

Trends in Higher Education

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Higher education has experienced tumultuous times for at least the last half of the century, and, at present, the turbulence continues to be unparalleled. Over the past several decades, higher education has experienced transformations in shifting demographics; increases in non-traditional students and their accommodations; well-being and mental health awareness; an increased focus on equity, diversity, and inclusion (EDI), as well as decolonization; declining public funding; a need to find alternate funding sources; a pressure to close the skills gap alongside an increased focus on employability and transferable skills; a growth in demands for nonaccredited training, credentialing, and certificate programs; increases in student tuition and, by association, student debt load; declining international student enrolment; sustainability; and new business models—and the list goes on.

Technology advancements have also forced changes in the higher education landscape. With the ability to collect and analyze Big Data, institutions of higher education are moving to more data-informed decision making and reporting. Through improved data analytics, institutions of higher education can quickly adjust to, and accommodate, changes in demands in industry, politics, the economy, and the broader society.

Largely arising from the mandatory shift to online learning during the pandemic, various forms and functions of teaching and learning have also seen extensive changes. Many institutions formerly resistant to online and off-campus/remote learning have since embraced and integrated online learning into their course and program offerings. Additionally, other forms of teaching and learning that had previously sat on the margins are now becoming mainstream, such as blended/hybrid learning, flipped classrooms, and hyflex courses. Alongside the improved offerings of remote courses and programs, physical spaces and infrastructure are also shifting. Many campuses, for example, are exploring infrastructure sustainability in new ways, e.g., through greening initiatives.

These kinds of changes and trends in higher education are essential to providing insights about what the global, digital and knowledge economy is likely to be in higher education. Such information is essential to the planning of institutional strategic plans, governance, policy, and funding. This journal aims to provide a platform where academics can share ideas and findings about the changing (and/or enduring) trends in higher education.

As with all new publication initiatives, it will take time to become a well-respected and high-impact journal. Trends in Higher Education is committed to building a solid reputation as a high-impact, credible, and scholarly international journal. The Editorial Board largely consists of top scholars in the area of higher education with diverse areas of expertise. Our journal's Editorial Board Members are selected based on their research activity in the field of higher education, their standing within the academic community, and their publication records.

The journal uses a double-blind review process. All manuscripts are screened by the Editor-in-Chief prior to sending out for peer review. If the content, relevance, writing, and/or readership are insufficient, the manuscript is rejected and does not go through the peer-review process. If manuscripts conform to the submission guidelines that manuscripts undergo, the review process is undertaken by two peer reviewers. Reviewers are selected



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based on their research expertise, area of specialization, and knowledge of the methodology. If the reviewers disagree, the Editor-in-Chief will make the final decision. This process ensures that Trends in Higher Education acquires high-quality scholarly articles from both new and established scholars.

Trends in Higher Education welcomes research papers, systematic literature reviews, position papers, conceptual papers, critical scholarship papers, and case studies.

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Short Biography of Author



Heather Kanuka is Full Professor in the Faculty of Education, University of Alberta, Canada. Kanuka's first faculty appointment was at the University of Calgary where she was an Assistant Professor, Faculty of Education and Associate Director, Teaching and Learning Centre. In 2004, Kanuka was awarded a Canada Research Chair in Teaching, Learning and Technologies in Higher Education at Athabasca University. In 2007, Kanuka moved to the University of Alberta where she was appointed Academic Director, Centre for Teaching and Learning. After the completion of her 5-year term, Kanuka returned to her current position as Professor in the department of Educational Policy Studies. Kanuka's research focus revolves around belief orientations of teaching and technology, as well as academic development.