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**Palgrave Critical University Studies**

**Series Standing Order ISBN 978-1-137-56429-0 Hardback**

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# Universities, the Citizen Scholar and the Future of Higher Education

Edited by

James Arvanitakis

*Dean of the Graduate Research School, University of Western Sydney, Australia*

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UNIVERSITIES, THE CITIZEN SCHOLAR AND THE FUTURE OF HIGHER EDUCATION

Editorial matter, introduction and selection © James Arvanitakis and David J. Hornsby 2016

Individual chapters © Respective authors 2016

Softcover reprint of the hardcover 1st edition 2016 978-1-137-53868-0

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First published 2016 by  
PALGRAVE MACMILLAN

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Palgrave Macmillan in the UK is an imprint of Macmillan Publishers Limited, registered in England, company number 785998, of Houndmills, Basingstoke, Hampshire, RG21 6XS.

Palgrave Macmillan in the US is a division of Nature America, Inc., One New York Plaza, Suite 4500, New York, NY 10004-1562.

Palgrave Macmillan is the global academic imprint of the above companies and has companies and representatives throughout the world.

ISBN: 978–1–349–71155–0  
E-PDF ISBN: 978–1–137–53869–7  
DOI: 10.1057/9781137538697

Distribution in the UK, Europe and the rest of the world is by Palgrave Macmillan®, a division of Macmillan Publishers Limited, registered in England, company number 785998, of Houndmills, Basingstoke, Hampshire RG21 6XS.

Library of Congress Cataloging-in-Publication Data

Names: Arvanitakis, James, editor. | Hornsby, David J., 1980– editor.

Title: Universities, the citizen scholar and the future of higher education / edited by James Arvanitakis, Dean of the Graduate Research School, University of Western Sydney and David J. Hornsby, Senior Lecturer in International Relations, University of Witwatersrand, South Africa.

Description: New York, NY : Palgrave Macmillan, 2016. | Series: Palgrave critical university studies | Includes bibliographical references and index.

Identifiers: LCCN 2015035440 |

Subjects: LCSH: Education, Higher—Philosophy. | Education, Higher—Aims and objectives. | Universities and colleges—Philosophy.

Classification: LCC LB2322.2 .U569 2016 | DDC 378.001—dc23

LC record available at <http://lccn.loc.gov/2015035440>

A catalogue record for the book is available from the British Library.

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# Series Editor's Preface

The *Critical University Studies Series* has a distinct and clear agenda. The overarching intent is to foster, encourage and publish scholarship relating to universities that is troubled by the direction of reforms occurring around the world.

It is clear that universities everywhere are experiencing unprecedented changes. What is much less clear – and there are reasons for the lack of transparency – are the effects of these changes within and across a number of domains, including

- the nature of academic work
- students' experiences of learning
- leadership and institutional politics
- research and the process of knowledge production
- the social and public good.

Most of the changes being inflicted upon universities globally are being imposed by political and policy elites without any debate or discussion, and with little understanding of what is being lost, jettisoned, damaged or destroyed. Benefits, where they are articulated at all, are framed exclusively in terms of short-term political gains. This is not a recipe for a robust and vibrant university system.

What this series seeks to do is provide a much-needed forum for the intensive and extensive discussion of the consequences of ill-conceived and inappropriate university reforms. It does this with particular emphasis on those perspectives and groups whose views have hitherto been ignored, disparaged or silenced.

The defining hallmark of the series, and what makes it markedly different from any other series with a focus on universities and higher education, is its 'criticalist agenda'. This means that it directly addresses questions such as:

- Whose interests are being served?
- How is power being exercised and upon whom?
- What means are being promulgated to ensure subjugation?

- What might a more transformational approach look like?
- What are the impediments to this happening?
- What, then, needs be done about it?

