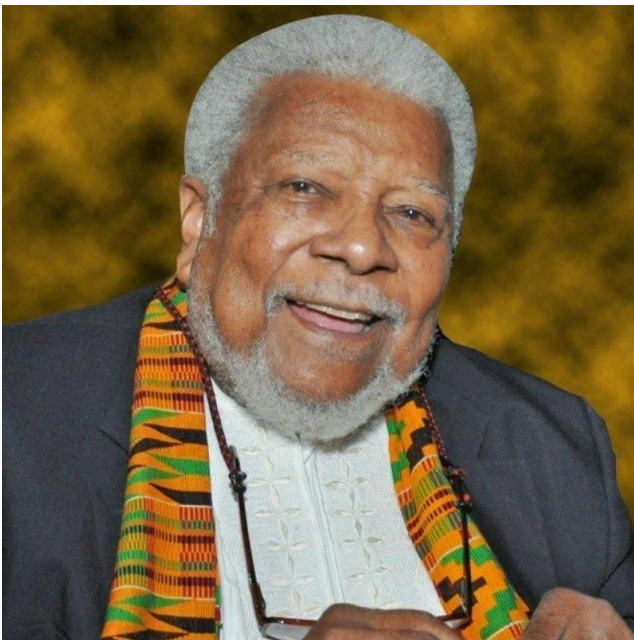


# NEWSLETTER

**JULY 2016 – NO 2**

**The Ali Mazrui Centre for Higher Education Studies – Faculty of Education**



Professor Ali Mazrui

## **THE ALI MAZRUI CENTRE FOR HIGHER EDUCATION STUDIES**

It is with great pleasure that we confirm that the Centre has been officially established and named “**The Ali Mazrui Centre for Higher Education Studies**”.

The Vice-Chancellor, Professor Ihron Rensburg, suggested that the Centre should be named after a top African scholar in higher education in Africa with recognised international stature both nationally and internationally. After scrutinizing the biographies of the many African scholars who have made a significant impact in the field of higher education in the continent, the name of the late Ali Mazrui appeared most suitable.

The choice of the name rests on the following attributes that characterized his academic career:

- His international standing as a distinguished scholar both nationally and internationally.
- His Pan-African philosophy that acknowledges the need for African unity rooted in *solidarity* (supporting or applauding what the neighbour is doing) and *empathy* (identifying with and imitating the neighbours' behaviour).
- His views on the value of *academic freedom* in the university context as well as his commitment to *decolonization of modernization*, and to *sustainable development* translated in the equation “Development equals modernization minus dependency”. Mazrui elaborated on these values as follows: *A society without the will to create a sustainable university is a society without the will to maintain sustainable development. A fundamental starting point is a readiness by the society to award a university a charter, which guarantees institutional independence and also guarantees the members academic freedom.*

In his own words, his ideas on higher education and culture remain inspiring “as lenses of perception, as a source of motivation, as a standard of judgment, as a criterion of stratification, as a basis of identity, as a means of communication, and as a framework of consumption and production.” These ideas have already reverberated across our institutional vision, mission and goals at the University of Johannesburg.

## *The Ali Mazrui Family's endorsement of the Centre*

*Dear Professor Cross*

*I write on behalf of the family of my father, Ali A. Mazrui, to express our collective endorsement of, and gratitude for, the proposed Ali Mazrui Centre for Higher Education Studies at the University of Johannesburg. The family is very honored by naming the proposed Center after our beloved father, husband, uncle, teacher and mentor. The mission of the Center is critically important and my father would be very proud to have his name associated with it. While we are humbled by the Vice Chancellor's willingness to travel to the United States to present the request, we do not believe that making such a trip is necessary. We hope that a representative of the family can visit the University of Johannesburg in the near future to express our gratitude in person. In the meantime, please proceed with the project at the schedule that best meets your needs and goals. Again, on behalf of Ali Mazrui's family, thank you very much for this wonderful tribute to Ali Mazrui's legacy.*

*Very truly yours,*

*Kim Abubakar Forde-Mazrui*

We would like the Centre to be a hub for critical intellectual engagement for African scholars across the continent. We envisage the day where, through postgraduate scholarships, sabbatical grants, visiting scholars and other scientific fellowships, we will promote mobility and engagement amongst African scholars through large intercontinental, multiple partnered and multi-year scholarship development and research projects. The research network we established last year at the colloquium on Knowledge and Change in African Universities was just the beginning.

