NEGOTIATING THE FABRIC OF THE AFRICAN UNIVERSITY: GLOBAL TRENDS AND LOCAL REALITIES

2023

BOOK OF ABSTRACTS

A WORD FROM THE CONVENORS

A 'global' model currently shapes our imagination of universities in the 21st century. This prototype responds to global trends in policy discourse and practices, including the embrace of Research Excellence Initiatives, University League Tables (rankings), Market-driven Funding Models (e.g., Cost-sharing), Climate change and other Sustainable Development Goals (SDGs). In addition, there are growing concerns with Quality, Diversity, Employability, Decolonisation, and Emancipatory agendas. Against this backdrop, African universities are braced with existential challenges at regional and national levels. These universities have to negotiate their character between the pursuit of excellence and difficult political and economic conditions. In the convergence of global trends and local realities, the modern African university's character and fabric emerge and gain specific forms.

Against this background, we are excited to welcome the second international conference on the theme "Negotiating the Fabric of the African University" to be held in Cape Town from 12 to 14 September 2023 at the University of the Western Cape (UWC), University of Cape Town (UCT), and University of Stellenbosch (SU). The program builds on a first conference, which took place in Maputo, Mozambique, and was also organized at three sites, namely, Eduardo Mondlane University, Joaquim Chissano University and Pedagogical University of Maputo. The conference in Cape Town is jointly organised by Patrício Langa and David Kaldewey with the assistance of colleagues from various institutions including the University of Bonn, (Lea Weigel, Berit Stoppa), Goethe-Institute Johannesburg (Philina Wittke), UWC (Seamus Needham, Ibrahim Harun, Nigel Prinsloo, Jamey Santon), and UCT (Divine Fuh).

The conferences are partially funded by the Volkswagen Foundation and aim to bring together selected scholars from different geo-epistemological locations and traditions, providing a unique opportunity for multiple academic and intercultural exchange, engagement and networking while reflecting on the character of the university in Africa. The 2023 edition is intended to consolidate the reflections started in Maputo last year as we re-examine and enquire into the global multilayered trends shaping and reshaping the fabric of the modern African university, including teaching and learning, research and innovation, engagement, outreach, and governance – with a renewed attention to emerging local models.

We hope the discussion will provoke some new foci for enquiry and help to understand more deeply the character of contemporary changes and (dis)continuities in the various African higher education settings. To do so, the salient sociological understanding of the university as a unified global cultural reference system will have to be interrogated and recalibrated. What are the peculiarities of African universities and how should they respond to the push for global standardisation? Finally, from a political standpoint, the conference aims to enrich the debate and strengthen the development of the higher education systems in which African universities are located.

We expect to unearth the defining and emerging features of the current university in Africa as we begin the second quarter of the millennium. We will examine the different lines of inquiry and understanding of African universities' organisational, institutional, and systemic features.

Patrício Langa (University of the Western Cape) and David Kaldewey (University of Bonn)
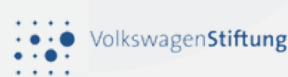
AKPONI TARNO
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Teaching English as a Foreign Language in a Multicultural Community: A Negotiation between and among Cultures

This study investigates the inputs of multicultural awareness in the teaching of English as a foreign language. It posits that in many multicultural contexts, the teaching and learning of English as a foreign language faces linguistic and extra-linguistic challenges. It then argues that these challenges can successfully be raised through negotiation between and among cultures involved in the environment. Mixed data collection methods were used in this study. It employed a multi-structured questionnaire as a data collection method which was administered to a total of 320 students spread across the two public universities (University of Lomé and University of Kara) in the Department of English as well as eight English language Lecturers in the same department. It also used interviews, library search, classroom observations and information from relevant institutions to access English language-in-education policies. Data was evaluated and thematically tagged. The study is anchored on Vygotsky's Social Constructivism Theory, which propound that language and culture play essential roles both in human intellectual development and in how humans perceive the world. The analysis of the data showed that in a multicultural context, the designing of foreign language textbooks and learning tutorials and, classroom activities require various types of negotiation. In fact, the ethnic diversity in a foreign language classroom calls for linguistic and cultural negotiation in the material development. This negotiation results in the taking into account the different cultural and linguistic backgrounds that ends up in the harmonisation of linguistic features and cultural notions through hybridisation.

Key words: multicultural context, negotiation, foreign language learning, hybridity, cultural diversity, linguistic awareness

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Federal University of Ceará, Brazil

Political power relations in Mozambique and its impact on university autonomy: reflections from the case of Eduardo Mondlane University from 1962 to 2012

The global dynamics tends to influence the local dynamics of countries in their international interactions. African countries became part of an hierarchical international system according to the colonizer being from the Centre which is translated into the existence of zones of influence and not agents. Thus, learning institutions that resulted for such colonial past have limited agency in their power relations both inside and outside the country. Considering Mozambican legislation, I analyzed Eduardo Mondlane University and in the context of Mozambique's internal power dynamics, however, in the international concert of the political power relations. This article argues that the subaltern condition of Africa in the current global capitalist system determine the change of approaches to university autonomy away from former colonial power through the socialist revolutionary and liberal market power relations types. Therefore, we move away from the argument that the university loss of autonomy, are possibly due to the "neoliberal" turn in the country by arguing that the issue of university autonomy is an event inherent in the dynamics of the country, only determined by the specific contexts of each phase. What is happening is not that the university in Mozambique has experienced a "university crisis", as is generally argued. It is just that the historic wind of change that has shaken the view of university autonomy has undergone transformations in different historical contextual dynamics. I conclude that in whatever historical phase of this university development, it doesn't speak its own mind but it only replicated the political and economic discourse in force at every stage of her history. The challenge, however, is the possibility of overcoming the subservient power relations and therefore envisage a notion of autonomy based on a fourth alternative of power relations.

Key words: High Education, University, Autonomy, Power Relations, Colonial. Revolutionary, Liberal.

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The Decolonization Project: Fostering Innovation and Creativity in African Universities for Sustainable Development

Colonial education has stifled creativity in Africa, and the debate in the past decades has been how best to approach the decolonization of knowledge towards an endogenous development. Scholars have argued that the continent's challenges may be attributed to the philosophy that undergirds Africa's schooling system and how education is structured. Hence, there is consensus among scholars that incorporating African perspectives into the education curricula is critical for the decolonization project. In addition to this insightful approach to the decolonization of education in Africa, in this paper we present a new dimension that considers futures literacy as a panacea to colonial mentality by encouraging critical thinking and creativity as important dimensions in establishing a post-colonial education system. This presentation discusses the potentials inherent in incorporating futures literacy into Africa's education system towards the promotion of citizens' quality of life and the sustainable development of societies. We argue that futures literacy can play a critical role in improving accessibility and the quality of education in Sub-Saharan Africa. By developing the capacity of learners to think critically, creatively, and imaginatively about the future, education can be redesigned to become a tool for social and economic transformation. Critical thinking and the fusion of indigenous knowledges and systems of knowing can help learners to identify and anticipate the challenges and opportunities that lie ahead, and to develop the skills and knowledge needed to respond effectively to them. In this paper, we present a Futures Literacy Model that can be incorporated into schools' curricula to foster a sense of agency and encourage learners to become active participants in shaping their own lives. Finally, we discuss the potential challenges of adopting the model as well as the opportunities that can be explored by governments, policymakers, and educators.

