

NEWSLETTER

DECEMBER 2016 – NO 3



Ali Mazrui Centre for Higher Education Studies – Faculty of Education

The Centre continues to grow from strength to strength. The focus in the second half of 2016 has been on building strategic teaching and research links with other universities and professional institutions. This has been done through welcoming new Distinguished Visiting Professors to the Centre, as well as through staff and students participating in, and presenting papers at national and international conferences.

DISTINGUISHED VISITING PROFESSORS

The following staff have been nominated as Distinguished Visiting Professors.

Professor Jane Knight

Professor Jane Knight has worked in over 60 countries including Africa with universities, governments, UN Agencies, and foundations, to bring a comparative, development and international perspectives to her research, teaching and policy work. Recently she was involved with *African Network for Internationalization of Education (ANIE)* to bring about an important collection of essays on internationalization of higher education in Africa - Sehoole C. and J. Knight (eds.) (2013) *Internationalization of African Higher Education towards achieving the MDGs*. Rotterdam. Netherlands: Sense Publishers 201pp. Besides numerous specialist/technical reports and guest lectures, Professor Jane Knight is author of several books, book chapters and scholarly articles on internationalisation concepts and strategies,

quality assurance, institutional management, mobility, cross-border education, trade, education hubs and regionalisation. She is currently an Adjunct Professor at Ontario Institute for Studies in Education, University of Toronto, and serves on the advisory boards of many international organisations.

Professor Imanol Odorika

Professor Odorika is author of numerous books, book chapters and scholarly articles. His work with Professor Simon Marginson has had considerable repercussions throughout the academic world. His professional career has been almost exclusively dedicated to academic work including coordination of research and research groups, and membership in editorial boards of several Mexican and international journals, namely: *Revista de la Educación Superior* (journal of the Asociación Nacional de Universidades e Instituciones de Educación Superior en México); *Higher Education*; *The International Journal of Higher Education and Planning*; *Perspectives on Intellectual Leadership in Higher Education*; *Revista Mexicana de Investigación Educativa*; *Revista Mexicana de Investigación Educativa*; and *Journal of Higher Education*. He is also a member of the Editorial Council of *Education Policy Analysis Archives/Archivos Analíticos de Políticas*;

INTERNATIONAL CONFERENCES

7th ANIE Annual Conference

Professor Michael Cross represented the Ali Mazrui Centre at the 7th ANIE Annual Conference held in Accra, Ghana, from the 5-7 October 2016. The theme of the conference was '*Partnerships for knowledge generation and sustainable development*'. He was invited to talk about ***Sustainable Partnership for Knowledge Production for the Future***.

The topic has important relevance to the future of higher education in Africa. The higher education sector in Africa holds promise for the success and viability of several continental strategies and development frameworks. Partnerships are an inherent feature of universities; they are critical drivers for enhancing the realization of institutional goals and impact on society. Partnerships support research capacity building and knowledge production, innovation, postgraduate education, infrastructure development, teaching and learning, graduate employment, and industry competitiveness and growth. Overall, they are an important strategy through which universities are able to propel the social, scientific and economic advancement of society. African universities have historically developed and sustained partnerships with their counterparts both on the continent and across the world. The need for such partnerships has become even more pronounced due to factors such as the globalization of higher education, the recognition of partnerships as critical for the attainment of sustainable development and continental and national development frameworks that call for partnerships.

The 7th ANIE Conference follows up on the outcomes of the 3rd and 6th ANIE Conference held in Abuja, Nigeria in 2010 and Dar es Salaam, Tanzania in 2015, respectively. In these conferences, emphasis was put on university partnerships for knowledge generation and development, as an important strategy for realizing the global Sustainable Development Goals that were promulgated in 2015. The conference brought more insight into

- (i) the drivers and challenges of international partnerships (both South-South and North-South partnerships) in higher education in Africa;
- (ii) the nature and forms of existing international partnerships;
- (iii) the role they play in knowledge production and sustainable development; and
- (iv) (iv) gaps and opportunities that exist to initiate and sustain partnerships for development.

Sub Themes discussed at the conference

- The nature, forms and contributions of existing partnerships
- Institutionalization of international partnerships
- The role of Africa's diaspora and other strategies for new partnerships
- Building sustainable South-South and North-South higher education partnerships: lessons, challenges and new developments
- Partnerships for knowledge generation and sustainable development
- The role of continental bodies, research consortia, research councils, international networks and agencies in developing and sustaining university partnerships.

