

Editorial

**Positioning Higher Education Quarterly: a scholarly journal on policy, organisation, leadership and the professions in higher education**

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Scholarly journals in the field of higher education studies have increased in number, scale and scope, shaping a field of knowledge that was born still quite recently. As such, research on higher education draws on American scholarship that was established 40 to 50 years ago, as the US were the first to tackle the management of higher education institutions, following the rise of organisational studies in the first half of the 20. century. However, the field of higher education studies was properly established in Europe in the 80s, when governments across the continent started to plan reforms in the public sector.

Since then, the field has burgeoned with qualitative and quantitative studies on governance, policy, Europeanisation, internationalisation, management , leadership and academic careers. In so doing increasingly sophisticated studies on the inner mechanisms, conditions and consequences of the ever-lasting reform of the university, have appeared. More recently, the field of higher education studies has addressed reputation, rankings, stakeholder management in higher education. Equally, a body of knowledge on the nature of higher education institutions, its missions and its evolution has studied how globalisation and internationalisation have affected university rationales, resources and representations.

In parallel researchers have engaged with new methods to understand better the complexity of the development of the field and a significant intellectual effort has been deployed, some of which is reflected by the publications in this journal. Addressing the ongoing transformation of higher education, means understanding the challenges it faces, which put at risk its sustainability. has become a priority. Issues of systemic viability, inequality and overall, the nature of academic knowledge production in contemporary societies are at the core of Higher Education Quarterly. The journal aims to provide a platform in which such issues are discussed drawing on the dynamically diverse theories and methods in the social sciences.

For these reasons it has become necessary for Higher Education Quarterly to reflect in its Objectives and Aims such complexities. We have decided, as you can read below, to strengthen its academic profile and to open up more systematically to theoretical, methodological and empirical innovation. This will be possible with a strict double-blind peer review process made available by the many reviewers that have supported HEQU's development, even in difficult times, when workload and time pressures have strained everyone's capacity to engage.

Objectives and aims

Higher Education Quarterly is an international scholarly journal publishing research on policy, organisation, leadership, governance, management and the professions in higher education. In order to be considered, papers need, on the one hand, to draw on sound theories and methodologies; on the other hand, they have to contribute to contemporary

debates on higher education. We welcome high-quality academic papers that have potential for impact on policy and practice.

Higher Education Quarterly is eclectic in relation to theories, concepts and methodologies, as it aims to develop our understanding of higher education and its current challenges from a diversity of approaches. Authors are required to contextualise their research against an international background; we generally do not publish single case studies. Comparative approaches may include cross-sectional, longitudinal and international analyses, and can be based on both qualitative and quantitative data.

Manuscripts, conceptual or empirical, should be indicatively 6000-7000 words, including tables, figures and references. Data, appropriately anonymised, should be made available upon request in the review process or for purposes of replicability.

Submissions that are not considered strong enough to succeed in the review process are normally desk rejected within two weeks.

#### Keywords

Higher education studies, policy, organisation, leadership, management, academic profession and careers

This issue reflects well the direction of the journal and its determination to be a platform open to high quality research from a variety of different perspectives.

*Troy Heffernan* investigates *negative workplace behaviours* in the higher education sector between leaders and staff, arguing that a component of this change has been attributed to the managerial shift associated with faculty leadership roles. Positions such as dean are now sometimes filled via evidence of management experience when traditionally these roles were awarded to senior academics. The paper argues that the workplace divides between leaders employed due to management expertise (and with less regard to their research accomplishments) and academics has created new fault lines in institutional hierarchies that are impacting on intra-faculty relationships as each group adjusts to contemporary institutional management strategies. Bourdieu's notions of *habitus*, *capital*, and *field* are used to dissect these fault lines and hierarchical structures to assist in understanding why the leadership shift is causing divides, if the issue is likely to continue creating rifts, and if the divide can be repaired.

Instructional leadership demands educational leaders to become intensely involved in improving teaching and learning. While extensive research found this approach to be beneficial in school settings, it was insufficiently explored in higher education. Along this line, Haim Shaked's study explored how Israeli higher education leaders perceive their leadership role in relation to teaching and learning. Participants were 22 heads of departments in higher education institutions in Israel. Data were collected through semi-structured interviews, and analysed in a four-stage process—condensing, coding, categorising and theorising. Findings indicated that higher education leaders in Israel demonstrated very little instructional leadership, based on three perceptions: regarding the autonomy of faculty members, the low priority of teaching quality in higher education, and the style of teaching required in academia. To enable the borrowing of instructional leadership from the school system context to the higher education context, a customised version of instructional leadership is needed.

Organizations including universities are operating in an increasingly volatile environment and they are in a state of constant change. To survive and thrive in this ever-changing environment, *Matebe Tafere Gedifew and Girma Shimelis Muluneh* contend, building the *capacity to adapt* is essential. The basic purpose of this research was to identify and propose basic dimensions that help to envisage the adaptive capacity of public universities. To study universities as complex adaptive systems, complexity theory and pragmatism were used complementarily. In doing so, mixed research design (in particular, the sequential explanatory approach) was employed. Data were collected using questionnaire and interview from three sample universities' academic staff, support staff and leaders. Meanwhile, the capacity of universities for institutional change was measured by employing composite indicators methodology supported by PLS-PM analysis. Based on the conceptual model, the adaptive capacity of universities to change initiatives was found to be low, which limits their success in realising their visions through change. Consequently, the identified gaps and challenges in the studied universities strengthen the argument for the need to systematically assess universities' adaptive capacity using a model and make appropriate intervention before struggling to introduce any change initiative.