Key words: Colonial education; decolonization; endogenous knowledge; futures literacy; post-colonial education; Sub-Sahara Africa

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Exploring Postgraduate Psychology Students' Perceptions and Experiences of Empathy in an Online Learning Environment, amidst the COVID-19 Pandemic

This study explores empathy development in a multicultural context, specifically in the context of online learning during the COVID-19 pandemic at a South African University. The study aims to understand individual experiences of empathy and the role of empathy in social interactions. This study employs a qualitative research design, where ten postgraduate psychology students were purposively selected and interviewed, and the data was analyzed using reflective thematic analysis. This study highlights the importance of social interaction and support structures in empathy development in a professional health-related programme and the challenges posed by online learning in fostering empathy development. Furthermore, this study specifically examined how postgraduate psychology students perceived and experienced empathy in an online learning environment during the COVID-19 pandemic. It was found that empathy is based on understanding social contexts and could be encompassed by terms such as compassion and kindness, in a multicultural context. Factors contributing to empathy development included upbringing, past experiences, culture, community, and religion. The shift to online learning was challenging due to a lack of social interaction and difficulty in interpreting body language. Thus, it was evident that the online learning environment hindered empathy development due to limited social cues and technical challenges. Overall, the participants felt socially disconnected and isolated, which impacted their mental health and academic performance. Despite the challenges, empathy was seen as important for future healthcare professionals, as such professions require the skill to form meaningful connections. Therefore, this research provides an opportunity for higher learning institutions to begin preparing the online curriculum to better equip healthcare professionals, during inevitable future pandemics.

Key words: Empathy, social connectedness, online learning, face-to-face learning, COVID-19 pandemic, postgraduate psychology students, qualitative, ATLAS.ti 23

ANNA KOSMÜTZKY
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Is the University a Global Institution? Varieties of the University as Organization and Institution

'The university' – deliberately put in singular – is seen as the central institution of the global knowledge society, irrespective of specific national or organizational configurations. However, when attributing discrepancies among universities worldwide solely to governance and organizational variances within national higher education systems, one overlooks the diverse nature of the institution itself and the different relationships between universities and societies across the globe. / In my keynote, I will question how uniform the university's role as a cultural and social 'building block' of society is. I will delve into regional varieties of the university as an institution, exploring differences in the relationship between university and society that go beyond organizational differences and national modes of control and state governance. This exploration will encompass various aspects, including the university's impact on individual actorhood within society, variations in the intellectual configuration of university disciplines and subjects, and discrepancies in academic freedom.

BAKHEIT MOHAMMED NUR
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(Re)Building Epistemology or (Re)Shaping Societal Outlook: A Critique of Sudan's Islamization of Knowledge Paradigm

Beginning in the twentieth century, African Muslim scholarship began to develop a new approach to higher education on the continent. This innovative paradigm, called the "Islamization of knowledge," emerged as a reaction to European colonialism and its introduction of modern academic disciplines, such as sociology, anthropology, history, and political science. It aims to combine academic rigor with Islamic knowledge, incorporate Islamic teachings and ethics into the university curriculum, and (re)map the political economy of knowledge production in African Muslim societies. However, it suffers serious methodological shortcomings. Rather than producing an integrated epistemology to advance cognitive emancipation from the European colonial enterprise, the project's educational practices on the ground in many ways perpetuate this Western vs. Islamic dichotomy. This article also explores fundamental debates within the movement, highlighting the impact of socio-cultural diversity within African Muslim societies and epistemological differences in knowledge production between Islamic and Western paradigms. The article's research is based on thick ethnography and rigorous anthropological analysis.

Key words: Knowledge; Islamization; Sudan; Islamic University; Epistemology; Education

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Diversity strategies in Ghanaian universities

Particularly in the frame of internationalization, universities are increasingly faced with the challenge of doing justice to a socio-culturally heterogeneous group of people on their campuses. The approach to solving existing conflicts and preventive measures for discrimination is often cited as the motivation for the implementation of diversity strategies. Many studies show that also or rather economic advantages play a role. In many cases, international role models, competitions or the general orientation towards standardized structures are the motivation for new cross-sectional issues and the implementation of strategies in their matter. Ghana's universities as others worldwide deal with socio-cultural diversity at different institutional levels in various forms (or not at all).

The presentation will highlight some insights of an ongoing PhD project and statements from a recently conducted expert interview. The project investigates the implementation of diversity strategies at Ghanaian universities from an organizational-sociological angle and asks whether isomorphic processes in the adaptation to international standards can be identified and demonstrated by measures similar to diversity management, which has been analyzed and described in many ways in the Western higher education context. The whole investigation is based on the theoretical and historical consideration of the understanding of diversity in Ghana and globally.

Key words: Diversity Strategies/Management, Higher Education Management, Ghana

BOSEN LILY

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Realities of Triangular Partnership Model in Higher Education: Is South-South Cooperation the Future of African Higher Education?

Among the BRICS, China has been taking the lead in initiating South-South Cooperation with a priority to the African continent. In China's Position paper on the Implementation of the 2030 Agenda for Sustainable Development, China indicates the importance of "Strengthen Development Partnership" as one of the key implementation strategies, within which North-South Cooperation should be "maintained" while South-South Cooperation and triangular cooperation should be "strengthened" and "increased" respectively (MFA, 2016). While the power relations through South-South Cooperation may have been eased with the foundation of exchanges, equality, and inclusion, the challenges in partnering among the Global South have shown the needs in quality assurance, technical support, and even power mediation. Among diverse areas of South-South Cooperation, higher education is one of the keys that China and Africa have worked together in order to empower the current and next generation of human resources as a way to further strengthen national development and international cooperation. This paper looks into the role of China in promoting trilateral South-South Cooperation, especially through a project of UNESCO-China-Africa partnership, hoping to understand the role of different stakeholders in trilateral cooperation of higher education as well as the impacts on African higher education, especially in the process of decolonization and establishment of reputation.

Key words: Trilateral cooperation, South-South Cooperation, China-Africa relations, Higher Education

CONRAD JOHN MASABO

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Knowledge Production as Discourses of Power: A Critique to the Use of Archive in the Production of African History

De-colonial turn in the politics of knowledge production and of African history in particular, begs for re-examination of the discourses of power and sources of knowledge production. Archive as one of the sources for the production of historical knowledge is often and continue to be regarded as an important source for writing of African history. It remains a place of 'commencement' and 'commandment' to which historians and other researchers keep returning to in search of origin of things. What is missing or often forgotten is regardless of the fact that they disappoint historian and researchers, is the fact that the archive does not contain event, but rather an inscribed version of it. More significantly is the fact that in the process of inscribing the version of the event(s), power and whose power forms an important organisation logic of what is to be archived and thus engaging with archive entails going extra mile in decoding silences, omissions and projections of power. Thus, there is a need for re-examination on how historians perceive, approach and use the archive in the processes of production of historical knowledge. This paper unfolds through three things; first, it provides a critique archive not only as a site of production of history but also as a site of the production of power in what will be termed as the 'discourse of power'. Second, it articulates on how historians ought to engage with archive, both 'reading against the grain' and 'reading along the grain', a kind of reading, necessary and useful in the production of African history. Third, make a reflection by revisiting the training of the historian in terms of equipping them to deal with the archive, which can transform the knowledge production in an African University.