### **DISTINGUISHED VISITING PROFESSOR**



N'Dri Thérèse Assié-Lumumba is a Professor of African, African Diaspora and Comparative/International Education at Cornell University in the Africana Studies and

Research Center. She is the immediate Past-President of Comparative and International Education Society (CIES), a Fellow of the World Academy of Art and Science, Chercheur Associé at Université Félix Houphouët-Boigny (Abidjan, Côte d'Ivoire), and a Research Affiliate at the Institute for Higher Education Law and Governance of the University of Houston (Houston, Texas). She has been appointed Distinguished Visiting Professor in the Faculty of Education at the University of Johannesburg, Extraordinary Professor in the Education Policy Studies at the Stellenbosch University and Diasporan Fellow in the Department of Sociology, UG-Carnegie Diaspora Programme, at the University of Ghana. She has held various past positions including as a Fulbright Senior Research Fellow, Resident Fellow of the UNESCO International Institute for Education Planning (IIEP) in Paris, visiting Professor at Hiroshima University in the Center for the International Cooperation in Education (Hiroshima, Japan), and Distinguished Visiting Professor in the Graduate School of Education at the American University in Cairo. At Cornell University she has served as Director of the former Program on Gender and Global Change (GGC) and as Director of the Graduate Studies of the Africana Studies at Cornell University.

N'Dri has published extensively: books, book chapters and articles in refereed journals on higher education, gender, equity, and ICT. Her monographs, edited and co-edited books include *Les Africaines dans la politique: Femmes Baoulé de Côte d'Ivoire* (L'Harmattan, Paris 1996); *African Voices in Education* (Juta Publishers, Lansdowne, South Africa 2000); *Cyberspace, Distance Learning, and Higher Education in Developing Countries: Old and Emergent Issues of Access, Pedagogy and Knowledge Production* (Brill, Leiden and Boston 2004); *Higher Education in Africa: Crises, Reforms and Transformation* (CODESRIA, Dakar 2006); *Millennium Development Goals (MDGs) in Retrospect - Africa's Development Beyond 2015* (Springer, London 2015). Her edited book *Women and Higher Education in Africa: Reconceptualizing Gender-Based Human Capabilities and Upgrading Human Rights to Knowledge*, (CEPARRED, Abidjan 2007) has been translated into Spanish (IEPALA, Madrid 2010) and French (L'Harmattan, Paris 2013) with

translation for future editions in Portuguese, Arabic, and Chinese. Her forthcoming edited volume *African Higher Education in Transition: Recurrent Impediments, Emerging Challenges and New Potentialities* will be published by CODESRIA, Dakar. She has served as a senior advisor for numerous national and international development agencies including units of the United Nations.

During her visit, Professor Assie-Lumumba will work on her forthcoming book entitled '**Generation of African Scholars**', and will be involved in capacity building, advising postgraduate students on their research projects, as well as public lectures and seminars. Details of her lectures and seminars will be circulated to all academic staff and students in the Faculty.

## NATIONAL CONFERENCES

Professor Michael Cross represented the Faculty at the *British Council Going Global* 2016 conference held in Cape Town from 3-5 May 2016. Going Global is an open forum for education world leaders to debate international higher and further education issues and challenges, and to discuss collaborative solutions. Going Global 2016 focused on the following themes:

- Education policy: local priorities, national systems and global drivers
- Economic development: skills, enterprise, research and innovation
- Engagement: democracy, social justice and international relations

## RESEARCH PROJECTS

### *SADTU Book Project*

The History of the South African Democratic Teachers' Union (SADTU) book project has been progressing well, with several drafts chapters already completed. Assisting in this project is Dr Logan Govender. Owing to administrative and related changes, the timeline for the completion of the project has been revised to end of October 2016.