*Wondwosen Tamrat and Getnet Tizazu Fetene* address the active promotion of or government acquiescence in a surge of *private higher education* (PHE, which) has become a common phenomenon globally. This study examines the specific contributions and pitfalls of private higher education institutions (PHEIs) using questionnaires, interviews and documentary analysis as data gathering tools. The findings reveal that private higher education is perceived as having significant contributions to make in addressing the wider demands of access and gender parity, and local and economic development. However, the sector is equally liable to a wide range of pitfalls related to its poor image, substandard quality, illicit behaviour and prohibitive regulations. It argues that if the current deficiencies of the sector are to be addressed in a meaningful way, more needs to be done in terms of enhancing the capacity of institutions, enforcing the rule of law and engendering public support through improved delivery and image.

*Maria Carolina Saffie Robertson and John Fiset* unpack the *search for an academic position*, known to be a stressful and often ambiguous process for applicants. During this transition from doctoral students to assistant professors, applicants seek any additional means to increase their chances of securing an academic appointment. This research draws on data gathered from a sample of recently hired business school professors for tenure-track positions in Canada and the United States to develop an inductive model of academic employability. The academic employability model derived from the data consists of four dimensions, three of which have been included in existing employability models (Career Identity, Personal Adaptability, and Social and Human Capital) as well as a fourth unique dimension to this model (Academic Professionalism). In addition to providing an analysis of this distinct and context-rich job market environment, practical advice is offered for aspiring job candidates, doctoral programmes and academic supervisors seeking to improve academic employability of doctoral graduates.

The study by *Victor N. Rudakov and Ilya A. Prakhov* focuses on the issue of *gender discrimination in pay among university faculty in Russia*, a country with an exceptionally high share of female faculty in higher education. Using a comprehensive and nationally representative survey of university faculty, we found that although women in academia earn considerably less than men, gender inequality among university faculty is lower than in the non-academic sector. The study shows that gender differences in pay can be mainly explained by vertical gender segregation: women are less likely to achieve senior positions in the university hierarchy, which brings a high wage premium. Another explanation is

horizontal segregation, when there is a prevalence of male faculty in Moscow-based universities, which provide a considerable wage premium compared to regional ones. A decomposition of the gender wage gap shows that slightly more than half of it can be explained by observable factors, while the rest can be attributed to discrimination and unobservable characteristics. Within the unexplained part the major part can be attributed to favoritism towards men and the minor part to discrimination against women. Some evidence is found that faculty in research universities, which actively implement performance-related pay, experience less gender inequality.

In his paper, *Ilya Prakhov* evaluates the *determinants of the value of investment in higher education* (absolute expected returns from higher education) among students of Russian universities, accounting for variations in the socio-economic development of different Russian regions. Based on the longitudinal study, 'Trajectories in Education and Careers', it shows that the average salary in a region is positively related to the individual estimates of expected salaries after graduation. In general, the results correspond to human capital theory, and confirm the rationality of students' salary expectations. The expected salary shortly after graduation from university is positively related to the academic achievement demonstrated in the university entrance exam (the Unified State Exam, or USE), full-time study and prior work experience. Male students expect to receive higher salaries compared to female students. Students who study for free expect lower salaries compared to those students who cover their tuition costs. Indirect influence (through USE results) of the characteristics of students' schools and of their parents' education on expected salary was found. In addition, we discovered a direct and indirect relationship between family income and expected salaries after university graduation.

*Jisun Yung and Xiaoshi Li* explore *student motivation to pursue a master's degree*. It also explores how motivation differs based on the students' background, such as his or her study mode or place of origin. Qualitative data were collected through seventy semi-structured interviews of master's students in various programmes in Hong Kong. The results of this study show that there are two main motivations for pursuing the master's degree in current economic and social conditions: intrinsic motivation towards growth and extrinsic motivation to satisfy deficiencies. The paper argues that students decided to pursue a master's degree because of the interplay of different motivations, the patterns of which differed according to the students' particular characteristics. The study's findings expand our understanding of the heterogeneity of current students' backgrounds and their diverse demands for masters-level education. The implications of these motivations are proposed for further discussion.

*Nicolette van Halem, Chris van Klaveren and Ilja Cornelisz* analyse *Virtual Proctoring Technology*, which is credited with increasing the accessibility of exams by enabling students to participate in exams at any time and place. In this field experiment, students were randomly assigned to virtual proctoring or traditional on-campus examination to evaluate the effect, nature and timing of implementation barriers for online proctoring in higher education. The results show that the uptake in the traditional examination setting in this study was six times higher due to technical hurdles that students experienced with the virtual proctoring software. When alleviating these implementation barriers by offering all students the chance to participate in an unproctored retake, students initially assigned to virtual proctoring still showed a significantly lower uptake rate. Uptake could not be related to student characteristics, such as performance levels and motivation.

The main purpose of the study by *Dineshwar Ramdhony, Oren Mooneepen, Mantoo Dooshila and Khemraj Kokil* is to investigate tertiary students' attitude towards integrating information technology (IT) in higher education. Using stratified random sampling, 180

questionnaires were distributed to students from six tertiary institutions in Mauritius. Exploratory Factor Analysis followed by multiple regression analysis were used to identify factors which influence the perception of students towards integrating IT in education. The findings show that prior experience, IT self-efficacy, compatibility and institute support are the main determinants of the attitude towards IT integration in tertiary education. the findings are expected to be useful to a number of players in the tertiary education sector.

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