The Ali A Mazrui International Symposium

The Ali A. Mazrui International Symposium was held in Nairobi, Kenya from 14-17 July 2016. The theme of the symposium '***Critical perspectives on culture and globalization: The intellectual legacy of Ali A. Mazrui***' attracted a number of high profile delegates worldwide.

This Symposium, in honour of Professor Ali A. Mazrui (1933 – 2014), was the first ever Conference convened in his home country on his intellectual contributions. Author of more than 35 books and hundreds of articles, Professor Mazrui was an African scholar who treated with uncommon verve and flair a wide-range of themes, including globalization, the triple heritage, peace, and social justice. His outputs in the form of books, articles (both for academic and public consumption) as well as on radio and television have made him a public intellectual *par excellence*. In 2005, he was named one of top 100 public intellectuals in the world (*Prospect Magazine and Foreign Policy, 2005*).

The two-day Symposium gave delegates the opportunity to share knowledge on the scholarly contribution of Ali Mazrui to pan-Africanism and globalization; identify research areas in the study of Africa and globalization that deserve further exploration; and discuss

how the ideas of Ali Mazrui can be institutionalized in order to benefit future generations.

Professor Michael Cross represented the Faculty at the Symposium and was given the opportunity to introduce the Ali Mazrui Centre for Higher Education Studies.

Research Conference in France

Dr Loise Jeannin, (Postdoctoral Fellow), attended in France a research conference on teacher education entitled *Challenges facing “mobility”, outreach strategies and intercultural learning* (5 to 7 October 2016). She presented a paper on ‘*Student learning challenges and teacher professional development needs on international campuses: A case study in Thailand*’.

NATIONAL CONFERENCES

BRICS and Emerging Economies Universities Summit

Professor Michael Cross represented the Faculty as a panelist on the theme “World University Rankings: Moving to a deeper level of subject detail”. The Summit was held at the University of Johannesburg from 1-3 December 2016.

SAERA Conference

Fourteen postgraduate students had their abstracts accepted and presented papers at SAERA Conference which was held in Cape Town from 22 to 26 October 2016.

Sadi Seyama	Overstated transformational and effective leadership in higher education: A case for critical leadership for social justice.
Nevensha Sing	The measure of student success in Higher Education: Reflection based on a doctoral study.
Rumbidzai Mashava	Unmasking silence and salience in Zimbabwe’s higher education crisis.

Michael Cross & Nhlanhla Sibisi	Decolonizing universities in South Africa: Backtracking and revisiting the debate.
Nhlanhla Sibisi	Reimagining the relationship between knowledge production of doctoral students and a knowledge economy (society)? A literature review.
Mzamani Mdaka	Social time and its implications for curriculum practice in South African schools.
George Mavunga	The culture of employee learning in South Africa: towards a conceptual framework.
Agrippa Chingombe	Negotiating for a balance in Zimbabwe’s higher education approach to citizenship education.
Loise Jeannin	The professional learning process of international lecturers in a South African university.
Joseph Hungwe	An exploration of the 1997 SADC protocol and the case of financially disadvantaged international students in South Africa.
Felix Omal	Reimagining institutional governance practices: Providing a micro-political perspective to the understanding of the university governance in a South African comprehensive university.
David Matsepe	Academic staff transformation, power and identity in modern-day South African universities: A case of University of the Witwatersrand
Michael Cross & Loria Mokoena	The denial of the self? Narratives of racial experience and identity construction in South Africa.
De Beer Marlene	Poetically represented data as a form of arts based educational research.
Mafu Noxolo	Social and Organisational Networks in Higher Education Transformation



Part of UJ delegation at SAERA Conference

RESEARCH PROJECTS

Book Series

We have reached an agreement with Sense Publishers for a book series on African Higher Education: Development and Perspectives. The books for 2016 include the Centre's M Cross and A Ndofirepi (Eds.) **'Knowledge and Change in African Universities'** (in Press) and J Knight & E Woldegiorgis (Eds.) **'Regionalization of Higher Education in Africa'**.