Key words: Archive, De-colonial, Discourse, Knowledge production, Power

DAVID MILLS

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Restitching Africa's research infrastructures: Research publishing beyond 'global' bibliometrics

The patterns of knowledge flow across a 'global science system' are largely determined by the technical and data infrastructures of two commercially-owned citation indexes - Web of Science and Scopus. Their algorithmic logic has progressively unstitched the weft and weave of African research ecosystems, undermining the credibility of the continents' journals and research infrastuctuctures. In this keynote, I start with the origins of the Web of Science in Cold War America. From the very beginning, Eugene Garfield's journal citation index was highly geographically selective, excluding sources beyond Europe and America. These indexes continue to under-represent African science and non-English language journals, forcing scholars across the continent to target a narrow set of profit-oriented 'international' journals. I go on to explore initaitives by African editors and publishers to restitch the region's research ecosystems. These include experimental new community-owned Open Access journals, African-centred publishing platforms, and alternative sources of data for measuring knowledgeflows. I discuss the technical and financial challenges of developing African-centred academic publishing infrastructures, and the potential for using decolonial principles to rethink 'global' scientific practice.

EDWARD MBOYONGA

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Towards decolonising and humanising African higher education for human development: Revisiting Kenneth Kaunda's Humanism philosophy

This paper gives an account of the discursive politics of higher education in Zambia during the post-independence period dominated by President Kenneth Kaunda and his United National Independence Party (UNIP) in which Zambian Humanism was adopted as the official state philosophy. Humanism represents a nationhood narrative that dominated the history of Zambia as a postcolonial state from 1964 until 1991, as a moral code to guide all human activities in the nation's political, economic, and social spheres, including in education provision. Orchestrated as a Pan-African social-political ideology, humanism endeavoured to depart from the inherited colonial society to promote an African identity and egalitarian society within the newly independent nation. Within education, humanism aspired to produce socially responsive public-good-oriented graduates equipped with humane values to drive the national development agenda. Drawing on secondary data sources, it critically examines the nexus between Kaunda's humanism and education by focusing on its role in fostering human development in post-colonial Zambia. Located within a decolonial theoretical paradigm, it contributes to our understanding of how Pan-African ideologies can contribute to negotiating the fabric of the African higher education system by making the knowledge in universities relevant and more responsive to the priorities, challenges, and realities of the African people.

Key words: Decolonisation; higher education, humanism; Kenneth Kaunda; human development

EMMANUEL INTSIFUL

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(Re)imagining a Socially Just University in Africa: Exploring the voices of academics and management towards promoting social justice within a neoliberal discourse context: A Case study of a Flagship University in Ghana

Over the past few decades, there has been a widespread argument that dominant global discourses, such as internationalization, world-class universities, and excellence initiatives, are ideologies rooted in neoliberalism, which has become ubiquitous and pervasive in shaping universities' strategic ambitions worldwide. As a result, a flagship university in Ghana reframed its vision a decade ago, aiming to become a world-class university by 2025. However, subscribing to such a global template often means following a rigid, standardized, and homogenous set of best practices within a world-class university framework, which may overlook deeper-level inequalities that cannot be ignored in practice. Therefore, this study does not focus solely on the rhetoric of world-class university discourse but instead aims to explore critically how university actors strive to promote and ensure social justice issues within a neoliberal discourse. The study utilized semi-structured interviews and focus group discussions as data collection tools. The interviews were conducted with five (5) university management personnel and five (5) academics, using a purposive sampling technique. The study revealed that some strategic policies, such as research directions, student admissions, teaching, academic programs, and to some extent, university curricula, operate within the dictates of market (neoliberal) logic, which undermines social justice principles

Furthermore, the study revealed that to dismantle the hegemonic influence of neoliberal ideologies (couched within world-class university discourses), actors must reimagine restructuring curricula to reflect the local needs of Ghanaian society, encouraging research activities that solve society's problems, and re/designing policies to remove barriers to ensure equal access and an all-inclusive university irrespective of socio-economic status, promoting social justice. Therefore, exploring these taken-for-granted issues related to decolonization and social justice is significant because prominent indigenous African scholars, such as Professor Michael Cross, Kofi Annan, and Kwame Nkrumah, call for critical engagement with socio-economic questions of higher education transformation in Africa and Pan-Africanism. Additionally, this proposed chapter is deeply connected to promoting some targets of the United Nations Sustainable Development Goals, including contributing to the debates of decolonizing African higher education..

EMNET TADESSE WOLDEGIORGIS

Ali Mazrui Centre for Higher Education Studies (AMCHES), University of Johannesburg, South Africa

Neoliberalism and the decline of African scholarship: A critical reflection

This study aims to investigate the ongoing challenges faced by African universities in the wake of the implementation of neoliberalism policies, which have caused significant changes in the purpose, structure, and functioning of higher education systems. Neo-liberalism has a devastating impact on African higher education systems, transforming them from thriving hubs of scholarship and academic enquiry into subservient to market imperatives. This transformation has been facilitated by the rise of "new public management," which has brought about a fundamental shift in the way universities conceptualize and justify their existence. Due to the ascendancy of new public management and neoliberal policies, African universities have undergone a fundamental shift in their identity and purpose, transforming from centres of scholarly inquiry into academic corporations. The emphasis has shifted from the pursuit of knowledge to the production of quantifiable outputs, as universities are now expected to justify their existence by meeting market demands. The notion of mentoring has changed to coaching; students are now considered customers, and higher education leaders are deemed CEOs. Many African scholars have reduced themselves to data hunter-gatherers, whereas the fledgling intellectual scene that emerged on the continent after independence has been decimated. Ali Mazrui (2003) described the academic crisis of the post-1990s as "the decline of African intellectualism" in his paper "Who killed intellectualism in the post-Colonial Era?". The study seeks to address key questions, including: How have neoliberal policies redefined the purpose and structure of African universities? What are the implications of this transformation on the quality of education, research, and scholarship? What measures can be taken to address the challenges? The study utilizes a qualitative method exploring published materials, policy documents, memos and unpublished reports. The study also includes a critical discourse analysis to examine the dominant narratives and discourses surrounding neoliberalism and higher education in Africa. This paper explores the challenges that universities in Africa continue to encounter following the implementation of neoliberalism policies, which brought significant changes to the purpose, structure and functioning of higher education.

Key words: neoliberalism, African scholarship, African University, new public management

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Strengthening Peace and Security Studies in Africa through the Quadruple Helix Model of Innovation Dynamics

Today's Africa is bedeviled by different forms of security challenges that are often left to non-Africans to manage with some boomerang effects. The academia has a great role to play in reversing this challenge through the Quadruple Helix Model (QHM) of innovation in teaching and researching African security problems and framing solutions. This model links four main helices - Academia, Government, Industry and Civil Society - for originating Afrocentric knowledge, products, and services. QHM particularly has to do with the academia working collaboratively with the government, industry and society for innovating new strategies. For now the four stakeholders work in silos and hardly communicate organically. Those teaching security studies are distant from security agencies, governments, and hardly have working relationship with civil society organisations doing early warning and early response (EWER) works. Hence, what is taught in the classroom and the research that scholars do are far-fetched and often based on ideas pieced together from "high-impact" journals and books in which they too publish in response to the promotion guidelines of their "world class" academic institutions. African political leaders do have access to these publications, interest in reading them or the capacity to understand their contents. Hence their responses are sometimes far-fetched. This paper will present two possible ways for applying the Quadruple Helix Model (QHM) for improving the quality of security knowledge generated for Africans. The first is for the academia to work collaboratively with the other three stakeholders for enriching teaching, research outcomes, and policy engagements. The second is for the other three to partner with the academia for improving their security management interventions and outcomes. The paper will critically examine how the two approaches could be made possible through "fusion centres". This could include security organisations having functional Research and Development units as Nigeria is now doing.

Key words: Peace and conflict studies, Africa, quadruple helix, and innovation models

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Exploring the Efficacy of Collaborative Teaching and Learning Platforms during the Covid-19 Pandemic: A Comparative Study of Padlet and Jamboard in Higher Education Institutions.