The series intends to foster the following kind of contributions:

- Critical studies of university contexts, that while they might be local in nature, are shown to be global in their reach;
- Insightful and authoritative accounts that are courageous and that 'speak back' to dominant reforms being inflicted on universities;
- Critical accounts of research relating to universities that use innovative methodologies;
- Looking at what is happening to universities across disciplinary fields, and internationally;
- Examining trends, patterns and themes, and presenting them in a way that re-theorises and re-energises knowledge around the status and purposes of universities; and
- Above all, advancing the publication of accounts that re-position the study of universities in a way that makes clear what alternative robust policy directions for universities might look like.

The series aims to encourage discussion of issues such as academic work, academic freedom and marketisation in universities. One of the shortcomings of many extant texts in the field of university studies is that they attempt too much, and as a consequence, their focus becomes diluted. There is an urgent need for studies in a number of aspects with quite a sharp focus, for example:

1. There is a conspicuous absence of studies that give existential accounts of what life is like for *students* in the contemporary university. We need to know more about the nature of the stresses and strains, and the consequences these market-driven distortions have for the learning experiences of students, their lives and futures.
2. We know very little about the nature and form of how *institutional politics* are engineered and played out, by whom, in what ways and with what consequences in the neoliberal university. We need 'insider' studies that unmask the forces that sustain and maintain and enable current reform trajectories in universities.
3. The *actions of policy elites* transnationally are crucial to what is happening in universities worldwide. But we have yet to become privy

to the thinking that is going on, and how it is legitimated and transmitted, and the means by which it is made opaque. We need studies that puncture this veil of silence.

4. None of what is happening that is converting universities into annexes of the economy would be possible without a particular version of *leadership* having been allowed to become dominant. We need to know how this is occurring, what forms of resistance there have been to it, how these have been suppressed and the forms of solidarity necessary to unsettle and supplant this dominant paradigm.
5. Finally, and taking the lead from critical geographers, there is a pressing need for studies with a focus on universities as unique *spaces and places* – possibly in concert with sociologists and anthropologists.

We look forward to this series advancing these important agenda and to the reclamation and restitution of universities as crucial intellectual democratic institutions.

*John Smyth,*  
Professor of Education and Social Justice,  
University of Huddersfield, and  
Emeritus Professor, Federation University Australia

# Contributors

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**James Arvanitakis** is Dean of the Graduate Research School and Head of The Academy at University of Western Sydney (UWS), Australia, where he is also a professor in the Humanities and a member of the University's Institute for Culture and Society. He has spearheaded the establishment of The Academy – a unique programme across Australia – and its principles of future proofing education, inter-discipline and ethical leadership. His research areas include citizenship, resilience, piracy and the future of universities. In 2012, he was awarded the Prime Minister's University Teacher of the Year Award, and in the same year he received an Australian Research Council Discovery Grant. He is a visiting professor at the University of the Witwatersrand, Johannesburg, and a board member of the Public Education Foundation. He is also working with a collective of universities in India to establish a centre for research and teaching excellence. He is the editor of *The Citizen of the Twenty-First Century* (2014) and *Piracy: Leverages from Modernity* (2014).

**Elisabeth (Liz) Brenner** is an associate professor in the Science Faculty of the University of the Witwatersrand, South Africa. She has been involved in curriculum design for new courses implemented in the School of Molecular and Cell Biology and designed and taught courses in an outreach programme for grades 10–12 high school learners. She was the winner of the Science Faculty's most distinguished teaching

award in 2003, the Vice-Chancellor's most distinguished teaching award in 2010 and the South African National award for excellence in teaching and learning in 2010. Particular teaching interests lie in exploring pedagogies which promote critical engagement, such as the use of interactive classroom technology and using writing to learn in and outside contact periods, and the use of formative assessment for learning.

**Kerryn Dixon** is a senior lecturer in the Foundation Studies Department at the Wits School of Education, South Africa. She holds a PhD in Early Literacy. Her research and teaching interests are in the field of language and literacy studies, Foucauldian theory and the application of spatial theories in education. She is the author of *Literacy Power and the Schooled Body* (2011) and co-author of *Doing Critical Literacy* (2014).