## Steering Student Access in Higher Education: Focus on Epistemic Success.

The project, led by Professor Michael Cross, set out to address the following main questions: How do students negotiate their access and success within a diverse university environment? What individual, institutional or collective resources (cultural and/or material) do they resort to in the process? And, how do institutions mediate this process? This entailed exploring the following three aspects of the university cultural web: (i) the institutional memory (histories, legacies, traditions, values and ethos) that the dominant culture tend to privilege, discourses and assumptions as well as related institutional policies and practices, which form the basis of routine processes of the university's academic and student practices; (ii) the ways in which these influence academic performance and the current throughput rates; and (iii) students' diverse university experiences of, on the one hand, racism, cultural isolation, sexual harassment and violence, and on the other, generally positive academic interactions and scholarly engagement.

A book based on this project was completed in April 2016 and submitted to CODESRIA for publication. The project was initially funded by the NRF (2012-2015). In 2015/16, the project was part of the South-South Scholarship Award joint promoted by the Latin American Council of Social Sciences (CLACSO), the Council for the Development of Social Science in Africa (CODESRIA) and the International Development Economics Associates (IDEAs) in collaboration with the Swedish International Development Cooperation Agency (SIDA).

## POSTGRADUATE ACTIVITIES

### Research Fellowship - CODESRIA

Dr Amasa Ndofirepi won the CODESRIA African Diaspora Support to African Universities programme 2015 Postdoctoral Fellowship competition for his research project entitled '*The African University in the globalising world: In pursuit of knowledge for public good*' under the tutelage of Professor Michael Cross. The project runs from 1 April to 31 December 2016 culminating in a monograph.



## Writing for Publication Retreat

Eleven doctoral students attended a very successful writing for publication retreat at the Wits Rural Facility in Acornhoek from 21 to 29 May 2016. The purpose of the writing retreat was to work on papers in preparation for the SAERA Conference in October in Cape Town. The theme of the SAERA Conference in 2016 is ***“Reimagining Education: Poetics, Practices and Pedagogies”***.



*The Writing Retreat at WRF*

It is anticipated that all papers listed below will be accepted for presentation at the conference and be submitted to accredited journals for publication.

Participant	Topic
De Beer Marlene	Poetically represented data as a form of arts based educational research.
Agrippa Chingombe	Negotiating for a balance in Zimbabwe's higher education approach to citizenship education.
Michael Cross & Nhlanhla Sibisi	Decolonizing universities in South Africa: Backtracking and revisiting the debate.
Michael Cross & Loria Mokoena	The denial of the self? Narratives of racial experience and identity construction in South Africa.
Joseph Hungwe	An exploration of the 1997 SADC protocol and the case of financially disadvantaged international students in South Africa.
Loise Jeannin	The professional learning process of international lecturers in a South African university.
Elmarie Kleynhans	Challenges involved in teaching for critical thinking: A study of primary school teaching in South Africa.

Khetsi Lehoko	Reimagining the schooling system and institutional change in South Africa.
Noxolo Mafu	Social and organizational networks in Higher Education Transformation.
Rumbidzai Mashava	Unmasking silence and salience in Zimbabwe's higher education crisis.
George Mavunga	The culture of employee learning in South Africa: towards a conceptual framework.
Mzamani Mdaka	Social time and its implications for curriculum practice in South African schools.
David Matsepe	Academic staff transformation, power and identity in modern-day South African universities: A case of University of the Witwatersrand
Sindi Msimango	Factors that motivate final year students to pursue postgraduate qualifications.
Felix Omal	Reimagining institutional governance practices: Providing a micro-political perspective to the understanding of the university governance in a South African comprehensive university.
Thandiwe Sekhibane	Centralizing content in assessing the quality of teaching practice.
Sadi Seyama	Overstated transformational and effective leadership in higher education: A case for critical leadership for social justice.
Nhlanhla Sibisi	Reimagining the relationship between knowledge production of doctoral students and a knowledge economy (society)? A literature review.
Nevensha Sing	The measure of student success in Higher Education: Reflection based on a doctoral study.

