



CENTRE NEWS

ALI MAZRUI CENTRE
FOR HIGHER EDUCATION STUDIES



DECEMBER 2017 - NO 5

The major highlight in 2017 was undoubtedly the launch of the Ali Mazrui Centre for Higher education Studies and book series in the Council Chambers/Madibeng Lounge on 3 August 2017.

UJ Launches Ali Mazrui Centre for Higher Education Studies, Shifting higher education transformation into curriculum spaces



Professor N'Dri Assie Lumumba

The **Ali Mazrui Centre for Higher Education Studies** was launched at the University of Johannesburg on the 3rd of August 2017 in the Council Chambers. Its mission is to contribute to enhancing the role of higher education towards social and economic development in Africa within the context of democratisation and social justice, and to be a Pan-African centre for scholarly research inquiry, training and professional development in higher education. This is being pursued through a range of activities that include: higher education research; research training at PhD and Masters Levels; professional development, particularly in the domain of executive leadership; and promotion of policy dialogue in higher education.

"In line with UJ's pan-African vision, the Centre is envisaged to be a hub for critical intellectual engagement for African scholars who have a strong interest in the progress, challenges and opportunities facing higher education in South Africa and across the continent," explained Professor Cross. "While we are dedicated to finding suitable solutions to the challenges faced in our institutions

and higher education system, we also envisage the day when, through postgraduate scholarships, sabbatical grants and research fellowships, we will promote mobility and critical engagement amongst African scholars," he added.

The inauguration of the Centre was followed by the launch of the Centre's Book Series with Sense Publishers. The first three published volumes include: M Cross & A Ndofirepi (eds.) *Knowledge and change in African universities. Volume 1: Current Debates*, 219 pages (Sense Publishers: 2017); M. Cross & A Ndofirepi (Eds.). *Knowledge and Change in African Universities. Volume: Re-imagining the Terrain*, 198 pages (Sense Publishers: 2017); and Jane Knight and Emmet Woldegiorgis (Eds). *Regionalization of African Higher Education: Progress and Prospects*, 249 pages. (Sense Publishers: 2017)." The series project is intended to attract both authors and readers, internal and external to Africa, all of whom are focused on higher education, including those doing comparative work on Africa with other regions of the world and the global South in particular.



Professor M Cross, Director of the Centre



Professor S Gravett

Professor Sarah Gravett welcomed all guests whilst Professor N'Dri Assie-Lumumba paid tribute to Professor Ali Mazrui.



Professor N Ndebele

Professor I Rensburg

Professor T Marwala

Professor Ihron Rensburg gave the background of the Centre and Professor Njabulo Ndebele, Chancellor of UJ, launched the Centre. The Vice Chancellor designate, Professor Tshilidzi Marwala, talked about the significance of scholarship at UJ and introduced the book launch. The speakers for the book launch included Professor Thaddeus Metz (Volume 1), Dr Amasa Ndofirepi (Volume 2) and Professor Bheki Mngomezulu (Volume 3).



Professor Jane Knight

A NEW DISTINGUISHED VISITING PROFESSOR JOINS AMC

Professor Jane Knight, a Distinguished Visiting Professor in the Ali Mazrui Centre joined the Centre in October 2017.

Professor 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 that 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 organizations, 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 internationalization.

During her visit, Professor Knight worked on a collaborative research project and the book series, and, advised postgraduate students on their research projects.

INTERNATIONAL CONFERENCES



Prof M Cross participated in a panel discussion at the launch of the Africa Special Interest Group (ASIG) - Africa SIG Bantaba during the 2017 CIES Conference in Atlanta. The word Bantaba originates from Gambia in West Africa, and is a derivative of two words in the Mandinka language: 'Bant' (tree) and 'Aba' meeting place. Bantaba thus signifies a gathering of community members to discuss salient issues that affect the collective. Invited speakers included: Hamidou Boukary, Consultant, Human Development Bond Consulting and formerly with the Association for the Development of Education in Africa (ADEA); H.E. Oliver Wonekha, Ambassador of Uganda to the United States of America; John Mugo, Uwezo; N'Dri Assié-Lumumba, Cornell University; Ali Abdi, University of British Columbia; Nii Addy, McGill University; and Michael Cross, University of Johannesburg.