**Catherine Duncan** is a lecturer in the School of Arts at the University of the Witwatersrand, South Africa, where she teaches Film and Media Studies with a particular focus on participatory media cultures. Her research focuses on learning at the margins of formal instruction, outside the classroom and through interaction with our peers and colleagues.

**Sharon Fonn** is a full professor in the School of Public Health at the University of the Witwatersrand, South Africa. She currently co-leads the Consortium of Advanced Research Training in Africa (CARTA), is President of the Association of Schools of Public Health in Africa (ASPHA) and is a panel member of the Market Inquiry into the private health care sector for the Competition Commission of South Africa. Rather than being a super-specialist in one particular area, she has taken a multidisciplinary approach, using a mix of research methods, to work in a range of areas with the aim of impacting on policy and implementation of health and related interventions to improve population health outcomes. Her areas of expertise include curriculum development, and she has published a number of curricula to promote gender equity, human rights and the quality of health care that have reached audiences around the world.

**Theresa Giorza** holds a master's in both Fine Art and Education and teaches pre- and in-service teachers at undergraduate and postgraduate levels. She is currently engaged in doctoral research on the agency of spaces and materials in young children's learning. As a founding member of the Mindboggles network, she facilitates courses in Philosophy

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**Angelo Kourtis** is the Vice-President (People and Advancement) at UWS, Australia. He has been a member of the UWS community since 1986, as a student, graduate and as a member of staff. Commencing as a UWS staff member in the role of Course Information Officer in 1992, he held a number of senior marketing and student recruitment roles before being appointed to the position of Pro Vice-Chancellor (Students) in October 2011 and Vice-President (People and Advancement) in March 2015. He has led the development and refinement of the student lifecycle strategy at UWS. This strategy seeks to reflect the long-term 'journey' students embark on when aspiring to higher education. He is a member of the University Executive team, the Academic Senate, the Senate Education Committee and is on the Board of Directors for TVS (Television Sydney) and UWS College.

**Joanne M. Lind** is Associate Professor of Molecular Biology and Genetics at the School of Medicine, UWS, Australia. During her career, she has received a number of awards that have recognised her teaching and research excellence, including the Australian Teaching Excellence Award from the Office of Learning and Teaching, Australia, and an Australian Biomedical Fellowship awarded to her by the National Health

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**Mandivavarira Maodzwa-Taruvinga** is a PhD candidate at the University of the Witwatersrand's School of Education, South Africa, where she also teaches undergraduate and postgraduate courses within the Curriculum Division. She is interested in researching knowledge, curriculum and pedagogy within higher education, teacher education and schooling from inter/multi-disciplinary perspectives. Her research focuses on the conceptualisation of professional knowledge within Initial Teacher Education pedagogy curricula. She is developing research interests in how the inter-sectionality of multiple and diverse markers of identity influences the politics of local and global knowledge production as well as the link between education and the broader social dynamics of being human.

**Jacqueline De Matos-Ala** is a senior lecturer in International Relations at Wits University and a former recipient of the Vice Chancellor's Team Teaching Award. One of her predominant research interests is higher education pedagogy. Dr De Matos-Ala is a former Mellon Mays mentor and is currently Head of Teaching and Learning at the Wits School of Social Sciences. She also teaches in the university's Targeting Talent Programme, which provides mentorship and a winter school programme to high-potential students from marginalised communities to improve their chances of attaining higher education, and conducts research on high-potential marginalised youth in Africa.

**Belinda Mendelowitz** is a senior lecturer at the Wits School of Education, South Africa, where she teaches postgraduate courses in writing theory and practice and home and school literacy practices. She also teaches English and English methodology courses in the BEd programme, mostly in the areas of creative writing, grammar, writing pedagogy and sociolinguistics. She holds a PhD from Wits University. Her thesis focused on teachers' conceptions and enactments of imaginative writing pedagogy. Her research focuses on imaginative writing

pedagogy, the critical imagination, narratives in education, multilingualism and identity. She is particularly interested in the scholarship of teaching and learning and how the implementation of powerful pedagogies can generate new forms of knowledge. Her work challenges the binaries between teaching and research.

