

Tatiana Fumasoli (2018) The state of Higher Education Quarterly, *Higher Education Quarterly*, 72(1) (published online 3rd January)

EDITORIAL

The state of Higher Education Quarterly

The years 2016–2017 have seen several developments for Higher Education Quarterly, the most significant has been a sustained increase in submission of more than 40% per year. These remain of high quality resulting in an overall acceptance rate of 25%. The editorial team would like to thank the authors of these submissions and our reviewers. It is through the committed and professional work of both that the status of the Journal is enhanced.

At the core of the journal's contributions and debates is the role of higher education in contemporary societies. This has been addressed analysing the challenges of the university in fulfilling its missions, in responding to societal demands, in accommodating the needs of its increasingly diversified stakeholders, in particular students, workforce and public authorities. A privileged interface between higher education and society is the institutional life of the university, which has been investigated from different angles, such as governance, strategy, equality, teaching, research and third mission activities. Finally, the geographical representation of authorship has become broader: of all accepted papers 23% are from the UK, 21% from other English-speaking countries (one half from North America, the other half from Australia). Of the remaining, 42% of the accepted papers originate from the rest of Europe, while 15% come from Asia, Africa and South America. This is encouraging given the ambition of Higher Education Quarterly to be a platform for global scholarship and debate on higher education.

Dr Celia Whitchurch has completed her term of office after serving as Editor of Higher Education Quarterly since 2007, and having assured a successful transition to the new editorial team. The latter has been joined, from this month, by the new Editor, Professor Paul Gibbs, of Middlesex University, UK. With his longstanding expertise founded on philosophy of higher education and on critical thinking, Paul integrates perfectly the existing editorial team. Likewise, his comprehensive experience and knowledge in editorial roles will enhance Higher Education Quarterly in addressing higher education research theoretically, methodologically, empirically and practically.

This issue offers a variegated selection of papers concerning policy, leadership and philosophy of higher education. William Yat Wai Lo scrutinizes the case of Singapore and Hong Kong to highlight how local adaptations of global models of higher education are framed by distinctive political systems. Simplice Asongu and Jacinta Nwachukwu provide a systematic case for a PhD in publications (versus a PhD as a monograph) as a driver for innovation and technology transfer in African countries. Troy Heffernan and Amanda Heffernan use the concept of language games to distill discursive adaptations of universities in handling the pressures ensued from their ranking positions. Sue Shepherd sheds light on the role of deputy and pro-vice-chancellors and on their contribution to a strengthened institutional leadership. Finally Simon Marginson outlines the alternate fortunes of the California Master Plan for Higher Education, pointing to how new challenges, such as demographic and financial pressures, stem from an ever changing environment and require constant adjustments. In the section on Classics of higher education research, Søren Bengtson focuses on the *University in an age of supercomplexity*, and critically reviews the work of

Ron Barnett from its inception based on a critical perspective of the role of university to a vision on its potential contributions to society.

Dr Tatiana Fumasoli

Co-Editor