

ALI MAZRUI CENTRE FOR HIGHER EDUCATION STUDIES

# NEWSLETTER

Special issue dedicated to Professor Michael Cross, October 2021



## From the Director's Desk

The passing of Professor Michael Cross shocked all of us at the Ali Mazrui Centre for Higher Education Studies (AMCHES) at the University of Johannesburg, and the higher education research community across the world, with tributes continuing to pour in. Michael was a consummate academic, an accomplished intellectual, and a passionate scholar of education sciences who had published several scholarly works over the course of four decades of his academic career. He dedicated his academic life by engaging the critical education and socio-economic questions of our time. His research spanned various subjects: academic leadership, academic performance of students, access, equality, social justice, political economy of education and the decolonisation project in higher education. Michael has left an indelible legacy and set a high bar for those who were fortunate enough to have known and interacted with him. Contributing to efforts to restructure the post-apartheid South African higher education system within the social justice framework, Michael advocated for epistemic access for students from a disadvantaged background. He was particularly concerned about how students from marginalised communities negotiate their performance within a highly unequal and unjust university environment.

Michael has left a strong legacy in institutional transformation initiatives in African higher education by questioning the very nature of knowledge production. Besides the ongoing concern with the epistemological and theoretical hegemony of the West in African academic

practice, he tried to understand how knowledge was produced and controlled through the interplay of the politics of knowledge and current intellectual discourses in African universities. In this regard, he called for African universities to develop a liberated epistemological voice more responsive to the social and economic complexities of the continent. He theorised the dynamics and the politics of knowledge in the context of African epistemologies, asserting that the production and mediation of knowledge was a profoundly political process. He is the author and co-author of several books, book chapters and numerous articles in leading scholarly journals. Michael has served as an education specialist in several major national education policy initiatives in South Africa, and was a co-founder and co-editor of the AMCHES book series, *African Higher Education: Developments and Perspectives*.

His passion for education research in Africa made him to embrace the complexities of post-colonial African realities, engaging in the broader contexts of Pan-African projects. This has been among the many reasons Michael established the Ali Mazrui Centre for Higher Education Studies and led the Centre with scholarly dexterity and proficiency. The Centre thus took shape as a pre-eminent Pan-African institution for scholarly research, inquiry, training and professional development in higher education. He established AMCHES as a knowledge hub for critical thinking and knowledge production that contributes to deeper understandings of strategic issues in higher education through multidisciplinary and policy-relevant research. There will be many tributes to his life, but it is doubtful that any can fully capture Michael's impact on African scholarship. We will continue the journey that Michael started to honour his vision and to maintain the Ali Mazrui Centre for Higher Education Studies as his living legacy. The Ali Mazrui Centre for Higher Education Studies, on behalf of the University of Johannesburg, would like to express its deepest condolences to the family of Michael and appreciate the time spent with him, as well as the family's support following his passing. We would also like to express our sincere gratitude to colleagues and friends from across South Africa and all over the world for providing support in diverse ways.

**Emnet Woldegiorgis**



# Tributes To Professor Michael Cross Local And International

**As news of Michael's passing spread early in June this year, messages of condolence, support and tribute poured in from all over the world. In the pages that follow, we highlight excerpts from a selection of these messages (a detailed, more comprehensive version will be published both in print and electronic formats in due course).**



## Michael Cross Memorial Programme Director Comments

**Delivered by Prof Shireen Motala, in opening the Memorial Service, Friday 18 June 2021**

On behalf of the Ali Mazrui Centre for Higher Education Studies, and UJ, and the Cross family, I warmly welcome you today. We are gathered here today in a day of grieving, sadness and celebration of the life of Michael Cross, our friend, colleague, and much loved husband of Albertina, and father of Eunice, and Michael Jnr and grandfather of Leila and Michael Jnr, and the extended family of David, Monica, Arthur and Carla la Cruz. His family was indeed his bedrock, and his anchor...

This week has created an outpouring of grief, remembrance, disbelief, many anecdotes and sharing about our beloved Prof Michael Cross. Michael has a shared history with many of you present today, some who were students with him when he began at Wits, others as an early career academic, research professor and Director of AMCHES. Michael's eminence as a national, Pan-African and global scholar is evident in his multiple partnerships and his many scholarly writings, an absolutely formidable list of some 15 books, 70 peer-reviewed publications, 40 reports, and much

more. It is a dizzying record of achievements. Michael was a true scholar in the Gramscian sense, he had a questioning mind, tolerated no mediocrity or sloppy intellectual work, gave substance to the concept of promoting emerging and new scholars, long before it was fashionable, with a dedication that is now legendary. We have much to learn.

As a historian, his research, and its philosophical underpinnings are deeply relevant to the difficult transformation battles we continue to wage in post-apartheid SA. In the early 1990s, we were together as young black scholars in different ways waging our own battles, in the EPUs with Salim Vally, Leon Tikly and others, about the meaning of socially engaged scholarship, and the fit in our institutional settings, and Michael passionately and rigorously exploring the issues of identity, diversity, curriculum and institutional transformation with his students, and critiquing the notion of transformation, a theme which resulted in his seminal work with CHE in 2011, and to be concluded in the next iteration, in a CHE commissioned study

on epistemic access, decolonisation and social justice at the end of 2021. His deep interest was in students, who they were, what they learnt and for their well-being and in the last several years this contributed to his research on knowledge, the politics of knowledge, and transforming epistemologies, especially for the marginalised in postcolonial universities.

There was never any slippage into simplistic racial explanation of things. He was a sophisticated and exemplary scholar, elegant and deep in his writing, very unlike the impatience and exasperation he showed on matters administrative, an exasperation we shared and commiserated about. In the things we worked on together, I, the very pragmatic scholar, wanted to get things complete and sent off, and Michael would write, revise, and write and revise until it had the required depth and quality. Michael and I have journeyed a long way together, for some 30 years, as with many of you. With the establishment of the SARCHI Chair T&L, we had begun a programme of joint work with AMCHES that we were both excited and energised by, and his support and focus in getting to this, are indeed irreplaceable and missed. There is a

comfort for all of us in the depth of our relationships, which traverse the personal, political and ideological. In the weeks before he got ill, Michael had contributed to an international UNESCO study on university futures post COVID-19, on the Monday he had a successful meeting with the Presidency on the SDGs, and a few days before we had been together at an AMCHES writing retreat for a week (some of us online), doing what he did best, engaging, critiquing research papers of students, PDRFs and staff at AMCHES, being very critical at times, constructively in his inimitable, firm and charming way. In that week, Aslam Fataar, Michael, Andre Keet and I were meant to meet to establish a critical higher education studies network. His energy was indefatigable, inspiring and sometimes exhausting. Thus, many plans ahead, and hopefully in keeping his legacy alive, these will continue...

Today's programme brings together colleagues, nationally and internationally, friends and family who have journeyed with Michael Cross. The tributes have been flowing in and we hope to share some of them with you today.



## Eulogy – Professor Michael Cross

**Delivered by Prof Saurabh Sinha, Deputy Vice-Chancellor: Research and Internationalisation (on behalf of University of Johannesburg Management Executive Committee, including the Vice-Chancellor and Principal, Prof Tshilidzi Marwala), Memorial, Friday 18 June 2021**

I acknowledge the family members of Prof Michael Cross, his wife, Albertina, his children, Eunice, Michael Jnr, grandchildren, and loved ones who have joined us. Furthermore, the colleagues of the research centre and faculty, in particular, Prof Sarah Gravett, Prof Nadine Petersen, Prof Mdu Ndlovu, Dr Logan Goven-der, Prof Emnet Woldegiorgis, Mr Ahmed Essop, Prof Shireen Motala, Loria Mokoena, and others...

On the morning of 6 June 2021, news filtered through that Professor Michael Cross passed away after a fierce battle with COVID-19. Since joining UJ in 2012, he has been the founding Director of the Ali Mazrui Centre for Higher Education Studies (AMCHES) at the Faculty of Education, University of Johannesburg (UJ), an international scholar, a family man, a distinguished academic, supervisor, friend, colleague and a vital voice in the higher education sector. I have since learnt that he was passionate about football and an

ardent follower of Chelsea. It is said that a university is the sum of its parts. We have lost a powerful part of our university. We are left bereft, conscious of our own vulnerability and deeply cognisant of our own mortality. A grim cloud seems to have lingered over us in the last few weeks. The loss of this giant of a man is palpable. We are far greater as academics and as people for having known him and for having been exposed to his phenomenal mind.

His friends, colleagues and students have described him as 'a towering intellect', 'a mind abuzz with ideas', 'a giant in the debates on social justice and the knowledge project, social inclusion and access in higher education', 'a supervisor who demanded your everything but equally gave you everything' and 'a chuckling laugh that announced his presence'. Testaments to Michael's stature as an academic and scholar have traced his professional career from the University of





**Prof Saurabh Sinha**

be a hub for critical intellectual engagement for African scholars in South Africa and across the continent who have a strong interest in the progress, challenges and opportunities facing African higher education”.

Michael was an academic with considerable range and influence. He was a scholar of great integrity grounded in a humanity that was deeply cognisant of the social injustices of our country, the destruction wreaked upon us by apartheid and the powerful need for the country to craft a transformation agenda in education especially. His was a life dedicated to eloquence and high-quality scholarship that he integrated with a perceived duty to provide both committed leadership

the Witwatersrand to UJ. It was a significant moment for the university when together, we established the Ali Mazrui Centre for Higher Education Studies in 2016. Prof Ali Mazrui was an exceptional scholar and Pan-Africanist who had a pervasive influence on higher education. Michael Cross said at the time of the launch: “We would like this Centre to

within the university, among academics and above all to fostering new generations of students.