The COVID-19 pandemic had a significant impact on education worldwide, forcing universities to shift from traditional classroom-based instruction to remote learning. While this transition was challenging for many institutions globally, the situation in African universities was particularly difficult due to existing structural inequalities and limited resources. Nevertheless, innovative and relatively cheap platforms such as Padlet and Jamboard played a crucial role in aiding learning and removing learning barriers in this context of scarcity and limited physical contact. Padlet and Jamboard are virtual collaboration tools that enable students and teachers to work together on assignments, share ideas, and engage in discussions remotely in a manner that is asynchronous. They have been shown to enhance student engagement, foster collaboration, and promote critical thinking, all of which are crucial for effective learning. These platforms have been especially useful in African universities, where access to resources and infrastructure is limited. They have provided a means of facilitating remote learning and have helped to bridge the digital divide that affects many African countries. However, there is still a significant disparity between African universities and universities in the global north in terms of access to technology and other resources.

While universities in the global north have been able to adapt to online learning relatively seamlessly, African universities have struggled to provide their students with the same level of access and support. However, the use of relatively cheap innovative platforms such as Padlet and Jamboard has provided a glimmer of hope, illustrating that even in resource-limited contexts, effective remote learning is possible. This paper therefore seeks to explore the efficacy of collaborative teaching and learning platforms during the Covid-19 Pandemic. Following the experience of using the online platforms of Padlet and Jamboard by Higher Education Institutions (HEIs), it specifically examines the effectiveness and usefulness of these platforms from a Global South perspective. By employing semi – structured interviews and insights from faculty members from institutions in Africa that used the platforms, and a documentary review, the paper seeks to highlight the specific challenges that befall educators in the global South even in the use of such platforms, and how these challenges are emblematic to the wider socioeconomic and structural contexts within which HEIs exist in Africa. The COVID-19 pandemic has highlighted the need for innovative approaches to teaching and learning, particularly in contexts where resources and infrastructure are limited. While there are still significant disparities between African universities in terms of access to technology and resources, this paper will argue that the use of platforms such as Padlet and Jamboard demonstrated that effective remote learning is possible even in challenging circumstances and in low resource countries with limited access to education technology (EdTech).

Key words: Padlet, Jamboard, Online Learning, Africa, EdTech, Global South Global North, African universities

JOY V. NYONDO
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Critiquing Makerere University's 2008-2019 strategic plan arguments for becoming a research university: an application of Fairclough's framework of practical argumentation.

In recent decades, the role of research in higher education has become a pivotal issue in African universities, signifying a shift from a predominant focus on teaching. Makerere University, established in 1922, has positioned itself with the vision to become a research-driven university, reflected in its strategic plan for 2008-2019. This plan delineates the institution's pathways and arguments for transforming into a research university. However, a detailed examination of these arguments and the underlying reasoning is lacking. This study seeks to address the main research question: What does the argumentation within the strategic plans reveal about the reasoning and decision-making processes in shaping research function in African universities? To explore this, I employ Fairclough's framework of practical argumentation in critically analyzing Makerere University's 2008/2019 strategic plan. Utilizing a qualitative case study design, the research scrutinizes the plan and various extant studies. Previous studies acknowledge the evolving landscape of higher education and African universities' struggle to define their roles, especially concerning research. The analysis uncovers a conscious alignment with global trends, emphasizing research to drive both learning and societal contribution. However, the study also highlights potential challenges, including resource allocation and the necessity for an accommodating academic culture. The findings underscore the complexities and nuances of strategic decision-making in African universities as they navigate both global best practices and local imperatives.

Key words: African universities, research function, strategic plan, critical discourse analysis, practical argumentation, knowledge economy

JUDY PETER
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Equity-sensitive Strategies for Internationalisation Higher Education in the Global South

On 11 March 2022, the Cape Peninsula University of Technology (CPUT) in South Africa hosted a thematic forum titled 'Equity-sensitive strategies of higher education in South Africa: Internationalization@Home in post-pandemic times'. At this forum, the presenters examined the idea of comprehensive internationalisation underpinning the National Framework for the Internationalisation of Higher Education in South Africa. The insights from this discussion and the perspectives of CPUT, as well as Sao Paulo State University (UNESP) in Brazil and the Central University of Technology (CUT) in South Africa, form the basis for this paper by referring to examples of connecting continents in the Global South that have been colonised and have to deal with decoloniality. Colonial legacies still exist in the divide between the Global North and South, and these legacies filter down into the internationalisation space, visible in the power dynamics that play out in partnership collaborations. To address the challenges we face in the search for equity in these collaborations, it is useful and important to explore both key concepts that frame this work and the lived experiences of partners seeking to implement equity-sensitive strategies for internationalisation in higher education. In this context of decolonisation, this paper presents various experiences written by Judy Peter, of Cape Peninsula University of Technology (CPUT), Celso Freire Junior Sao Paulo State University (UNESP) and Leolyn Jackson from the Central University of Technology (CUT) as higher education institutions (HEIs) in the Global South that face several challenges as they strive to deliver quality education, produce impactful research and contribute to national development.

JULLIET MUNYARADZI
University of Johannesburg, South Africa

Voices of Undergraduate Students on English Medium Policy at a University in Post-apartheid South Africa

Many students in postcolonial higher education institutions are not proficient enough in English to use it effectively as their language of learning. That partly resulted in the 2015- 2016 populist students' protests which mushroomed in South Africa and debates on decolonisation of curriculum in universities in the country and beyond. Also, the campaigns triggered political, social and economic agitation, which has brought existential crisis in the African university. The call for decolonised university curricula may remain rhetoric if pedagogical and epistemic access issues such as the media of instruction are not addressed in ways which embrace cognitive and social justice for equitable access to university education despite students' different linguistic backgrounds. The voices of the university students should be sought to contribute in shaping the process of transformation of teaching and learning because they are equally important stakeholders. This qualitative case study explored the voices of twelve English Second Language (ESL) undergraduate students who were purposively selected in the faculty of education from a former Afrikaans University on English as primary medium of instruction at the institution. Pierre Bourdieu's social and cultural reproduction theory was used to inform the study and frame data analysis. Data were gathered from the twelve undergraduate students through individual, semi- structured face to face interviews. Data gathered were analysed following Merriam (2009) thematic analysis. The findings illuminated that although the role of English is acknowledged, it diminishes effective learning, and teaching. It is recommended that the ESL students should be supported in their learning through use of indigenous languages as media of instruction; an approach which could contribute to the reshaping of the African university as it grapples with local realites and global imperatives.

Key words: indigenous languages, linguistic imperialism, medium of instruction, English hegemony, Social and cultural reproduction theory, decolonisation

KAREN J. KOOPMAN
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Rupturing the colonising-colonised discourse and its effect on the (future) South African university

This paper discusses how more than three centuries of colonialism, with its associated universal Western knowledge as the only true source of knowledge shaped the conscious of African people and many other colonised nations around the globe. This process of colonising the "mind" and "body" of the colonised, not only resulted in them being enslaved, but through domination, exploitation and control, also dismissed their identity, self-knowledge, self-control and self-emancipation. Apart from wiping out their history, they were made to believe that their knowledge is inferiorised and subalternised. This is synonymous, the paper argues, with reconstructing, re-creating and re-constituting a different (new) form of humanity, that needs to be ruptured to free the modern-day student from the shackles of colonialism.