CICE-2017 Conference, Canada

Professor Michael Cross and Mr David Matsepe (PhD student) presented a paper on Re-thinking academic staff transformation: power, identity and transformation in South African universities at the Canada International Conference on Education (CICE-2017).

Dr Loise Jeannin (PDRF) was invited to participate in a research conference at the Universite of Caen, Normandie, France in October 2017. The theme of the conference was "Challenges, debates, and perspectives: 50 years of educational sciences." Dr Jeannin presented a paper on: "Mobilité géographique, apprentissage, et positionnement pédagogique: La perception des enseignants-chercheurs étrangers en Afrique du Sud".

Dr Loise Jeannin also participated in an international conference on 4-7 July 2017 in Paris, France with the Education and Training Network. She presented a paper on "The adaptation process of international lecturers in South African universities: A case study".

NATIONAL CONFERENCES

EASA 2017 CONFERENCE

Professor Michael Cross, Felix Omal (PDRF) and two postgraduate students (David Matsepe and Loria Mokoena) presented the following papers at the Education Association of South Africa (EASA) 2017 Conference, hosted by the Faculty of Education Sciences, North West University, Potchefstroom:

Presenter	Title of Presentation
Michael Cross & Loria Mokoena	<i>The denial of the self? Narratives of racial experience and identity construction in South Africa</i>
Michael Cross	<i>Decolonizing Universities in South Africa: Backtracking and revisiting the Debate</i>
David Matsepe	<i>Underrepresentation of Black Academics in a selected South African University: Power, Identity and Transformation</i>
Felix Omal	<i>Effective governance in a comprehensive university: Institutional stakeholder perceptions on gender in the university council</i>

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL) IN THE SOUTH

Professor N'Dri Assié-Lumumba, a Distinguished Visiting Professor at the Ali Mazrui Centre, was a guest speaker at the SoTL in the South conference held on 24-27 July at the University of Johannesburg. The conference focused on the scholarship of teaching and learning in the global South and showcased exciting and innovative research methods, new findings and featured provocative debates. She spoke about *Critical Thinking in Contexts: Western Higher Education Legacies and Dynamics of Teaching and Learning in the Global South*.



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

HIGHER EDUCATION SECTOR STRATEGIC PLAN (HESSP) FOR RWANDA (2017/2022)

After the 1994 genocide in which over million people were killed, Rwanda has implemented far reaching economic and social reforms within a framework of self-reliance. These reforms coupled with good policies and effective implementation have triggered a significant socioeconomic transformation in the country, and the benefits have become visible. Due to its remarkable performance on MDGs, in September 2014 Rwanda and Tunisia were the two African countries (out of 10 globally) chosen to pilot thematic areas in the post-MDGs. Its general vision is to become a middle-income country in the next two decades. Prof Cross was invited to participate in the process leading to the development of Rwanda's Higher Education Strategic Plan.

Emerging Scholars Programme

Following the programme on research methodology conducted by Dr Loise Jeannin and Dr Nevensha Sing in 2016, for 2017 the Emerging Researchers Programme was dedicated to 'a scholar development project' with focus on writing for publication. This project is a platform for postgraduate students to share writing for publication experiences under the guidance of a

seasoned researcher and author. The project is led by Dr Amasa Ndofirepi, a former post-doctoral fellow at the Ali Mazrui Centre and currently Senior Lecturer in the Faculty of Education.

Writing Workshop for PDRFs

Dr Loise Jeannin, Dr Nevensha Sing and Dr Felix Omal attended a workshop, facilitated by Professor Thad Metz. The workshop covered the following issues: having an audience in mind before writing; choosing a journal; ignoring house style with profit; ignoring word limits with even more profit; formatting a paper so that you don't look like a new fish; constructing the suitably brief abstract; focusing on the five necessary and sufficient conditions for an ideal introduction; phrasing that thesis statement so that it exhibits cognitive strength; indicating what's novel relative to the existing literature; making each section its own mini-essay; concluding in ways that forestall referee criticisms; protecting your identity from nosy editors and referees; dealing (emotionally and otherwise) with rejections; responding to referee criticisms; taking care of loose ends such as galley proofs when a submission is accepted.