## Orientation for New Students

A very successful and informative Orientation was held on the 16 February for new masters and doctoral students. The programme included a brief overview by the following Faculty staff members:

**Ms Sarita Rademeyer** - Faculty regulations and procedures for postgraduate students

**Professor Gerrie Jacobs** - Faculty research methodology programme for postgraduate students

**Professor Michael Cross** - Navigating through a higher degree successfully and programme for 2016

**Dr Joseph Divala** – Postgraduate supervision

**Dr Amasa Ndofirepi** – Scholarship development

**Professor Shireen Motala** – Postgraduate support

## POST DOCTORAL FELLOWS



**Loïse Jeannin** is passionate about adult education and teacher professional development in multicultural environments. Her Ed.D dissertation with Walden University (United States) was on Professional development needs of faculty members in an international university in Thailand.

Loïse is an economics and management teacher (BSc & MSc., Paris School of Economics). She has taught in various international universities in France (Paris) and Thailand (Bangkok). As a teacher, Loïse enjoys empowering adult learners to develop their potential and grow professionally. She succeeded at the national competitive examination to teach economics and management in France (Agrégation, 2008) and was ranked first at the national level.

At Stamford International University in Thailand, Loïse contributed to the creation of the blended MBA program (combining online and face-to-face classes) to increase students' engagement and facilitate deep learning. She was also a lecturer and the director of faculty communication, and she received the "Best Paper Award" at the 4<sup>th</sup> International Conference on Teaching and Learning (ICTL, Bangkok) in 2013.

Loïse conducts postdoctoral research on inclusive/multicultural education and teacher professional development in international universities. She will continue participating in international conferences and looks forward to pursuing research on her topics of interest.



**Felix Omal** holds a PhD degree from the University of the Witwatersrand with focus on the role of university councils in South Africa. He specializes in politics of higher education at the Ali Mazrui Centre for Higher Education Studies. His academic work focuses on developing critical African perspectives to university governance in a globalizing world.



**Nevensha Sing** holds a PhD in Higher Education and an MEd in Leadership and Policy Studies from the University of the Witwatersrand. She has worked as a lecturer, tutor, writing centre coordinator, mentor, and an independent contractor. Her research interests include Student Experience, Vulnerability, Support, and Retention. She is also interested in internationalisation, globalisation, partnerships and the marketisation of higher education. Nevensha attributes her communication ability to her extensive experience in basic education having served as both a primary and high school educator, school based support team manager, head of department and guidance counsellor. She brings with her a strong and valued background in working with learners, students, parents, staff, management and stakeholders at all levels in the education field.

## Doctoral and Masters students

The following doctoral and master's students are currently associated with the Centre.

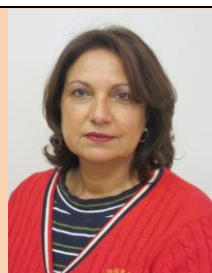
Name of Student	Topic
<b>Doctoral</b>	
Ungadi Akala	Supervision and mentoring strategies for students in African Universities.
Marlene de Beer ETDP/SETA Bursary Programme	Social Cohesion: Conceptual & Model GENEalogy
Agrippa Chingombe	Citizenship education in Zimbabwe's higher education: in search of a moderate cosmopolitan approach.
Rampofeng Ditsele	Fostering critical thinking in an undergraduate public management program: an investigation on the role of integrated assessments.
Joseph Hungwe	To what extent is a re-image "cosmopolitan rainbow nation" a solution to Afrophobia in the internationalization of higher education in South Africa.
Elmarie Kleynhans ETDP/SETA Bursary Programme	Assessment of undergraduate students
Elson Khambule ETDP/SETA Bursary Programme	Understanding Community Engagement in the TVET Sector: The Case of Umfolozi TVET College.
Khetsi Lehoko ETDP/SETA Bursary Programme	How have the post - apartheid policy and legislative choices shaped school reform in South Africa?
Mzamani Mdaka ETDP/SETA Bursary Programme	The conception of time and its implication for curriculum practice.
Noxolo Mafu ETDP/SETA Bursary Programme	Investigation of transformative curriculum through exploration of transformation processes in higher education
Johanna Maphutha ETDP/SETA Bursary Programme	The role of communities of practice in the professional development of school principals in Gauteng East
Rumbidzai Mashava	Exploring Dilemmas in University Policy and Practice in Zimbabwe: A case of the Academic Staff Appointments, Grading and Promotions System
David Matsepe ETDP/SETA Bursary Programme	Academic staff transformation
George Mavunga	Employee learning at the University of Johannesburg: the case of administrative assistants.
Mark Moore ETDP/SETA Bursary Programme	To what extent does the schooling system and curriculum framework adequately prepare children for university education
Basha Motswamukho	Transition from High School to University: A case study of undergraduate students at the University of the Witwatersrand.
Nazeema Mohamed ETDP/SETA Bursary Programme	South Africa's transitioning universities – Leaving apartheid's launch pad
Sindi Msimango ETDP/SETA Bursary Programme	Postgraduates student's experiences and research identity formation during undergraduate

