

ALI MAZRUI CENTRE FOR HIGHER EDUCATION STUDIES

# NEWSLETTER

Issue no. 7 | 2018

## Editorial Comment

This newsletter comes at a time that the centre is aligning its research and scholarship initiatives to the faculty and institutional initiatives that have sought to embrace the 4th Industrial Revolution (4th IR). In this regard, the Centre has intensified research and scholarship initiatives inclined towards promoting internationalisation and other spheres dealing with the 4th IR. Despite challenges particularly in relation to the number of units coming out in 2018, measures have been put in place that will see an increase in the 2019 publication outputs.

Under the leadership of Professor Michael Cross, the Centre has partnered with the Johannesburg Institute for Advanced Study (JIAS) and the University of Johannesburg

Post Graduate School in implementing various scholarship development initiatives such as book launches, seminars and lecture series involving local and international scholars. Partnerships with international partners such as Le CNAM has also assisted the Centre towards achieving its strategic initiatives. All these have complemented the Centre's strategic scholarship development initiatives such as the weekly Tuesday work in progress and Thursday research output seminar presentations. These initiatives have assisted towards scholarship development for Doctoral students and Post-Doctoral research Fellows as well as the participating senior researchers. The quantity and quality of outputs has further been improved by such



**The Future  
Reimagined**

## Internationalisation in the era of the Fourth Industrial Revolution

“During the last two decades, there has been an exponential increase in all forms of international academic mobility – student and scholar, programmes and providers, policies and regulations, and the universal exchange of knowledge, ideas, values and culture. The diversity in the modes and forms of academic mobility is unprecedented”, writes Prof Jane Night, one of the distinguished visiting professors at the Centre. The importance of internationalisation has proven to be crucial, not only for the Ali Mazrui Centre for Higher Education Studies and the University of Johannesburg, but its relevance also cutting across the global South and North. The year 2018 has therefore seen the Centre successfully hosting symposiums in collaboration with international partners, such as Le CNAM, the World Council of Comparative Education Societies (WCCES), and the Indian Ocean Comparative Education Society (IOCES). A pool of renounced and budding scholars and researchers drawn from local and international universities got a platform to deliberate on diverse aspects featuring in contemporary higher education. In addition to the organised events, members of the Centre travelled to various national and international destinations where they interacted with other researchers and deliberated on topical higher education matters. Through the aforementioned processes, internationalisation was thus promoted, albeit at research interface level. The newsletter also provides the Centre’s research output in the form of publications in reputable journals and the book

series, as well as presentations in various platforms. Postgraduate output in the form of PhDs and master’s is also presented with selected students providing reflections on their journeys. The news bulletin also provides insights into the various academic support mechanisms, especially for the Postdoctoral Research (PDR) cohort. In this case, 2018 saw PDRs from the Centre attend the 2018 Postdoctoral Research Fellows’ Annual Forum. The Forum drew PDR speakers from across the University faculties and other invited guests who all emphasised the inevitability of being part of the Fourth Industrial Revolution and drawing from multiple disciplines presented diverse facets of the Fourth Industrial Revolution. Additionally, through the University’s Strategic Research Support Division, the PDRs have been introduced and registered on the Research Professional Africa Funding database, which provides a wide range of prospects across all disciplines on diverse forms of funding that range from institutional grants, travel awards, postgraduate scholarships and scientific fellowships, to the calls for large intercontinental, multiple-partnered and multi-year project applications. The international funding initiatives include those opportunities directed at African researchers and can be used in African research and development. This constitutes part of Research Africa’s support towards promoting Africa’s development and building the scientific aptitude as well as fighting against challenges such as the brain drain.

## Major highlights of 2018

### The following Four events are the major highlights of 2018:

- The Symposium on University Teaching and Learning in Context that took place on 26 and 27 February 2018.
- WCCES Symposium *Comparative Education for Global Citizenship, Peace and Harmony through Ubuntu* and 5th Indian Ocean Comparative Education (IOCES) International Conference *Rethinking Epistemologies and Innovating Pedagogies to Foster Global Peace* held on 21-22 June 2018.
- Executive Retreat – Ali Mazrui Centre held on 20 June 2018.
- 2018 Postdoctoral Research Fellows’ Annual Forum held on the 20th of November 2018.

### Symposium on University Teaching and Learning in Context

Colloquium on University Teaching and Learning in Context, 26 and 27 February 2018.

The colloquium was jointly hosted by the Ali Mazrui Centre for Higher Education Studies and Le CNAM. Presenters for the colloquium were drawn from local and international universities from the United States, France, United Kingdom, and Switzerland.

### Themes and subthemes

Papers are organised around the following subthemes:

- In-context pedagogy for university students
- Decolonisation of the curriculum
- Culturally responsive teaching and learning
- Emerging professionals, emerging scholars
- Learning opportunities and affordances
- Online and hybrid programmes for diverse students: historically disadvantaged students, culturally diverse students, professionals/adult learners, etc.
- Work-integrated Learning (WIL) and training
- Professional development for university lecturers
- Cross-border education and internationalisation

## Symposium on University Teaching and Learning in Context

Colloquium on University Teaching and Learning in Context – 26 and 27 February 2018.

The colloquium was jointly hosted by the Ali Mazrui Centre for Higher Education Studies and Le CNAM. Presenters for the colloquium were drawn from local and international universities; United States, France, United Kingdom, Switzerland (themes-check TLC book).

## Themes and subthemes

The TLC papers were organised around the following subthemes:

- In-context pedagogy for university students
- Decolonisation of the curriculum
- Culturally responsive teaching and learning
- Emerging professionals, emerging scholars
- Learning opportunities and affordances
- Online and hybrid programs for diverse students: historically disadvantaged students, culturally diverse students, professionals/adult learners, etc.)
- Work Integrated Learning (WIL) and training
- Professional development for university lecturers
- Cross-border education and internationalisation

## Executive Retreat

The World Council of Comparative Education Societies (WCCES) Symposium and the 5th Indian Ocean Comparative Education (IOCES) International Conference was preceded by an executive retreat, which saw the leadership of the Centre sharing a stage with the leadership of the co-hosting societies, the WCCES and the IOCES.

## WCCES Symposium and the 5th IOCES International Conference



*Dr Kanishka Bedi, President IOCES chaired the opening session*



*Dr Nolitha Vukuza, Senior Executive Director, Vice-Chancellor's Office delivered a word of welcome and introduction on behalf of the Vice-Chancellor.*



*Prof Moeketsi Letseka Philosophy of Education UNESCO Chair in Open Distance Education*

## The conference theme was Comparative Education for Global Citizenship, Peace and Harmony through Ubuntu

### **The conference objectives fell under the WCCES (Statute 2.1) broad goals that are:**

- To advance education for international understanding in the interests of peace, inter-cultural cooperation, mutual respect among peoples and observance of human rights.
- To improve education systems so that the right of all to education may be more fully realised.

The past few decades have been marked by increased globalisation and fast-paced technological innovations that have accelerated the global connectivity and reduced the perceived and actual distance between the world populations. It follows that, as has never

been seen in the history of human civilization, people have explored better opportunities of looking beyond their own villages, towns, cities, districts/counties, provinces/states and countries to identify with a view to satisfying their existence as quintessential citizens of planet Earth. Paradoxically, while intermingling of cultures, economies and civilisations has brought about unprecedented synergies, challenges have also emerged simultaneously, including the sense of exclusion and detachment. In the midst of this, in as much as education has played a major role in triggering and sustaining globalisation, it follows that comparative and international education looms large in ongoing processes and possibilities of addressing the prevailing issues. The conference was held in this context.



**Presentations were done through concurrent sessions following guiding questions as noted below:**

- What is the relationship between formal education and the sense of alienation/lack of inclusion?
- What is the relationship between the different levels of formal education achievement, including the highest degrees from reputable institutions of higher learning from across the globe and the prevailing societal problems?
- What are the needs and possibilities for promoting re-education of formally educated people or re-conceptualising and re-designing education to include humanistic values systematically?
- How can comparative education with its international component contribute to a better understanding of what works and what does not in promoting the virtues of interconnectedness, nonviolence, peace, inclusiveness, improved quality of life and a better appreciation of the positive implications of interdependence within global citizenship?