UJ's Scholarship of Teaching and Learning (SoTL).Blog

Dr Loïse Jeannin wrote an interesting book review on teachers' reflective and inclusive practices. You can read it at <http://sotlfor-social-justice.blogspot.co.za/>

SEMINAR SERIES: LEADING UNDER CRISIS:

The on-going crisis in higher education requires a comprehensive review and reflection. The crisis has placed at centre stage of academic debates the challenge of leadership. It is against this background that the Ali Mazrui Centre decided to dedicate the 2017 Seminar and Lecture Series to the theme "Leading under Crisis".



In March, Dr Glenda Kruss spoke on **Higher education and innovation in informal settings: Evidence from case studies in South Africa.**

The paper identified conditions that facilitate and constrain innovation linkages between universities and actors in informal settings. It does so by reflecting on four in-depth case studies of networks between universities and marginalised communities, focusing on innovation to support livelihoods, in the South African context. The paper highlights how

academics and universities, government agencies at various levels, community-based and co-operative actors interact with one another, to learn, innovate and develop new competences that promote the livelihoods of marginalised communities. Conditions in the national and local policy environment intersect with organisational conditions within universities and within groupings of actors in informal settings, to shape outcomes that impact on economic development at the local level.

Dr Glenda Kruss is the newly appointed head of the Centre for Research on Science, Technology and Innovation Indicators (CESTII), after fifteen years of research in the Education and Skills Development Research programme, at the Human Sciences Research Council. Over the past ten years, she has published 14 books and chapters, and 24 refereed articles on issues related to innovation, higher education and development, developing frameworks for engagement in informal settings. She has guest edited special issues of the journals *Innovation and Development*, *Industry and Higher Education*, and *Development Southern Africa*. Her work includes two research monographs mapping patterns of academic interaction in universities and science councils.



In April, Dr Saleem Badat gave an inspiring presentation entitled **Theorising and Researching University Student Politics in South Africa.**

Dr Badat spoke on theorising and researching university student politics in South Africa.

Dr Saleem Badat holds a PhD in Sociology from the University of York (UK). He is Program Director of International Higher Education and Strategic Projects at the Andrew W Mellon Foundation, and Honorary Professor at Rhodes University. He has served as the Director of the Education Policy Unit at the University of Western Cape, as the first CEO of the Council on Higher Education, and as vice-chancellor of Rhodes University. Dr Badat is the author of *The Forgotten People: Political Banishment under Apartheid* (2013), *Black Man, You are on Your Own* (2010), and *Black Student Politics, Higher Education, and Apartheid: From SASO to SANSCO* (2002). He is co-author of *National Policy and a Regional Response in South African Higher Education* (2004), and co-editor of *Apartheid Education and Popular Struggles in South Africa* (1990).





In May, Dr Oliver Seale, a Research Associate in the Centre, gave a talk entitled **Leading in Complexity: the case of deans.**

"In these challenging times, what is needed is less anecdotal critique of managerialism and more research into how leaders can implement well-considered change." **Geoff Sharrock, Higher Education Blog, 26 September 2012**

The emergence of 'executive deanship' in South African higher education about a decade and a half ago was in keeping with international trends and local demands for efficiency and performativity. In this seminar, it was contended that the blanket introduction of executive deanship at universities in Gauteng, appears not to have contributed to the envisaged operational efficiency and effectiveness,

as claimed. In some universities that do not have an enabling and empowering environment, it has added another layer of complexity to deanship, with a potential crisis in the advancement of the academic project. The position of dean nowadays is more administrative, management oriented and allows little or no room for strategic, academic leadership

Oliver Seale is the Director of Executive Education and heads up the Centre for Business Leadership at the Graduate School of Business Leadership in Unisa. His former positions include consulting as a strategist and advisor to public and private higher education institutions, acting CEO at Universities South Africa, Director in the Vice-Chancellor's Office at the University of the Witwatersrand, where he provided strategic advice, project management and administrative support to the Vice-Chancellor and Executive Team. He was also Deputy Director General for Training Delivery at the Public Administration Leadership and Management Academy (Palama) and Director of the Higher Education Leadership and Management Programme (HELM) at HESA.



In July, Professor Ihron Rensburg gave an interesting talk on **'Leadership Under Crisis: The Case of the University of Johannesburg'**.

