

PRESS RELEASE FROM SOCIETY FOR RESEARCH INTO HIGHER EDUCATION
MONDAY 10 AUGUST 2015
SOCIETY FOR RESEARCH INTO HIGHER EDUCATION ANNOUNCES
LAUNCH OF NEW POLICY JOURNAL IN HIGHER EDUCATION



The Society is pleased to announce its plans for the launch of a new journal in higher education *Policy Reviews in Higher Education*.

With demands for a more skilled and qualified workforce, and growing calls to increase social mobility, higher education has firmly established its place on the political agenda in developed and developing countries. To provide a forum for the debates and reports that these trends are generating, the Society for Research into Higher Education (SRHE) is launching its latest journal, *Policy Reviews in Higher Education*, with the first edition to be published in December 2016.

The Society's newest journal will open up a space for publishing in-depth accounts, of between 8,000 and 12,000 words, exploring significant areas of policy developments in higher education internationally. Authors from a range of disciplinary backgrounds are invited and encouraged to analyse higher education from fresh perspectives, including drawing on concepts and theories from other academic fields.

Policy here is conceived as relevant to all areas of higher education activity, including transnational education, university governance and leadership, quality assurance and enhancement, academic work, curriculum development and student learning, occurring at the local, regional, national and international levels. Comparative analyses across higher education systems are particularly encouraged.

In announcing the launch of the journal and issuing a Call for Contributions the Society Director, Helen Perkins, commented:

“This is an important and exciting new initiative for the Society and for research into higher education. It is especially fitting that we have been able to bring this project to fruition in our 50th Anniversary year, demonstrating our continuing commitment to being a pioneering organisation with significant forward momentum and delivering on our core objectives of advancing knowledge, informing policy and enhancing practice.

With *Policy Reviews in Higher Education* we are taking our work specifically and deliberately into the policy arena. Our particular aim is to develop and sustain a scholarly resource which will both inform and critique policy issues in the long term. The journal content will be international and interdisciplinary.

The “crie de coeur” of academics and researchers in HE globally is for evidence based policy—a rarely sighted element in modern political and economic decision making given the impact of political expediencies.

At SRHE we recognise that we have a both a role and a responsibility in being a core provider of this evidence and, just as importantly, making it available in a form which is accessible in the widest sense, academically robust and entirely independent. The launch of *Policy Reviews in Higher Education* and the significant support and resources which SRHE and our academic publishing partner in this venture, Taylor and Francis/Routledge and putting behind the journal is our demonstration that we intend to deliver on this responsibility.”

Policy Reviews in Higher Education will be jointly edited by William Locke and Bruce Macfarlane. The Editors will be fully supported by, and working closely with, a prestigious Editorial Board who individually and collectively bring a broad sweep of perspectives and a truly global outlook.

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Editor comments on the launch of *Policy Reviews in Higher Education*

William Locke:

“There is a clear need for a journal such as *Policy Reviews in Higher Education*, which aims to produce in-depth analyses of policy issues and developments from an inclusive and international comparative perspective. With the internationalisation of higher education has come the globalisation of higher education policy, policy transfer and borrowing. While nations and their HE systems have different histories and structures, many are facing similar issues and drivers, around high participation, financial sustainability, equity, and integration of HE with other key components of political economy, among many others. This breadth of perspective, together with the opportunity for extended contributions will distinguish *Policy Reviews in Higher Education* from the majority of subject specific academic journals.

It’s a rare opportunity and a great honour to be jointly editing a new journal of the importance and distinctiveness of *Policy Reviews* at such a critical time for higher education globally. With the substantial backing of the SRHE and Taylor and Francis, and the advice of a very strong, international editorial board, we have the resources and the vision to make a significant contribution to research into HE policy, and to policy itself. I’d encourage researchers and scholarly commentators to take this opportunity to step back and reconsider a policy area or problem from a fresh angle, or from a critical perspective, and offer a new, in-depth analysis for the journal. We hope the articles in the journal will become some of the key reference points on major policy topics, assessing the ‘state of the art’ and moving the debate forward.”