**Jacqueline Murray** is Professor of History and Director of the First-Year Seminar Program at the University of Guelph, Canada. She holds a PhD in Medieval Studies from the University of Toronto, Canada. Her research has been recognised by a Canada Research Fellowship and grants from the Social Sciences and Humanities Research Council of Canada. Beginning her career at the University of Windsor, Canada, she subsequently joined the University of Guelph as Dean of Arts. She has focused on enhancing the first-year experience and learning outcomes through researching and teaching interdisciplinary first-year seminars. Her research has been disseminated nationally and internationally, and she is frequently invited to facilitate workshops on Enquiry-based Learning. Her contributions to teaching and learning have been recognised by numerous awards including the John Bell Award for Teaching Excellence and the D2L Innovation Award. In 2014, she was named a 3M National Teaching Fellow, Canada's highest recognition of teaching excellence.

**Pamela Nichols** came to South Africa in 1995, originally to the Wits English Department. Since 1998 she has been the Director of Wits Writing Centre, which is a resource for academic writing and for creative writers. Since its inception, the WWC has produced 17 award-winning fiction writers and part-organised six literary festivals as well as promoting successful academic writing and writing intensive teaching. She took her first degree at Sussex University, UK, taught and studied at the American University of Beirut, completed a teaching degree at the Institute of Education in London, before attending New York University, where she completed a doctorate in Comparative Literature guided by the work of, and personal engagement with, Edward Said. Her published work focuses on writing centres, writing intensive teaching, writing programmes, new African writing and strategies to enhance democracy through the development of citizen scholars. She is currently working on a book of creative non-fiction about Lebanon.

**Milton Nomikoudis** is a senior advisor, learning and teaching in the Office Dean Learning and Teaching (ODLT) at RMIT University in Melbourne, Australia. He has extensive experience as a teacher,

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**Antje Schuhmann** holds an MA in American Cultural History, Literature Theory, Social Psychology and a PhD in Postcolonial Studies. She has been working at the America Institute of the Ludwigs-Maximilian's University (Munich), the University of Bremen, Germany, University Paris 7, France, and the University of Orleans, USA. Currently, she is based at the University of the Witwatersrand in the Political Studies Department and in the Centre for Diversity Studies. The intersections of power with body politics and historic legacies within today's systems of violence and domination are one of the main foci of her intellectual and political work. Her transdisciplinary scholarly background is in US-American interpretations of French poststructuralist theory production especially in relation to gender and queer studies, critical race theory and postcolonial studies. Inspired by scholars of Critical Theory, she uses psychoanalytic concepts for the interpretation of socio-political and cultural phenomena. She has coedited *Blackness and Sexualities* (2008) and *Gaze Regimes: Film and Feminism in Africa* (2015), has published widely internationally and has produced film/audio features. She is active in international feminist, anti-racist/fascist networks.

**Matthew Starr** is originally from Far North Queensland. His mother's family are from the Torres Strait and his father's family are Scottish and Irish. He moved to Melbourne to take up a position as a senior

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# Acronyms

ASD	Autism Spectrum Disorders
CEW	Critical Engagement through Writing
CHE	Council on Higher Education
CSI	Crime Scene Investigation
DHET	Department of Higher Education & Training (South Africa)
DNA	Deoxyribonucleic acid
EBL	Enquiry-based learning
EFA	Education For All
EL	Experiential learning
ENLACES	Latin American and Caribbean Higher Education Area (Espacio de Encuentro Latinoamericano y Caribeño de Educación Superior)
IR	International Relations
ITE	Initial Teacher Education
MCQ	Multiple Choice Quiz
MDGs	Millennium Development Goals
MOOCs	Massive open, online courses
NGO	Non-governmental organisation
OMIM	Online Mendelian Inheritance in Man
P4C	Philosophy for Children
PBL	Problem-Based Learning
PCK	Pedagogical Content Knowledge
SDGs	Sustainable Development Goals
TTP	Targeting Talent Programme
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
US	United States of America
Wits	University of the Witwatersrand
WWC	Wits Writing Centre