Presentation is accessible at: <https://www.uj.ac.za/faculties/facultyofeducation/ali-mazrui-centre/Pages/default.aspx><https://www.youtube.com/watch?v=rDm6lDjcf68&feature=youtu.be>

Professor Rensburg became Vice Chancellor of the University of Johannesburg in 2006. Prior to this appointment, he was CE Strategic Services at the South African Broadcasting Corporation, Deputy Director General of South Africa's Department of Education, and General Secretary of the National Education Crisis Committee - South African anti-apartheid movement. In May 2015, he completed his term as Commissioner of South Africa's National Planning Commission, where he chaired the Working Group on Social Protection and Human Capabilities. The National Planning Commission chartered South Africa's first *National Development Plan 2030*. Together with South Africa's Deputy Minister of Education, Rensburg is Co-Chairperson of Education Dialogue SA. Recently Rensburg served as Chairperson of the South Africa as well as the Southern Africa Universities Vice Chancellors Associations, Chairperson of the Ministerial Committee on Student Accommodation in South African Universities, Member of the Ministerial Committee on the Funding of South African Universities, Councillor of the Association of Commonwealth Universities and Board Member of the Commonwealth of Learning.



Part of the audience at Professor Ihron Rensburg's talk



In August, Dr Jose Cossa, presented a paper entitled **Addressing the Challenge of Coloniality in the Promises of Modernity and Cosmopolitanism to Higher Education: De-bordering, De-centering/De-peripherizing, and De-colonizing.**

Dr Cossa argued that Western higher education was founded under classical modernist and classical cosmopolitan perceptions of how the world ought to be ordered (or Modernity) and how to nurture planetary conviviality (or Cosmopolitanism). This order and conviviality informs the way academic fields are shaped by its founding editors and scholars, who surround them, and continues to shape our engagement with one another as scholars who navigate the complexity of today's world. While we may fail to see the intricate influence of cosmopolitanism through the lenses of Francisco de Vitoria's Christianizing design, we may readily see Emmanuel Kant's secularizing design. Mignolo (2000) urges us to look at this

intertwining of the religious and the secular designs through the lenses of coloniality as a hidden face of modernity and its condition of possibility. He proposed a focus on both designs as inseparable in informing the assumed limits of our present-day conceptualizations of higher education and scholarship. Ultimately, it is noteworthy that changes occurring within the hidden coloniality of modernity do not carry the much needed transformative force, sustainability, and global reach. This presents a challenge to the promise of Modernity and Cosmopolitanism to higher education, especially in non-Western countries.

José Cossa, Ph.D., is a Mozambican scholar, author, researcher, poet, blogger, "twitterer", podcaster, entrepreneur, and a Senior Lecturer at Peabody College, Vanderbilt University. Prior to Vanderbilt, Cossa was a Visiting Associate Professor at the American University in Cairo. Cossa holds a Ph.D. in Cultural and Educational Policy Studies with a depth area in Comparative and International Education from Loyola University Chicago. He is the author of *Power, Politics, and Higher Education: International Regimes, Local Governments, and Educational Autonomy* and the recipient of the 2012 Joyce Cain Award for Distinguished Research on People of African Descent, awarded by the Comparative and International Education Society (CIES). Cossa's research focus is on power dynamics in negotiation over educational policy; higher education policy and administration; system transfer; international development; and, global and social justice.



In August, Mr Ahmed Essop, a research Associate in the centre, gave an interesting seminar presentation entitled **Rethinking Institutional Governance in Higher Education: The Role of Council.**

Mr Essop emphasised that governance, leadership and management challenges in public higher education institutions have been a perennial feature of the higher education system in the past decade or more and all the signs suggest that they will continue unless the underlying factors that give rise to these challenges are addressed. An analysis of the key challenges and problems relating to institutional governance, leadership

and management suggests that a key element of the crises is to be found in the structure and composition of the institutional governance structures introduced as part of the transformation of the higher education system post-1994.

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





In November, Professor Jane Knight, a Distinguished Visiting Professor in the Centre, gave an inspiring seminar presentation entitled **"The Changing Landscape of Internationalization: New Developments and Unintended Consequences"**.

