected by the changing patterns of financing public services. Besides, democratization trends in political systems have led to heterogeneous HE governance structures in different country contexts. Key dichotomies such as quantity vs. quality, centralization vs. decentralization, privatization vs. public delivery, cost sharing vs. public finance, and pure-disciplinary programs vs. interdisciplinary programs have prevailed the field (Simsek, 1999). These dichotomies have triggered change and reform movements across the globe, in both economically developed and developing countries. However, the issues surrounding HE have not been limited to these topics. Equitable access, internationalization trends, the development of the academic profession, and the professionalization of management structures are some of the relatively recent issues surrounding HE systems. Each HE system has been experiencing these developments in line with their cultural context, resulting in unique formulations as a measure to deal with these affairs.

Naturally, these issues and dichotomies require advanced conceptualization and data-based evidence in order to guide policy and practice in HE systems. As a result, more scholarly work and more outlets for research outcomes are needed. Besides, deep and wide collaboration among researchers representing different HE contexts is critical to ensuring an exchange of ideas, producing a robust conceptual base and developing a practice addressing issues and dichotomies.

HEGP undertakes the mission of contributing to the conceptual and empirical base of the governance, policymaking and management of higher education with a strong international focus. As a journal representing an interdisciplinary field, HEGP does not limit itself to any one particular methodological orientation. As a result, the journal welcomes papers conveying quantitative, qualitative or mixed methods. Hence research articles prepared with one of these methodological traditions or purely conceptual papers conveying new perspectives on management, governance and policy issues of HE are most welcome.

The language of HEGP is English, and publication in English can provide opportunities to investigate the dominant discourses on HE systems through different global lenses. Accordingly, HEGP is open to a wide range of HE governance and policy issues such as equality, diversity, inclusion, access, retention, gender, race, regionalisation, globalisation, knowledge

production, innovation, technology transfer, societal engagement, and professional education, based on different international experiences, including Anglo-Saxon perspectives, European cases, emerging HE systems, and post-colonial and neo-colonial countries. The free exchange of scholarly ideas is also important for the further development of the global HE community. As a part of this advocacy for open science, all articles that the journal publishes will be open-access. The journal will publish two issues per year, one in June and the other in December.

Prominent scholars of HE from different parts of the World contributed to our inaugural issue. Ulrich Teichler, in his article entitled “Higher Education in Economically Advanced Countries: Changes within Recent Decades” provides a broad overview of key issues surrounding HE systems in the world including diversification, stratification, massification, meritocracy, knowledge society and highly educated society. Holding a historical perspective towards the development of HE research, Teichler’s review article presents clear arguments about the past, present and future of HE. The second article by Söderlind and Geschwind presents an empirical study on academics’ perception of performance measurement in different academic disciplines, which are categorized on a two-dimensional array (hard sciences vs. soft sciences and applied sciences vs. pure sciences). The results show that academics in applied hard sciences tend to have positive attitudes toward performance measurement while academics in soft pure sciences tend to hold more negative attitudes toward performance measurement. The third article of the issue by Anthony Welch, entitled “Tensions in the Evolving Australian Higher Education System: A Complex, Evolving Mix” elaborates on management, governance and policy issues in the Australian higher education context. The author discusses the forces surrounding the Australian HE system and the policy initiatives that have been developed to deal with these forces. The fourth article of the issue by Eugenie Samier, entitled “Towards a Model of Islamic Policy Studies for Higher Education: A Comparison with Anglo-American Policy Studies” discusses the Islamic policy studies tradition in the context of HE. The author takes the public policy theory of the Anglo-American tradition and adds unique values and practices representing the Islamic context. The final article in this issue is a review article entitled “Between the Global and the Local: The Study of the Academic Profession from a Latin American Perspective” by Monica Marquina. The author tackles the issues surrounding the academic profession in the local context through insights developed as a result of collaboration in an international research program on the academic profession. The author identifies a tension between local realities and global trends surrounding the profession in the Latin American context. Besides, the author highlights the challenges in building the case of academic profession in the Latin World.

I hope that the articles in this issue will be of value to both higher HE researchers in their scholarly work and academic leaders and policy makers in their management practices and policy formation efforts. Further, HEGP will hopefully be a space of debate on various issues surrounding HE and will thereby facilitate the exchange of ideas and concepts among scholars from different country contexts across the globe. As a fact, this would never be possible without the contribution of the editorial and advisory boards. Therefore, I would like to express a warm gratitude to our editorial and advisory board members.

Yasar Kondakci

*Editor*

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