

## Editorial to the Special Issue on Internationalization in Higher Education

The cross-border dimension of higher education dates back to ancient times. In Medieval Europe, in the early stages of the Islamic civilization and the Confucian Far East, scholars at universities visited other countries both to disseminate their ideas and learn from their colleagues (Perkin, 2007). This cross-border mobility continued with the colonial movements, the expansion of the nation-state and the cold war period, with the intercontinental transfer of higher education models and activities for international political, technical and academic cooperation (Kim, 2009).

Cross-border mobility in higher education has become more comprehensive and multidimensional, especially since the 1990s, and the use of internationalization as an inclusive concept on the subject has become widespread. In this period, factors such as the change brought about by globalization, the rapid increase in the international demand for higher education and the expansion of the cross-border diffusion of knowledge have led states and higher education institutions to implement various strategies and take actions in internationalization in academic, political, socio-cultural and economic fields (de Wit & Altbach, 2021). As a result, besides the international student and academic mobility, a wide range of subjects such as the internationalization of the curriculum, international higher education cooperation, being a regional center of attraction in higher education, and international university rankings have become a part of the internationalization agenda. So much so that internationalization can be said to be enjoying its golden age today. For example, the number of international students, which was around 2 million in 2000, exceeded 6.3 million in 2021 (UIS, 2022). Similarly, the efforts to create the European Higher Education Area (EHEA), embodied in the Bologna declaration in 1999, have turned into a broad program covering the fields of mobility, credit, recognition and recruitment, in which 49 countries participate today (EHEA, 2022). The Asian University Network (AUN), established by 13 universities in 1995, has become a higher education network with 200 universities from 10 countries today (AUN, 2022).

With all these developments, there is still a great need for academic research on how internationalization in higher education is implemented in different countries because internationalization as a strategic field in higher education is interpreted and applied according to different priorities in different regions, countries and institutions. Moreover, since internationalization and priorities and expectations vary in terms of higher education administrators and policy makers, academics and students, it is clear that the concept should be examined from the perspective of different stakeholders. At this point, studies on the attitudes and behaviors of academics, who are important practitioners of internationalization in higher education, are expected to enlighten the discussions on the current state of internationalization. Moreover, in addition to what happened after the Covid-19 pandemic, political developments, isolation and polarization in various parts of the world in the recent past make us think about whether the golden age of internationalization will continue or in which direction its future will evolve. At this point, it is highly likely that studies that reveal the practices related to internationalization in different parts of the world through the lens of academics will guide decision makers and researchers on the subject.

This special issue of *Yükseköğretim Dergisi / TÜBA Higher Education Research/Review (TÜBA-HER)* is the product of a long-term collaboration that emerged from the above efforts. The data of the first six articles in the

special issue have been compiled within the scope of the Academic Profession in the Knowledge-based Society-APIKS project, an international comparative project with the participation of academics from many countries, and the authors of these articles published the previous versions of their work within the scope of the project on 7–9 December 2020 at APIKS. They presented at the e-conference (4th APIKS e-conference: Internationalization in Higher Education) hosted by the Turkish team. Based on the APIKS project, after the peer-review process, in the first of six articles in this special issue, Marquina and Reznik examine the position of academics regarding internationalization in Argentina's higher education, and in the second, Stephenson, Jones, Begin-Caouette and Metcalfe examine the perceptions of academics in Canada regarding internationalization. In the third article, Aarrevaara, Tulppo, Vasari and Tenhunen reveal the reasons and motivations for participation in internationalization in Finnish higher education, and in the fourth article, Kuzhabekova, Bilyalov and Mussabayeva reveal the views of faculty members in Kazakhstan on internationalization. In the fifth article, Abdullah, Azman, Da Wan and Abdullah examine the participation of academics in Malaysia in internationalization, and in the sixth article, Çalıköğlü, Kondakçı and Seggie examine international research collaborations in Turkish higher education. In the seventh article, Kaçmaz, Doğan and Ceyhan Sürme report on the international mobility utilized in strengthening nursing programs in Türkiye. Özcan, Kalaycı and Li analyze the institutional quality assessment processes applied in Turkish, European and American higher education systems in the eighth article. Finally, Hamutoğlu, Ünveren-Bilgiç and Elmas focus on higher education evaluation and quality assurance in the context of Türkiye and England.

We hope that all the studies in the special issue will be useful in internationalization in higher education and related academic and practical discussions and studies. We would like to express our sincere gratitude to all the authors who contributed to this special issue, to the editors of *Yükseköğretim Dergisi / TÜBA Higher Education Research/Review (TÜBA-HER)*, to the members of the APIKS project Türkiye team that hosted the 4th APIKS conference, and to the Turkish Academy of Sciences (TÜBA), the publisher of the journal.

Issue Editors

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