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Editorial: Productivity and Internationalization Approaches in Higher Education

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Editorial:**Productivity and Internationalization Approaches in Higher Education**

The Covid-19 health crisis has had a remarkable impact on higher education. In the post-Covid era, many scholars and institutions have been reviewing the impact of this health crisis on higher education. Although some scholars use the statement of “going back” to the usual conduct of pre-covid, the crisis left a remarkable impact on the structural and functional characteristics of these institutions. Internationalization and digitalization are two topics highlighted in the post-Covid discussions. Early reports on the impact of Covid-19 on internationalization and digitalization suggest that higher education organizations will experience various pressures to adopt new modes of operation and delivery of services. In any case, higher education is likely to remain a vibrant field in the effort to find pathways to a changing future.

In this issue of the Journal, studies investigating different topics related to governance and policy issues in higher education are presented. The first study, titled “A Bibliometric Analysis of Foreign Academics in Turkish Research Universities” by Belenkuyu, investigated the reverse mobility of scholars, from core countries to peripheral countries. The author conducted a bibliometric analysis of international academics' demographic information, academic qualifications, and contributions to their institutions in Turkish research universities. Belenkuyu stated that the scholars are employed with contracts that built different expectations from these scholars and urged reconsidering the legal base of employment of international scholars in Turkish research universities. The second study on this issue, titled “The Global Mobility of Palestinian Arab Students: Current Trends and Flows” by Haj-Yehia and Arar focused on the Palestinian Arab Minority in Israel (PAMI) students' motivation to study abroad. Adopting the pull and push factor terminology, the authors documented the factors motivating the students to move from Israel to specific countries to study abroad. The authors suggest that several economic, political, geographical, and cultural factors push PAMI students to seek degrees abroad. The third study, which is entitled “The Course of Managerialism in Turkish Higher Education: An Analysis of Quality Assurance Policies and Practices” by Uysal and Peşteli investigated managerial policies and practices within the university system in Türkiye in the wake of growing neoliberal policies in Turkish higher education system. The authors revealed that there is steady growth in managerial policies and practices over the last two decades, which also reflects the implication of centralized policies designed by the top regulatory body of higher education in Türkiye, the Council of Higher Education (CoHE). The fourth study, titled “An Analysis of Bylaws of Christian School Corporations in Japan: The Impact of Christianity on Organizational Governance” by Ito investigates the effects of Christianity-related (CR) words in bylaws on governance structures in Christian school corporations (CSCs) that established higher education institutions in Japan. The author claimed that CR words in CSCs' bylaws are powerful clues to identify the characteristics of their governance structures. The final study of this issue titled, “The Impact of the Erasmus Program and the Institutional Administration of Internationalization in Türkiye” by Bulut-Sahin, Uyar, and Bugay, analysed the perception of international office professionals' (IPs) on the impact of the Erasmus Program and institutional structures for internationalization at their own institutions. The results revealed that the program contributes to the institutionalization of internationalization in their universities. However, the participants stated hesitation about the capacity of their institutions to manage internationalization.

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