Embedded in his scholarly work is the meta-awareness of Michael as a black academic and intellectual encountering an academic world defined by colonial values and viewed at the same time by race. This consciousness of the distraught legacy of apartheid, colonialism and deep injustices carved in society informed his scholarly journeys and ensured that these created a global footprint. His scholarly cannon will continue to be cited as a major sphere of influence and through his students who will continue to champion the causes that he was so passionate about.

The loss of the last year is difficult to put into words. While the rolling statistics we hear each evening are often nameless, faceless, the losses are now too often hitting close to home. The tragic death of Michael has left us with the overwhelming and unabating weight of grief. To many at UJ, he was more than a colleague, he was a dear friend. Perhaps most notably, Michael stood so vehemently for social justice that it spoke to the heart of the democratic project. He was a formidable scholar whose name had become synonymous with the decolonisation movement. Though he will long be remembered for his commitment to these fights, it is his energy, his passion and his warm spirit that will stay with many of us...



## Statement from the family of Professor Ali A. Mazrui

**TO: Mrs Albertina Cross and the Michael Cross Family**

**FROM: Mrs Pauline Mazrui, widow of the late Professor Ali A. Mazrui and the Mazrui Family**

**RE: Expression of Condolences on the passing of Professor Michael Cross, Founding Director of the Ali Mazrui Centre for Higher Education Studies (AMCHES)**



The family of the late Professor Ali A. Mazrui is deeply saddened by the untimely passing of Professor Michael Cross. We have known Professor Cross as an inspiring and visionary leader with a deep commitment to educational reform and excellence in Africa. Members of the Mazrui family who were fortunate enough to have met Professor Cross in person remember him as a kind, humorous and passionate human being with a warmth of heart and mind that quickly radiated to his interlocutors. His work and devotion to improving the quality of academic experience in teaching, research, and practical applications in Africa have touched so many and will be the light that continues to shine upon his legacy for many years to come.

Professor Cross sought to name the Centre for Higher Education that he helped establish at the University of Johannesburg after his friend, Professor Ali A. Mazrui. In so doing, he was not only providing a symbolic statement of the educational vision of the Centre, but also memorializing the intellectual contributions of Ali Mazrui to the field of education in Africa. Professor Cross has now moved on to join his friend in After-Africa. And in the spirit of the Ali Mazrui Centre for Higher Education, we are bound to always remember the two together – two friends, two distinguished sons of Africa, of whom we shall always be proud.

Thank you for your generosity and may the spirit of Professor Cross rest in peace.

**Pauline Uti-Mazrui, on behalf of the Mazrui Family**



## From AMCHES staff and colleagues

### Michael Cross, our dearest colleague and friend

Prof Michael Cross, the founding Director of the Ali Mazrui Centre for Higher Education Studies (AMCHES) at the University of Johannesburg (UJ), South Africa, is sadly no longer with us. He died in a hospital in Johannesburg in the early hours of Sunday, 6 June 2021, after becoming afflicted with the COVID-19 virus.

Michael leaves a lasting legacy of dynamic scholarship in higher education. He was particularly focused on advancing the excellence and contributions of scholars from Africa and the South, linked to the decolonisation project of epistemic and social justice. His life's work was also dedicated to the development of young scholars, and there are many living examples among us. He was a great mentor, always finding opportunities for students. There was always something special about him. He was not only your consummate scholar; he was an energetic and vibrant personality. Michael loved to laugh even while working – he enjoyed life! He loved those bright, sparkling shirts and outfits that were a signature of his effervescent spirit. As such, he was his own person with his own identity, yet as one with the vulnerable and downtrodden of this earth. Michael, we at the Ali Mazrui Centre at UJ, will miss you immensely, as will many others across the world, but we won't forget you, as you will live on in what we do, and in our dreams!

### Tribute Michael Cross

**(Delivered by Professor N'drie Assie-Lumumba, Distinguished Visiting Professor, AMCHES at Memorial, 18 June 2021)**



To the family of Professor Michael Cross...Colleagues and Students of Professor Michael Cross, the University of Johannesburg, especially in the Ali Mazrui Centre for Higher Education Studies (AMCHES) under the leadership of Emnet Woldegiorgis, and common colleagues and friends in numerous other institutions in the world: from New York, I say YAKO in my Akan/Baoulé language of Côte d'Ivoire, to express the grief for our indescribable loss...

My words are also on behalf of the World Council of Comparative Education Societies (WCCES) to which Michael contributed immensely; the Comparative and International Education Society (CIES) of USA, specifically its Africa Special Interest Group, for his enlightening and insightful contributions, and the Association for the Development of Education in Africa (ADEA), especially in honour of Michael who was one of the first recipients of the Education Research in Africa Awards (ERAA)...

I will end my few words about a life that epitomises exceptional productivity and inspiring humility, by addressing Prof Michael:

Brother Michael, you embody Ubuntu. When I called you and we talked on 14 May 2021, I did not realise it would be the last conversation we would have. You promised to fight, although you had some major concerns about how your efforts would turn out, given the nature of COVID-19. My Brother Michael, we miss you deeply while we try to comfort each other and vow to continue your work. For the Akan people in Ghana and also Côte d'Ivoire where I come from, you are now in "the Universe of Truth". According to another Akan people saying, "the name of a good person who transitions to the world of the Ancestors becomes wealth that is inherited by all" (Sran kpa ouli i douman di adja).

I would like to refer now to the eternally relevant poem of the Senegalese diplomat and writer/poet Birago Diop titled *Les Morts ne Sont pas Morts* "the Dead are not Dead."

Brother/Professor Michael, through your family and your generous actions that have touched many from local organisations and institutions of higher learning and the community on the global stage, you have done your work here on earth and already earned your everlasting presence in the visible part of this world, as Prof Aïcha Maherzi has powerfully captured in her poem dedicated to you. We also pray that, from the African cosmology of the non-linear, but rather, cyclical conception of life, you come back.

May you, Brother Michael, have eternal peace, whether you remain in the world of the Ancestors or return to this world through the revolving door of the Cycle of Life.

**Professor N'drie Assie-Lumumba**

## Tribute to Michael Cross

**Delivered by Mr Ahmed Essop, AMCHES Research Associate and long-standing colleague and friend, funeral, 6 June 2021**



I have known Michael for some 25 years – we first met in the mid-1990s when I briefly had a courtesy office at the Education Policy Unit at Wits and Michael was a senior lecturer in the Faculty of Education. However, our initial contact was fleeting and it was not until the mid-2000s when I got to know Michael

and got the measure of Michael, both as a person and as a scholar – first, when I was a visiting researcher in the Education Leadership and Policy Studies (ELPS) division in the Faculty of Education at Wits – Michael was the chair of the division; and then in 2015 when he invited me to join him in his journey to establish the Ali Mazrui Centre for Higher Education Studies at UJ. It was not an easy journey, but Michael's perseverance and single-minded pursuit resulted eventually in the university providing the seed funding, which enabled the launching of the Centre in August 2017.

Michael's work defined him. He was an intellectual – engaging and grappling with ideas drove and energized him. And he died as he lived with his scholarly boots on. Even from his hospital bed, while he was still able to, Michael was participating in webinars and providing feedback to participants. Michael, as colleagues from near and far have testified, was a brilliant academic. He was also a dedicated teacher, supervisor and mentor, who inspired and paved the way for many young scholars to pursue academic careers...

Michael was a brilliant academic but he was much more than that. Michael was a wonderful human being, warm, sensitive, humorous – he loved making and laughing at his own jokes – with a generosity of spirit and a smile, always a smile that lit his face and the world around him. Michael we will miss you more than you can know; we will miss your friendship, your guidance and wisdom and your laugh and love of life. COVID-19, this terrible pandemic that is ravaging the world, has claimed you before you could fully realise your vision for the Centre – the culmination of your intellectual journey. We pledge to complete the journey that you started, to honour your vision and to build the Ali Mazrui Centre for Higher Education Studies as your living legacy.

Hamba Kahle Michael. Rest in peace.

**Mr Ahmed Essop**

## Tribute to Michael Cross, 18 June 2021

**Professor Linda Chisholm, Centre for Education Rights & Transformation, UJ.**



*Some of the delegates at the Springer Winter Colloquium at the Everglades*  
Front row: Prof Michael Cross and Prof Ken Hanby  
Row 2: Ntombi, Samirah Zafar, Bernadette Johnson, Professor Pam Christie (University of Queensland),  
Prof Linda Chisholm (HSRC/UCT), Monica Hendricks, Shireen Molat  
Third row: Ayetey-Nyehin, Prof Arush Fleish, Prof Craig Soudien (UCT)  
Row 4: Govender, Prof David Gwinour (UCT), Ephraim Mlomo, Wendy Nyama-Memba, Anusha Naidoo,  
Colin Phumase, Prof Ray Bessien, Anthony Genw

*Prof Linda Chisholm is in the second row, third from right*

In 1984, a skinny 32-year old student stepped into my office at the Wits Education Department on the main campus. He came to ask for admission to the master's programme, as the History Department had turned him down. I asked to see something he had written and he gave me the thesis he had prepared for the Licentiate or Master's degree in History at Maputo's University of Eduardo Mondlane where he graduated in 1979. I was enthralled by what I read: it was clear he had been schooled in the burgeoning field of anti-colonial African studies that had found a foothold as much in London, Yale, Dar es Salaam and Johannesburg as in Maputo. Although his thesis was written in Portuguese, it was instantly recognisable as a rigorous historical materialist analysis written to the highest standards of scholarship.