African Higher Education: Developments and Perspectives

Series Editors

Michael Cross, *University of Johannesburg, South Africa*

Jane Knight, *University of Toronto*

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Jowi Otieno, *Moi University, Kenya*

Chika Sehoolo, *University of Pretoria, South Africa*

Scope

This book series focuses on the historical foundations and current transformations of African higher education. It is aimed at scholars, students, academic leaders, policy makers and key stakeholders both in Africa and around the world, who have a strong interest in the progress, challenges and opportunities facing African higher education.

A diversity of higher education themes and issues related to African higher education at institutional, national, regional and international levels are addressed. These include, but are not limited to, new developments and perspectives related to knowledge production and dissemination; the teaching/learning process; all forms of academic mobility – student, scholar, staff, program, provider and policy; funding mechanisms; pan-Africa regionalization; alternate models of higher education provision; university leadership, governance and management; gender issues; use of new technologies; equitable access; student success; Africanisation of the curriculum - to name only a few critical issues.

A diversity of approaches to scholarship is welcomed including theoretical, conceptual, applied, policy orientations. The notions of internationalization and harmonization of African higher education complements the cosmopolitan outlook of the series project through its comparative approach as critical imperatives. Finally, the book series is intended to attract both authors and readers, internal and external to Africa, all of whom are focused on African higher education including those doing comparative work on Africa with other regions of the world and the global South in particular.

Emerging Researchers Workshop



Workshop on Emerging Researchers

Professor Michael Cross was the recipient of an UJ Emerging Research Award for R350 000 in 2016. Our plan for the Emerging Researchers Programme for the 2016/2017 period is to bring together a group of PhD

graduates who have produced interesting PhD theses and have been advised to consider publishing them. We aim to pull them into a cohort and provide them with the necessary support to turn their theses into publishable manuscripts that comply with the Department of Higher Education and Training (DHET) subsidy requirements. The manuscripts may assume the form of single-authored manuscripts or monographs, co-authored and edited manuscripts, or consolidation of previous publications.

We have selected two top scholars with demonstrated experience and track record in scholarly publication to work with the cohort - Professor Yusef Waghid from Stellenbosch University and Professor Felix Maringe from Wits University. In addition to participating in workshops, the two scholars will also give individual and group advice, including reading and commenting on draft manuscripts. Participants will also benefit from direct advice of the publisher on format, style and other editorial issues.

Three workshops have been planned. The first workshop, which was attended by 18 participants, took place on the 3 and 4 October. Key issues discussed included:

- Preparation of book proposals
- Turning a thesis into a book manuscript
- Strategies for updating existing work
- Readership and readability issues
- Editorial support
- Manuscript writing strategies
- Copyright and intellectual property
- DHET subsidy requirements
- Working strategies with facilitators
- Peer support
- Plans for subsequent workshops



Participants at the workshop on emerging researchers

Zenex Foundation Postdoctoral Fellowship Writing for Publication Workshop

The Ali Mazrui Centre facilitated a writing for publication workshop involving six postdoctoral fellows from different universities. The aim of the programme is to contribute towards institutional staff development in these institutions.

Community Involvement

The Ali Mazrui Centre was invited to participate in Middle Lethaba, Limpopo, in the “Pre-coaching, Pre-mentoring” of high school graduates planning to enter the University. Professor Cross joined the Director General of Basic Education and other senior officials from the Department of Basic Education as well as invited university graduates from the community to address these students. The event was also a celebration of the PhD degree awarded to Dr Hlengeni Baloyi, under the supervision of Professor Cross.

Panel Discussion – ‘What does institutional culture change mean for transformation in higher education?’

Professor M Cross moderated a panel discussion on the topic “What does *institutional culture change mean for transformation in higher education?*” The discussion was part of the UNISA – *Mail & Guardian* Critical Forum Discussion on Institutional Transformation. The panel included: Professor Lis Lange, Vice-Rector: Academic - University of the Free State; Dr Richard Pithouse, Unit for

Humanities: Senior Researcher, Programme Co-ordinator and supervisor - Rhodes University; Professor Siphon Seepe - School of Management Knowledge and Learning, Special Advisor: Ministry Of Human Settlements; Dr Ingrid Tufvesson - Chairperson: Higher Education Transformation Network; Professor Felix Maringe, Educational Leadership and Policy Studies - Wits University; Dr Nyasha Mboti, Head of Department: Communication Studies - University of Johannesburg; and Professor Chika Sehoole, Dean: Faculty of Education - University of Pretoria.