**The closing and lunch sessions included the following:**

- Poem in honour of Mrs Winnie Madikizela-Mandela by Prof Aïcha Maherzi, President MESCE (Translation in English read by Prof N'Dri T. Assié-Lumumba).
- Valediction address by Prof Ihron Rensburg, Chairperson, the South African National Commission for UNESCO and Former Vice-Chancellor, University of Johannesburg: *Conditionalities and Opportunities in Early Transition Societies: The Challenge for the Left.*
- Vote of thanks by Prof N'Dri T. Assié-Lumumba, President WCCES.
- Finally the event was capped by the Mandela Heritage Bus Tour.

- How can comparative education help promote the values of shared humanity?

The agenda of the symposium was therefore to harness comparative education for more meaningful well-being and improved quality of life across the globe through the paradigm of *Ubuntu*, which stands for a shared present and hopeful common future.

In a session chaired by Mr Ahmed Essop, some words of gratitude were delivered by the following:

- President WCCES
- President IOCES
- President SACHES
- Representative OSF

After the words of gratitude, Professor Sarah Gravett, Executive Dean, Faculty of Education, University of Johannesburg, then delivered the opening address .

**University of South Africa (Unisa) delivered the Keynote Address – Educating for global citizenship, peace and harmony through Ubuntu**



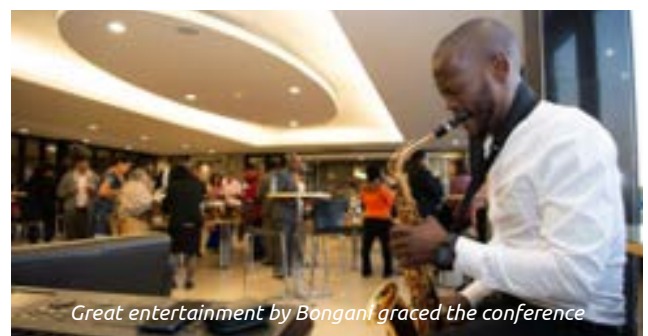
*Prof Michael Cross, Director (AMC) Prof N'Dri T. Assié-Lumumba, President WCCES*



*Prof Michael Cross chaired the closing and lunch sessions, while Prof N'Dri T. Assié-Lumumba gave the vote of thanks*



*Above, concurrent sessions in motion*



*Great entertainment by Bongani graced the conference*

**The following constitute some of the presentations from the Ali Mazrui Centre delivered at the 5th Indian Ocean Comparative Education (IOCES) International conference:**

Presenter	Title of Presentation
Michael Cross	Confronting a global knowledge crisis: What can academic scholarship do to save what must be the ideas of freedom and social justice?
Sibonokuhle Ndlovu	Inclusion of students with disabilities in higher education in developed and developing countries: Lessons for South Africa
Neema-Abooki, Olive Lunyolo & Michael Cross	Quality assurance structures and processes in the public universities in East and Southern Africa: A comparative study of Makerere University and University of Cape Town
Nabunya Kulthum & Neema-Abooki	Professional development practices and service delivery of academic staff in Kampala International University and Kyambogo University in Uganda
Olive Lunyolo & Neema-Abooki	Service quality and internal customer satisfaction at two universities in Uganda: Any lessons for other institutions of higher learning in Sub-Saharan Africa?
Kamanzi Stella-Maris & Neema-Abooki	Financing higher education – Income generation in Ugandan public universities
Phefumula Nyoni	The paradox of globalising and internationalising education through Ubuntu Philosophy
Amasa Philip Ndofirepi	The post-colonial African university as a public sphere
Amasa Philip Ndofirepi & Ephraim T. Gwaravanda	Epistemic (in) justice in African universities: A perspective of the politics of knowledge
Ephraim T. Gwaravanda	Cognitive justice as social justice in postcolonial Africa: The idea of the university in the North-South dialectic
Felix Omal	"Africa is full of shit": Countering the subaltern notion through fostering African global citizenship

### Other conference and seminar presentations:

- Woelert, P. Performance-based research funding (PBRF) and the shifting institutional logics of university autonomy. Paper presented at the International Political Science Association's 25th World Congress of Political Science, Brisbane/Australia, 21 July 2018.
- Ndofirepi, A.P. (2018). Postcolonial African universities under siege: challenges and opportunities for decolonial epistemologies. National and International Conference on Education (NICE), Graceland Resort, Phuket, Thailand, 5-7 July 2018.
- Ndofirepi, A.P. (2018). Not yet dawned on the African university: perverse neoliberal knowledge systems on the run. National and International Conference on Education (NICE), Graceland Resort, Phuket, Thailand, 5-7 July 2018.
- Ndofirepi, A.P. & Gwaravanda, E.T. (2018). Beyond rhetoric: towards the Africanisation of philosophy in Zimbabwean universities. SAULT Conference, Eduardo Mondlane University, Maputo 12-13 April 2018.
- Ndofirepi, A.P. (2018). The African university in a globalised knowledge economy: A quest for knowledge for public good agenda. The 6th International Symposium on Education, Psychology and Social Sciences, Fukuoka, Japan, 10-13 September 2018.
- Neema-Abooki, P., Kisige, A. & Cross, M. (2018). Cross-border education and its influence on the quality of higher education. First Postdoctoral Conference of Southern Africa, Stellenbosch University, Cape Town, 3-5 October 2018.
- Neema-Abooki, P. & Kamanzi, S.M. (2018). Financial sustainability: Synergy in revenue generation for public universities in Uganda. First Postdoctoral Research Fellows' Annual Forum, Bunting Road Campus, University of Johannesburg, 20 November 2018.
- Prof Michael Cross delivered a session on 28 June 2018 in response to an invitation by the Postgraduate School at the University of St Thomas in Mozambique at an event to mark the final session of their seminar series on Global Challenges for Higher Education in the South that was attended by MED students.
- Prof Neema-Abooki was Chair at the Annual Postgraduate Research Conference. School of Tourism and Hospitality, Bunting Road Campus, UJ, 19 October 2018.
- Prof Neema-Abooki attended the Conference on Commercial Private International Law in India and South Africa: A shared Future in BRICS Council Chambers, Madibeng, APK Campus, UJ, 21 November 2018.

## “Securing the position of African continent in the Fourth Industrial Revolution via interdisciplinary Research and Innovation in Universities”

This was the theme of the 2018 Postdoctoral Research Fellows’ Annual Forum, which took place at the University of Johannesburg’s Kerzner Building, School of Tourism and Hospitality on 20 November. While the Forum attracted Postdoctoral Research Fellows from various faculties and research centres from the entire university community, the Ali Mazrui Centre for Higher Education Studies was equally represented by four Postdoctoral Research Fellows (PDRFs) who included Dr Sibonokuhle Ndlovu, Prof Peter Neema-Abooki, Dr Dennis Zami Atibuni, and Dr Phefumula Nyoni. Dr Sibonokuhle Ndlovu presented on obstacles for students with disabilities within the context of South Africa’s higher education, while Prof Peter Neema-Abooki presented on financial sustainability within the context of revenue generation for public universities in Uganda. Speakers at various stages of the Forum took turns to present insightful remarks related to the Fourth Industrial Revolution with emphasis on the Revolution’s inevitability, its benefits, challenges, and a need for different stakeholders to play their roles within the industrial matrix. The significance of the transformative requirement of education within the context of a knowledge economy was equally highlighted. The Forum was capped in style by the awards ceremony that saw a number of PDRFs from different faculties clinching excellence awards. During an informative speech that touched on a wide range of issues that included the Fourth Industrial Revolution, various aspects of research at the University of Johannesburg, the significance of PDRs in various research processes and explanations relating to the criteria used in selecting the awardees, the Deputy Vice Chancellor Research and Internationalisation, Prof Saurabh Sinha, went further by urging PDRFs to embrace NRF ratings, aim to publish in high impact journals and be prepared to take the painful criticism from peer reviews.