As we progress into the 21st century, the international dimension of higher education is becoming increasingly important, and at the same time more complex. This presentation examines new developments and unintended consequences around the world that require new research, policy development and careful monitoring so that the benefits of internationalization to individuals, institutions, nations and society outweigh the risks, both now and in the future.

ACADEMIC ACKNOWLEDGEMENTS AND ACHIEVEMENTS



- Professor Assie Lumumba elected President of the **World Council of Comparative Education Societies** (WCCES)
- Professor Michael Cross was appointed a Member of the Research Standing Committee of the World Council of Comparative Education Societies (WCCES). (2017-2019)

Upcoming Colloquium in February 2018 "University teaching and learning in context"

The Ali Mazrui Centre will be hosting a colloquium on "University teaching and learning in context" in February, 2018. The colloquium is being organised by Dr Loïse Jeannin (PDRF at AMC), Professor Michael Cross and Professor Anne Jorro (Conservatoire National des Arts et Métiers – CNAM, Paris). See call for papers below. The seminar will enable researchers from different parts of the world to present their

papers and receive constructive feedback before publication. Papers will be circulated prior to the seminar and two critical reviewers will be assigned for each paper.

Date: February 26-27, 2018

Participants: 12-14 researchers

Important dates:

October 31, 2017

Deadline for abstract submission to loisej@uj.ac.za

November 15, 2017

Notification of abstract acceptance

February 1, 2018

Submission of full papers

January 31, February 9, 2018

Each participant will receive two papers for the peer review process

February 26-27, 2018

Research Seminar (UJ-CNAM)



CALL FOR ABSTRACTS

University Teaching and Learning in Context

Joint Research Seminar: February 26-27, 2018

Higher education institutions in South Africa and abroad are facing new demands and expectations. Students expect to learn specific knowledge and develop skills that will prove useful in their professional and daily lives, learning through materials and pedagogies that are relevant to the environments in which they live (Gay, 2010; Ladson-Billings, 1995). This request for **authentic learning opportunities** is strongly expressed in the decolonisation movement in South African universities (Le Grange, 2016) encouraging lecturers to implement teaching strategies that promote social justice. Lecturers and researchers expect (and are expected) to generate knowledge that will prove relevant for the socioeconomic and cultural development of societies and for the reduction of historically grounded inequalities.

In addition, the development of **online programmes** and the **internationalisation** of higher education institutions brings about new learning opportunities for university students (De Wit, 2011). The increasing diversity of university students (because of the massification of access to higher education and/or the increasing student mobility worldwide) require lecturers to develop inclusive and **culturally responsive teaching** practices to meet the learning needs of their local and international students (Banks, 2016; Gay, 2010). To accommodate these diverse learning expectations and facilitate the development of new pedagogies, **professional development programmes** for lecturers are developed (Amzat & Padilla-Valdez, 2017) and the conditions of their effectiveness are still debated.

Hence, this research seminar aims to contribute to the **regeneration of curriculums and pedagogies** in South Africa and abroad. We therefore invite researchers to reconsider the **knowledge and pedagogies** implemented at

universities, scrutinising their relevancy for local and regional contexts. International trends and country-specific issues will be discussed. Researchers from different parts of the world are invited to share their different conceptual frameworks, research paradigms and policy recommendations.

Themes and subthemes

We invite submissions under 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

Abstract Submission

Abstracts (in English) should:

- Include a clear statement of the topic, issue or problem addressed
- Highlight the main argument and key results of the paper
- Be limited to 200-250 words

Abstract and a **reference list** must be sent to Dr Loïse Jeannin: loisej@uj.ac.za

Please, indicate in which subtheme your paper belongs.