FELLOWSHIP PROGRAMME

The ETDP/SETA has agreed to renew the funding for the 19 postgraduate students under the sponsorship of the Ali Mazrui Centre. It entails an amount of around R2.9 million per year for the next two years.

POSTGRADUATE ACTIVITIES



Dr Peter Woelert

Sociological Perspectives on the Contemporary University - Seminar Series

In November 2016, Dr Peter Woelert from the University of Melbourne, Australia, gave a seminar series entitled '**Sociological perspectives on the contemporary university**'. The series consisted of four sessions namely:

Session 1: The contested definition of the university: Institution or industry?

This seminar discussed ongoing shifts in the framing of the role and understanding of the contemporary university. It paid heed to the tensions between defining the university as institution or industry, and also touched upon the alternative definition of universities as infrastructure that has emerged more recently in some Continental European system.

Session 2: The university as organization: Expectations and realities

This seminar discussed and problematized the policy idea and ideal of universities becoming 'organizational actors'.

Session 3: Organizational responses to changes in governance and funding: The case of research management

This seminar examined emerging evidence of how universities as organisations respond to system-level governance changes and increased competition, using universities' research management as a case in point.

Session 4: Organizational politics and paradoxes

This seminar identified and examined some of the tensions and contradictions that have emerged to date with regard to changes in the organization and governance of universities, and some of the critical perspectives on these.

Peter Woelert is a Research Fellow at the Melbourne Graduate School of Education, University of Melbourne, and a Research Associate at UJ. He has an academic background in philosophy (PhD, University of New South Wales) and sociology (M.A., University of Frankfurt, Germany). 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 a research interest in the philosophy of technology, with a particular focus on the epistemic, political and phenomenological dimensions of technological change. His recent publications include: Croucher, G. & Woelert, P. (2015), Institutional isomorphism and the creation of a national unified system of higher education in Australia: An empirical analysis. *Higher Education*, DOI: 10.1007/s10734-015-9914-6; Woelert, P. (2015), The 'logics of escalation' in performance measurement: An analysis of the dynamics of a research evaluation system. *Policy & Society*. 34(1): 75-85.

6th Annual Inter-Faculty Postgraduate Symposium

Research Methods

As part of the Centre's postgraduate support programme, Drs Loise Jeannin and Nevensha Sing, jointly designed and presented a 5-week Research Methods Seminar to Masters and PhD Students in August 2016.

The seminar was designed to provide hands-on practice of research methods combined with an understanding of the key concepts associated with qualitative and quantitative methodologies.

Students had the opportunity to develop high-quality research projects. They integrated research good practices with writing skills to achieve sound research projects in the field of education. The 5 sessions focused on specific issues concerning conceptualizing a research topic, literature search and review, formulation of research questions, design of questionnaires and interview protocols, data collection, results and findings presentation, and designing recommendations. Research tools were presented to facilitate literature search and citation/bibliography management.

By the end of the seminar, students were able to:

- Identify a research problem and present it academically
- Formulate sound research questions
- Make effective use of library and online resources, i.e. select, organise, and evaluate research papers
- Choose a conceptual/theoretical framework
- Prepare data collection adequately
- Express ideas clearly in the research project/report
- Make use of empirical evidence in the argumentation
- Present results and recommendations clearly, logically, and persuasively.

Each session was divided into 2-hour segments: Hour 1: Foundational content (facilitator-led session); Hour 2: Collaborative and individual content application (interactive peer session and independent activity).

Dr Nevensha Sing was invited to be a poster judge at the 6th Annual Inter-Faculty Postgraduate Symposium, University of Johannesburg, held on the 13th October 2016. Honours, Masters and PhD students from all nine faculties were invited to present their research in the form of oral or poster presentation. The quality of research presented in poster format was both innovative and refreshing. Dr Sing felt that the postgraduates presented thought provoking solutions to Global and Local challenges in SA.