### **Postdoctoral Conference of Southern Africa at Stellenbosch University**

The first Postdoctoral Conference of Southern Africa was organised by the Postdoctoral Society Stellenbosch to celebrate one hundred years of education at Stellenbosch University, 3-5 October 2018. The main venue for the conference was

Stellenbosch Institute for Advanced Studies (STIAS). Postdoctoral Fellows from the University of Johannesburg who graced the occasion and presented papers were Lucia Munongi (Educational Psychology), Linet Imbosa Muhati-Nyakundi (Psychology), Erasmus Masitera (Philosophy), Cristiano d’Orsi (SARCIL), and Peter Neema-Abooki.



*Lucia Munongi (left) during the Welcome Cocktail, shares with one of the conference organisers a foretaste of her presentation*





From left to right Muhat-Nyakundi, Masitera and d'Orsi. The trio presented respectively on 'Voicing invisible childhood vulnerabilities in poor urban settings', 'Traditional social therapy as the centre of Ubuntu philosophy', and 'The African responses to the present refugee crisis: realities, challenges and hopes'. They made UJ proud.



Prof Eugene Cloete, Vice-Rector, with Prof Neema-Abooki during the Welcome Cocktail at Stellenbosch. The Vice-Rector (Research, Innovation and Postgraduate Studies) delivered the Opening Address. Neema-Abooki gave a Vote of Thanks.

## Internationalisation – focus on universities and academic programmes moving across borders

*Jane Knight PhD, Ontario Institute of Education, University of Toronto, Canada and Ali Mazrui Centre of Higher Education Studies, University of Johannesburg, South Africa*

### Increase in international programme and provider mobility

During the last two decades, there has been an exponential increase in all forms of international academic mobility – student and scholar, programmes and providers, policies and regulations, and the universal exchange of knowledge, ideas, values and culture. The diversity in the modes and forms of academic mobility is unprecedented. This has brought new opportunities and innovation to international higher education and has also raised new issues and potential risks. All this points to the dynamism, responsiveness and innovation of the international higher education landscape.

Extensive research over the past five years has provided solid evidence that international programme and provider mobility (IPPM) is increasing in scope and scale. It is not just students who are moving across borders, so are universities and academic programmes. It is estimated that more than 130 countries are involved in IPPM, and in some host IPPM countries, up to 30% to 40% of the local students are accessing higher education programmes through foreign universities and operate in their country or through distance education.

### Different modes of IPPM

International programmes and providing mobility take many forms. There has been a steady increase in the number of international branch campuses in Africa and around the world. A more recent and fascinating development is the establishment of international joint universities, also known as bi-national institutions. Franchising arrangements are evolving from the import/export of individual

programmes to the development of new private independent 'franchise' universities, which primarily offer franchised academic programmes from a variety of different foreign providers. The number of twinning and franchise programmes is now surpassed by the staggering increase in joint/double degree programmes. Distance education is being revolutionised by the development of new technologies, the open access movement, and massive open online courses (MOOCs).

The increasing enrolment rates and diversity of IPPM activities provide convincing evidence that it is necessary to focus more attention and analysis on this phenomenon. However, in Africa, debate and research on student mobility dominates the study of international academic mobility. To date, there is a paucity of research and focus on IPPM, even though this type of academic provision is increasing across the continent. Students appear to be hungry for a foreign academic programme and qualification without having to leave home.

### Benefits and risks of IPPM

With this unprecedented growth in IPPM comes the potential for numerous academic benefits including increased access, diversity in programme offering, development of intercultural skills, joint research, curriculum and pedagogy innovation, less brain drain, as well as economic, socio-cultural and political benefits. At the same time, there are risks and unintended consequences involved. These can include homogenisation or standardisation of academic programmes, low quality and rogue providers, lack of qualification recognition, unequal partnerships, and overuse of English, competition with local

universities, sustainability, and the profit imperative. The challenge in Africa is to ensure that the necessary policies and regulations are in place to maximise the benefits and minimise the risks.

### **Independent and collaborative forms of IPPM**

A new IPPM classification framework developed by the British Council and DAAD (Knight and McNamara, 2017) organises different types of programme and provider mobility into two categories – independent and collaborative. Independent IPPM activities are largely franchised programmes, international branch campuses and self-study distance education. *Collaborative IPPM activities* include partnership programmes, such as twinning, joint/double degree programmes, distance education with local academic partners, and international joint universities.

Different mapping studies of IPPM around the world show that collaborative activities are more numerous than independent ones. At the risk of overgeneralisation, the collaborative activities put more emphasis on academic cooperation, reciprocity and mutual benefits for partners. Independent IPPM, in contrast, is more of an import/export type of arrangement involving little cooperation with local partners in terms of developing curriculum, joint governance, and qualifications offered; but instead offers increased access to local students who meet admission and language requirements and have the economic means to take a foreign degree without traveling out of the region.

### **Needed: more research on IPPM in Africa**

With significant new developments, challenges and opportunities with IPPM, it is time to be better informed about IPPM in Africa. To that end, an IPPM mapping study is underway in selected African countries. A key objective is to identify and analyse the national policies dealing with IPPM, such as licensing, quality assurance and accreditation, awarding and recognition of qualifications, and financial aid. A second objective is to identify the number and modes of IPPM activities in order to undertake trend analysis and identify risks and benefits related to the increase of foreign universities and programmes.

There are both systemic and contemporary challenges to studying IPPM activities and policies in Africa. Nevertheless, it is important to start with a preliminary study in order to 1) get a set of benchmarks that can be used to assess needs and opportunities for IPPM, 2) track and plan for future IPPM developments, 3) assess what kind of data systems exist or need to be enhanced at the national and regional levels, and 4) build capacity to develop appropriate regulations and policies to monitor IPPM activities

Overall, IPPM is increasing at a moderate pace in Africa, but this is expected to increase. The full potential of IPPM is not yet realised. This applies to foreign institutions planning to offer programmes in a host African country as well as African institutions that want to undertake IPPM activities outside their country. Policy development, data collection/management, and research on IPPM need to be a higher priority to ensure that African countries can benefit from the IPPM phenomenon when appropriate and risks are abated.

### ***Prof Assie-Lumumba NT – Seminar and conference attendance and presentations made***

- ‘The interface of education and gender equality and empowerment: Perspectives from the MDGs to the SDGs and Social Progress in Africa’ in the Fall 2018 Seminar series of the Institute of African Development on Sustainable Development Goals and the Challenges of Inclusion, Cornell University, Ithaca, New York, September 2018.
- Facilitator at the 10th African Youth and Governance Conference on the theme of ‘Mobilising Africa’s Youth to Build a Continent beyond Aid’, Accra, Ghana, August 2018.
- Co-convenor of the First Symposium of the World Council of Comparative Education Societies (WCCES) on ‘Comparative Education for Global Citizenship, Peace and Harmony through Ubuntu’ and the 5th IOCES International Conference on ‘Rethinking Epistemologies and Innovating Pedagogies to Foster Global Peace’, Johannesburg, South Africa, June 2018.
- Convener of the first World Council of Comparative Education Societies (WCCES) retreat since its founding in 1970, Johannesburg, South Africa, June 2018.
- Convener of the 53rd Executive Committee meeting of the World Council of Comparative Education Societies (WCCES) Johannesburg, South Africa, June 2018.
- Invited lecture ‘Nascent Africa or African Renaissance? A Sankofa Perspective on History and Social Progress in Africa’, University of South Africa, Pretoria, South Africa, June 2018.
- Invited lecture ‘Disentangling European and African Education: Towards an Empowering Fusion for Social Progress’, University of South Africa, Pretoria, South Africa, June 2018.
- Presented a paper on ‘Attended the Education and Modes of Decolonization: Ubuntu Paradigm and the Recovery Process’ on the panel on ‘Doing Epistemologies of the South’: Criticality, Reflexivity and Praxis across Cultures” at the American Educational Research Association, New York, New York, April 2018.



