

WP HES Working Papers in Higher Education Studies

Working Papers in Higher Education Studies (WPHEs) is an international, peer-reviewed, open-access e-journal of working papers published on behalf of the Erasmus Mundus Programme Master in Research and Innovation in Higher Education ([MaRIHE](#)) and the Master Programme in Higher Education Studies and Development ([MHESD](#)).

Thematic focus

The Journal focuses on studies in higher education and aims to publish research articles that explore the topic from a broad array of academic disciplines, methodologies, and perspectives. The Editors particularly encourage submissions of research that discuss current changes and interactions within the 'knowledge triangle' of research, innovation and higher education. The Editors also welcome suggestions for special issues on particular topics as well as contributions in the form of book reviews.

Scope of contributions

WPHEs aims to reach a wide international audience and encourages contributors from different higher education systems to submit work for publication. While authors from any stage of their career are welcome for submission, preference is given to emerging authors, as WPHEs intends to provide a space for students, early career researchers, academics and young professionals to present their works in progress to a broad readership and connect with established experts.

The series intends to incorporate and develop papers from international post-graduate programmes and, more generally, to stimulate debate and exchange of research ideas that are in an early stage of development.

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Editorial:
Welcome to the Journal
Working Papers in Higher Education Studies Journal (WPHEs)

Welcome to the first issue of WPHEs!

The Genesis

We recall the day we¹ met in an office at Danube University Krems (DUK) to discuss the prospect of establishing this journal that you are now reading. Patricio was there as a visiting scholar in Krems' newly established programme in higher education studies. Attila had also visited the master programme in Mozambique where he eventually became a visiting scholar in a similar programme. It has been an interesting journey of academic collaboration. We first met in Oslo in 2010 while attending the 23rd annual conference of the Consortium of Higher Education Researchers (CHER). Since then, we have developed a fruitful working relationship. This journal is the result of our passion for higher education and our long standing commitment to contribute to the development of higher education as a field of study. In fact, about four years after our first meeting in Oslo, the two of us started working towards establishing higher education post-graduate programmes in our respective universities, namely Eduardo Mondlane University (UEM) in Mozambique and DUK in Austria. These were two fully-fledged programmes being established in the two countries. In the case of Mozambique, the Master Programme in Higher Education Studies and Development (MHESD) was the first ever to be established in the country.

The MHESD was established in collaboration with four other institutions: the University of the Western Cape (UWC) in South Africa; the University of Oslo (UiO) in Norway; the Centre for Higher Education Studies and Development in Mozambique, and the Centre for Higher Education Transformation (CHET) in South Africa. The UWC and UiO had been collaborating under the sponsorship of Norad's Programme for Master Studies (NOMA). UEM joined the network at a later stage, benefiting from the expertise of these two programmes.

The Master Programme in Research and Innovation in Higher Education (MARIHE) was established as an Erasmus Mundus Course offered by a consortium consisting of the Centre for Educational Management and Higher Education Development, DUK (Austria), the Higher Education Group, University of Tampere (Finland), the International and Comparative Education Research Institute, Beijing Normal University (China) and the Faculty of Business Management and Social Sciences, University of Applied Sciences Osnabrück (Germany).

MHESD and MARIHE are dedicated to educate a new generation of higher education researchers and managers around the world. From the beginning, the academic directors identified the importance and need of a global platform to help their students develop academic writing skills; to stimulate students and young researchers to experience and explore the '*how to get published*' pathway during their studies.

¹ Attila Pausits and Patricio Langa

While there are various recognised international journals in the field of higher education with more scientific as well as professional scopes, the international community is lacking a journal which helps graduate students improve their papers and articles that they wrote during the course of their studies.

Both programmes want to encourage their own students - as well as other graduate students in other higher education related programmes or PhD studies - to develop their academic writing skills and capacity. For our 'next generation' colleagues in the field, open-access journals, which use state-of-the-art technology to share ideas, opinions and observations, will play a pivotal role. So the journey of WPHES has begun.

The Programmes behind WPHES

MARIHE provides students with a sound understanding of higher education systems and university development around the world. Students have the opportunity to study in at least three different universities and countries. During an internship provided by international enterprises and organisations they get insights into fields of practice.

As an Erasmus Mundus Masters Course, MARIHE is supported by the Erasmus Mundus Programme of the European Commission. By these standards, it is one of the leading master's programmes in Europe. MARIHE addresses university graduates that want to pursue a career in the higher education and research sector as managers, administrators, consultants, policy analysts, researchers and decision-makers. Possible employers are higher education and research institutions, public bodies, such as ministries for science and education, enterprises specialising in education, think-tanks and non-governmental organizations. Graduates of MARIHE are able take the lead in the future management and development of research and innovation in higher education.

The MARIHE curriculum reflects on three perspectives on the change logics involved in worldwide developments in higher education and in higher education institutions:

- the perspective of 'Systems in Transition', focussing on general developments and on globalisation and regionalisation (Europe, Asia, Africa, and Americas) in higher education;
- the perspective of 'System-Institution-Interaction' (e.g. funding of research and innovation); and
- the perspective of 'Institutional Change' (e.g. "change management").

Furthermore, modules on 'Theoretical Background' introduce fundamental issues of higher education management. Another emphasis is given to 'Transferable Skills' (e.g. research methods, presentation skills, and languages).