Key words: Colonised, displaced self, decolonization, pluriversity, South African Higher Education

KARIN CHINNIAN
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RETHINKING POSTGRADUATE SUPERVISION: CREATING COMMUNITIES OF PRACTICE BASED ON UBUNTU

Higher Education Institutions (HEIs) generally use the Oxbridge method to supervise postgraduate students. This traditional mode encompasses the colonial master-student binary, rife with power dynamics but limited in engagement with other students and supervisors. This one-on-one approach between supervisor and student, typically requires the student to write a chapter, submit it to the supervisor for comment and feedback. Corrections to the draft follows before moving to the next chapter, where the cycle is repeated. This continues until the thesis is completed and is then subjected to the institutional higher degree processes. When numerous supervisors are repeating this cycle with multiple students, then the vision of a conveyer belt production line of theses, is perhaps not amiss. Yet, this model remains prevalent by default, as new supervisors often follow the methodology used when they were students. Supervisors also experience problems with this burdensome method of supervision, and it often lacks the development of academics. This process necessitates development and support for students and supervisors, which in turn, requires reflective practice and the courage to disrupt the entrenched ways of doing. Communities of practice, based on the tenets of the African philosophy of Ubuntu is proffered as a suitable alternative or complimentary framework for postgraduate supervision and, as a means of achieving socially just pedagogies. Ubuntu, as an indigenous value, and considered the origin of African philosophy, offers an alternative to the individualised approach, and embodies the interconnectivity and intrinsic value of everyone.

Therefore, this paper theorises on four points: building and rebuilding relationships amongst supervisors within post-Covid-19 academic institutions; the development and sustainability of communities of practice with multiple supervisors and multiple students; underpinning the supervisory process with African philosophy; and consideration of the feasibility of transitioning these ideas from theory to practice. It is envisioned that traditional supervision would yield to a more engaged and robust interaction, with every person's intentional conduct based on the principle of Ubuntu, thus requiring connectedness through kindness and respect, and with empowerment, support, and agency. Consequently, socially just and humanising pedagogies would then be able to transform the supervisory interaction.

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The role of universities of technology in building African university capacity: An institutional case study on the professorial contribution

Transforming higher education in South Africa into a single, coordinated system (Higher Education Act 101 of 1997 as amended) resulted in a typology consisting of three university types, namely 'traditional' universities, 'comprehensive' universities, and 'universities of technology'. A relevant question would be on how these 'new generation' universities are meeting the expectations of being a university, together with meeting national priorities and demands. Our presentation addresses this matter by focussing on how one university of technology professors' research outputs contribute towards strengthening institutional capacity and through their research outputs enhance capacity development in favour of the South African and African university system. Our presentation draws on professors' publication output statistics and graduation rates of their research students at one South African university of technology.

The selected institutional case illustrates the professoriate's current and potential contribution towards at least one university's development and capacity-building goals. Audited quantitative data and institutional documentation on professorial research outputs were analysed to identify longitudinal institutional trends. Based on this analysis, we argue that relevant research and its dissemination in the form of publications and graduations at the professorial level may contribute to strengthening the very fabric and focus of the African university.

Key words: Universities of technology, professors, professoriate, publications, senior degree graduation

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Rethinking the Fabric of the University in Africa through Olúfémi Táíwò's Call Against Decolonisation

According to current research in Higher Education Studies, the Higher Education system in Africa is braced with several challenges. African universities often carry a colonial institutional heritage, strive for visibility in regard to research, publications and international rankings and debate Western and indigenous knowledge systems. To solve these challenges decolonisation is depicted as the pathway to go by many scholars, policy leaders, and citizens - not so by Olúfémi Táíwò. In his book "Against Decolonization. Taking African Agency Seriously", the philosopher undertakes an incisive critique of the discourse on decolonisation demonstrating its ubiquity as a concept and practice. Táíwò argues that decolonisation lost its way and became a catch-all idea that is both unrealistic to implement and intellectually unsound. Therefore, he calls for African agency and the engagement with ideas of modernity. We use Táíwò's argumentation to rethink the above- mentioned challenges facing African universities as they search for alternative models and negotiate a post-colonial fabric of the higher education rid of coloniality.

Key words: Olúfémi Táíwò, Decolonisation, African Universities

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Decolonizing internationalization of higher education

South Africa's public higher education system has global ambitions, but is also still battling with the effects of its legacies of colonialism and apartheid. At the same time as globalisation requires internationalization of higher education institutions, there is also a pressing need for higher education to respond to and engage directly with local and national concerns. Hence South African higher education needs to respond to two seemingly opposing demands: decolonization and internationalization. On the one hand, decolonization calls for more focus and development of locally relevant higher education institutions that do not simply instantiate 'western' models of universities in South Africa. On the other hand, internationalization is inherently outward looking, especially when framed in terms of global competitiveness in light of 'global' standards often decided and dictated by 'western' metrics and stakeholders. Is decolonization and internationalization incompatible? Can the South African higher education successfully and equally pursue both? This paper critically discusses what is meant by internationalization in South Africa, and critically analyzes such meanings against broader decolonial critiques of higher education in South Africa.

Key words: internationalization, decolonization, eurocentrism, Wiredu

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Researching Servant Leadership in Christian faith-based African universities – The cases of Ethiopia, Cameroon, Ghana, and Mozambique

This paper aims to investigate the presence or absence of Christian faith-based ethos in the leadership of selected African universities by means of a conceptualisation before the empirical stage as part of a new research project which examines the profile of leaders in four African countries, namely Ethiopia, a country with a significant Christian Orthodox tradition that was never – formally – colonised, Cameroon, a former French colony with a significant Christian base, Ghana, a former British Colony with a Protestant Christian tradition, and Mozambique, a former Portuguese colony with a strong heritage of both Catholic and Protestant Christian faith. Two Christian faith-based universities were selected in each country as case studies.

Within (comparative) theology, approaches such as servant leadership are associated with the paradigm of compassion. Servant Leadership is a philosophy in which the leader's primary goal is to serve their followers, rather than vice versa. The leader prioritizes the well-being and personal development of the institution and actively seeks to empower and enable it to succeed. This approach emphasizes humility, empathy, and a commitment to listening and understanding the needs and perspectives of others. The goal of Servant Leadership is to create a supportive and collaborative environment that allows everyone to reach their full potential. While comparative theology may involve the study of theology, it also draws on the methods and insights of other disciplines such as anthropology, sociology, philosophy, and literary studies. In addition to its scholarly goals, comparative theology may also have an emancipatory and transformative dimension, as it seeks to uncover and challenge structures of oppression within religious traditions as well as to promote solidarity with the marginalized and oppressed.

Key words: comparative theology, servant leadership, faith-based higher education institutions, sub-Sahara Africa, higher education studies

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The Power of Academic Practice During Higher Education Massification

Massification of higher education is a global phenomenon. In recognition of the growth of higher education in the early 70s Martin Trow muted the term massification to define the developmental stages of higher education as mainly exhibited in Europe and America. This definition has continued to define enrolment expansion without due regard for the emerging experiences for Africa. This article seeks to interrogate the relevance of this definition for African nations with enrolment ratios below 10% to replace it with "Institutional Massification" as massification for Africa is an institutional experience.

Besides, institutional massification in Africa is manifest with growing numbers of students with shrinking financial resources and consequent implications on teaching and learning as academics attempt to adjust their practices to congested classes, inadequate equipment, limited time for research and constrained student supervision. Based on a recent study involving in-depth interviews with academic staff in one public university in Kenya, this article analyses the experiences of academics with enrolment expansion who expressed their views on the disparity between existing enrolment expansion policies, available resources and resultant material-economic and socio-political challenges. The article argues that massification of higher education in African countries is an institutional challenge exhibiting profound effects on academic practices. The study revealed that despite expressed resistance to the social-political environment, academics have positively re-invented themselves by incorporating innovative teaching, research and supervision practices to enhance student learning.