- Attended the 43rd Annual Conference of New York African Studies Association (NYASA); Paper presented 'Strategies and Patterns of Settlement of African Migrants in Industrial Countries: Experiences of Clusters and Dispersions in North America', South Orange, New Jersey, April 2018.
- Co-convenor and presenter on 'Reflections in celebrating the life of Winnie Madikizela-Mandela' at the colloquium on 'Winnie Mandela and the Ending of Apartheid' Cornell University, Ithaca New, April 2018.
- Book Panel on *Re-visioning Education in Africa: Ubuntu-Inspired Education for Humanity*, 62nd Annual Conference of Comparative and International Education Societies (CIES), Mexico City, March 2018.
- Leadership meeting of the World Council of Comparative Education Societies (WCCES), at the Annual Conference of Comparative and International Education Societies (CIES), Mexico City, March 2018.
- Information Session and Launching of the WCCES Online Course on Peace Education, of the World Council of Comparative Education Societies, at the Annual Conference of Comparative and International Education Societies (CIES), Mexico City, March 2018.
- Meeting in preparation for the XVII World Congress of WCCES, Cancún, Mexico, March 2018.
- Panel Discussion on the movie *Black Panther*, Africana Studies & Research Centre, March, 2018.
- Paper on 'Elements of Inadvertent Convergence of Negative Impact of Traditions of Teaching Eloquence: African Culture, French Colonial Legacies, and the Quest for Transformative Pedagogy', presented at the research seminar on University Teaching and Learning in Context, University of Johannesburg, Johannesburg, South Africa, February 2018.
- Research trip towards the advancement of my ongoing book manuscript on *Technological Transfer, Democratization of Education and Africa's Global Partnership Revisited: Prospective Reflections on the Educational Television in Côte d'Ivoire*, Côte d'Ivoire, January 2018.

## RESEARCH AND PUBLICATIONS

### Book Series previous and forthcoming publications

**Cross, Michael.** *Steering epistemic access in higher education in South Africa: institutional dilemmas.* Ciudad Autónoma de Buenos Aires: CLACSO, 2018.

#### **African Higher Education: Developments and Perspectives book series welcomes new proposals**

A new book series, housed at the Ali Mazrui Centre, aims to provide opportunities for scholars, academic leaders, policy analysts and experts to have their work published in a new book series dedicated to the progress, challenges and opportunities facing African higher education.

The series is intended to attract authors and readers, internal and external to Africa, who are focused on African higher education and come from different disciplinary contexts. An important goal is to give voice to emerging and established scholars from across Africa and to bring a Pan-African lens to the study of higher education.

Diversity as plurality is a key concept for this book series. 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, programme, provider and policy; funding mechanisms; Pan-African regionalisation; 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.

For further information about submitting a book proposal, please write to [ahebookseries@gmail.com](mailto:ahebookseries@gmail.com)

#### **Editors**

**Michael Cross:** Director of Ali Mazrui Centre for Higher Education Studies, University of Johannesburg [mcross@uj.ac.za](mailto:mcross@uj.ac.za)

**Jane Knight:** Ontario Institute for Studies in Education, University of Toronto and Distinguished Visiting Professor at Ali Mazrui Centre, University of Johannesburg. [jane.knight@utoronto.ca](mailto:jane.knight@utoronto.ca)

## RESEARCH OUTPUT

### Publications

#### Chapters in books

- Jungblut, J. & Woelert, P. (2018). The changing fortunes of intermediary agencies: Reconfiguring higher education policy in Norway and Australia. In Maassen, P., Yates, L. & Nerland, M. *Reconfiguring knowledge in higher education*. Dordrecht: Springer.
- Yates, L., Woelert, P., Millar, V. & O'Connor, K. (2018). From disciplinary excellence to interdisciplinary collaboration: How Australian academics negotiate competing knowledge agendas. In Maassen, P., Yates, L. & Nerland, M. *Reconfiguring knowledge in higher education*. Dordrecht: Springer.

#### Books

- Assie-Lumumba, N.T. & Amoako, E. (2018). *Re-visioning education in Africa: Ubuntu-inspired education for humanity*. New York: Palgrave MacMillan.
- Assie-Lumumba, N.T. & Ndulo, M. (Forthcoming). *Education and the development of human capital: Outcomes for equity and governance in Africa*. Cambridge Scholars Publishing book series of the Cornell Institute for African Development, Cambridge (Forthcoming).
- Assie-Lumumba, N.T. & Davies, B. (Forthcoming). *Pan-African Connections: Personal, Intellectual, Social*. Africa World Press.

#### Journal Articles

- Assie-Lumumba, N.T., Amin, S., Dembélé, M. & Oviawe, J. (2018). Ubuntu, World Epistemologies, and Humanist Education special issue of *Bandung. Journal of the Global South* (Forthcoming).
- Assie-Lumumba, N.T., Cossa, J. & Waghid, Y. (2018). Freire and Africa: A focus and impact in education, in Torres, C.A. (ed.) *The Wiley Handbook on Paulo Freire*. Oxford: Wiley Publisher.
- Assie-Lumumba, N.T. (2018). The idea of the University in the Evolving Higher Education Landscape in Africa, in Barnett and Michael Peters (eds.). *The idea of the University: Contemporary Perspectives*. Bern: Peter Lang, p. 273-291
- Assie-Lumumba, N.T. (2018). The African University Tradition: A Historical Perspective, in Manja

Klemenčič (ed.) *Mass and Elite Higher Education Systems in 21st Century section of the Encyclopedia of International Higher Education Systems and Institutions*, Springer, (<https://meteor.springer.com/login.jsf>), planned publication with page number available by mid-2019 (<https://www.springer.com/us/book/9789401789042>).

- Assie-Lumumba, N.T. (2018) Conceptualizing Gender and Education in Africa from an Ubuntu Frame in Emefa Amoako and N'Dri Assié-Lumumba, *Re-visioning Education in Africa: Ubuntu-Inspired Education for Humanity*. New York: Palgrave, p. 67-84.
- Assie-Lumumba, N.T. & Amoako E. Towards an Ubuntu-inspired Continental Partnership on Education for Sustainable Development in Africa: African Union Commission Agenda 2063 Education Strategy, in Emefa Amoako and N'Dri Assié-Lumumba, *Re-visioning Education in Africa: Ubuntu-inspired Education for Humanity*. New York: Palgrave, p. 229-246.
- Woelert, P. & McKenzie, L. (2018). Follow the money? How Australian universities replicate national performance-based funding mechanisms. *Research Evaluation*, 27(3): 184-195. [Journal is Web of Science (WoS) listed; Scimago rank: Quartile 1].<sup>1</sup>
- Woelert, P. & Croucher, C. (2018). The multiple dynamics of isomorphic change. *Australian Law Schools 1987-1996. Minerva: A Review of Science, Learning and Policy*. Online first, Doi: <https://doi.org/10.1007/s11024-018-9350-8>. [Both authors contributed equally to this paper, WoS listed; Scimago Q1].
- Ndofirepi, A.P. & Musengi, M. (2018). The community of inquiry as pedagogy of doing philosophy with children: adding an African dimension. *Africa Education Review*, DOI: 10.1080/18146627.2016.1224581.
- Ndofirepi, A. & Gwaravanda, E.T. (2018). Epistemic (in)justice in African universities: a perspective of the politics of knowledge, *Educational Review*, DOI: 10.1080/00131911.2018.1459477.

<sup>1</sup> In the following impact factors are given for social science journals only (including education journals), not for humanities journals.

## ACCOLADES, ACHIEVEMENTS AND RESPONSIBILITIES

### Membership in various bodies

- Prof Michael Cross was appointed a member of the Research Standing Committee of the World Council of Comparative Education Societies (WCCES)-(2017-2019).
- Prof Assie-Lumumba NT was appointed to the following:
  - o a member and Vice-President of the Scientific Advisory Committee (SAC) of UNESCO'S Inter-governmental programme for the Management of Social Transformations (MOST);
  - o since 2016, she was selected to represent SAC at the World Social Science, Forum held in Fukuoka (Japan), 25-28 September 2018.

- Prof Assie-Lumumba NT has been a member of the International Advisory Committee of the UNESCO Chair in Global Learning and Global Citizenship Education (GCE) at the University of California, Los Angeles (UCLA), since 2016.
- Prof Neema-Abooki was appointed External Quality Assurance Expert on the Programme Review by the Namibia National Council for Higher Education (NCHE).

**Prof Assie-Lumumba NT editorial responsibilities. Editorial responsibilities of a New WCCES Brill/Sense Book Series.**

- WCCES Brill/Sense Publication series on Comparative Education, since 2018

**Editor of Journal**

- Founding Editor of the new journal, *Global Comparative Education: Journal of the WCCES*, 2(1), March 2018 (published in Arabic, Chinese, English, French, Russian, Spanish).