He was accepted into the MEd at Wits and within no time had mastered all the debates then raging between the so-called radicals and liberals in education. He inserted himself right in the middle of them by publishing a piece in the Wits journal, *Perspectives in Education*, sub-titled 'Open the boxes and look inside before you stick on the labels'. In it he took on the various protagonists in the debate, in a manner that contrasted strikingly with the dominant mode of engagement among educationists at the time – he employed reason rather than derision and he debated inclusively rather than exclusively. He set a new standard for the rest of us, and won the respect of people on both sides of the debate.

In preparing for today, I wanted to find out a bit more about what had shaped him in Mozambique. I did not have to look far, as he himself has written about the intellectual environment at Eduardo Mondlane during the crucial years immediately before and after independence in 1975, when he was but 23 years old.

*An Unfulfilled Promise: Transformation of Schools in Mozambique*, published in 2011, is a small masterpiece. In it, Michael brings everything he had learnt



about the analysis of education in South Africa to bear on an account of the history and political economy of education in Mozambique before and after independence – a task that until then had not yet been performed.

When I first met him, I had asked him about his experiences, and he had mentioned the names of Aquino de Braganca and Jacques Depelchin. In *An Unfulfilled Promise*, it becomes clear that they were an intellectual lodestar for Michael. In the course of deepening authoritarian and polarizing tendencies in the late 70s, early 1980s Mozambique, they had written a piece that argued for critical self-reflection rather than idealisation of the revolution and Frelimo.

Michael adopted the path they advocated in South Africa: a path of critical engaged scholarship rather than of uncritical engaged scholarship.

I will miss Michael greatly. He was a gentle soul, who gave us so much. I am proud to have had an association with him and am deeply, deeply saddened by his loss.

Rest in peace Michael Cross.

(The photo on page 6 was taken some time between 2002 and 2004).

## Michael Cross tribute

**Delivered by Mr Mugwena Maluleke, General Secretary, South African Democratic Teachers' Union, Memorial, 18 June 2021**

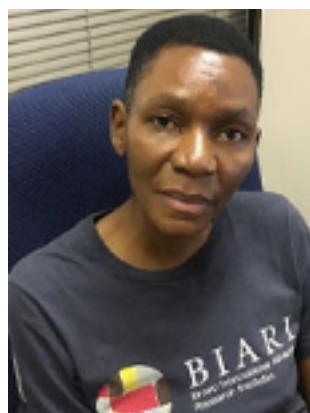


Indeed, we have lost a distinguished scholar, policy specialist, mentor, to mention but a few, and he will always be remembered as Maya Angelou put it clearly, "A great soul serves everyone all the time. A great Soul Never Dies, it brings us together, again and again". We met with Prof Cross back in 2011 when he blessed us with the then young emerging scholar and researcher, the late Mr Samuel Fenyane. We then jointly embarked on the SADTU book project later in 2015 when Mr Fenyane passed on 26 December 2015. Indeed, Maya Angelou was correct when she said "A great soul brings us together, again and again". Prof Cross once again ushered us with another young emerging scholar and researcher in October 2016, Dr Malau David Matsepe, who in fact recently in January 2021 completed his PhD degree under the supervision of Prof Cross. It does not end there. Throughout Prof

Cross's supervision, Dr Matsepe has published eight peer-reviewed journal articles and has a book chapter in press and he presented several research papers at reputable international gatherings. As we speak, the SADTU book project is about to be published with UKZN Press. Prof Cross left us with this project to take forward his legacy.

May His Soul Rest in Eternal Peace.

**Mr Mugwena Maluleke**



## Happy to join hands

**Delivered by Dr Sibonokuhle Ndlovu, Postdoctoral Research Fellow (PDRF), AMCHES, Memorial**

**18 June 2021** I am happy that I am here today to join hands with Prof Cross's family and everybody, as I represent the voice of the

postdoctoral fellows on our personal and academic experiences at Ali Mazrui Centre, in memory of Prof Michael Cross, who was our mentor, and we are celebrating his life today.

When as postdocs, we presented our challenges to him, Prof Cross laughed. To us his laughter always suggested that it was not as bad as we would think or imagine.

His door was always wide open for us and we could go to him for anything; he would stand up from his chair and give us a strong assuring handshake. Prof Cross taught us humility, by demonstrating it himself. For some of us who were with him in his last days, we can still hear his laughter resounding in our ears.

Prof Cross always walked with us in our fellowship journey. Postdoctoral fellows were his garden. He watered us, cultivated us, acknowledging, praising, encouraging and motivating us all the way.

He was described as the best mentor in Africa, and indeed as postdoctoral fellows at Ali Mazrui Centre, we attest to that.

You would read together, discuss and debate every sentence, line-by-line, paragraph by paragraph, to the conclusion. He would do this, even if it meant for weeks and months.

At the end, he would make a pronouncement – You can now submit!

His pronouncement, 'You can now submit', was like a blessing because after that we knew definitely a publication was coming.

Prof Cross always engaged us and got us actively involved in all the projects of the centre, seminars, conferences, and writing retreats. In seminars, he always emphasised the argument – he would always ask: 'In all this, what is your argument, Sibō?'

We have remained with some of his quotes to carry us through. He would always say: 'Collect your data in South Africa. Don't complicate life. There's not enough time; just settle and work. The PDRF opportunity is to consolidate your career trajectory'.

His emphatic, 'Yes, you can!' motivated each one of us to try to do more than required by the University...

He embodied vibrance and grace, purpose and poignance, all in one. As we celebrate his life today we cannot but ask:

How can the very cup that holds your wine, be the cup that is burned in the potter's oven?

How can the very flute that soothes your spirit, be the wood that is consumed by fire?

Postdocs at Ali Mazrui Centre pledge to honour him and continue his legacy, by remaining on the path on which he has put us. The best mentor in Africa. He will always be remembered by his postdoctoral fellows.

**Dr Sibonokuhle Ndlovu**

## Thanksgiving remarks at the memorial of Prof Michael Cross, 18 June 2021 (shortened)

**Professor Ihron Rensburg, Administrator, Vaal University of Technology**

Nelson Mandela (2002) affirms this sub-Saharan ethic of Ubuntu when he reminds us that "What counts in life is not the mere fact that we have lived. It is what difference we have made to the lives of others that will determine the significance of the life we lead".

This then is how I have come to know Michael – exhibiting human solidarity for its own sake, polite, kind, sympathetic, compassionate, generous, benevolent, altruistic, always sacrificing himself for his neighbour, forgiving, accommodating, making a difference to the lives of others, and truly at peace. Add to these traits of human excellence his pioneering, distinguished and globally recognised scholarship, then we have the role model of role models for academic leaders and scholars to emulate.

I have many fond memories of Michael, going back to our first meeting in the corridors of Wits in 1989 where from a Wits office I helped reset and rebuild the NECC alongside Eric Molobi and Vusi Khanyile, with the intellectual leadership of Joe Muller, Nick Taylor, Linda Chisholm, Shireen Motala, George Mashamba, Blade Nzimande and many others.

Michael was always hopeful and ebullient about creating a better future, brimful and more with several and simultaneous book projects and chapters. Creating the Chair for Higher Education Studies for Michael was my idea; since we wished to appoint both Michael and the late Brenda Leibowitz. Creating from this the Ali Mazrui Centre for Higher Education Studies was Michael's brilliant new idea and a project that we embraced with enormous enthusiasm at UJ. It only

required our quiet support and encouragement...

Hamba kahle my friend and colleague. We have picked up your fallen spear!

**Professor Ihron Rensburg**



## Short Messages of condolence

Michael was not just my supervisor but a friend from many decades ago. I am devastated at hearing this sad news of his passing and no words can relieve the pain. This is a difficult time for us all, especially his family. Please share my deepest condolences with his wife and family. They are in my thoughts and prayers. Let's all light a candle for Michael.

**Ms Naziema Jappie, PhD student**

The Baobab has fallen, those who took cover and rest of your shadow are now left exposed. Oh, Michael, what can we say about all you did for us: a mentor, scholar, colleague counsellor, fundraiser, the list goes

on. It was a pleasure knowing you for the past 33 years. Wherever you are, be proud of your achievements through us. Your legacy will live on forever. You died with your boots on. We will miss you. **Professor Chika Sehoole**

Dear Professor Cross, you were a great man and I will never forget you. I had only worked with you for less than five months before the cold hands of death took you away but you have left a sweet memory that will remain with me for a lifetime. I will never forget how you did not give up on my chance to work with you even when COVID-19 delayed

the process for almost one year. You believed so much in me and even fought for me to ensure that my postdoctoral journey with you become a reality. I will never forget how everyone I told about working with you was so happy for me, bearing the testimony of how much of a great mentor and kind-hearted man you were, one who would always create opportunities for his students to rise and I had looked forward to enjoying such opportunities.