Participants at 6th Annual Inter-Faculty Postgraduate Symposium

UJ 2-Minute Dissertation and 3-Minute Thesis Competition

Dr Nevensha Sing was invited to be the Guest Speaker at the University of Johannesburg's - UJ 2-Minute Dissertation and 3-Minute Thesis Competition held on the 26th August 2016. It is part of a global movement. Competitions are taking place across the world. The competitions are important to growing relationships with our local and international partner universities.

Dr Sing encouraged participants to persevere, stay true to their goals in order to fulfil their academic ambitions. For Dr Sing, "for sure – UJ has got talent!" She concluded her talk with a recitation of the poem: 'Still I rise', by Maya Angelou

Theory and Method Seminars

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



In August, Professor N'Dri Assie-Lumumba gave a seminar on 'Africanisation of Higher Education: Theoretical and Practical implications of Holistic Transformation versus African-Centered Units'.

The idea of Africanisation of education in general and especially higher education is intertwined with the struggle for decolonization. Of the two models that have been articulated, one postulates that a genuine Africanisation requires structural and holistic transformation which includes every dimension of education including the articulated goal, learning, the curriculum, research, teaching and administration, staffing, in essence the totality of the educational *raison d'être*, process, and outcome. The second model, which advocates more pragmatic and achievable goals, argues for the creation of specialised and African-centered academic units. These two models raise similar issues of epistemology and knowledge production. However, they require different processes in the conceptualization, formulation, design, and implementation of educational projects. These theoretical arguments were illustrated through a survey of the various types and sites of African studies units in the continent, the Diaspora, and globally.

N'Dri Thérèse Assié-Lumumba is a Professor at Cornell University in the Africana Studies and Research Center and Past-President of Comparative and International Education Society (CIES). She is Distinguished Visiting Professor at the University of Johannesburg. Her past and

current positions have been at several institutions including Université Félix Houphouët-Boigny in Côte d'Ivoire, Institute for Higher Education Law and Governance at the University of Houston, UNESCO International Institute for Educational Planning (IIEP) in Paris, Center for the International Cooperation in Education at Hiroshima University in Japan, Graduate School of Education at the American University in Cairo, Department of Sociology at the University of Ghana, and Department of Education Policy Studies at Stellenbosch University. With a Ph. D. from the University of Chicago and 2 Masters and 2 BAs (License) from Université Lyon II in France, she has been active in research networks including CODESRIA (Council for the Development of Social Science Research in Africa). She has published extensively, articles in refereed journals and books on higher education, equity, gender, and ICT for education. Her awards and distinctions include Fellow of the World Academy of Art and Science, Fulbright Senior Research Fellow, member of scientific committees and senior advisor for numerous national agencies and international organizations.



Professor Assie-Lumumba was appointed WCCES President at the XVI World Congress of Comparative Education Societies (WCCES) held in Beijing in August 2016. At the Congress she presented two papers: 1) "Global Citizenship and Educational Programs within Agenda 2063 of the African Union" and 2) "Science, Technology and Higher Education for Development in Africa: Potentialities, and Inadvertent Effects of Leapfrogging toward Social Progress."



In August, **Dr Chaya Herman** gave a seminar entitled 'Doctoral Education in South Africa: Past, Present and Future'

In September, Dr Moeketsi Letseka gave an inspiring talk on 'Indigenous African Epistemologies: Focus on Ubuntu'.



Seminar at Ali Mazrui Centre

Doctoral education has a long and complex history in South Africa, from the time the first doctorate was awarded in 1899 to current times. Dr Herman's presentation explored the past, present and future of doctoral education in South Africa. It highlighted the different institutional profiles and emphases of doctoral graduation in South African universities at different periods of time. It further analysed the progress that has taken place in attaining the national goals of equity, redress and increased research as well as the current challenges and measures that have been put in place to increase the production of PhDs in the country.

Chaya Herman (PhD) is Associate Professor at the Department of Education Management and Policy Studies, at the University of Pretoria and an NRF rated researcher. Her main research interests are education policy, international doctoral students and doctoral education in South Africa. She has published a number of articles on the topic and collaborated in international and national studies on research capacity in South Africa.