**Editorial Advisory Board of Books**

- Member of the Advisory Board, Sense Publisher, African Higher Education: Developments and Perspectives series for the Ali Mazrui Centre for Higher Education at the University of Johannesburg, since 2016.
- Member of the Editorial Board, the Bloomsbury Publishing, Academic and Professional Series on New Directions in Comparative and International Education, since 2016.

**Editorial Advisory Board of Journals**

- Member of the Editorial Board, *Bandung: Journal of the Global South*, published by the University of Bath (United Kingdom), since 2014.
- Member of the Editorial Board, *Africa Educational Research Journal*, published by Osaka University (Japan), since 2011.
- Editorial Advisory Board member of the *Journal of Higher Education in Africa (JHEA)*, published by CODESRIA in Dakar, Senegal, 2006.
- Editorial Adviser of *Africa Education Review*, housed in the Institute for Educational Research in the School of Education at the University of South Africa, Pretoria, South Africa, since 2004.
- Advisory Board member of the *Journal of Asian and African Studies*, published by SAGE, since 2001.

**Funding opportunities for UJ Researchers – About Research Professional Africa**

*Research Professional Africa* is an essential online resource for researchers, research and innovations managers, development officers and policymakers in

Africa. It provides subscribers access to authoritative and appropriately highlighted information of over 5 000 research funding opportunities to enable sustained research for African development.

**Funding database**

The *Research Professional Africa* platform provides an extensive range of opportunities across all disciplines and all types of funding, from institutional grants, travel awards, postgraduate scholarships and scientific fellowships, to the calls for large intercontinental, multiple-partnered and multi-year project applications.

Research Africa has also made it easier for subscribers to assess and access the international funding opportunities they are eligible to apply for by including only institutional grants, travel, awards, postgraduate scholarships, and scientific fellowships, which are open for African researchers. The international funding opportunities include those that are targeted at African researchers and that may be open for competition from African researchers.

The focus on international funding opportunities that can be used in African research and development is Research Africa's contribution to the fight against the brain drain in Africa. It is also part of the company's contribution to efforts to build Africa's scientific capacity.

The web-based database is fully searchable allowing users across a subscribing institution or as individual subscribers to access information on available streams of funding for specific disciplines, clinical trials or travel and research interests directly relevant to each subscriber. Users can also save their searches, which they can refresh to access information on new opportunities

Researchers may generally visit [www.researchresearch.com/africa](http://www.researchresearch.com/africa) or contact [africa@researchresearch.com](mailto:africa@researchresearch.com) BUT in case you are a member of the UJ research community and would need further information on registering to access and apply for various forms of funding available on the Research Africa platform, as well as receiving requisite guidance and training, you may contact the following person:

**Mr Mathopa Abel**

Head: Strategic Research Support (Acting)  
Research and Innovation  
Telephone: 011 559 6586  
Email: [abem@uj.ac.za](mailto:abem@uj.ac.za)



## CELEBRATIONS

### Graduations – October 2018



#### **Dr George Mavunga** **My PhD Journey**

The story of my PhD journey is intricately tied to the story of my life. I was born in colonial Zimbabwe (Rhodesia), where, generally, race was a predictor of socio-economic status. For most black people, opportunities to economic privilege were severely constrained.

Notwithstanding the serious bottlenecks in the system, education was perceived as the only certain vehicle for upward socio-economic mobility. Such was the strength of this belief in many parents. In my case, if the river that I had to cross to get to school was flooded, my late father would carry me on his back across it so that I would not miss classes.

In early primary school, one of the Shona songs we used to sing ad infinitum went thus: '*Hande kuchikoro. Kana warambidzwa, unofa uri rombe, usina kudzidza*' (Let's go to school. If your parents deny you the chance to go to school, you will die very poor since you will be uneducated). Implicit in this song was the direct link between formal education and economic opportunities in life. Spurred on by the dream of a privileged life, despite the challenges of a poor socio-economic background, I worked hard to succeed at school.

At independence in 1980 my perception of the link between formal education and a good job was further strengthened. The gospel of the need for people to attain formal education spread like wild fire. The new government, in an attempt to reverse the disadvantages suffered by the black Zimbabweans during colonialism, immediately embarked on a massive expansion of the formal education system. Even adults who had not had access to formal education were strongly encouraged to go back to school. Tertiary education was also expanded. For example, from one university at independence, Zimbabwe now has sixteen universities; a polytechnic college in almost each of the country's ten provinces and more than ten teachers' colleges.

The value that is placed on education by stakeholders other than the government is seen in that many of the big business organisations in the country run work-related learning programmes for their employees either at organisational level or in

liaison with tertiary institutions. On its part, the government has institutes of manpower planning and development spread across the country to serve the learning needs of its employees.

The link between education and positions of influence in society also found expression in the political leadership at independence in 1980. For example, the Prime Minister, Robert Mugabe, had several university degrees to his name. His person thus became a very strong agent of change in the country in terms of the importance attached to formal education. In his first cabinet were ministers with master's and doctoral degrees. They were therefore the perfect role models in whose footsteps I had to follow.

After high school I trained as a secondary school teacher, graduating with a Diploma in Education in 1993. I taught for close to nine years during which I acquired undergraduate and postgraduate degrees in education as well as diplomas in Personnel Management and Training Management. During these years, like my parents and teachers who were disciples of the education gospel, I would never miss an opportunity to lecture my students on how formal education was the surest way to a good job and a privileged life.

In 2003, I joined the Zimbabwe Public Service Commission of Zimbabwe (PSC) as a training officer. My belief in the link between formal education, on the one hand, and a good job and a privileged life, on the other, continued to be strengthened by the fact that some of the civil servants whom my colleagues and I trained were promoted after successful completion of courses, such as the Management Development Programme and Supervisory Skills.

In 2005, while lecturing at the University of Zimbabwe (UZ), I enrolled for a Master of Business Administration (MBA) degree. Even though the decline in the Zimbabwean economy had started five years earlier, this was still a sought-after qualification in the country, which I thought would land me my dream job in the corporate sector. Like me, a significant number of my colleagues at the UZ were engaged in formal studies to upgrade their qualifications. As before, there were some cases of upward career mobility, which could be largely attributed to the acquisition of additional qualifications. With such experiences, further grew my conviction in the doors that education can unlock.

It took a combination of four factors for me to begin to have questions on formal education as a definite enabler of upward career mobility and national economic development. Firstly, upon reflection on my experiences, I noticed that not all of my colleagues who had attained additional qualifications

realised upward career mobility. Some of them have actually remained in their jobs even to the present day. Secondly, the national economic meltdown in Zimbabwe resulted in a large number of companies downsizing. Consequently, retrenchments became the order of the day and many professionals were not spared either. The number of highly qualified people in the country meant that there were many diplomas and degrees chasing fewer and fewer jobs. It thus began to dawn on me that there was an extent to which securing a job was also a function of factors other than one's qualifications. Structural factors, such as the relationship between a job seeker and the job market, were an example. Thirdly, the national economic meltdown was notwithstanding the country boasting one of the highest literacy rates on the continent. Fourthly, in the Human Resource Management (HRM) module on the MBA programme, the topic on employee learning and development challenged my perceptions of formal education as a certain route to a good job as well as to national economic development.

Further questioned in the HRM module were concepts such as learning organisations and the economic rationality of education. At the same time, I began to question the influence of government and employers' agency in shaping the form of employee learning. This was after my observation of the initiatives that were taken by some of my colleagues who were engaged in further studies. Examples of such initiatives included lunch time group discussions and weekend private tutorials, in some cases, notwithstanding constraints such as work and family commitments.

The combination of factors led me to ask questions such as:

- Is formal education necessarily always a predictor of upward career mobility for individuals and national economic development?
- For people already in employment, what other factors besides government and employer initiatives influence how they engage in work-related learning?

Once I asked the 'how' question, it struck me that there might actually be a culture associated with employee learning. Two further questions therefore arose, namely,

- o How can the culture of employee learning be characterised?
- o Besides governments and employers, what are the other factors that influence the culture of employee learning at individual, organisational and national levels?