	studies: The case of 3 South African universities
Kibbie Naidoo ETDP/SETA Bursary Programme	Exploring academic agency: Towards a critical understanding of academic agency in the process of curriculum development in the Department of Graphic Design at the University of Johannesburg.
Sadi Seyama ETDP/SETA Bursary Programme	Performance management in higher education: Critical leadership perspectives for academic heads of departments
Nhlanhla Sibisi ETDP/SETA Bursary Programme	Doctoral supervision and epistemic access at the University of Johannesburg and Freie Universität Berlin (Free University of Berlin): A comparative study.
Susanne Taylor	Towards Professional Development for Higher Education - Work Integrated Learning Coordination: a Case Study of Engineering Coordinators in Gauteng
Lorna van der Merwe-Muller ETDP/SETA Bursary Programme	Continuous Professional Teacher Development at a selection of Independent primary schools in Johannesburg
<b>Masters</b>	
Nicole Imbrailo ETDP/SETA Bursary Programme	Assessment of Bachelor of Education (B Ed) undergraduate students at the University of Johannesburg.
Elewani Musetha ETDP/SETA Bursary Programme	Making access to Higher Education a success: A Mature black student's perspective.
Buhle Tshabalala ETDP/SETA Bursary Programme	Education as a means of successful rehabilitation for youth offenders in South African juvenile detention facilities.
Thandiwe Sekhibane ETDP/SETA Bursary Programme	Teaching Practice, Becoming and Remaining a Teacher: A case study of science student teachers at the Wits School of Education

All these students benefit from the academic enrichment programme of the Centre which includes writing retreats, theory and method seminars, workshops, etc.

## THEORY AND METHOD SEMINARS

The Centre, in collaboration with the Postgraduate Centre and the UJ Chair for Teaching and Learning, arranged several seminars in the first half of 2016.



In February, Ms Naziema Jappie, Director in the Centre for Educational Testing for Access



at the University of Cape Town, addressed the topic 'Assessment for improving student support and fostering student success'.

The seminar highlighted the National Benchmark Test (NBT) within the Higher education context. The NBT project is a Universities South Africa initiative. It was launched as a solution to the demonstrable inefficiencies in Higher Education itself, such as low throughput and a high drop-out rate and the social and financial costs of such widespread failure.

The seminar focused firstly on access with participation, which means ensuring that students are granted entrance and acceptance at a higher education institution. The second aspect was access with success. In addition to the need to provide entry to higher education, there is a need to monitor and enable student success.



In March, Professor Chika Sehoole, Dean of the Faculty of Education at the University of Pretoria gave a seminar entitled 'Regional, Continental, and Global Student Mobility to an Emerging Economy: The Case of South Africa'.

Professor Sehoole discussed factors that drive international student mobility to South Africa. Based on a survey administered to international students across seven countries, the paper argues that leading reasons were based on human capital and geopolitical rationales.