Dr Letseka's presentation emphasised the pertinence of indigenous African epistemologies, with emphasis on the notion of *Ubuntu* in South Africa's contemporary socio-cultural and political climate, against the backdrop of challenges of relevance. Some scholars have expressed doubts about the viability of indigenous African epistemologies such as *Ubuntu* as models of education and citizenship (Enslin & Horsthemke, 2004; Horsthemke, 2004). Others have called for "the end of Ubuntu", arguing that, conceived as an ethical solution, *Ubuntu* lacks both the capacity and context to be an ethical inspiration for the present context (Matolino & Kwindigwi, 2013). Drawing on his own published research and ongoing research on *Ubuntu*, Dr Letseka highlighted the pertinence of *Ubuntu* as a normative concept or moral theory; as a notion of African communal justice and fairness, and as a signifier of identity; and as a pedagogical principle.

Moeketsi Letseka holds a D.Ed. in philosophy of education. He is Acting Director of UNISA Press and Editor-in-Chief of *Africa Education Review* (AER), an international scholarly journal that is jointly published by UNISA Press and Taylor & Francis in Abingdon, United Kingdom (UK). Dr Letseka is Consultant Editor of the *South African Journal of Higher Education*; Associate Editor of *Mevlana International Journal of Education*, and member of the Editorial Advisory Board of the *International Journal of Education*. Dr Letseka has over 70 publications, including peer reviewed articles in scholarly journals; chapter contributions; consultancy reports; scholarly books commissioned by publishing houses, and invited opinion pieces in public print media.

He contributed to the Special Issue of the London-based scholarly journal, *Industry & Higher Education* which reported on results of the three-year Carnegie-funded study on higher education–industry research partnerships and innovation which was conducted at 23 South African universities during 2003-2005. He is currently Principal Investigator and Project Leader of the three-year NRF-funded IKS study - the 'Archaeology of Ubuntu', a Southern African-wide study conducted in Botswana, Lesotho, Namibia, Swaziland, Zambia, Zimbabwe, and provinces in South Africa.



In October, Associate Professor Judy Backhouse gave a seminar entitled 'Must institutions constrain creativity in PhD research?'

In the course of completing a PhD, each candidate undertakes original research. Such research is believed to contribute to knowledge. However, the form and content of the PhD is bound by institutional and disciplinary traditions and prescriptions which work against creativity and so limit the scope and originality of these contributions. Prof Backhouse reflected on the optimal conditions for creativity and the constraints that exist in PhD programs which inhibit creativity. Using institutional theory as a lens to understand academic institutions and disciplines, she showed the potential for greater creativity in PhD studies and what that might mean for the contributions to knowledge made by the PhD.

Judy Backhouse is an Associate Professor in Information Systems at the University of the Witwatersrand. She researches information systems in Smart Cities, how information

informs policy, higher education management, and doctoral education. She consults with the National Advisory Committee on Innovation (NACI) and is currently a co-researcher on a project investigating Information Systems for Smart Cities in Africa. She has held academic positions at five South African universities, and was Head of School at two. She was the Director for Advice and Monitoring at the Council on Higher Education and held General Manager positions in the Information Technology industry. She has worked as a systems architect, developer, and database administrator in healthcare, communications and logistics. Judy has a PhD in Education, an MBA in Technology Management, and an MSc in Mathematics.

Welcome Function

Dr Felix Omal won a much valued and appreciated gift in a lucky draw at the recent Postgraduate School Post-doctoral Research Fellow Welcome Function, held on the 8 November 2016. Congratulations!

Soweto Half Marathon

Dr Loise Jeannin (Post-doc) participated in the colourful and cheerful Half Marathon held on the 6 November in Soweto. She enjoyed the friendliness of South Africans along the 21 km route, and was proud to cross the finish line



Soweto Half Marathon

MEDIA COVERAGE

The Centre's public profile has been enhanced through active engagement in the print and

electronic media on the students' demand for free and decolonised higher education. Ahmed Essop, Research Associate and former CEO of the Council on Higher Education, has regularly featured as a discussant on radio and television and, in addition, has contributed the following articles in the print and e-media:

"Forum of all stakeholders needed to solve fees crisis", Business Day, 17 October, 2016.

"Op-Ed: "Breaking the #FeesMustFall Impasse", Daily Maverick, 3 October 2016 - <http://www.dailymaverick.co.za/article/2016-10-03-op-ed-breaking-the-feesmustfall-impasse/>

"Decolonisation debate is a chance to rethink the role of universities", The Conversation, 16 August 2016 - <http://theconversation.com/decolonisation-debate-is-a-chance-to-rethink-the-role-of-universities-63840>

"Catch-22 for varsities: Hike fees or see quality take a dive", Mail & Guardian, July 29 - August 4, 2016.