The MHESD programme seeks to contribute to the training of a new cadre of academics and professionals with expertise in research and higher education management. The programme aims mainly at training experts and decision-makers of higher education, as well as managers and administrators of higher education institutions and systems, with a particular focus on the African context.

The programme dedicates a special focus on developing critical thinking particularly concerning the relationship and contribution of higher education to development. More specifically, the programme has two career tracks, namely (i) higher education policy design and analysis and (ii) management and administration of higher education.

Programme structure

The programme consists of four semesters. In the first two semesters, eight compulsory modules are offered. In the third semester, two compulsory modules and one specialised module is offered. The modules include: (i) General Introduction to Higher Education Studies (ii) History and Philosophy of Higher Education, (iii) Development: Theory and Practice (iv) ICT for/in Higher Education, (v) Research Methodology, (vi) Social Theory and Sociology of Higher Education, (vii) Economics and Financing of Higher Education (viii) Higher Education and Development (ix) Research Project Seminar. After completion of the compulsory modules, the students choose between two specialisation tracks: (i) *Governance, Leadership and Policies of Higher Education* and (ii) *Planning, Administration and Management of Higher Education*. The fourth semester is dedicated to the writing of a mini-dissertation, with a chosen topic depending on the specialisation.

Unlike in the USA and Europe, where a tradition of research and teaching in the area of higher education studies exists, in Africa this is a recent phenomenon. This is the reason for having a coursework-based programme with a considerable number of modules. In Africa, there is a lack of support for research and teaching activities in higher education, with neither a tradition nor a network of structures to form and train decision-makers and leaders/managers of higher education, or even to study higher education.

Scope of the Journal

Globally, fundamental transition processes are taking place in the systems of research, innovation and tertiary education: from regulation to deregulation and competition, from steering to market, from administration to management. Therefore, WPHES aims, as an international journal of ‘works in progress’ of MARIHE and MHESD, to:

- promote and enforce the benefits of the current changes in the knowledge triangle (innovation, research and higher education system);
- bring together innovation, research and higher education experts to be able to meet future challenges;
- link knowledge on systems and tools with a global comparative perspective; and
- discuss the improvement of research and innovation of HEIs through professional management.

WPHES intends to provide a space for academics, researchers, students and professionals of higher education engaged in research to present their works in progress to a broad audience. The series is intended to stimulate debate and exchange of research ideas that are still unfinished and underway. It aims to apply, by and large, social sciences and management concepts and theories, and examine higher education realities across various countries. It wants to do so in a manner that is relevant to

upcoming researchers, students and professionals involved in higher education. The content is based on research papers, critical reviews and interviews. WPHES is a quarterly e-journal, but printed copies will also be considered.

The First Issue: Content Synopsis

To us, the collection of articles gathered here in this first issue of WHPES is really exciting. What we have here are six fresh, challenging and inspiring contributions to various topics discussed in the field of higher education, reinforcing the varied and multidisciplinary nature of the field. The six papers reflect on an array of thought-provoking and inquisitive topics from some of our graduates and other contributors: from quality assurance in Georgia to New Public Management (NPM) in the United States of America; from matters of institutional change in Portugal to issues of the complex relationship between higher education and development in South East Asia; and the relationship between university prestige and employability in Germany and Romania. Mariam Shurgaia examines the way academics in Georgian Higher Education are “coping” with matters arising from the implementation of quality assurance regimes. She does that by studying academics’ attitudes towards the implementation and outcomes of internal quality assurance. Ayenachew Aseffa’s paper addresses the issue of the linkage between higher education strategies and economic growth drawing examples from South East Asian developmental states of the past century. Jon Maes takes us through the changes in American Higher Education with the advent of NPM. He goes further in his analysis to make predictions on how U.S. higher education systems are likely to continue making improvements along NPM lines of efficiency, accountability, and quality assurance as well as the implications this has for future research. Sara Diogo and Sofia Bruckmann contribute with a case-study on changes in the Portuguese higher education system derived from the enactment of Law 62/2007 that led to governance and statutory changes. Their main concern was to understand how these changes in HE legislation were interpreted and lived by academia. Georgiana Mihut examines the impact of university prestige on the employment process of graduates. She does so by exploring the difference in prestige between individual institutions and the higher education systems of Germany and Romania in order to understand the transnational significance of university prestige on the employability of graduates. Last, but not least, Rediet Abebe revives sociologist Max Weber to shed some light on the structures of authority in Ethiopian higher education. He uses Weber’s model of authority structures based on the three ideal types of authority, namely, traditional, charismatic and rational-legal, to examine the governance of Ethiopian higher education. All papers point out substantial issues and apply different theoretical and methodological approaches that refer to country-specific or historical experiences related to various parts of the worlds, that is, to different path-dependencies of higher education in our time and societies.

To conclude, thanks should be given to Martin Galevski and Andrew Traveller, two MARIHE graduates who are at the heart of the production of this e-journal, without whose steady and effective work this journal would have not reached the current level of maturity; to Tomás Queface, an aspiring, young Mozambican sociologist, for establishing WPHES on the web; to the Erasmus Mundus initiative for providing financial support to implement the MARIHE study programme; to Jon Maes and Hacer Tercanli for the layout and design and social media engagement; to the

members of the editorial team for their feedback and support; and finally to you for having given us your time and attention by reading and joining WPHES.

The Editors

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