In April, Bruce Macfarlane, a Professor of Higher Education at the University of Southampton and Distinguished Visiting Professor at the University of Johannesburg, was hosted by the Faculty of Education. Professor Macfarlane has previously held chairs at a number of universities in the UK and in Hong Kong. His publications have developed concepts related to academic practice, ethics and leadership and his books include *Teaching with Integrity* (2004), *The Academic Citizen* (2007), *Researching with Integrity* (2009), and *Intellectual Leadership in Higher Education* (2012). His new book, *Freedom to Learn*, will be published by Routledge in Autumn 2016. Bruce is joint editor of *Policy Reviews in Higher Education* and a Fellow of the Society for Research into Higher Education.

<http://www.southampton.ac.uk/education/about/staff/bjm1e14.page>

Seminar: 5 April: Academic Citizenship: Valuing collective contributions in a careerist academy

The mission of universities is conventionally described in terms of teaching and research whilst the so-called 'third mission' is marginalised and mired in conceptual confusion. The vocabulary used by universities symbolises the split between narrowly economic interpretations (e.g. 'knowledge transfer') and language reflective of a broader purposes (e.g. 'civic engagement').

This seminar explored the meaning and importance of 'academic citizenship' representing a set of attitudes and orientations reflective of a broader civic and social purpose both within and without the university. It reflected on whether it is possible (or even desirable) to measure service contributions within a performative academy that places increasing emphasis on measuring the achievements of insistent individualism rather than the collective and less 'visible' benefits of academic citizenship.

**Seminar: 7 April: Multiple Authorship: The role of power and the gift economy**

The allocation of authorship credit in academic publication raises complex ethical issues comparatively under-researched, particularly in the social sciences.

This seminar presented findings from research into attitudes to multiple authorship based on a survey questionnaire of academics working in education faculties in universities in Hong Kong. The results illustrated the way in which intellectual contribution is often overridden by considerations related to hierarchical power relations, notably in relation to research project leadership and doctoral supervision. These considerations normalise a gift economy which need to be understood by reference to cultural norms associated with Chinese society and, more widely, in connection with performativity in academic life. Belief in the legitimacy of 'power ordering' and 'gift ordering' of academic contributions to multiple authored publications indicate the need for universities to pay more regard to institutional policies on scholarly authorship.

**Public Lecture – 12 April: Freedom to learn at University**

Student academic freedom is conventionally understood in terms of freedom of expression normally in respect to political protest. However, it may also be conceptualised as about the extent to which higher education students are free to make choices about what to learn, when to learn and how to learn. Compulsory attendance registers, class contribution grading, group project work and reflective learning exercises based on expectations of self-disclosure, confession and compliance take little account of the rights of students or individual differences between them. This new hidden university curriculum is intolerant of students who may prefer to learn informally, are reticent, shy, or regard the disclosure of their personal beliefs as an invasion of privacy.

In this lecture Professor Macfarlane argued that three forms of student performativity have arisen - bodily, participative and emotional –

which fail to respect the rights of learners to engage and develop as autonomous adults.



*Participants at the public lecture*



**In May, Pundy Pillay a Professor of Economics and Public Finance, and Research Director, School of Governance, University of the Witwatersrand, presented a seminar entitled 'The Political Economy of Higher Education Financing in education, inequality and poverty, and public policy'.**

The presentation discussed the trends in higher education financing in the context of poverty, inequality, and underdevelopment in Sub-Saharan Africa. It examined trends in HE financing in the context of the growth of the economy and of the budget, and in relation to other education sub-sectors and the social sector more generally. Amongst other topics that were analysed were the relationship between HE financing and inequality, the



development of private financing of HE, and the linkages between HE financing, HE outputs and outcomes, and economic and social development.

