



Faculty at Midcareer

Guest Editors:

Prof. Dr. Heather Kanuka

Educational Policy Studies
Department, Faculty of
Education, University of Alberta,
Edmonton, AB T6G 2R3, Canada

Dr. Jonathan Anuik

Faculty of Education, University
of Alberta, Edmonton, AB T6G
2R3, Canada

Deadline for manuscript
submissions:

20 October 2024

Message from the Guest Editors

Dear Colleagues,

There is a twofold impetus for this proposed Special Issue.

Firstly, there is recognition among scholars that the period in an academic's career that follows the award of tenure and (usually) promotion to associate professor entails some form of decline. This decline occurs in the area that scholars identify as necessary for the attainment of full professor: research.

Secondly, there is recognition from the completion of a scoping review that the scholarly literature on the midcareer favors anecdotes, conjectures, and program evaluations as sources. These pieces of scholarly work are problematic in that they lack a system for data collection and analysis. There is not a clear method for the development of results.

The third type of scholarly work is especially problematic—the authors of these studies conclude that their programs are successful but they do not clearly identify the metrics that they use to make such conclusions.

We look forward to receiving your contributions.

Prof. Dr. Heather Kanuka

Dr. Jonathan Anuik

Guest Editors





trends in higher education

an Open Access Journal by MDPI

Editor-in-Chief

Prof. Dr. Heather Kanuka

Educational Policy Studies
Department, Faculty of
Education, University of Alberta,
Edmonton, AB T6G 2R3, Canada

Message from the Editor-in-Chief

Higher education has often been portrayed as a somewhat stodgy institution, entrenched in centuries-old traditions. While this perception may be accurate with respect to centuries-old buildings and campuses, as well as the pomp and ceremony of graduation, for the last decades, the administration, management, programs, and delivery formats have experienced unparalleled transformations. Our journal focuses on the developments, advances, and changes within the field, which may include shifting demographics, increases in non-traditional students, welfare and mental health awareness, increasing focus on equity, diversity, inclusion, decolonisation, as well as declining public funding, closing the skills gap, growth in demands for non-accredited training, credentialing and certificate programs, increases in student tuition and the effects on student debt load, declining international student enrolment, sustainability, and new business mode.

Author Benefits

Open Access: free for readers, with **article processing charges (APC)** paid by authors or their institutions.

Rapid Publication: manuscripts are peer-reviewed and a first decision is provided to authors approximately 18.9 days after submission; acceptance to publication is undertaken in 5.1 days (median values for papers published in this journal in the second half of 2023).

Recognition of Reviewers: APC discount vouchers, optional signed peer review, and reviewer names published annually in the journal.

Contact Us

Trends in Higher Education Editorial
Office
MDPI, St. Alban-Anlage 66
4052 Basel, Switzerland

Tel: +41 61 683 77 34
www.mdpi.com

mdpi.com/journal/higheredu
higheredu@mdpi.com