In conclusion, the article acknowledges that notwithstanding the current challenges related to institutional massification, enrolment expansion is a reality and a necessity for Africa. Therefore, it is time to leverage on the existing pool of resourceful academics to mitigate the implications of massification through innovative academic practices. Additionally, forging strong networks and sharing of existing resources among practitioners and institutions is fundamental for meaningful growth and expansion of the African University.

NTIMI MTAWA

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Philosophies, Models and Intentions of University-Community Engagement in Africa and Latin America: A Scoping Review of the Literature on the Perspectives from Tanzania, South Africa and Costa Rica

Universities in Africa and Latin America have a long history of engaging with their surrounding communities. In Latin America, there was a movement in the 1920s, which called upon universities to have 'extension to the community', a distinctive feature that has dominated the public universities for almost a century. In Sub-Saharan Africa, with the exception of South Africa given its unique history, the practices of students and academics working in the field as part of engaging with rural communities and providing ideas and solutions to pressing social problems became common post independence. CE in African and Latin American contexts is relatively different because of differences in histories, traditions, identities, and roots of communities and universities. This implies that the origin, evolution, meanings, practices and outcomes of CE are a reflection of particular philosophies, models and intentions behind this function of universities. These differences have significant implications on the practices and the contributions of CE to knowledge production, preparing civic minded citizens and betterment of local milieu. This chapter employs a scoping review of literature to uncover the philosophies, models and intentions behind CE in Tanzania, South Africa and Costa Rica.

The chapter responds to three main questions: (i) What do philosophies, models and intentions underpinning and driving CE in Africa and Latin America mean for this function of universities? What are the similarities and the differences of CE between Africa and Latin America? (ii) What are the implications of these philosophies, models and intentions on the relationships between universities and local communities? (iii) What lessons can Africa and Latin America learn from each other with respect to university-community engagement? Specifically, philosophies of Ujamaa in Tanzania, Ubuntu in South Africa, and Extension, Servicio and Solidaridad in Costa Rica anchor the paper. These philosophies have the potential to influence both, ways in which universities engage with communities and the outcomes thereof. The chapter contributes to the body of knowledge as well as moving away from CE which is dominated by perspectives from the Global North.

Key words: University, University-community engagement, Communities, Engagement, Ujamaa, Ubuntu, Extension, Servicio, Solidaridad, Tanzania, South Africa, Costa Rica

PATRICK SWANZY

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Post Covid-19 Quality Assurance Outlook of Ghanaian Private Universities: are the pandemic-proof artefacts decommissioned or active?

The COVID-19 pandemic destabilised the modus operandi of higher education institutions globally and nationally at the onset of 2020. According to UNESCO, about 1.47 billion students' equivalent to 84.3% of the total enrolled students at all levels of learning in 173 countries including Ghana were affected. As the pandemic engulfed Ghana, a crisis developed around the planning and management required to execute the core functions of the universities. In their quest to sustain the academic project, Ghanaian private universities implemented various strategies to deliver education to students in a more diverse environment. This situation seems to have compelled the private universities to adopt quality assurance strategies that could avert COVID-induced institutional collapse. With the official declaration of the Covid-19 as over by Ghana's president on 28th March 2022, it is imperative to investigate if the quality assurance artefacts deployed by the universities during the Covid-19 pandemic are still active to enable the universities to mitigate the ramifications of future pandemics that have the potential to disrupt the execution of their core mandate or have been decommissioned. Using Disaster Risk Reduction (DRR) as the analytical framework and grounded in the qualitative inquiry paradigm, a purposive sampling strategy was employed to recruit 10 quality assurance officers from 10 private universities in Ghana to provide data for the study through in-depth interviews.

The interview data was augmented with data sourced from quality assurance related documents and analytic memos and were analysed manually. It emerged that Ghanaian private universities adopted ad hoc quality assurance strategies to mitigate the ramifications of covid-19 on their operations but this mainly focused on teaching and learning. The research also finds that the ad hoc quality assurance strategies deployed to mitigate the risk posed by the Covid-19 pandemic have been abandoned even though the universities continue to deliver education in the diverse modes triggered by the ramifications of the Covid-19 pandemic. The emerging issues suggests that that this state of affairs has the potential to undermine Ghanaian private universities preparedness to deal with the uncertainties a future pandemic may bring to bear on their operations. The study recommends that even though covid-19 has been officially declared over, the private universities should not decommission their quality assurance artefacts they deployed to minimize the ramifications of the Covid-19 pandemic but reinforce them because no one knows when the next pandemic is due.

Key words: Post-Covid 19, universities, private, quality assurance, Ghana

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A personal anecdote of teaching and learning through and with Decolonial Love at a post-apartheid South African University

The 2015 – 2016 protests led by African students and workers in public universities in post-apartheid South Africa presented a critique of a neoliberalised public university that continues to reproduce what Nat Nakasa called "natives of nowhere", who are primitive, inferior, irrational, and black (Maluleka, 2021), and what Mamdani (2007) calls "scholars at the marketplace". This is a public university characterised by hierarchical bureaucratic structures, an institutional culture still defined by whiteness, and dominant epistemological paradigms that foreclosed the possibility for an indigenous intellectual project (Motimele, 2019). Since then, the public university, especially its academics, have been coerced to think deeply about the ethical demands of decolonising, transforming, and Africanising the public university, its curricular, epistemic, and pedagogical orientations, as well as its operative logics. In other words, university academics were called upon to reflect deeply about what they teach and how they teach it. In this study, through autoethnographic reflexivity approach, I reflect on my use of "decolonial love" (Sandoval, 2000) as a transformative teaching and learning method. I argue that decolonial love continues to enable me, as a university academic, to teach and learn about sensitive and controversial topics in ways that promote empathy, cognitive, epistemic, existential, ontological, and social justice, inclusivity, critical thinking, respect, love, and tolerance for others (Maluleka, 2023). Because of this approach, I have been able to promote the transgression of knowledge boundaries for knowledge co-construction (Keating, 2013). This has, in turn, resulted in the students I teach, as well as myself, understanding knowledge to be intersectional, all-inclusive, and based on a trans-modern pluriversal view (Santos, 2014). Lastly, I argue that decolonial love can provide other university academics with a useful pedagogical framework for teaching and learning in a post-apartheid public university that is still faced with challenges that imminent from the legacies of colonialism and apartheid, neoliberalism and a pervasive coloniality and its colonial matrix of power. This is because decolonial love can tie together different approaches to teaching and learning that are decolonial, intersectional and transformative.

Key words: Autoethnography; Decolonial love; Fees Must Fall; Higher Education; Intersectionality; South Africa; Teaching and Learning.