These questions continued to nag me even after joining the University of Johannesburg (UJ) in 2009 as the quest for formal education by South African citizens and the national discourse around education as the panacea to many of the country's socio-economic challenges, which I had experienced in Zimbabwe, started replaying themselves all over

again. Evidence for this lay in the several basic education and post-school learning initiatives put in place by the South African government since 1994 to address historical injustices.

In light of the similarities between the history of South Africa and that of Zimbabwe which, in many respects mirror that of UJ, an institution which emerged from three historically disparate universities, I became interested in studying the culture of employee learning at the institution at doctoral level. My initial reading around the topic indicated that there is a dearth of studies in it, especially in the South African context, as, for example, articles in many refereed journals focus only on human resource management, training and skills shortages. From my initial reading on the topic, I also gathered that the culture of employee learning is a complex phenomenon that is still to be fully understood by management and human resource development practitioners in many organisations.

In a bid to expand the horizons of knowledge on the topic and to assist in the effort to unpack the complexity characterising it, especially in the context of employees in higher education, my motivation to pursue a PhD in the area grew even further. After a discussion with my supervisor, I was persuaded to accept that the study would be more focused if it concentrated on only one category of UJ employees. Given that there are a number of programmes to support UJ academic members intending to engage in learning activities, one category of support staff would, in my view, be not only interesting but also manageable to focus on. I finally settled for administrative assistants employed in academic departments and centres mainly because they are at the interface of the activities of students and academic staff members. Subsequently, I submitted a proposal in which I outlined my intention to explore the culture of employee learning at UJ with respect to these administrative assistants.

Bearing in mind the questions that I had regarding the factors that shape the culture of employee learning, my study would not focus on just the form of UJ academic administrative assistants' culture of work-related learning as determined by the government and UJ management-initiated employee learning activities. It would explore other factors such as the administrative assistants' biographies, educational backgrounds and membership of social groups. This approach, it was my hope, would yield a more holistic characterisation of the administrative assistants' culture of work-related learning than if my focus were to be only one-dimensional. After acceptance of the proposal and granting of ethical clearance, I set off on the journey, which culminated in the thesis that I submitted in September 2017.

As I reflect on my PhD journey, it is only four days before I graduate. A question that therefore immediately arises is whether this represents a destination. It is my conviction that, as Marcel

Proust, a French novelist (1871-1922), advised, "The real voyage of discovery consists not in seeking new landscapes, but in having new eyes". I would therefore say that even though, in many respects, the education landscape, especially at post-school level, has remained the same in both Zimbabwe and South Africa, my PhD journey has equipped me with new eyes with which to look at learning that takes place in workplaces. I can therefore, with both humility and confidence also say, thanks to the invaluable support of my supervisor, the participants who took part in the study and all who gave me company on this journey, I am no longer the same individual who naively believed in education as the panacea for all socio-economic challenges of life. Neither do I

still believe in government and employer agency as the be-all and end-all of influences on the culture of employee learning. I now also fully appreciate the influence of factors such as biographies and individual agency on this culture. Despite the many obstacles that I encountered, relying on the lenses that I acquired on the journey, I feel adequately equipped to continue exploring the intricacies of the employee learning landscape in South Africa and beyond in an attempt to contribute, even if in small measure, to the attainment of workplace equity and socio-economic equality, both of which are at the risk of widening as influences of the Fourth Industrial Revolution are brought to bear on jobs, especially those at the lower levels of organisations.



**Lorna van der Merwe**  
**PhD student**

My PhD journey involves an amalgamation of years of interest in Education, particularly in teachers' experiences of the systems they work in daily. A PhD journey consists of highs and lows and I had to remain motivated over a long period of study and research. I am inspired by teachers who work with dedication every day. I found that if you enjoy and are truly interested in your topic of research, it is easier to stay committed and remain excited about the research journey. My supervisor, Dr Nazreen Dasoo was instrumental in motivating me and providing guidance for my research project. A valuable lesson I learnt on this journey was to keep moving forward – even small steps count.



**Anganile Mazolo**  
**MEd Student**

Anganile Mazolo has a Master's degree in Mathematics Education. She is a mathematics educator, lecturer and researcher. She has been actively involved in the development of mathematics teaching methods, especially in teacher education. She has participated in syllabus design and development for early childhood education in primary schools and Teacher Training Colleges in Malawi. Her research interest is based on the use of ICT in teaching mathematics at all levels of education. She has co-authored a book for teaching practice in Malawi, published a paper from her master's thesis and one journal article that is yet to be published.

**Master's experience**

I registered in September 2015 for my master's degree and my research topic is 'Addressing the use of ICT in Malawian mathematics college classroom: Lecturers' perception on the ICT usage'. I am intending to pursue my PhD with a suggested topic 'The influence of cyber pundit on Malawian mathematics college performance within a design-based study', which I hope to complete within three years.



## NEWS FLASH

### 'On the thorny bed with predatory publishers' – Author lamentations by Phefumula Nyoni

The notion of predatory publishers is a complex academic issue that has produced a wide range of debates. This written piece was produced after holding key informant interviews with various researchers from the Ali Mazrui Centre for Higher Education Studies. While there could be common views in relation to rejecting predatory publisher malpractices within the publishing industry, there hasn't been consensus as to what parameters could be used to define such 'malpractices'. This is particularly the case with respect to what has been viewed as untoward behaviour within open access (OA). It is in this regard that the concept of predatory publishers has gained popularity, especially after Jeffrey Beall, an associate professor of Library Science and a research librarian at the University of Colorado in Denver came up with a long list of what he termed the predatory publishers. Both individuals and institutions have remained exposed to this ill such that there was some applause and sigh of relief from certain quarters when Jeffrey Beall's list came up.

It is no surprise that the notion of predatory publishers has remained a dreaded minefield within the academic space that both junior and senior researchers have remained worried of. It therefore follows that the subject of predatory publishers has been embraced as an important step towards eliminating academic malpractices within the publishing industry. It can be argued that despite the advent of the Internet having revolutionised the world order for the better in numerous ways, which include the ability of sharing vital scientific information both locally and globally, the same advancements in Internet technology have produced a highly intoxicating threat to the assumed integrity of published scientific research. This threat is in the form of the rise of so-called 'predatory' (OA) journals. Beall (2018)<sup>2</sup> has noted that the scholarly publishing value chain from initial submission to final publication is characterised by many weak points that have been subject to manipulation. In essence, the unscrupulous publishers have, through OA, taken advantage of the systemic weaknesses and engaged in profiteering through deceiving scholarly authors and the readers who are the ultimate consumers of research. This has all been detrimental to the spirit of good science and consequently led to what Beall refers to as activist science and pseudo-science being presented as authentic in scholarly literature. It can be further

argued that the crisis of predatory publishers has resulted in some researchers taking advantage of the easy acceptance rate that features among predatory publishers who offer to hurriedly publish the written pieces for purposes of earning academic tenure and promotion as well as for enhancing curriculum vitae (CVs) in their job seeking endeavours.

Nahai (2015:1042)<sup>3</sup> states that Beall has published his own list of journals that he believes as being most likely to fall within the predatory subdivision. Other critics, however, have disputed Beall's judgments, not only due to a lack of clear cut criteria, but also due to his inconsistencies, which have seen him occasionally amend his lists upon further scrutiny. Beall's critics have pointed out the challenges that one can face in identifying 'true' predatory journals as opposed to budding OA journals that may be at infancy and lacking sophistication in terms of Web presence and marketing. Such publishers might essentially face challenges, even in relation to conforming to their own internal practices on such matters as peer-review and editorial board recruitment. Centre members interviewed also echoed similar sentiments when they indicated that while they embrace exposing, naming and shaming as well as eliminating intentionally deceptive publishers, it is equally difficult to ignore the skewed political dynamics that have to do with historical experiences between the dominated Global South and the dominant North. One respondent thus quipped:

"Who defines genuineness? Who predates who in light of the money making and the politics of knowledge production let alone the contested notions of objectivity that feature within the publication value chain?"