## STAFFING

### New Appointments

The following Research Associates have been appointed in the Centre:

#### Dr Adelino Chissale



After graduating with an honours degree in Philosophy and Humanities from the Catholic University of Portugal in 2001, **Adelino Chissale** first worked as a secondary school teacher for two years and then went on to Australia to study for MPhil in education at the University of Queensland where he completed a thesis on development discourses and higher education in Africa. Upon his return to Mozambique, he taught educational studies for 5 years at Universidade Politécnica. He did his PhD on schooling and entrepreneurial subjectivities in Mozambique at the University of Johannesburg. Currently he is working at Saint Thomas University of Mozambique in Maputo.

#### Mr Ahmed Essop



**Ahmed Essop** is an independent consultant with over 20 years experience in higher education policy and planning. He has been involved in the key policy initiatives linked to the transformation of the higher education system in South Africa, having served as the Chief Executive Officer of the Council on Higher Education (CHE) between 2010 and 2015 and as Chief Director for Higher Education Planning in the former Department of Education between 1997 and 2005. Prior to that he was the Director of the Centre for Education Policy Development (CEPD), which co-ordinated the development of the education and training policy of the African National Congress in the early 1990s. Mr Essop holds an honours degree in Sociology from the University of Essex and a Masters in International Development Education from Stanford University.

#### Dr Logan Govender



**Logan Govender** is an Independent Researcher in South Africa, specialising in education policy and development. He consults for a number of South African universities, parastatals and policy think tanks. Current and recently completed projects include *Teacher Professionalism and Accountability in South Africa*; *Systemic Educational Reforms: Lessons from the Eastern Cape*; *Policy and Condition of Service for Grade R Educators* and *Teacher Union History in South Africa*. He was previously a Post-doctoral Fellow and Senior Research Manager in the Education and Skills Development programme, Human Sciences Research Council, Pretoria. He has worked as a teacher, for a teachers' union and in the academic book publishing industry. His highest qualification is a PhD in Education Policy from the University of the Witwatersrand, South Africa (2009). Dr Govender has several research-based, peer-reviewed publications to his credit. He is currently working on a book project on the role of SADTU in the policy process for the Ali Mazrui Centre.

## Dr Bernadette Johnson



**Bernadette Johnson** is enthusiastic about the possibilities of higher education in South Africa. In 2008, she joined the Vaal University of Technology (VUT) as executive director: research. She is responsible for stimulating innovative research, growing postgraduate student numbers in scarce skills areas and strengthening international ties for the institution. Prior to VUT, she was the Director: Higher Education Planning in the (national) Department of Education. She also worked at Wits University and Khanya College. Her focus at VUT is on developing the future generation of scholars and growing the exposure and integration of Internationalisation for strengthening the institution's knowledge contribution for social engagement with surrounding communities in Southern Gauteng. This entails growing research with societal impact for commercial and innovative opportunities. Johnson's passion is to contribute to the social consciousness of South African higher education and the VUT has provided her with this opportunity.

## Dr Julia Suarez-Krabbe



**Julia Suarez-Krabbe** is at the Department of Culture and Identity, Roskilde University, Denmark and research associate at the Center for Social Studies (CES) of the University of Coimbra, Portugal. With co-funding from the Danish Social Science Research Council, she is currently involved in the research project "ALICE - Strange Mirrors, Unsuspected

Lessons" ([alice.ces.uc.pt](http://alice.ces.uc.pt)) coordinated by Prof. Boaventura de Sousa Santos at the Centre for Social Studies (CES), financed by the European Research Council. She has coordinated the Decoloniality Europe network, and continues being involved in work and activism against racism, Islamophobia and coloniality in Europe. Her research emphasizes questions of race and racism in relation to human rights, citizenship, development, anti-racist social movements, 'other' knowledges and decolonial social change.

## Dr Amasa Ndofirepi



**Amasa Ndofirepi** holds a PhD in Philosophy of Education from the Wits School of Education, University of the Witwatersrand and a Master's Degree in Philosophy of Education from the University of Zimbabwe. He has published several peer-reviewed articles and leading international journals such as *Interchange*, *Research Papers in Education* and *Africa Education Review*. He has contributed several chapters in books published by Routledge, Palgrave Macmillan and Sense Publishers. His thesis *Philosophy for Children: A quest for an African perspective* has generated a number of peer reviewed journal articles, book chapters and conference presentations. Owing to his long experience in higher education in general and teacher education in particular, Amasa has since diverted his research interests to issues of Knowledge, change and social justice in the African university. His new area has started to provoke and entice novel scholarship in higher education discourse. Amasa was a postdoc in the Centre until June 2016. Unfortunately he has left the Ali Mazrui Centre to join Mzala Nxumalo Centre for the Study of South African Society in Pietermaritzburg. He will still collaborate with us.