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Emerging frontiers in teaching, learning and researching in the arts and humanities: The case of the University of Zimbabwe's Education 5.0 driven curriculum

The study is a critical examination of the existing dynamics of change which are affecting the teaching and learning in the arts and humanities discipline under the Education 5.0 driven curriculum. Education 5.0 refers to the Zimbabwean Higher and Tertiary education model which was formally adopted in the year 2018 to serve as a catalyst for achieving the Zimbabwe government's Vision 2030. Education 5.0's quinary mission of teaching, research, community service, innovation and industrialization speaks to global models of the role and place of the university in the twenty first century. It places emphasis on research excellence and research endeavors which launch into outcomes focused national development activities aimed towards realizing a competitive, modern and industrialized Zimbabwean nation. Under this grand scheme of Education 5.0, arts and humanities disciplines have had to justify themselves and to prove their worth, economic value and capacity to achieve the national vision. This paper consequently seeks to make sense of the ways in which selected arts and humanities programmes at the University of Zimbabwe are negotiating their character through research, teaching and learning in pursuit of the requisite outcomes based research excellence. The paper additionally assesses the extent to which excellence is being achieved in researching, teaching and learning Education 5.0 based programmes and the existential challenges acting as a barrier to attaining excellence. Such an assessment is important to the realization of the paper's overall objective of interrogating the organizational, institutional and systematic features of the university and mapping how the university can reconcile with its past so as to negotiate its present and future while also realistically pushing for global standardization.

Key words: Education 5.0; Arts and humanities; University of Zimbabwe; Teaching; Learning; Research.

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Learning Spaces in Higher Education Institution in South Africa

Almost 30 years after the end of Apartheid in 1994, the higher education system of South Africa can look back on some successes. In 2019, more than 1 million students were enrolled in public universities, which is double the number of students that were enrolled in 1994. More importantly, 77% of the enrolled students were Black, which is almost a representation of the population for which the census counted 80% as Black in 2022. Nevertheless, the South African higher education system continues to face significant challenges. Considering the 2016 cohort of first-time entering students, only 30% of students finished their undergraduate degrees in the anticipated time of three years. Attrition rates after the first year were at 10% for contact study programs, and 28% for distance education programs.

This presentation will explore factors that might be related to student attrition in the South African high education system. More specifically it will explore learning spaces in the South African high education system and its role in potentially influencing student performance. It will specifically attend to the questions: How can learning spaces be described and analyzed? What influences the design of learning spaces? How do learning spaces influence student's performance in South Africa?
Spaces have an impact on learning. They can bring people together, encourage exploration, collaboration, and discussion or carry an unspoken message of silence and disconnectedness. Learning spaces, in that sense, are not only the physical and virtual environment of the learning experience, but also the social and psychological alignment of students and their learning setting. Besides the so-called "built-pedagogy" of the concrete buildings, learning spaces include the curriculum and "pedagogy" that is used to stimulate learning.Learning spaces vary greatly amongst the 26 public universities in South Africa if aspects like history, geography, target groups, intentions and outcomes are considered. It is therefore valuable to attend to the learning spaces of South African institutions of higher education and their impact on the performance of students.

Key words: Learning, learning spaces, South Africa, higher education, success

RUBINA SETLHARE

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The Role of Universities in the Transition of Mental Health Services for Southern Africa

Local and global statistics show an increase in mental health challenges, with mental health demands surpassing other clinical health conditions So, how can African Universities provide professionally, ethically and empirically sound processes for graduating mental health professionals toward competence for addressing the mental health needs of our diverse African reality, considering that we are not a homogenous entity as Africans. Current mental health referrals on the continent, suggest that our existing mental health services are not meeting our needs at community level. Our compounded historical trauma, where the psychosocial consequences of Covid-19 have exacerbated the damage done by decades of destruction of our societies by colonialism. There is an urgent need to explore alternatives, for the benefit our youth in particular. Education and Health policies speak of mental health accessibility to all, but the ideal is very far from the reality, where mental health services are afforded to a minority. We need to start with the training of mental health professionals, since the current professional programs do not capacitate our graduates to meet our diverse community needs. Theory typically informs practice, but within our context the daily practice of mental health professionals is challenged by psychosocial realities that they may not have adequately been trained for. The reality of global north values dominating the 'healing' fields needs to be addressed, so that our graduates can be effective and contextually beneficial. While the Coronavirus pandemic has undoubtedly impacted humanity negatively on all levels, the professional context has shifted to encourage alternative ways to address delivery of health services. It is within this reality that the opportunity of training of mental health professionals to reflexively and ethically explore new systems for creating contextually relevant infrastructure has arisen, to collaboratively address mental health needs through evidence based, community-oriented interventions.

Key words: Africa, Community-oriented, Evidence-based, Higher Education, Mental Health, Psychosocial

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Pedagogy in the 'New African University': Opportunity of learning for students with disabilities in South African higher education

Pedagogy and 'new African university' are terms that have become popular and topical in the contemporary scholarship as stakeholders grapple with affording opportunity for learning for all diverse students. While so, little focus has been directed to pedagogy as it relates to providing opportunity for learning by students with disabilities, as one social group that has always been marginalised in higher education. With specific focus in the South African context of higher education and informed by Social Justice Theory, the paper utilises the literature review method, to interrogate an opportunity created for learning by students with disabilities during transitioning to a 'new African university'. This is specifically by way of Africanisation through remerging IKS in epistemology and incorporating it in the curriculum. The study contributes to the present scholarship in terms of pedagogy for all diversity in the new African university as it suggests ways the opportunity for learning can be operationalised by teaching of the positive African Indigeneous Knowledge in the context of the South African higher education.

Key words: New African University, pedagogy, South African higher education, students with disabilities, Social Justice Theory, opportunity for learning, Indigeneous Knowledge System (IKS)

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Research Culture, Trends and Productivity in Tanzanian Universities: Unpacking the enablers and deterrents

The production of scientific knowledge through research is one of the central functions of the universities. While this role emerged in the second half of 18th century, it has gained significance current in the 20th century. As the world continues to move towards the 21st century driven by knowledge, innovation, science and technology, increasing production of relevant research is increasingly becoming a pivotal role of contemporary universities. While generation of new knowledge is the most obvious function of universities in Western societies, in developing countries and particularly sub-Saharan African (SSA), true research-intensive universities are rare and form minority institutions in higher education systems. The characterisation of most SSA universities is associated with weak research culture coupled with research infrastructure shortfalls, limited research upward trend and productivity. In Tanzanian higher education context, research is often given secondary primacy as the focus and funding attention is given to teaching particularly at undergraduate level. This study draws on existing data and in-depth interviews with ten (n=10) senior academics at one university in Tanzania. This study argue that research culture, trend and productivity is an interaction of several processes and structures. Thus, study draw on institutional theory to argue that research culture, trend and productivity in Tanzanian universities is a result of processes of structures, which act as enablers or deterrents. Study specifically interrogate how institutional schemas, rules, norms, and routines promote or impede research culture, trend and productivity.

Key words: Knowledge, Research, culture, productivity, institutional theory, universities, Tanzania

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An Analysis of the Role of eResearch on Innovation and Knowledge Creation in African Universities

The use of eResearch in African universities is rapidly increasing and has the potential to accelerate research outputs and enhance an African university research agenda. However, the role of eResearch in most African universities remains underexplored. This research investigates the use of eResearch as a catalyst for African universities to have a great leap forward in research and innovation. The paper answers the question; 'What is the role of eResearch on innovation and knowledge creation in African universities?'. The significance of this study is to facilitate the adoption of emerging technologies in research and innovation in African universities. This will help African universities to leverage digital technologies such as quantum computing, software as a service (SaaS), artificial intelligence, big data, and the internet of things (IoT) to improve the quality and impact of research and innovation. This paper employs a qualitative research approach to suit the exploratory nature of the study.