Da Silva (2017:425)<sup>4</sup>, one of the fiercest critics, has argued that Beall is "evidently unqualified to consider scientific content and/or the academic contribution or value of scientific articles and journals, both of which he frequently criticized, making his critiques irrelevant". Jaime further asserts that "such scientific incompetence frequently got mixed up with his absolute competence for assessing the indexing value of journals on his lists, with his librarianship, and with his bibliometric objectives of trying to identify unscholarly journals and publishers". While the validity of Beall's application of bibliometric objectives in trying to detect unscholarly journals and publishers remains unquestionable and valued to

<sup>2</sup> Beall, Jeffrey (2018), Predatory journals exploit structural weaknesses in scholarly publishing. *4open*, 1, 1.

<sup>3</sup> Nahai Foad. (2015). The Rise of Predatory Journals: What Difference Does It Make? *Aesthetic Surgery Journal*, 35(8): 1042-1043.

<sup>4</sup> Da Silva Jaime, A. (2017). Teixeira Jeffrey Beall's "predatory" lists must not be used: they are biased, flawed, opaque and inaccurate, *Bibliothecae.it* DOI<https://doi.org/10.6092/issn.2283-9364/7044> 6, 1, 426-436

academia, Beall is accused of leaving his framework too wide. This criticism has been bolstered especially by Beall having referred to the lists of hundreds of journals and publishers as potential, possible, or probable. This has meant that such an extensive disparity coupled by the non-existence of item criteria specifications rendered the lists and the conclusions drawn regarding the predatory state

of publishers a nullity. What is important, however, from the preceding argument is that whether one focuses on the issues from a pro- or anti-Beall stance, predatory publishing remains a challenge to the global academic project. Equally important is the fact that Beall not only provided a platform for dialogue on this sensitive and controversial matter, but he also laid a foundation that individuals and institutions

## **Mentoring and scholarship development: Emerging Researchers Programme**

**Seminar presentation: 7 June 2018** – This was an inaugural seminar to be followed by other seminar series. The main objective was to give presenters, who are budding and senior researchers, a platform to present their research while also exposing their output to other researchers for enhancing academic dialogue.

## **Academic Writing Retreat – Ali Mazrui Centre For Higher Education Studies: Warm Baths It's a Forever Resort, Bela Bela 28 July - 2 August 2018**

The retreat involved a number of projects at group level, while it also allowed individuals some quiet time to work on their articles and other publication tasks. The retreat participants included the following members:

Prof Michael Cross

Prof N'Dri T. Assié-Lumumba

Prof Kimani Roki Waithera

Dr Amasa Ndofirepi

Dr Logan Govender

Mr Ahmed Essop

Dr Sibonokuhle Ndlovu

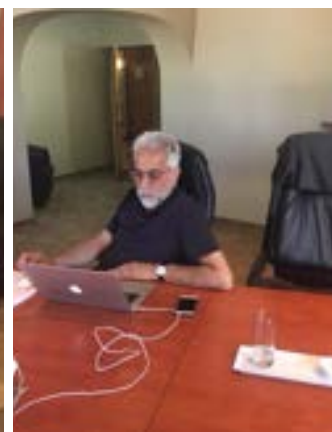
Dr Phefumula Nyoni



*Participant of the 2018 Academic Writing Retreat*



*Participants were split into groups to work on various projects [above from left are Dr Amasa Philip Ndofirepi, Profs N'Dri Thérèse Assié-Lumumba and Wathira Rockie*



## Training workshop series on how to write an academic article for publication

Dr Ndofirepi Philip Amasa conducted some training workshop series between 4 August and 21 September 2018. The training workshops, which were initiated and supported by the Ali Mazrui Centre, were attended by doctoral and postdoctoral students. The workshops sought to improve the budding researcher's ability to produce good quality academic articles publishable in journals accredited by the Department of Higher Education and Technology or listed on the ISI, IBSS or Scopus databases. The workshop series required that participants initiate writing an article with the aim of ultimately submitting to a credited journal for publishing while acknowledging the support from the Centre.



*From the left to right are Dr Amasa Philip Ndofirepi, Ulita Chemenya, Patricia Matekwe and Gaone Molapisi during a training workshop on publications.*

The workshop series topics included the different types of topics for academic pieces, nature of the audience an author seeks to cover; types of journals and the issue of predatory journals; constructing the suitably brief abstract; introduction, discussion, conclusion and coherence among other. The workshops also dealt with issues of why papers are rejected and how to deal with rejections; responding to reviewer criticisms as well as finalising manuscripts for submission to journals.

## Professor N'Dri Assie-Lumumba delivered lectures

- The Third Eric Molobi Memorial Lecture 'Africa and the advancement of higher education at home and globally: Memory and imperative for renewal through purposeful fusion', University of Johannesburg, August 2018.
- Keynote address on 'Generations of African Diaspora women in the struggle for social transformation: Critical perspectives on intersectionality in action' at the Wells College 17th Annual Activism Symposium, Aurora, New York, April 2018.

## Other engagements during 2018

Professor N'Dri Assie-Lumumba was interviewed at UJFM Radio on Ubuntu, Education and Peace, Johannesburg, South Africa, 19 June 2018.



## Ali Mazrui Centre for Higher Education Postdoctoral Fellows

The Ali Mazrui Centre for Higher Education Studies boasts a pool of postdoctoral fellows who are drawn from a wide spectrum of subject areas that include educational management, inclusive education, educational psychology and social sciences. Throughout the year, the postdocs actively participate in various academic activities that include research, produce written pieces for accredited journals and book projects and apply for funding.

The postdocs also participate in various academic events as guests and presenters of papers in symposiums, seminars as well as national and international conferences. Postdoctoral development events, such as lecture series by distinguished scholars as well as workshops and retreats, are also part of the annual activities by this cohort. Part of the events in which postdocs participated include

- The University Teaching and Learning in context Symposium organised by the Ali Mazrui Centre for Higher Education Studies, University of Johannesburg, February 2018.
- Conferences [e.g. WCCES Symposium in



### Prof Neema-Abooki

Peter Neema-Abooki holds academic credentials, among others, a Postgraduate Diploma in Education; and a Master's and a Doctor of Philosophy, both in Educational Management. He is an Associate Professor of Higher Education, Founding Dean of the

East African School of Higher Education Studies and Development, and Co-Editor for *Innovating Higher Education* at Makerere University. He has also lectured at Kampala University, Kisubi Brothers' Centre for Uganda Martyrs University, and Kyambogo University. He served as honorary lecturer at Mbarara University and as Dean at Victoria University. He has presented papers and delivered keynote addresses at International Conferences, and he is an external examiner in several Universities – nationally and internationally. His research encompasses managerial disciplines with specific focus on Quality Assurance (QA). He is reviewer at several international fora, member of several international technical committees, Editor-in-Chief of the *International Journal of Progressive and Alternative Education*, and an external quality assurance expert for programme review at the Namibia National Council for Higher Education. Neema-Abooki is a postdoctoral research fellow at the Ali Mazrui Centre for Higher Education Studies in the Faculty of Education at the University of Johannesburg.

Comparative Education for Global Citizenship, Peace and Harmony through Ubuntu and 5th Indian Ocean Comparative Education (IOCES) International Conference Rethinking Epistemologies and Innovating Pedagogies to Foster Global Peace held between 21-22 June 2018 on critical hope in a context of despair hosted by the University of the Witwatersrand.

- Local, national and international seminar presentations.
- Academic develop workshops and writing retreats.
- Lecture series organised by the University of Johannesburg Postgraduate School.
- Book launches such as those organised by the Johannesburg Institute of Advanced Studies (JIAS) and the University of the Witwatersrand.

All these activities have been proclaimed as very informative and profoundly enriching by the postdoctoral fellows. The Centre's postdoctoral fellows and their brief biographic statements are presented below:



### Dr Sibonokuhle Ndlovu

Sibonokuhle Ndlovu is a postdoctoral fellow at Ali Mazrui Centre for higher Education Studies, University of Johannesburg. Her research interests are in inclusion of students with disabilities in higher learning and transformation in

higher education. Her research interests also include inclusive education in basic education, and teaching and learning of disadvantaged learners in disadvantaged rural contexts. She completed her PhD at Wits School of Education in 2017. She has been a research intern at the University of KwaZulu-Natal, researching for the national project, *Education and Emancipation*. Her current research will focus on faculty members' experiences in including students with disabilities in teaching in the programme of Education in South African higher learning.