### Dr Oliver Seale



**Oliver Seale** is currently providing strategic and advisory services to the higher education sector in governance, leadership and management. His previous positions include former Acting Chief Executive Officer at Universities South Africa (USAf), Director in the Vice-Chancellor's Office at Wits University, DDG for Training Delivery at the Public Administration Leadership and Management Academy, and Director of the Higher Education Leadership and Management Programme at HESA. He has extensive experience in strategic planning, business development, programme/project management, relationship and stakeholder management, in various organisational settings. He has also research interests in organisational development, leadership, management, strategic planning, performance management and leadership development. His qualifications include a BBA(UNISA), Masters in HE Studies (UFS) and a PhD in Leadership Development (Wits).

### Dr Rachel Shanyanana



**Rachel Ndinelao Shanyanana** received her PhD in Philosophy of Education specialising in education policy studies at the University of Stellenbosch. After 12 months as Post-Doctoral Fellow at the University of Johannesburg, she joined the Department of Academic Affairs at the University of Namibia (UNAM) as a lecturer of the Contemporary

Social Issues (CSI) module and coordinator of the Core Modules: Contemporary Social Issues, Computer Literacy & English for Academic Purposes. Her research focuses on social justice and inclusion of marginalised groups, particularly women in higher education, ethics of care, deliberative democratic citizenship and cosmopolitanism, participation and access of girls to education in Africa. She is currently Assistant Pro-Vice Chancellor – Khomasdal Campus at the University of Namibia.

### Professor Peter Woelert



**Peter Woelert** is working as a Research Fellow at the Melbourne Graduate School of Education at the University of Melbourne. He has an academic background in philosophy (PhD, University of New South Wales) and sociology (M.A., University of Frankfurt, Germany). He is working as the Graduate School's Research Higher Degree Scholarship Coordinator and as a Research Associate with the University's VC Office. His research focuses on exploring the political dimensions of university and research governance systems, the effects of performance measurement systems on academic and institutional practices, organizational change within universities, and the opportunities and challenges afforded by more recent, organizational forms of university autonomy. Professor Woelert has research interest in the philosophy of technology, with a particular focus on the epistemic, political and phenomenological dimensions of technological change.



## New Ventures

Dr Amasa Ndofirepi joined the Mzala Nxumalo Centre for the Study of South African Society in Pietermaritzburg as Senior Researcher with effect from 1 June 2016. We wish him every success in his new venture.

## PUBLICATIONS

1. Cross, M. Steering epistemic access in higher education in South Africa: Institutional dilemmas (CODESRIA: Forthcoming) – Book.
2. Cross, M & Ndofirepi, A.P. (2016). Reconnecting the university to society: The role of knowledge as public good in South African higher education. *Journal of Higher Education in Africa*. (Forthcoming).
3. Ndofirepi, A.P. & Cross, M. (2016) Tradition or Modernity? Sitting Philosophy for Children within the African Outlook *Interchange: A Quarterly Review of Education* (47):15–30 DOI 10.1007/s10780-015-9254-6
4. Ndofirepi, A.P. & Musengi, M. (2016) The community of inquiry as pedagogy of doing philosophy with Children. *Africa Education Review* (Accepted... Forthcoming)
5. Ndofirepi, A.P. (2016) Consensus or Disharmony in African Philosophy Conversations? *African and Asian Studies Journal* (Accepted... Forthcoming)
6. Musengi, M. & Ndofirepi, A.P. (2016) Including the excluded? Deaf pupils in mainstream high schools. *Mevlana International Journal of Education (MIJE)* (2016) 5(3) 14-26.