Standing on an interpretive research philosophy, this study will make use of records analysis as the primary source of data. Purposive sampling will be used to select the targeted records from the African university inbound centre of research and innovation. Using inductive thematic analysis, 6 themes were generated. The findings revolved around a more entrepreneurial approach toward research and innovation that involves providing training, mentoring, and funding support to help individuals and teams bring their innovations to market and inform the development of policies and strategies for the adoption of eResearch in African universities. However, it is important to note that this research is entirely hinged upon the African university thus mandating recommendations which adapt a more global outlook that looks beyond the African shores. As such, a comparative analysis between an Afrocentric University and an Anglo-American university is highly recommended to balance this study.

Key words: Research and Innovation; African and Anglo-American University, eResearch; Emerging Technologies; Qualitative Research and Inductive Thematic Analysis

STEPHEN A. MFORTEH
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Putting together theoretical research at the University and research for development at the Ministry of Scientific Research and Innovation in Cameroon

Research is a sector that has been administered in Cameroon since the beginning of the 90s by two ministries, the Ministry of Higher Education and the Ministry of Scientific Research and Innovation. These two entities have specific skills that do not conflict, but timidly converge to achieve the same objectives, which aim to produce fundamental and applied knowledge. These research results are used to generate innovations for use in companies that will ensure their reproducibility. On the basis of this specific model of research management as practised in Cameroon, how can the pooling of scientific capacities between the university and research institutes help to create a university that is adapted to global issues and rooted in local realities? This article proposes a capitalisation on the political mechanisms for scientific support that currently exist in Cameroon. The mechanisms in question are the National Research and Innovation System, and the Science Policy Mechanism, which are in gestation. The current analysis suggests that the two sectors can be reconciled through the inclusion of research institutes in the student training process. This will strengthen the academic performance of students and broaden the supervisory capacities of universities by setting up a platform for the mobility of researchers and academics between the two professions in order to create emulation and strengthen the contribution of research to development. The methodology used to collect and analyse the data for this article was based essentially on documentary research and a number of exploratory interviews with university professors and researchers in order to better discern the fabric of research in the Cameroonian university, as part of the African cluster.
Key words: Research, University, Knowledge, Innovation, Enterprise, Development.

TEBOHO MOJA, SAMUEL KEHINDE OKUNADE, KOJO PARRIS
New York University, USA & University of Pretoria, South Africa

Universities re-envisioned: Capacitating the State through knowledge generation for evidence-based decision making

Universities play a principal role in generating knowledge that can contribute to evidence-based decision making. As de facto knowledge arbiters, they have the potential to provide policymakers with the evidence needed to make informed decisions. However, despite the crucial role that universities play in knowledge generation, their engagement with policymakers is reflexively contentious, especially in the Global South. This is principally due to the absence of a clear consensus on the parties' mutual roles and responsibilities. In some cases, the lack of interest, capacity and skills on the part of government officials to utilize research findings in policy development and decision making, is mirrored by academics' inability to relate their work to the imperatives of the political ecosystem. This paper presents several ways the universities can upgrade their engagement with policy and decision makers and three approaches, amongst others, are discussed. First is engagement through partnerships in knowledge production. By partnering with government agencies, universities can co-produce research that addresses policy-relevant questions. Second is engagement through policy dialogues. These dialogues bring together researchers, policymakers, and other stakeholders to develop policy platforms that address classes of development problems. Third, through training programs, that includes capacity building in evidence-based decision making. Those programs can range from short courses to longer-term training programs, depending on the needs of the target audience. The training can cover a range of topics such as research design, data analysis, and knowledge translation. The paper concludes by presenting an argument that States in Africa would be more effectively capacitated if they collaborated with universities just as it has been successfully utilized in different spaces globally. Capacitating the States i.e. policy-makers and public service professionals, would lead to better governance and delivery of services to advance development agendas across the continent.

TEBOHO MOJA
New York University, USA

Emerging Modes of Operation in African Universities: Innovations in Teaching, Research, and Community Engagement

The paper discusses the growing significance of internationalization and collaboration in African higher education. In recent years, African universities have sought to expand their global reach, foster knowledge-sharing, and enhance educational offerings. They are increasingly forming partnerships to align their research agendas with development goals, that are nationally, regionally and internationally defined. It is important to note that internationalization is also driven by the fact that it forms part of the metrics in assessing global rankings. African universities have for decades operated in isolation as their counterparts in the global world ignored them or in instances where they were included were considered subjects of research projects. Second, the paper further examines the emerging modes of operation driven by innovations in teaching, research, and community engagement. It elaborates on how African universities are adapting to the changing landscape of higher education by developing new modes that promote diversity, relevance, and access. The paper highlights several examples of innovative modes that are being implemented by universities across the continent, including the integration of indigenous knowledge systems into the curriculum, the use of technology to expand access to education, and the development of partnerships with local communities to promote sustainable development. Despite these efforts in transformation, funding challenges persist, as higher education institutions remain underfunded. Third, the paper addresses the responses of African universities in terms of funding challenges they experience and how to be innovative and remain sustainable. The paper then concludes by emphasizing the need for continuous research and collaboration to support the advancement of African universities.
Key words: Innovations, partnerships, internationalization, community engagement, indigenous knowledge systems, sustainable development

VALENTINE UBANAKO

The University of Yaounde 1, Cameroon

Global realities and local solutions to challenges in teaching and learning in sub-Saharan universities: The case of the University of Yaounde 1- Cameroon.

The growing number of students in African Universities in general and sub-Saharan universities in particular has serious consequences in learning and teaching. Although most of these universities are trying to use virtual teaching and evaluation methods as an immediate response to the thorny issue of massification, this remains largely inadequate because of other challenges which have cropped up to add to an already bad situation. Such challenges include power outages, poor infrastructure, poor internet connectivity, the lack of modern didactic materials and classrooms which sometimes contain more than 3000 students for a single lecturer. This paper examines how the university of Yaounde 1, the oldest state university, has come up with local solutions in a global context to solve the challenges involved in language teaching and learning amidst the numerous challenges outlined above. It will equally examine how local and African-driven solutions such as solidarity, mutual use of space and scarce resources as well as hybrid teaching and learning methods involving a combination of virtual and onsite methods have been put to good use.

Key words: African universities, teaching, evaluation, massification, challenges, local solutions

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African universities, teaching, evaluation, massification, challenges, local solutions

Calls for the decolonisation of the university in Africa and the Global South have been vivid and loud. Led by scholars and student activists, the calls have been a demand for urgent decolonisation of the university to establish the institution as an African university in form and in content. What is largely missing in literature is a thick and critical description of what a decolonised university will be like. Opponents of decolonisation of the university have dominated the landscape with propaganda to the effect that the decolonisation of the university in Africa will lower if not eliminate the quality and standards of higher education in Africa.

This propaganda is based on the colonial and racist myth that only westernised and colonial higher education is quality and standard. In this paper, I deploy the philosophy of liberation to describe a decolonised university in Africa as one that will be locally rooted in Africa and also globally competitive and relevant. One that combines local relevance with global excellence. I argue that the decolonised African university will be one that boasts human diversity, epistemic diversity, multilingualism, cognitive justice, epistemic freedom, reparative epistemology and decoloniality. The decolonised university in Africa will produce and deploy knowledge not as a commodity to be sold to those that can afford it but as a public good. It will be a site of ontological and epistemological liberation. In this paper, therefore, I get into an argument with colonial and racist propaganda that holds that decolonisation of the university and decoloniality as a philosophy of liberation are projects that are against rigour, excellence, quality and standards in African higher education.

Key words: Decolonisation, Decoloniality, Philosophy of Liberation, African University, Quality, Standards

NEGOTIATING THE FABRIC OF THE AFRICAN UNIVERSITY: GLOBAL TRENDS AND LOCAL REALITIES

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