I will forever be grateful that our path crossed through Professor Chika Sehoole, without whom I would have missed a great opportunity to



meet an amazing man like you. I could write a wonderful epistle about you in my short period of knowing you but it is tough to imagine that you are no longer with us on earth. I have learnt a few lessons from your life that would help me in this journey called life. You have fought a good fight, and just like the saying goes – it is not how far but how well. Thank you for living a life of great impact; we love you but God loves you more. Sleep well hero. Rest in power my Prof. **Dr Olaide Agbaje, PDRF**

The passing of Michael is so tragic and devastating. My experiences of Michael over some 30 years were always positive – a courteous, dedicated scholar, more often than not with a smile and twinkle in his eyes. He was indeed an effervescent spirit, snatched away much too early. **Professor Mohamed Saleem Badat**

I have many memories of Michael as a warm and friendly human being. He was a very committed academic and an engaging and supportive leader and friend. He always showed real interest in the work and ideas of colleagues and students. I love his seriousness with pushing boundaries and improving and extending ideas! My memories of him are places I treasure, places I go to, to think about what it means to be an engaging educator and thoughtful person. **Professor Gert van der Westhuizen**

Very sad and shocking news indeed! What a huge loss to all of us, his family and the higher education sector at large. Michael was a role model to many academics. His laughter brought light to dark and challenging situations. He leaves a void never to be filled again. **Dr Elizabeth Ndofirepi**

I had the privilege of being Prof Cross's doctoral student in recent years. Through his generosity I seamlessly transitioned to being a co-supervisor at the same level. I am shattered beyond words. Yet, I find strength in the realisation that his work and influence will live forever. The need to contribute to the preservation of his legacy goes without saying. **Dr George Mavunga**

Michael, where do we begin to tell the story of how greatly you impacted so many of our lives? We love, honour and appreciate you. Thank you for your friendship, collegiality and unmistakable laughter. **Prof Juliet Perumal**

Yes, Michael, know that we persevere in your great honour. **Prof Crain Soudien**

This is gut-wrenching news – we have lost a very fine human being and a valued colleague. RIP. **Prof Peter Vale**

A sad day – we have lost a friend, a valued colleague and a lovable man. Rest in peace, Michael. **Prof Chris Brink**

Almost cannot bear this. Wish I could unread this message. Stay safe everyone and strength to bear this loss. **Dr Menon Kirti**

I am really devastated about Michael. Strength to you also at this time. **Prof Jonathan Jansen**

This is truly tragic! Michael was not only a great scholar but a phenomenal human being. He will be truly missed. Rest in peace, Michael, you have left an indelible progressive mark on our world.

South Africa's academy has lost an incredible cohort of scholars in recent months. This pandemic is wreaking havoc on our scholarly community and I suspect that it is very much the same in other parts of the developing world. The post-COVID world is likely to have an even more unequal global academy with all the social consequences thereof. **Prof Adam Habib**

We are so very sorry to learn of Michael's passing. A colleague and friend, he challenged our thinking and stimulated new insights. We shall miss him. Please pass on our deepest sympathy to his family. **Prof Joel and Rachel Samoff**

It still feels as if I am going through a terrible nightmare and sooner I will wake up to a different reality!! I cannot believe that I have been robbed of a father who nurtured me from an academic toddler to a promising scholar within a short space of time. Not only did he provide scholarship shelter but he also embraced all of my challenges with an open heart coupled with great amounts of kindness, generosity and love of immeasurable proportions. Even in the moments I made my worst mistakes, his smile never withered as he took it upon himself to get things on track!! What more to say than to thank the Almighty and his generous family who when I met for the first time, one did not need to ask where the roots of Prof's generosity, love and kindness came from. Go well my father, you shall always be missed. **Dr Phefumula Nyoni, PDRF**



## Excerpts from Dennis Zami Atibuni's condolence poem

**Michael Bore  
the Cross**

As it were and ever  
shall be,

Someone had to  
bear the cross

Oft made heavy of wood,  
oft heavy of metal,

Bearing it got be heavy  
for the bearer

Someone had to bear  
the cross.

History made the cross,

Heavy of racial class  
birth wood, heavy of  
apartheid class metal;

Heavy of opportunity  
gap, heavy of chances  
lack

To the end from the  
beginning must reach  
the cross.

Michael had to bear  
the cross

The cross as a student,  
the cross as a staff

The cross to advise, the  
cross to supervise;

The cross as a teacher,  
the cross as a mentor

The name of an  
archangel as the solace  
of the bearer,

The cross up and down  
must go.



## AMCHES Research Projects Overview

### Access and Success in Higher Education in South Africa (three projects funded by the Council on Higher Education) – Ahmed Essop and Zahraa McDonald

The Council on Higher Education (CHE) has commissioned three projects:

#### Steering Student Access and Success in Higher Education

The project, which had been led by Michael Cross, sets out to address the following main questions: How do students negotiate their access and success within a diverse university environment? What individual, institutional or collective resources (cultural and/or material) do they resort to in the process? And how do institutions mediate this process? This entails exploring carefully the following four aspects of the interface of student agency and the university cultural web:

- Student background (e.g. past dispositions that influence adaptation to the university environment).
- Institutional memory (histories, legacies, traditions, values and ethos), discourses and assumptions that underpin academic and student practices.
- Effects of the Fourth Industrial Revolution and the decolonisation movement on student development and academic performance.
- Students' diverse university experiences of racism, xenophobia, cultural isolation, crime, sexual harassment and gender-based violence.

UPDATE: A report of the six institutions using case studies of two faculties – Humanities/Arts and Natural Sciences – is at the writing-up phase. Currently, four of the six case studies are in the process of being revised and the remaining two have completed data collection and are in the process of preparing the first drafts of the case studies. It is anticipated that it should be completed by end December 2021.

#### Funding of Higher Education

The project seeks to assess the impact of free higher education on inequality given existing trends relating to young people in education, employment and training; as well as its impact on throughput and dropout rates. Thus, the project focuses on three key issues:

- The impact of student funding support on inequality
- The impact of free higher education on dropout and progression rates
- Student progression dynamics in response to the government funding formula

UPDATE: This project is currently under way and although it was planned to be completed at the end of July 2020 has been delayed because of data challenges. It is anticipated that it should be completed in early 2022.

#### Higher Education and Labour Market

The project explores the relationship between higher education and employment in South Africa, given the dearth of research on the subject in the country. Among the questions to be addressed is whether acquiring a university degree is a guarantor for employment. The project has two key dimensions:

- To undertake a desktop study to provide an overview of research at institutions – universities, technical and vocational education and training colleges, research institutes and the state;
- To develop a framework and guidelines for institutional graduate tracer studies, including institutional capacity requirements.

UPDATE: This project is close to completion and it is anticipated that the final report should be ready for submission to the CHE by the end of October 2021.

#### Generations of African Scholars

##### Emnet Woldegiorgis

The Generation of African Scholars project aims to critically investigate, analyse and document the intellectual legacies of African scholars, leaders, and institutions. Currently, the project is hosting a book initiative on African scholars who studied in socialist countries, and Professor Constantin Katsakioris, from the University of Prague, Czech Republic, is authoring the book. Moreover, the project is finalising the appointment of two postdoctoral research fellows working on two book projects within the framework of the project. The Centre has also appointed Prof Sabelo J Ndlovu-Gatsheni as a research associate to collaborate on many levels, including the Generation of African Scholars project.

#### Higher education under COVID-19 and beyond

##### Ahmed Essop

A report on the impact of COVID-19 on higher education – COVID-19: The “New Normal” and the Future of Higher Education, which was commissioned by the SARChI Chair on Post-Secondary Education and Training at UJ, has been completed and will serve as the basis for developing a joint Centre-SARChI research agenda on rethinking and reimagining the future of higher education.

#### New flagship book project on “creating the new African University”

##### Emnet Woldegiorgis

Through thorough analysis of the peculiar history of the universities in Africa, their mission, development and role in society, as well as their interplay with the global world, the project aims to generate innovative and visionary ideas about the purpose and functions of the African university. It aims to produce a re-

search-grounded and scholarly reference text to stimulate critical debate about the future of the university in Africa among academic communities, researchers, policy makers and the public. It is guided, on the one hand, by how universities have been shaped, their current situation and their place and position in the global world; and, on the other hand, by the general assumption that current local and global challenges warrant a systematic re-envisioning of higher education in the continent.

The challenge of 'creating the new African university' raises a range of fundamental questions: What does it mean to be an African university? What role do they play in African societies? Considering the social responsibility of universities with diverse stakeholders with different experiences and sometimes conflicting expectations (students, institutions, government, employees, companies, local community, etc.), how do they establish the mission, objectives and strategic actions oriented at meeting these expectations? How do African institutions manage to strike a balance between the individual, social and corporate responsibilities in their interaction with stakeholders? The book project includes senior researchers, vice-chancellors, and experts with diverse leadership roles.

## New Book Project on the Academic Legacy of Michael Cross

**Emnet Woldegiorgis and Logan Govender**

The project aims to commission an edited book on "Higher Education Transformation in Africa" to commemorate the academic legacy of Prof Michael Cross. The objective of the book project is to explore the main trends in the relationship between policy and change in African higher education systems by comparing the prevailing higher education (and related) policies and plans with the observable change that has taken place over time. This book project intends to reflect on critical issues of higher education transformation in Africa and would highlight the enduring journey and role of Prof Cross in the debates. The book will be organised by core thematic areas of his academic legacy as a guiding framework. The thematic areas include academic leadership, social justice, theories of knowledge, student access and success, and the decolonization project in higher education. This book will be a collection of original, thought-provoking essays on critical issues in higher education transformation in Africa. The project will bring together leading scholars in the field and will critically reflect on major trends in higher education transformation, building on Prof Cross's work.