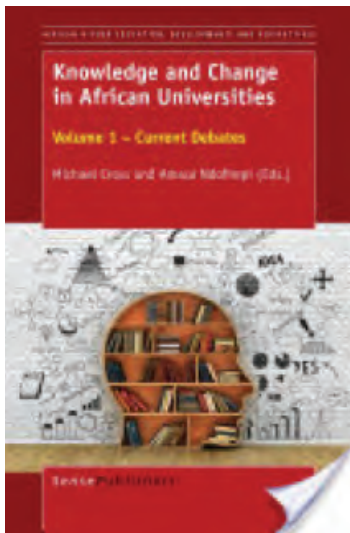
Organisers

Dr Loïse Jeannin
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RESEARCH OUTPUT

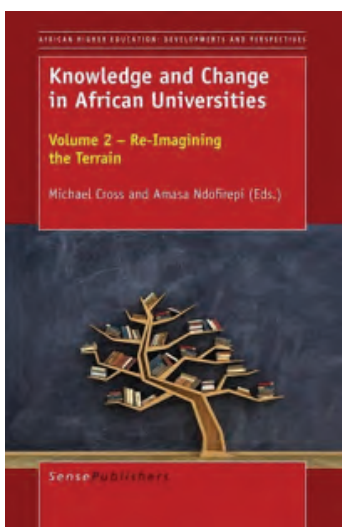
2017: *Knowledge & Change in African Universities Volume 1 – Current Debates*



Besides the ongoing concern with the epistemological and theoretical hegemony of the West in African academic practice, the book aims at understanding how knowledge is produced and controlled through the interplay of the politics of knowledge and current intellectual discourses in universities in Africa. In this regard, the book calls for

African universities to relocate from the position of object to subject in order to gain a form of liberated epistemological voice more responsive to the social and economic complexities of the continent.

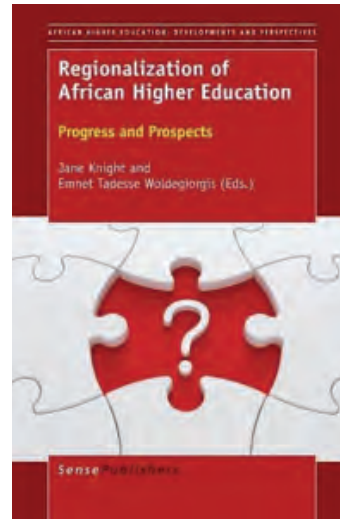
2017: *“Knowledge and Change in African Universities” Volume 2 – Re-Imagining the Terrain*



Neo-liberalism, with its emphasis on the economic and market function of the university, rather than the social function, is increasingly destabilizing higher education particularly in the domain of knowledge, making it increasingly unresponsive to local social and cultural needs. Corporate organizational practices, commodification and

commercialization of knowledge, dictated by market ethics, dominate university practices in Africa with negative impact on professional values, norms and beliefs. The book goes a long way in unraveling how African universities can respond to these challenges at the levels of institutional management, academic scholarship, the structure of knowledge production and distribution, institutional culture, policy and curriculum.

2017: *Regionalization of African Higher Education. Progress and Prospects*



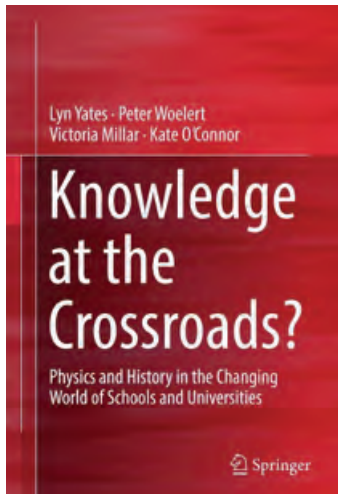
This is the first book which brings together diverse scholars and policy experts to examine key aspects and challenges of African higher education regionalization. Fundamentally, the book asks the question whether higher education regionalization in Africa is more rhetoric than reality. It discusses the progress to date on specific

themes; identifies historical, political, sustainability and funding challenges; and concludes that while the impacts of regionalization efforts have not been fully realized there is cautious optimism for the future.



Freedom to Learn offers a radically new perspective on academic freedom from a student rights standpoint. It analyzes the effects of performative expectations on students drawing on the distinction between negative and positive rights to re-frame student academic freedom. It argues that students need to be thought of as scholars with

rights and that the phrase 'student-centred' learning needs to be reclaimed to reflect its original intention to allow students to develop as persons. Student rights – to non-indoctrination, reticence, in choosing how to learn, and in being treated like an adult – ought to be central to this process in fostering a democratic rather authoritarian culture of learning and teaching at university. Written for an international readership, this book will be of great interest to anyone involved in higher education, policy and practice drawing on a wide range of historical and contemporary literature related to sociology, philosophy and higher education studies.



