

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 and the Master Programme in Higher Education Studies and Development.

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:

WORKING PAPERS IN HIGHER EDUCATION STUDIES JOURNAL

Welcome to the second issue of WPHES!

“The time for ground-breaking research in higher education is over”, one government representative told me at the 37th Annual EAIR Forum at Danube University Krems earlier this year. This is a particularly symbolic statement given that EAIR stands for linking policy, research and practice, and represents one of the largest European associations of institutional research. So, is this true? Did the field of higher education studies go through its renaissance in the 80s and 90s, establishing and improving higher education systems, granting them more autonomy according to the new public management movement, and leaving us with nothing further to discover today? Where are the Clarks, Slaughters and Teichlers of our time?

Indeed, there are approximately 270 programmes (graduate and PhD) worldwide that are “producing” a new class of higher education researchers and practitioners. Such graduates can draw upon their knowledge and work for a better future for higher education. Conferences like EAIR provide a helpful platform to share, discuss and develop networks, new research questions and alliances.

These events are the new arenas of co-competition, where researchers and professionals present their findings and opinions about higher education. At the same time, these researchers and professionals work together to apply for competitive funds and to undertake research. Awards like the outstanding paper award at EAIR and elsewhere help to build the reputations of the recipients and encourage others to work with them. So, does such competition help to improve the state of higher education studies? Are the (research) results better? Can we say that the given framework of funding, publishing and citations improve higher education research and make it for the better? This could indeed be the next research question in higher education!

In this issue we are delighted to share with a broader audience the outstanding paper award winner of the 37th Annual EAIR Forum. It is with pleasure that we are able to use WPHES as a vehicle to reach not only the Forum participants but also young researchers, professionals, and others across the globe. Maren Klawitter’s paper deals with the changing requirements profiles in the appointment procedures for professorships in Germany. Recent reforms in higher education have not only enhanced the autonomy of universities but have also presented them with new institutionalised expectations stemming from their environment; for example, to compete for funding from governmental or private sources, leading to modified organisational structures and programmes. The assumption is that since the programmes of universities, which can be referred to as organisational tasks, are the responsibility of

academic personnel, the tasks of the professoriate and thus the requirements profile for professorships should have changed. This is what Maren empirically analyses in her paper.

Rapid changes to higher education systems are also occurring outside of Europe. Our second paper takes us to Ethiopia, where the massive expansion of the system has presented issues in terms of quality. While the government has sought to tackle the issue by adopting an external and internal system of managing and supervising the relevance and quality of higher education, Rediet Tesfaye Abebe critically examines the conceptual underpinnings of the current QA model and calls for a more comprehensive and well-aligned approach towards understanding and dealing with higher education quality - conceptually, legislatively and structurally.

Thirdly, Sosanya Marie Jones sheds light on how constrained state budgets in the U.S. have impacted diversity programmes. Through the intensive study of a single case, the paper provides a unique insight into the processes taking place within a U.S. higher education institution in the aftermath of changes in its environment. The original case study presents innovative approaches that aim to ensure the sustainability of multi-cultural affairs study programmes in times of budgetary cuts, with relevance to researchers and practitioners alike.

While budgets may be constrained in some quarters, investors are keeping a close eye on 3D printing technologies. Habtamu Diriba, Grischa Fraumann and Jon Maes delve into the topic and explore more specifically what the implications may be for higher education institutions. Using the Triple Helix Model of university-industry-government relationships to frame their discussion, the paper identifies a key role for higher education institutions to further their own development in unison with the technology. However, the authors also point out the social, ethical and legal intricacies that 3D printing presents.

Picking up on the themes of massification, quality and funding, the fifth paper by Patrício V. Langa and Nelson C. Zavale examines the growing sub-sector of private higher education in Mozambique. In an environment where higher education had always been public, new legislation and growing demand opened the door for the blossoming of private providers. Consequently, the authors paint a picture of a system in which competition is driving its rapid evolution.

As Working Papers in Higher Education Studies seeks to provide a forum for post-graduate students to engage with the higher education studies community of scholars and practitioners, we are pleased to include in this issue a book review by Melissa Gonzalez-Soto from the Erasmus Mundus programme, Master's in Research and Innovation in Higher Education. Melissa provides a review of David Killick's book titled *Developing the Global Student: Higher education in an era of globalization*, which touches upon the themes of internationalisation and the student experience. Melissa concludes that readers can find a holistic overview of this topic and discover insights into many challenges that universities face, such as integration of international students, promotion of studies abroad, development of international cooperation, curriculum development, and the philosophical issues behind education in general.

This second issue of Working Papers in Higher Education Studies has been a long time coming, and we warmly wish you interesting reading. You will see a broad, interdisciplinary and novel mix of perspectives, academic approaches and geographical foci to enrich the study of higher education. We hope that by providing a voice for the next generation of scholars, fresh ideas and research agendas can be explored and the community of scholars can be enlarged and strengthened.

The Editors:

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