## Reflecting on Student Protests 2021

**ENCA we are going to warn you now!!**

**Phefumula Nyoni**

"ENCA we are going to warn you now, we don't [want] you to televise us, and if you continue, we are going to knock you" rang the words from one of the UJ student leaders as emotions ran high following protests and clashes with police outside UJ's Auckland Park Campus (UJ protest leader, recorded by Manqoba Mchunu, ENCA, 16 March 2021). The protests, which attracted solidarity from other universities such as the University of the Witwatersrand and other universities countrywide in what was dubbed a national shut down, centered around the historical debt that students wanted scrapped. While the university downplayed the impact of the protests on the academic programme, which was mainly virtual, there were efforts to infiltrate Blackboard links and disrupt the online classes. As one academic exclaimed during the protests "This is crazy. The university must provide us with strategies on how to deal with disruptors; I just had to abandon my class".

Such incidents were common despite assurances from the Centre for Academic Technologies (CAT), which went further by providing staff with strategies that could be used to avoid disruptions. Such strategies included use of Blackboard settings that forbade participants from passing comments or actively participating during sessions much to the disdain of innocent students who found it unfair on their part. Links could also not be shared to avoid them falling on wrong hands, something that indirectly affected the smooth flow of the much-needed communication. To a larger extent, virtual classes managed to avoid significant disruptions, something that upset the protestors who felt that students were not expressing solidarity with a cause that fought for students' rights. The situation was understandably complex for students attending classes as they were not directly affected by the historical debt and wanted to get the services they paid for. For the University of Johannesburg, it wasn't long before a solution was found, courtesy of the responsive leadership and things returned to normal. However, such was the rocky start to another academic year under the pandemic and its inconveniences.



## Professional Development at AMCHES

### A New Master's in Higher Education programme

#### Short Learning Programs (SLPs)

AMCHES is pleased to announce the launching of six Short Learning Programs (SLPs) in the field of higher education studies. The SLPs are

- Introduction to Economics of Higher Education
- Approaches and Theories in Transformation of Higher Education
- Governance, Leadership and Management in Higher Education
- Research Methodology and Statistics in Higher Education
- Teaching and Learning in Higher Education
- Development of Higher Education Systems in Africa

These SLPs will be part of the future Master's programme in Higher Education Studies to be offered at AMCHES in 2022. The SLPs are designed for online study to accommodate diverse set of candidates including working adults. The courses equip students with major trends, approaches, theories, practices and processes within higher education research, policy and practices at international, regional, and national levels.

#### AMCHES Internship Programme 2021

For the second year, AMCHES has hosted interns from the UJ Sociology Department's honours programme. As part of their programme, students registered for an honours in Sociology have to complete 120 hours doing practical tasks and activities under supervision in order to gain work experience and learn valuable skills. A research centre such as AMCHES offers many opportunities for students to undertake tasks and activities and gain the required experience and skills. In the process those supervising the students gain valuable lessons as well. The interns have, in addition, made contributions to both centre and individual

research projects. Some of the tasks that they became involved in were data collection, data processing and data cleaning. They also had the opportunity to join seminars and participate in subsequent discussions. This year AMCHES hosted six interns: Olethu Boo, Mqokeleli Zaza, Lizzy Magaia, Nthabiseng August and Williams Folaranmi, supervised by Zahraa McDonald, Logan Govender, Sibonokuhle Ndlovu and Emnet Woldegiorgis.

### Partnerships

#### AMCHES and SARCHI Chair: A deepening and impactful collaboration

The SARCHI Chair in Teaching and Learning, led by Prof Shireen Motala, and AMCHES have established a partnership to undertake joint research and research related activities. This consolidates a long working relationship between AMCHES researchers and the SARCHI Chair. This is based on common theoretical starting points of equity, social justice and epistemic access. In pursuance of this, some key activities have been undertaken and others are planned. These include a joint research publication: Rensburg, I., Motala, S. & Cross, M. 2020. (Editors). *Transforming Universities in South Africa: Pathways to Higher Education Reform*. Boston: Brill Sense Publishers; participation in the AMCHES multi-year research project on Epistemic Access commissioned by the CHE; co-hosting distinguishing visiting professors, contributing to thought leadership through hosting two joint seminars in July and August 2021 on the Future of Higher Education during COVID-19, and 4IR and teaching and learning development in education, as well as joint supervision of postgraduate students and postdoctoral research fellows. Capacity building and the development of the next generation of scholars are high on the agenda of both entities and further joint initiatives are planned. Future research projects include the Future-focused University post COVID-19 and the Pandemic and the History of Universities project, among others.

## News and Events

### Webinars

#### COVID-19 and Higher Education

##### Ahmed Essop

On 26 July 2021, the SARCHI Chair in Teaching and Learning and AMCHES co-hosted a webinar on *COVID-19 and the Future of Higher Education*. The focus of the webinar was a presentation of the findings of a report commissioned by the SARCHI Chair, *COVID-19: the "New Normal" and the Future of Higher Education* by Ahmed Essop, Research Associate at AMCHES. The report's main finding is that the uncritical acceptance of online teaching and learning as the "new normal" will result in entrenching and exacerbating existing inequalities in, and undermining the social purpose of, higher education. The webinar was attended by about 100 participants from South Africa and beyond; and the presentation and response by the two discussants, Prof Joel Samoff of Stanford University and Prof Narend Baijnath, the erstwhile CEO of the Council on Higher Education, ensured a wide-ranging discussion of the issues.

bating existing inequalities in, and undermining the social purpose of, higher education. The webinar was attended by about 100 participants from South Africa and beyond; and the presentation and response by the two discussants, Prof Joel Samoff of Stanford University and Prof Narend Baijnath, the erstwhile CEO of the Council on Higher Education, ensured a wide-ranging discussion of the issues.

#### Mass Higher Education and its Civic Impacts

##### Prof Pedro Nuna Teixeira, University of Porto

On 17 June 2021, the Ali Mazrui Centre for Higher Education Studies hosted a webinar on *Mass Higher Education and its Civic Impacts*. This webinar focused on higher education's impact on the role of civic groups in democratic processes that transcend polit-

ical participation. The latter include aspects such as greater trust in institutions or other individuals and the willingness to tolerate and accept differences. These are particularly relevant in countries such as Portugal and Spain, as well as South Africa, where democratic regimes are more recent. This presentation analysed the relevance of mass higher education in Portugal and Spain by comparing groups within the same cohort that have different levels of education with older cohorts with different levels of education but who were born before the transition to democracy. The results show that higher education is a major factor contributing to stronger political and civic engagement, and to higher levels of trust and tolerance, and that its importance persisted despite the massive expansion in higher education. This should become a major part of the debate about rationales for public funding of higher education, especially in times of growing inequalities and tensions.

### African Scholars and Artists educated in the Former Socialist Countries

**Prof Constantin Katsakioris, Charles University, Prague**

On 14 May 2021, the Ali Mazrui Centre for Higher Education Studies hosted a webinar on *African Scholars and Artists educated in the Former Socialist Countries*. This talk focused on a number of prominent African scholars and artists who received training in the Soviet Union and Eastern Europe during the Cold War. While thousands of African students attended universities in the East, their history has been neglected and their studies dismissed for several reasons. Beyond some familiar names of Eastern bloc-trained politicians, it is a common assumption that this important chapter of history left few legacies. Against this assumption, this

paper highlighted the cases of brilliant scholars and artists who excelled in their disciplines and arts, rose to prominence for their scientific or artistic work, and contributed greatly to the development of academic institutions in their home countries. These individuals pursued successful careers in different academic fields, from mathematics to economics to the humanities, while many of them left their mark on the cultural life of their countries.

### Forum for Critical Dialogue on African Higher Education (FCDAHE)

**Emnet Woldegiorgis**

The Ali Mazrui Centre for Higher Education Studies (AMCHES) is in the process of launching a Forum for Critical Dialogue on African Higher Education (FCDAHE). The FCDAHE is intended to keep and sustain critical academic dialogue via virtual platforms among scholars and policymakers in higher education. The Forum will host virtual lecture series, book launches, research colloquiums, workshops, conferences and working paper series. The Forum will facilitate shared inquiry and collaboration on issues likely to influence the future of African higher education. It strives to facilitate critical dialogues through effective interactions of scholars deliberating evidence-based solutions to the challenges of access, equity, quality, governance, leadership and management, economics and finance, internationalisation, globalisation, knowledge economy, new learning media and technology, in African higher education. As such, the Forum aspires to be a leading virtual academic space in African higher education for critical policy dialogue, analysis, reviews and quality engagement among key decision makers in academia, government, industry, and civil society.

## Book launches 2020

### INVITATION: BOOK LAUNCH

The Ali Mazrui Centre for Higher Education Studies (AMCHES) invites you to the book launch "*Partnership in Higher Education: Trends between African and European Institutions*" edited by Emnet Tadesse Woldegiorgis and Christine Scherer (Brill publishers). The book is a pioneer in bringing together a comprehensive perspective on matters of higher education partnership among African and European institutions. It discusses the ongoing debates on higher education partnership and internationalization strategies by providing empirical insights from various case studies.