Bruce Macfarlane:

“*Policy Reviews* will provide a much needed platform for more extended papers that will offer analytical reflections on the key issues in global higher education that are historically-grounded as well as forward looking. Higher education is a comparatively new field of study but many of the key issues have been debated for longer than we might think. The notion of ‘student as customer’ is a good example. Even though some might think it has arisen since the introduction of tuition fees in a UK context, this phrase started popping up increasingly in the 1960s and 1970s in both UK and North American literature about higher education.

One of the functions of the journal will be to build a bridge between the work of higher education researchers working in both the ‘policy’ and ‘teaching and learning’ areas. These two groups of scholars tend to go to and belong to different networks, attend different conferences, and write for different journals. But it’s important that we pool our understanding of policy developments across the sector and *Policy Reviews* will provide a place in which to do that. There are important areas of policy development connected with teaching and learning, such as student engagement, as well as others more conventionally associated with policy studies, such as quality assurance.”

NOTES FOR EDITORS

1 Society for Research into Higher Education (SRHE) is an independent and financially self-supporting international learned Society.

The Society's primary role is to improve the quality of higher education through facilitating knowledge exchange, discourse and the publication of research. SRHE members are worldwide.

SRHE is a specialist publisher of higher education research, journals and books. These include *Policy Reviews in Higher Education*, *Studies in Higher Education*, *Higher Education Quarterly*, *Research into Higher Education Abstracts* and a long running book series.

Contacts:

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2 Policy Reviews in Higher Education

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Editorial Board members

Paul Ashwin (Lancaster)
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2 Launch schedule and Call for Contributions

SRHE website url:

https://www.srhe.ac.uk/publications/policy_reviews_in_higher_education.asp

Taylor and Francis Journal page url:

<http://www.tandfonline.com/loi/rprh20#.Vch0Sv1VhBc>

POLICY REVIEWS IN HIGHER EDUCATION



CALL FOR CONTRIBUTIONS

Contributions are invited which are:

- * original and provide in-depth analysis
- * historically grounded and forward-looking
- * reflections on implications for policy broadly
- * presented in a style accessible for an international readership
- * between 8,000 and 12,000 words.

Call/Commissioning papers:	July 2015
Review Proposals:	October 2015
Full papers to Editors:	March 2016
Copy to Publishers:	September 2016
First issue:	December 2016

Review Proposals

A review proposal of 500 words (excluding references) should be sent to the editors before submission of a full paper. This extended abstract should clearly delineate the policy area that will be the focus of the submission, the aim of the paper and the treatment of the topic. It should describe, for example, whether the approach will be historical and/or comparative, which disciplinary sources it will draw on, the theoretical and conceptual basis, and the methodology employed (including empirical evidence, if this will be used). The proposal should identify any original contributions to be made to current debates and show how the paper will take the discussion forward, including exploring new possibilities, for instance, in policy making or policy research. Proposals may also take the form of historical analyses of policy areas although linkages to current debates and policy contexts are also strongly encouraged.

The journal is interested in receiving submissions across a wide range of topics. These may be relevant to higher education at the international, national, institutional, departmental and local levels. The following are some examples, which are not intended to be exhaustive:

- Financing HE and the optimal balance between private and public funding
- Changing meanings of 'public' and 'private' in higher education
- Transitions within post-secondary education and implications for social mobility
- Access and the impact of HE on social mobility
- Distance and online provision
- Student engagement policies and practices

- Research, science and innovation policies
- Policy making, borrowing, adaptation and transnational policy flows
- The development of doctoral study
- The academic profession, academic work and careers
- Private universities and colleges
- The development of research ethics policy
- Accountability and quality assurance
- Teaching and learning strategies
- Assessment and feedback policies
- Community engagement and citizenship education
- Cross border and off-shore provision including international branch campuses

PRESS RELEASE AND NOTES ENDS

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