There is much discussion about what needs to change in education institutions in the 21st century, but less attention given to how core disciplinary studies should be considered within that context. This book is based on a major 4-year research study of history and physics in the changing environment of schools and universities in Australia. The book draws on interviews with 115 school teachers and university academics to provide new perspectives on two important issues. Firstly, how, for the purposes of today's schools and universities, can we adequately understand knowledge and knowledge building over time? Secondly, what has been productive and what has been counter-productive in recent efforts to steer and manage the changes in Australia?

Key highlights: articles

Middlehurst R, Cross M, Jeannin L. (2018). Action learning as a job-embedded, collaborative, and reflective professional development approach for university administrators: How does it fit into the Southern African context? *South African Journal of Higher Education*, 32(1). Retrieved from <http://www.journals.ac.za/index.php/sajhe>

Job-embedded, collaborative, and reflective professional development programmes have generally been praised internationally for promoting knowledge sharing and meeting the learning needs of extremely busy practitioners, such as university academic and administrative staff. However, in the Southern African context where, for a variety of reasons, professional development draws extensively on traditional pedagogies, their usefulness has not been fully tested. Analysing the experiences of 11 participants of the Programme for University Leadership in the Southern African Region (PULSAR) and subsequent developments within their own institutions, this paper shows how Action Learning can be used as a tool for change for university senior administrators. Through this job-embedded, collaborative, and reflective pedagogy, Action Learning provides enabling conditions for university administrators to unlearn, learn and relearn engagement strategies (e.g., questioning and listening skills, participative team-work) to approach workplace problems differently, and in the process, build more effective working relationships.

Oliver Seale and M Cross, Executivism and deanship in selected South African universities. Oxford Education Review, Forthcoming.

The emergence of 'executive deanship' in South African higher education about a decade ago was in keeping with international trends and local demands for efficiency and performativity. With specific reference to the universities in the Gauteng province, the paper argues that the blanket introduction of executive deanship (referred to as executivism) appears not to have contributed to the envisaged operational efficiency, performance and effectiveness, as initially claimed. Rather than fostering an enabling and empowering environment, it has added new layers of complexity to deanship pointing to a potential crisis in the advancement of the academic project. The position of dean is now more management oriented and allows little or no room for strategic intellectual and academic leadership. This particular aspect has recently been exposed by the student movement of 1914-15 under the banners 'Fees must fall', 'Stop outsourcing' and 'Decolonize universities'

Publications in Print Media

The following articles written by Ahmed Essop, Research Associate, appeared in the print media:

"Report shows jaundiced view of the NSFAS", The Star, 23 March 2017.

"South Africa's student funding scheme should be strengthened", The Conversation, 21 March 2017 - <http://theconversation.com/south-africas-student-funding-scheme-should-be-strengthened-74448>

"Forum of all stakeholders needed to solve fees crisis", BusinessDay, 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>

Publications

Chapters in books

1. Cross M, Ndofirepi A (2017). Beyond closure and fixed Frameworks. In *Knowledge and Change in African Universities*. Sense Publishers, pp 189-194.
2. Cross M, Ndofirepi A (2017). Critical scholarship in South Africa: Considerations on epistemology, Theory and Method. In *Knowledge and Change in African Universities*. Sense Publishers, pp 83-100.
3. Knight J (2017). The Concept and Processes of Higher Education Regionalization. In *Regionalization of African Higher Education*, Sense Publishers, pp 11-28.
4. Knight J, Woldegiorgis ET (2017). Academic mobility in Africa: Students, Scholars, Programmes and Providers. In *Regionalization of African Higher Education*, Sense Publishers, pp 113-133.
5. Pillay P, Woldegiorgis ET, Knight J (2017). Higher Education Finance: Implications for Regionalization. In *Regionalization of African Higher Education*, Sense Publishers, pp 175-187.
6. Ndofirepi A, Cross M (2017). University Knowledge for Societal Change in Africa: Unpacking Critical Debates. In *Knowledge and Change in African Universities*. Sense Publishers, pp 1-13.
7. Ndofirepi A, Cross M (2017). Knowledge as a Public Good: A Critical Gaze at the African University. In *Knowledge and Change in African Universities*, Sense Publishers, pp 41-57.

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