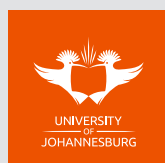
Date: **26 February 2020**

Time: **10:30 – 12:00**

Location: **MS Teams**

RSVP: **Emnet Tadesse Woldegiorgis (emnetw@uj.ac.za)**

**Ms. Loria Mokoena (loriam@uj.ac.za)**



AFRICAN HIGHER EDUCATION: DEVELOPMENTS AND PERSPECTIVES

### Partnership in Higher Education

**Trends between African and European Institutions**

Emnet Tadesse Woldegiorgis and Christine Scherer (Eds.)



BRILL | SENSE

## Upcoming book launches

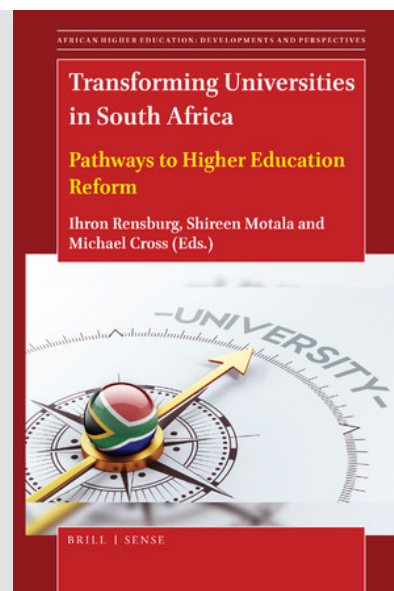
### BOOK LAUNCH

#### Transforming Universities in South Africa Pathways to Higher Education Reform

**Series ■ African Higher Education: Developments and Perspectives Volume ■ 6**

**Editors ■ Ihron Rensburg, Shireen Motala, and Michael Cross**

The idea of transformation in higher education underpins all policy documents, academic literature and on-going debates in South Africa. *Transforming Universities in South Africa: Pathways to Higher Education Reform* responds to the pressing need to comprehensively review the post-apartheid experience and assess where South Africa's higher education stands across the continent and globally, particularly within the country's efforts to overcome decades of socio-economic imbalances. It addresses the question of whether South Africa's transformation strategy from apartheid to democracy was simply a symbolic new flag-raising and new anthem singing exercise reflecting a transition akin to those limited decolonization projects elsewhere in the world, or whether something more fundamental was possible and was achieved with political and policy implications for other countries in Africa and globally. This volume's ultimate purpose is to provide a basis for imagining new futures in which South Africa higher education in the context of Africa and the global world takes centre stage.



### BOOK LAUNCH

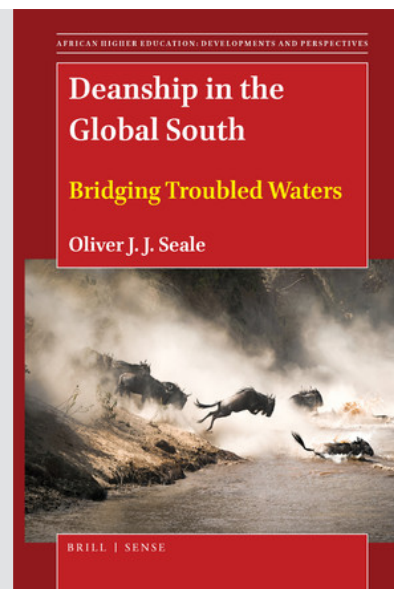
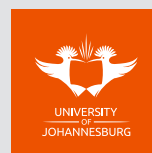
#### Deanship in the Global South Bridging Troubled Waters

**Series ■ African Higher Education: Developments and Perspectives Volume ■ 8**

**Author ■ Oliver J.J. Seale**

The university today is a postmodern, neo-liberal, competitive, boundary-less knowledge conglomerate, a far cry from its historical traditional classical and collegial roots. There is a body of literature on deanship that points to its evolving nature in the contemporary academe characterised by complexity and change. Balancing academic demands simultaneously with the requirements for effective performance, leadership and management, lies at the heart of this very challenging bridging role nowadays. Deans are generally former academics, emerging from a traditional collegial space and often catapulted into the relatively unknown domain of executive management, with its related problems. Deans nowadays are required to be more than collegial, intellectual leaders. They are also meant to be fiscal and human resource experts, fundraisers, politicians, and diplomats.

**Deanship in the Global South:** Bridging Troubled Waters is about the deans' lived reality, as they try to balance the demands of both the academe from which they emerge, and the administration to whom they now need to account. Their lack of preparation and inadequate support points to the need for a more strategic, integrated approach to leadership development within their critical bridging roles between the academe and administration.



### BOOK LAUNCH

#### The Responsive University and the Crisis in South Africa

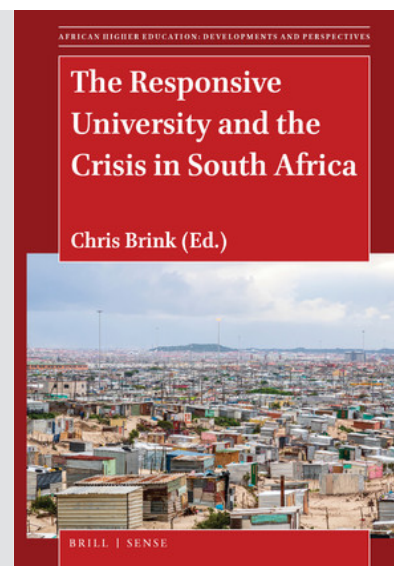
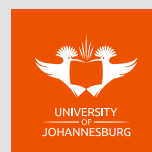
**Series ■ African Higher Education: Developments and Perspectives Volume ■ 10**

**Volume Editor ■ Chris Brink**

Around the world, higher education is faced with a fundamental question: what is the basis for our claim of societal legitimacy? In this book, the authors go beyond the classical response regarding teaching, research and community engagement. Instead, the editor puts forward the proposition that the answer lies in responsiveness, the extent to which universities respond, or fail to respond, to societal challenges. Moreover, because of its intractable legacy issues and crisis of inequality, the question regarding the societal legitimacy of universities is particularly clearly manifested in South Africa, one of the most unequal countries in the world.

*The Responsive University* brings together contributions on the issue of responsiveness from a number of international university leaders, half of them specifically addressing the South African situation within the context of the international situation as presented by the other authors.

In the global discussion about the role of universities in society, this book provides a conceptual framework for a way forward.





## BOOK LAUNCH

### Transformative Curricula, Pedagogies and Epistemologies Teaching and Learning in Diverse Higher Education Contexts

**Series** ■ African Higher Education: Developments and Perspectives

**Volume** ■ 11

**Volume Editors** ■ Michael Cross, Caroline Long, Sibonokuhle Ndlovu and Phefumula Nyoni

This book presents useful insights on the regeneration of curricula and pedagogies with a particular focus on universities in South Africa and Africa in general. *Transformative Curricula, Pedagogies and Epistemologies: Teaching and Learning in Diverse Higher Education Contexts* further explores the state of teaching and learning in different contexts, together with the emerging challenges and responsibilities that African higher education in the twenty first century is faced with. The analysis is put in light of the assumptions borrowed from the West, for Western epistemologies and pedagogies are still dominant. Instead, the book presents a case on the need for rethinking pedagogies and epistemologies within African higher education that include African culture, values, ethics, and indigenous knowledge. The new obligations of inclusive education, decolonisation, transformation, and academic and professional experiences are of paramount importance for contemporary higher education.

Valuable ideas about practices and policies in epistemological and pedagogical transformative mechanisms are discussed which can be used to inform a decolonised teaching and learning curriculum most suitable for an African higher education system. Above all, the book goes beyond mere narratives, as it explores decolonisation strategies suitable for transforming pedagogical and epistemological practices that include the education system as a whole.

AFRICAN HIGHER EDUCATION: DEVELOPMENTS AND PERSPECTIVES

#### Transformative Curricula, Pedagogies and Epistemologies

Teaching and Learning in Diverse  
Higher Education Contexts

Michael Cross, Caroline Long,  
Sibonokuhle Ndlovu and Phefumula Nyoni (Eds.)



## A warm welcome to new staff



### Professor Sabelo Ndlovu-Gatsheni, newly appointed AMCHES Research Associate

We are proud to welcome Prof Sabelo J. Ndlovu-Gatsheni, newly appointed AMCHES Research Associate. Prof Ndlovu-Gatsheni

is a renowned historian and decolonial/postcolonial theorist. He is currently Professor and Chair of Epistemologies of the Global South with Emphasis on Africa at the University of Bayreuth in Germany and member of Africa Multiple Cluster of Excellence at the same institution; Professor Extraordinarius in the Department of Leadership and Transformation (DLT) at the University of South Africa (UNISA); Professor Extraordinarius at the Centre for Gender and African Studies at the University of Free State (UFS); Honorary Professor in the School of Education (Education & Development Studies) at the University of Kwa-Zulu-Natal (UKZN) in South Africa; Visiting Research Fellow at the Johannesburg Institute for Advanced Study (JIAS) at the University of Johannesburg (UJ); Research Associate of the Department of Political Science at the University of Pretoria (UP) in South Africa; and Research Associate of The Ferguson Centre for African and Asian Studies at The Open University in the United Kingdom. Before this current position, Professor Ndlovu-Gatsheni worked as Research Professor and Director of Scholarship at the Department of Leadership and Transformation (DLT) in the Principal and Vice-Chancellor's Office at the Univer-

sity of South Africa (UNISA), where he also worked as Acting Executive Director of Change Management Unit (CMU) in the Vice-Chancellor's Office. Before that Professor Ndlovu-Gatsheni worked as founding Head of the Archie Mafeje Research Institute for Applied Social Policy (AMRI) at the University of South Africa for three years. He is also the founder of the Africa Decolonial Research Network (ADERN) based at the University of South Africa and is a member of the Academy of Science of South Africa (ASSAf).