### **Dr Phefumula Nyoni**

Dr Phefumula Nyoni is an anthropologist and sociologist lecturer and researcher. He has been actively involved in curriculum design, implementation and programme quality assurance. Dr Nyoni's research interest is mainly on issues that are of multidisciplinary nature and include education transformation in tertiary institutions, particularly from a culture-centric perspective, reconfiguration of urban spaces through access to socio-economic amenities for marginalised migrant and local communities with specific focus on women and children, poverty alleviation and human rights, community development, urban workers' experiences, urban artisanal mining and agriculture, women and harmful cultural practices, entrepreneurship as well as reinvention of post-colonial identities in African cities. This has combined research and policy advocacy. The various research engagements have led to the publication of several book chapters, journal articles and reports. Dr Nyoni's latest

research projects are in the area of higher education transformation and quality assurance.

## **Ali Mazrui Centre for Higher Education Research Associates**



### **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 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 coordinated 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 Master's in International Development Education from Stanford University.



### **Dr Amasa Ndofirepi**

Dr Amasa Philip Ndofirepi is a research associate at the Ali Mazrui Centre for Higher Education Studies and a senior lecturer in the Department of Education & Curriculum Studies at the University of Johannesburg. He 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, a Bachelor's degree in Education and a Secondary Teachers' Certificate from the University of Zimbabwe. Owing to his long experience in higher education in general and teacher education in particular, Dr Amasa Ndofirepi's current research interests are in issues of *knowledge, change and social justice* in the African university. Amasa has co-edited a 2-volume book, *Knowledge and Change in African universities* (2017), and is an editorial assistant of the book series, *African Higher Education: developments and perspectives*. He is fairly well published in journals and book chapters and he has presented papers to local and international conferences.

## Distinguished Visiting Professors



### Prof Imanol Ordorika

Professor of Social Sciences and Education at the Universidad Nacional Autónoma de México (UNAM). Currently, he is General Director for Institutional Assessment at UNAM and creator of the online Comparative Study of Mexican Universities.

Author of *Power and Politics in University*

*Governance* (2003) and co-editor of the ASHE reader *Comparative Education* (2010) and the book, *Universities and the Public Sphere* (2011). Other recent publications are chapters (Ordorika Rodríguez and Lloyd, 2018) 'Federalism and higher education in Mexico', in Carnoy, M., Froumin, I., Leshukov, O. y Marginson, S. (coords.), *Federalism and Higher Education: A Comparative Study*, (Ordorika, 2017); 'Knowledge and change in contemporary postcolonial universities', in Michael Cross and Amasa Ndofirepi (coords.), *Knowledge and Change in African Universities*; and (Ordorika and Lloyd, 2015) 'Critical Theories of the State and Contest in Higher Education in the Globalized Era', in Martínez-Alemán, A., Bensimon, E. y Pusser, B. (eds.), *Critical Approaches to the Study of Higher Education: a Practical Introduction*; as well as academic articles (Ordorika and Lloyd, 2015) 'International rankings and the contest for university hegemony', in *Journal of Education Policy*, (Ordorika, 2018); 'The Academic Publishing Trap', in *Revista Española de Pedagogía*.

Ordorika has been awarded the *Chaire d'Études Mexicaines Alfonso Reyes at the Institut des Hautes Etudes de l'Amérique Latine (IHEAL), Université PARIS III – Sorbonne Nouvelle*. Paris, France, the *Frank Talbott Jr. University Chair (Cátedra Universitaria Frank Talbott Jr.) University of Virginia*. Charlottesville, Virginia, US, and more recently appointed Distinguished Visiting Professor at the University of Johannesburg.



### Prof N'Dri Thérèse Assié-Lumumba

N'Dri Thérèse Assié-Lumumba is a Professor at Cornell University in the Africana Studies and Research Centre, President of the World Council of Comparative Education Societies (WCCES), Vice-President of the Scientific Advisory Committee (SAC) of UNESCO's

Intergovernmental programme for the Management of Social Transformations (MOST), and past President of Comparative and International Education Society (CIES). She is a Distinguished Visiting Professor at the University of Johannesburg. Her past and current positions at other institutions include 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, Centre for the International Cooperation in Education at Hiroshima University, Visiting Professor in the Graduate School of Education at the American University in Cairo, Extraordinary Professor in the Department of Education Policy Studies at Stellenbosch University, and Carnegie Diaspora Fellow in the Department of Sociology at the University of Ghana. She has published extensively on various areas and levels of education, especially higher 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 organisations.



### Prof Bruce Macfarlane

Bruce Macfarlane is Professor of Higher Education and Head of the School of Education at the University of Bristol, UK, and distinguished visiting professor at the University of Johannesburg, South Africa. He has previously held chairs at a number of universities in the UK and Hong Kong. Bruce's publications have developed concepts related to values in higher education, such as academic freedom, the ethics of research and teaching, the service role, and academic leadership. His books include *Freedom to Learn* (2017), *Intellectual Leadership in Higher Education* (2012), *Researching with Integrity* (2009), *The Academic Citizen* (2007), and *Teaching with Integrity* (2004).





### **Prof Jane Knight**

Prof Jane Knight of the Ontario Institute for Studies in Education, University of Toronto, focuses her research on the international dimension of higher education at the institutional, national, regional and international levels. Her work in over 70 countries with universities, governments, and UN Agencies helps to bring a comparative, developmental and international perspective to her research, teaching and policy work. She has been a visiting scholar at numerous universities in different countries, which include India, Japan, Malaysia, United Arab Emirates, United States of America, Germany and South Africa. She is the author of numerous publications on internationalisation concepts and strategies, quality assurance, institutional management, trade, education hubs, and cross-border education. She is the co-founder of the African Network for the Internationalization of Higher Education and sits on the advisory boards of several international organisations, universities, and journals. She is the recipient of several awards and honorary doctorates from the University of Exeter in the UK and Symbiosis International University in India, and recently received the Outstanding Researcher Award from the European Association for Institutional Research and the Gilbert Medal from Universitas 21 for her contribution to higher education internationalisation. During the course of her visit, Prof Knight has worked on collaborative research projects, and a book series, and continues to advise postgraduate students on their research projects.

## **THANK YOU, FAREWELL AND WELCOME**

Earlier this year we said goodbye to Mrs Colleen Cronk, our Centre administrator. She cared for the staff and Centre so beautifully and will be sadly missed by us all. We wish her the best in her future endeavours

### **Welcome**

We are proud to welcome Ms Loria Mokoena to the Ali Mazrui Centre for Higher Education Studies. Loria is the new administrative assistant in the Centre and her organisational skills will keep the Centre running smoothly. She is responsible for the day-to-day operations and management of the office, including coordination of seminars, workshops and communication.

Welcome to the team, Loria.



### **We also welcome a new Postdoctoral Fellow, Dr Dennis Zami Atibuni**

He has presented papers and served as invited guest speaker at various conferences, seminars and workshops. His research interests include student research engagement at higher education; pre-service and in-service teacher education; pedagogy of science and mathematics education; educational leadership and management; education for sustainable development; educational assessment; and research methodology. He is an author and co-author of several refereed journal articles and book chapters. He is a reviewer for different international journals.

His doctorate in Educational Psychology was obtained from Mbarara University of Science and Technology (MUST), Uganda, in 2017. His Bachelor of Science with Education (Honours) in Chemistry and Biology, and Master of Education (MEd) in Educational Psychology were also obtained from MUST.

## **CONDOLENCES**

Deepest sympathies from the Ali Mazrui Centre for Higher Education Studies. Words are never adequate in moments like these. We will say though, that our hearts go out to Prof Brenda Leibowitz' family and friends. We will always remember the joyous memories that we have been privileged to have during the moments we spent with her.

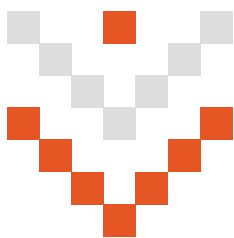
## **EDITORIAL TEAM**

Peter Neema-Abooki, [pneemaster@gmail.com](mailto:pneemaster@gmail.com)

Loria Mokoena, [loriam@uj.ac.za](mailto:loriam@uj.ac.za)

Phefumula Nyoni, [phefumulan@uj.ac.za](mailto:phefumulan@uj.ac.za)

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