"Fees must fall – but not at the expense of quality higher education", The Conversation, 27 July 2016 - <http://theconversation.com/fees-must-fall-but-not-at-the-expense-of-quality-higher-education-62520>

RESEARCH OUTPUT

Books

1. M Cross, *Steering Epistemic Change in South African Higher Education*, CODESRIA (Forthcoming).
2. M. Cross & A Ndofirepi (Eds.). *Knowledge and Change in African Universities*. Sense Publishers (in press).
3. Macfarlane, B. (2016) *Freedom to Learn: the threat to student academic freedom and how it can be reclaimed*, Routledge/Society for Research into Higher Education, New York/Abingdon.
4. Yates, L, Woelert, P, Millar, V and O'Connor, K (2017). *Knowledge at the Crossroads: History and physics in the changing world of schools and universities*. Singapore: Springer.

5. Assie-Lumumba, N'Dri (2016). *Re-visioning Education in Africa: Ubuntu-Inspired Education for Humanity*, book co-edited with Emefa Amoako, Palgrave, New York, Forthcoming.

Journal articles

1. 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).
2. Cross, M., David, S. A., & Shonubi, O. (2016). Socially Embedded University: access, equity and social justice in higher education in India, South Africa and the USA. *Indian Journal of Social Work (Forthcoming)*
3. Croucher, C., and Woelert, P (2016). Institutional isomorphism and the creation of a national unified system of higher education in Australia: An empirical analysis. *Higher Education*, 71(4): 439-453. [Authors are listed alphabetically, journal SSCI listed].
4. David S A & Motala S (2016). Can BRICS Build Ivory Towers of Excellence? Giving New Meaning to the World Class Universities. *Studies in Higher Education* (under review).
5. Macfarlane, B. (2016) The performative turn in the assessment of student learning: a rights perspective, *Teaching in Higher Education*, DOI: 10.1080/13562517.2016.1183623
6. Macfarlane, B. (2016) Collegiality and performativity in a competitive academic culture, *Higher Education Review*, 48:2, 31-50.
7. 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.
8. 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.
9. Ndofirepi, A.P. & Musengi, M. (2016). The community of inquiry as pedagogy of doing philosophy with Children. *Africa Education Review* (Accepted. Forthcoming)
10. Ndofirepi, A.P. (2016) Consensus or Disharmony in African Philosophy

Conversations? *African and Asian Studies Journal* (Accepted... Forthcoming)

11. Rensburg, I., Motala, S. & David, S.A. (2016). Research Collaboration among Emerging Economies: Policy Implications for BRICS Nations. *International Journal of Economic Policy in Emerging Economies* (scheduled for publication).

9. Klatt, G., & Dang, K. A. (Eds.), *Education policy: Mapping the landscape & scope* (pp. 53-70). Frankfurt: Peter Lang.

10. Woelert, P (2016). Why technology is more than an 'extension' of the body. In Gamm, G.; Gehring, P.; Hubig, C.; Kaminski, A.; & Nordmann, A. (Eds), *Jahrbuch Technikphilosophie 2016: List und Tod* (pp. 169-187). Zurich: Diaphanes.

Chapters in books

1. M. Cross & A Ndofirepi. Beyond closure and fixed Frameworks. In *Knowledge and Change in African Universities*. Sense Publishers (in press).

2. M. Cross & A Ndofirepi. Critical scholarship in South Africa: Considerations on epistemology, Theory and Method. In *Knowledge and Change in African Universities*. Sense Publishers (in press).

3. A Ndofirepi & M Cross. University knowledge for societal change in Africa: Unpacking critical debates. In *Knowledge and Change in African Universities*. Sense Publishers (in press).

4. A Ndofirepi & M Cross. University Knowledge for societal change in Africa: Unpacking Critical Debates. In *Knowledge and Change in African Universities*. Sense Publishers (in press).

5. A Ndofirepi & K Nyamapfene. Knowledge, Globalisation and the African University: the Change Agenda. In *Knowledge and Change in African Universities*. Sense Publishers (in press).

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