His field of work comprises decolonial/postcolonial theory, empire and colonialism, politics of knowledge and decolonisation of higher education, black radical tradition/black Marxism, African history, African development and African political economy, Nguni history (Ndebele), and he has fieldwork and archival experience in South Africa and Zimbabwe. Professor Ndlovu-Gatsheni has published over a hundred publications and some of his key publications include *Empire, Global Coloniality and African Subjectivity* (Berghahn Books, June 2013); *Mugabeism? History, Politics and Power in Zimbabwe* (Palgrave Macmillan, 2015); *Decolonizing the University, Knowledge Systems and Disciplines* (Carolina Academic Press, 2016) co-edited with Siphamandla Zondi. *The Decolonial Mandela: Peace, Justice and Politics of Life* (Berghahn Books, 2016).

#### Latest publications

Ndlovu-Gatsheni, S.J. (2021). Internationalisation of higher education for pluriversity: a decolonial reflection. *Journal of the British Academy*, 9(s1), 77-98.

Ndlovu-Gatsheni, S.J. (2021). Revisiting Marxism and decolonisation through the legacy of Samir Amin. *Review of African Political Economy*, 48(167), 50-65.



**Dr Kanishka Bedi,  
newly appointed  
AMCHES Research  
Associate**

**Dr Kanishka Bedi** is President of Indian Ocean Comparative Education Society (IOCES) and Executive Director of World Council of Comparative Education Societies

(WCCES). Professor Bedi held several leadership and academic positions at various institutions in India, Malaysia, Singapore, South Africa, Switzerland, United Arab Emirates, and the USA in a career spanning more than 25 years. Several awards have been bestowed on Dr Bedi globally for his academic leadership, teaching and research. His current research interests are comparative studies of national and international curricula, online education, and educational reforms. He is the editor of *World Voices Nexus: The WCCES Chronicle*.

**Latest publications**

Assie-Lumumba, N., Cross, M., Bedi K. and Ekanayake, T.M.S.S.K. (forthcoming in 2021). *Comparative Education for Global Citizenship, Peace and Shared Living through Ubuntu*. WCCES Brill Sense Book Series.

Bedi, K. (2021). Developing a New World Curriculum in the Context of Globalization. *New Horizons of Training and Education in the Global Educational Space*, Council on Comparative Education in Kazakhstan.

*ical and Ethical Perspectives*, (Brill/Sense, 2021) and *Mediating Learning in Higher Education in Africa: From Critical Thinking to Social Justice Pedagogies*, (Brill/Sense, 2021).

**Latest publications**

Gwaravanda, E.T. & Ndofirepi, A.P. (2021). Grounding Teaching and Learning in African Higher Education. In *Mediating Learning in Higher Education in Africa* (p. 1-10). BRILL.

Gwaravanda, E.T. (2021). Ubuntu and African Disability Education: An Ethical Perspective from the Global South. In *Social, Educational, and Cultural Perspectives of Disabilities in the Global South* (p. 1-14). IGI Global.



**Dr Olaide Agbaje,  
newly appointed  
AMCHES Postdoctoral  
Research Fellow**

**Dr Olaide Agbaje** was appointed as PRDF at AMCHES in January 2021. She obtained her PhD in Education Management, Law and Policy from the University of Pretoria in 2020. She received an award for the

'Best PhD abstract for completed research' at the University of Pretoria, Faculty of Education Research Indaba 2019. Her research interest spans various aspects of higher education with a focus on the internationalisation of higher education and international student mobility. Dr Agbaje has presented academic papers at several conferences and workshops within and outside Africa, and published on higher education issues. Her publications include Internationalization Efforts in the Nigerian Higher Education Sector. In Adeyemo K. (eds) *The Education Systems of Africa. Global Education Systems*. (2020) [https://doi.org/10.1007/978-3-030-43042-9\\_26-1](https://doi.org/10.1007/978-3-030-43042-9_26-1); and Sehoole, C.T. and Agbaje, O. (In press). The Future of South African Universities as Engaged Institutions that are Globally Networked and Locally Responsive. In Eggins, H., Smolentseva, A. and De Wit, H. (Eds.) *Higher Education in the Next Decade: Global Challenges, Future Prospects*. Brill, The Netherlands.

**Latest publication**

Nyoni, P. & Agbaje, O. (2021). Myths Surrounding the Extended Curriculum in South Africa's Higher Education Sector. In *Transformative Curricula, Pedagogies and Epistemologies* (p. 239-253). BRILL.



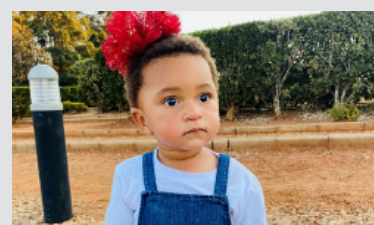
**Dr Ephraim Gwaravanda  
newly appointed  
AMCHES Research  
Associate**

**Ephraim Taurai Gwaravanda** holds a PhD in Philosophy from the University of South Africa (UNISA). He is a research associate at the Ali Mazrui Centre for Higher Education Studies and a philosophy lecturer at

Great Zimbabwe University. He has published several scholarly articles and book chapters in African epistemology, critical thinking and indigenous knowledge systems in the context of higher education. He has recently co-edited two books, namely *African Higher Education in the 21<sup>st</sup> century: Epistemological, Ontolog-*

## Congratulations

Loria Mokoena, AMCHES administrator, welcomed the arrival of a baby girl, Sibongile Leila Thango, on 19 May 2020, weighing 4.8 kg. While AMCHES welcomes the 'Angelic' development under a cloud of a sad loss of its founding Director, baby Sibongile Leila presents some beam of hope for the future. Who knows what the baby might be in future, perhaps rising into another formidable professor, as Prof Cross was.



Baby Sibongile Leila Thango

## Amches Publications

### Highlighting publications of Prof Emmet Woldegiorgis, newly appointed Director of AMCHES

Woldegiorgis, E.T. (2021). Decolonising a higher education system which has never been colonised. *Educational Philosophy and Theory*, 53(9), 894-906. Taylor & Francis.

Woldegiorgis, E.T. (2021). Configurations of progress and the historical trajectory of the future in African higher education. *Educational Philosophy and Theory*, 1-15. Taylor & Francis.

Woldegiorgis, E.T. (2021). Re-thinking Inclusive Higher Education for Students with Disabilities: A Proactive Approach Towards Epistemic Access in Ethiopia. In *Social, Educational, and Cultural Perspectives of Disabilities in the Global South* (p. 235-250). IGI Global.

Brahima, A., Turner, I. & Woldegiorgis, E.T. (2020). Epilogue: A long way towards a decolonial future in African higher education. In *Decolonisation of Higher Education in Africa* (p. 230-240). Routledge.

Woldegiorgis, E.T., Turner, I. & Brahima, A. (Eds.). (2020). *Decolonisation of Higher Education in Africa: Perspectives from Hybrid Knowledge Production*. Routledge.

Woldegiorgis, E.T. (2020). The emergence of decolonisation debates in African higher education: A historical perspective. In *Decolonisation of Higher Education in Africa* (p. 17-35). Routledge.

Woldegiorgis, E.T. (2019). Higher education partnership in Africa: The case of the Pan-African University network and the Mwalimu Nyerere mobility programme. In *Partnership in Higher Education* (p. 12-28). BRILL.

Woldegiorgis, E.T. & Scherer, C. (2019). Partnership in Higher Education: Trends between African and European Institutions. BRILL.

Woldegiorgis, E.T. (2018). Policy Travel in Regionalisation of Higher Education: The Case of Bologna Process in Africa. In *European Higher Education Area: The Impact of Past and Future Policies* (p. 43-59). Springer, Cham.

### AMCHES PUBLICATIONS (since October 2020)

#### Journal Articles

Atibuni, D.Z. (2021). Analysis of the Shift from Knowledge Based to Competency Based Education among Secondary School Teachers in Uganda. *International Journal of Educational Research*, 9(1), 1-8.

Baloyi, H. (2021). Equity of access to schools for classroom-based research in South Africa. *Issues in Educational Research*, 31(2), 371-386.

Cross, M. & Govender, L. (2021). Researching higher education in Africa as a process of meaning-making: Epistemological and theoretical considerations. *Journal of Education (University of KwaZulu-Natal)*, (83), 14-33.

Ndlovu, S. (2021). Provision of Assistive Technology for Students with Disabilities in South African Higher Education. *International Journal of Environmental Research and Public Health*, 18(8), 3892.

Woldegiorgis, E.T. (2021). Configurations of progress and the historical trajectory of the future in African higher education. *Educational Philosophy and Theory*, 1-15.

#### Books

Adem, S. (2021). *Postcolonial Constructivism: Mazrui's Theory of Intercultural Relations*. Cham Palgrave Macmillan.

Brink, C. (2021). *The Responsive University and the Crisis in South Africa*. Netherlands: BRILL.

Cross, M., Long, C., Ndlovu, S. & Nyoni, P. (Eds.). (2021). *Transformative Curricula, Pedagogies and Epistemologies: Teaching and Learning in Diverse Higher Education Contexts*. Netherlands: BRILL.

Rensburg, I., Motala, S. & Cross, M. (Eds.). (2020). *Transforming Universities in South Africa*. Netherlands: BRILL.

Seale, O.J. (2021). *Deanship in the Global South: Bridging Troubled Waters*. Netherlands: BRILL.

Woldegiorgis, E.T., Turner, I. & Brahima, A. (Eds.). (2021). *Decolonisation of Higher Education in Africa: Perspectives from Hybrid Knowledge Production*. London: Routledge.

#### Book chapters

Assie-Lumumba, N.T. (2021). Eloquence in African and Inherited French Teaching Traditions: Convergence and the Need for Transformative Pedagogy. In *Transformative Curricula, Pedagogies and Epistemologies*. (p. 28-46). BRILL.

Atibuni, D.Z. (2021). Assessment for Learning over Assessment of Learning: A Quest for Mastery Rather than Performance Orientation in Postgraduate Research Degrees. In *Transformative Curricula, Pedagogies and Epistemologies*, (p. 194-213) BRILL.

Atibuni, D.Z. (2021). The Disabling Influence of Work-Life Imbalance and the Fourth Industrial Revolution (4IR) on Postgraduate Research Engagement and Progress. In *Social, Educational, and Cultural Perspectives of Disabilities in the Global South* (p. 224-234). IGI Global.

Barasa, M.P., Atibuni, D.Z. & Andama, E. (2021). Challenges and management of disabilities among exceptional learners in inclusive primary schools in Busia district, Uganda. In *Social, Educational, and Cultural Perspectives of Disabilities in the Global South* (p. 116-129). IGI Global.

Brahima, A., Turner, I. & Woldegiorgis, E.T. (2020). Epilogue: A long way towards a decolonial future in African higher education. In *Decolonisation of Higher Education in Africa* (p. 230-240). Routledge.

Cross, M. & Ndlovu, S. (2021). In Retrospect: Context, Diversity and Human Agency Matter. In *Transformative Curricula, Pedagogies and Epistemologies* (p. 254-263). BRILL.

Cross, M. (2021). Supervising Doctoral Students in South African Higher Education: Pedagogy, Context and Agency. In *Transformative Curricula, Pedagogies and Epistemologies* (p. 168-193). BRILL.

Gwaravanda, E.T. & NdoFirepi, A.P. (2020). Towards Knowledge Pluriversality in African Universities. In *African Higher Education in the 21st Century* (p. 57-73). BRILL.

Gwaravanda, E.T. & NdoFirepi, A.P. (2021). Grounding Teaching and Learning in African Higher Education. In *Mediating Learning in Higher Education in Africa* (p. 1-10). BRILL.

Gwaravanda, E.T. (2021). Ubuntu and African Disability Education: An Ethical Perspective from the Global South.



In *Social, Educational, and Cultural Perspectives of Disabilities in the Global South* (p. 1-14). IGI Global.

Gwaravanda, E.T. & Ndofirepi, A.P. (2020). Contextualising African Higher Education Philosophical Debates. In *African Higher Education in the 21st Century* (p. 1-10). BRILL.

Gwaravanda, E.T. & Ndofirepi, A.P. (2021). Beyond Rhetoric: Towards the Africanisation of the Teaching of Philosophy in Zimbabwean Universities. In *Mediating Learning in Higher Education in Africa* (p. 79-97). BRILL.

Jeannin, L., Long, C. & Nyoni, P. (2021). Agency within the Context of Pedagogies, Epistemologies and the Transformative Curricula. In *Transformative Curricula, Pedagogies and Epistemologies* (p. 1-10). BRILL.

Jeannin, L. & Ojo, E. (2021). Culturally responsive differentiated instruction: What lessons for economics lecturers in South Africa? In *Transformative Curricula, Pedagogies and Epistemologies* (p. 138-148). BRILL.

Khambule, E. (2021). Decolonising the Academic Workspace in a South African University: Reflections of Black Academics. In *Mediating Learning in Higher Education in Africa* (p. 60-78). BRILL.

Long, C. & Nyoni, P.N. (2021). The Dynamics of Inclusivity in Teaching and Assessing Mathematics for Lower Grade Learners. In *Social, Educational, and Cultural Perspectives of Disabilities in the Global South* (p. 101-115). IGI Global.

Marovah, T. & Ndofirepi, A.P. (2021). Capital and Capability: Assessing Recruitment Practices in Zimbabwean Teachers' Colleges. In *Mediating Learning in Higher Education in Africa* (p. 193-212). BRILL.

Moyo, O. & Ndlovu, S. (2021). Technology and Innovation in the Global South: Effective Literacy Programme for the Poor. In *Social, Educational, and Cultural Perspectives of Disabilities in the Global South* (p. 197-209). IGI Global.

Ndlovu, S. (2021). Humanness and Ableism: Construction and Deconstruction of Disability. In *Decolonising the human: Reflections from Africa on difference and oppression*, Wits University Press.

Ndlovu, S. (2021). Challenges of the Universal Design of Learning in South African Higher Education. In *Mediating Learning in Higher Education in Africa* (p. 98-117). BRILL.

Ndlovu, S. (2021). Students with Disabilities' Learning in South African Higher Education: Disabling Normatives and Disablement. In *Social, Educational, and Cultural Perspectives of Disabilities in the Global South* (p. 148-162). IGI Global.

Ndlovu, S. (2021). Higher Education Opportunities for Students with Disabilities: Patched onto the System to Access Professional Education. In *Transformative Curricula, Pedagogies and Epistemologies* (p. 214-238). BRILL.

Ndofirepi, A.P. & Gwaravanda, E.T. (2021). Past, Present and the Future of Teaching and Learning in African Higher Education. In *Mediating Learning in Higher Education in Africa* (p. 223-238). BRILL.

Ndofirepi, A.P. & Gwaravanda, E.T. (2020). Does the African University Exist? Perverse and Necessary Dialogical Conditions. In *African Higher Education in the 21st Century* (p. 11-23). BRILL.

Ndofirepi, A.P. & Gwaravanda, E.T. (2020). Boaventura de Sousa Santos' Epistemologies of the South: The Case of Universities in Africa. In *African Higher Education in the 21st Century* (p. 90-105). BRILL.

Nenji, S. & Ndofirepi, A.P. (2020). Multicultural Philosophy as Social Justice and the University in Africa. In *African Higher Education in the 21st Century* (p. 160-172). BRILL.

Nyabadza, C. & Ndlovu, S. (2021). Support for the Underprivileged in the South: Lessons from the West and South. In *Social, Educational, and Cultural Perspectives of Disabilities in the Global South* (p. 251-262). IGI Global.

Nyoni, P. (2021). A Median Approach towards 21st Century Tertiary Education Transformation in South Africa. In *Mediating Learning in Higher Education in Africa* (p. 160-173). BRILL.

Nyoni, P.N. & Marazi, T. (2021). Technology Use Among Academics with Disabilities Within a Transforming University. In *Social, Educational, and Cultural Perspectives of Disabilities in the Global South* (p. 180-196). IGI Global.

Nyoni, P.N. (2021). Dynamics of Disability for South African University Students in the Fourth Industrial Revolution. In *Social, Educational, and Cultural Perspectives of Disabilities in the Global South* (p. 210-223). IGI Global.

Nyoni, P. & Agbaje, O. (2021). Myths Surrounding the Extended Curriculum in South Africa's Higher Education Sector. In *Transformative Curricula, Pedagogies and Epistemologies* (p. 239-253). BRILL.

Rensburg, I. (2020). Transformation of Higher Education in South Africa, 1995–2016: Current Limitations and Future Possibilities. In *Transforming Universities in South Africa* (p. 20-38). BRILL.

Woldegiorgis, E.T. (2021). The emergence of decolonisation debates in African higher education: A historical perspective. In *Decolonisation of Higher Education in Africa* (p. 17-35). Routledge.

Woldegiorgis, E.T. (2021). Re-Thinking Inclusive Higher Education for Students with Disabilities: A Proactive Approach Towards Epistemic Access in Ethiopia. In *Social, Educational, and Cultural Perspectives of Disabilities in the Global South* (p. 235-250). IGI Global.

## Editorial Team

**Dr Logan Govender**

**Senior Lecturer**

**AMCHES**

**Dr Phefumula Nyoni**

**Postdoctoral Research Fellow**

**AMCHES**

**Ms Loria Mokoena**

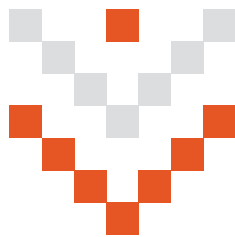
**Administrative Assistant**

**AMCHES**

**Ms Prudence Mohau**

**Education Faculty Marketing  
Coordinator**





**ALI MAZRUI CENTRE FOR HIGHER EDUCATION STUDIES**

**UJ Faculty of Education**

[www.uj.ac.za/edu](http://www.uj.ac.za/edu)